CHAPTER - II
REVIEW OF RELATED LITERATURE

The importance of related literature can not be denied in any research. It is an important and crucial aspect of a research report, which works as a guidepost, not only with regard to the gaps and lacunas in the concerned field of research, it helps in understanding the potentialities of the problem in hand. Besides this, survey of related literature means to locate, to read, and to evaluate, the past as well as the present investigation. At this junction of planning for the study the time spent in such a survey is invariably a wise investment. The task calls for a deep insight and element perspective of overall field, which invariably minimizes the risk of the dead ends, rejected topic, rejected studies, trial and error activity and even more important the errorless findings based on faculty research designs promoting a greater understanding of the problem. Practically all human knowledge can be found in books and libraries. Unlike other animals that must start a new life with each generation man builds up on the accumulated and recorded knowledge of the past and so review of related literature is an essential aspect of a research work’ (Best, 1967). Every research project should be based on all of the relevant thinking and the research that have preceded it. When completed it becomes a part of the accumulated knowledge in the field and so contributes to the thinking and the research that follow. For any specific project, it occupies this place in the development of discipline. The researcher must be thoroughly familiar with both the theory and the research done in his field of study (Fox 1987).

In order to gain conceptual clarity of the variables, information has to be culled through research tools like almanacs, books, education dictionaries, encyclopedias, handbooks, magazines, periodicals, and yearbooks. Survey of related literature and research is an essential aspect of the research project. An exhaustive survey of what has already been done on the problem is an indispensable step in its solution. (Mouly 1961) asserts that no experienced researcher would think of undertaking a study without acquainting himself with the contributions of previous investigators. (Sukhia 1974) and others assert that the search for reference material is a time-
consuming but very fruitful phase of a research programme. This search provides further orientation to the problem and at the same time eliminates the possibility of avoidable duplication of effort.

In addition, valuable information on research techniques may be gained from reports of previous studies. Thus, this review is meant to provide the existing lacuna in the studies and guide the researcher in choosing the tools for his research questions and base for further study.

Teaching Effectiveness plays a pivotal role in the teaching-learning process. It being the hub of the whole programme, needs close observation and critical analysis, as the enrichment in effectiveness may have a direct bearing on the learning outcome of the pupils. A natural curiosity strikes the mind of the researcher regarding the various components that add to the effectiveness, for, unless the sources to effectiveness are substantially improved, the goal to make teacher worth his job, will remain an unfulfilled dream.

In the field of education and teaching, there is nowadays growing emphasis on the need to be effective. Teaching Effectiveness is concerned with what a teacher is and what he does in the classroom in order to induce pupil learning.

This chapter is an analysis of the studies attempted in the field of teacher education related to teaching effectiveness and is dealt with following three sections.

2.1 Studies related to Teaching Effectiveness
2.2 Studies related to Organisational Climate
2.3 Studies related to Instructional Management Behaviour

2.1 STUDIES RELATED WITH TEACHING EFFECTIVENESS

**Blalock (1985)** attempted to study differences in student locus of control and self-concept under conditions of more effective and less effective teaching. Student achievement record on a sample of 40 teachers in a rural school system was analysed. The results indicated no significant differences between student of more and less effective teaching at year’s end.
Hal Scott (1985) conducted a study to investigate the background variables of individuals employed and how those variables may be used to select effective substitute teachers on a sample of 206 substitute teachers. The findings indicated that one variable i.e. pedagogical course was an important discriminating factor regarding the identification of potentially effective substitute teachers.

Hayman (1985) conducted a study to investigate the relationship between teacher motivation and teacher effectiveness on a sample of 100 teachers. The findings revealed that significant relationship occurred between the self actualization level of motivation and teacher effectiveness. It was therefore concluded that the teachers who possessed the highest level of motivation, self actualization, tended to be more effective teachers.

Christensen (1986) studied to determine which effective teacher characteristics were exhibited by associate teachers from the University of Idaho on a sample of 35 teachers. The findings indicated that how well an associate teacher scores in a teaching strategies course is not related to the effective teaching characteristics exhibited during the practical experience.

Coser (1986) studied to identify the relationship between planning and teacher performance on a random sample of principals and teachers in public school system throughout the United States. The findings indicated a relationship between teacher effectiveness as rated by principals and teachers planning practices as reported by teachers.

Mauser (1986) examined the predictive validity of the teacher perceiver interview on it related to teacher effectiveness as judged by teacher’s immediate supervisor on a sample of 77 teachers. The findings indicated that there was no predictive validity between the teacher perceiver interview and teacher effectiveness as judged by the teacher’s supervisor.

Pruser (1986) investigated the relationship between a classification of teacher effectiveness determined by student achievement and a set of teacher variables which include years of teaching experience on a sample of 87 high school teachers and found that there was no significant relationship between the collective set of selected teacher’s variables and teacher effectiveness.
Baughn (1987) attempted to identify the standards by school districts for evaluation of teachers and to determine whether the districts standard reflect the teacher effectiveness research findings on 8 unified school districts in Orange Country California. The findings indicated that experience and training are not associated with the extent of utilization of teacher effectiveness research findings by evaluators.

Duschner (1987) conducted a study of teacher flexibility in relation to classroom teaching behaviour and perceived teacher effectiveness and revealed that significant correlations occurred between classroom teaching behaviours and overall teacher effectiveness. Further most, relationship between classroom behaviours and overall effectiveness varied substantially in magnitude and direction depending on a grade level, academic level and subject area.

Eighnd (1987) conducted a study to investigate teacher’s perceptions of the impact of the District of Columbia teacher center upon teacher effectiveness and classroom performance on 250 teachers. The findings revealed that years of experiences in teachings age and gender did not have significant impact on instructional effectiveness of participating teachers.

Noerrlinger (1987) conducted a study to examine the student feed back on teacher effectiveness and those factors, which might influence student feedback on a sample of 19 principal, 76 teachers and 1500 students. Results indicated that elementary students can be reliable source of information on teacher effectiveness. The students agreed with the principals and rated more effective teachers significantly higher than the less effective teachers on personal interest, classroom management, presentation, guided practice. Independent interactions were found between student’s feedback on teacher effectiveness and teacher’s age, sex, experience level, ethnic origin and educational level.

Stark (1987) determined whether placement on the Taxes Career Ladder at Level 11 had a significant impact on teacher effectiveness and the professional development of impact on teacher effectiveness and professional development of classroom teachers in the San Antonio Independent School district on a sample of 337 teachers. The findings revealed that Career Ladder 11 teachers are effective in the
classroom and teacher with more than 20 years experience provide individuals assistance to students more often than teacher with less than 15 years of experience.

Gupta (1988) attempted to study the intelligence, adjustment and personality needs of effective teachers in science and arts on a sample of 46 science teachers and 298 arts teachers from the 39 intermediate college of Aligarh district and concluded that teacher effectiveness was found to be related to the experience of the teachers. They were found most effective in the 11-15 years experience group after that it began to decline and also that teacher effectiveness was found to be related to the age of the teachers. They were found most effective in the age group of 30-39 years; after that their effectiveness went on diminishing.

Minicucci (1988) examined whether background characteristics that are available prior to employment have any relationship to teacher satisfaction or teacher effectiveness ratings. The results revealed that few background characteristics of teacher viz. educational levels, sibling status, birth rank, childhood socio economic level, mother’s education, father’s education, years of teachings, decision to teach, extra curricular relationships either to teacher satisfaction reports of effectiveness ratings.

More (1988) studied the relationship between personality, aptitude for teaching and effectiveness of secondary school teachers and concluded that out of 16 personality factors, only six were found to be positively correlated with teacher effectiveness of which intelligence was the most important. The total personality of the teacher was found to be affecting his teaching.

Prakasham (1988) attempted to compare the strength of teacher effectiveness in various types of school organizational climates as well as under different levels of teaching competency across sex differentiation and territorial variation. The sample comprised of 800 teachers along with 92 principals from 120 government local body private non-Christian and Christian schools teaching class IX, X and XI of Raipur and Bilaspur districts. The findings indicated that teachers of urban schools located in industrial area significantly excelled over teachers employed either in semi urban schools or schools located in non-industrial areas on both teaching competency and teacher effectiveness and that there existed a significant relationship between teaching competency and teacher effectiveness.
Fecser (1989) conducted a study to investigate whether highly effective sensitive teacher of severely behaviour disordered students demonstrate higher rates of effective teaching behaviours than teachers low in this dimension on a sample of 40 teachers and found that there was no significant differences between the coded instructional behaviour of High Scoring Teacher (HST) and Low Scoring Teachers (LST).

Sarvis (1989) compared the attitude of 150 elementary school teachers and 25 principals towards the importance of teacher effectiveness characteristics, in evaluating teachers. The findings revealed that there was a strong agreement between teachers and principals with respect to which teacher effectiveness characteristics are important for use in conducting teacher evaluations.

Spellman (1989) examined the teacher effectiveness in preparing an individualized educational plan (IEP) on 60 special education teachers. The findings revealed that issues involved in improving the IEP process are not limited only to teacher effectiveness in writing IRPI’s but also include other factors within the educational system.

Daly (1990) attempted to analyze student’s perception of teacher effectiveness in the Hanover Park High school in New Jersey on a sample of 864 students in 54 classes taught by 27 teachers and found that student’s perception might be valid and reliable source for faculty development.

Kingston (1990) conducted a study on teacher effectiveness scores based on student achievement data estimated by two methods; the classical method of analysis of co-variance and a within class regression technique. The sample comprised of eight classes of mathematics over a three year period. The analysis of variance comparing the two methods showed no significant differences between overall teaching effectiveness scores brought by the two methods.

Ross (1990) determined if the purpose of an evaluation made a difference in the type of information collected and to reveal perceptions of a better system to measure teaching effectiveness on 199 administrators and 255 faculty members from private, Liberal Arts College in Michigan. The findings revealed that most
respondents reported teaching effectiveness as the most important component of faculty evaluation.

**Deshpande (1991)** determined the teacher effectiveness through the modified version of Popham’s performance test on a sample of 27 randomly selected science teachers, 638 students in class IX and the heads of the schools of Hubli-Dharwad city. The findings indicated that teacher effectiveness as evaluated by the performance test in terms of student achievement was not related to other types of assessment like student’s ratings, head’s ratings or teacher behaviour indices.

**Edwin (1991)** conducted a study to determine the relationship between teacher effectiveness and stage of the teacher’s career on 100 California elementary principals. The findings revealed that there was a relationship between being perceived as an effective or ineffective teacher and years at current site and also that performance of teacher perceived as effective increase at a steady rate until mid career then performance drops during late career.

**Singh (1991)** conducted a study on the relationship of teaching effectiveness with creativity and intelligence and composite effect of creativity and intelligence on teaching effectiveness in a male and female teacher. The sample included 150 male and 150 female secondary school teachers of Punjab. The findings indicated that among the male and female teachers, teaching effectiveness was positively related with fluency, flexibility, originality, composite creativity and intelligence.

**Johnson (1992)** attempted to examine the perceptions of 434 secondary school principals from across the United States as they consider the notion of teacher effectiveness. The findings revealed that communication related skills, factors and courses were rated as of greatest importance by principals as they assess candidates for teaching positions and as they consider preparatory course work.

**Brodny (1993)** attempted to study the relationship between student achievement, student attitude and student perception of teacher effectiveness and the use of journals as a learning tool in mathematics on 542 students. The findings revealed that students perceive that they have a greater opportunity to learn and perceive that their teachers are more effective when journal writing is used as a tool for learning mathematics.
Delso (1993) conducted a study on veteran teacher who were interviewed using Mc Cracken’s (1988) qualitative long interview methods to ascertain what veteran teacher believe effective teacher do. The findings revealed that the teacher effectiveness literature focused more on pacing and increasing student’s academic achievement, while good teachers placed little importance on standardized testing and look to their students to evaluate themselves and improve their teaching practice. The beliefs of the veteran teachers seemed to align more closely with the teaching cultures and teacher’s thought processes literature than the effective teaching literature.

Singh (1993) conducted a study to examine teacher effectiveness in relation to their gender, area and adjustment on a sample of 330 teachers (of both sex) from higher secondary schools (belonging to rural and urban areas), and concluded that there was a significant difference between male and female teacher in adjustment in favour of male teacher. The coefficient of correlation between teacher’s effectiveness scores and adjustment was significant for urban teachers and not significant for rural teachers.

Anyalewchi (1994) attempted to identify characteristics traits of effective teachers and factors that teachers and principals consider influential in teacher effectiveness on a sample of 30 secondary school teachers and 7 principals. There were 13 broad categories under which the items were classified i.e. Instructional Methods Managerial Skills Educational Background Planning Resources Administrative Support Teaching Experience Class Size Salary Benefits Staff Development School Environment Characteristics/Traits of the teacher Understanding Students. The findings revealed that there was an agreement in 7 of the 13 categories identified as either characteristics/traits of effective teacher or factors influence the teaching effectiveness. These are the characteristics of the teacher, influential understanding student, managerial skills, planning, educational background, administrative support and instructional method.

Seman (1994) examined the effect of a direct instruction program, connecting math concepts on teacher effectiveness and student performances. Two regular educators, nine main streamed students, and fifty regularly assigned students participated in the study. The results of this study indicated that when teachers
achieved mastery in Direct Instruction Technique, the effective teaching behaviours of feedback, questioning and error correction increased.

**Biswa and De (1995)** attempted to study effectiveness of secondary school teachers in Tripura on a sample of 345 teachers employed in 18 secondary schools situated in three administrative districts of Tripura and found that only male and female teachers differ significantly on teacher effectiveness and the female teachers had comparatively greater mean for teacher effectiveness scores indicating that the female teachers were comparatively more effective and further the girl school teachers had more mean teacher effectiveness scores than that of co-educational school teachers.

**Gupta (1995)** examined the relationship between job satisfaction and teacher effectiveness of secondary school teachers and their teaching effectiveness on a sample of 560 teachers from 50 randomly selected secondary schools of Ghaziabad District of Uttar Pradesh and found that the coefficient of correlation between overall dimension of job satisfaction of teacher viz. salary benefits, community aspect supervision, family life, polices and practices, growth practices were significantly related with teacher effectiveness.

**Rao (1995)** studied relationship between teacher effectiveness, creativity and interpersonal relationship of teachers. The findings revealed that no significant relation was found between teacher effectiveness and the income or years of service of the teacher. However significant relations were found between teacher effectiveness, creativity and interpersonal relationships of teachers and significant differences existed between rural and urban teachers with reference to interpersonal relationship.

**Sugiratham and Krishna (1995)** studied the teacher effectiveness of 295 woman teachers working in Girls Higher Secondary School, Tuticorin and found a significant difference among the different classes handling respondents on teacher effectiveness. As regards mean score, there was significant difference among the medium of instruction of respondents on teacher effectiveness and among different qualifications of respondents on teacher effectiveness.
Tisclale (1996) studied the relationship between self evaluation of teaching effectiveness and administrator evaluation of teaching effectiveness as measured by state adopted instrument and determined that self perceived teacher effectiveness is congruent with teacher effectiveness as measured by three areas; teaching plans and materials, position skills and interpersonal skills of Mississippi teacher assessment instrument on teachers from Mississippi Gulf Coast school districts. Conclusions from analysis of data indicated that the evaluation of career teachers using the Mississippi Teacher Assessment Instrument doesn’t discriminate between levels of teacher effectiveness. The majority of teachers were rated at extremely high levels both by teachers and administrators.

Wilhem (1996) attempted a study focused on student and teacher perceptions of teacher effectiveness on a sample of 41 full time faculty and 560 students at a multi-site Texas Community College. The results revealed that a significant difference in perception between students, between students and faculty or between types of course, in the following seven categories: Learning/Academic value Instructor Enthusiasm Organization/Clarity Examination/Grading Assignment/Readings Individual Rapport and Overall Rating.

Indira (1997) tried to find the relationship between teacher effectiveness, work orientation and stress of college teachers on a sample of 220 lecturers working in degree and junior colleges situated in Vizianagaram district and found that the general level of teacher effectiveness prevailing among college teachers was far greater than the mid-point of the scale.

Meadows (1997) explored the relationship between the teacher leadership style and teacher effectiveness on a sample of 134 instructors and 2141 students. The findings through a post hoc analysis revealed a significant relationship between instructor effectiveness and instructor leadership. Socio-independent received the highest student grades and students view these instructors as enthusiastic mentors.

Sikora (1997) conducted a study to examine relationship between personality types and teacher effectiveness of secondary family and consumer science teachers. The sample of the study comprised of 20 FCS teachers from three school districts in Eastern Tennessee. Although the results of this cannot be generalized due to the non-
random selection process of FCS teachers. The findings indicated that teacher’s personality may play a significant although a limited role in teacher effectiveness.

**Trader (1998)** tried to compare the attitude of effective and typical teachers towards inclusion of students with special needs in regular education classroom and found that more effective teacher indicated greater interaction with special needs students and also indicated higher level of promotions of inclusion practices at their schools.

**Bakke (1999)** conducted a survey with teacher and administrators in the Blue Value Valley School district in which they were asked to indicate which of the pair of two traits they considered most critical to teacher effectiveness in the classroom. The traits were grouped into clusters identified as interpersonal and extra personal. Other variables considered were gender and number of years of teaching experience. A significant relationship was found between the perceptions of all groups examined with the exceptions of those disaggregated by years of experience and the secondary teachers and administrators groups.

**Pandey and Maikhuri (1999)** in their study attempted to explore the attitude of effective and ineffective teachers towards teaching profession. The major findings included; (1) There was no significant difference between effective teachers having high or low experience in terms of their profession. (2) High experienced teacher’s attitude was positive towards teaching profession than low experience ineffective teachers (3) Age of effective teacher was not a differentiating factor in their attitude towards teaching profession. (4) Young ineffective teachers had a negative attitude towards teaching than ineffective old teachers.

**Kumar (1999)** studied teacher effectiveness among scheduled caste and non-scheduled caste teachers in relation to their teaching aptitude and self-concept in schools falling under 8 districts of Punjab and found that (i) caste has no significant effect upon teacher effectiveness irrespective of teaching aptitude and ideal self concept. (ii) Significant difference exists in the teachers belonging to different levels of teaching aptitude (iii) Teachers having high teaching aptitude as well as ideal self concept are more effective. (iv) There is no significant interaction among the variables of caste, teaching aptitude and social concept on teachers effectiveness.
Marsland (2000) conducted a study to evaluate selected teacher effectiveness research for elements of multiple intelligence (MI) theory. The results indicated a large discrepancy between the intelligence and their representation in teacher effectiveness research. Interpretation of the numbers reveals that there is no clear balance in what is being measured or in what has emerged as themes in teacher effectiveness research.

Raj (2000) conducted a study on teacher effectiveness of secondary school teachers in relation to motivation to work and job satisfaction. The study was conducted on 100 secondary school teachers from 22 schools (both rural and urban) of Shimla District of Himachal Pradesh. The findings of the study showed that teacher motivation to work has significantly effect upon teacher effectiveness, i.e. those having higher level of motivation to work do effective teaching. The conclusions drawn from the study were that teacher effectiveness was positively correlated with the level of motivation to work and teacher effectiveness was not significantly related to job satisfaction.

Quandahi (2001) conducted a study to differentiate the instructional practices of kindergarten teacher who were more effective, effective and less effective in producing high student achievement. The teacher sample consisted of nine kindergarten teachers and 208 students from four schools with ethnically diverse students. These findings suggested that it was possible to discern some common characteristics of teachers who are more effective, or less effective producing high kindergarten achievement. Teachers who were identified as effective generally self-reported a more developmental philosophy and practices. Interestingly, the effective teacher’s students had high first grade academic achievement and self reported a developmental approach maintained high achievement in first grade.

Abler (2002) examined the possible relationship of teacher organizational commitment and teacher efficacy to school academic standing and teacher experience. The sample comprised of 30 public school teachers who taught in high schools of the Large District Association (LUDA) in Illinois. Data analysis indicated that teacher organizational commitment components of a positive sense of belonging and a commitment to collaboration demonstrated importance in their number and strength of
relationships to teacher efficacy, indicators of academic standing, and teaching experience. Results suggest that administrators and policy makers may nurture and retain effective teachers who are committed to the school by fostering a friendly climate and a collaborative environment.

**Allison (2002)** conducted a study to compare the teaching effectiveness of part-time and full time clinical nursing faculty by using the Nursing Clinical Teacher Effectiveness Inventory. The sample included two groups: clinical nursing students in Associate Degree Nursing programs at schools in a mid-Atlantic state and the part time and full-time faculty who taught those students. Results of the study indicated that student’s rank part-time faculty as significantly less effective than full time faculty on each of the five categories by the NCTEI as important in Clinical Nursing Instruction i.e. teaching ability, nursing competence, evaluation of interpersonal relationship and personality traits. The findings support the result that there is no significant difference in the ways that students rate the effectiveness of teachers and the self-ratings of the teachers themselves.

**Ford (2002)** attempted to determine the relationship among teachers induction program variable, namely content, personnel and delivery modes employed and perceived effectiveness and satisfaction of first year teachers of the 279 surveys sent to beginning teachers in 26 randomly selected public school system throughout the state of Alabama, 63 subjects responded to most or all of the question in the survey. The findings revealed that there is a positive correlation between new teacher induction content addressed during a teacher’s first year and their level 1 of self-perceived effectiveness. Next, direct input on a specific task was the most common way new teachers were supported and produced a strong task was the most common way new teachers were supported and produced a strong correlation with effectiveness and satisfaction while lectures, although used seldom, produced the least effect on new teacher effectiveness and satisfaction. And finally, principals were also highly involved. The principal’s involvement produced the strongest relationship with effectiveness and satisfaction.

**Vijaylakshmi (2002)** studied the impact of some personal and professional variables on teaching effectiveness and work orientation and found that only
significant difference existed between the teachers having their age up to 35 years and above. Sex, marital status, qualification, experience, subject of teaching, designation, status of college, type of college and management did not have any significant influence on the teacher effectiveness.

Kagathala (2002) studied teacher effectiveness of teachers of secondary schools in Gujarat in relation to area of their schools, sex, educational qualifications, experience of teaching, type of school personality and caste. Teacher effectiveness scale (Developed by the investigator), creative personality inventory were administered upon 1800 teachers (1290 male and 510 female) of secondary schools of different parts of Gujarat. Result of the study show that: Teacher effectiveness of teachers of secondary schools in Gujarat was found to be of average; The teachers of urban area are superior than rural area in teacher effectiveness; Sex of the teacher does not affect the teacher effectiveness; The teachers with masters degree possess more teacher effectiveness than bachelor degrees holders; The effect of experience of teaching on the teacher effectiveness is found increasing upto the experience of 19 years but it found decreasing after that level of experience; The teachers of boys schools are found to be effective than girls and co-educational school; The teacher having high creative personality are found superior to the teacher having how creative personality in their teacher effectiveness; No effect of caste of teacher on the teacher effectiveness was found.

Castle (2003) attempted a study to develop a transformative critical pedagogy of work with current state standards and skills that teachers are currently required to teach. The multiuse serial component is designed to assist teachers in developing their experiential learning is part of effective learning and pedagogy. The findings revealed that a rigorous academic program combined with a critical socially constructed teaching/learning environment based on interaction, discovery and problem solving contributes to teacher effectiveness and student learning.

Selsor (2003) sought to examine differential importance in primary dimensions of effective teaching as perceived by a sample of rural and suburban community college students and to analyze the teaching had learning implications.
Students from 4 community colleges (N = 337) were asked to rate 31 descriptive statements which encompass 9 dimensions of effective teaching and respond to one open-ended question as stated on the student’s evaluation of educational quality (SEEM), an instrument developed by Dr Herbert Marsh. The results indicate that rural and suburban community college students rate dimensions related to communications skills highest; instructor enthusing, individual rapport and group interaction in that order. Conversely, students rated dimensions related to learning and content among the lowest; learning value, breath of coverage and assignment/ readings, in that order.

**Vandana and Punia (2004)** attempted to study interactive abilities and human resource effectiveness in their study on educational managers. The findings indicated that educational managers are well aware of the need to find problems and setting the objectives before reaching at the solution through their effective implementation. Here in the entire process of goal setting the interactive abilities of the administration has a great role to play. In fact in a situation when everything seems to be going out of control, interactive abilities come alive in the reactions and decisions of those capable of crisis management leading to human resource effectiveness. Thus, the ability to diagnose problems created by rapid, complexity and conflict may require an interactive frame of mind to achieve the best results meaning thereby that the term intuition does not denote something contrary to reason, but something outside the province of reason.

**Vijayalakshmi and Mythill (2004)** studied the influence of personal variables (Age, Martial Status, sex) and professional variables (Experience, qualification, subject of teaching, designation, level of college type of college management) on the teacher effectiveness and work orientation of 220 teachers working in junior colleges, degree colleges, and professional colleges of Vizianagaram district of Andhra Pradesh. Results showed that there was significant difference between the teachers upto 35 years and above 35 years of age, married and unmarried, teachers with different designation and working in junior and degree colleges with regard to their teaching effectiveness. Regarding their work orientation, significant difference existed between married and unmarried, male and female teachers, teachers of different cadres, between junior and degree
college staff and government and private college teachers. Positive and moderate relationship was present between teacher effectiveness and their work orientation. Teachers of above 35 years age, married teachers, female teachers, assistant professors and degree college teacher are more effective than their counterparts.

Amandeep and Gurpreet (2005) conducted a study of teacher effectiveness in relation to teaching competency and concluded that (1) female teachers are more effective in their teaching than male teachers (2) male and female teachers do not differ significantly as far as their teaching competency is concerned; (3) thus variable of teaching competency plays significant role in teacher effectiveness of teachers.

Bansibihari and Surwade (2006) in their study on effect of emotional maturity on teacher effectiveness found that female teachers were emotionally more mature/stable than male teachers and emotionally more mature/stable teachers were more effective.

Douglas Harris and Stacey Rutledge (2007) their study compared research on the theoretical models and predictors of teacher effectiveness with those of other occupations, focusing on three specific predictors of worker effectiveness: cognitive ability, personality, and education. The comparison of the teacher and other worker studies yields a variety of ways in which research on teacher effectiveness might be improved and expanded: First, the worker literature illustrates specific theoretical models, such as job-organization fit, that complement existing models regarding the work of teachers. The potential value of extending worker models to teaching in this way is reinforced by the fact that the three teacher characteristics mentioned above predict effectiveness in similar ways among teachers and other workers. Second, by outlining multiple models of effectiveness, it is possible to identify the important dimensions on which they vary, such as the unit of analysis and the assumed roles of the individual worker in relation to the organization. Third, research on other workers highlights some ways to improve the measurement of the three predictors and teacher effectiveness, going beyond the use of student test scores.

Gupta & Jain (2007) studied teaching effectiveness of govt. and private school teachers trained through formal and distance modes and found that Private
school teachers were more effective in reviewing the home assignments, introduction of lesson and classroom climate as compared to government schools teachers. It was further found that there existed a significant difference in development of lesson with respect to explanation, communication, questioning response management, reinforcement and class management of govt. and private school teachers trained through formal mode. No significant difference was found in use of chalkboard among govt. and private school teachers. The private school teachers were more effective in using the skills required in developing the lesson as compared to govt. school teachers. It was also observed that there was no significant difference in all aspects of Teaching-effectiveness except in case of review of home assignments of private school teachers trained through formal and distance mode.

Mohalik (2007) studied impact of In-service Teacher Education Programmes on Teacher Effectiveness and Students Achievement in English and found significantly positive effect of in-service teacher training on teacher effectiveness and student achievement.

Newa (2007) studied teacher effectiveness in relation to work satisfaction, media utilization and attitude towards the use of information and communication technology among secondary school teachers of Nepal. The sample of the study consisted of 300 government and private school teachers of Kathmandu valley. Results of the study show that : For the total sample of government and private schools, teacher effectiveness was found to be positive related with job satisfaction, media utilization and attitude towards information and technology; No significant interaction was found between school type and teachers of academic stream with regard to teacher effectiveness; More effective teachers exhibited better work satisfaction, attitude towards media utilization and attitude towards information and technology; More effective teachers and less effective teachers of science, math, language, social sciences, of secondary school exhibited comparable work/job satisfaction, media utilization and attitude towards information and technology.

Rockoff, Jonah et al (2008) in their in-depth survey on new Math teachers in New York City collected information on a number of non-traditional predictors of
effectiveness including teaching specific content knowledge, cognitive ability, personality traits, feeling of self-efficacy, and scores on a commercially available teacher selection instrument. They found that individually only a few of these predictors had statistically significant relationship with student and teacher outcomes. However, when all of these variables were combined into primary factors summarizing cognitive and non-cognitive teacher skills, they found that both factors had a modest and statistically significant relationship with student and teacher outcomes, particularly with student test scores. These results suggest that while there may not be a single factor that can predict success in teaching, using a broad set of measures can help schools improve the quality of their teachers.

Sridhar and Baidei (2008) compared the teacher efficacy in India and Iran. Statistically no significant difference in general teaching efficacy scores were found between two countries. A statistically difference was found between male teachers in two countries in terms of personal teaching efficacy. Iranian male teachers had high personal efficacy than counterparts in India. However, female teachers were not reported statistically different in teacher efficacy. Also, no significant difference was found in teacher efficacy for number of years of teaching experience.

Maiti (2008) studied teaching effectiveness and values of secondary school teacher and found that both the groups of teachers though classified as effective and less effective teachers possess almost similar qualities. This is quite alarming and attempts should be made to motivate the teachers so that there may be marked improvement in the quality teaching offered by them.

Gupta (2008) studied teaching effectiveness of teachers working in primary schools and found that independent effect of training on teaching effectiveness was found statistically significant but independent effect of sex and interactional effect of sex and training on teaching effectiveness was statistically insignificant.

Kaur (2008) studied job satisfaction, occupational, stress and value dimensions as correlates of teacher effectiveness. A sample of 1000 teachers was selected from Government secondary school teachers of four districts of Punjab, namely, Ludhiana, Patiala, Mukatsar and Moga. Data was collected by different scales like teacher effectiveness scale by Kumar and Mutha, Job satisfaction scale
by Sharma and Singh, study of value scale by Ojha and self constructed occupational stress scale. The result of present study reflects that: The government secondary school teachers are average in their effectiveness; highly effective teachers were more satisfied with their jobs than less effective teachers. Further the study has shown that job satisfaction is a positive correlate of teacher effectiveness; Occupational stress is a negative correlate of teacher effectiveness. Also the teachers who are under high occupational stress are less effective; Theoretical, aesthetical and social values are found to be positive correlate and economic and political values are found as negative correlates of teacher effectiveness.

Schulte et al. (2008) analyzed the characteristics of effective high school teachers as perceived by 615 college students in relation to gender, ethnicity, students status and generational status. Qualitative analyses revealed the presence of 24 themes: caring, communication, creative, disciplinarian, fairness, flexible, friendly, fun, knowledgeable, listening, manages classroom, uses different modalities, involving, motivating, organized, passion for teaching, patience, builds relationships, shows respect to others, challenges, service, teaches well and good personality.

Kumar G Amruth (2010) studied group differences in the relationship between organizational Climate perception and teaching competence of primary school teachers and found that there exists significant relationship between ‘Teaching Competence’ and ‘Organisational Climate perception’ among primary school teachers for the total Sample and for relevant sub samples based on gender, locality of the school, type of institution, educational qualification, and teaching experiences. Except for the correlations obtained between the sub samples based on teachers educational qualification as P.G B.Ed and T.T.C, all other variables selected for the study i.e., gender, type of institution, locality of the school, and teaching experience have no influence on the degree of relationship between Organisational Climate perception and teaching competence.

Verma (2010) Studied the preparation of teacher to needs the demands of inclusive education and stressed on teacher development, by building
competencies of all ‘regular teacher’ to deal with diverse population of students and to learn pedagogical strategies that facilitate the learning of all students in their classroom. These include certain specific competencies i.e. foundational, practical and reflective competencies.

Diwan (2010) conducted a study on small under resourced schools in India, imparitaves for quality improvement with reference to RTE 2009 and laid stress on increasing teaching efficacy in order to strengthen under-resourced schools to serve the cause of educability of young learners in the disadvantaged groups of society such as urban slums, SCs/STs and in remote forest and hilly areas. It is a gigantic task that can be accomplished with the support of competent teachers showing a feeling of empathy and compassion along with being knowledgeable and with good communication skills.

Dabas Neetu (2013) studied teacher effectiveness among elementary school teachers of Haryana in relation to their attitude towards teaching and found (i) There exists no significant difference between the level of Teacher Effectiveness of male and female Elementary School Teachers of Haryana. (ii) There exists no significant difference between the level of Teacher Effectiveness of elementary school teachers of the age 45 years and above with those of the age less than 45 years. (iii) A significant difference was found between the level of Teacher Effectiveness of teachers having teaching experience of 10 years and more with those having teaching experience less than 10 years. Teachers having teaching experience of 10 years and more show better teacher effectiveness as compared to their counterparts.

Joseph Bella (2013) studied teacher effectiveness and professional competency among higher secondary school teachers in Kottayam district, Kerala and found that (i) Type of school of the respondents has significant influence only for personal and intellectual aspect of teacher effectiveness. The average opinion score of government school teachers on different aspects of teacher effectiveness are comparatively less than aided and unaided school teachers. (ii) Type of school has significant influence on the dimensions like activity based teaching, child-centred approach and novel strategies of professional competency. Type of school has no significant influence on the teaching learning material and their display and evaluation techniques.
Goel Sunita (2013) studied teacher effectiveness of school teachers in relation to their job satisfaction, personality and mental health and found that majority of the teachers were found highly effective, nearly half of the teachers in the sample had high job satisfaction, majority of the teachers had high decisiveness, responsibility and hetero-sexuality personality, whereas majority of the teachers had less emotional stability, masculinity, friendliness, ego-strength, curiosity, dominance and self concept personality, more than half of the teachers in the sample had low mental health and the findings also indicated that teacher effectiveness of female school teachers was significantly more as compared to male teachers and teacher effectiveness of urban school teachers was significantly more as compared to rural school teachers. Teacher effectiveness of teachers having high job satisfaction was more as compared to teachers having low job satisfaction.

2.2 STUDIES RELATED WITH SCHOOL ORGANIZATIONAL CLIMATE

Hummelke (1980) conducted a study on the relationship between teachers belief systems and perceptions of organisational climate in high and low change oriented elementary schools and found that there was no significant relationship between teacher’s belief and perceptions of organizational climate in high and low change oriented elementary schools. It was concluded that teachers were not academically prepared to deal with personal philosophy about educational theory and practices nor human relations and collaborative decision making processes.

Varshneya (1981) conducted a study to investigate the relationship between organizational environment and teacher effectiveness. The findings of the study were (i) The scholastic achievement was maximum where the environment differed in the pupils scholastic achievement. The scholastic achievement was maximum where the environment was open and familiar and the least where the environment was controlled and paternal. Closed and autonomous environments were moderately and equally suitable for scholastic achievement (ii) out of ten personal values, only social values differed significantly in the six different organizational environments (iii) open, autonomous and controlled environments were more favourable for the teacher effectiveness than the other categories of environments. (iv) organizational environment was significantly positively related to the pupil’s attitude towards the
teacher (v) organizational environment was significantly and positively related to scholastic achievement but its relationship with pupil’s attitude towards the school was not significant. However, it was positively and significantly related to school environment and composite teacher effectiveness.

Singh (1985) conducted a study of school climate, leadership behaviour and moral development of the heads of elementary and secondary schools. The objective was to determine the patterns of organizational climate, leadership behaviour and moral development in the elementary and secondary schools, and to examine school to school differences. The findings revealed that elementary and secondary schools were found to be similar in teacher’s behaviour in task oriented situation, teacher’s thinking with regard to their principals and principal’s efforts to move the organization. The leadership behaviour of the two types of schools didn’t differ.

Bojar (1985) attempted a study to replicate, refine and extend previous investigation of management style and its relationship to organizational effectiveness and effective teacher behaviour. The findings indicated that when teacher’s mean score on management style was correlated with the mean of student’s scores in teacher effectiveness, no significant relationship was found. There was also no significant relationship between congruence of perception and teacher effectiveness.

Puranik (1985) conducted a study of the relationship of social maturity of pupils with organizational climate and teacher’s morale in the primary schools of Bangalore city and found autonomous climate, private management, unaided schools and urban location of schools to be the most conducive factors in the development of social maturity. Further, the controlled climate, government management and urban locality were found to be conducive to the development of morale of teachers. No single dimension of organizational climate was found to be effective for the development of social maturity of students.

Samad (1986) studied the organisational climate of government high schools of Chandigarh and its effect on jobs satisfaction of teachers and found that female teachers perceived their school climate significantly more open than did the male
teachers. He also found that female teacher’s perception of Esprit was higher than that of the male teachers.

**Veeraraghwani (1986)** conducted a comparative study of organizational climate, leadership adaptability and teacher effectiveness in high, average and low performing schools. The major objectives of the study were (i) to find out whether there was any variation in the organizational climate that existed in the high, average and low performing schools (ii) whether teacher effectiveness varied amongst the high, average and low performing schools (iii) whether there were typical factors underlying teacher effectiveness (iv) whether job satisfaction amongst teachers and leadership adaptability in schools varied in terms of high, average and low performing schools. No significant result were reported to explain the phenomenon of high performance.

**Bennett (1986)** conducted a study to find the relationship between administrator leadership style and teachers personality variables as predictors of teaching effectiveness on a sample of 56 teachers and 633 students. The findings indicated that principal teacher relationship has an impact on teaching effectiveness and this relationship appears to have complementary dimension.

**Kirby (1987)** conducted a study to operationalize the concept of reflective practice in teaching and to empirically test the relationship between reflective practice and teacher effectiveness. She found that measures of teacher effectiveness gathered through one hour classroom observation of 102 teachers were not significantly correlated with scores on the Reflected Teaching Instrument.

**Leake’s (1987)** made a comparative analysis of teachers and and administrator perception of school climate and organizational dimensions and observed that the perceptual congruence of elementary principals and teachers did not differ significantly from that of secondary principals and teachers with reference to school climate and organizational dimensions.

**Vilaichone (1987)** conducted a study on schools in Thailand, with enrolment of 300 students or less, and then of those more than 300 students. He
chose one principal and two randomly selected teachers from 50 randomly selected small schools and 50 randomly selected large schools. The findings indicated that principals in small and large schools perceived the organizational climate of the schools to be significantly different from the perception of the teachers in small and large schools. Secondly, principals and teachers in small schools perceived that organizational climate of the schools to be significantly different from the perception of the principles and teachers in large schools. The hindrance, esprit and thrust means for the large schools were significantly greater than the corresponding means for small schools.

**Turon (1988)** in his study with the purpose to examine the relationship between the organizational climate and organizational commitment of teachers in secondary public schools in the city of Bursa in Turkey indicated that the existence of the significant positive relationship between overall organizational climate of the school and the teacher’s organization commitment existed. The study concluded that there is a significant relationship between organizational climate of the school and the teacher’s organizational commitment.

**Wright (1988)** studied teacher’s perceptions of organizational climate and the ratings of Wyoming Elementary school principals on selected leadership behaviours. The major findings of the study were (i) There was significant difference between the organizational climate scores of small and large schools. School with less than 200 students received the lowest scores in school climate regardless of the ratings of the principals on identified leadership behaviours (ii) Principals who were rated higher by their teachers in ‘supports teachers’, ‘emphasizes achievement’, and ‘provides orderly atmosphere’, received higher scores on school climate as determined by the general openness score of school climate, and (iii) Female administrators received higher school climate scores than their male counterparts when general openness scores were used as the dependent variable in leadership behaviours of female administrators also received consistently higher scores than males when school climate subtest scores for characteristics of the principal were used as the dependent variable on the ratings for ‘provides orderly atmosphere’.
Ahluwalia and Ahluwalia (1990) conducted a comparative study of organizational climate of three types of schools of Delhi. This study included four public schools, four central schools and six government schools. The findings of this study revealed that paternal climate was popular in central schools, whereas government schools had closed climate except one government school, which had controlled climate. Two public schools had open climate and two public schools had controlled climate. Thus, organizational climate of different schools was different from each other.

Chakraborti (1990) attempted to study the organizational climate of secondary schools in West Bengal and its correlation with other relevant variables and found that the paternal climate was the most frequently perceived climate (29.55%) followed by controlled (20.45%), familiar (15.91%), open (12.12%), autonomous (11.36%) and closed (10.61%) climates respectively. Further significant and positive correlations were found between the school organizational climate and the leadership behaviour of the principal, the job satisfaction of the teacher and school effectiveness.

Halpin (1991) investigated the relationship between the cognitive style matching of elementary principals and teachers and teachers' perceptions of principal leadership effectiveness on 98 principals and 286 teachers. The results indicated that there was no statistically significant difference in the mean effectiveness scores between teachers who had a cognitive style matching with their principal and teacher who had a mismatched style with their principal.

Solanki (1992) studied the relationship between educational management and organizational climate of secondary schools of Saurashtra region. He found that the organizational climate of secondary schools appeared to be independent of organizational management, place of school and sex of the student population. There was a relationship between resource management and the organizational climate of the secondary schools.

Ballard (1992) conducted a study to investigate the perceived effectiveness of teaching and non-teaching principals in the seventh day Adventist secondary educational system. The sample comprised of 840 teachers.
and 66 principals. The findings revealed that both principals and teachers perceived teaching and non-teaching principals to be equally effective in organizational development, organizational environment and educational programme development with regard to years of experience of the teacher or principal, the number of years the teacher had worked for the current principal or the highest degree completed by the teacher or principal.

Sebastian (1993) studied organizational climate of schools in Tamil Nadu and impact of headmaster’s power behaviour. The sample included schools and three districts. The study concluded that coercion and influence were inversely related i.e. coercion was positively related to conflict and negatively related to open school climate, whereas influence was positively related to open climate while authority was related only marginally either to open or close climate.

Biswas and Tinku (1993) conducted an exploratory study on the climate of secondary schools and its effects on teacher’s professional stress. The findings of the study revealed that teachers belonging to open climate experienced lesser stress, alienation, powerlessness and isolation than those belonging to paternal climate.

Patel (1994) studied organizational climate in higher secondary schools. The sample of the study included girls, boys and co-educational schools of urban as well as rural areas of Gujarat. The investigation revealed that the girls schools were having open climate whereas the boys schools had mostly closed climate. The percentage of familiar, controlled and open climate was found more in case of large size schools.

Heflich (1994) conducted a comparative study of teacher perception of school climate in selected New Jersey public and independent high schools and revealed that there were differences in school climate between public and private schools; specifically that independent schools had higher climate scores as compared to the public ones.

Taylor and Tashakkori (1994) examined the relationship of teacher decisional participation and school climate to teachers' sense of efficacy and job satisfaction. Climate was found to be composed of three elements: principal
leadership in faculty, collegiality and management of student discipline. Each climate component has a relatively strong association with teachers feelings of efficacy resulting in job satisfaction. Each component was as important to teacher effectiveness and job satisfaction as the other component.

**Coutts (1997)** sought to examine effect of each new principal with varying leadership styles had on the prevailing climate of his school, as measured after the first five months of operation. The significant predictors identified from the surveys for school climate were: effectiveness of instructional leadership; opportunity to learn; clarity of instructional goals and objectives; monitoring of student progress; student discipline; communications of expectations for success.

**Naseema (1997)** studied secondary schools climate in Kerala. The sample of the study included fifty schools. The study revealed that school climate in Kerala varied from school to school. No significant difference was found to exist with regard to percentage of school climate between rural urban and private government schools.

**Krishnan (1997)** conducted a study on organizational climate of schools. The findings of the study revealed that teachers working in high controlled climate schools affected the organizational climate more than those who were working in low controlled climate teachers working in different types of schools i.e. boys, girls and co-educational differed significantly in their organizational climate score.

**Handayani (1997)** addressed the effect of bureaucratic control on organizational climate and leadership behaviour in his study and indicated that the more autonomy to make work decisions and lesser standardization of the work led to the better climate and workers felt more support from supervisors and peers.

**Gyanain (1998)** conducted a study on stress and strain among teachers working in higher education institutions of different organisation climates and study indicated that the teachers who were working in closed or controlled type of organizational climate remained tense and developed some physiological as well as psychological deformities in their body, while the teachers working in autonomous or open type of organizational climate were mentally happy and healthy.
Lawrence (1999) investigated type of organizational climate that existed in secondary schools and level of teacher effectiveness in the schools and also their attitudes, and whether school type or organizational climate, influential teacher effectiveness and attitudes. There was no significant difference in the mean rating of teacher effectiveness on the basis of organizational climate. There was also no significant difference in the mean rating of the teachers attitude on the basis of school type of organizational climate. There was also no significant interaction effect of school type and organizational climate on teacher effectiveness and attitude towards teaching.

Sajjabi (1999) studied Busoga and Buganda regions of Uganda and observed that the teachers working in Government urban schools had a very slightly more favourable perception of organizational climate than did their colleagues working in the Government rural schools of Busoga region while reverse was true in Buganda region. The private rural and urban schools in Busoga region had a much higher average score on organizational climate than did the private rural and urban schools in Buganda region. The major findings of the study revealed that it was possible to categorize the schools in the two regions into the six climate types described by Halpin and Croft (1963). Out of 40 schools taken for the study, 11 schools had open climate, 7 schools had autonomous climate, 4 schools had controlled climate, 3 schools had familiar climate and 11 schools had closed climate. One school did not fall into specific type of climate.

Kaisnath (2000) conducted a study on organizational climate in relation to adjustment of students in Jawahar Navodya Vidyalayas. The findings of the study concluded that organizational climate of Jawahar Navodya Vidyalayas and emotional adjustment, social adjustment, and educational and total adjustment were dependent on each other. Students studying in JNVs with open climate were emotionally, socially, educationally and totally better adjusted than students studying in JNVs with controlled climate.

Breckenridge (2000) in her study on exploration of the factors that influence leadership effectiveness in a corporate environment acknowledge that leadership training should be a blend of several prospective and, therefore, the
survey affirm the hypothesis that the dependent variables of leadership style, cognitive style and perception of organizational climate are linked to organizational effectiveness.

**Cheung H.Y (2000)** measured teacher efficacy of in service teacher of Hong Kong Primary Schools and found that female teachers were significantly more efficacious than male teachers. Years of experience were weakly but significantly related to levels of efficacy, and that educational level did not have a significant effect on efficacy level.

**Brown (2001)** in his study which aimed to determine the relationship between organizational climate and job satisfaction found that there was a significant relationship between organizational climate and teacher job satisfaction. There were significant correlations found between the characteristics of job satisfaction and the characteristics of organizational climate. He further ascertained that, no significant relationship was observed of the variables of gender, years of teaching experience, educational level, ethnicity with climate and job satisfaction. The study revealed that open climate and higher job satisfaction are positively related with each other.

**Bulach and Peterson (2001)** in a study analysed the levels of openness and trust between the principals and their teachers and found a positive relationship between leadership behaviour associated with instruction and the overall culture and climate of the school.

**Park (2001)** studied the relationship between ministry satisfaction and organizational climate among secondary school teachers in the Korean Evangelical Holiness Church. In his study he employed a casual comparative and correlation research design to explore the relationship between job satisfaction and organizational climate, selected socio-demographic variables, volunteer history variables. While significant differences were found in several job satisfaction sub scales, there was no significant difference in overall job satisfaction. Also, it was found that there were significant correlation between job satisfaction and organizational climate but there correlations were weak.
Natarajan and Dhandepani (2002) in their study on organizational climate and job satisfaction of school teachers found that all the six types of climates were found in the higher secondary schools of Tripattur Educational District. Open climate was found in more number of private schools and familiar climate was found in more number in government schools. It was also found that the teachers working in open climate are enjoying very high level of job satisfaction.

Mehrotra (2004) conducted a study on leadership styles of principals in relation to job satisfaction of teachers and organizational climate in the government and private schools of Delhi. The sample included 28 government and 28 private senior secondary schools of Delhi. The major findings of the study were (i) the principals of government and private schools manifest different leadership styles. (ii) Majority of the government and private schools had autonomous climate. However controlled and closed climate was exhibited by equal number of government schools (10.71% each). On the other hand in private schools merely 8.92% showed closed climate. (iii) No significant relation was found between leadership styles of principals and the organizational climate in government as well as private schools.

Singh (2004) Studied the ‘Sociological Factors of Leadership Behaviour on school organization climate and found that there is significant relationship between the various dimensions of leadership behaviour of secondary school principals and each dimension of school organization climate. He also found that age, sex, teaching and administrative experience of the principals of secondary schools played very important role on different dimension of Organisitonal Climate.

Kelley (2005) conducted a research to establish relationships among leadership, school climate, and effective schools. In this study, he compared relationships between selected dimensions of leadership and measures of school climate in 31 elementary schools. In addition, principal’s perceptions of their leadership styles were compared with teacher’s perceptions of their principal’s leadership styles. Results indicate that teacher’s perceptions of their principal’s effectiveness are related to school climate.
Sumanlata (2005) conducted a study on educational attainment as a function of school organizational climate. The findings revealed that a perusal of the differentials between the means on the educational attainment of pupils of different school climates, namely open, autonomous, familiar, controlled paternal and closed indicates that relative significant difference have been obtained except between autonomous and closed type of school climate between familiar type of climate and controlled type of school climate which is not having significant difference between the mean and the highest difference has been found between educational attainment of pupils of the open type of school climate and educational attainment of pupils in closed type of school climate. The difference between the means of educational attainment of pupils in paternal type of school climate and closed type of school climate and between paternal type of school climate and autonomous type of school climate have been found significant. The other means of educational attainment of different school climate lie in between these two extremes.

Mishra (2005) Studied the ‘Organizational Climate of different types of secondary schools and its relationship with leadership behaviour of principal and teachers job satisfaction and found that schools of Allahabad district were much nearer to the closed end of continuum than the open end. He also found that 20% rural schools had open climate but there was no school with open climate in urban areas. Significant positive relationship existed between organizational climate and leadership behaviour of principal. Mishra also found that open climate of the school enhanced the job satisfaction while closed climate marred the job satisfaction’ of teachers.

Chu and Fu Chi-Jung (2006) conducted a study to investigate the impact of leadership style and school climate on faculty psychological contracts. Demographic variables were also included. The findings indicated that overall perceptions of the faculties toward leadership style, school climate and psychological contract were favourable. Moreover, leadership style and school climate did affect faculty psychological contracts. Age is also a factor differentiating faculty psychological contracts. It is concluded that employee perceptions of positive organizational climate would be associated with higher
levels of job satisfaction and organizational performance and with lower levels of employee turnover: relation of organizational climate to organizational performance and to employee turnover would be mediated by employee job satisfaction and Employee perceptions of positive organizational climate and job satisfaction would be associated with less achievement and disparity between minority students. Study results supported all but one hypothesis; there was no evidence for the mediating effects of job satisfaction on relation of organizational climate to organizational performance and to employee turnover. Results were consistent with the broader organizational literature, which has shown the importance of orderly work environment, collegial relations, and supportive leaders for effectively functioning groups and organizations.

Gulhane (2006) analyzed components of effective teaching and found its linkages with school effectiveness, nee climate for enhancing student learning.

Bandhu (2006) analyzed effect of institutional climate on burnout among college teachers and reported that better climate (having openness and autonomy) is promoting job satisfaction by keeping burnout at low levels, whereas poor climate (paternal and closed) leads to higher levels of burnout and thus low levels of effectiveness.

Roul (2007) in his study on teachers of autonomous and non-autonomous colleges found that teachers of autonomous colleges were more effective than the teachers of non-autonomous colleges and the organizational climate of autonomous colleges was more effective than that of non-autonomous colleges. He found that teachers in autonomous colleges got more freedom in all respects including curriculum framing, flexibility in the academic reforms. On the other hand, teachers of non-autonomous colleges were burdened with more work: they faced interfaces from principals and management in their work and so on. This hampered creative thinking.

Shrivastav (2007) Studied the ‘Impact of Administrative System on School Climate’ and found that there was no significant difference between govt. and private schools but significant difference was observed between school climate of govt. and
Saraswati Schools. Similar differences emerged between Saraswati and other private schools.

Gupta (2009) in her study titled ‘a study of values among school principals, their attitude towards modernization and its Relationship with the Organizational Climate’ found that there was a significant difference in the climate of public schools and government schools. Public schools possessed controlled climate whereas the government schools possessed familiar type of school organizational climate. No significant relation was found between values or the modernization and the school organizational climate.

Hameed and Manjustha (2010) tried to explain teacher efficacy as a correlate of teaching styles and organizational culture and it was reported that school culture has a significant bearing on teacher efficacy.

Saikia and Goswami (2010) in a study on teacher freezingness have found school organizational climate to be its significant correlate at secondary stage, thereby meaning that school climate has a very strong bearing to make teachers more effective.

Maxwell Benjamin (2012) studied influence of organisational climate on the prevalence of moral values among the higher secondary students in chennai city and found that the children have good moral values and normal academic achievements irrespective of high, moderate and low school climate and home environment. the female students have better moral values and academic achievements than the male students.

Sodhi Binakshi (2012) studied teacher effectiveness of secondary school teachers of Punjab in relation to school organizational climate and found that the secondary school teachers perceiving autonomous and familiar type of school organizational climate have exhibited significantly higher level of teacher effectiveness as compared to those perceiving school climate to be of closed type. There is no significant difference in teacher effectiveness of secondary school teachers across gender, location, stream and teaching experience groups.
Riti (2012) studied of teacher effectiveness in relation to school organisational climate and administrative behaviour of school heads of himachal pradesh and found that (i) Different types of school organizational climate existed in different schools. Controlled type of school organisational climate was the most prevalent in the schools. (ii) Teacher effectiveness of teacher teaching in urban schools was found to be significantly higher than that of teachers teaching in rural schools. (iii) No significant difference was found in the teacher effectiveness between male and female teachers. (iv) The teacher effectiveness significantly differed in schools with different types of school organizational climate. The mean teacher effectiveness score was highest in case of open school organizational climate (v) There was a significant difference in the administrative behaviour of school heads across different school organizational climate. (vi) Administrative Behaviour had a significant and positive effect on the teacher effectiveness.

2.3 STUDIES RELATED WITH INSTRUCTIONAL MANAGEMENT BEHAVIOUR

Cawelti (1980) in a study on ‘focusing instructional leadership on improved student achievement’ stressed that today's instructional leader must possess skills in four areas of curriculum development, clinical supervision, staff development and teacher evaluation, Recent research also reveals a list of teacher and classroom characteristics that most conveniently appear to have a close relationship to effective teaching or high achieving schools. These include high teacher expectations of students, frequent monitoring of student progress, routinized classroom management tasks, adequate student time-on-task, opportunity for students to learn the material on which they are to be tested, appropriate level of difficulty of materials, strong instructional leadership and favourable learning climate.

Johnson's (1981) In a study analysed instructional leadership behaviour of selected middle school principals of Virginia Metropolitan are and revealed that middle school principals' perception of their expected instructional leadership behaviour were significantly higher than the middle principals' perceptions of their 'actual' instructional leadership behaviour, Sex, age, experience, number of years assigned to the school, degree and actual salary had no influence on the middle school principals' perceptions of their 'actual' instructional leadership behaviour nor their 'expected' instructional leadership behaviour.
Graham (1982) in his study focused on relationship of student achievement and principals time on task in instructional leadership and observed that there was no significant relationship between student achievement and principals' allocation of instructional leadership time. Principals with larger faculties spent more time in instructional leadership roles, Principals with higher level of administrative training allocated a significantly greater amount of time to instructional leadership roles than principals with less administrative training.

Arena (1983) studied principal leadership styles and school climate of instructionally effective public secondary schools of New Jersy and found that at the .05 level of significance no significant differences existed between instructionally effective and ineffective schools with respect to the principals' leadership styles. No significant differences were found to exist between the instructional effective and ineffective schools with respect to school climate.

Hallinger (1983) conducted a study on the instructional management behaviour of principals. The instrument Principal Instructional Management Rating Scale (PIMRS) containing 71 items, was administered to a sample of 104 teachers, ten principals and three district office supervisors. An analysis of the teacher responses showed the instrument to be highly reliable (i.e. minimum reliability of .78), and generally valid (i.e. nine of eleven subscales discriminated among principals at .05).

The result of the survey administration indicated higher level of instructional management occurring in the district than has generally been reported for school administrators. This finding was attributed to a combination of 3 factors: under estimation of principal instructional management behaviour by the structured observation studies of principals, some rating inflation due to the expectations of the respondents in this study, the effects of district policies and practices undertaken by the local superintendent to promote instructional management. The highly ranked instructional managers tended to be younger, female, and working in smaller schools.

Montague (1983) studied perceptions of teachers and principals about principal as instructional leader and found that in comprising the responses of teachers in demography of age, experience, and grade levels taught toward the instructional leadership components for male and female principals and teachers differed in
perceptions more than male principals and teachers. In examining male and female principals' responses, principals did not show differences in their perceptions of ideal practices but did differ in their perceptions of actual behaviours.

**Coates (1984)** in a study examined the elementary principal as instructional leaders and revealed that principals voiced commitment to the instructional leadership concept but found it difficult to implement. Given the opportunity for review and analyse how their time is actually spent, principals often conclude that the major roadblock to spending more time on instructional leadership functions is personal commitment. For elementary principals to feel prepared and confident as instructional leaders, a more practical, on the job approach to preservice and inservice training is required.

**Davenport (1984)** in his study conducted an analysis of principal perceptions of instructional leadership behaviour and found that both male and female principals had clear, but idiosyncratic, definitions of the concept of instructional leadership. Behaviours associated with instructional leadership account for only about a maximum of fifty per cent of principals' time. Instructional leadership implies learned behaviours. Instructional leadership is shaped by personal beliefs, characteristics and personality. Principals felt that student achievement is related to instructional leadership.

**Larsen (1984)** in his study identified instructional leadership behaviours and studied the impact of their implementation on students achievement and found that teachers of High Achieving Schools (HAS) rated their principals as demonstrating instructional leadership behaviours significantly more often than did teachers of Low Achieving Schools (LAS). No difference was found between mean implementation scores of high achieving and low achieving school principals. Ten of twenty-nine instructional leadership behaviours were found to differ significantly in their frequency of implementation in high achieving schools and low achieving schools. Six instructional leadership functions were identified and found to be implemented more frequently in high achieving schools than low achieving schools.

**Lewis (1984)** in his study observed that the centralized style of instructional leadership was significantly different from the decentralized and teacher-centred
styles and received the highest mean score. The monitorial style was significantly
different from the decentralized style. The decentralized style was significantly
different from the other three styles and received the lowest mean score. The teacher-
centred style was significantly different from both the decentralized and centralized
styles. No significant difference was found between perceptions of primary and
intermediate teachers regarding the 4 styles. Principals and teachers ranked the styles
in the same order.

Strokes (1984) studied instructional leadership activities of senior high schools
in Virginia and revealed that the principal had the highest mean responsibility for most
of the thirty eight instructional activities identified. Expectations are in follow-up of
students. Instructional material development, in-service programmes and staff
development. Formulating school goals and observing instructional techniques were
reported most frequently by principals as most important instructional leadership
activities carried out in secondary schools.

Weiss (1984) conducted a study on selected interpersonal needs and
instructional leadership effectiveness of elementary school principal and observed that
the personal data category of number of years of teaching experience may be related
to instructional leadership effectiveness. Effective instructional leaders have taught
more years than their ineffective counterparts. The personal data category of number
of years of administrative experience appears to be related to instructional leadership
effectiveness. Effective instructional leaders have administered at least two fewer
years than ineffective instructional leaders.

Ibrahim's (1985) conducted a study on instructional leadership behaviour of
high school principals and departmental heads and indicated that principals have
strong positive perceptions of their own instructional leadership behaviours. The
results showed some strong agreement between principals and teachers perceptions
concerning department heads instructional leadership.

Liu's (1985) study was designed to identify the instructional leadership
behaviours of principals of effective schools. It was found that 30 specific behaviours
distributed across the Instructional Leadership Behaviour Questionnaire (ILBQ) were
representative of the high school principal's Instructional leadership behaviours. A
correlational analysis yielded a significant relationship between the principals' instructional leadership behaviours and schools effectiveness. The multivariate special contrasts analysis comparing the principals' instructional leadership behaviours between 'effective' and 'average' schools and between 'effective' and in effective schools approached significance. But multivariate repeated measures analysis did not show significant relationship between school size, years of experience as principal, and the number of assistant principals and principals' instructional leadership behaviours in 'effective' high schools.

Brook's (1986) studied relationship between school effectiveness and perceptions of teachers on leadership effectiveness and revealed that leadership effectiveness does not contribute significantly to the prediction of each of the 4 areas of 6th grade achievement (total battery, reading, language, and mathematics). School climate does not contribute significantly to the prediction of each of the 4 areas of sixth grade student achievement. The interaction between leadership effectiveness and school climate contributed significantly to the prediction of 6th grade reading. High leadership effectiveness and low school climate or low leadership effectiveness and high school climate contributed significantly to the prediction of 6th grade reading achievement.

Krug (1986) study was concerned with determining the relationship between the instructional management behaviour of sub-urban elementary school principals and student achievement. The principal Instructional Management Rating Scale (PIMRS) was used to collect principals and teacher perceptions of principals' instructional management behaviour. Correlation co-efficients indicated a positive relationship between student achievement and teacher ratings of principals on the PIMRS at grade three. For grades 3 and 6, the variable of 'Protecting Instructional Time' was found to have a positive relationship with student achievement. Correlations between principal/teacher difference scores and student achievement at grade three were negative indicating that schools whose teachers rated their principal higher than they rated themselves tended to have higher achievement. The reverse result was obtained at grade six.
Zeana's (1986) study was on a comparison of elementary school principals' instructional management roles in effective and ineffective schools. The study revealed three variables which made a significant difference in determining whether a school could be classified as an effective or an ineffective school. Teacher perceptions of the principals' instructional management behaviour in promoting a positive school learning climate made a significant difference.

Smith C.R (1987) studied the relationship between principal instructional leadership and organizational climate of elementary school teachers and reported the level of their principals' instructional leadership associated with all aspects of their schools' organizational climate.

Collins (1987) in his study examined teachers and principals perception of effect of principals engagement in selected instructional leadership functions and revealed that there were statistically significant differences between the perceptions of teaches and principals on two of the seven tested functions as follows (i) evaluate the teaching process and (ii) coordinate and control instruction.

Higdon (1987) studied correlation between student achievement and effective school correlates and found that there was a positive correlation between several individual effective school correlates. Positive correlations were present between frequent monitoring of student progress and instructional leadership, clear school mission, high expectations for success and home and school relations; between instructional leadership and clear school mission and opportunity to learn and time-on-task and clear school mission, and high expectations for success and opportunity to learn and time-on-task.

Jones (1987) studied the relationship between principal behaviour and student achievement in Canadian secondary schools through principal instructional management behaviour survey. Primarily positive correlations were found to exist between principals' instructional management behaviours and achievement, once control factors were included in the analysis, principal instructional management behaviour appeared to have no apparent impact on achievement at the secondary school level.
Koger (1987) studied instructional leadership activities, beliefs and characteristics of principal of effective secondary schools and found that effective principals establish clear goals for their schools, involve themselves with instructional improvement, monitor their teachers, evaluate student progress, co-ordinate the instructional programme, provide an orderly school environment and hold high expectations for staff and student achievement. According to the respondents the most important and most frequently engaged activities were to formally visit classes as part of teacher evaluation, recognize and reward student achievement, and encourage the belief that all students can learn.

Montgomery (1987) studied the effectiveness of leadership system on principal leadership behaviour and student achievement and revealed that as measured by the CAT (California Achievement Test), gains in district-wide student achievement were significant at the .05 level during the 3rd year of ILS (Instructional Leadership System) implementation. District wide student achievement gains were progressively higher each year after ILS implementation. Principals with more than ten years of administrative experience had higher average compatibility scores between leadership style and personality type than did principals with fewer than ten years of experience. Average student achievement gains were higher on campuses where in principals had more than five years of administrative experience than those where in principals had five or four years of experience. Principals perceived the total ILS training to be effective in improving instruction.

Prouty (1987) study was to determine how secondary school principals in Zaire affect student outcomes by emphasizing instructional leadership. Emphasis on instructional leadership was found to have a significant positive effect on mathematics achievement. The frequency of classroom supervision and the number of faculty meetings were found to be strongly associated with mathematics achievement and pass rates on the grade 12 national examinations.

Riddle (1987) in his study considered the specific demographic characteristics of elementary school principals in conjunction with the academic achievement of students is an attempt to identify characteristics that might assist in the identification of effective principals. The characteristics tested were the principal’s age, sex, race,
tenure in the current position, total experience as a principal, level of previous teaching experience and level of education. Grade-wise significant differences were found only in third grade scores when compared by the principals race and sixth grade scores when compared by the principals' tenure in the current position. Significant differences were found for some students, sex race group scores when compared by the teaching experience, race and the sex of the principal.

Russell (1987) studied the relationship between principal effectiveness, student achievement, school climate and school consensus central focus and revealed that the interactive processes factor is significantly related to sixth grade reading, mathematics, and composite scores. There is no significant relationship between any of the audit of principal effectiveness scores and achievement gain in student scores.

Sauter (1987) studied the relationship between selected elementary principals instructional leadership style and student achievement and indicated that dominant leadership styles have no significant relationship to mathematics and reading achievement. The study was unable to ascertain a significant relationship between principals' instructional leadership style and student achievement.

Sookgamol (1987) studied teachers and students perceptions of instructional leadership styles and its effectiveness and found that the instructors used the dominant style of selling with the support styles of participating, felling and delegating, respectively. No significant differences were found to exist among the instructors perceptions of different ages, higher degrees, ranks and years of teaching experience in higher education, regarding the four instructional leadership styles and their effectiveness.

Struck (1987) in a study of staff perceptions of the sources of instructional leadership in a central Illinois school district and revealed that elementary and secondary staff viewed principals as instructional leaders in the area of school climate, setting high expectations and experiencing an interest in their own and their staff's professional development. Elementary and secondary staff generally did not perceive principals as instructional leaders in curriculum, and instruction and supervision as well as in the supervision of the teaching process or in monitoring student progress.
Boyer (1988) studied the relationship of administrative behaviour of principals to the implementation of instructional management systems and indicated that no clear relation existed between administrative behaviour and level of implementation of instructional management systems. Principals in high implementing schools reported significantly more superintendent support for the Instructional management system concept than principals in low implementing schools. Principals in high implementing schools were slightly younger and more highly educated than principals in low implementing schools.

Duryea (1988) studied the relationship between perceived instructional leadership behavior and locus of control and revealed that the female elementary principals, and those principals with more experience were found to receive higher scores on the Principal Instructional Management Rating Scale (PIMRS), and these results were statistically significant.

Kim (1988) conducted a study on the relationship of principals instructional leadership to student achievement in academic private high schools in Seoul and showed that student achievement is strongly influenced by principal leadership in all three SES groups of high, middle, and low. In the high, middle, and low SES groups, strong principal instructional leadership is related to higher student achievement as compared to weak and average principal instructional leadership.

Scott (1988) studied the principals' and teachers' perceptions on selected instructional leadership practices in Fairfax county public schools and revealed that elementary principals are highly regarded as employing instructional leadership behaviours. Older and experienced teachers perceived the principal performing the instructional behaviours more frequently than younger or lesser experienced teachers. Principals indicated that the principals educational preparation did not appear to have a direct influence on teachers' perceptions of principals employing instructional leadership.

Brown E.Y (1989) conducted a study on full time school based instructional leadership and student achievement in Georgia and did not find that the existence of full time SBILs (School) Based Instructional Leaders) in Georgia schools had any statistically significant difference in student academic performance.
Brown L.J (1989) made a comparative study of the personal traits of the elementary school principal in a large urban school district and their effect on student achievement and found that sex, teaching experience, administrative experience and age of the elementary school principal did not affect the level of the students' academic achievement.

Davis (1989) investigated the relationship between satisfaction with leadership and school climate in randomly selected rural Georgia public elementary schools and revealed that there was statistically significant relationship between the communication of the school principal and clear school mission, the communication of the school principal and monitoring student progress, decision making of the school principal and high moral of students, and confidence and thrust of the school principal on the one hand and clear school mission, expectations for success, effective instructional leadership, quality classroom instruction, monitoring student progress and home school relations on the other.

Haasl (1989) studied multiple perspectives of role definition of small school principals and their influence on effective instructional management and evaluated the level of perceptual diversity found between principals' administrative activities evaluated across forty administrative roles. Principals' level of instructional management behaviour were measured across seventy-one administrative tasks categorized within eleven instructional management behaviour divisions. Instructional management behaviours were evaluated using the Principal Instructional Management Rating Scale (PIMRS). Significant differences in perceptions of actual role behaviours, role expectation and level of instructional management effectiveness were evaluated to identify source, degree of interaction and implications concerning role dissensus (conflict) and role definition.

Mahmood (1989) conducted a study of principals perceptions of their competency needs in instructional leadership and indicated that there was no significant differences between the perceived level of competency among principals of effective, moderately effective, and ineffective schools. Principal's educational background in secondary school, the number of years affiliated with the present school, experience as principals, professional development programmes (course,
seminars and workshops) and the school size were correlated to principal's self reported over-all competency in instructional leadership.

**Murnin (1989)** investigated perceptions of secondary school principals towards instructional leadership role and assessed the degree of competency attained in instructional leadership functions and to determine the effectiveness of administrative training programmes, in-service, and education related job experience toward preparing principals for the instructional leadership role. Secondary school principals viewed themselves as having attained above average or higher proficiency in all 10 instructional leadership functions. Administrative training was evaluated to have contributed moderately or less to the principal's preparation. In-service was rated by half to have little or moderate value, and by half to have above average or high value in preparing the principals. Education related to job experience was judged to have above average to high impact on principal's preparation for the instructional leadership role.

**Stroud (1989)** conducted a study on factors influencing the instructional leadership behaviours of elementary school principals and the relationship to student achievement. Findings of the study did not support the assumptions that higher average PIMRS scores would be related to higher student achievement gains.

**Fest (1990)** conducted five ethnographic studies on the role of principals in elementary schools with increased student achievement. The data suggested that instructional leadership practices emphasized effective school environment, school community partnership for instructional purposes, and extensive involvement with the instructional process. There was statistical support for the correlation of leadership activities measured by the LPI (Leadership Practices Inventory) with increased student achievement.

**Labelle (1990)** studied characteristics and behaviours of principals who are effective instructional leaders and developed and inventory describing those behaviours. He addressed one aspect of teacher-to-principal communication through the development of an inventory that described the critical characteristics and behaviours of principals who function as instructional leaders. The findings of the study shows that there was no clustering of items in the low, middle, or high rankings
in any one of the domains in either data collection. However, the mean of the items within each domain provided the following order of importance: builds positive staff relationship; is visible to every one in the school; communicates a clear sense of mission; skillfully and strategically plans for the school; sets high standards; promotes shared decision-making; involves the staff and themselves in professional development activities; functions as a skilled instructional leader and resource to the staff; skillfully administers the school and acquires the needed resources.

Reviewers clearly said they wanted a principal who encouraged shared decision-making, developed a sense of collegiality within the staff, listened and was open to suggestions. They also wanted the principal to be visible, care about the school, demonstrate integrity and set high standards.

Spirito (1990) in his study on the instructional leadership behaviours of principals in middle schools in California and the impact of their implementation on academic achievement found that teachers' descriptions of their principals indicated higher implementation on all size leadership function categories for high achieving school principals. Regarding agreement on leadership function categories, there was greater discrepancy between teachers and principals at low-achieving schools on five of the six leadership function categories. The principal's involvement in staff development/interpersonal relations may be more important for student academic achievement than the principal's role in evaluation and supervision.

Zemmels (1990) conducted a study of the effect of school district organizational climate on principals implementation of intended instructional leadership behaviours and suggested that further research needs to focus on school district structure that might support implementation of instructional leadership behaviours by principals and ultimate impact on student achievement.

Hmaidan (1991) in his study explored the characteristics of effective secondary schools in Jordan. The study identified the following characteristics that differentiated high achieving (effective) and low-achieving (ineffective) schools. These are: principals who emphasize instruction, are interested in staff and students, and have good management skills; positive school climate characterized by discipline and good working relations; planned programmes that include regular home work, active use of
class time, extra curricular activities and participation in staff development programmes; a variety of strategies for school development that together set high expectations for academic achievement; and an administrative structure that encourages participation in decision making affecting school activities.

Hoes (1991) in his study analysed the principal instructional leadership style and behaviour as perceived by selected elementary school principals and teachers in the state of Maryland and found that an elementary school principal does provide instructional leadership without utilizing a highly directive style in all situations; the choice of a style is crucial to an elementary school principal's effort to provide instructional leadership, therefore, communicating effectively to the faculty through instructional leadership he/she plans to use is essential.

Miller (1991) conducted a study on perceptions of Alabama middle school teachers and principals instructional leadership role and competencies as developed by effective school studies and indicated a statistically significant difference between teacher and principal acceptance of the instructional leadership role of the principal as its most important role. Age, sex, and type of certification of the principal were factors that appeared to influence the degree of acceptance by the principal of the individual instructional leadership competencies.

Nugent (1991) studied the relationship between the principal behaviour and organizational climate in selected recognized exemplary schools and found that the combined teacher group agreed to the existence of one effective school characteristic, safe and orderly environment. The elementary teachers, however, agreed to the existence of three effective school characteristics, safe and orderly environment, clear school mission, and frequent monitoring of student progress. The elementary middle and high school teacher groups agreed to the existence of the substitutes for leadership, ability, experience, and training, and intrinsic rewards. Certain demographic characteristics of the teachers (e.g. age, sex, teaching experience, educational preparation) revealed significant relationships between the responses of the combined teacher group and the characteristics of effective schools and the substitutes for leadership.
Pantelides (1991) explored the relationship between specific instructional leadership behaviours of elementary principals and student achievement. The results of the study identified specific instructional leadership behaviours of elementary principals, but these behaviours were not found to significantly contribute to the variance in student achievement.

Das Rajlakshmi (1994) studied Instructional Management Behaviour, students performance and organizational climate of secondary school of Haryana and found that there existed significant difference between effective and less effective Instructional Management Behaviour of principals on students performance. It was also observed that there existed two factor interactional effect of Instructional Management Behaviour of principal and organizational climate of school on students performance.

Samantraya (2001) in her study observed that professional responsibilities among senior secondary school teachers in relation to Instructional Management Behaviour and school organizational climate found that Instructional Management Behaviour has significant positive correlation with school organizational climate. It was also observed that there existed significant differences between the mean of effective Instructional Management Behaviour, less effective Instructional Management Behaviour and least effective Instructional Management Behaviour.

Peariso J.F (2011) studied instructional leadership behaviours and beliefs of good pedagogical practice among effective California high schools and found that (i) Subjects with 20 or more years in administrative experience were significantly more engaged in framing the school goals more than subjects with 3-10 years in administrative experience. (ii) Subjects with 7-8 or more years of experience as principal at their current site were significantly more engaged in framing the school goals than subjects with 3-4 years as principal. (iii) Subjects with 7-8 or more years of experience as principal that their current site were significantly more engaged in monitoring student progress than subjects with 3-4 years as principal.

2.4 AN OVERVIEW

Review of the related literature reveals that extensive research work has been conducted in the field of organisational climate. School and College climates have
been studied with respect to their relationship with the variables like principals leadership behaviour, teachers attitudes and job satisfaction. There has been abundance of studies showing impact of organizational climate on achievements levels of students. But investigator could not find any study dealing with the impact of organizational climate on teaching effectiveness. Only two studies are available dealing with principal instructional management behaviour, although principals leadership styles have been extensively studied but there was dearth of studies focusing on this particular aspect of leadership i.e. instructional management behaviour. Similarly teaching effectiveness has been studied extensively along with demographic variables like age, gender, level, qualification and teaching experience etc. Having a personal background of heading a boarding school for more than 10 years the investigator was keenly interested in conducting a study on boarding and day schools with particular reference to their distinct climates. But review of related literature revealed that comparative studies on different types of schools like govt. and private schools, boys, girls and co-ed schools etc. were conducted but there was not a single study available on comparison of teaching effectiveness of teachers working a residential and non-residential schools. Neither there was a single study available on combined effect of organizational climate and instructional management behaviour on teaching effectiveness. Therefore the investigator was motivated to fill this vacuum and bridge the gap of knowledge through the present study.