CHAPTER-2
REVIEW OF RELATED LITERATURE

2.0 INTRODUCTION

In research work reviews of related literature is very important and complex aspect. Without study of related literature we cannot complete our research work. Researcher in the field of research wants to get all the information. The literature review is an integral part of the entire research process and makes a valuable contribution to almost every operational step. It has value even before the first step; that is, when you are merely thinking about a research question that you may want to find answers to through your research journey. In the initial stages of research it helps you to establish the theoretical roots of your study clarify your ideas and develop your methodology, but later on the literature review serves to enhance and consolidate your knowledge base and helps you to integrate your findings with the exiting body of knowledge. Since important responsibility in research is to compare your findings with those of other, it is here that the literature review plays an extremely important role.

“Practically all human knowledge can be found in books and literature. Unlike other animals that must start a life with each generation, man builds upon the accumulated and recorded knowledge of the past” Best (19770. History reveals that man learns from the experience of others. Man always seeks help and guidance from his ancestors. The survey of the related literature is crucial aspect of the planning of the study, and the time spent in such a survey invariably is a wide investment. The review of the literature is an exacting task calling for deep insight, and clear perceptive of the overall field. It is a crucial step which invariably minimizes the risk of dead ends, rejected topics, reflected studies, wasted efforts discarded by previous investigators and even more important erroneous findings based on a faulty research design. The reviews of the literature promote a greater understanding of the problem and its crucial aspects and ensure the avoidance of unnecessary duplication. It also provides comparative data to evaluate and interpret the significance of one’s findings. Emphasizing the importance of the survey of the related literature researchers have pointed out “Survey of related literature help us to show whether evidence already
available solves the problem adequately, without further investigations and thus, may save duplication. It may contribute to the general scholarship of the investigator by providing ideas, theories and explanations valuable in formatting the problem and may also suggest the appropriate methods of research.” In a nutshell it provides us with the proper and healthy guidance. Keeping in view the importance of reviewing the old literature, certain related studies are reviewed and presented here under the four sections:-

- Studies related with teacher effectiveness.
- Studies related with teacher effectiveness and emotional intelligence.
- Studies related with teacher effectiveness and teacher competence.
- Studies related with teacher effectiveness and teacher creativity.

2.1 PURPOSE OF REVIEW

The higher the academic level of your research, the most important a through integration of your findings with exiting literature become. Reviewing literature can be time-consuming, daunting and frustrating, but it is also rewarding. The Review of the Related Literature is an essential of the research project. In the words of WALTER R. BRAG, the literature in any field from the foundation upon which all future work will be built; without knowing the past we cannot do some new work in a subject, it is very necessary that we should know the pat of the subject. According to JOHN W. BEST, “Particularly all human knowledge can be found in books and literature, unlike other animals that must start a new with each generation, man builds upon the accumulated and recorded of the past”.

Survey of related literature equips the investigator with adequate information regarding the field in general and the problem in particular. It provides the investigator up to date information in the concerned problem. The findings of earlier experiments encourage the new workers to embark upon useful projects in education, on the basis of earlier experiences, avoiding the past mistakes or defects. It will be useful to see as what has already been done concerning the problem at the hand.

Survey of related literature is an essential prerequisite to actual planning and execution of any research project. It is like surveying area and judging the distance first and then to formulated a plan. It helps the researcher in avoiding duplication on the one hand and in getting benefit from similar studies on the other in respect of method adapted and devices used in the collection of data and their organization and
interpretation. For all these reasons, a research relevant literature is needed by the investigator before actually commencing the work of his research.

CALLER V. Good thinks “The key to the vast stock house of publisher literature may open doors to source of significant problems and explanatory hypothesis and provide helpful orientation for definition of the problem, background for selection of procedure and comparative data for interpretation of result, In order to be truly creative and original. One must read extensively and critically as a stimulus to thinking.” BARR says “The competent physician must keep constantly abreast of the latest discoveries in the field of medicine, since human life itself is at stake. He knew the specialist to whom a difficult case should be referred for most effective treatment. Of course, the most skilled practitioner or surgeon cannot keep in mind all the details of his calling. However he is adopt in locating information promptly, when needed, in his cash books and medical journals. The successful lawyer must be able to readily locate information pertinent to the cash at hand in the records of court decision and in the states. Certainly those in charge or the intellectual and educational development of youth are under an equally great obligation to secure the best available information concerning the most effective learning teaching and administrative procedure. Obviously the careful students of education, the research worker and investigator, the critical supervisor and administrator the thoughtfully class-room teacher should become familiar with the location and use of the some of educational information”.

A LITERATURE REVIEW HAS FOLLOWING PURPOSE:-

i) It provides a theoretical background to your study.

ii) It reviews the means by which you establish the links between what you are proposing to examine and what has already been studied. In other words, it help to define your research methodology.

iii) Through the literature review you are able to show how your findings have contributed to the existing body of knowledge in your profession.

iv) It enables you to contextualize your findings.

2.2 SOURCES OF RELATED LITERATURE

If you do not have a specific research problem, you should review the literature in your broad area of interest with the aim of gradually narrowing down to
what you want to find out about. After that the literature review should be focused around your research problem. There is a danger in reviewing the literature without having a reasonably specific idea of what you want to study. It can condition your thinking about your study and the methodology you might use, resulting in a less innovative choice of research problem and methodology than otherwise would have been the case. Hence, you should try to conceptualise your research problem before undertaking your major literature review. The literature in any field forms the foundation upon which all future work will be built. If we fail to build this foundation of knowledge provided by the review of literature, our work is likely to be shallow and native. It is very necessary that we should know the past of the subject. Without knowing the past, we cannot do something new in the field.

The review of related literature will be useful to see as to what has already been done concerning the problem at hand. It provides the problem at hand. It provides the researcher an up to date information in the concerned field. This review of previous literature ridges the gap between new and old knowledge and the new researcher will not feel that he is doing his working systematically and correctly. No researcher can even think of understanding a study without acquainting himself with the contributions of previous investigations.

The review of the literature is essential to the development of the problem and derivation of an effective approach to its solution. The literature must be systemic and thorough or else it will produce inadequate results. At the same time, by ensuring a complete coverage of what is relevant will help the researcher in the classification of his problem and in avoiding duplication.

The related literature may provide source of significant problem, explanatory hypothesis and helpful orientation for definition. In fact it promotes a greater understanding of the problem and its crucial aspects.

**There are four steps involved in conducting a literature review:-**

i) Search for existing literature in your area of study.
ii) Review the literature selected.
iii) Develop a theoretical framework.
iv) Develop a conceptual framework.

The skills required for these tasks are different. Developing theoretical and conceptual frameworks are more difficult than the other tasks.
2.3 REVIEW OF RELATED LITERATURE

Peter Westwood (2004) revealed that Effective teaching to reduce educational failure. This research finding that how we can reduce limitation and we can do many effort for children to come in school. That is:

i) Have well-managed classrooms
ii) Provide students with the maximum opportunity to learn
iii) Maintain an academic focus
iv) Have high, rather than low, expectations of what students can achieve

Chelo Moreno Rubio (2010) revealed that Effective teachers- Professional and personal skills. The selective research finding that become an effective teacher is not an easy work for this profession and personal skill should be good. An effective teacher is not an easy task. In fact, It is a complex process. It is not only concerned with success in short-term, but also with appropriate values and success of long term achievement. Effective teachers need to have good professional and personal skills.

Lash and Kirpatrick (1990) find out that in the absence of school programmes the major responsibility of working with children in the school rests with the teacher. This research finding that in the absence of school is a good method to educate the parents.

i) Development of permanent literacy and numeracy in children.
ii) Development of the ability to communicate effectively.
iii) Training for further education and preparation for trades and crafts of the locality.
iv) Development of good morals.
v) Development of the basis for good physical health education.
vi) Development of basis for scientific and reflective thanks.

Ak porehe, Dorah Ataphia (2010) on The Impact of Environment on Productivity in Secondary Schools. In his research find out if provide good teaching aids, good salary then they will make good environment in the class rooms. The policy as follows:

i) The infrastructural facilities of the Nigerian secondary school should be improved.
Teaching aids and equipment should be provided for teachers for effective teaching and learning.

Teaching should not be made a stepping stone for other professions rather it should be made lucrative such that it will command higher socio-economic status like profession.

Besides salaries and wages, the work environment should be made more conductive for academic work.

The conditions of service of the secondary school teachers should be the same as that of workers in other government agencies and departments.

**Sreekala Edannur (2010)** revealed that the Emotional Intelligence of Teacher Educators. In his research finding is that emotional intelligence has deeply effect on teacher educator. Objectives of the study was:

i) To study the level of emotional intelligence in teacher educators through its components.

ii) To study whether there is any significant difference in the Emotional intelligence of teacher educators with respect to Gender.

iii) To study whether there is any significant difference in the self awareness of teacher educators with respect to Gender.

iv) To study whether there is any significant difference in the self management of teacher educators with respect to Gender.

v) To study whether there is any significant difference in the social awareness of teacher educators with respect to Gender.

**Max Malikow (2005)** on Effective Teacher Study revealed effective teacher as one who demonstrates extraordinary ability. His research find that to adopt effective abilities we can make the students effective. The following areas of teaching are:

i) Communication of material

ii) Motivation of students

iii) Provision of an environment conductive

iv) Maintenance of student interest

v) Classroom management (discipline_-

**Freeman (2007)** proposed a syntax of dispositions that included ‘values in
actions’. He finds out in this research the value makes the man. Value is that who makes the man different from others. He argued that:

It is one thing for a teacher to have particular values. It is another for the teacher to activate those values- to live them in his or her teaching. In this discussion of what it might mean to be a highly effective teacher, reference has been made to the NSW Quality Teaching Model and the Dispositional Cluster Mode. With each of these theoretical perspectives, it is one thing to know about highly effective teaching; it is another to actively engage in highly effective teaching.

S.K and Rani, R. (2000) established that Teacher effectiveness the selected research finding that it is a selective term. It consist of two words teacher & effectiveness. Teacher means a person who have teaching skills. Effective means how to teacher has taught? Function of several factors such as:

i) Knowledge of the subject matter and of the child’s process of learning and development

ii) Ability to adopt suitable strategies and techniques in classroom teaching in tune with pupil’s interests and abilities.

iii) Sincerity, motivation, urge for professional growth and positive attitude towards profession and students.

iv) Harmonious interpersonal relations with colleagues, principal, pupils and parents.

Y.A. Alausa (2009) revealed on Continuous assessment in our schools advantage and problems. In his research found that continuous assessment makes the students aware for the study. He revealed that:

i) Teacher’s perception and understanding of continuous assessment.

ii) Teacher’s knowledge of skills of test construction and administration.

iii) Teacher’s attitudes toward the programme.


Adelle Faull (2008) on highly effective teacher, In his research he found that the quality education makes the man qualitative. He revealed that the dimensions and elements of the study is as follow:
Intellectual quality:-

i) Deep knowledge

ii) Deep understanding

iii) Problematic knowledge

iv) Higher-order thinking

v) Metalanguage

vi) Substantive Communication

Pei Wen Chong (2010) revealed that Comparative Analysis of special Education Teacher Training in France and Norway: How effective, areas taught and recommendation for improvement. He find out that the training given by the exceptional trainer makes the effective teacher. He shows that High qualification, selection, specialization and training standards set by IUFM (University Institute for Teachers Training) account for the reliable credential of French specialist educator who are instructed by experienced trainers maintaining active relationship with practicing schools or teachers. Norwegian teacher training programme excels by introducing common content elements in both general and special education programme to ensure coherence and comprehensiveness in the profession, while decentralization is conducive for internal flexibility. Less bureaucracy and more learner-centered approach.

Juan Carlos Pera (2004) measuring Trait Emotional Intelligence. In his research field, with special reference to the measurement of trait EI found that emotional intelligence makes the teacher popular in students. We had three aims in writing this chapter.

i) First, to describe the latest research findings in the EI

ii) Second, to provide a useful listing of existing EI measures, along with basic information about their structure, reliability, and validity.

iii) Final aim was to motivate the reader critically to reflect on the extant literature by sifting facts from opinions and speculation. The most basic conclusion to be drawn from such reflection is that the operationalization of EI as a cognitive ability leads to a different construct than its operationalization as a personality trait.

Anupama Bhargava & Minaketan pathy (2010) revealed on Perception of
Student Teachers about Teaching Competencies. In this selective research she find out that perception of students product good value in the teacher and after that she makes qualitative teachers. She revealed that:

i) To develop rationale and scientific temperament.

ii) To foresee advancements in all spheres of life and its impact on the society.

iii) To help students in conserving and transmitting values nurtured by the society.

Anjali Khirwadkar (2005) revealed on Integration of ICT in Education: Pedagogical Issues. In this research find out that use of ICT in Education become the teacher automatically effective. Surfing the Internet and locating useful information from the Internet for the development of lesson plans.

i) Developing lessons plans incorporating student use of technology in the learning process.

ii) Evaluating and selecting appropriate software for a particular subject and per student needs.

iii) Generating printed documents like student assignments, newsletter, communication, etc. utilizing a variety of applications software like word processing and desktop publishing.

iv) Managing student data: using data management tools for efficiently managing learning.

Adeolu Joshua Ayeni (2010) revealed on Assessment of Principals Supervisory Roles for Quality Assurance In Secondary Schools in Ondo State, Nigeria. In this study he find out that giving the quality in things makes the teachers and students effective. The identified gaps and challengers include the following:

i) Lack of commitment to supervision by many principals.

ii) Lack of proper monitoring and evaluation of students learning outcomes.

iii) Inadequate training facilities to develop teachers for professional growth and increased productivity.

iv) The conception that lack of adequate feedback to teachers affects working relationship between principals and teachers and this has perhaps constituted an impediment to quality assurance in secondary schools. Perception of Student Teacher about Teaching
From the above reflected research findings, it can be conjectured that the term teacher effectiveness is very ambiguous and it is difficult to define. It is a relative term. It consists of two works, ‘teacher’ and ‘effectiveness’. Teacher means a person who has teaching skills and possesses certain professional qualities of teaching, while effectiveness means the capacity of bringing a purpose.

Fred C. Lunenburg (2010) revealed on Emotional Intelligence in the Workplace: Application to Leadership. In this study he found out there is some evidence that the characteristics of EI (e.g., self-awareness, self-management, self-motivation, social awareness, and relationship management) may be a better predictor of leadership performance and success than the traditional “intelligence quotient,” or IQ. Significance of this study are:

**Self-Awareness:** The ability to understand one’s own emotions is the most essential of the emotional intelligence dimensions. Having high self-awareness allows people to know their strengths, weaknesses, values, and motives.

**Self-Management:** Self-management refers to how well we control our emotions, impulses, and resources.

**Self-Motivation:** Self-motivation refers to being results oriented and pursuing goals beyond what is required.

Ruchi Dubey (2010) revealed on Emotional intelligence and academic motivation among adolescents: a relationship study. In this study she revealed the relationship between emotional intelligence, academic motivation and to compare the emotional intelligence of students with high and low academic motivation. To study the relationship between academic motivation and emotional intelligence. To compare emotional intelligence of students with high, moderate and low academic motivation.

Alpana Verma (2009) revealed on Study of stress due to students among higher secondary school teachers. In this study she revealed that the term job stress is used to describe the feeling of a person who is required to deviate from normal to self desired functioning in the work place as the result of opportunities, constraints or demands relating to potentially important work related outcomes.

Pradeep Kumar Mishra (2012) revealed on enquiring into the Efficacy of Senior Secondary School Teachers with respect to their Locale and Organizational Climate. In this study he revealed that Teaching is one of the oldest professions in the world. Indeed it is the mother of all professions because practitioners in other
professions are taught by the teacher. Teachers are central to any consideration of schools, and a majority of education policy discussions focus directly or indirectly on the role of teacher.

S. Katyal and E. Awasthi (2005) revealed on Gender Differences in Emotional Intelligence among Adolescents of Chandigarh. In this study they revealed that many educators and psychologists believe that students who receive an exclusively academic environment may be ill equipped for future challenges, both as individuals as well as members of the society. Findings of this research study will prove beneficial for educators, parents, counselors etc. for providing better knowledge about this vital component of success and its important predictors.

Sunita G. Angadi (2010) revealed on a study of emotional intelligence in relation to reading comprehension of secondary school students. In this study she shows that defined as the ability to recognize and manage your emotions and the emotions of others. As a result, individuals, groups and organizations high in EI are presumed to be more capable of utilizing emotion to adapt and capitalize on environmental demands.

Vishal Gupta and Shailendra Singh (2008) revealed on developing a scale for measuring ability-based emotional intelligence in Indian context. In this study they shows that Emotional intelligence involves the ability to carry out accurate reasoning about emotions and the ability to use emotions and emotional knowledge to enhance thought. EI is one of many factors in an individual’s personality. EI can act not only as a positive force in someone’s life, but also as a negative force in some instances. There are surely many positive life outcomes unrelated to EI.

Safia Saeed (2009) revealed on evaluation study of competencies of secondary school teachers in Punjab in the context of classroom management. In this study she shows that the competencies of teachers in classroom.

She says that four keys are helpful for classroom management:

1. Keep high traffic areas free of congestion.
2. Be sure students can be seen easily by the teacher.
3. Keep frequently used teaching materials and student supplies readily accessible.
4. Be certain students can easily see whole-class presentations and displays.
Meena Kumari (2008) revealed on personality and occupational stress differentials of female school teachers in Haryana. She shows that the present study is an attempt to understand personality and occupational stress differentials of high school female teachers in Haryana. She says that the low burnout group scored low on psychoticism, neuroticism, lie scale, type-A behaviour and all the three dimensions of burnout viz. emotional exhaustion, depersonalization and reduced personal accomplishment, but high on extraversion and occupational stress.

Zaidatun Tasir, Khawla Mohammmed EI Amin Abour (2010) revealed on relationship between teachers ICT competency, confidence level, and satisfaction toward ICT training programmes: a case study among postgraduate students. They shows that Information technology aims to improve students’ performance by the intelligent application of technology and hopes this will increase the effectiveness and efficiency of teaching and learning process.

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 teacher effectiveness scores overall and overtime between 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 Art 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 life 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 finding 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.

**Brodney (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.

**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 item 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/trait 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 teacher 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, Policies and Practices, Growth and 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.

**Tiselale (1996)** 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 teacher 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 level 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 students 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 result 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.
Triader (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 perception 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 teacher 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.

Marsland (200) conducted a study to evaluate selected teacher effectiveness research for elements of multiple intelligence (MI) theory. The result 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.

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. Te4achrs 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.

**Ableer (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 collaborative environment.

**Allision (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-rating 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 produce 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) 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.

Castle (2003) attempted a study to develop a transformative critical pedagogy
of work with current state standard 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
statement which encompass 9 dimensions of effective teaching and respond to one
open- ended question as sated 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 is the entire process of goal setting the interactive abilities of
the administration has a great role to play. In fact in as 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 result meaning thereby that the term intuition does not denote something contrary to reason, but something outside the province of reason.

Amandeep and Gurpreet (2005) conclude 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 compares research on the theoretical models and predictors of teachers 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 as 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 works of teachers. The potential value of extending worker models to teasing in this way is reinforce 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.

Rockoff, Jonah et al(2008) in their in-depth survey on new Math teachers in New York City and 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 statically 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 teacher.

**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. Iranina male teacher 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.

**Biswa 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 less stressed and alienation, powerlessness and isolation than those belonging to paternal climate.

**Gyanain (1998)** in her 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.

**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.

Park (2001) studied the relationship between ministry satisfaction and organizational climate among sundry school teachers in the Korean Evangelical Holiness Church. In his study the 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 three 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.

Roul (2007) in his study on teachers of autoonomous and no 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.

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 behavior of the principal, the job satisfaction of the teacher and school effectiveness.

Sebastian (1993) studied organizational climate of the schools in Tamilnadu and impact of headmaster’s power behavior. The sample included schools in three districts. The study concluded that coercion and influence were inversely related i.e. coercion was positive 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 closed environment.

Bulach, k Lunernburg, and McCollum (1995) conducted a study to investigate the impact of leadership style on school climate and achievement. Their findings revealed that leadership style did not make a difference in climate or achievement.

Goodarzi (1996) revealed that there was relationship between educational qualification of the principals and their behavior effectiveness.

Brackenridge (2000) in her study, “an exploration of the factors that influence leadership effectiveness in a corporate environment,” acknowledged that leadership training should be a blend of several perceptive 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.

Lund-Glassman, Margaredt Elizabeth (2000) examined the relationship between, male and female principals. Communication style behaviour and school climate on psycho-physical hindrance, controls, production emphasis and humanized thrust dimensions of organizational climate openness at both elementary and secondary school level. Data analysis identified statistically significant relationship between specific principal’s communication behavior and school climate openness communication behavior was statistically significant at the elementary school level. The sex of the principal, communication behaviour or school level had not statistically significant relationship to school climate.

Bulach and Peddle (2001) in a study found a positive relationship (+.96) between leadership behaviour associated with instruction and the overall culture and climate of the schools. Their study involved 20 schools and 1163 teachers.
**Bulach and Peterson (2001)** conducted a study in which teachers reported that principals did not listen. Consequently, they were not willing to be open and trusting with their principals because of this perception.

**Bulach (2001)** working with Corvers of the Louisiana Department of Education, investigated the relationship of a school’s culture and climate to the principal’s leadership style. Six Louisiana schools participated in the study. The two schools with the best culture and climate scores also had the highest scores on supervisory climate Survey, and the two with the lowest scores on culture and climate also had the lowest scores on the Supervisory climate survey. The study indicates that there is definite relationship between the culture and climate of a school and the way the principal interacts with the teachers.

**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 to 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.

**Kelly (2005)** conducted a research to establish relationships among leadership, school climate, and effective schools. In this study, he compared relationship between selected dimensions of leadership and measures of school climate in 31 elementary schools. In addition, principals’ 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 principals’ effectiveness are related to school climate.

**Wafa Ramanys and Hoon (2005)** in their study on leadership behaviour and effectiveness among secondary school principals found that there was no significant relationship between race, area of specialization and educational level of the principals and their effectiveness.
Chu, Hui-Chin: fu, Chi-Jung (2006) conducted a study to investigate the impacts of leadership style and school climate on faculty psychological contracts. Demographic variables were also tested. The finding 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.

Griffith (2006) in his study examined specific aspects of organizational climate related to job satisfaction, employee turnover and organizational performance in public elementary schools. Survey data were obtained from school staff and students and school district achieves. Hypotheses tested included: (1) Employee perceptions of organizational climate and job satisfaction, when aggregated to an organizational level, would represent group level construct. (2) employee perceptions of positive organizational climate would be associated with higher level of job satisfaction and organizational performance and with lower level of employee turnover. (3) Relations of organizational climate to organizational performance and to employee turnover would be mediated by employee job satisfaction and (4) Employee perceptions of positive organizational climate and job satisfaction would be associated with less achievement disparity between minority students. Study results supported all but one hypothesis: there was no evidence for the mediating effects of job satisfaction on relations 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 environments, collegial relations, and supportive leaders for effectively functioning groups and organizations.

Craiq et al. (2009) in their research used a qualitative approach to identify fifteen dimensions of leadership performance for directions of university based research centers, which might serve as the basis of future quantitative leadership performance measure. Nineteen university faculty members working in research centers were interviewed and their responses were analyzed to identify both facilitators and inhibitors of center director’s performance e. Facilitative performance dimensions included: technical expertise, ambition, work ethic, broad thinking, and embracing ambiguity, balancing competing stakeholders, impersonal skill, team building and task adaptability. Inhibiting performance dimension included
abrasiveness, disorganization, conflict and avoidance. The results were discussed in terms of the commonalities and particularities they reveal about cooperative leadership relative to leadership performance in other setting.

**Gupta (2009)** in her study titled ‘A Study of Values among School Principals, their Attitude toward Modernizations 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 School possessed Familiar type of school organizational climate. No significant relation was found between values or the modernization and the school organizational climate.

**Nasser and Mohamed (2009)** in their study aimed at evaluating institutional performance in secondary schools in the Eastern Region to Saudi Arabia. The study concluded that the efficiency of the institutional performance was weak and there was no significant difference in the institutional performance due to qualification and experience of administrator.

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

**Bellard (1992)** conducted a study to investigate the perceived effectiveness of teaching an 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 principal and teachers perceived teaching an non teaching principals to be equally effective in organizational development, organizational environment and educational program development without regard to years of experience of the teacher or principal, the number of years the teacher had worked with for the current principal or the highest degree completed by the teacher or principals.

**Barnett and McCormic (2004)** conducted a study on transformational and transactional leadership behaviours of school principals in New south Wales State Secondary Schools and teacher outcomes and aspects of school learning culture. The
A study concluded that transformational leadership is more facilitative of positive teacher outcomes, task focus goals and excellence in teaching. However, both constructs of transformational and transactional leadership help to explain variation in teacher’s outcomes, task focus goals and excellence in teaching. The study also concluded that leadership is critical process in schools that involves one to one relationships. Teachers, students and parents must consent to being led by a principal.

Khan (2002) in his study on leadership roles and improvement of standard of education in Pakistan found lack of communication and friction among staff, political pressure, substandard equipment, curricular and co-curricular activities, centralization of power, lack of proper supervision lack of cooperation from localities, unsatisfactory instructional material. It was revealed that senior heads in age are less flexible and more effective in their assigned work. The study also explored that the heads with higher professional qualifications are more efficient. The study further indicated that the performance of the teachers of those institutions where school heads applied sharing leadership style was significantly higher than those of the teachers working under the other leadership style i.e. telling, selling and delegating.

Shouppe (2005) examined teacher’s perception of principal’s leadership style and school climate and the relationship between school climate and student academic performance. The results show that there is no significant relationship between school climate and student academic achievement. A statistically significant difference between teacher’s perceptions of teacher/principal openness and years to teaching experience and ethnicity was found.

John De Nobile (2009) presented a paper on school communication. He pointed at the two feature of school communication, openness and access to communication channels, including opportunities for staff members and leadership to formally met. The findings in the paper suggested strong links between openness, access and teacher job satisfaction and stress.

Singh Manjeet (2009) conducted a study on Leadership Styles of school principals of Delhi. The major findings of the study are: (i) Teachers feel that principals often have ‘concern for production’ and ‘concern for people’ in the schools. They are task oriented, apply pressure of productive output and maintain performance standards. They also show mutual trust, respect and warmth in the relationship with the teachers. (ii) Mostly principals are applying
‘practical’ style of leadership. No one is applying democratic and absolutely autocratic style of leadership. This has been perceived by the teachers. (iii) Principals consider themselves task oriented and people oriented. (iv) There is a significant difference between perception of principals and teachers regarding the ‘concern for production’ and ‘concern for people’ dimension of leadership.

**Sawyer R. Keith (2004)** conducted a study on Creative Teaching collaborative discussion as Disciplined Improvisation. These education researchers have discovered that the benefits of collaboration accrue form the complex processes of group improvisation. The improvisation metaphor integrates and combines several common recent metaphors for teaching, such as teacher as performer, teacher as decision maker, and teacher as facilitator. Improvisational teaching requires constant decision making as routines and activity structures are modified on the fly to suit local student needs and improvisational teaching requires a teacher who can facilitate structured discussion among students. When we realize that creative teaching is improvisational, we see that teachers are creative professionals, requiring not only pedagogical content knowledge but also creative performance skills the ability to effectively facilitate a group improvisation with students.

**Morais Maria Fatima, Azevedo Ivete (2010)** conducted a study on What is a Creative Teacher and what is a Creative Pupil? Perception of Teachers. These education researchers have discovered that the perception of teachers conceding creative teachers and pupils are an essential prerequisite for research concerning creativity, its assessment and promotion in the school context. The authors of this article administered a Likert scale to 576 teachers in Portuguese schools to explore what they think about the concepts of creative pupil and a creative teacher, how they evaluate themselves as creative person, and how they judge the creativity of their colleagues, pupils curricula and school. The responses of the teachers help to identify a need for teacher training about creativity and to raise suggestions for this work.

**Selvi Kiymet (2010)** conducted as study on Teachers competencies. These education researchers have discovered that to discuss and clarify the general framework of teacher’s competencies. The general framework regarding teacher competencies were explained in nine different dimensions as field competencies, research competencies, curriculum competencies, lifelong learning competencies, social-cultural competencies, emotional competencies, communication competencies,
information and communication technologies. Competencies (ICT) and environmental competencies. Teachers competencies affect their values, behaviors, communication, aims and practices in school and also they support professional development and curricular studies. Thus, the discussion on teacher’s competencies to improve the teaching-learning process in school is of great importance.

2.4 CONCLUSION

The literature review is an integral part of the entire research process and makes a valuable contribution to almost every operational step. It has value even before the first step, that is, when you are merely thinking about a research question that you may want to find answers to through your research journey. In the initial stages of research it helps you to establish the theoretical roots of your study, clarify your ideas and develop your methodology, but later on the literature review serves to enhance and consolidate your knowledge base and helps you to integrate your findings with the existing body of knowledge. Since important responsibility in researches to compare your finding with those of other, it is here that the literature review plays an extremely important role.