CHAPTER – II
REVIEW OF RELATED LITERATURE

The review of the related literature involves locating, reacting to and evaluating the researches, carried out earlier, and also the causal observations and opinions that are related to any research problem being explored. This encourages the researcher to have a thorough understanding and insight into the work already undertaken and key areas to be explored further. It is vital that in a spirit of adventure we should not neglect a particular fact because it is of past and should not accept a new one because of its newness. It is quite important to give reference to the old so that new one could be learnt. No research endeavour is unique in descriptive research and variables, under investigation are studied in different combinations to understand the dynamics of cause and effect relationship underlying any phenomenon. Thus related studies provide a comparative data on the basis of which one can evaluate and interpret the significance of one's finding.

The single most important contribution, education can make to a child’s development is to help him towards a field where his talents best suit him, where he will be satisfied and competent. By encouraging children to develop a full range of abilities that and hence school becomes an agency to develop life skills. Academic achievement is nothing but the knowledge attained or skill acquired as measured by the test scores or assigned by the
teacher. But how a academic achievement is influenced by the teacher effectiveness in relation to school organizational climate. Thus overall teacher effectiveness is an important aspect of the total personality of good teacher. Hence, the present study is an effort to study the teacher effectiveness of secondary school teachers of Punjab in relation to school organizational climate. For this purpose, the review of literature is being presented under three sections:

- Studies related with teacher effectiveness.
- Studies related with organizational climate.
- Studies related with teacher effectiveness and school organizational climate.

2.1 STUDIES RELATED WITH TEACHER EFFECTIVENESS

Sharma’s (1971) investigation aimed at studying the relationship between characteristics possessed by teacher and teacher effectiveness with a view to predicting teacher success. Teaching aptitude appeared to be a sound predictor of teacher effectiveness.

Chhaya (1974) investigated into certain psychological characteristics of an effective school teacher, which was conducted on 80 effective and 100 ineffective higher secondary teachers. The findings were that (i) effective teachers had significantly better personality adjustment and more favourable attitude towards teaching than ineffective teachers (ii) effective teachers did not show significantly more interest in teaching than ineffective teachers, (iii) effective teachers were significantly more
emotionally stable than ineffective teachers (iv) effective teachers were not more extrovert than ineffective teachers.

Kaul (1974) factor analyzed the personality traits of popular secondary teachers and arrived at four factors namely, striving self-confidence, ability and preservance and calmness. In another factor analytical study on the intellectual and personality correlates of teacher effectiveness, Grewal (1976) found that the measures of personality traits clustered in specific constellations with the criterion measure of teacher effectiveness.

Goel (1978) reported extroversion as an important factor related to teacher effectiveness. Using the Flander’s Interactive Analysis System, he found extrovert teachers to have greater interchange of classroom events than introvert teachers. The extrovert teachers had large transition from pupil response to the categories of teacher praise; encourage and questions as compared to introvert teachers. It appeared that extrovert teachers had all the seven interaction models of critical teaching behaviour while introvert teachers had only first four models of teaching behaviour. In conclusion, it may be said that personality dimension of extraversion is important in shaping the teacher’s behaviour.

Mutha's (1980) study attempted to identify the attitudinal, motivational and personality factors which differentiated effective teachers from ineffectiveness ones. The major findings of the study were that sex, professional training, nature of schooling and income level were significantly associated with the teacher effectiveness.
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 indicate that one variable i.e. pedagogical course was an important discriminating factor regarding the identification of potentially effective substitute teachers.

Handayani (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 results were found only in case of the self actualization level of motivation vis-a-vis teacher effectiveness. It was, therefore, concluded that the teacher who possessed the highest level of motivation, self-actualization, tended to be more effective teachers.

Blalock (1985) attempted to study differences in student locus of control and self-concept under conditions of more effective and less effective teaching. The results indicated no significant differences between students of more and less effective teaching at year’s end.

Christensen (1986) conducted a study 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 teacher characteristics, exhibited during the practicum experience.

Cosper (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 as judged by the teacher's immediate supervisor on a sample of 77 teachers. The findings indicated that there was no predictive validity as no relationship emersed the teacher perceiver interview and teacher effectiveness as judged by the teacher's supervisor.

Bennett (1986) conducted a study 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.

Purser (1986) investigated the relationship between a classification of teacher effectiveness determined by student achievement on 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 variables and teacher effectiveness.

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.

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

Baughn (1987) attempted to identify the standards established by school districts of evaluation of teachers and to determine whether the districts standards reflect the teacher effectiveness. The findings indicated that experience and training are not associated with the extent of utilization of teacher effectiveness research findings by evaluators.

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 classroom teachers in the San Antonio Independent School district on a sample of 337 teachers. The findings revealed that on 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 teachers with less than 15 years of experience.

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

Duschner (1987) revealed that significant correlations were found between classroom teaching behaviour 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.

More (1988) concluded that out of the 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 climate 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. The findings indicated that teacher of urban schools located in industrial areas significantly excelled over teachers employed either in semi-urban schools or school located in
industrial areas on both teaching competency and teacher effectiveness and that there existed a significant relationship between teaching competency and teacher effectiveness.

Mincucci (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 teaching, decision to teach, extra-curricular involvement and equality point average quartile, show significant relationships either to teacher satisfaction reports or effectiveness ratings.

Gupta (1988) attempted to study the intelligence, adjustment and personality needs of effective teachers in 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 teachers. They were found most effective in the age group of 30-39 years; after that their effectiveness went on diminishing afterwards.

Saruis (1989) compared the attitude of elementary 150 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 teachers and principals with respect to which teacher effectiveness characteristics are important for use in conducting teacher evaluation.

Spellman (1989) examined the teacher effectiveness in preparing an Individualized Educations 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 IEPI's but also include other factors within the educational system.

Fecser (1989) conducted a study to investigate whether highly effective sensitive teacher of severely behaviour disordered students demonstrate higher rates of effective teaching behaviour than teacher low in this dimension. It was found that there was no significant differences between the coded instructional behaviour of High Scoring Teachers (HST) and Low Scoring Teachers (LST).

Daly (1990) attempted to analysis student perceptions of teacher effectiveness in the Hanover Park high school in New Jersey on 864 student in 54 classes taught by 27 teachers and found that students' perception might be valid and reliable sources for faculty development.

Kingston (1990) conducted a study on teaching 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 arts college in Michigan. The findings revealed that most of the respondents reported teaching effectiveness as the most important component of faculty evaluation.

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 match with their principal and teacher who had a miss matched style with their principal.

Deshpande (1991) determined the effectiveness of teachers 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 students' rating, heads' ratings or teacher behaviour indices.
Singh (1991) conducted a study on the relationship of teaching effectiveness and creativity and intelligence and the composite effect of creativity and intelligence on teaching effectiveness in male and female secondary teachers. 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.

Edwin (1991) conducted a study to determine the relationship between teacher effectiveness and stage of the teachers' 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 a teacher perceived as effective increased at a steady rate until mid-career and then performance drops during late phase of career.

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.

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.

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 a sample of 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.

Singh (1993) conducted a study to examine teacher’s effectiveness in relation to gender, area and adjustment on a sample of 330 teachers (of both sexes) from 22 higher secondary schools (belonging to rural and urban areas), and concluded that there was a significant difference between male and female teachers in adjustment in favour of male teachers. The co-efficient of correlation between teacher effectiveness scores and adjustment was significant for urban teachers and not significant for rural teachers.

Delso (1993) conducted a study on veteran teachers who were interviewed using McCracken’s (1988) qualitative long interview methods to ascertain what veteran teachers believe effective teacher do. The findings revealed that the teacher effectiveness literature focused more on pacing
and increasing students' academic achievement, while good teachers place 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 culture and teacher thought processes literature than the effective teaching literature.

Anyalewechi (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. The findings revealed that there was an agreement on 7 of the 13 categories identified as either characteristics/trait, if effective teachers or factors influencing in teaching effectiveness. These are the characteristics of the teacher, influential understanding students, managerial skills, planning education, background administrative support and instructional methods etc.

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

Biswas, Chandra and Tinku (1995) examined the effectiveness of secondary teachers in relation to sex of
teacher, location of school (rural and urban), management (Government and Private), type (boys, girls and co-education) and organisational climate of schools. Results reveal that female teachers were more effective; whereas location and management of schools have no significant influence on teacher effectiveness; the teachers of schools with an open climate were most effective while those in schools with a closed climate were least effective.

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

Gupta (1995) examined the relationship between job satisfaction and teacher effectiveness of secondary schools teachers and their teaching effectiveness on a sample of 560 teachers of Uttar Pradesh and found that the coefficients of correlation between overall dimension of job satisfaction of teacher viz. salary and other benefits; community aspect supervision; family life; policies and practices; growth and practices were significantly related with teacher effectiveness.

Sugiratham and Krishan (1995) studied the teacher effectiveness of 295 women teachers working in girls higher secondary schools. It was found that there was 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) 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. Conclusions from analysis of data indicated that the evaluation of career teachers using the teacher assessment instrument does not 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 students' and teachers' perceptions of teacher effectiveness on a sample of 41 full-time faculty and 560 students at a community college. The results revealed significant differences is perception between students, between students and faculty and between type of course, on seven categories of effectiveness, i.e. Learning/Academic value; Instructor Enthusiasm; Organization/Clarity; Examinations/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 teacher leadership style and teacher effectiveness on a sample of 134 instructors and 2,141 students. The findings, through a post hoc analysis, revealed a significant relationship between instructor effectiveness and instructor leadership. Socio-independent instructors received the highest student grades and students' views 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 findings indicated that the teacher's personality may play a significant although limited role in teacher effectiveness.

Treder (1998) compared the attitude of effectiveness 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 promotion of inclusive practice at their schools.

Bakke (1999) conducted a survey with teacher and administrators in the Blue Valley school district in which they were asked to indicate which of a pair of two traits they considered most critical to teacher effectiveness in the classroom. The traits were grouped into clusters identified as Interpersonal, 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 exception of those disaggregated by years of experience and the secondary teacher and administrators groups.

Kumar, (1999) studied teacher effectiveness among scheduled caste and non-scheduled caste teachers in relation to their teaching aptitude and self-concept Sample comprising 502 school teachers (206 SC and 296 NSC teachers) was drawn from government/high/senior secondary school of 8 districts of Punjab by employing multistaged stratified randomization technique. $2 \times 3 \times 3$ ANOVA was used to study the interaction effect of caste teaching aptitude and the different aspects of self awareness upon teacher effectiveness of secondary school teachers. Main findings were: (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.

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

Allington and Johnson (2000) observed and interviewed fourth grade teachers in the United States who had been identified as excellent teachers; These excellent teachers used a variety of materials at different levels, including relevant and meaningful resources beyond text books. Results also highlighted the nature of classroom talk, which was personalized and personal. There teachers found what was productive about a response or behaviour, supported the partially correct words, turned attention to the process and encouraged further thinking and reflection.

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 results reveals that there is no clear balance in what is being measured or in what has emerged as themes in teacher effectiveness research.

Khalaf (2000) attempted to explore variables related to chemistry achievement of 12th grade science in the United Arab Emirates (UAE). The sample included 204 males and 252 females in 66 classes in 60 schools from 10 districts or bureaus of education in the UAE. The results of the multiple linear regression indicated that the factors of prior Student Achievement, Student Perception of Teacher Effectiveness and Teacher Experience and Expertise

50
accounted for 45% of the variance in school chemistry achievement. The results indicated that the strongest predictors of chemistry achievement and prior achievement in science, Arabic language and mathematics; student perception of teacher effectiveness or teacher experience and expertise.

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.

Quandahl (2001) conducted a study to differentiate the instructional practices of Kindergarten teachers 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, 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 teachers' students had high first grade academic achievement. Students of one teacher who was classified more effective 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 teachers' 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. The sample included two groups: clinical nursing students in Associate Degree Nursing programmes 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 measured by effectiveness inventor as important in clinical nursing instruction i.e. Teaching
ability, Nursing competence, Evaluation, Interpersonal relationship and Personality traits. The findings support the result that there is no significant difference in the ways that the students rate the effectiveness of teachers and the self-ratings of the teachers themselves.

Ford (2002) attempted to determine the relationship among teachers induction programme variable, namely content, personnel and delivery modes employed and the perceived effectiveness and satisfaction of first year teachers of the 279 surveys sent to beginning teachers in twenty six randomly selected public school system throughout the state of Alabama and 63 subjects responded to most or all of the question is the survey. The findings revealed that there is a positive correlation between new teacher induction content addressed during teachers' first years and their levels of self-perceived effectiveness. Next, direct input on a specific 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 teacher effectiveness and satisfaction. Finally, principals were most frequently involved in the induction of new teachers, while other teachers were also highly involved. The principals' involvement produced the strongest relationship with effectiveness and satisfaction.

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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.

Singh (2002) conducted a comparative study of job satisfaction of teacher educators in relation to their values, attitude towards teaching and teacher effectiveness. Results, of the present study show that job satisfaction is positively correlated with social value, hedonistic value, power value. Attitude towards teaching is positively correlated with job satisfaction. Teacher effectiveness is found to be positively and significantly correlated with job satisfaction.

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

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 encompasses 9 dimensions of effective teaching and
respond to one open ended question as stated on the student’s evaluation of educational quality. The quantitative results indicate that rural and suburban community college students rate dimensions related to communication skills highest; instructor enthusiasm, 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, is that order.

Vandana and Punia (2004) attempted to study intuitive abilities and human resource effectiveness of 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 intuitive abilities of the administrators have a great role to play. In fact in a situation when everything seems to be going out of control, intuitive 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 intuitive 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 reasons.

Vijaylakshmi 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 Viziangaram 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 caders, 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) concluded that female teachers are more effective in their teaching than male teachers; male and female teachers do not differ significantly as far as their teaching competency is concerned; and variable of teaching competency plays significant role in teacher effectiveness of teachers.

Bansibihari Pandit and Lata 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.

Cheung (2006) 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.

Douglas Rutledge (2007) 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 teachers and other workers 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 test scores.

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 work/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.

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 teaches. 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.

Rockoff 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 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.

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.

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 their Indian counterparts. However, female teachers did not report statistically difference in teacher efficacy. Also, no significant difference was found in teacher efficacy for number of years of teaching experience.

Verma (2010) while discussing inclusive education lacks stress 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) too, lays 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 alongwith being knowledgeable and with good communication skills.
In a similar vein, 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.

2.2 STUDIES RELATED WITH SCHOOL ORGANIZATIONAL CLIMATE

Sharma (1973) studied organizational climate and its relationship with pupil achievement. In this study he reported that there existed a significant positive relationship between organizational climate and school academic index.

Shelat (1975), in his study of organizational climate, teacher morale and pupil motivation towards institution in secondary schools, found that the organizational climate in rural schools was autonomous and paternal while in urban schools closed and open type were predominant. Closed climate schools had low teacher morale while schools of open climate had higher teacher morale. The findings revealed that there was no relationship between the age of the teachers and school climate.

Gandhi (1977) conducted a study of school climate a function of personality of school personnel of pupil control ideology. The findings were: significant differences were found to exist among open, intermediate and closed climate school: teachers serving in relatively open school were significantly more humanistic in their pupil control ideology than their counterparts. Belief systems of teachers in open and closed climate differed significantly.
The category of students did not bear any relationship with organizational climate.

Khera (1979) made a study of organizational climate and educational environment of Sainik Schools. One major finding was that, no two schools had a similar type of organizational climate which can be attributed to the differences in the personality traits of the principals and the members of staff.

Criad (1979) studied relationship of organizational climate, leader behaviour and job satisfaction. The population for this study was 271 teachers from 21 schools of two suburban school districts in Dallas Metropolex area. Some of the findings were: Teachers in the open climate had higher mean scores of teacher job satisfaction than did the teachers identified in schools of closed climate. Teachers in the closed climate identified ability, social service and moral values as important aspects of job satisfaction. Teachers in the open climate identified creativity, morale and social service as important aspects of job satisfaction.

Hummelke (1980) found that there was no significant relationship between teachers’ 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 education theory and practices nor human relations and collaborative decision-making processes.

Simon (1980) explored change in the climate in nine Los Angeles Unified School District (USD) elementary
schools when racially different teachers were transformed into the schools. It was observed that (i) the percentage of teachers transferred into a school had no effect on percentage of organizational climate, (ii) there was no difference in perception of school climate between reassigned and established teachers; (iii) school characteristics had no relationship to perception of school climate (iv) faculty desegregation did not affect the climate of schools, but it did affect teachers’ perceptions of change in their personal working situations, personal lives and morale; (v) teachers were more concerned about faculty desegregations effect on their personal working situations than its effect on the overall school organizational climate.

Hilliand (1981) designed a study to examine the relationship between the origin, length of tenure and the authoritarianism of elementary school principals with the organizational climate and adaptability of their schools he found that (i) schools with more open organizational climates were more adaptable than schools with less open organizational climates, (ii) younger teachers perceived significantly more organizational openers in their schools than did the older teacher; (iii) female teachers perceived their school’s climate as being significantly more open than the male teachers; (iv) teachers who had attained higher academic degrees perceived a significantly lower degree of organizational openers in their schools; (v) principals of inside origin and those of outside origin as well as those of short-tenure and long-tenure could be differentiated by the difference in their level of disengagement, hindrance, esprit, intimacy, consideration
and aloofness; (vi) out side-origin, short-tenure and non-authoritarian elementary school principals had more open organizational climate and more adaptable schools than inside-origin long-tenure and authoritarian elementary school principals.

Puranik (1985) 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) found that female teachers perceive their schools' climate as being significantly more open than did the male teachers. He also found that female teachers' perception of esprit was higher than that of the male teachers.

Veeraraghwan (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 results were reported to explain the phenomenon of high performance.

Leake’s (1987) 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 these of 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.

Turan (1988) in his study examined the relationship between organizational climate and organizational commitment of teachers in Secondary Public Schools in the city of Bursa in Turkey and reported the existence of the significant positive relationship between overall organizational climate of the school and the teachers’ organizational commitment. The study concluded that
there is significant relationship between organizational climate of the school and the teachers’ organizational commitment.

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 of 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.

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.

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.

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' school 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) 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 each other component.

Coutts (1997) soughted 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 indicating that the more autonomy to make work decisions and less standardized the work, the better the climate and the more support felt from supervisory and peers.

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.
Lawrence (1999) investigated type of organizational climate 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 to 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 as well as 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 school in the two regions into the six climate types described by Halpin and Croft (1963). Out of forty schools taken for the study, eleven schools had open climate, seven schools had autonomous climate, four schools had controlled climate, three schools had familiar climate and eleven schools had closed climate. One school did not fall into any 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.

Park (2001) studied the relationship between ministry satisfaction and organizational climate among sundry school teachers in the Korean Evangelical Holiners Church. In his study he employed a causal 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 differences in overall job satisfaction. Also, it was found that there were significant correlations between job
satisfaction and organizational climate but these correlations were weak.

Brown (2001) in his study which purposed to determine the relationship between organizational climate and job satisfaction. It was 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 with each other related.

Natarajan and Dhandapani (2002) conducted a study on organizational climate and job satisfaction of teachers in schools. The findings were 1) the higher secondary schools of were found to have all the six types of climates viz. open, autonomous, familiar, controlled, paternal and closed (ii) open climate was found in more number of private schools and familiar climate was found in government school (iii) there exist a significant difference in the job satisfaction between male and female teachers. The female teachers are enjoying more job satisfaction (iv) the married and unmarried teachers do not differ in their job satisfaction and also no significant difference was found among rural and urban teachers in their job satisfaction (v) there exist no significant relationship among the teachers in respect of their location of work,
and type of school in marital status, location of work which they work with job satisfaction (vi) the teachers working in the open climate are enjoying very high level of job satisfaction.

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.

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.

Day et al. (2007) found that there is no systematic links between effectiveness and age, life phase, or gender. Commitment and resilience were found to be characteristics of effective teaches, while the quality of school leadership, professional development that addressed the needs and concerns of teachers and opportunities for collaboration with peers were key to retaining positive attitudes through the professional life phases.

Roul Sushanta (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.

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.

Anushya (2010) has discussed role of professional rights of teachers in order to enable them to be more
effective, especially in the context of implementation of ‘Right to Education’, so that schools may effectively contribute to achieving the goal of universal school education.

Similarly Ghanti and Reddy (2010) have reported that principals’ leadership characteristics have a positive effect on organizational climate make it more conducive for teacher effectiveness and student achievement.

2.3 STUDIES RELATED WITH TEACHER EFFECTIVENESS AND SCHOOL ORGANIZATIONAL CLIMATE

Bhatnagar (1979) conducted a study to investigate organizational climate of the teacher training institutions of Uttar Pradesh and its relationship with their effectiveness. The findings were that the organizational climate of teacher training institutions in U.P. was characterized by higher level of hindrance factor, authoritarianism, high academic emphasis, low level of discipline and control and lack of facilities. The overall picture emerging was not impressive and good, the colleges differed among themselves significantly with regard to each dimension of organizational school climate; the stereotype of non-government teacher training colleges' organizational climate indicated higher hindrance, high democracy and freedom and high lack of facilities. The stereotype of organizational climate of government teacher training colleges, on the other hand, meant high social support, high authoritarianism, high trust, high academic emphasis, and high discipline and control. It was found
that significant differences existed between them on all the nine dimensions of organizational climate; in large institutions, the climate was dominated by high authoritarianism, high trust, high academic emphasis, and high degree of discipline and control as compared to small institutions. The climate of institutions was characterized by high Hindrance, high democracy, and lack of facilities. The rural institutions had high level of discipline and control and high academic emphasis as compared to urban institutions. On the other hand, the urban institutions were high on democracy, freedom, and lack of facilities; the men’s training colleges had better social support, greater trust, more academic emphasis, and better discipline and control than the women’s training colleges. The trust and academic emphasis were more predominant in the climate of university departments of education than in the climate of the college departments. But on the whole, the climates of the two groups of teacher training colleges were similar.

Varshneya (1981) conducted a study to investigate the relationship between organizational environment and teacher effectiveness. The findings of the study were: (i) The percentage of the schools coming under the closed range was slightly higher than that of the open climate range. About ten out of fifty schools had autonomous climate, nine controlled climate, three familiar climate, and five paternal climate. (ii) There was no sex difference as far as the school climate was concerned. (iii) Open school environment produced very favourable attitude towards the
teacher whereas familiar environment produced the least favourable attitude towards the teachers (iv) different organizational environment did not produce significant difference in the pupils attitude towards their schools but they produce significant difference in the pupils scholastic achievement. The scholastic achievement was the 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 (iv) out of 10 personal values, only social values differed significantly in the six different organizational environments (vi) open, autonomous and controlled environments were more favourable for the teacher’s effectiveness than the other categories of environment (vii) organizational environment was significantly and positively related to the pupils, attitude towards the teachers (viii) organizational environment was significantly and positively related to scholastic achievement but its relationship with pupils attitude towards the school was not significant. However, it was positively and significantly related to social environment and composite teacher effectiveness.

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

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 sample schools (ii) schools with less than 200 students received the lowest scores in school climate regardless of the ratings of the principals on identified leadership behaviours (iii) 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 (iv) 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’.

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.

Bulach and Peterson (2001) in a study found a positive relationship between leadership behavioural associated with instruction and the overall culture and climate of the school.

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.

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.

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 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.

Mohalik (2007) in an experimental study found significantly positive effect of in-service teacher training on teacher effectiveness and student achievement.

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.

Nasser and Fathi (2009) in their study aimed at evaluating institutional performance in secondary schools in the Eastern Region of 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 administrators.

2.4 TO SUM UP

On the basis of review of related literature some pertinent observation may be made and summed up as under.

Effective teachers have better personality, adjustment (Chhaya, 1974; Koul, 1974; Grewal, 1976; More 1988; Singh, 1993; Allison, 2002; Woolfolk, 2004; Mohanty, 2010).

Gender, professional training, nature of schooling and income level, age, caste were significantly associated with teacher effectiveness (Mutha, 1980; Nincucci, 1988; Biswas Chandra and Tinku, 1995; Pandey and Maikhuri, 1999; Kgarthala, 2002; Mohalik, 2007; Ghosh and Bairagya, 2010).

There is significant relationship between teacher effectiveness and teacher competency (Prakasham, 1988; Gupta 1995; Kumar, 1999; Kaur, 2000; Raj, 2000; Singh, 2002; Amandeep and Gurpreet, 2005; Newa, 2007).

There is significant relationship between the teacher effectiveness and school organizational climate (Bhatnagar, 1979; Bojar, 1985; Biswas, Chandra and Tinku, 1995; Kasinath, 2000; Bandhu, 2006; Mohanty, 2010). One major thing that was traced, was that no two schools had a similar type of organizational climate which can be
attributed to the differences in the personality traits of the principals and teachers.

It has been found that teachers in open climate are more effectively identified with creativity, morale and job satisfaction. Moreover, it was also concluded that there is a significant relationship between organizational climate of school and teachers' organizational commitment.

No doubt, the concept of teacher effectiveness is well researched and well reported showing significant correlation between characteristics of job satisfaction and the characteristics of organizational climate (Anderson and Brown, 2001; Woolfolk, 2004; Bandhu, 2006; Mohanty, 2010), still we are not conclusive to make a statement on the antecedents and effects of these variables in our schools. It would be worthwhile to quote Mehrotra (2006) that:

“effectiveness has been studied in relation to organizational climate, specific school subjects, children and specific groups (ii) all these studies are status studies and give a general picture of the determinants of effectiveness of teachers of various stages and (iii) yet, wholeistic picture has not emerged and the concept of effectiveness is also required to be clarified alongwith the fact that the essentials of personal, organizational and socio-emotional environment which may result in making a teacher perform his/her duties effectively should be a constant, continuing concern of researches”.

Hence to probe into the truth and find out the relationship between these variables in the context of
secondary schools of Punjab, the present research has been undertaken with the following hypotheses.

2.4 HYPOTHESES

To meet these objectives following hypotheses were formulated:

1. Secondary school teachers teaching in open autonomous and familiar school climate will have significantly higher level of teacher effectiveness as compared to their counterparts teaching in paternal, controlled and closed climate.

2. There will be no significant gender difference in teacher effectiveness among secondary school teachers.

3. There will be no significant difference in teacher effectiveness among teachers belonging to rural and urban secondary schools.

4. Secondary school teachers having different levels of teaching experience (less than 8 years, 9–15 years, 16 and more than 16 years) will exhibit significant mean differences in their teacher effectiveness.

5. The more effective secondary school teachers will differ significantly from less effective teachers in their attitude towards teaching, job satisfaction and eight dimensions of school organizational climate.