Chapter 2

REVIEW OF LITERATURE

The review of related literature includes identification, reacting to and evaluation of the researches, carried out earlier, and also the casual observation and opinion that are related to any research problem, to be explored. This intends to help the researcher to have a thorough understanding and insight in to the work already undertaken and key areas to be explored further and to find gaps in knowledge, thus avoid needless repetition of a study.

“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 (1977).

Review of literature provide ideas, theories, explanations or hypotheses valuable in formatting problems, suggest methods of research appropriate to the problem and locate comparative data useful in interpretation of results.

Survey of related studies help the investigator to get an idea about the theories and their explanation, methods of collection and analysis of data and findings of various studies already conducted in a particular field. It also helps 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 related literature and realizing the necessity and purpose of it, the researcher peeps in to the literature available concerning different aspects of the present
study. The present study deals with pertinent researches carried out in reference to School Effectiveness and its correlates in the domain Principal, teacher, school environment and students. Certain related studies are reviewed and presented here under the five sections:

- Studies related to school effectiveness.
- Studies related to school effectiveness and administrative behaviour of school heads.
- Studies related to school effectiveness and teacher factor.
- Studies related to school effectiveness and student perception regarding school.
- Studies related to school effectiveness and school organizational climate.

2.1 STUDIES RELATED TO SCHOOL EFFECTIVENESS

The effective schools emphasized on a positive approach to school improvement. The correlates of effective schools can be seen as variables that can be adjusted to coincide with varying school cultures.

Weber (1971) highlighted the characteristics of an effective school as strong leadership, high expectation for students, orderly atmosphere, emphasis on reading and frequent evaluation.

Patel (1974) in a study on relationship between pupil's attitude and teacher influence in the classroom to study the effectiveness of the influence of teacher's classroom behaviour on pupil's personal anxiety; motivation and classroom organization, pupil's attitudes towards reward and punishment, teacher, the classroom climate and school. The study revealed that indirect teacher influence had favourable effect on motivation, classroom organization and also on the attitude of pupils towards teacher. When teacher influence

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without content emphasis, it was considered as indirect teacher influence. The teacher’s indirect influence is favourable on personal anxiety of their pupils; on the development of independent behaviour among pupils and on the classroom climate. However, teacher’s classroom behaviour didn’t influence pupils’ attitude towards reward and punishment. Moreover, teacher’s classroom behaviour, didn’t influence pupil’s attitude towards schools.

Five correlates of effective schools by Edmonds reported by Achilles (1984) are given as: (i) the school leader exercises administrative leadership and keep school the moving ahead in the effective school mode; (ii) a climate that is safe and orderly without being rigid and repressive provide the learning environment in an effective school; (iii) high and positive expectations are held for students and staff; (iv) teachers and all school staff emphasis the basic skill that will be tested; (v) the teacher use regular and continuous assessment to structure instructional strategies for each pupil.

Criteria for judging the schools on their degree of effectiveness was developed by 'Her Majesty's Inspectorate (HMI) in U.K. (1986). It had three points judgment scale on school effectiveness. The first measure was an assessment of the overall quality of work in the school. The second was an assessment of the quality of provision for each lesson/class. The third was an assessment of pupils' responses in lessons in each class. The report indicated that 80% and above on the overall quality of work, 70% and above on the quality of provision, and 80% and above on the size of pupil response were considered to be satisfactory in schooling situations.

Reid et. al. (1987) reported an empirical research on effective schooling and inferred that school effectiveness implied a school’s ability to bring out a difference in pupil achievement and behavioural outcome by adopting various measures. The findings revealed that the
major aspects of efficient schools were orderly at all times both inside and outside the classroom; a favourable school ethos or school climate brings positive outcome; staff operating in the school had common agreed policies; the principal and senior management perform a vital managerial role.

Beauchamp, Pierre (1991) analyzed the perceptions of 184 teachers in 138 member institutions of the Canadian Association of Independent Schools to determine the most important characteristics and indicators of school effectiveness. Review of the school effectiveness literature indicated eight characteristics of school effectiveness. Out of the eight characteristics, creating a positive learning climate was ranked highest. At the level of indicators, next top ranks were given to student-oriented concerns: "Care about students as people; providing an enriched and all-round quality programme for students; pride in the schools' and students' successes; listening to students; providing an enjoyable environment and care of students in a professional manner." Findings indicated that a balance of school effectiveness characteristics and indicators were found to be required to render an overall quality programme for the benefit of the students.

Govinda and Varghese (1991) derived the conclusion that the level of infrastructure facilities provided in the primary schools played an important role in improving the teaching-learning environment and consequently, the learner's achievement level as well as overall school quality.

Peenycuick (1993) explained, on the basis of research evidence from developing countries, that school effectiveness should be viewed as improvement of the implemented curriculum; use of appropriate techniques such as multigrade teaching, peering tutoring, cooperative learning; provision of basic school facilities; increase in instructional
time; and above all good decentralized management. Hence, it was suggested that school effectiveness must be seen in local context rather than global perspective for better student learning.

Varghes (1995) studied school facilities and learner achievement towards a methodology of analyzing school facilities in India. The study revealed that the learner achievement in primary classes was influenced by the infrastructural facilities in the schools. The analysis further showed that the intervention strategies for school improvement need to be content specific and focusing more on the teaching-learning conditions in the schools.

Haim, Gaziel (1996) examined perceptions of school effectiveness among parents, students, teachers and principals, and differences in their perceptions across school levels (Primary Vs. Secondary) and types (religious state Vs. non-religious state). Finally, the results were compared with school effectiveness indicators in the literature. A sample of all categories of subject in eight Israeli schools were interviewed (N=64). Analysis revealed that parents stressed school outputs, teachers stressed their skills and teaching processes, students emphasized both inputs and outcomes, and principals’ chiefly inputs. Religious schools gave more weight to religion than others to values.

Sharma (1998) in her study, "Universal Elementary Education - The Question of "How", pointed out that in view of generally local level of achievement in government schools, there was need for improvement of inputs at school level and such improvements were undoubtedly necessary for effective education. Therefore, school effectiveness and actual learning need to be central rather than secondary concern for universal elementary education. School effectiveness and success in learning depend not only at school level inputs but also on factors outside the school. For genuine universal
elementary education, the impact of the wider context on schooling need to be understood better. Measures that mitigate the worst effect of poverty on children and creation of rural infrastructure were found to be necessary for effective and empowering education.

Harijati (1998) investigated school factors such as school expenditure, specific material inputs, teacher quality characteristics, length of school programme and length of daily instruction, school management, principal and geographical location play a vital role in academic achievement and found that these school factors contribute to the variability of students' academic achievement at large school effectiveness.

Carvantes (1999) conducted a study to examine the relationship between the school building condition and academic achievement and behaviour of the students of public schools. He concluded that the conditions of the school facilities represent a wide array of implications for students, as well as a broad spectrum of possible problems and accountability for communities across the nation, providing school facilities that are well maintained and safe, promotes quality learning conditions.

Uzat (1999) conducted a study to determine if there was a relationship between student achievement, teacher change readiness and school culture. He found that school with higher level of student achievement possessed a more positive culture as perceived by teachers than schools with lower level of student achievement. There was no statistically significant difference in the change readiness of teachers in schools with higher levels of student achievement when compared to teachers or schools with lower level of student achievement.

Jehanare (1999) studied the interaction between school effectiveness and head teacher, teacher and students besides its physical environment in his study.
perspective' he found that there was a considerable amount of progress in the number and spread of institution as well as enrolment. The study revealed that the situation of the pupil achievement was very much discouraging. The situation in majority of the schools was deplorable and a large number of schools were located in deprived and remote regions with a majority of pupils from disadvantaged socio-economic background who were lagging behind in the achievement level. Keeping in view the prevailing conditions of the schools some changes were inevitable for an institution to be effective.

Muthukrishna (2000) in his study explored the issue of whether lists of characteristics constituting the effective schools are universally valid. It also argued that the effectiveness of schools must be understood contextually as there were significant differences between both the material and ideological contexts of schooling. It argued that education for peace and democracy was found to be an essential feature of school effectiveness in South Africa.

Pandey (2000) in his study on school effectiveness and scholastic achievement of formal primary school children in terms of Minimum level of learning, revealed that quality education and achievement of students have been mainly affected due to the lack of teacher-learner motivation in the teaching-learning process. It was also found that a number of in-service training programmes for teachers in Distinct Institute of Education and Training and Block Resource Centers headquarters have shown notable effect on the academic achievement of children.

Dave (2001) in his study on ‘Methodological Issues in study Primary School Quality’ concluded that the Indian educational system had been improving enormously and works continuously at the 100% efficiency. It was just not possible to raise the learning achievement of all Indian children beyond ‘What potential they are genetically endowed with?’ All one may try is to help all children to achieve
minimum level of learning achievement. The educational system, which is running with low efficacy, may be so geared up that every child is able to achieve what is commensurate with his natural genetic endowment or potential. To attempt anything more than this minimum will end up in a disaster of force.

Deshpande (2002) found that the major cause of the poor standard of primary education was the lack of good support system. The schools were woefully short of classrooms, trained teachers, books and stationary. A well run mid day meal scheme was well established, proved a powerful incentive for better school attendance. The examination was considered as a factor that is not going to improve the standards of primary education; it may best to provide a new tool to measure the low standards which were well established fact. It was found difficult to understand the curiosity of the government on measurement of teaching standards, when it had no proposals in hand for improving them.

Ladd (2002) in a study entitled 'Implementing value added measures of school effectiveness: getting the incentives right' had found that value added measures of school effectiveness. Distort incentives found to discourage good teachers and administrators from working in a school serving concentration of disadvantaged students.

Noorjahann (2004) examined the relationship between school effectiveness and selected personal and institutional variables. She found that students' involvement in school activities was more in high and average effective schools. It was also observed that students of average and high-effective schools were high in their behaviour adjustment to school. The classroom climate was more congenial in average and high effective schools. The school atmosphere of the school was good in average and high effective schools. Teachers in low-effective schools showed less involvement in various school
activities. As teacher's involvement in various activities also help to make the school effective. Student's motivation towards school was high in average and high effective schools.

Lee et. al. (2005) in a study on school characteristics linked with educational effectiveness in 14 Sub-Sahara African countries have found that students’ achievement is strongly associated with students’ social and academic background in all countries but school effects vary across countries. Higher achievement of students was found in urban schools which have more resources and quality teachers.

Kgaile (2006) by developing a questionnaire based on methodology for constructing an overall index of school effectiveness, had reported that construction and use of straight forward instrument will help to identify the special conditions for school effectiveness. It can identify the measures to improve maximum developmental activities. This instruments is economical to identify the key drivers of the internal school conditions for making a school effective.

Abott, Oscar Eban (2006) investigated perception of school heads of urban and non-urban elementary schools regarding attributes of effective schools. The school effectiveness was associated with meeting adequate yearly progress (AYP) report. The focus of the study was to find attributes of effective schools i.e. strong leadership behaviour, dedicated staff, high expectations, positive learning climate, curriculum continuity, multicultural education and community involvement by school principals. The research used a non-experimental, descriptive research design to assess perceptions associated with meeting AYP. A total of 150 elementary school principals participated in the study for a respond rate of 61.5%. It indicated significant difference in principals’ perceptions in all categories except strong leadership. Positive correlations existed for non-urban principals in areas of high expectations, positive learning climate, curriculum continuity and parent community involvement. It
also proved that the elementary principals whose schools weren't meeting AYP must create learning community that support high student achievement at large school effectiveness.

Dash (2007) conducted a study on school effectiveness and organization of learning and community participation. It was found that: (1) physical facilities, teacher and head of the school and school environment play important role in making a school effective; (2) organization of learning and community participation were found to be positively related to school effectiveness.

Against the background of rewarding and penalizing schools and teachers for student performance - the Association for Supervision and Curriculum Development (ASCD), is urging large for the membership of administrators, teachers, and university faculty. ASCD "reclaim the idea that we teach yes, skills and subjects, but above all, children" (Scherer, 2007). The position taken by ASCD has been labelled "The Whole Child". "The current direction in educational practice and policy focuses overwhelmingly on achievement. However, academic achievement is but one element of student learning and development and only a part of any complete system of educational accountability. ASCD believes a comprehensive approach to learning recognizes that young people are knowledgeable, emotionally and physically healthy, motivated, civically inspired, engaged in the arts, prepared for work and economic self-sufficiency." ASCD describes effective education for the whole child with five key words and school effectiveness at large.

* Health
* Supportive
* Safe
* Challenged
* Engaged
Florence De Eadra (2008) examined the way the teachers, parents, and students viewed their charter school as effective when effectiveness was defined by the following 11 characteristics: "Instructional leadership; clear mission; safe and orderly environment; positive school climate; high expectations; fluent monitoring; basic skills; opportunity for learning; parent and community involvement; professional development and teacher involvement. Major research findings for the study were as follows: There was agreement among teachers, parents, and students regarding 5 characteristics. These characteristics were: safe and orderly environment; positive school climate; high student expectations; frequent student assessment and monitoring of achievement and basic skills; teachers and parents agreed that their school demonstrated effective instructional leadership, a cleared and focused mission, and a maximized opportunity for learning. On the other hand, students were uncertain for their school provided maximum opportunities for learning; only parents and students were in agreement regarding parental involvement in their school. In contrast, teachers were uncertain about their schools provided parent and community involvement and also uncertain about their schools provided strong professional development and include them in the decision-making process for the school.

Mustafizur, Mohd. Izham and T. Subahan (2010) examined nine processes or correlates of effective schools; principal’s leadership; effective teaching; focus on learning; positive school culture; students’ rights and responsibilities; high expectations; monitoring progress of students; professional development of teachers/staff and parents’ involvement contribute to school effectiveness in three exemplary public secondary high schools in Bangladesh. Findings show that the exemplary schools are as a whole, more or less effective with regard to all nine processes as per the theoretical framework. However, all nine characteristics are not valid with same importance everywhere. In
In addition, school infrastructure and resources, students' motivation and focus on homework are found to be locally important characteristics for public schools' effectiveness. Further, a few school effectiveness aspects, such as relationship between academic success and school resources, utilization of library and laboratory, teachers' participation in decision making, teacher evaluation size, principal's power and autonomy, teachers' role and professional identity, class-size, private tutoring, students' rights etc. were found to be common characteristics of public schools in Bangladesh and effective schools in developed countries.

Anthony Kelly and Christopher Downey (2011) conducted a survey of teachers' perceptions, understanding, and use of pupil performance data in English secondary schools and examine the extent to which these are associated with school-level performance. A range of factors, including teachers' position of responsibility. The survey was supplemented by a series of in-depth interviews. Use and availability of pupil performance data was found to be widespread. Classroom teachers reported significantly lower levels of use and understanding of pupil performance data. The study also reveals that some data about students progress was accessible only to school leaders. Most teachers make regular use of their own sources of pupil data, which is seen as at least as useful as “official” data helpful in improving student achievement and school effectiveness at large.

Ellen et al. (2011) analyzed and presented an elaboration on recent educational effectiveness research focusing on the long-term school effects. The study focused on the teaching at secondary schools and its relation to student perception. Schools are scored according to this coding scheme and grouped with hierarchical cluster analysis, resulting in 3 groups: 1 characterized by a strong teacher-regulation approach, 1 with a shared regulation approach to learning, and 1 intermediate group. Multiple analysis of covariance shows differences
between school clusters regarding students’ 1st-year achievement. A positive relationship was found among three cluster and 1st year achievement of students and their perception about school.

International Congress for School Effectiveness and Improvement (2012) investigates the effects of schools on students’ learning outcomes. It suggests to measure students’ learning outcomes with cross sectional multilevel models. These classic value-added models yield an estimate of the percentage of the total variation in students’ scores that is situated at the school level, which gives an idea of the relative importance of schools to the outcomes of individual students.

Heather E. Price (2012) found that Principals’ relationships with their teachers affected principals’ and teachers’ satisfaction, cohesion, and commitment levels. Among principals, these positive work relationships can improve job satisfaction, cohesion perceptions, and commitment levels. Among teachers, substantial variation was explained directly by the relationship mechanism of principals sharing expectations with their teachers. It further makes schools effective.

Haan (2013) in this study, longitudinal cohort-sequential latent growth modeling was used to determine the effects of (a) socioeconomically mixed preschool and kindergarten classrooms, (b) the implementation of an education program aiming to accelerate socioeconomically disadvantaged children's emergent academic skills. The results indicate that disadvantaged children in mixed preschool and kindergarten classrooms gained more in literacy and math than disadvantaged children in targeted classrooms. The results also indicate that the use of a special education program to promote disadvantaged children’s emergent literacy and math was not effective, probably because of a lack of implementation fidelity because the teachers were engaged in other kind of activities.
Cladingbowl Michael (2013), Ofsted’s Director of Schools Policy conducted a survey on ‘Improving standards of literacy must be a priority for all our schools. Among some of the findings from the survey report, highlights were:

- Where schools developed a more engaging approach to developing pupils’ literacy skills, there number of dropout was found more.

- There was no one way of ‘getting it right.’ Approaches varied from school to school and depended on the needs of pupils and the skills, knowledge and experience of staff to improve literacy and quality education in schools.

- Successful schools made good use of specialists from English and other subjects, give good physical environment to support the development of effective strategies and increase literacy rate.

2.2 STUDIES RELATED TO SCHOOL EFFECTIVENESS AND ADMINISTRATIVE BEHAVIOUR OF SCHOOL HEADS

School is a social institution, which presents an ideal form of miniature of learner’s community coming form diverse socio-economic background. The headmaster is not only the leader of school but is the leader of the society and community as well. The headmaster has to lead such persons who generally vary in academic qualification, age and experience. By his motivating power, the students can avail all those opportunities which are being provided to them in the school. The headmaster is also expected to communicate to his colleagues and making guardians and other people conscious about their duties in the process of education. It also accelerates the effectiveness of the school.

Halpin (1956) conducted a study on the behaviorist approach to the Principal effectiveness in order to help teachers and employees to increase effectiveness of schools and objectives of schools. It concludes that there may be two major types of behaviorist patterns
describing: Effectiveness of Principal's leadership as ‘Initiating structure’ and ‘consideration’. One is being system oriented and the other is people oriented. It is found that principal’s behavior has positive relationship with school effectiveness.

Foley (1971) analyzed the extent to which leadership behavior of the team leader is related to the productivity of his team members. It exhibits that there is a positive relationship between the team member's morale and their perception of leadership, and when team members perceive, team leaders exhibits high initiating structure and considerations their moral was generally high and they give their best to their institutions. Thus, they collective efforts make school effective

Kelly (1977) conducted a study regarding the leader behavior of school Principal in the operation of school community Advisory Committees (SCAC). Significant relationship between consideration behavior of principal and member satisfaction was found. Achievement in a SCAS is largely depends upon the Principal's consideration behavior. A personal leadership style on the part of principal emphasizing both consideration and initiating structure behavior is the best for organizing SCAC that accelerate school effectiveness.

Kelly (1986) conducted a study to determine the perception of the institution climate and leadership competencies at various levels of Humber college. The non-experimental qualitative study examined the complex phenomenon of leadership and its relationship to institutional climate. A strong positive relationship was found in several climates and leadership factors.

Vivone (1989) made a study under the title, “A study to determine the relationship of stress among secondary school administrators to the demographic background of their schools.” The result of their study showed that there was no relationship among the secondary school administrators experiencing stress and school enrolment, school setting or school type.
Kaushik (1993) conducted a study on a similar pattern. He endeavored to find out the relationship between principal's administrative styles, school climate and school effectiveness. It concluded that a style emphasizing the effect of teaching learning and guidance generated more favourable school climate and turned to keep morale of teachers leading ultimately to school effectiveness.

Chauhan (1994) conducted a study on the effectiveness of demographic and authoritarian styles of administration. The study was based on samples of 141 principals of Intermediate college of Allahabad district. She found that authoritarian styles of Principal's administrative leadership were superior to demographic style and serves as a factor of school effectiveness and academic achievement.

Bulach, Lunenburg, 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.

Gordern (1996) analyzed relationship between the way secondary school Principals spend their time, student achievement and Principal effectiveness. The study revealed that: (i) high achievement school Principals spent a greater amount of time on instruction/curriculum than the principal form low achieving schools. (ii) a strong positive relationship was found between Principal’s time spent on student personal activities and teachers perceptions of principal effectiveness. Improvement in teacher perception further influence school effectiveness.

Lin (1999) revealed in his study that the Principal's leadership did not have a significant correlation with school effectiveness as measured by student's academic achievement. A highly significant correlation was found between the social-economic status of school and students academic achievement.
Floyd J.E (2000) investigated the Principal leadership and its relation to teacher's perception of school mission and student achievement. It also provide practical recommendation for Principals in developing effective leadership style for achieving schools primary mission that is to improve students' achievements. The study found that a significant relationship existed between perceived degree of transformational leadership and shared school mission. No relationship was found between perceived degree of transformational leadership, shared school mission and student achievement.

Han (2000) conducted a study to determine the relationship between Principal leadership and school climate in Korean Secondary schools. He concluded that there was a strong positive relationship between transformational leaderships and the open dimension of school climate contribute at large to academic achievements of students and school effectiveness.

Chen (2000) conducted a research on the ideal expectations and actual implementation of leadership behavior among physical education chairperson in term of consideration and initiating structure. A second plea behind it is to investigate perceived leadership behavior with selected demographic factors. It concludes that no difference exists between the physical education chairperson and the faculty members regarding the ideal expectations and actual implementation of leadership behavior.

Gomez (2005) studied principal's instructional leadership behaviours to be a factor in student achievement in the University of Texas. The research finding based on the results of regression analysis suggested that the Principal's leadership has a significant correlation with effectiveness of institution as measured by students' academic achievement.

Chin-Yen Lin, Tsuing-Hsien Kuo (2007) studied transformational leadership as an antecedent variable to explore and
examine its correlation to school culture and school effectiveness. K-means cluster analysis and regression analysis were used in the study. Data were collected from 647 school teachers and from 15 schools in Taiwan. The results of the study show that there is a positive relationship among three dimensions.

Tara Beteille, Demetra Kalogrides, Susanna Loeb (2009) examined the relationship between a school’s effectiveness during a given principal’s tenure and the retention, recruitment and development of its teachers. Three key findings emerged out principal effectiveness as more effective principals are able to retain higher-quality, remove less-effective teachers; attract and hire higher-quality teachers to fill vacancies and have teachers who improve at a greater pace than those in schools with less effective leadership. These findings drive home the importance of personnel practices for effective school leadership.

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 for 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. Thus, principal behaviour affects school quality.

Nasser and Mohamed (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 found weak and there was no significant difference in the institutional performance due to qualification and experience of administrator.

Sunil Behari Mohanty (2009) investigated school improvement is a challenging task. It has remained so in the past and it will remain so in the present and also in the future. Some pivotal concerns relating to school improvement, teacher empowerment and teacher education in the context of international scenario. The author asserts that while nations have been making effort to improve the quality of their teacher education, the same can't bear fruits unless an endeavour is also made simultaneously to improve school education.

Mona Malhotra (2010) found that (1) the principals of private schools are somewhat more creative in their decision making compared to government schools. There is no rigid hierarchical structure in their schools. There is freedom for the faculty and the emotional and social tone in their schools is relatively relaxed (2) private schools have better organizational health as compared to the government schools. (3) professional growth of teachers of private schools is higher than that of the teachers of government schools. (4) it is clear that Heuristic style of decision making of principals is conducive to the organizational health of the schools. (5) there is no significant relationship between principals’ decision making styles and their experience as principal, in government and private schools alike. Thus, principal influence the working of the faculty and school organizational health and school effectiveness at large.

Amuche et al. (2013) investigated the school effectiveness and competency of principals of ECWA Secondary Schools in North Central Geo-political zone of Nigeria. The study presented that principals were professionally trained in School administration. Both qualitative and quantitative methods of research were employed in order to establish how competent the principals were in their leadership role and
contribute to school effectiveness. 15 ECWA Secondary Schools on 20 teachers in each school in the North Central Geo-political zone were taken as sample. The study found that most ECWA Secondary School principals, though educated in other fields, were not professionally competent in school administration and planning; 2) Principals’ managerial competence had a negative relationship (-0.02) with students performance in ECWA secondary schools. It was therefore recommended that Principal should be trained professionally in education administration. They should improve in the teaching-learning process in schools. Thus, effective principal contribute in increasing effectiveness of schools.

Chinelo O. Duze and Ogbah, Rosemary (2013) investigated the school climate challenges facing secondary school principals in Delta State, Nigeria. A heterogynous stratified sample of 650 respondents comprising principals, teachers, and students was used in the study. Results indicate that, there were no significant differences among the perceptions of principals, teachers, and students on school safety, teaching and learning, interpersonal relationship, the school environment, as well as on the possible solutions to the challenges of school climate faced by principals. Recommendations were made to enhance school climate and eliminate problems faced by principals to ensure effective instructional leadership. Principals are suggested to ensure that students are treated with care, fairness and consistency; ensure that the school buildings are physically attractive and kept in good condition; that government should provide up-to-date learning materials and enforce the use of school climate as a central characteristic of school accountability and assessment system to enhance school effectiveness.
2.3 STUDIES RELATED TO SCHOOL EFFECTIVENESS AND TEACHER EFFECTIVENESS

It is true that teacher plays a pivotal role in molding the personality of the child. It is not by way of transmitting orally what is already there in voluminous books, but through interpreting in positive, purposive and progressive way. Child should be allowed to think and act. Teacher plays a vital role in increasing the effectiveness of school. An effective teacher is one with a repertoire of diverse organizational strategies and teaching techniques. He must be grounded in clearly articulated goals and secure knowledge of subject matter and pupil knowledge.

Medley’s (1982) definition revolves around the possession of knowledge and skill that fall under the rubric of teacher competence and teacher goal (that is, teacher effectiveness.)

Several assumptions are implicit in this definition of Teacher Education. An initial assumption is that an effective teacher tends to be aware of and actively pursue goals. These goals guide their planning as well as their behaviour and interaction in the classroom. The second assumption is that the vast majority of teacher’s goals should be concerned with the learning of their students. If teacher’s goals are stated in terms of their students’ learning, the academic outcomes will be better. As Medley (1982) asserts “teacher effectiveness must be defined, can only the assessed in terms of behaviour and learning of students not behaviour of teachers”. Third assumption is that no teacher is effective all the time. Effectiveness of a teacher depends on goals being pursued by them.

The Four Aces of teacher effectiveness are outcomes, clarity, engagement and enthusiasm. The first Ace of effective teaching concern the utilization of an outcome based on instructional orientation. Outcomes enable students to focus their attention on clear learning goals. Outcomes also provide the teacher with a
framework for designing and delivering the course content. Furthermore, outcomes enable teachers to assess student learning as a measure of their own instructional effectiveness. More effective teachers use designated outcomes and basis for the establishment of curricular alignment. Curricular alignment is the degree to which the employed instructional methods and assignment techniques enable the students to required and/or demonstrate the desired learning.

The second Ace of Effective Teaching involves the clarity of instruction. More effective teachers provide students with highly explicit directions.

Third Ace of elementary teacher is engagement. This principle suggestion is that students learn by doing. So teachers must create a dynamic educational environment that affords students an opportunity. To practice every concept, this engagement should begin early in the lesson and should continue throughout the lesson, introduction body and closure.

The fourth ace of elementary teacher is enthusiasm. As straightforward as it may seem, “if you hate to teach it, your students will hate to learn it.”

Lulla (1974) in a study on the effects of teachers’ classroom behavior on pupils’ achievement. It attempted to find out the effects of teachers’ classroom influence upon the pupils’ achievement. It was a field experiment wherein teachers were trained to acquire indirect influence patterns of classroom behavior. The study revealed that the pupils who were taught by the teachers trained in using indirect behavior scored higher when compared to their counterparts studying under the teachers who were not provided any training. It was also argued that the indirect teacher behavior may raise the interaction potential of the classroom climate resulting in free communication. It was found that such an atmosphere not only stimulated the learner in
learning but also provided an informal climate to the teachers for conducting his teaching activation thus become a factor of school effectiveness.

Singh (1978) investigated the relationship of teachers’ personality and teaching impact on students’ behavior found that: (i) the highly successful teachers were assertive, venture some, controlled, emotionally stable and twisting; (ii) the highly successful teachers were better adjusted than the average and low teachers ;(iii) Positive attitude towards family, a sense of identification with the people place, profession and growing concern for the school, students and studies were helpful in making a teacher successful; (iv) the highly successful teachers were able to induce learning, to develop interests and foster desirable attitudes in their students. Thus increase the level of student academic achievement and school effectiveness.

Seymour and Hewitt (1977) approached this issue of less effective teaching by asking students who had completed challenging mathematics and engineering programme at seven major U.S. universities what constituted less effective teaching. They compiled the following list of ineffective teachers as:

- Indifference to the difficulty of the academic material
- Inadequate preparation
- Boring classes
- Lack of communication skills
- Poor presentations
- Lack of relevance
- Sarcastic attitude to students
- No awareness about how their students learn
Veerarghavan and Bhattacharya (1989), in a study on school achievement, student motivation and teacher effectiveness in different types of schools, ascertained whether school achievement varies in terms of types of schools (Public school, Missionary school, government and rural school) and whether school effectiveness is influenced by students’ achievement motivation and teacher effectiveness. The result showed that school effectiveness varies significantly in terms of the four types of schools with public and missionary school having the highest achievement and Government schools showing the lowest achievement. Further analyses showed that while students’ motivation has no relationship with school effectiveness, teacher effectiveness is positively correlated with the same.

The characteristics of an elementary teacher have been summed up by Krishnan and Nightingale (1994) as follows: he can teach using different methods of teaching, employing a variety of audio visual aids; he should have moral prestige; he should have intellectual depth; he should be confident and at ease when teaching; he should be man of all round personality; he should have a sense of humour; he has good relation with the pupils; he manages the class well; he explains the points clearly and he should be resourceful in providing the varied experiences to the students pertaining to school effective.

Pradhans and Mistry (1996) conducted a study on a teaching learning process in schools with consistently good or poor result. The findings were: (1) teachers of good result schools follow student centered methods of teaching and encourage students questions and participation but the teachers of poor result schools mainly followed teacher centered methods and discourage students and questions and participation during teaching (ii) There exists a healthy interaction among students and teachers in good result schools, but in poor results schools the interaction among students, teachers and students teachers is not very healthy (iii) Other than the teachers ability,
experience, infrastructure facilities, the factors that differentiate good result school from poor result school is the method of instruction followed by the teacher that shows itself in the form of school effectiveness.

Clark and Fuller (1996) conducted a study on size in Indian classroom; the influence of culture and caste. The study examined the extent of variability in the use of instructional tools and pedagogical pattern employed by teachers across 50 classrooms, viz. private, semi-private and government schools in India. The result highlighted both the commonalities and variations in classrooms and pedagogical practices among three types of school populations. The three types of schools were using lecturing, the textbook and questioning. The variation in three types of school population were related to physical conditions and pedagogical practices. Among the prevalent pedagogical practices, the study reported greater interactions between teachers and students in private schools as compared to government and municipal schools. Private schools witnessed a lot of eye to eye contact between teachers and students, which was almost absent in municipal schools.

The study of Naga Laxmi (1996) found that there is a positive effect of teacher-pupil interaction or friendship patterns and also suggests that for developing desirable behaviour amongst students, minimum area per child should be provided to enable organization of free play activities. Provision of more play material is likely to lead to less aggressive behaviour. Staff involvement encourages the children to develop desirable habits of social behaviour.

Srivastava (1997) in a study of teacher training component and their effectiveness provides guidelines to other states for including similar activities and methodology to make teaching clearing more effective and interesting educational authorities can tackle the problems faced in the implementation of training component in
classroom teaching and school activities by providing infrastructure facilities, adequate management of the school, planning and monitoring of teaching-learning activities and periodic-on-site school based training. The teacher on their part can maintain the academic standards of the school by creating an academic climate, congenial to joyful learning.

Harjati (1998) investigated school factors such as school expenditure, specific material inputs, teacher quality characteristics length of school programme and length of daily instruction, school management and geographical location in academic achievement and found that these school factors contribute to the variability of students academic achievement at large school effectiveness in Indonesian Junior High School.

Gyanani and Aggarwal (1998) explored the effect of classroom climate, teachers’ leadership behavior and their expectation from the students regarding their high and low achievement. It was revealed that classroom climate, teachers leadership behavior and teachers expectation do influence the academic achievement of the students. The students taught by the effective teachers and whose teacher have high expectation from them have higher academic achievement score than the students who are taught by ineffective teachers and whose teachers have low expectation from them. Thus teachers’ expectations play an important role in academic achievement and school effectiveness at large.

Lynch (1998) concluded in his study that there was no significant difference in the levels of student academic performance between those schools where the majority of teachers thought the school to be more effective. The teachers didn’t think that the three demographic variables studied (gender, race and socio-economic) status, in the seven school variables (expenditure per pupil, education of the faculty and tenure of teachers, salaries for teachers, class size,
facilities and supplies, and attendance) affected teachers, judgment of the implementation of the effective school model programme in the schools. However, most teachers thought that socio-economic status and attendance of students affected student achievement pertaining to school effectiveness.

Burk (1998) presented a paper in IVth International Seminar organized by NCERT. He has described the following factors as major contributors to making teaching effective in an effective school. Clarity of presentation, good management of learning environment, appropriate structuring of curriculum content and its presentation and questioning skills, reward-based control and appreciate feedback, child centered approach of teaching and instruction, pupil's active participation, use of quality of teaching aids and techniques.

Hofman and Hofman (2000) carried out a study on universal and context-specific effectiveness indicators in primary education. The finding reveals that the classroom level (maintaining discipline curriculum transaction, teacher-pupil interaction etc.) is of utmost importance for the effectiveness of schools. The extent to which teacher work together in regular activities and uses efficient planning procedures concerning the instruction process and concerning pupils with learning problems exert significant effects on mathematics achievement. In addition, the extent to which these exists clarity about the classroom work (curriculum transactions and pupil teacher interactions) and the extent to which teachers give homework to all pupils and check homework, and the focus on basics shows moderate effects on mathematics achievement).

Begum (2000) conducted a study on the classroom interaction process, teacher role and the quality of education. The study reveals that classroom atmosphere and the activities that happens in it play a major role in ensuring quality learning and achievement of the learners. The quality of classroom interaction ensures the quality of
the process indication of the elementary education. The interaction process and its quality is principally dependent on the part of classroom teacher, his/her teaching plan and relevant activities, appropriateness of the subject matter, the way the teacher presents the material, the way he/she interact with the pupils and so on. The findings also reveal that among the quality indicators, the classroom milieu also ensure quality output and effective school systems.

Chopra (2001) compared the three dimensions of workload viz., curricular, co-curricular and non-academic of primary school teachers in rural and urban schools. The findings revealed that curricular workload of primary school teachers of rural areas is more than that of urban area teachers in terms of numbers of classes being taught, number of students being taught and teacher-pupil ratio. Co-curricular activities that go to form character, inculcate values and develop personality are neglected in rural as well as urban schools. In addition to normal teaching load, teachers have to spend substantial amount of time on non-academic duties as a result of which they are left with inadequate time for the learners. This affects adversely teachers job satisfaction and work commitment.

Selsor (2003) studied the difference between the teaching effectiveness of rural and the sub-urban community college students. Students from 4 community college (N=337) were asked to rate 31 descriptive statement, which encompasses a dimension of effective teaching and respond to one open ended question. The quantitative results indicates that the rural and sub-urban community college students rate dimension related to communication skills highest, instructor enthusiasm, individual rapport, and group interaction respectively.

Vijay Lakshmi and Mythill (2004) studied the influence of personal variables (Age, Marital 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 teacher working in Junior college, degree colleges and Professional colleges of Vizianagaram district of Andhra Pradesh. Result showed that there was a significant difference between the teachers up to 35 years and above 35 years of age, married and unmarried teachers with their different designation and work in junior or degree college with regard to their teacher effectiveness. Positive and moderate relationship was present between teacher education and their work orientation. Teacher of above 35 years married and female teacher assistant and degree college teachers are more effective than their counterpart.

Yadav (2005) looked into the problem of teachers and their professional development and welfare to bring out an improvement in the quality of education in school. Pre-service and in-service training of teachers, proper welfare measures and extending basic facilities to schools are some of the issues the article addresses to improve quality of education for all. Size of teacher force, teacher professionalism, pre-services and in-service teaching programmes, school climate, and service conditions are important factors of school effective.

Amandeep and Gurpreet (2005) concluded that female teacher are more effective in their teaching than male teacher; Male and female teacher do not differ significantly as far as their teacher competency is concerned; and variable of teaching competency plays significant in teacher effectiveness and at large school effectiveness.

Pamela (2006) in her study has reported that the schools having trustworthy relationships are more effective than the schools in which such relationships were lacking. Results also suggested the presence of an indirect model of relationship in which the superintendent’s leadership practices affected the relationship between teachers and school board members by controlling the flow of communication between two groups.
Gulhane (2006) analyzed components of effective teaching and found its linkages with school effectiveness for enhancing student learning.

Cheung (2006) found that female teachers were significantly more efficacious than male teacher. 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.

Newa (2007) Studies 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 consists of 300 govt. and private school teacher of Kathmandu valley. Result of the study shows that : for the total sample of govt. and private schools teacher effectiveness was found to be positive related with work/job satisfaction; media utilization and attitude towards information technology ; no significant interaction was found between school type and teachers of academic stream with regard to teacher effectiveness; More effective teacher exhibited better work satisfaction, attitude towards media utilization and attitude towards information and technology ; More effective teachers i.e. teachers of Science, Math, Language, S.St. of secondary school exhibited comparable work/job satisfaction ,Media utilization and attitude towards information and technology.

Sridarh and Baidei (2008) compared the teacher efficacy in India and Iran statically no significant difference in general teaching efficacy scorer were found between two countries. A statistically difference was found between male teachers in two countries in terms of personal teaching efficacy than their Indian counterparts. However female teachers didn’t report statistically difference in teacher efficacy. Iranian male teacher had high personal efficacy than their Indian counterpart. Also, no significant difference was found in teacher efficacy for number of years of teaching experience.
Rockoff et al (2008), in their in depth survey on new Math teacher 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 statically significant relationship with student and teacher outcomes. However, when all of these variables were combined in primary factors summarizing cognitive and non-cognitive the teaching skills, they found that both factors had a modest and significant relationship with student and teacher outcomes, particularly with student scores. These results suggest that while there may not be single factor that can predict success in teaching, using a broadest of measures help schools to improve quality of teachers.

Kaur (2008) studied job satisfaction occupational stress value dimensions as correlates of teacher effective. A sample of 1000 teacher of four district of Punjab namely Ludhian, Patiala, Muktsar, Moga was taken. Data was collected by different scales as Job satisfaction scale by Sharma and Singh. Study of value scale by Ojha and self constructed occupational stress scale. The result of the study reflects that the govt. secondary school turned out average in their effectiveness; highly effective teachers were more satisfied with their job less effect teacher. Further the study has shown that job satisfaction is a positive correlate of teachers effectiveness. Occupational stress is a negative correlate i.e. theoretical, aesthetical, social value are found to be positive correlate and economics and political values were found as negative correlate of teacher effectiveness.

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

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 disadvantaged group society such as urban slums, SCs/STs and in remote forest and hilly areas. It is a gigantic task that can be accomplished with support of competent teachers showing a feeling of empathy and compassion along with being knowledgeable and with good communication skills.

Verma (2010) while discussing inclusive education lacks stress in teacher development by building competences of all ‘regular teachers’ to deal with diverse population of students and to learn pedagogical strategies that facilitate the learning of all students in their classroom. Thesis include certain specific competencies i.e. foundational practical and reflective competencies.

Sunita Khanduja (2011) stated that the prevailing system of evaluation is limited to measuring the cognitive domain while neglecting psychomotor and affective domains, the authors over that in such a system of evaluation the question as to make the teacher accountable for the performance remains a challenge before the researchers in teacher education. In other words, the issue of quality in teacher education is multidimensional. The thrust areas can be listed as: Curriculum, Human Resources (teachers, staff, stakeholders), Administration, Material Resources, Work Atmosphere, Self-evaluation contribute all in teacher education and quality in schools.

James H. Stronge, (2011) examined classroom practices of effective versus less effective teachers (based on student achievement gain scores in reading and mathematics). In Phase I of the study,
hierarchical linear modeling was used to assess the teacher effectiveness of 307 fifth-grade teachers in terms of student learning gains. In Phase II, 32 teachers (17 top quartile and 15 bottom quartile) participated in an in-depth cross-case analysis of their instructional and classroom management practices. Classroom observation findings (Phase II) were compared with teacher effectiveness data (Phase I) to determine the impact of selected teacher behaviors on the teachers’ overall effectiveness drawn from a single year of value-added data. The findings show that the academic outcomes of effective teachers’ classroom practices were better than that of less effective teachers.

Gary T. Henry (2012), reviewed the approaches estimated over teacher preparation programme (TPP) effects and analyze the proposals for incorporating students’ test score gains into the evaluations. The authors organized their review to focus on three types of decisions that are required to implement these new accountability requirements: (a) selection of teachers, students, subjects, and years of data; (b) methods for estimating teachers’ effects on student test score gains; and (c) reporting and interpretation of effects. The purpose of the review is to inform the teacher preparation community on the state of current and near term practice for adding measures of teacher effectiveness to teacher preparation programme accountability practices.
Harms William (2012) conducted a study on ‘student performance improves when teachers given incentives upfront.’ The study shows that a bonus payment to teachers can improve students academic performance — but only when it is given upfront, on the condition that part of the money must be returned if student performance fails to improve, (research at the University of Chicago shows). The study showed that students gained as much as a 10 percentile increase in their scores as compared to students with similar backgrounds — if their teacher received a bonus at the beginning of the year, with conditions attached. The study further found that there was no gain for students when teachers were offered the bonus at the end of the school year.

2.4 STUDIES RELATED TO SCHOOL EFFECTIVENESS AND STUDENT PERCEPTION ABOUT SCHOOL

Schools are like airport hubs; student passengers arrive from many different backgrounds for widely divergent destinations. Their particular takeoffs in to adulthood will demand different fight plans. Several investigations have tried to analysis the role of school related factors in academic achievement of the students and have tried to examine the - relationship of academic achievement with school environment, students’ perception about school and teachers, teacher behavior, teacher effectiveness, organization climate and school attendance. Less work is done about student perception of schools especially at secondary stage.

Haslett (1976) explored the dimension of teaching effectiveness as perceived by students do assess the general, underlying fundamental dimension, which students use in evaluating effectiveness in teaching. Forty one semantic differentials scales measuring concept of good teacher were factor analyzed. In this study both high schools college students judged teachers on the dimension
of; student- teacher rapport, communicative style, instructional style and stimulation. In additional claim level difference, sex difference across students was also investigated. The perception of students about teachers influence their learning outcomes and school effectiveness at large.

Bhagirath (1978), in a study on correlates of academic achievement as perceived by the teachers and students of high schools, found that: (i) the teachers and the students perceived intelligence, character, emotional adjustment, school and social adjustment, creativity, punctuality, activeness, alertness, efficiency, social/emotional adjustment and intelligence/social adjustment as the correlates of academic achievement; (ii) all the students and the teachers agreed on intelligence, emotional adjustment and social adjustment, but differed in respect of creativity and punctuality dimension; (iii) perception of the urban and rural teachers were almost the same; (iv) the male and female teachers agreed on the dimensions of intelligence, character, social and school adjustment as significant correlates of academic achievement that pertains school effectiveness.

Debas (1979) in a study on children's perception of teacher's attitude toward them and its relationship with self-perception, home environment and school achievement found that children’s perception of teachers' attitude towards them was significantly related with self-perception, teachers' perception of pupils characteristics and school achievement, whereas it was not significantly related with the cultural status of students. It was also found that teacher's attitude towards children coming from advantaged home was more favourable than that towards children coming from disadvantaged home; and school achievement was not significantly related with the cultural status of students whereas teachers attitude towards students was likely to effect their school achievement.
Debas (1979) in his study titled ‘correlates of effective teaching’ as measured by students’ rating was conducted on 86 faculty members and 86 randomly selected students examined the correlates of instructional effectiveness. It was found that the effective attributes are motivating students for maximum learning; interesting ways of presentation; explaining clearly and accomplishing course objectives and thus increase school effectiveness.

Mishra (1982) studied the effect of children’s perception of home and school environment on their development of scientific creativity, to find out the extent to which home environment was related to scientific creativity, to find out how school environment influenced scientific creativity, to find out how the various aspects of home environment (Permissive, reward, control and rejection) and school environment (creative stimulation, cognitive encouragement, acceptance, rejection and control) contributed to the prediction of creative behaviour in science. The main finding of the study showed that significant relationship existed between perceived school environment and originally among boys, perceived home environment and overall scientific creativity among girls and perceived home inquisitiveness among boys relations between the various aspects of school environment, for boys indicated negative relationship existed between decreasing level of conformity and inquisitiveness; girls’ perceiving normal stimulation in school environment obtained higher scores on overall scientific creativity and originality aspects of it.

Jagannadhan (1985) identified some of the personal and situational variables influencing academic achievement of students. The main finding of the study were: (i) the students with high level of better perception of school climate achieved significantly higher than those with low level of perception about school climate; (ii) pupils’ role expectations had a profound influence on academic achievement; (iii) students with high score on home environment performed better than
their counterparts with middle and low score on home environment and; (iv) home environment yielded a correlation with academic achievement and was found to be highly significant. So the perception of student regarding school climate positively influence students’ learning and school effectiveness.

Chiou (1985) reported the following finding in his study on Students’ Perception on classroom environment and quality of school life. The study indicated that there was no significant interaction effect between sex and grade on students’ perceptions of classroom environment; no significant difference was found in their perceptions of the quality of school life; differences were found among grade in their perceptions of classroom environment and their perceptions of the quality of school life.

Reid, et. al. (1987) (b) compiled research on effective student learning and achievement. The following aspects have been identified that schools had high expectation for children's achievement; schools tried to provide an orderly atmosphere conducive to learning; achievement was significantly related with efficient use of classroom time; help of parents to keep children on task promoted achievement; low pupil-teacher ratio was conducive to high achievement; high achievement was found to be related to amount of time spent on instruction; staff commitment promoted student achievement; the use of competitive team games in instruction facilitates achievement; ability grouping of students promoted achievement; student’s belief that the school subject matter was relevant and valuable, promote achievement and promote school effectiveness at large. Thus, school also influences the perception of student.

Dixit (1989) studied the effect of personality factor and self-concept on academic performance as well as the interaction among these variables. It was revealed that personality factor influenced the academic performance, self-concept (home, school) was further found to be not related to the academic performance.
Ganguly (1989) made an investigation of student perception of scholastic achievement and school effectiveness. The major findings of the study were: parental care about child’s education, emotional climate at home and socio-economic status of family had a positive correlation, and crowded living conditions at home had a negative correlation with scholastic achievement of students, of both urban and rural area, library facilities, teachers' classroom behaviour, teachers' training and attitude towards teaching had a positive correlation and student-teacher ratio had a negative correlation with scholastic achievement of students; attentiveness to the study, school attendance and interest in study had a positive correlation with students’ achievement at large school effectiveness.

Gerald (1996) conducted a study to examine students’ satisfaction with school climate. The data revealed the following findings: a significant difference existed between the students' level of participation in student activities and the students' satisfaction with the school climate; no significant difference existed between the students' socio-economic status (SES) background and the students' satisfaction with the school climate or between the female and male students and the students' satisfaction with the school climate; a significant difference existed between students' level of participation in out of school activities and the students' satisfaction with the school climate; SES and level of participation had a significant two-way interaction effect on the students' satisfaction with the school climate; gender and level of participation, and SES and gender did not have significant two-way interaction effect on students' satisfaction with the school climate; the relationship between gender and the students' satisfaction with the school climate, and between SES and the students' satisfaction with the school climate were not significant; there was a significant relationship between the level of participation and out of school activities that leads to school effectiveness.
Ramasany (1998) revealed that students performance was positively related to personality, achievement-motivation, self-concept about school, study habits and socio-economic status among high and low achievers in personality, achievement-motivation, self concept, study habits and socio-economic status that accelerate school effectiveness al large.

Bass (1999) revealed in his study that involvement in extra curricular activities had a positive effect on academic and behavioural performance and a sense of belongingness at the school of African American males at the ninth grade level. In addition, participation in school extra-curricular activities gave students a sense of belongingness at the school which would have direct impact on school behaviour and their performance at large school effectiveness.

Thakur (2001) found that the socio-psychological correlates of school effectiveness (as measured by learning achievement of class V students) revolved around school human resource (teacher strength and teacher pupil ratio )and students’ perception about teacher and teacher empowerment, teachers educational and professional qualification, role perception with regard to teacher pupil interaction, job commitment, academic environment and teacher community relationship.

Hancock et al. (2002) conducted a study on ‘Back to the Future: Preparing Learners for Academic Success in 2004’ .He revealed that although learning involves individual cognitive and emotional processes, student motivation is also significantly influenced by a supportive network of relationships. The likelihood that students will be motivated and engaged in school is increased to the extent that they perceive their teachers, family, and friends as supportive. Schools that engage students promote a sense of belonging by personalizing instruction and creating a supportive, caring social environment where adults show an interest in students’ lives in and out of school.
Glover, et. al. (2004) conducted a survey on a sample of 3300 students in 11 secondary schools in the United Kingdom. They studied the extent that students positively rated aspects like classroom and school environment; learning style; teaching approach, relationship with teacher etc. The study indicated that students judge their schools as successful where leadership was characterized by clarity of role in the implementation of the vision of the school. Such schools were seen under pressure to improve. There were three elements which matter in evolving the learning culture. These were resources, approaches and challenges. In addition each element had three pronged dimensions to contribute. These were basic learning, developing learning and stimulating learning. The study concluded that the most important need for a school was found to develop ethos between teachers and students. This ethos should be marked by caring, mutual loyalty and the recognition of the needs of the individual and thus made school effective.

Nandita and Tanima (2004) undertook to find a relationship between study habits and attitude towards studies, school and academic achievement, in geography of secondary school students studying in class IX in school of Bhadrak, District Orissa. The study was based on "Ex-Post Facto". It was found that there existed a positive and significant relationship between attitude towards studies, schools and academic achievements between study habits and attitude towards studies.

Akey. M Theresa (2006) analyzed student attitudes and behaviour, and academic achievement on school context. This analysis was drawn on student surveys and administrative records data collected in MDRC’s evaluation of the First Things First school reform initiative in a large urban school district during the 2001-2002, 2002-2003, and 2003-2004 school years. The findings suggest that the supportive influence of school context may be more immediate
than long term. The relationships between supportive relationships with teachers and clear behavioral norms on one hand, and perceived academic competence on the other, were much stronger in the same year than they were across years. Treating students well in the short term, then, may lead them to feel more confident, become more engaged, and learn more. The findings also suggest that an intervention that emphasizes supportive relationships, high and clear expectations, and high-quality instruction can make a difference to students at any point in their educational careers, and that these factors in the school context will produce strong and immediate influences. It is never too late to create high-quality academic environments with positive benefits for student that will lead to school effectiveness.

Ranjan, Panigrahi, Manas (2008) examined the impact of organization of learning on school effectiveness at primary level of education. The study was conducted on rural primary schools and the teachers of these schools were selected to investigate their organizing teaching activities, profile and student teacher relationship maintained in the class. From the analysis of the result, it was found that there is a positive impact of Organisation of Learning (as overall and in all the dimensions) on school effectiveness at the primary level of education.

Kalra, Vandita (2010) studied the perception of students on the relevance and worthwhileness of the learning experiences being provided to them in their school. It also aimed at finding out the attributes of school effectiveness. The expectations of students from their schools were identified as the following: Giving exposure to students over and above text books to enrich their understanding; Maintaining impartiality in examinations; Arranging additional classes for weak students; Conducting special classes for higher results of class X and XII in the CBSE examination; In addition, following were also the perceived expectations." The school should inculcate social,
moral and ethical values; and should have a focus on citizenship values with an emphasis on developing secular and democratic outlook; in the perception of students, classroom teaching-learning student-teacher interaction, monitorial assistance, self study, peer tutoring, small group work and supplementary readings in the library; the students have desired for opportunities to communicate with the Principal; the students have favoured teamwork to foster fraternity; impartiality by the teacher leads to spirit of equality and the students have favoured the establishment of discipline in the class, provision of library facility and regular homework. It was found that students of class XI are able to form perception of attributes of school effectiveness in all the domains -Cognitive, Affective and Psychomotor.

Wang et al. (2010) conducted a study and examined the relationships among middle school students’ perceptions of school environment, school engagement, and academic achievement. Participants were from a representative, ethnically diverse, urban sample of 1,046. He found that students’ perceptions of school environment influenced their academic achievement directly and indirectly through the three types of school engagement. Specifically, students’ perceptions of school characteristics in seventh grade influenced their school participation, identification with school, and use of self-regulation strategies in eighth grade that occur therein and, in turn, influenced students’ academic achievement in eighth grade. Relationships between students and teachers and the climate in the classroom are positively associated with levels of student engagement and academic competence. Similarly, meaningful and challenging learning environments have been linked to both engagement and perceived competence.

Hayden. S. Stephanie (2011) conducted a study on teacher motivation and student achievement in the middle school students. Motivation has been used to encourage teachers as well as students themselves to increase students' academic performance. The purpose
of this phenomenological study was to identify how mathematics teachers perceived the effects of teacher motivation on student achievement on the state's Comprehensive Assessment Test (FCAT), job satisfaction influence on teacher motivation, and FCAT accountability influence on teacher motivation. The research findings suggested that some teachers were dissatisfied that student achievements were linked to salaries increases. The implications for positive social change include improving teacher motivation, which may lead to improve student academic achievement and school effectiveness at large.

2.5 STUDIES RELATED TO SCHOOL EFFECTIVENESS AND SCHOOL CLIMATE

Das (1974), in a study on impact of school conditions on primary education in order to ascertain whether there was any impact of the physical conditions (facilities) of the primary school on the retentively and regular educational progress of its children, found that there was significant relationship between efficiency in education and physical facilities in school. The school conditions definitely seemed to have a favourable impact on school education. Better physical facilities increased the attractive and retentive power of the schools as well as provided situations conducive for effective education and hence, contributed towards better educational attainment of the children of that school.

A study on organizational climate, teacher morale and school quality was conducted by Pillai (1974) to determine, the extent to which the organizational climate of schools and faculty morale in the school were related to the quality of schools. The major findings of the study were: (i) performance of pupils in high moral schools were better in open and autonomous climate schools than in schools of other climate types; (ii) Performance of pupils in high moral Schools were
better than the low morale schools; (iii) higher the faculty morale quicker and better was the school introducing newer practices; (iv) both climate and morale were positively and highly related to both criteria namely, pupil performance and innovative ability of the students (v) Curricular issues, school facilities and services, community pressures, teacher status and teacher load were found to contribute to pupil's performance in schools.

Nath (1980) compared the organizational climate of government and private managed schools in Jullundur district and found that (i) Principals of both types of schools didn’t differ in their behaviour as a leader; (ii) Teachers of both type of schools didn’t differ in their behaviour as a group except with the variables of disengagement, esprit, aloofness and humanized thrust; (iii) The intensity of organizational climate variable was found to be significantly differ from school to school. No two schools were found to have a similar type of organizational climate which was attributed to the difference in the personality trait of the principal and the members of the staff; and (iv) no positive relationship between organizational climate and the academic achievement of the students was found.

A study on interrelationship between organizational climate of secondary schools, social-economic status of students, students’ perception of rewarding behavior and their academic achievement was carried out by Readdy (1981). The major findings of the investigation were : (i) The organizational climate profile of the government school in Telangana area was just average in quality i.e. neither closed nor open and (ii) the organizational climate of the school under aided management was controlled-cum-autonomous. The organizational climate profile of the schools under unaided management was controlled-cum-upon. The effectiveness of school and academic achievement level of the students varied from 54.29% to 60.75% in case of government schools to private aided school thereby suggesting
that controlled-cum-open climate is a facilitator in academic achievement of students. (iii) There was positive correlation between the social-economic status of the students and their academic achievement (iv) The student’s perception of rewarding behavior was consistently neutral, over three types of school and was not related to their achievement.

Varshneya (1981) in a study on a relationship between organizational environment and teacher effectiveness found that: open school environment produced very favourable attitude towards the teacher, whereas the familiar environment produced the least favourable attitude towards the teacher. Different organizational environment conditions did not produce significant difference in the pupils’ scholastic achievement; though organizational environment was found to be significantly and positively related to the pupils’ attitude towards the teachers.

Gupta and Sharma (1981) obtained a valuable evidence on the role of different kinds of institutional climate vis-a-vis development of verbal and non-verbal creativity at the high school stage. The result of the study indicated the verbal creativity of pupils is higher in the need unfulfilling climate as compared to the same in the need-fulfilling type and laissez-faire institution respectively suggesting that some need-dissatisfaction is essential for the unfoldment of creative potential. Further, it was found that pupils studying in the laissez faire institution have a significantly highly non-verbal creativity level that their counterparts. In the need fulfilling institution indicating that non-verbal creativity flourishes most in ambivalent type of environment where there is neither satisfaction nor dissatisfaction.

Chopra (1982) studies the organization climate of school in relation to job satisfaction of teachers and students' achievement has studied to find out (i) the job satisfaction of teachers working in
schools having different organization climate; and (ii) student’s achievement adjusted for intelligence and socio-economic status in schools having different organizational climate and (iii) the relationship between teacher’s job satisfaction and students’ achievement after partial ling out the effect of intelligence and socio-economic status. The major findings of the investigation were: (i) the open climate schools showed the highest overall teacher job satisfaction, followed by the autonomous, familiar, controlled, closed and paternal climate schools, respectively; (ii) job satisfaction of the teachers in the open climate schools significantly differed from their counterparts in the closed and paternal climate schools, respectively; (iii) the schools having other five type of climates did not show significant difference among themselves in respect of overall job satisfaction of the teachers and of overall job satisfaction of the teachers and (iv) students achievement was not significantly different in different climate type schools.

Kakkar (1982) found that students in a praise dominant school environment showed higher levels of academic achievement and intelligence than their counterparts having ordinary school environment.

Sharma (1982) investigated a sample of 95 secondary schools of Rajasthan and found significant relationship between school effective, as rated by teacher, school climate indicating that an open climate in a school is likely raise the school effectiveness. Further, no definite relationship was found between school climate and school academic achievement as the correlation value obtained was not significant. It was, however, interesting to not that it was positive indicating, roughly of course, that perhaps the open climate will yield better achievement in the schools. In another study, when schools were classified in to advantaged and disadvantaged school on the basis of school infrastructure, Jorial and Sharma (1982) found that students
of advantaged school exhibited higher rules of fluency, flexibility and originality dimensions of creative thinking on well as total creative thinking.

Sharma (1983) found a positive correlation between educational environment and student morale in the case of private single-shift schools of urban area. The mean score on educational environment of govt. single shift area were significantly higher as compared to those of govt. double-shift school of the urban area. Private single shift schools of the rural area also differed significantly on mean score of educational environment.

Doctor (1984) conducted a study of classroom climate and the Psyche of pupils their achievement. The major finding of the study were : (i) Classroom with better classroom climate had high pupils psyche. (ii) better classroom climate had consistency with high level of academic achievement, (iii) academic achievement was highly dependent on independency of pupils' (iv) academic achievement was dependent on teachers' and pupils' behavior, pupils' psyche and better classroom climate.

Mistry (1985) in a study on the quality of school life as a function of organization climate and pupil control ideology, revealed that (i) area, sex and social-economic status did not influence the quality of school life; (ii) urban and girls schools were comparatively more humanistic than rural and boys schools. (iii) quality of school life was found directly proportional to the climate; (iv) the dimensions of climate played' their role in building the pupil control ideology and (v) there was positive and significant correlation between quality of school life and pupil control ideology thereby indicating that with less custodial control ideology, there was more of good quality school life; (vi) the findings of the study provided a rationale that there was room for improvement in the three key aspects of school life i.e. the
classroom, the organizational climate of the school and school community relations. All the three factors must be taken in to account for enduring education improvement.

Srivastva (1985) conducted study on school effectiveness in relation to organizational climate. The main finding of the study were:

(i) the feeling of spirit among teachers is a contributing factor to school effectiveness and is significantly related to school innovativeness;
(ii) feeling of spirit among teacher does not influence school results
(iii) feeling of intimacy among teachers and school effectiveness are significantly related but does not significantly relate to school results;
(iv) no significant relationship is found between humanized thrust on the part of the principal and school result.

Puranik (1985) found autonomous climate, privately managed, unaided schools and urban location of schools to be the most conducive factors in the development of social maturity. Further, the controlled climate, govt. 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.

Veeraraghwan (1986) in a study on 65 schools of Delhi found that high performance schools as compared to average and low performance school showed relatively more open climate, with groups being open and principal control being less as compared to low performance schools. Further, it was found that the better the organizational climate, the higher was the adjustment of students to all areas of life viz. home, health, social and emotional and educational areas.

Grewal (1988) attempted to study the perception of the secondary school environment by the students, staff and administrators and found that out of the five components of
school learning environment, only two were found to be differential for groups. On activity where is in terms of academic environment the school differed by medium alone. The psycho-social dimension school environment demonstrated that group differences did not exist but the schools in all groups perceived as highly heterogeneous in psycho-social environment.

Mukhopadhyya (1988) indentified the determinants of school climate and examined its effect on scholastic achievement of students depicted in his study that our of nine determinants of school climate 'headmaster staff relationship' 'administrative capacity of the headmaster', 'Job satisfaaction', and 'Physical facility of the school' contribute significantly to scholastic achievement. The other determinants viz. close supervision by the headmaster, teacher student relationship, teacher relationship.

Haynes et al. (1989) examined the effects of a school improvement programme on students’, teachers’ and parents perception of school and classroom climate, as well as on student achievement and attendance. The result indicated that experimental schools showed significantly greater improvement in students and parents perception of classroom and school climate than school and special school. Experimental school also showed significantly greater improvement in student achievement attendance.

Veerragvan and Bhattacharya (1989) in study on school achievement, student motivational and teacher effectiveness in different types of schools found that school achievement varies significantly in terms of the four types of schools with public and missionary schools having the highest achievements and govt. schools showing the lowest achievement.

Chakaroborti (1990) attempted a 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 correlation were found between the students organization climate and the leadership behavior of the principal, his job satisfaction of teachers school effectiveness.

Sood (1990), in a study on the effective use of teaching skills found that: the underachiever class V students who are taught the subject of social studies making the effective use of the teaching skills achieve higher in comparison to those who are taught without the effective use of teaching skills. Further, the two groups of underachievers who are taught without making use of the teaching skills in the classroom exhibit equal academic performance.

A significant positive relationship has been reported by Singhal (1991) of school effectiveness with motivation, affiliation, teaching support, task orientation and competition dimensions of classroom climate.

Fisher (1992) and Cheng (1994) indicated that the learning environment include the physical and psychological environment of the school and the classroom. The physical environment includes facilities, space, lighting etc. whereas the psychological environment refer classroom atmosphere, classroom social climate, classroom social interaction and classroom social relationship are often used inter-changeably when scholars investigate the classroom learning environment.

Bulach (2001) working with Corvers of the Louisana Department of Education, investigated the relationship of a school’s culture and climate to the principal’s leadership style. Six Louisana schools participated in the study. The two schools with the best culture and climate scores also had the highest scores on the
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 a definite relationship between the culture and climate of a school and the way the principal interacts with the teachers.

Uniyal and Bisht (1997) studied the effects of various school climates on the reactions to frustration into highly satisfying and highly dissatisfying school climate. It was found that the students of satisfying school climate were much more adjusted when compared with that of dissatisfying school climate and it can be stated that school climate definitely effects reactions to frustration in a meaningful manner. It was suggested that school should try to improve its environment so that it really in developing the personalities of students.

Johnson (1998) examined perception of school climate held by teachers and students in elementary school and the relationship of these perceptions to student achievement. He concluded that teacher and student perception about school climate were significantly correlated with student achievement. The conditions of school facilities were also reported to be related to student academic achievement and behaviour.

Padhi (1998) investigated the effect of the classroom climate variable on the pupil achievement. The study was conducted to assess mainly the quality and quantity to classroom processes related to pupil interaction and teacher functions that are conductive to academic climate and their effects on performance of learners at the terminal stage. It was found that regularity in the home assignment to children is of significance in language and mathematics. One or more pages homework everyday and their correction the next day help continuity and learning. Similarly, continuous evaluation followed by
remedial measure also enhances achievement in mathematics, solving mathematics problems in the class with close supervision of the teacher develops confidence and sense of achievement.

Naidu (1998), too, found that home and school environment, are most significant variables in academic achievement of formal stream students. In a study on impact of student attendance and other variables, the schools having satisfactory climate motivate students to learn effectively. Teacher role and teaching-learning process are important in academic achievement.

Ziegler (2000) in his study revealed that different dimensions of constructive teaching, learning and supervisory practices had different effects on student achievement. The results confirm research supporting the positive effect of constructivist learning practices. Specifically, an emphasis on problem solving was positively related to student achievement in mathematics. The result of the study also suggested that school setting, teaching experience, gender and minority status are all factors related to the use of constructivist teaching learning and supervisory practices.

Basantia and Mukhpadhya (2001) studied effect of school environment on achievement of rural secondary school students, it was reported that high and low achievers differed significantly in their perception on school environment. Further, regression analysis results indicated that academic achievement of secondary school students was significantly related to their home environment but not with school environment. It was argued that long stay at home, than short stay at school, contributes more to academic achievement, and therefore, school environment needs to be improved to home its significant effect on learners' performance.

Kenyon (2001) found the relationship between school district variables and student achievement in Arizon Public schools and
reported that maintenance and operating actual expenditure per pupil was found to be related to student reading and language achievement in second through seventh grade. Teacher-pupil ratio was also found to be related to student reading achievement in grade five through eight.

Kumaran (2001) explored the relationship between school climate and identified teacher behavior (engaged behaviour) as the significant contributing variable of academic performance which was considered as the index of school effectiveness in the study.

Browne (2002) found that high performing schools have healthier climates. Further, high performing school outscored the low performing ones in every category except resource influence.

Natrajan and Mohan (2004) focused to find out the determinants of teacher background variables and teacher morale variables that contributed for the elementary school climate. The result of the study revealed that 7 out of 8 teacher morale variable influence the organizational climate of elementary schools. Two personal variables viz sex and age of teachers and three schools related to variables viz location of school, type of school and distance between school and the teacher residence have all contributed for determine the type of climate in primary schools.

De Rosier and Newcity (2005) assessed school climate for both interpersonal and intrapersonal character trait and examined the links between school climate standard perceptions of safety at school. Findings revealed that character traits were reliably assessed for both grade levels. School climate was significantly related to safety particularly interpersonal and environmental safety, while criminal/delinquent safety concerns were related to character. Both interpersonal and intrapersonal traits were related to student’s perception of safety.
Lata (2005) conducted a study on educational attainment of the pupils in different types of school climate. The result of the study indicated that the school climate has a direct effect upon the educational attainment of the pupils. The highest difference in educational attainment of pupils in paternal type of school climate and autonomous type of school climate was found to be significant. The other means of educational attainment of different school climate were found to lie in between these two extremes.

Shoupee (2005) examined teacher perception of principal leadership styles and school climate and the relationship between school climate and student academic performance. The result shows that there is no significant relationship between school climate and student academic achievement. A statistically significant difference between teachers’ perception of teacher/principal openness and years of teaching experience and ethnicity was found.

Hohl’s (2006) study reported that school climate correlated with academic achievement and performance for eight grades but not for six grades. School climate did not socio economic states (SES). Student SES correlated with academic achievement and cognitive skill levels for 6th grade classes but not for 8th grade classes. Other children rated their climate less positive than younger children. Boys rated climate less positive than girls.

Johnson and Stevens (2006) assessed teacher’ perception of school climate in 59 elements. School using structural equation modeling a statistically significant positive relationship was found between school teacher perception of school climate and student achievement. A second model showed that school community context variables mediated that relationship. For schools in high socio-economic states communities, the influence of school climate on student achievement was stronger than it was for schools in lower socio-economic status communities.
Shrivastva and Singh (2006) conducted a study on academic achievement of 10th grade pupils in different climate and it was found that there exists a significant difference between academic achievement of closed and open, paternal and open controlled and autonomous, closed and autonomous, paternal and autonomous, familiar and controlled, familiar and closed and paternal and familiar type of school climates. It may be mentioned here that the mean scores of academic achievement of 10th grade pupils were higher in controlled type of school climate followed by paternal type of school climate least for those belonging to familiar type of school climate and least for those belonging to familiar type of school climate.

Brown and Medway (2007) examined the rate of school climate, teacher expectations and instructional prior in one elementary schools in South Carolina (USA) that produce effective achievement outcomes with poor and minority student survey data, teacher interviews and classroom videotaping was used to identify school characteristics and instructional behavior of 6 teachers nominated by colleagues as exemplary. The school was characterized by an emphasis on high student expectations, school staff cohesiveness, engaging instruction, high parent involvement and multicultural instruction integrated with curriculum. The practice identified was consistent with literature on effective American schools and the practices were found to be the key aspects of the sound instruction of poor and minority children. Teachers stated that teacher education programmes didn’t prepare them to teach these students and that they had to learn this on the job.

Tracy (2007) in his study tried to fill the research gap by refining the understanding of the relationship among self concept, school climate and the academic achievement of middle schools. Through in adaption of social and motional learning. Through this study focused on the relationship between school climate and academic outcome for middle school students in one public middle school. In addition, this
study explored the effect of adolescent self concept on their perception of school climate and overall academic achievement. Positive correlation between self concept and academic achievement and multiple correlations were found between the sub-components of self concept and school climate with academic 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.

Catherine P. Bradshaw (2011) studied School Wide Positive Behavioral Interventions and Supports (SWPBIS) a universal, school environment wide prevention strategy that is currently implemented in over 9,000 schools to reduce disruptive behavior problems through the application of behavioral, social learning, and organizational behavioral principles. SWPBIS aims to alter school environments by creating improved systems and procedures that promote positive change in student behavior by targeting staff behaviors. This study used data from a 5-year longitudinal randomized controlled effectiveness trial of SWPBIS conducted in 37 elementary schools to examine the impact of training in SWPBIS on implementation fidelity as well as student suspensions, office discipline referrals, and academic achievement. School-level longitudinal analyses indicated that the schools trained in SWPBIS implemented the model with high fidelity and experienced significant reductions in student suspensions and office discipline refers.

Thapa Amrit (2013) conducted a study on school climate and
suggested following strategies as: (1) engage all members of the school community; including teachers, students, parents, administrators as active participants and agents for successful school climate improvement implementation (2) focus on long-term programming, impacts, infrastructure and support to ensure school climate reform is sustainable. (3) Create school networks to share best practices and provide a forum to discuss.

2.6 OVERVIEW

The perusal of the review of related literature provides a picture of school effectiveness, administrative (leadership) behaviour, teacher effectiveness, school organizational climate and student perception operational in different socio-cultural settings and population groups. The review of the related literature pertaining to these variables, under investigation provides certain indications that may be briefly summed up as under:

2.6.1 SCHOOL EFFECTIVENESS

- The characteristics of an effective school as: strong leadership, high expectation for students, orderly atmosphere, emphasis on reading and frequent evaluation. (Weber 1971; Jehanare 1999; Noorjahan 2004).

- The major correlates of effectiveness in schools refer to the teacher’s skills and good administrative practice, multigrade teaching, peering tutoring and cooperative learning (Beauchamp, Pierre 1991; Peenycuick 1993).

- The level of infrastructure facilities provided in effective schools played an important role in improving the teaching-learning environment and consequently, the learner’s achievement level as well as overall school quality. Effective schools have good physical facilities that promotes quality learning conditions (Govinda and Varghese 1991; Carvantes 1999; Dash 2007).
2.6.2 ADMINISTRATIVE BEHAVIOUR OF SCHOOL HEADS

- There is a significant difference in the administrative/leadership styles of principals as perceived by him and as perceived by teachers (Manjeet Singh 2009).

- There is a definite relationship between the culture and climate of a school and the way the principal interacts with the teachers (Kelly 1986; Lin 1999; Bullach 2001).

- Principal should be trained professionally in education administration and turned to keep morale of teachers (Kaushik 1993; Amuche et al. 2013)

2.6.3 TEACHER EFFECTIVENESS

- The highly successful teachers were able to induce learning, develop interests and foster desirable attitudes in their students and their achievement (Singh 1978; Veerarghavan; Bhattacharya 1989)

- There exists a healthy interaction among students and teachers in good result schools, but in poor results schools the interaction among students, teachers and students teachers is not very congenial. (Pradhans and Mistry 1996; Clark and Fuller 1996).

- Classroom climate teachers leadership behavior and teachers expectation do influence the academic achievement of the students (Gyanani and Aggarwal 1998).

2.6.4 STUDENT PERCEPTION

- The students with high level of better perception of school climate achieved significantly higher than those with low level of perception about school climate. (Jagannadhan, 1985).
• Student’s belief that the school subject matter was relevant and valuable, promote achievement and promote school effectiveness at large. (Reid et. al. 1987).

• It was found that there existed a positive and significant relationship between attitude towards studies and academic achievements between study habits and attitude towards studies (Nandita and Tanima 2004).

2.6.5 SCHOOL ORGANIZATIONAL CLIMATE


• There is a definite relationship between the culture and climate of a school and the way the principal interacts with the teachers (Bullach 2001).

• All members of the school community, including teachers, students, parents, administrators as active participants and agents for successful school climate improvement implementation. (Thapa Amrit 2013)

During a time of increasing accountability, budget shortfalls, low and unfunded mandates, and high expectations, effective schools are becoming an important part of the educational landscape. The implementation of effective schools correlates will have great impact on the human capital of schools and society.

On the basis of the above studies conducted in recent past 20-25 years, it can be said that school effectiveness, teacher effectiveness, administrative behaviour of school heads, school organizational
climate and student perception have been the area of interest among researchers in the field of education. It has been noticed that effective schools are the need of the hour and researches are required to investigate the common characteristics of these schools and correlates that contribute to increase effectiveness. Keeping in view of this, this study has been taken on secondary school teachers, school heads and school students of Punjab. The following hypotheses were laid down to search for an empirical database.

**HYPOTHESES**

1. More-effective and less-effective schools will significantly differentiate in terms of a composite index of students’ performance, human and non-human resources.

2. More-effective and less-effective schools will significantly differ in terms of administrative behavior of school heads, teacher effectiveness, students’ perception and school climate.

3. The more-effective schools and less-effective schools will significantly differ in terms of performance of school heads, teachers, students across various school climates.

4. There exists a significant association between school effectiveness and administrative behavior of school heads, teacher effectiveness, students’ perception and school climate.