REVIEW OF RELATED LITERATURE

In this chapter a brief account of the theoretical aspects of the variables and some studies related with Teacher Morale and Institutional Climate are presented. Studies related with morale are classified in two areas. This classification is made according to its relation with some factors reviewed. While reviewing the related studies in the area of climate of educational institutions the researcher came to understand the studies in this area can be categorized under three major headings namely Organizational Climate, classroom climate and School Climate. However, there are few limited investigations in different parts of the world and India that have been made by researchers and these are summarized briefly here with.

THEORETICAL OVERVIEW OF TEACHER MORALE

Concept of Teacher Morale

Morale is a difficult concept to define and even harder to measure. Moreover, within the research and academic communities, “Those who take conceptual analysis and definition seriously accept that morale is a very nebulous, ill-defined concept whose meaning is generally inadequately explored” (Evans, 1998). Because of these difficulties in definition, many researchers who begin to study morale in schools find it necessary, if they strive for conceptual rigor, to rely mainly on what seems to be dated material. Evans (1997) contended that the research might indeed be dated, but enduring because of the de-contextualized nature that provides valuable information that is useful and applicable.
Morale is defined by Webster’s New World Dictionary as the morale of mental condition with respect to courage, discipline, confidence, enthusiasm, willingness to endure hardship, etc. with a group, in relation to a group, or within an individual. It also included the idea or willingness to endure hardship. Much of the research leads to a definition of morale as a feeling or state of mind that involves a mental and emotional attitude (Mendel, 1987).

There are both internal and external reactions to low morale. Briggs and Richardson (1992) stated that: The internal characteristics of morale are confusion, insecurity, frustration, lack of confidence, fear of supervision and an attitude of futility. As a result of low morale, the educators would resist change, and the school would have a high rate of teacher absenteeism.

According to Briggs and Richardson, low morale is associated with an individual’s attitudes, self-esteem, and self-concept. They also state that these internal feelings may result in external reactions. Briggs and Richardson also address the possible external reactions to or effects of low morale. To quote Briggs and Richardson “these reactions refer to relationships with other teachers and administrators. These external reactions could result from some internal feelings of educators, such as insecurity, frustrations, and lack of confidence.
Theories of Teacher Morale

Washington and Watson (1976) referred to morale as the feeling a worker had about his or her job in relationship to the importance of that job to the organization as a whole working unit. Further, they contended that the organization must also meet the workers' own expectations and needs.

Evans (1997) defined morale as a state of mind that is derived by individuals' anticipation of satisfaction for those needs that they perceive as important factors affecting their work environment.

Bentley and Rempel (1980) recognized that morale occupied many manifestations but considered it the enthusiasm and interest that an individual held towards goals and professional ambition either as a group or individually.

Koerner (1990) offered more of a holistic approach when he referred to staff morale as the quality of lives within a community that involved “being known and appreciated, having professional knowledge valued, and being given the freedom to act”. Moreover, the author stated it involved learning, growing, making mistakes, reflecting on them, and moving on.

Getzel and Guba (1957) offered a theoretical model that asserted morale was composed of three different factors: belongingness, rationality, and identification. Belongingness encompasses the ability of the teacher to achieve satisfaction within the working group of the school. Rationality
deals with the feeling of job appropriateness wherein the teachers’ expectation of their role is in line with the goals they are required to achieve for the school. Identification refers to the ability of the teacher to combine his or her needs and values with those of the school so that they are somewhat alike.

Lipham, Rankin, and Hoeh (1985) echoed Getzels and Guba’s theory but referred to the responsible factors with different terms. They contended that morale was comprised of the existence of and interaction between effectiveness, efficiency, and satisfaction. To be effective, the individual’s behavior must be fitting for the expectations that exist for the job. Efficiency refers to the extent to which the group’s social behavior is in-line with that of the individual's behavior. In other words, does the individual “fit in” with the group? Finally, satisfaction refers to the matching up of the institutional role expectations and the individual’s need dispositions.

Keeler and Andrews (1963) found that the degree to which organizational dimensions correlated with the morale and job satisfaction of the teachers depended on the personal attitudes and dimensions of the teachers. Many of the environmental aspects that related to job satisfaction were not necessarily the same for all subgroups of teachers. What may cause the dissatisfaction or low morale with one person may not affect the morale of another.
According to Lumsden (1998), by treating teachers in ways that empower them, such as involving them in decisions about policies and practices and acknowledging their expertise, administrators can help sustain teacher morale. Principals can also strengthen teacher morale by actively standing behind teachers.

Blasé and Kirby, (1992) suggested that Head of the institution is having a very important role in determining the morale of a teacher. They found that effective principals serve as guardians of teachers’ instructional time, “assist teachers with student discipline matters, allow teachers to develop discipline codes, and support teachers’ authority in enforcing policy”

Hunter-Boykin and Evans (1995) state that high morale doesn’t always contribute to high productivity. It doesn’t always follow that happy teachers are necessarily the most productive. They go on to say that high morale includes low turnover, less absenteeism, and a better academic environment for instruction. According to them, principals are the ones who are primarily responsible for motivating teachers toward achieving their organizational goals.

Summary

Acknowledging and supporting teachers begins at the campus level. Principals have the ability to improve teacher morale by listening to them and supporting them. Involving teachers in decision-making processes
validates the teachers and as a result has a positive effect on morale levels with the teachers and among the entire staff.

THEORETICAL OVERVIEW OF INSTITUTIONAL CLIMATE

The climate is a relatively enduring quality of the institution which is experienced by its members; it has an effect on their behavior, and how the institution functions.

Institutional Climate bears a significant relationship with student achievement, teacher retention and satisfaction and the ability for institutions to sustain reform.

Understanding Institutional Climate

Institutional climate refers to the impressions, beliefs, and expectations held by members of the Institution about their school as a learning environment, their associated behavior, and the symbols and institutions that represent the patterned expressions of the behavior. It includes the explicit mission and policies expected to create positive relationships, attitudes or dispositions and perceptions. The formation of a positive Institutional climate requires the shared recognition and commitment of the members of the Institution—the student learner as a prime focus, the need for intellectual and institutional leadership by the school administration, and the need for a competent and caring teaching staff who share common goals with students, parents, and the community.
A positive Institutional climate includes an identifiable, open and nurturing Institutional ethos that attempts to foster a sense of responsibility and efficacy among students and staff. There is mutual respect and collaboration among administrators, teachers, students, parents, and the community. Above all, there is an atmosphere of conscious commitment to foster the well-being, academic achievement and civic development of students.

A variety of factors contribute to the establishment of an Institutional climate. These include external factors (particularly characteristics of the larger community of which the school is part); public policies (of state government, district, and possibly local government); and the history of the institution, its culture, administrative leadership, the preparation and characteristics of the teaching staff, and the students themselves.

Characteristics of institution, such as the physical structure of a building of the institution and the interactions between students and teachers, are two diverse factors that both affect and help to define the broad concept of institutional climate. Institutional climate has been researched for many years and continues to be examined and redefined as a result of its significant influences on educational outcomes. The elements that comprise an institutional climate are extensive and complex.
Theories of Institutional Climate

Taguiri and Litwin (1968) suggested that Climate of an institution has been defined as the “relatively enduring quality of the internal environment of an institution that a) is experienced by its members, b) influences their behavior, and c) can be described in terms of the values of a particular set of characteristics (or attitudes) of the organization.”

Ekvall (1987) states that the organizational climate arises in the confrontation between individuals and the organizational situation.

James and Jones (1974) say that the organizational climate can be viewed in two different ways: “a multiple-measurement-organizational attribute approach” or “a perceptual measurements-organizational attribute approach.”

This is also the case in the treatment of organizational climate dimensions presented in Litwin and Stringer (1968) where climate in an institution is measured along the following dimensions: structure, responsibility, warmth, support, reward, conflict, standards, identity, and risk.

Poole (1985) states that climate seems to be a feature of, rather than a Substitute for culture.

James and Jones (1974) summarize the climate to be a set of summary or global perceptions held by individuals about their institutional
environment. The institutional climate is a summary feeling about actual events based upon the interaction between actual events and the perception of those events. The climate has been measured using dimensions such as disengagement, hindrance, esprit, intimacy, aloofness, production emphasis, trust and consideration.

Koys and DeCotiis (1991) define the institutional climate as “an experimental-based, multidimensional, and enduring perceptual phenomenon which is widely shared by the members of a given organizational unit.” They state that the climate is the description—and not the evaluation—of experience. As such, the institutional climate is different from evaluations, e.g. job satisfaction. Koys and DeCotiis report more than 80 different dimensions found in the literature which has been labeled a climate dimension.

Factors influencing Institutional Climate

Based on the researches of the theorists major factors influencing Institutional climate can be categorized under the following heads:

- number and quality of interactions between faculty and students (Kuperminc, Leadbeater and Blatt, 2001)
- students’ and teachers’ perception of their Institutional environment, or the Institution’s personality (Johnson, Johnson, & Zimmerman, 1996)
- environmental factors (such as the physical buildings and classrooms, and materials used for instruction)
- academic performance (Johnson & Johnson, 1993)
- feelings of safeness and size of the institution (Freiberg, 1998)
- feelings of trust and respect for students and teachers (Manning & Saddlemire, 1996)

**Summary**

Clearly, Institutional climate is multi-dimensional and influences many individuals, including students, parents, school personnel, and the community. Additionally, Institutional climate can significantly impact educational environments, as Freiberg (1998) notes, “Institutional climate can be a positive influence on the health of the learning environment or a significant barrier to learning”. Although this broad term has been researched for many years, a sole definition has yet to be formulated.

**STUDIES RELATED WITH TEACHER MORALE**

**Studies Related With Factors Influencing Teacher Morale**

Hocking, W.E.(1918) in his study of morale and its Enemies’ reports a number of factors which can be applied to school conditions. He states that morale will be enhanced by:

a) Proper time in which to accomplish work,

b) good physical conditions,

c) Confidence in one’s skill and ability,
d) respect and co-operation from the community,

e) elimination of friction, and

f) appeals to the imagination and ambition.

Dorsey, S.M (1930) in the study of “promoting friendliness in school relationship” reports that morale will be improved by:

a) fair teacher’s load assignments,

b) good physical surroundings,

c) some supervision,

d) proper salary tenure and retirement provisions,

e) sabbatical years,

f) sick leave, and

g) full credit given for all participation and contribution.

Fosdeek, S.J. (1939) in his report to the National Retail Dry Goods Association Reports that morale will be improved by:

- Credit for work done,

- interest in work,

- fair pay,

- understanding and appreciation,

- counsel on personal problems,

- promotion on merit,

- good physical working conditions and,

- job security.
Roer, J.A. (1942) believes that good morale is a desirable by-product of successful supervision rather than a major aim or purpose. There are many things, which are known to build up the morale of teacher’s such as:

- better preparation,
- working on co-operative projects,
- adequate salary schedule.
- feature protection
- confidence in the worthwhile ness of teaching,
- recognition of every day effort,
- School and community friendship,
- Community support,
- affiliation with teacher’s organisations.

American Association of School administrators (1944) reports the following factors for the enhancement of morale:

- mutual support from other staff members,
- effective organisation of teacher’s,
- community leadership in projects for human betterment, and
- worthy objectives.

Barr and others (1944) based on various studies summarize the following factors, which are essential for maintenance of morale. They emphasized health as a prime requisite for morale. The other factors include:
- community respect
- desirable social life’
- comfortable living conditions,
- minimizing interference with’ private life,
- sound orientation of new staff members,
- invitation in policymaking,
- confidence and security in administration by means of consistent policy,
- selection, appointment and promotion on merit,
- adequate salary schedule,
- reasonable security tenure,
- retirement provisions
- mental and physical health,
- fair policy of sick leave, reasonable case of security, sabbatical for travel or study.

Bachr, M.E and Ranck, R. (1950) in their study, The definition and Measurement of Employee morale” report five primary factors for morale. They used a combination of item and category analysis, and the factors are:

- organisation and management ,
- immediate supervision,
- material rewards,
- fellow employers, and
- job satisfaction.
Hill, C.M. and Morriself, L.N (1951-52) in a survey of the Pasadena city schools reported the following factors, which affect the morale:

- physical working conditions
- belongingness and participations
- supervisory relationships,
- policies and practices,
- Pay,
- communications.

Multiple-choice questions were prepared covering a number of items in each area. By using IBM cards and tabular procedures numerous impersonal comparisons were made.

Braem, w. (1957) in his study, reports that some psychological base for morale can be found in such factors as:

- justice,
- recognition,
- achievement,
- security,
- mental health, and
- physical fitness.

Suchr, J.H. (1962) in his ‘Study of Morale in Education’ constructed as instrument of the incomplete sentence type. One hundred items were
taken and submitted to 67 teachers of various parts of the country for choice of items most suitable. From their selection 40 items were broadly classified as:

- community respect,
- professional organisation,
- teacher assignments,
- good working conditions,
- channels of communication,
- policy,
- confidence with principal,
- personal problems,
- relations with principal,
- item work among teachers,
- relations with pupils,
- teacher welfare,
- fair salary, and
- fringe benefits

He reached the following conclusions as a result of this study;

- Childhood background of teachers;
- Personality differences;
- Cause and effect relationships;
- Communication;
- Teacher motivation;
- Human relations;
- Recognition of teaching profession;
- Mental health.

These were found to be most important factors for the enhancement of the teacher morale.

William, C.M. and Wingo, G.M. (1962) in their book ‘psychology and teaching’ have listed the following factors for choosing teaching profession:

- Independence
- Social acceptance
- Interest in children
- Liked by children
- Liking for teaching
- Command in subject matter
- Security in job
- Vanguard of change.

Jayamma, M.S. (1962) undertook a study to construct and standardize inventory for predicting teacher efficiency of primary school teachers particularly for use in Karnataka state. The investigator prepared a questionnaire consisting of two parts- 65 items in part ‘A’ and 35 items in part ‘B’. The variables studied were:
- Professional knowledge and skill
- Acquaintance with the principles of psychology,
- Class management, school organisation and Educational administration,
- Relationship with others, and
- Individual qualities of human, patience and sympathy.

The sample consisted of 500 teachers down from sixty institutions. The chi-square test was used to find the significance of the items. Biserial ‘r’ and the indices of difficulty value of the items were calculated. The five subtests were correlated with the whole test. The order of the subtests showed that the first area was professional skill and interest, which was the best measure of efficiency. The other observations were:

1. A teachers professional success was in no way influenced by sex or the locality of work; and
2. Training, experience and qualifications could add to the professional successes.

Ellenburg (1972) in an article “Factors Affecting Teacher Morale” presents major conclusions of several studies of teacher morale and points out the implications for school administration.

Cook, (1974) outlined five critical components of teacher morale: administrative leadership, administrative concern, personnel interaction, opportunity for input and professional growth. For each component, the
author lists behavioral symptoms of a morale problem and ways the administrator can diagnose the difficulty and prescribe a solution.

Dekhtanwale, P.B. Studied ‘Teacher morale in secondary schools of Gujarat’ in the year, 1977. The important Objectives of the study were:

1. To construct and standardize a teacher morale inventory to measure morale of secondary school teachers of Gujarat state;
2. To study the morale of teachers in schools of Gujarat in relations to various regions, area, types of schools, size and achievement of schools, and
3. To subject the result of the developed inventory to factor analysis.

The teacher morale inventory was standardized.

The sample comprised of 1,220 secondary teachers. Means, standard deviations and ‘t’ values were found out. The data were subjected to factor analysis by the principle axis method. The Major findings of the study were:

1. Teachers of south Gujarat region possessed highest morale whereas kutch-saurashtren manifested lowest morale.
2. There was significant relationship between teacher morale and achievement of students, but no significant relationship was found in relation to size of the schools, types of the schools and area of the schools.
3. No significant relationship was found between teachers morale and teachers experience.

4. Through factor analysis, thirteen factors were extracted. They were teacher characteristics and leadership behaviour, teacher feelings towards teaching profession, teacher cheerfulness, group cohesiveness, rationality and efficiency towards the teaching profession, leadership behaviour and teaching profession, leadership behaviour and teaching efficiency, satisfaction with the school climate, school climate and teacher work load, feelings towards the institution, community support, teacher zeal and extra effort, satisfaction towards the job and attitude towards the job.

Metha, A.V. (1977) made an extensive study on ‘Institutional climate as a factor of staff Morale’. The major objectives of the study were:

1. To develop two research instruments to identify, describe and evaluate institutional climate and teacher morale of the sampled colleges;

2. To find out whether perceptions of different dimensions of institutional climate by principals and teacher differ significantly;

3. To inquire into possible effects, some institutional and some teacher variables, leave on institutional climate;

4. To determine whether any significant relationship exists between:

   a) climate and teacher morale in general and
b) dimensions of institutional climate and factors of teacher morale in particular;

5. To find and relationship between types of institutional climate and student control ideology.

The stratified sample consisted of 122 colleges. The tools used were:

i. Institutional climate description Questionnaire (ICDQ), and
ii. The college Teacher morale oppennionare (CTMO) and
iii. Student control ideology (SCI).

Standard procedures were used to analyse data. The statistical techniques used were the ‘t’ test ‘F’ test; chi-square and Regression Equation. The Major findings of the study were as follows:

1. About half the number of colleges was found to manifest closed climate.
2. The two negative behaviors of principles were ‘aloofness’ and ‘consideration’.
3. Marked variations existed between different faculties of colleges of Gujarat University in general.
4. The teachers belonged to the average morale’ category.
5. Faculty wise variations were significant but site of the colleges and location did not significantly relate to teacher morale.
6. Teacher Morale and Institutional climate were related at 0.01 level.
7. Significant faculty wise differences were found in mean perceptions of teachers on custodial and humanistic control ideology.

8. Positive and significant inter-relationships existed among institutional climate, teacher morale and student control ideology of the teachers of affiliated colleges.

Brady (1978) in his study found that, in its present form, the Staff Morale Questionnaire is not suitable to measure teacher morale in England, that there is a need for future research into teacher morale, and that older teachers apparently display higher morale than younger teachers.

Dupuls (1978) describes a three and a half year study designed to change the seventh and eighth grade English language arts curriculum and teaching procedures in a rural, mountain school district through in-service training.

Chisson & Stanford (1979) explored the patterns of a group of 123 student teachers over the course of a 14 week period indicates a discernible pattern for three different groups. High and low morale patterns varied between groups of pre-service teachers depending on their projected grade level specification. Early childhood, elementary, and secondary levels of education were considered.

Bruno (1983) explored the low level of teacher morale at inner city school. The findings of the study shows that “ethical” stressors such as racial
tension among faculty, falsifying of school records, and sexual harassment by school officials are the major factors contributing in teacher exit and absenteeism

Sharma, R.C. (1984) undertook a study of the prospective teachers’ teaching aptitude, intellectual level, and morality. The Objectives of the study were:

1. To find aptitude, intellectual level, and morality of prospective teachers,
2. To compare these factors between male and female teachers and
3. To compare teachers of different disciplines in relation to these factors.

The sample of the study included 412 student teachers who were studying in ten Teachers’ colleges of three universities in Rajasthan. The teaching aptitude test, Group mental ability test, and self-made Teacher morality test were used for data collection.

The findings were:

1. About 75% of student teachers were below average in aptitude and intellectual ability
2. An insignificant difference was found in teaching aptitude abilities sex-wise and discipline wise comparison.
3. A positive correlation was found between teaching aptitude, intellectual level, and morality of prospective teachers.
Results of an American Association of School Administrators study made under the leadership of Brodinsky (1984) indicate that professional autonomy, daily recognition, and involvement in decision making help build teacher morale. The study provides suggestions of strengthening morale in the school environment and improving productivity.

Blomquist (1986) investigated the relationship between school staff job satisfaction or morale and a number of organizational changes and practices occurring at the Portsmouth (New Hampshire) junior High school. The issues under examination included homogenous vs., heterogeneous grouping, class length, a flexible or modular scheduling as factors that might affect staff morale, communication, and student learning. Using an evaluation design, the research team undertook a descriptive case study of the match between school philosophy and the scheduling practices related to teacher teaming and student ability grouping. Data were collected from all school staff concerning opinions of the scheduling, teaming, and ability grouping practices, along with self-report measures of staff emotional exhaustion, negative attitudes towards students, and feelings of personal accomplishment. Findings, reported in detail suggest that low levels of emotional exhaustion and high feelings of personal accomplishment correlate strongly with provision of adequate time to reach time management and planning objectives.
Hintz (1987) in his research paper addresses the question of why there is so much teacher discouragement and frustration when the profession is enjoying higher salaries and better working conditions.

In a paper Thomson and Schuck (1987) presents a study of the personal variables associated with first-year teacher morale that can be identified early in the training programs of novice teachers. This study is based on data derived from 96 (76.6 percent) of the graduates teaching in Mississippi. Data were collected through the use of five special instruments: (1) “Personal Trait inventory”; (2) “Myself as a teacher scale”; (3) “Purdue teacher inventory”; (4) “American college test” (ACT); and the (5) “College outcome measures project”. The data show that beginning teachers’ morale at the end of their first year of teaching is related to their self-image as teachers. Personal traits of active/enthusiastic/flexible and industrious are good predictors of their later morale. General negative achievement as indicated by ACT scores, as well as gender and age, are also important predictors of their satisfaction with teaching.

A prediction equation for teacher morale was developed by Blackbourn & Wilkes (1987) from the responses of 236 teachers in a large school system in Mississippi. The Supervisory Conference Rating (SCR) was used to measure teachers’ perceptions of the supervisory conference following observation by the principal. The Zones of indifference of those teachers were measured with the Zones on indifference instrument, and the
Purdue Teacher Opinionaire was used as a measure of teacher morale. All correlation coefficients except SCR 1 and total SCR were significant. Higher morale scores were reported by: (1) younger teachers; (2) teachers with widen zones of indifference; (3) teachers receiving the supervisor conference more positively; (4) those who teach at lower levels; (5) teachers with fewer years of experience; (6) teachers with shorter tenure at their present school, and (7) female teachers.

Lunsden, L (1988) Conducted an extensive study about factors influencing teacher morale and ways for preserving or resorting morale. The findings indicated that Administrative support and leadership, good student behaviour, a positive school atmosphere, and teacher autonomy are working conditions associated with higher teacher satisfaction. The study also revealed that parental support and teacher’s perceptions of students and student learning are some of the important factors influencing teacher morale.

Young (1988) in a study examined school-level factors associated with improved teacher morale as one measure of effective high schools. The sample included 212 teachers from 28 rural and urban high schools in Western Australia. Data analysis using the Multilevel Linear model focused on teacher responses to the School Level Environment Questionnaire (SLEQ), which includes eight subscales measuring relationship, personal, and self-concept and academic self-concept (teacher efficacy), and the teacher morale scale of the school organizational Health Questionnaire.
Teacher morale varied both within and between schools. Teacher morale appeared to be a useful indicator of healthy and effective schools, with a reasonable correlation with SLEQ scales. Six SLEQ scales explained differences in teacher morale, both across and within schools: teacher affliction, professional interest, mission consensus, empowerment, innovation, and work pressure. Teacher self-concept, both general and academic, had little effect on teacher morale, suggesting that morale was influenced by outside factors.

Lumsden (1988) examines factors that may influence teacher morale and offers suggestions for preserving or restoring morale. The findings of the study show that administrative support and leadership, good student behaviour, a positive school atmosphere, and teacher autonomy are working conditions associated with higher teacher satisfaction. Parental support and teachers’ perceptions of students and student learning are also important influences on teacher morale.

The purpose of the study by Nidich and Nidich (1988) was to determine factors contributing to teacher morale using a wide range of administrator/teacher and teacher/teacher and organisational climate variables. Findings indicate that the ability of teachers to agree on the priority of goals is the main predictor of teacher morale.

Study was conducted by Gilman (1988) to determine the effects of Maintaining Teaching Effectiveness, a staff development model, upon public school educators’ attitude towards various professional and personal
factors. The techniques used for the project included a collegial support network and peer coaching. A total of 24 educators participated from November 1987 to May 1988. At the beginning and again at the conclusion of the study, attitude inventories were administered to all participants. Attitude surveys were also administered to students to determine their perception of their teacher’s effectiveness. The mean scores of pretests and posttests were compared to determine the projects’ effectiveness. The results indicated that the teachers were improving in their performance of the objectives of the program as indicated by the gain in posttest scores as compared to pretest scores. The program appears to have been effective in improving teacher attitude enhancing collegial support and in increasing the student’s perception of their teachers’ effectiveness.

Sexena, K. (1988) Studied the ‘professional factors influencing Teacher Morale’ in the colleges of Garhard university diving 1988. The sample comprised of 15 teachers working in the affiliated colleges of Garhard University in U.P. The findings of this study were:

1. Teachers’ rapport with principal leads to high morale.
2. Teachers’ rapport with other teachers does not affect teacher’s morale.
3. Teachers’ personal satisfaction with teaching does not affect teachers’ morale.
4. Teachers’ morale is affected by teacher’s states.
5. Teachers’ work-loud affects teachers’ morale.
The purpose of the study undertaken by Royos (1989) were to compare first and second-year career-ladder teachers on the basis of their levels of teacher commitment to school, faculty morale, and job satisfaction and to analyze the variables that explain commitment, morale, and job satisfaction. Five hundred teachers, 2500 first-year career-ladder teachers and 250-second year career-ladder teachers, were selected at random from a mid western state. The following conclusions were drawn:

1. differences exist between first-year and second-year career-ladder teachers concerning their level of commitment:
2. the variables of commitment, morale, and job satisfaction are predicted by educational level, gender, district size, and age:
3. first-year career-ladder teachers do not exhibit higher levels of morale, job satisfaction, and commitment than second-year career-ladder teachers, and
4. career-ladder programs are not an adequate means to develop teacher commitment, morale, and job satisfaction.

Interschool visitation as a method of improving teacher morale and instructional effectiveness is discussed in the study conducted by Campbell (1990). Study was specially intended for school principals. The principal’s role is crucial, and several steps that he/she should consider when planning and implementing a visitation are suggested/ they include determining the need, choosing participants, and coordinating logistics of the visit. Advantages of interschool visitation include/ improved teacher self-esteem
and increased learning of teaching techniques and materials, which in turn contribute to more effective teaching and more productive student learning.

A study was done by Fraser (1990) about Atlanta (Georgia) public school teacher morale. About 40 percent of the teaching staff (1,520 teachers) voluntarily completed a 91-item questionnaire that contained subsets of questions from the Moslach Burnout Inventory and three subscales of emotional exhaustion, departmentalization, and personal accomplishment. Results indicate the following findings:

1. 55 teachers were in some stage of burnouts;
2. overall school climate affected teachers’ attitudes;
3. 61 percent frequently or continuously receive tangible rewards from teaching that make them enthusiastic about their goals;
4. 21 percent indicated that they never felt that if they had it to do over again that they would be teachers;
5. seven percent never felt they had adequate supplies and materials;
6. teachers indicated that they believe they had higher expectations for student performance than 2 years ago, and they believed students have increased their belief in their ability to learn;
7. 22 percent felt they were encouraged by opportunities for advancement;
8. while on the job, 61 percent of the teachers often help students with non-academic problems, and
9. 61 percent received support and encouragement from their principals.
Grace (1991) Examines England’s and Wales, problems with teacher supply, retention, and morale, outlining recent historical trends in teacher-state relations relevant to contemporary policy and the consequences of changing social and power relation. The paper reflects on the options available for a contemporary education policy informed by insights of critical scholarship.

Hoy & Tarter (1992) in a study describes a conceptual framework to measure various school climate aspects, including institutional integrity, initiating structure, consideration, resource support, principal influence, teacher morale, and academic emphasis. The organization Health inventory is a 44-item questionnaire asking educators to describe their behaviour along a 4-point, scale. Results yield a profile of school health with seven dimensions and a general index of health.

Metha, P.M. (1993) Studied the ‘Teacher Morale’ as Determinant of Teachers perception of supervisory Behaviour in two elementary schools and two high schools of New York city in 1992. One hundred teachers’ were selected randomly for the study. For this study a questionnaire was developed to measure the level of Teacher Morale. One more questionnaire was developed to collect the data on teacher’s perceptions of the supervisory behaviour. The findings of the study state that. Morale is one of the determining factors in a teacher’s image of his supervisory behaviour.
Savadanuthu, T. (1994) Studied the “Teacher morale and student Morale of secondary level” in Dindigul Anna District of Tamil Nadu. He believed that the functional aspect of educational environment was determined by the morale of teachers and students. He formulated certain hypotheses and selected normative survey as his research strategy. He collected data from 200 teachers and 1200 students. He developed two tools one - to measure the teacher Morale and another to measure student morale.

The findings of the study were:

1. The level of morale of teachers is high.
2. The Morale of Women teachers is higher than that of Men teachers.
3. The Morale of Rural Schoolteachers is higher than that of urban school teachers.
4. The morale of Government and private school teachers was the same.
5. There is no significant relationship between the teaching experience of the teachers and their morale.
6. There is no significant association between the qualification of the teachers and their morale.
7. There is significant relationship between the morale of teachers and that of their students.

Evans (1998) summarises how senior management teams affected, teacher morals and job satisfaction in English primary school. Findings reveal the nature and quality of school management as the most influential
factor determining the quality of teachers’ working lives. School management teams cannot handle the pressures of contemporary headship.

**Teacher Morale And Teacher Related Variables**

Hanter, E.C. (1955) studied, “Attitudes and professional relationship of teachers - A study of teacher morale”. The study was conducted in the New Ortens public schools. He reported the following factors for the enhancement of the morale:

- proper school discipline
- adequate supplies and equipment
- proper teaching load
- financial security
- recognition and rewards for exceptional services
- evaluation of proper worth
- promotion and advancement of merit only.

Wiles. K. (1955) in a survey of over 1,000 students in his graduate discussion groups found that the following were the most frequently listed factors for job satisfaction:

- security and comfortable living,
- pleasant working conditions,
- fair treatment,
- a sense of belongingness,
- a sense of achievement and growth,
- recognition of contribution,
- participation in deciding policy,
- opportunity to maintain self-respect.

Mathis, C. (1959) studied “The relationship between salary policies and Teacher morale”. In constructing the inventory, the researcher has taken five attitude areas:

a) self attitudes about the self, in relation to the role-played in the school system,

b) school attitudes about the immediate aspects of the school situation such as working conditions equipment and physical plant,

c) community attitudes about the community, in which the school is located,

d) administration attitudes about the way, the school is administered and attitude about the people who administered,

e) policy attitudes, concerning the policies and policy making functions related school system.

Multiple choice questions were prepared covering a number of items in each area. Fifth statements were finally selected under each area consisting of 10 items. He administered the inventory in 10 sub-urban schools. Altogether he collected 614 inventories. The analysis revealed that:

1. No significant difference in morale was found between school group on the base of type of salary schedule,
2. Significant difference in level of morale was found by the 10 school involved in the sample, as reassured by the attitude inventory,

3. No significant differences in indication of morale level were found between the areas of the attitude inventory.

A Study was undertaken by Bentley & Rempel (1963) to determine whether differences existed with respect to student attitude toward their teacher, feelings about schoolwork problems, and academic aptitude between vocational agriculture departments in which teacher morale was high and those in which teacher morale was low. The teacher sample included 21 with the highest morale and 21 with the lowest morale of 263 Indiana vocational agriculture teachers who responded to the Purdue teacher morale inventory. Differences in teacher group characteristics were age, education, experience, assignment, tenure, salary, satisfaction, and optimism. There was significant difference between the two grouped’ response to the vocational agriculture viewpoint inquiry. But none between the high school principals of the two groups .The Minnesota Student Attitude Inventory (MSAI), Science Research Associate (SRA) Youth inventory, and the Thorndike intelligence test were administered to the agriculture students of teachers the sample. Data subjected to an analysis of variance and a factorial design showed that MASI scores were highest for students with high IQ of teachers with high morale .No significant differences were found between students of high morale and those of low morale teachers on mean SRA scores, But differences related to the rural -
urban factor and grade level were found. The 1Q level played an important role in all comparison

Richardson, R.C. (Jr) and Blocker, C.E. (1963) made a study of faculty morale by using the factor-analytic technique. A differential morale attitude inventory was constructed. In the inventory twelve areas were hypothesized:

1. Communication
2. Confidence in administration
3. Relation with immediate supervisor
4. Relations with fellow employees.
5. Relations with students
6. Status and recognition
7. Identification with institution
8. Professional growth and advancement
9. Adequacy of fringe benefits
11. Work environment and
12. Work load.

Eighty-five items hence taken and submitted to ten judges for assigning the statements to the hypothesized categories. Eleven statements were eliminated and seventy four were combined in an attitude inventory and administered to sixty six faculty members of a Mid-Western Junior College. The twelve categories of the inventory were subjected to a principal
axis factor analysis. After varimax rotations four factors were tentatively identified:

1. Supervision,

2. Self-integration

3. Institutional environment

4. Employment rewards.

Shamsuddin, (1968) in his study on `Teaching as a career’ has listed the following factors influencing the choice of school teaching as a career under two major headings—“External” and “Internal”:

External: 1) Suggestions by parents and well wishers;

2) Family circumstances;

3) Fringe benefits;

4) Case of the job;

Internal: 1) Natural liking for teaching profession;

2) Betterment in studies.

The major purpose of the study by Bergeth (1970) was to determine whether significant differences in morale existed among teachers employed by rural school districts. The research sample of 46 school districts was selected from all high school district in North Dakota whose 1968-69 high school enrolments was 400 or less in grades 9-17. The Purdue Teacher Opinionare (PTO) was distributed to 809 teachers, 545 responses were used in the analysis. The PTO contained a total morale score and 10 factor scores
relation to teacher rapport with principal, satisfaction with teaching, rapport among teachers, teacher salary, teacher and services, and community pressures. Statistic techniques used included stepwise backward multiple linear regression, analysis of variance, and analysis of covariance. When the PTO total morale score was used as the criterion, educational preparation, years of teaching experience, and age were the significant predictors of morale.

Letchworth (1971) investigated those factors that differentiate between first-year teachers who remain for a second year and those who resign after 1 year of employment with the Bureau of Indian Affairs Schools. The underlying theoretical model was of cultural-role and dissonance variety. Those individuals who had the most in congruency in areas related to their work environments were the most likely to terminate employment. Termination of employment was also related to dominant career patterns. A pretest-posttest design was used and data were collected by means of questionnaires and structured interviews. Analysis of questionnaires and interviews focused upon isolating those items that discriminated between the teachers who remained for a second year and those who resigned after 1 year. Additional analyses were performed on the data, investigating sociological and ecological variables. Personal, sociological, and ecological variables related to teacher mobility were isolated. The discriminating variables were discussed in light of their implication for further research on teacher morale.
Debnath, H.N. (1971) in his study reported some determinants of teaching efficiency. Two hundred and twenty six Headmasters selected by stratified random sampling served as the sample of the study. The variables studied here were: Age, Experience, Academic achievement and Training. A questionnaire and an evaluation sheet for observation of the lesson were developed in order to study the effectiveness of the lesson. Both Quantitative and Qualitative methods were used for data collection. The important correlates of teaching efficiency as found in the study were: Knowledge of the subject matter, Sincerity in teaching, mastery of the method of teaching, academic qualifications, mode of exposition, sympathetic attitude towards students, discipline, students participation, proper use of aids and appliances in teaching and the art of questioning. Analysis of data gathered through questionnaires revealed that professional training, intelligence, interest in teaching, friendliness, democratic behaviour, ability to judge reactions of others, and possession of all round information was related to teaching efficiency. The finding through the actual classroom observations revealed that age, experience, academic achievement and professional training were the significant determinates of teaching efficiency.

Congens & Florner (1971) used the Pur Wicholson and Robinson (1971) undertake a study to ascertain if personnel practices used to achieve faculty integration under court order affected teacher morale. The Indianopolis Public Schools categorized teachers as:
1. those reassigned to another teaching faculty,

2. those already under contract who volunteered to be transferred, and teachers hired from outside the school district that was assigned to faculties for the purpose of achieving racial balance. Teacher morale in each group was measured and analyzed. The resulting data findings reveal that now teachers hired to achieve racial balance scored the lowest irrespective of race, and that black teachers scored higher than their counterparts. Purdue Teacher Opinionaire (PTO) and The School Survey (SS) to determine their comparative effectiveness in measuring similar aspects of teacher morale. Elementary and secondary school teachers from a Wisconsin middleclass school district completed both instruments. Analysis of the data revealed six significant canonical correlations relating the two scales. Four of these variants proved to be interpretable: supportive relations, pay and benefits work load and teachers and equipment. Each variable is discussed and the elements are presented in individual tables. The study indicates that teacher morale can be predicted from a number of factors common to both instruments.

An investigation of the status, attitudes and morale of the teaching profession in New South Wales was used to gauge the climate of opinion among teachers and to elucidate the factors that may have been responsible for the increased rate of teacher resignations and job dissatisfaction by Coverdale (1973). The methodology took the form of a mail questionnaire
to subjects who were practicing teachers in primary and secondary schools throughout New South Wales. The format included six main sections:

1) The rate at the teacher’s self-image; 2) A list of problems raised by teachers to be graded on a scale ranging from highly important to little or no importance”;3) Social background of the teacher and his family;4) Retrospective assessment of teacher training; 5) Recommendations by the teachers for improving the profession and 6) Some personal details of the respondent. In this context, morale concerns, mental or emotional attitudes of teachers towards components of their job it takes into account the atmosphere in which they work and their individual orientation towards their tasks. It is essentially a reflection of how one feels about things and therefore is a matter of subjective perception. It can usually be increased by favorably modifying any condition that will increase job satisfaction

Greenwood and Soar (1973) explored relationships with teacher morale, as measured by Purdue Teacher Opinionnaire, and verbal teacher behaviour, a systematically observed using the Reciprocal category system. Subjects of the study were 39 female teachers in Follow through classrooms in six states of Australia

Pillai J.K.’S (1974) Study on ‘Organisational Climate -Teacher Morale and school quality ‘ was planned to determine the extent to which the organisational climate of the schools and faculty morale in the school were related to the quality of schools. The sample consisted of 190
secondary schools, selected from Tamil Nadu State. The tools administered were:

1. The organisational climate Description Questionnaire of Horpin and croft.
2. The Bantley and Rempell’s prude Teacher Oppinionaire
3. An Inventory scale prepared by the investigator to assess the innovative ability of the school, and
4. A questionnaire for demographic data and pupil performance data.
5. Pearson product- moment correlation was used to analyse the data.

The major findings of the study were as follows:

1. Performance of pupils was significantly better in open and autonomous climate schools than in schools of other climate type.
2. Performance of pupils in high morale school was superior to that of the overage morale schools, which in turn was better than the low morale schools.
3. The ability of school to introduce innovation in educational practices was higher in high morale schools than the average or low morale schools.
4. Higher the faculty morale, quicker and better was the school introducing newer practices.
5. Both climate and morale were positively and highly related to both criteria, namely pupil performance and innovative ability of schools.
6. Curricular issues, school facilities and services, community support of education, rapport among teachers, teacher salary, satisfaction with teaching, teacher support with principal, community pressures, teacher states and teacher load were found to contribute to pupil performance in schools.

7. The innovative ability of the school was significantly related to the three climate (viz.,) esprit, thrust and disengagement.

8. The four morale dimensions namely, school facilities and services, curricular issues, teacher salary and community pressure were found to influence the innovative ability of the schools.

9. There was high correlation between climate and morale.

Chhabra, N (1975) undertook a study of ‘Certain social psychological variables relating to teachers morale at secondary and college levels’ with the following objectives in view:

1. To make a comparison survey of sample of secondary and college teachers of Meerut district relating to variables like morale, teachers adjustment, study habits and values, and

2. To explain differences on the above variables relating to sexes, length of teaching experience and level of academic attainment.

The sample consisted of 410 teachers. The tools used in the study were:

1. The Purdue Teachers Morale Inventory (Indian adoption),

2. The Bell’s Adjustment Inventory (Adult form),
3. On adoption of the Jain’s study Habits Inventory and 
4. The Kulshresta’s study of values.

The statistics used include computation of means, standard deviation and coefficients of correlation. Some of the major findings were:

1. Female teachers possessed higher morale than male teachers
2. Level of academic attainment had no bearing on teacher’s morale.
3. There was a positive and significant correlation between morale and study habits, morale and adjustment.
4. There was a negative relationship between morale and economic values of male teachers
5. As far as morale and political values are concerned, the relationship was positive with respect to male teachers and it was absent in case of female teachers.
6. Positive relationship existed between morale and study habits.
7. The teaching adjustment had no relationship with their professional experience.
8. Length of teaching experience did not show significant relationship with study habits.
9. Male teachers placed prime importance to aesthetic values and social values, whereas female teachers gave this place to religious values.
10. It was found that Principle’s interest in teachers and their problems, lack of co-operation among teachers, interdepartmental and
intradepartmental conflicts, contacts with students, salary policy, regularity of payment, feeling of economic security, prestige and status given to teaching profession and teacher-taught ratio were some of the factors affecting teacher morale.

Covardale (1975) in a research paper explores the satisfaction of Australian teacher with his job and commitment to teaching. The paper reports the results of an investigation into the morale within the teaching profession.

Franklin, I. (1975) studied the organisational climate and Teacher morale in colleges of Education in Gujarat”. Three standardized instruments; the OCDQ (Halpin and Croft), the LBDQ (Halpin and winner) and the PTO (Bensley) were used, besides a self-devised questionnaire on ‘effectiveness of teacher education programme’. A Performa on personal data was also developed by the investigator to collect further data. Other data gathering techniques employed was participant and non-participant observation and interview. The data were collected from a sample of 35 colleges. The statistical measures employed were; contingency coefficient, coefficient of correlation by product moment method, analysis of variance and ‘t’ test. Some of the major findings of the study were:

1. The openness of climate in contrast to closed ness of the climate did not lead to high or low effectiveness of teacher education programme.
2. There was no significant difference, in morale of teacher educators with an urban background and those with rural background
3. Morale of teacher educators was not significantly related to the number of years of teaching experience of the teacher educators.

Washington & Wastson (1976) States that teacher morale has a direct reflection on the operation of the school. Yet, the authors states, teacher morale is too often placed at the bottom of the list of administrative priorities.

Laird & Joseph (1976) made a study at 1/9 vocational technical teachers at 14 vocational centers in Maryland concluded that teacher morale was related to the leadership behaviour of the principal. The results indicated that teacher morale was significantly related to the principals system orientation as well as his Person orientation.

Samron Pangra (1976) studied ‘Organisational climate and teacher morale in secondary schools in central zone of Thailand. Sixty secondary schools were selected randomly from the total of 105 schools in the city of Bangkok and round about provinces. The data were collected with the help of three tools developed by the investigator (viz.,) tool on organisational climate, tools on teacher morale, and tool on leadership behaviour. The study resulted in following conclusions:

1. In the central zone of Thailand, majority of schools belonged to the intermediate climate type and the least belonged to the closed climate type. The open climate school constituted thirty percent of the total number of schools.
2. Open climate schools had higher mean scores on dimensions of Esprit, Intimacy and communication.

3. Of the total sample schools, thirty seven per cent had high teacher morale, thirty three percent had average teacher morale and thirty percent schools had low teacher morale.

Shaw (1980) in his study made a survey of 423 teachers in 15 elementary schools sought to determine the extent to which unexpected teacher absenteeism could be explained by teacher morale, selected to teacher and school characteristics, and to teacher perceptions of the leadership behaviour of principals. The Leader Behavior Description Questionnaire (Form xii) and the Purdue Teacher Opinionnaire were used to gather the data. One -way analysis of variance was used to determine relationship between the schools’ degree of teacher absenteeism teacher morale and perceptions of the leadership behaviour of the principal. Stepwise multiple regression techniques were also used to analyze the contributions of teacher and school related demographic variables and of scores on the leader behaviour and morale instruments to teacher absenteeism. Standard descriptive statistics and a correlation matrix completed the analysis. The research found that teacher perceptions of principal leadership were significantly different in schools with high absenteeism; teacher morale differed significantly in schools with high, average, and low absenteeism; significant differences existed in teacher perceptions of principal leadership in high and low morale schools and independent demographic variables.
Morris (1980) made a study on a comparison of morale among four groups of student teachers. Kindergarten, elementary, secondary education majors and secondary non-education majors were very similar. The kindergarten/elementary group experienced lower morale during week eight. Overall, morale was high during the entire semester.

Mahatma, C.M.’s (1980) study on “classroom Ethos and their Relationship with Teacher Behaviour characteristics and Teacher Morale, was planned to determine the nature and characteristics of ideal classrooms and its relationship with the teacher’s classroom behaviour. The sample consisted of 1,234 boys and 480 girls selected from schools belonging to five districts of Bikaner and Jodhpur ranges. The major objectives of the study were:

1. To make a survey of classroom ethos as perceived by the tenth grade students of Bikaner and Jodhpur ranges of Rajasthan,
2. To identify the characteristic patterns, ALP themes and educative ness of tenth grade actual and ideal classroom,
3. To identify the ideal and actual ethos pattern of Hindi, Social studies, Mathematics and General science subjects.
4. To predict the educative life of different classrooms of tenth grade in the light of educational ethos.

The major findings of the study were:

i. Classrooms were generally characterized as personality supportive milieu, less interactive and less democratic in the real teaching - learning situations.
ii. Students desired more autonomy for decision-making, and interpersonal co-operation or support for effective group actions.

iii. The classrooms of mathematics were generally characterized as co-operative supportive milieu inter-personally. The classrooms were oriented to the desired accomplishment of group tasks and the clarification of personal experience.

iv. The authenticity aspect of tenth grade actual classrooms was significantly related to autocratic democratic, harsh kindly, evading reasonable etc., characteristics of the teacher’s classroom behaviour.

Bhella, (1982) made a study on 126 rural schoolteachers. The major objective of the study was to identify whether the leadership style of principal have any influence on the teacher morale or not. The results showed a positive correlation between principal’s attitude toward people and productivity. No relationship between principal’s attitude toward people and teachers’ attitudes toward teaching was found. No relationship concerning teachers’ age or sex and teachers’ attitudes toward teaching was found. Women were shown to be more satisfied with teaching status than men.

Jain, B.’s (1982) study was to investigate the relationship between the teachers’ attitudes towards profession and their morale and classrooms behaviour patterns of teachers. The sample of the study consisted of 100 trained graduate teachers teaching mathematics in class VII of government
higher secondary schools of Delhi. The Objectives of the study were to find out relationship between

i. The teachers’ attitude towards profession and the classroom behaviour patterns of teachers,

ii. The teachers’ morale and the classroom behaviour pattern of teachers,

iii. The teachers’ values and the classroom behaviour patterns of teachers,

iv. The teachers’ attitude towards the profession and teachers’ morale,

v. The teachers’ morale and the teachers’ values and

vi. The teachers’ values and teachers attitude towards profession, and to predict the classroom behaviour patterns of teachers through the teachers’ attitude towards their profession, the teachers morale and the teachers values taken in combination.

The findings of the study were:

i. Male teachers devoted more time in asking questions than female teachers.

ii. Pupils interacted differently in the class of married unmarried or deserted teachers.

iii. Teachers with a positive attitude towards child centered practices, educational processes, pupils and teachers devoted more time to asking questions in the classroom while guiding the more content-oriented part of the class discussions.
iv. Teachers with a positive attitude towards teaching profession, classroom teaching, child-centered practices and educational processes reacted to ideas and feelings of pupils and frequently created an emotional climate in the classroom.

v. Pupils interacted more in the classes of teachers having a positive attitude towards teaching profession, pupils and teachers.

vi. There was significant positive relationship between teachers’ status and teachers’ questions.

vii. Teachers who had full freedom to discuss controversial issues in the classroom, asked more questions.

viii. Pupils interacted more in the classes of teachers who enjoyed rapport with the principal.

ix. Pupils interacted less in the classes of teachers having political and religious values.

x. Sex was not significantly related to any dimension of the teacher’s morale.

xi. There was significant positive relationship between the age of the teacher and the religious values.

xii. Married unmarried and deserted teachers differed with respect to theoretical value.

xiii. The interference of the community in educational programme was not favored by teachers.
Byler & Byler (1984) made a study on “Analysis of Student Teacher Morale before and after student Teaching”. The purpose of this study was to determine whether there is a significant difference in the morale of student teachers before and after the student teaching experience. Related purpose was to determine whether selected personal and situation variables and the morale of cooperating teaching are related to any change in student teachers.

Pandu, U.N. (1985) studied the “Management, Organisational climate and Teachers Morale in Orissa schools”. The Objectives of the study were:

1. To explore the problems faced both by the government and private High Schools.
2. To study the nature of problems which have been responsible for creating various difficulties, hand-ships, handicaps, and hurdles for those schools.
3. To make comparative study of the problems of the Government and private High Schools, and
4. To suggest possible remedial measures for improvement of the existing conditions.

The tools used for the data collection were questionnaires for the head masters, teachers and members of managing committee. The sample included the schools chosen from two costal districts. Viz Puri and Baluspur. The sample respondents were 100 head masters, 200 teachers sand 100 managing committee members. The findings of the study were:
1. The government schools had better physical facilities in comparison with those of private schools.

2. Both private and government schools were lacking in library facility.

3. The results of S.S.C Examination for private school were better than those of Government Schools.

4. The Headmaster of Government Schools were not satisfied with the Government management, whereas the private school Headmasters were somewhat satisfied with their management system.

5. The teachers were not satisfied with their present salary and other financial incentives.

Puranik, S.D.’S (1985) study was to examine the relationship of maturity of pupils on the one hand and Organisational climate and morale of teachers on the other. The sample of the study included 70 schools, 2634 students and 712 teachers in the primary schools of Bangalore city. The Objectives of the study were:

1. To find out the levels of social maturity of male and female students separately.

2. To find out the levels of social maturity of students under the influence of selected independent variables.

3. To study the relationship between social maturity of students on the one hand and organisational climate and morale of the teachers on the other.
4. To study the morale of the male and female teachers separately.

5. To study the morale of the teachers under different variables.

The major findings of the study were:

1. The social maturity level of female students was higher than that of male students.

2. In the development of social maturity, autonomous climate, private management of unaided schools and urban location of schools were found to be most conducive factors.

3. The morale of female teachers was higher than that of male teachers.

4. The controlled organisational climate, Government management and urban locality were conducive to develop the morale of teachers.

5. No effect of morale of teachers of both sexes was noticed on the development of social maturity of even under the influence of organisational climates, school organisations and localities.

Panday & Suroj (1985) undertook a study of the relationship between the leadership behaviour of principals, organisational climate of schools and Teacher morale. The Objectives of the study were:

1. To find out the relationship between the leadership behaviour of principals and the organisational climate of schools.

2. To investigate the relationship between the leadership behaviour of principals and Teacher morale.
3. To investigate the relationship between organisational climate and teacher morale.

The sample in this study included 34 secondary schools drawn from a population of 138 secondary schools of Allahabad district, through the stratified random sampling technique. A total of 404 teachers of these schools participated in this study. The major findings of the study were:

1. No significant difference was found between the relationship behaviours of rural and urban principals.
2. Rural schools were more open than those in urban area.
3. Teacher morale was positively and significantly related to the initiating structure and consideration dimensions of leadership and controls, production emphasis and humanized thought dimensions of organisational climate.
4. Chi-square value was found significant at 0.05 levels; between high vs. low teacher morale and open vs. closed climate.

The Blackbourm and Willes (1985) relationship between teacher morale and teachers’ acceptance of principals’ authority. The Zones of indifference instrument (ZII) was used to measure the degree of acceptance of authority. The Purdue Teacher Openionaire (PTO) was also administered to the group of Mississippi teachers to measure their morale. Usable responses were obtained from 159 teachers. The two factors of the ZII teacher determined practice and administrator determined policy, as well as
total ZII score, were significantly correlated with three PTO factors: teacher rapport with principal, teacher salary, and teacher status. The PTO factor, collected issues, also collected significantly with administrator-determined policy. Teacher rapport with principal and teacher load accounted for considerable variance in teachers’ attitudes toward the acceptance of authority when the data from both tests were compared, low scores on the following factors were associated with a narrow zone of indifference and high rejection of the principals’ authority: teacher-administrator rapport, teacher salary, teacher status, and curriculum issue. It was concluded that there was support for the concurrent validity of the Zones of indifference instrument.

Koplyay and Mathus (1987) investigate the relationship between teacher morale and organisational climate. For the study 299 elementary school teachers in suburban Chicago schools were given (1) The 50-item Chandler-Mathis attitude inventory, which measures level of morale with respect to self, school, community, administration, and policy, and (2) The organizational climate description questionnaire (OCDQ) which measures degree of openness or closedness in eight features of school climate: Disengagement, Hindrance, Esprit, Intimacy, Aloofness, Production emphasis, Thrust, and Consideration. Test scores were analyzed in relation to years of teaching, years teaching in present school, and salary. The results suggest that an “open” climate is associated with high morale regardless of
type of salary schedule in “closed” climate schools, however, higher morale was found in schools with merit, rather than non merit.

Whik & Stevas (1988) identifies statistical relationships between teacher morale and student achievement test scores in reading. Results of the study shows teachers attitudes towards classroom evaluation systems, as well as their perceptions of the functional behaviours of the principal, were the strongest predictors of student’s achievements in reading.

The proposition that teacher perceptions of the fairness of their workloads are related to varying levels of commitment, job satisfaction, and morale was studied Reyes & Timber (1992) for 172 high school teachers. Results from that mail survey support the proposition administrative practice.

Bahed (1995) investigated the relationships among the teacher’s pet phenomenon, students’ perceptions of teachers’ differential behaviour, and students’ morale in 100 Israeli upper elementary classrooms. The intensity of the teacher’s pet phenomenon was related to perceived teachers’ differential behaviour, which in turn, was negatively related to student morale.

Thomas (1997) in his paper reviews the Literature in the areas of leadership, leadership theories, leadership styles; and the affect of principal leadership on teachers’ morale, performance, and student achievement. The
literature shows that principal leadership styles and leadership effectiveness are related to teachers’ morale and performance, and that leadership styles and principal effectiveness affect teachers’ job dimensions, which in turn mediate low teacher morale. Principals who effectively define the school mission, manage the instructional program, and promote a positive school-learning climate uplift teachers. In addition, a collaborative leadership style has the greatest impact on teacher morale.

Linda (1997) Examined teacher morale and job satisfaction using data from interviews, Surveys, and observations of teachers at an English primary school. Responses were diverse, with levels being low among some, high among others, and in between for most. Though teachers’ perceptions of events and circumstances were similar, responses varied according to professionalism, relative, prospective and realistic expectations.

An investigation by the Handerson and Travis (1998) in Texas school teaching revealed that the average Texas teacher is a 45-year-old female, is making a salary of 34,572, is married with a working spouse, has a bachelor’s degree, is not the family bread winner, teaches elementary school in a suburban district, and has 16.2 years of experience.’ About 40 percent of the teachers are seriously considering leaving the profession. Around 35 percent work in the summer making $ 2,526, and 34 percent moonlight during the regular school year making $ 3, 440 while working 11.5 hours per week. Nearly 90 percent of the teachers pay health insurance
in the amount of $144 per month. Over 60 percent of the teachers believe that moon lighting is detrimental and would like to quite while believing that the quality of teaching is better than it was 5 years ago.

Anderson, M.H (2000) in his study investigated elementary and secondary teachers' morale levels and their perceptions of the morale levels of their colleagues. Between April 1998 and April 1999, participating teachers completed the Teacher Outlook and Perceptions Survey, which contained 47 items reflecting their work experiences and what they see in the future for their jobs. Data analysis indicated that the morale defined by the group was an inaccurate assessment of teachers' individual morale levels. The elements within the building did not predict individual morale and colleague's morale in the same way. The similar ratios of individual morale compared to colleague's morale indicated that peer assessment was not the best way to ascertain the morale in a building. The results indicate that teacher morale is primarily independent of the morale exhibited by colleagues. Although individual morale and the morale exhibited by colleagues are correlated, school factors influence the two in varying magnitudes. The results suggest that student behavior and learning have a much greater impact on teacher morale than does administrative behavior.

Cooper, J.F (2001) in a study undertaken to determine if there was a significant relationship between the morale of junior college instructors and their teaching effectiveness as perceived by students. Study subjects were 129 junior college instructors and their students enrolled in college transfer
programs. A modified version of the Purdue Teacher Opinionnaire was used to identify teacher morale variables. Teaching effectiveness as perceived by students was determined using the Hinds (Mississippi) Junior College Faculty Evaluation Scale. A statistically significant relationship was found for the measures of satisfaction with teaching, community support of education, and total job satisfaction with the teaching effectiveness rating by students. It was concluded that instructors' perception of satisfaction with teaching was positively related to their teaching effectiveness, instructors' perception of community support of education had a negative relationship to teaching effectiveness, and total job satisfaction was positively related to teaching effectiveness. Other identified measures of teacher morale were not significant predictors of teaching effectiveness. These results may indicate that the most effective teachers are those with the greatest morale and job satisfaction.

Blackbourn, J.M & Wilkes, S.T (2003) made an attempt to develop prediction equation for teacher morale. The study was conducted on 236 teachers in a large school system in Mississippi. The Supervisory Conference Rating (SCR) was used to measure teachers' perceptions of the supervisory conference following observation by the principal. The Zones of Indifference of these teachers were measured with the Zones of Indifference Instrument, and the Purdue Teacher Opinionnaire was used as a measure of teacher morale. All correlation coefficients except SCR 1 and total SCR were significant. Higher morale scores were reported by: (1) younger
teachers; (2) teachers with wider zones of indifference; (3) teachers receiving the supervisor conference more positively; (4) those who teach at lower levels; (5) teachers with fewer years of experience; (6) teachers with shorter tenure at their present school; and (7) female teachers.

**STUDIES RELATED WITH ORGANISATIONAL CLIMATE**

Bose, P.K., Banarsee, P.K. and Mukarjee, S.P., (1962). Conducted study about the facilities available to students and teachers for study and work in Higher secondary schools of West Bangal. The major objectives of the study was to give a brief account of facilities for study and work that were made available to students and teachers in the higher secondary schools in four districts of West Bengal, Howrach, Hoogly, Nadia and Murshidabad. The stratified random sampling technique, with proportional allocation, was adopted with a little modification. A questionnaire was used. Fieldwork was completed in three stages. The survey revealed that most of the facilities for study and work that were made available to students and teachers were inadequate and unsatisfactory. Facilities other than those for teaching were also not sufficient. The findings indicated ample scope for improvement in the state of affairs prevailing in higher secondary schools.

The major concern of the study organised by Marcum (1967) was to establish the relationship between the degree of adoption of educational innovations by elementary schools and the schools’ Organisational climate. Thirty schools where selected for the study from five states in the Western part of the United States. The study concluded that:
1. Schools involved in innovational practices were also characterised by open climates, higher expenditures per student, younger professional staff, lower tenure in the school, and a larger number of professional staff.

2. Principals in the most innovative schools perceive climate as more open than to the teachers, however, the teachers still viewed climate as open, and

3. Younger teachers, larger number of professional staff, and a lower mean number of years at school were associated with the open climate schools.

The relationship between size of the school and Organisational climate was the theme of study conducted by Marcum and Johnson (1968). The study came with a conclusion that larger schools tended to have more open climates as compared to small schools.

Pillai J.K.S’ (1974) Study on ‘Organisational Climate -Teacher Morale and school quality ‘ was planned to determine the extant to which the organisational climate of the schools and faculty morale in the school were related to the quality of schools. The sample consisted of 190 secondary schools, selected from Tamil Nadu State. The tools administered were:

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3. An Inventory scale prepared by the investigator to assess the innovative ability of the school, and
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2. Performance pupils in high morale school was superior to that of the overage morale schools which in term was better than the low morale schools.
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8. The four morale dimensions namely, school facilities and services, curricular issues, teacher salary and community pressure were found to influence the innovative ability of the schools.

9. There was high correlation between climate and morale.

Franklin, I. (1975) studied the organisational climate and Teacher morale in colleges of Education in Gujarat”. Three standardized instruments; the OCDQ (Halpin and Croft), the LBDQ (Halpin and winner) and the PTO (Bensley) were used, besides a self-devised questionnaire on ‘effectiveness of teacher education programme’. A Performa on personal data was also developed by the investigator to collect further data. Other data gathering techniques employed was participant and non-participant observation and interview. The data were collected from a sample of 35 colleges.

The statistical measures employed were; contingency coefficient, coefficient of correlation by product moment method, analysis of variance and ‘t’ test.

Findings of the study:

1. The openness of climate in contrast to closed ness of the climate did not load to high or low effectiveness of teacher education programme.
2. There was no significant difference, in morale of teacher educators with or urban background and those with rural background.

3. Morale of teacher educators was not significantly related to the number of years of teaching experience of the teacher educators.

Sabrib Pangra (1976) studied ‘Organisational climate and teacher morale in secondary schools in central zone of Thailand. Sixty secondary schools were selected randomly from the total of 105 schools in the city of Bangkok and round about provinces. The data were collected with the help of three tools developed by the investigator (viz.,) tool on organisational climate, tools on teacher morale, and tool on leadership behaviour. The study resulted in following conclusions:

1. In the central zone of Thailand, majority of schools belonged to the intermediate climate type and the least belonged to the closed climate type. The open climate school constituted thirty percent of the total number of schools.

2. Open climate schools had higher mean scores on dimensions of Esprit, Intimacy and communication.

3. Of the total sample schools, thirty seven per cent had high teacher morale, thirty three percent had average teacher morale and thirty percent schools had low teacher morale.

Kumari (1977) conducted a study on “Students Perceptions of the College Environment as related to Their Satisfaction in the colleges of Hariyan. The objectives of the study were:
i. to explore the individual environment interaction in the colleges,

ii. to find out the relationship between the perceived discrepancies between the self and the various aspects of college environment and dissatisfaction, and

iii. to assess the sources of conflicts or strains within the College environment.

The sample comprised 1,850 students of third degree classes part II and part III - from nineteen colleges of Hariyana. The tools used to describe college environment and assess campus climates, as well as students’ satisfaction was Transitional Analysis personality and Environment (TAPE) by Lawrence A. Pervin and Doueld B. Rubin, adapted to Indian conditions. The major findings of the study were:

i. There were large discrepancies between the way students saw themselves and the various parts of the college environment, namely students, faculty and administration etc.

ii. The students were greatly dissatisfied with other students and administration

iii. Most of the students felt out of place while in the college.

iv. Most of the students perceived their principal as very strict and staff members very partial.

v. Most of the students demanded Jobs rather than degrees

Metha, A.V. (1977) made an extensive study on ‘Institutional climate as a factor of staff Morale’. The major objectives of the study were:
1. To develop two research instruments to identify, describe and evaluate institutional climate and teacher morale of the sampled colleges.

2. To find out whether perceptions of different dimensions of institutional climate by principals and teacher differ significantly.

3. To inquire into possible effects, some institutional and some teacher variables, leave on institutional climate.

4. To determine whether any significant relationship exists between
   a) climate and teacher morale in general and
   b) dimensions of institutional climate and factors of teacher morale in particular.

5. To find and relationship between types of institutional climate and student control ideology.

The stratified sample consisted of 122 colleges. The tools used were:

   i. Institutional climate description Questionnaire (ICDQ), and
   
   ii. The college Teacher morale opinionnaire (CTMO) and
   
   iii. Student control ideology (SCI). Standard procedures were used to analyse data. The statistical techniques used were the ‘t’ test ‘F’ test, chi-square and Regression Equation

The Major findings of the study were as follows:

1. About half the number of colleges was found to manifest closed climate.
2. The two negative behaviors of principles were ‘aloofness’ and ‘consideration’.

3. Marked variations existed between different faculties of colleges of Gujarat University in general.

4. The teachers belonged to the average morale’ category.

5. Faculty wise variations were significant but site of the colleges and location did not significantly relate to teacher morale.

6. Teacher Morale and Institutional climate were related at 0.01 level.

7. Significant faculty wise differences were found in mean perceptions of teachers on sustodial and humanistic control deloyu.

8. Positive and significant inter-relationships existed among institutional climate, teacher morale and student control ideology of the teachers of affiliated colleges.

De sales, M. (1978) made an investigation about the factors affecting classroom climate in relation to pupil’s development. The main aim of the study was to investigate the factors affecting classroom climate in relation to pupils’ development. The sample of the study consisted of fifteen English medium schools of Gujarat, Maharashtra and Goa. The tools used for the study were the classroom climate scale, the classroom trust schedule, students’ adjustment scale, students’ dependency scale, students’ expectancy scale, sociomatric scale, the socio economic status scale, Flanders interaction Analysis category system and academic and non-academic performance. The data was analysed by computing the nears and standard
deviations of the dependent and independent variables, applying t-test to each of the variables in order to investigate the significance of the difference of the means and computing the correlation matrix so as to study the interrelationships between the various variables. The major findings of the study were:

i. Every classroom had a distinctive and unique climate.

ii. Classrooms having the same climate scores had different authenticity, legitimacy and productivity scores.

iii. Pupils from a higher-class climate were better adjusted than pupils from a lower climate class.

iv. More classroom trust was generated among pupils in classroom having a high climate.

v. Pupils in high-class climates were more independent than those in low climates.

vi. The climate of a class did not depend on the pupils trust, dependency and independency and their expectancy, no significant correlation was obtained between the mean climate scores and these variables.

vii. The better the social relationship in a class, the higher was the class climate.

viii. There was no significant correlation between the class climate and the academic performance of the pupils.

ix. The socio-economic status of pupils did not affect the climate of a class.
Anantu (1978) conducted a study on Private managements of Bombay and Marathwadu in Higher education. The objectives of the investigation were:

i. to study the pattern of establishment and growth of private managements,

ii. to study private managements with specific regard and finances

iii. to study the government policy towards the encouragement/discouragement of private involvement in higher education,

iv. to compare the emergence, development and functioning of private managements in urban and moral regions, and

v. to analyse the growth, membership, government policy and functioning of private managements.

For obtaining empirical data all possible sources oral, written and personal observations were tapped and a variety of techniques were used. The findings of the study were:

i. The growth and development of private initiative led to rapid expansion of higher education.

ii. The involvement of private managements extended in the academic and administrative areas.

iii. The principals had dual accountability to the management and university.

iv. The patterns of involvement of private agencies varied between Bombay and Marathwada, not only because of the intra-
organizational characteristics but also because of the differences in the ethos and culture of the larger community and structure.

v. The legal character and accountability of private managements needed clarification.

Bhatnagar, M. (1979) made a study about organisational climate of the teacher training institutes of Uttar Pradesh and its relationship with their effectiveness. The objectives of the investigation were.

1. to evaluate the organisational climates of various types of teacher training institutions existing in Uttar Pradesh focusing on studying the differential characteristics of the organisational climates,
2. to study how the organisational climate is related to the institutions’ effectiveness, and
3. to identify the most characteristic environmental features, key questions and problems

Which students were most cognizant of and most in agreement with, bringing out the unique and different types of environmental problems that each types of teachers training institutions presented to the students. The study was conducted in fifteen teacher education institutions drawn randomly out of the forty institutions of U.P. with 1,000 students. The institutions were further grouped as rural-urban, large-small, government-private, boys-girls. Organisational climate was measured by an Organisational climate Questionnaire (OCQ) prepared by the researcher.
Kolmogorov- Smirnov test of significance was used to test the hypotheses. The findings of the study were:

i. The organisational climates of teacher training institutions in U.P. were characterised by high level of hindrance factor authoritarianism, high academic emphasis, low level of discipline and control- and lack of facilities.

ii. The colleges differed among themselves significantly with regard to each dimension of OCQ.

iii. The stereotype of non-government teacher training colleges organisational climate indicated high hindrance, high democracy and freedom and high lack of facilities. The stereotype of organisational climate of government teacher training colleges, on the other hand, meant high social support, high authoritarianism, high trust, high academic emphasis and higher degree of discipline and control. It was proved that significant differences existed between them on all the nine dimensions of OCQ.

iv. In large institutions, the climate was dominated by high authoritarianism, high trust, high academic emphasis and higher degree of discipline and control as compared to small institutions. On the other hand small institutions climate was characterised by high hindrance, high democracy and freedom and high lack of facilities.

v. The trust and academic emphasis were more predominant in the climate of university departments of education than in climate of the
college departments. But, on the whole, the climates of the two
groups teacher training colleges were similar.

vi. The organisational climate affected the effectiveness of the
institution.

vii. Each teacher training institution had a unique kind of climate.

Ekamboram (1980) conducted a detailed study about school climate.

The major objectives of the study were:

i. to changes the teachers’ verbal behaviour by proper training and
   regular feedback programme,

ii. to study the effectiveness of the inputs in bringing about changes in
   respect of organisational climate, leadership behaviour and teachers’
   morale,

iii. to study the effects of sustained changed behaviour on students’
    performance, and

iv. to study the effects of changed teachers’ behaviour on variables such
    as pupils’ academic motivation, classroom trust, adjustment,
    dependency, independency, initiative, activity level, classroom
    interaction level and classroom climate. The study employed pretest-
    post test experimental control group’s design. Data were collected by
    using FIACS, Organizational Climate Description Questionnaire, and
    Teacher Morale Inventory. The collected data were analysed by using
    t-test.
The major findings of the study were:

i. As a result of teacher behaviour training and regular feedback, the teachers changed their behaviour in the experimental group.

ii. Pupils’ academic motivation level was significant at 0.01 levels in the experimental group.

iii. Classroom climate components such as productivity, legitimacy, authenticity and total classroom climate showed significant mean gain scores, with respect to experimental groups.

Joshi, P.M. (1980) Conducted a study about the organizational climate of higher secondary schools of Rajkot city. The objectives of the study were:

i. replication of Halpin and Croft’s study on higher-secondary schools of Rajkot city,

ii. identifying and classifying the organisational climate of these schools,

iii. constructing a profile for each school,

iv. comparing the climate of various types of schools, and

v. studying the relationship of different types of schools (ser-wise), school size, school management, location of schools and their course streams with the organizational climate. Fourteen higher secondary schools of Rajkot city were studied. The OCDQ, personal interview with the Rajkot District Education officer and the records from his office were used.
The major findings of the study were:

i. There were wide variations in the educational environment and organisational climate of different Sainik Schools.

ii. Results of the organisational climate of all schools revealed that the intensity of these variables differed significantly from school to school.

iii. In Seven Schools, the variables of the principal’s behaviour were more dominant than those of the teacher’s behaviour’, in six schools, there were equal, and in four schools, the teachers behaviour variably were stronger.

iv. The variables of educational environment revealed that no two schools tallied with each other and that they differed significantly on need and press variables, which could be due to the fact that each school had institutionalized various types of public appearances, which were displayed through their students.

v. Only in few schools certain needs of the boys were satisfied by the school and it could be inferred that the Sainik Schools failed to create the educational environment and showed no significant bearing on the number of boys who had joined the National Defence Academy from a particular school.

vi. The schools, which had a high educational environment, also exhibited better results in the Higher Secondary Examinations.
Amarnath (1980) made a comparative study of the organisational climate of government and privately managed higher secondary schools in Jallander district. The sample of the study comprised the principals of all the thirty two higher secondary schools of Jallandher district, and at least nine teachers from each of these schools. Organisational climate Description Questionnaire (OCDQ) by Halpin and croft and teachers’ job satisfaction scale developed by the investigator were used for the data collection. The data were analysed by using analysis of variance, t-test, and product moment co-efficient of correlation.

The major findings of the study were:

i. The government and privately managed schools, as a group, did not differ significantly in their organizational climate but differed from school to school and no two schools had similar organisational climate, which was attributed to the differences in the personality traits of the principals and teachers,

ii. The principals of both types of schools did not differ in their behaviour as leaders,

iii. The teachers, too, did not differ significantly in their behaviour, as a group, except in the variables of disengagement, esprit, aloofness, and thrust.

iv. There was no difference in the dominance of principals’ behaviour and teachers’ behaviour accounting for variations in the organization climate of the schools.
v. There were no significant differences between the relationship of organizational climate with the job satisfaction of the principals as well as of the teachers, of both the types of schools.

vi. The organizational climate of a school did affect the job satisfaction of the teachers.

vii. There was no positive relationship between the organizational climate and academic achievement of the students

Pande (1980) made a study on the dimensionality and differences in the college environment of Garhwal University, with the objectives:

i. to construct college environment scale (One each on the five dimensions as defined by Pace) and sub-scales on campus morale,

ii. to make a Comprehensive analysis of the institutional scores, on the different scales, sub-scales and factors,

iii. to interpret the institutional scores on each dimension and on each factor and develop an environment profile for each college, and

iv. to provide valid and reliable college environment scales.

The sample of the study consisted of 2,200 students, randomly selected from the ten affiliated and three constituent colleges of Garhwal University, having a minimum experience of our session on the campus. Tools were self-designed college environment scale, a sub-scale on campus morale and ten additional items relating to the burning problems. F test and t-test were used for analysing the data.
The important findings of the study were:

i. Campus morale was dominant in eight Colleges while, among the dimensions, prosperity ranked highest in the government as well as other types of colleges.

ii. Scholarship with regard to position in any two colleges was poor.

iii. The Colleges Significantly differed from one another on the basis of their environment.

iv. The female students were significantly well disposed towards their college than their male counterparts.

v. The low achievers showed a Significantly better image of their college environment than the other two categories of achievers.

vi. The geographical location of college was not a distinguishing feature of the environment.

vii. The University-Managed Colleges were able to provide a better educational environment than the government and privately managed.

Pandey (1981) studied the relationship between the Organizational climate and adjustment problems of Secondary School teachers of Garhwal. The Objectives of the investigation were:

i. to study the organizational climate of government and private secondary school of Garhwal region,

ii. to identify different problems related to the adjustment of the Secondary school teachers,
iii. to trace out the relationship between the organizational climate and teachers level of adjustment, and

iv. to analyse the perceptions of the secondary school teachers related to the organizational climate and problems of adjustment.

A sample of 30 percent Secondary Schools was randomly selected from each of the five districts of Garhwal Mandal. The Sample Consisted of 500 teachers from twenty eight government and private secondary schools of both the sexes located in the rural and urban areas. Organizational climate Description Questionnaire and Adjustment Inventory were administrated to the subjects in order to collect data which were analysed using mean, standard deviation, Coefficient of correlation and t-test. The main findings of the study were:

i. A Significant negative relationship between the total scores on the organizational climate and social adjustment was identified.

ii. The government Secondary Schools had better organizational climate than private secondary schools.

iii. The girls’ secondary schools were better in organizational climate than the boy’s secondary schools.

iv. Similarly, the Secondary Schools of urban areas were better than those of rural areas with respect to organizational climate.

v. The teachers of the government Secondary Schools were more well adjusted than those of private secondary schools in the areas of home,
social and educational adjustment where as they had similar levels of
adjustment in emotional and health areas.

vi. The teacher’s of girls’ and boys’ schools were almost similar in the
areas of health and emotional adjustment.

Rana, A.V. (1981) made an Investigation about professional
commitment of Home Science College teachers in India and its relationship
to personal and professional characteristics and to organisational climate.
The objectives of the study were:

i. to make analytical survey of the levels and kind of professional
commitment of home science college teachers of India,

ii. to identify the organisational climate of home science colleges and
university departments of home science in India, and

iii. to determine the relationship of value and continuance commitment
with the type of organisational climate and with personal and
professional characteristics. 372 colleges of Home Science were
selected for the study. Using the measure of Professional
Commitment Scale, Social Desirability Scale, Organisational and
Personal Data Form. The data were analysed by using percentages,
coefficient of correlation and principal component analysis using the
co relational matrix.

The major findings of the study were:
i. A majority of the home science college teachers had a moderate level of value commitment and continuance commitment to teaching.

ii. Value commitment, which implied interest in teaching for its own sake, was predominant in the professional commitment of a majority of home science teachers.

iii. The pattern of characteristics of the teachers with a high level of continuance commitment differed significantly from that of the teachers with a high level of value commitment.

iv. A majority of the home science colleges and the university departments had an open organisational climate. Value commitment to teaching was not significantly associated with the organisational climate

Based on research in the Philippines, Andres (1981) identified eight climate factors that motivate Filipino employees to be efficient and productive in organisations. These factors were:

a. a personalistic family atmosphere in the organization;

b. attention to the emotional aspect of the organisations life, such as individual self-esteem, reciprocity between management and employees;

c. respect for human dignity;

d. egalitarian treatment;

e. flexibility in work assignment, schedules, and deadlines;
f. supportive role on the part of the officers;

g. open communication and Complete and genuine information; and

h. a cooperative and fraternal reward and promotion system.

Chopra, R.K (1982) conducted an extensive study about the organisational climate of schools and its relationship to job satisfaction of teachers and achievement of students. The major objectives of the investigation were:

i. to study the overall job satisfaction of teachers working in schools having different organisational climate,

ii. to identify the areas of job satisfaction on which the teachers of schools having different organisational climate

iii. to study students, achievements adjusted for intelligence and socio-economic status in schools having different organisational climates, and

iv. to study the relationship between teachers job satisfaction and students’ achievement after partialling out the effects of intelligence and socio-economic status on achievement scores. The sample for the study included 272 teachers and 620 students of eighteen randomly selected schools. The tools used were Sharma’s’ School Organisational Climate Description Questionnaire (SOCDQ), Walis Teacher Job-satisfaction Inventory, Jalota and Kapoor’s socio-economic status scale, Raven’s Standard Progressive Matrices and
Achievement Performa. One-way analysis of variance, analysis of variance, Newman-kenil’s test and partial correlation coefficient were the statistical techniques used for the analysis of the data.

The major findings of the study were:

i. Among the six climates, the open climate schools showed the highest overall teacher job satisfaction, followed by the autonomous, familiar, controlled, closed and parental climate schools respectively.

ii. Overall job satisfaction of the teachers in the open climate schools was significantly different from that of the teachers in the closed and parental climate schools at 0.05 levels.

iii. The schools having other five types of climates did not show significant difference among themselves in respect of overall job satisfaction of the teachers was at 0.05 levels.

iv. Out of the fifteen areas of teachers’ job satisfaction, only in two areas, namely, supervisor and identification with institution, there were significant differences among different climate type schools.

v. The teachers in the open climate schools had significantly higher job satisfaction in the area supervisor than those in closed climate schools at 0.05 levels.

vi. Job satisfaction of the teachers related to the area identification with the institution was significantly higher in the open climate schools than in the paternal and closed climate schools at 0.05 levels.
vii. Students’ achievement was not significantly different in different climate type school even at 0.05 levels.

viii. There was no significant relationship between teachers’ job satisfaction and student achievement

A study conducted by Freibery (1983) on the variables, parents, teachers, and students regarding the climate of their schools discovered that the climate of the school was a function of several school-related factors. These factors included leadership qualities of principals, teacher colleague relations, parent-teacher relations, student-teacher interpersonal relations, student-teacher instruction related interaction, school buildings and facilities, and student peer relations.

Pandu, U.N. (1985) studied the “Management, Organisational climate and Teachers Morale in Orissa schools”. The Objectives of the study were:

1. To explore the problems feed both by the government and private High Schools.
2. To study the nature of problems which have been responsible for creating various difficulties, hand-ships, handicaps, and hurdles for those schools.
3. To make comparative study of the problems of the Government and private High Schools, and
4. To suggest possible remedial measures for improvement of the existing conditions.
The tools used for the data collection were questionnaires for the head masters, teachers and members of managing committee. The sample included the schools chosen from two costal districts. Viz Puri and Baluspur.

The findings of the study were:

1. The government schools had better physical facilities in comparison with those of private schools.
2. Both private and government schools were lacking in library facility.
3. The results of S.S.C Examination for private school were better than those of Government Schools.
4. The Headmaster of Government Schools were not satisfied with the Government management, whereas the private school Headmasters were some what satisfied with their management system.
5. The teachers were not satisfied with their present salary and other financial incentives.

Puranik, S.D.’S (1985) study was to examine the relationship of maturity of pupils on the one hand and Organisational climate and morale of teachers on the other. The sample of the study included 70 schools, 2634 students and 712 teachers in the primary schools of Bangalore city.

The Objectives of the study were:

1. To find out the levels of social maturity of male and female students separately.
2. To find cent the levels of social maturity of students under the influence of selected independent variables.

3. To study the relationship between social maturity of students on the one hand and organisational climate and morale of the teachers on the other and morale of the teachers on the other

4. To study the morale of the male and female teachers separately

5. To study the morale of the teachers under different variables.

The major findings of the study were:

1. The social maturity level of female students was higher than that of male students

2. In the development of social maturity, autonomous climate, private management of unaided schools and urban location of schools were found to be most conducive factors.

3. The morale of female teachers was higher than that of male teachers.

4. The controlled organisational climate, Government management and urban locality were conducive to develop the morale of teachers.

5. No effect of morale of teachers both sexes was noticed on the development of social maturity of even under the influence of organisational climates, school organisations and localities.

Panday, Suroj (1985) undertook a study at the relationship between the leadership behaviour of principals, organisational climate of schools and Teacher morale.
The Objectives of the study were:

1. To find the relationship between the leadership behaviour of principals and the organisational climate of schools.
2. To investigate the relationship between the leadership behavior of principals and Teacher morale.
3. To investigate the relationship between organisational climate and teacher morale.

The sample in this study included 34 secondary schools drawn from a population of 138 secondary schools of Allahabad district, through the stratified random sampling technique. A total of 404 teachers of these schools participated in this study.

The major findings of the study were:

1. No significant difference was found between the relationship behaviours of rural and urban principals.
2. Rural schools were more open than those in urban area.
3. Teacher morale was positively and significantly related to the initiating structure and consideration dimensions of leadership and controls, production emphasis and humanized thought dimensions of organisational climate.
4. Chi-square value was found significant at 0.05 level; between high vs. low teacher morale and open vs. closed climate.
ARA, N.A. (1986) made an investigation about principals’ leadership behaviour in relation to teachers’ self-concept, Job satisfaction and some other institutional characteristics at secondary school level.

The objectives were:

1. to study how factors’ self-concept was related to the leadership behaviour of the principals,
2. to study the relationship between principals’ leadership behaviour and teachers job satisfaction, and
3. to study how principal’s leadership behaviour was related to some other institutional characteristics such as sex and location of the school.

The tools used were the Educational leadership behaviour description questionnaire by Shukla, personality differential (a measure of self-concept) by K.G. Agrawal and Teachers Job-satisfaction scale by S.P. Gupta and J.P. Srivastava. The sample comprised 780 teachers from intermediate colleges of the Gorukhpur region. Critical ratio was applied to test the hypotheses.

The findings of the study were:

1. High desirable leadership behaviour of the principals generated a higher degree of conformity and normally in the teachers while low desirable leadership behaviour of
2. The initiating structure style of principals’ leadership behaviour appeared to be significantly related to conformity and normalcy factors of teachers’ self-concept.

3. The principals’ leadership behaviour was positively related to teachers’ job satisfaction.

4. The initiating structure and consideration styles of principals’ leadership behaviour principal’s caused a low degree of conformity and normality in them. Were found to be significantly related with teachers’ job-satisfaction.

5. Male and female teachers perceived alike the leadership behaviour of the principals.

6. The rural urban location of the schools was not related with teachers’ perceptions of principals’ leadership behaviour.

Howard and Howell (1987) conducted an extensive study to identify the major indicators of a healthy school climate. The study concluded that the degree of respect, trust, opportunity for input, cohesiveness, caring, high morale and school renewal were the major indicators of a healthy school climate.

Hoy & Tarter (1992) in a study describes a conceptual framework to measure various school climate aspects, including institutional inequity, initiating structure, consideration, resource support, principal influence, teacher morale, and academic emphasis. The organization Health inventory
is a 44-item questionnaire asking educators to describe their behavior along a 4-point, scale. Results yield a profile of school health with seven dimensions and a general index of health.

A study was conducted by Shultz and Eileen (1992) at Kutztown University (Pennsylvania) to examine issues affecting women in higher education. Data were collected through a survey from all faculty members (N=340), half of whom responded. Results suggest:

a. women must network and form supportive internal structure
b. a need exists to reexamine current hiring practices at the university,
c. greater institutional support is needed for faculty, and
d. the main source of inequality seems to be in the ratio of male to female faculty, with subsequent imbalance in gender between faculty and students.

White and Theodore, H (1993) conducted a study to identify the major institutional factors that influence the academic workplace in Sweedn. The study was organised at the undergraduate level. The findings of the study show that institutional mission and Institutional goals are the crucial predictors of high quality workplace.

Centry and Kenny (1993) conducted a study to explore the relationship between size of the school and organisational climate. The study found that there was a trend toward closed climates as the size of the school increased.
In their study “Institutional factors in Time to the Doctorate” Stricker and Lawrence (1994) investigated differences in the length of time taken to earn doctoral degree in three discipline-chemistry, English, and Psychology. The finding of the study shows that faculty accessibility and size of department are the two institutional variables that affects time to acquire Doctoral degree.

M C Murray and Adela (1994) in their study examined the organisational climate of a university undergoing dramatic change and its relationship to specific aspects of that institution’s organisational culture. A total of 128 of 145 academic staff across six faculties and one center of the New North Coast University (Australia) were selected for the study. The result of the study indicated that culture influence climate in a number of important ways, most notably through the influence of organisational leadership. Data also yielded some new insights as to the ways in which organisational climate and culture intersect, which had particular relevance at the sub-unit level where climate features were perceived to be most positive in those faculties whose institutions were found to be Congruent with the leadership culture.

Samuel and Wilkins (1995) conducted a study, examining the factors that Contribute to institutional climate of midwestern institutions of higher education with special reference to minority faculty representation and proposed regional strategies to advance minority faculty recruitment and
retention. For collecting the data, interviews, Questionnaires and rating scales were used. The research concluded that:

1. When measured in Comparison with the percentage of the entire population, representation among full-time faculty at member institutions differed by minority group with African Americans Severely under represented in all states, American Indians and Hispanics under represented in most states, and Asian American not under represented, and

2. Causes of these patterns included low faculty salaries, faculty mobility to other regions, “Chilly” institutional climates, few recruitment or retention programmes, and substantial under representation nationally along every part of the education among African American, Hispanics and American Indians.

A study conducted by Glen (1995) came out with following suggestions for improving institutional climate of urban community colleges in New Jersey:

1. the formation of a task force to develop student retention plan, focusing on the institutional climate, student support, curriculum and instruction and facilities,

2. staff development activates under taken by the managements and authorities:

3. strengthening academic programmes.
Abu-Saad (1995) conducted an extensive study to assess the organisational climate in Arab schools in Israel. The major Objective of the study was to identify organisational climate factors in Israel’s’ 29 Arab elementary schools and to explore their relation to certain teacher and school-level variables. The results indicated that the most important organisational climate factor was principal’s leadership.

A study organised by Stark (1996) explored about disciplines, students, and learning that influence faculty perspectives about course sequences, Coherence in academic plans and programmes, Curriculum transition to students, degree of change under taken in recent years and curriculum effectiveness. Fifty nine faculty numbers at two very different university campuses were selected for the study. The results indicated that a supportive institutional climate and leadership is the most important component in planning and organising curricular programmes.

A paper presented by Albright (1996) at the Southern Regional Faculty and Instructional Development Consortium, discussed faculty use of barriers to faculty use of instructional technology. Barriers to faculty use of technology range from a lack of administrative commitment to poorly equipped classrooms and disproportionate access. The paper concludes by high-lighting the importance of an institutional climate that encourages the use of instructional technology.
Applenberry and Hory (1996), in studying organisational climates and humanistic pupil control, concluded that schools with open climates were more humanistic than schools with closed climates.

Wines (1997) conducted a study to identify the extent of diffusion of innovative practices among schools of a particular region. The study found that about half of the teachers made little or no use of the practices, even though all of the practices were available in all the schools. This findings further suggested that attitudes to and change held by the teachers may be more important correlates of change that has been recognised in the post, and that administrators may have to examine some of their own attitudes and methods if they wish to promote innovation in their schools.

Gilbert and Chapman (1997) conducted a study on institutional climate prevailing in Canadian Post Secondary educational institutions. The study concluded student experience as the most important indicator of performance for universities and colleges. The study identified assessment and evaluation are the powerful motivators for the improvement for institutional climate.

Baldus (1997) conducted a study on equity and diversity of technical colleges in United States. The study suggested that the most important factor for achieving equity and diversity is an institutional climate supporting achievement by all the students. For the same purpose the study give a framework to a model staff development course called Creating an Inclusive Educational Environment (CIEE).
The major objective of the study conducted by the American Association of Community colleges (1997) was to identify strategies for enhancing institutional climate for the conservation of American pluralism. The study found that challenges faced by the colleges included faculty and student resistances, institutional inertia and structural barriers. The study suggested for the identification and modification of current content and instructional methods, faculty development activities, Coordinating academic, continuing education, student activities and planning for student involvement.

Morrison, C. (1997). Conducted a study on “Retention of Minority Students in Engineering: Institutional Variability and Success”. This study analyzes comparative data on the performance of institutions in retaining minority students through graduation. The objective of this study was to identify characteristics of the most successful engineering schools and to explore the implications of those characteristics for all institutions. Two measures of retention are considered: the minority graduation rate and minority graduation rate relative to the non-minority graduation rate. These measures are then compared with institutional control, College cost, selectivity, number of student support programmes offered. Analysis indicated that the colleges and universities that have been most effective in graduating a significant percentage of their minority freshman are the same institutions that enroll minorities as an extremely small fraction of each years entering class. An analysis of the variables most highly correlated with
retention suggested a district intuitional climate conducive to minority retention. The study also found three interrelated factors-high selectivity, private control, and high college cost- were most strongly associated with institutional success in retaining minority-engineering students.

Fledvebel and Andrews (1998), using Organisational Climate Description Questionnaire explored the relationship between the organizational climate and achievement of students within the Schools. The study concluded that student achievement was positively related Organisational climate. The study also revealed that intimacy and considerations from the part of the teacher are two components of Organisational climate, which influence achievement of the student in a high degree.

Mish and John (1998) attempted to explore the relationship among principals’ leadership style, school climate, and the organisational commitment of teachers in Seventh-day Adventist Secondary schools in the Philippines. Data were obtained from 227 full-time teachers from 20 schools by using the tools organisational commitment questionnaire, the Leadership opinion Questionnaire and Organisational climate Description Questionnaire. The principle’s leadership style, school climate and the organisational commitment of teachers were found to be interrelated. Teacher’s perceived higher commitment under a leadership characterised by high consideration, regardless of the level of initiating structure. Teachers
Organisational commitment was positively related to climate openness characterised by supportive principal behaviour and teacher engagement, intimacy and low levels of teacher frustration. Furthermore, considerate leadership behaviour was found to related positively to climate openness.

Harvey (2000) investigated the relationships between organisational climate and teacher behavior. Examination at this relationship showed no significant concomitancy of variation between climate and teacher behaviour pattern. However, a distinct relationship of service in a school and its climate was established.

McMurray, Scott and Pale (2000) conducted on extensive study titled “The Relationship between Organisational Commitment and Organisational Climate”. The sample consisted of 1,413 white and blue collar employees from 42 different countries of origin. The analysis of the study showed a significant correlation (.66) between organisational commitment and organisational climate.

A study by Butt (2001) researched the relationship between school organisational climate and student creativity. This recent study, using the OCDQ to evaluate the climate of the schools and the Torrance Test of Creativity with groups of elementary students, concluded that creativity was positively related to open climates in schools and negatively related to closed climates. The sub-test, Intimacy and considerations, of the OCDQ were positively related to creativity, while the subtests, Disengagements and
production Emphasis, were negatively related. The other four subtests, Hindrance, Esprit, Aloofness and consideration, were not related to creativity.

The major objective of the three-year study organised by Nir (2002) was to examine the effects of School-based Management (SBM) on the Organisational health of elementary schools in Jerusalem. For the study 28 schools were selected. Using 7 indicators from the Organisational climate Description Questionnaire. The study found no significant impact of SBM on the schools’ organisational-health, but finds significant differences in certain indicators of school health such as teacher morale.

Hartado and Sylvia (2003) examined how high achieving Latino college students perceive the receptivity of their institutions to a Latino presence in campus. The multi-institutional study had the prime objective of identifying areas for institutional improvement and increasing awareness by college administrators of specific campus climate issues facing talented Latino Students. The study examined student background characteristics, college structural characteristics, general campus climate measures, and students behaviors as determinants of a perceptual measure of an institutions racial / ethnic tensions. Data are collected from 859 students attending 224 colleges. Results indicated that students believe they face special inequalities due to systematic discrimination and tend to perceive racial tension and report discrimination on their campus. Students with lower academic self-
ratings also are more likely to perceive tension on campus. Low racial tension and fewer experience of discrimination were reported for campuses where the Latino students perceived campus administrators as open and responsive to student concerns.

STUDIES RELATED WITH CLASSROOM CLIMATE

A study conducted by Blankenship (1990) examines how an open classroom climate reacts to effective global knowledge, global attitudes and political attitudes of students. The sample consisted of 202 students enrolled in an international studies programme. Findings of the study show a moderate positive correlation between classroom climate with student’s global knowledge, global attitude and political attitude.

Margalit and Almougy (1991) made an investigation about classroom behaviour and family climate in students with learning disabilities and hyperactive behaviour. In this study questioning of teachers and mothers of 84 Israeli students (ages 7-10) classified hyper active, learning disabled, both or neither. Findings of the study show higher distractibility and hostility among hyperactive children whose families were also reported as less supportive. Learning-disabled students were characterised by dependent interpersonal relations and more frequent conflicts in their family.

The major objective of the report presented by Ryan (1992) was to determine how classroom practices supported by proponents of educational redesign correlate with the classroom environment that teachers and student
prefer. The study correlated the differences in teachers’ and students' perception of actual and ideal classroom environment with learning-centeredness in 11 high school classrooms in a midwestern town. Results of the classroom Environment Scale and observation of learning-centeredness revealed that the smallest differences in perception correlated with the most learning centered classes in a comparison of students’ perception of their ideal and actual classroom environments. The results of the study are discussed in relation to previous studies of both differences of perception of classroom environment and learning centeredness.

In the study “Science Laboratory Classroom Climate in British Schools and Universities” Fraser and Wilkinson (1993) describes an instrument developed to assess students or teacher’s perceptions of five dimensions of actual or preferred classroom environment. The dimensions include: Students Cohesiveness, open-endedness, integration, rule-clarity, and material environment.

The major objective of the study undertaken by Numery (1993) was to enhance the understanding of classroom climate effects on language achievement at the elementary level. This study also examined cross-level interaction effects between student characteristics and student achievement. A classroom climate scale, developed for this study, was administered to 942 students in 22 schools across Atlanta. Significant relationships were found among climate measures and student achievement when analysis was
conducted exclusively at an individual level and when conducted through hierarchical linear modeling. Findings also revealed that classrooms are most effective in producing higher overall language, arts and reading achievement when students are heterogeneous in prior achievement. Findings also report high mean levels of satisfaction, low levels of alienation, and high levels of consistency.

Lurie and Overbo (1995) made an attempt to use co-operative classroom climate and experimental learning in teaching evaluation research. The study describes and discusses the content and instructional techniques used in a college course on program evaluation and the use of co-operative learning methods and fieldwork as instructional strategies. The results proved that students belonging to a co-operative classroom climate and experimental learning shows a higher achievement in their majors them that of their counter parts.

In their study “Creating Healthy Classroom Climate while Facilitating Behavioural change: A self concept Approach” Radd and Hursh (1996) analyses effectiveness of using the self concept series and the weave process with students with behavioural disorders. The study discusses the programme and offers practical examples for initiating the three steps of the service. Results demonstrate that the programmes produce an increase of self-concept and improvement of behaviour.
Levine (1996) explored six dimensions of Classroom environment in high school writing classes that used different instructional strategies (communicative instruction within a technological environment traditional institution). Findings of the Study shows that each dimension contributed unique information regarding differences or lack of differences, between and within the two environments.

In his study Serex (1997) examined the possibility that not only women but also men, face a chilly classroom climate when they are students in a discipline that is considered not traditional for their gender. Male and female junior and senior students (total no 426) in accounting, education, engineering or nursing at university responded to college classroom Climate Survey. Analysis of variance was used to examine the relationships between the independent variables of gender and academic discipline and the interaction of gender and academic discipline and the dependent variable of perception of classroom climate. Findings indicated that regardless of their gender, Students in these disciplines did not perceive the climate to be “chilly”. However; there was a difference in perception of classroom climate as a function of discipline. Specifically, both education and nursing students perceived a “warmer” classroom climate than accounting and engineering students. The pattern was the same for both male and females since there was no interaction of gender and academic discipline.

Winston (1998) Created a College Classroom Environment Scale (CCES). Six Subscales were identified for this instrument. They were
Cathetic Learning climate, professional concern, Inimical Ambiance, Academic Rigor, Affiliation and Structure. The major objective behind the development of the scale was to assess the social climate of college classrooms. Findings from four studies estimating CCES’ reliability and validity suggest it is sufficiently reliable and valid self-report of students’ perception of classroom social environment for use with other groups.

Lunenburg and Sartori (1999) conducted a study on Classroom climate, teacher control behaviour, and student self-control of urban public and military high schools of England. Sample of the study were 102 high school students from an urban public school and 94 students from an urban 4-year Military high school. The study revealed relationships among humanistic control behaviour of teachers, robust classroom climates, and student self-control. Differences in control behaviors and classroom climate were found between urban public and military high school classroom. However, no differences were found in students’ self-control between urban public and military high school classrooms.

An extensive investigation conducted by Pellerin, L (2000) explores the effects of schools’ academic and disciplinary climates on student disengagement and dropping out noting whether these effects varied by race/ethnic group. The school sample size was 168. Student sample Sizes were 3,927 for 12th grade disengagement analysis and 4,743 for dropout analysis. The finding shows that there exist significant differences among the race /
ethnic groups in 10th grade disengagement levels. Higher Socio economic status associated with lower dropout rate, and it created significant white minority gaps. Students did best in authoritative schools and worst in neglecting schools.

Shcohtman (2002) in his study investigated the association between classroom climate and level of classroom climate and level of classroom aggression. The study sample comprised of 9,000 fifth and sixth graders in 97 schools and 360 classrooms in Israel. Results of the study indicated that aggression was negatively related to Relationships and Personal Development, but not to system Maintance, which are the true dimensions of positive climate. All their climate dimensions were positively related to teacher coping. A positive relationship was also found between aggression and low Socio Economic Status of boys, and younger children.

STUDIES RELATED WITH SCHOOL CLIMATE

After reviewing definitions of school climate with emphasis on the four dimensions of school climate described by Tagluri (1908), Smey-Richman and Barkely (1990) examines factors within Talguris’ school culture and social system dimensions as manifested in the climate of average elementary and secondary schools as they affect low achievers. Variables examined include clear goals and core values, expectations for academic success, order and discipline, student-school relationship, professional staff relationship and parent school relationships. Following a summery of
findings related to these variables, reasons for schools restructuring are discussed, and five categories of restructuring approaches are explored:

1. decentralizing authority through school based-management and parental choice,
2. developing new roles and relationship for teachers,
3. creating accountability systems,
4. changing curriculum content and process, and
5. developing school community relationships.

Kaplan and Geoffrey (1990) explored role of a school counselor as an influencing factor and potential leader in the movement to enhance the school climate. Investigators listed 10 broad goals of the School Counselors’ traditional curriculum, which recognize the interface between the affective and cognitive dimensions of student learning. The study suggests eight roles that Counselors can focus on to help build a positive school climate.

Montoyo and Brown (1990) examined the relationship of middle school climate to academic achievement. Participants of the study were members of eight 6th grade classes. Four of the classes’ were in elementary settings and four in middle school settings. California Test of Basic Skills and School Climate Inventory were the two tools used for the study. Findings revealed that elementary and middle school students perceived school climate at essentially the same levels. Middle school students’ perceptions of cohesiveness and mathematics, perceptions of reading and
satisfaction and total battery scores and Cohesiveness were significantly and positively correlated. Since many correlation coefficients were tested and only three were significant, it was concluded that there were no linear relationships between Students’ perceptions of school climate and academic achievement. Differences on the scales of cohesiveness and satisfaction indicated that the middle school climate was more positive than that of elementary schools.

In an enquiry “Keys to school Reform” Stevens (1990) come to the conclusion that school climate and staff development are the important factors in this regard. The study found that meaningful and lasting school improvement can only occur in an appropriate climate and must be characterised by commitment, solid research about collaborative working styles and outcome-based education, and stable leadership.

During the 1990-91 school year, Woloszyk Completed a study on the school climate of a secondary professional development school (PDS). The major purpose of the study were to: 1) determine if changes in attitudes and beliefs had occurred over time among staff, 2) ascertain whether the principals and values inherent in the design of PDSs have been accepted into the culture at holt, and 3) identify rational for any observed changes in beliefs over time and in the culture of the school. Subjects were 42 teachers who had been surveyed in 1986. The same instrument was used to survey the teachers, and results from the two surveys were compared using the
Fisher Exact test. Personal interviews were conducted after the questionnaire was completed to provide a rationale for observed changes. The results of the study indicate:

1. statistically significant changes occurred over time among school faculty for several belief statements
2. the school climate has an overwhelmingly positive climate as measured by the responses to selected statements,
3. school faculty members have accepted into their value system and their school culture the underlying concepts for design of PDS, and
4. the PDS has had a powerful influence on the beliefs and attitudes of the high school faculty.

Use of School Climate and Context Inventory (SCCI) as a measure of school climate was the major objective of the Investigation made by Babbott and French (1991). In the study the SCCI was administered to 20 faculty members from six rural high schools Kentucky and Tennessee. Split-half Correlation and Cronbachs alpha were used to evaluate internal consistency of SCCI. Factor analysis was also used to evaluate the 45 items and 8 clusters of the SCCI. The evaluation of internal consistency indicates to be removed because they consistently lead themselves to multiple interrelations. One of the factor analysis indicates that almost all SCCI items load on one factor. The results suggest that there may be as many as 11 district factors being measured by the SCCI, although further study as needed to clarify the issue of school climate.
The problem of poor school climate in an eight and ninth-grade center was addressed by the implementation of a school climate improvement project undertaken by Lawson (1991). The following are the primary goals of this practicum: 1) Improve school attendance; 2) Reduce out-of-school suspensions; and 3) Improve student and teacher morale. To address these goals, a climate improvement program was designed for an urban school containing 900 students, with the following Components:

1. Positive incentive for good attendance;
2. Teacher empowerment;
3. Displaying student work;
4. Positive notes to parents;
5. Saturday work detail’ and
6. After schoolwork detail implementation involve teachers, administrators, and other school staff.

The climate improvement project reduced out-of-school suspensions by 27%, improved daily attendance by 5%, and improved daily student and teacher morale.

A survey of teachers and students organised by Grosi’s (1991) at eight Swedish junior high schools sought to measure the effects of teaching and social climate on student achievement behaviour, and social and personal adjustment, Interviews and Questionnaires were administered to assess teaching situations, students environment, school leadership and other
factors. The results showed a significant correlation between school climate and both student achievement and behaviour. Even if correlations existed in the study between student social background and both the climate variable and dependent variable, this was not sufficient to explain the school climate and student achievement correlations found. The results supported the position that student outcomes in school with a good teaching and social climate are relatively better than or comparable to the students outcomes in schools with better social compositions but poorer climates. A significant correlation was not found between climate and student’s norms and academic self-reliance. Teachers’ and students’ assessments of school climate were very similar.

Sykes and Btendinger (1991) examined the relationship between the principals’ faculty interaction behaviour and school climate. A total of 190 out of 250 Mississippi high school teachers responded to a survey that sought to determine if differences existed between rating of their principals’ staff interaction behaviours and their perceptions of school climate. Findings indicate that teachers held more favorable perceptions of their principals’ staff interactions than school climate though both perceptions were positive. Other factors such as holding periods, may account for teachers’ perceptions of school climate. Overall, principals provided positive learning and working environments.
Paredes (1991) conducted a study to examine the relationship between school climate factors and student achievement. Findings of the study suggested that differences in students’ average achievement gains were related to their schools’ learning and working conditions and that conditions related to student learning more strongly impacted achievement than did treatment of teachers as professionals or school discipline and management practices. The best predictor of student achievement was the percentage of school faculty.

Pang (1992) conducted a survey of teachers and principals at 29 secondary schools in Hong-Kong. The study revealed that female teachers had more positive perception of school discipline climate and use of reward than did males. Generally, girls’ schools had a more positive discipline climate than boys’ and co-educational schools. Less academically capable students also experienced more behavioural problems than more able students. Additional findings of the study are as follows: School-discipline climate and teachers attitudes towards reward and punishment are closely related, no relationship was established between school discipline climate and the characteristics of school rules; characteristics of school rules do not effect teachers’ attitudes toward reward and punishment.

Davis and Peek (1992) in a study assesses whether or not there is a significant difference in school climate, as reported by students’ affective attitudes, toward curriculum and instruction for a group from one academic
year to the next when intervention programmes have been introduced. The results indicate significant differences in Students’ attitudes affecting school climate. Students’ responses to questions about curriculum and instruction, in terms of important and pleasant, indicate significant differences in subscale scores after implementation of intervention programmes for 1 academic year. Principals and teachers reported more student involvement, improved student attitudes, and improved school climate.

Sweany (1992) made a study about the influence of school climate in the excellence of the institution. The data’s were collected from two nations: England and U.S.A. The study shows the following results:

a. A positive school climate depends up on school size, community type and attendance level of both teachers and students,

b. In every institution teacher perceptions very to a great extent,

c. Students discipline and attitudes can be climate dissatisfies,

d. Key beliefs and values profoundly influencing faculty members include respect for individual, self-esteem and sense of efficiency.

Compton Community College(1994) in California to assess Students’ attitude towards departments, staff and their experience at the college conducted a Campus climate study. Questionnaires were administered to 306 students in the campus. Study findings included the following:

1. 53 % of the students agreed or strongly agreed, “most students feel a sense of belonging here”,

2. 41% agreed or strongly agreed that “faculty care about me as an individual”, while 33% were neutral about the statement,

3. 36% agreed or strongly agreed “the quality of the vocational technical programme are excellent, while 44% were neutral about this statements,

4. 53% agreed or strongly agreed that their academic advisor was “approachable and friendly”

5. 61% agreed or strongly agreed that class times were convenient

6. 15% or more of the students felt that neither the faculty not the college come about as individuals, that registration personal were not helpful, that people on campus were not respectful or supportive of each other.

7. 60% agreed or strongly agreed that library resources and services were adequate;

The major objective of the study undertaken by winter and Sweeney (1994) was to examine the role of administrators in improving school climate and student achievement. The results of the study indicated that principals shape climate by supporting teachers and recognizing their achievements, medicating between teachers and “problem” parents or students, encouraging sparks of motivation, and demonstrating caring and fairness in decision making.

McNully (1994) developed a 12-week practicum to improve school climate by using conflict resolution in grades k - 6. Staff and students
completed a poll designed to assess their concerns about the daily functioning of the school. The school’s climate was discussed in light of how the student body reacted to the school setting, with emphasis on areas where supervision was not to obvious. Following the survey results, the focus shifts to a concentration on the areas of playground, assemblies, and hallways. Rules in each of these areas received a new direction. Classes received instruction in how these areas would be addressed and what was adjust methodology and address problems as they arose. By the end of 12 weeks, clear guidelines for acceptable behaviour in the cafeteria, recess, hallway and auditorium had been established. The students knew their limits and willingly accepted the imposed restrictions because they had been part of the rule-making process.

The major objective of the study conducted by Herendex and victor (1995) was to identify the elements in the environment, which leads to the successes of career orientated programmes. Interviews were conducted with 82 students in Secondary and post secondary career oriented programs. Findings revealed four elements, which are important in making a programme successful. They are supportive environment access to varied curricular opportunities, environment conducive to learning, and a culture of high expectations for students and teachers.

Timothy (1995) examined relationship between school climate and teacher attitude towards upward communication with the principal in 41
Ohio Secondary schools. The study found positive association between open-climate schools and teachers’ willingness to communicate with principals.

In a study Allen (1995) used an ethnographic approach to evaluate the impact of the South Dakota Head Start / Public School Transition Demonstration Project on School Transition Demonstration Project on School climate and parent involvement, focusing on the impact of family service coordinators. Data were collected in the spring of each year since 1993 from 200 of the 425 Children in 2 cohorts who have received services. Data were also collected through structured interviews and participant observation. Results suggested that the family service coordinators have been instrumental in creating a more open climate in demonstration schools. Parents have become more involved in their children’s education, have improved interactions with school personal, and have become more comfortable in the schools. Because the school climate has become more open, demonstration parents / caregivers have had more in put in to policy and school activity decisions than comparison parents / caregivers.

Dinham (1995) analyzes findings of a major research project examining the school community interface and Communications in New South Wales (Australia) Comprehensive high schools. Data from nine Western Sydney Schools reveal the significant role of senior school executives, particularly
the principal in developing communication methods in schools and their influence on school culture and school climate.

Loo (1996) in his study examined elements of the climate of middle grade schools that are associated with schools effectiveness in terms of the engagement and achievement of the students, with special emphasis on gender equity. A sample of 9,220 eight graders from 377 middle grade schools were used for the study. The study come to the following conclusions:

1. Observed gender differences in out comes were small to moderate, favoring girls as well as to boys.
2. Climate effects are stronger for effectiveness than for equity;
3. Not all Climate elements that positively influence effectiveness also induce gender equity

In a study Mo (1998) examined the relationship between dimensions of school climate and the effectiveness of appraisal as perceived by teachers. Data were collected through a questionnaire Completed by 337 teachers who had recently experienced teacher appraisal. Their responses were analysed by principal components analysis. The internal reliability of the outcomes of appraisal and the subscales of the instrument used to assess organisational climate, and correlation and multiple regression analysis were used to establish the relationships between the outcomes of appraisal and dimensions of school climate. Results support the importance of an open
school climate in which principals are supportive and not directive, and teachers are engaged and not frustrated in determining the effectiveness of appraisal. The study also found that principals’ behaviours were the most important predictors for the effectiveness of appraisal in that they set an atmosphere that foster teachers’ professional growth.

Dellar (1998) examined the relationship between school Organisational climate and the schools’ preparedness to undertake restructuring and improvement. Findings indicated the existence of an important relationship between organisational climate and the school’s capacity to implement and sustain authentic site-based management.

Hanna (1998) surveyed middle school principals to examine middle level programmatic characteristics, appropriateness, and current implementation. The study also examined teachers’ perceptions of school climate. The findings show that program implementation, rather than principal’s perceptions affected school climate.

Kallestad, Dan and Alaker (1999) conducted an extensive study about methodological and substantive issues relating to school climate. Data were collected from 42 Norwegian schools at two points of time. The study identified three dimensions of school climate are collegial communication, orientation to change, and teacher influence over classroom practice. Study also found that these there dimensions are relatively enduring overtime.
Gold, Ruller, Holnes and Moles (1999) in their study presents the results of an opinion survey of middle-school students, parents and teachers in South California. Because no surveys in the literature had combined responses from these three groups, researchers asked 4,940 students, 735 teachers, and 2,578 parents about their attitudes toward school, students and teachers. The results show that all three groups held significantly different opinions about school climate, about students and about teachers. The responses also revealed that the organisation and management of schools made more sense to parents and teachers than it did to students. In fact many students failed to see what relevance school had for them, and this pointed to a discrepancy between teachers and students, suggesting a poor working relationship. These findings indicate that schools should make a whole-school commitment to becoming student-oriented by developing prevention programs, by viewing students as consumers, by encouraging family participation, by using peer monitoring, by making schools smaller, and by challenging gender stereotypes.

The Gay, Lesbian, and Straight Education Network (GLSEN) (1999) conducted a survey of lesbian, gay, bisexual, and transgender students affiliated with local youth service organisations around United States. A total of 496 Youth from 32 states completed the survey fully. Over 9% reported that they sometimes or frequently hear homophobic remarks in their school and almost all reported hearing these remarks from other students. The majority (69%) reported experiencing some from of
harassment or violence, and 13.7% reported experiences of physical assault. Nearly half (two of five) did not feel safe in school, and over one third did not feel comfortable speaking to school staff about issues related to lesbian gay, bisexual, or transgender status.

In a project Yanoff, Collings and Aldusie (2001) identified perceptions of the current climate in the city’s schools and obtained suggestions for improvement. The investigators conducted focus groups, surveys, and interviews with students, teachers, parents, principals, administrators, social workers, counselors, non-teaching assistants, and other school staff. Findings revealed that all non-administration stakeholders wanted to be included more in policy development and more supported in Policy implementation. Participants wanted consistency and their decisions to be reinforced by others who were on the same team. They expressed the need for school leadership, improved and clearer procedures, more training and programming and more ‘in-school options for troubled students; Except for the frequently expressed need for more parental involvement and the feeling of parents that their participation was not really designed there was remarkable agreement expressed on all issues.

Conclusion

While one skim over the studies given above it will be clear that both teacher morale and Institutional Climate Perception are related to the variables like sex, age, locality, teaching experience, nature of job,
educational qualification, type of management and organisational set up of the institution.

Review of the studies related with teacher morale shows that in the earlier days many of the studies were conducted to find out the factors related with morale of teachers. While the earlier researchers give stress to find the factors contributing to and relating to morale, the trend of researches made during the period of 1930 to 1950’s shows ways and means to improve morale of teachers. From 1955 onwards it can be seen that many of the morale studies were conducted to find out its relationship with variables like attitude towards profession, amount of salary, job satisfaction, professional skills, student perception of teacher effectiveness, organisational climate, and locale.

Studies related with Institutional Climate shows that Organisational Climate was one of the variable which was studied by the educational researches from 1960’s onwards. While after 1990’s there is a visible trend towards school climate studies and classroom climate studies. Studies related with Organisational Climate reveals special attention to factors like physical facilities available in an institution, Teacher Morale, students satisfaction, type of managements, institutional effectiveness, student and teacher adjustments, job satisfaction and organisational culture. The studies related with classroom climate shows its relationship with the factors like student behaviour problems, student cohesiveness, achievement, self concept
of students and student dropout rate. Studies related with school climate shows its clear relationship with role and leadership quality of the head of the institution, management’s response to the problems of the institution, achievements of students, professional development of students and social interaction existing in an institution.

As both the variables are explored vastly and independently the investigator feels to study the influence of these variables, namely, ‘Institutional Climate Perception’ and its component dimensions on ‘Teacher Morale’ of teacher educators. If the ‘Teacher Morale’ is found influenced by ‘Institutional Climate Perception’ and its component dimensions, the ways and means of improving Institutional Climate Perception of teacher educators in order to improve their morale can be further explored.
METHODOLOGY

- Variables of the study
- Sample on which study was conducted
- Tools employed for the collection of data
- Data collection procedure
- Scoring and consolidation of data
- Statistical procedures used for analysis