CHAPTER III

REVIEW OF THE RELATED LITERATURE

3.1 Introduction

3.2 Study of Related Literature

Study 1: Social Climate in School and Characteristics of Pupils

Study 2: Organizational Climate, Teacher Morale and School Quality

Study 3: Organizational Climate of the Schools

Study 4: Organizational Climate, Teacher Morale Pupil Motivation in High School

Study 5: Leadership Behaviour and Instructional Improvement in Schools

Study 6: Organizational Climate and Teacher Morale in Educational Colleges

Study 7: Leadership Behaviour and Its Correlates

Study 8: Leadership Behaviour of Principals of Higher Secondary School

Study 9: Organizational Climate and Teacher Morale in Schools of Thailand

3.3 Conclusions

3.4 References
CHAPTER III

REVIEW OF THE RELATED LITERATURE

3.1 introduction

Review of the related literature is the first and the foremost task of the investigator. It provides new ideas, theories, explanations and hypotheses valuable in formulating the problems and suggests methods of research appropriate to their solutions.

There are a few researches on a large scale done in the present area in foreign countries. However, there are very few studies on a large scale done in Indian situation. Here an attempt has been made to review a few of these investigations. The past researches have led the present investigator to understand and tackle the present problem thoroughly well. The reviews done on the related problems have helped the researcher to focus the light on the present problem to have a proper grip on the present investigation.

3.2 Study of Related Literature

Study 1

Problem: "Social Climate in School and Characteristics of Pupils".1
Objectives

The study aimed at the following objective.

To examine the effect of six types of social climate in schools on student behaviour in terms of personal social adjustment, value orientations and attitude towards certain educational objects and scholastic achievement.

Sample

The investigator has selected 70 schools in the State of Gujarat by simple random sampling procedure.

Tools

The following tools were used:

(1) Organizational Climate Description Questionnaire by Halpin and Croft Modified by the investigator.

(2) Personality Traits Inventory by Sen.

(3) Value Inventory by Bhatt and Advani.

(4) Attitude towards education inventory by the International Association.

(5) Attitude Inventory by Mitchell.

(6) How teachers teach rating scale by Davenport.

Findings

(1) The univariate analysis of variance could not show
significant differences between social climates for
the eight personality adjustment characteristics.

(2) Social climate groups were not significantly related
to attitude towards parents, moral values, teacher
religion and education.

(3) Social climate groups were not significantly related
to attitude towards school and attitude towards Edu­
cational Practices.

(4) There was no significant difference between social
climate groups and pupils' perception of how teachers
teach.

(5) Different social climates in school did not tend to
produce differences in scholastic performance of
pupils.

Study 2

Problem

"Organizational climate, teacher morale and school
quality: "

Objectives

The following objectives were listed for the study:

(1) to establish relationship between organizational cli­
mate and pupil performance;
(2) To establish relationship between organizational climate and innovativeness of schools;

(3) To establish relationship between faculty morale of the school with the pupil performance of the school;

(4) To establish relationship between faculty morale and the innovativeness of schools.

**Sample**

The investigator has selected 198 secondary schools of Tamil Nadu.

**Tools**

In collecting data for the present study, the following four tools were used:

(1) Organizational Climate Description Questionnaire (OCDDQ) by Halpin and Croft.

(2) Purdue Teacher Opinionnaire (PTO) by Bentley & Rampel.

(3) An inventory scale to test the innovativeness of the school modified from the scale developed by Buch.

(4) Questionnaire included with the above tools to give demographic data and pupil performance in terms of S.S.L.C. results for the past three years as a counter check to the data obtained from the Director's Office.
Findings

(1) Pupil performance was significantly better in open and autonomous climate schools than that of schools of other climate types.

(2) Performance of pupils in high faculty morale schools was superior to that of the average morale schools which in turn was better than the low morale schools.

(3) Both climate and morale were positively and strongly related to both criteria namely innovative ability and pupil performance of the schools.

(4) There was a very high correlation between climate and morale indicating that they were highly dependent on each other.

(5) The four morale dimensions school facilities and services, curricular issues, teacher salary and community pressure seemed to influence the innovative ability of the school.

Study 3

Problem

"Organizational Climate of the Schools".

Objectives

The study aimed at the following objectives:
(1) To identify and classify the organizational climate of sampled schools;

(2) to construct a profile for each of the school and placing them in the classified climate;

(3) to investigate relationship between organizational climate and faculty size, faculty experience, faculty age, experience of the head master etc.;

(4) to investigate relationship among organizational climate, school effectiveness and principal's leadership behaviour;

(5) to predict the school climate.

Sample

The study was conducted on 95 secondary schools of 10 districts of Rajasthan.

Tools

OCDQ, LBDQ (Leadership Behaviour Descriptive Questionnaire) and three simple five point scales to measure 'Teacher satisfaction', 'Principal effectiveness' and 'School effectiveness' were used.

Findings

(1) There was no significant difference between urban and
rural schools in respect of distribution over the different climates.

(2) No significant difference was found between government and private secondary schools in terms of proportion distribution in different climate categories.

(3) School climates were found independent of school size. No significant differences were found in the size of the schools of different climates.

(4) Though the difference was insignificant, schools having 'Open' 'Autonomous' or 'Familiar' climate had a smaller staff as compared to the other climate type schools.

(5) It revealed that the more 'Open' the climate of a school, the higher was the teacher satisfaction.

(6) Significant negative correlations were found between, 'Faculty Age' and 'Esprit'.

Study 4

Problem

"Organizational Climate, Teacher Morale and Pupil Motivation in High Schools". 4

Objectives

The study aimed at the following objectives:

(1) to measure and identify organizational climate and
teacher morale in schools;

(2) to examine the effect of organizational climate, leadership behaviour and teacher morale on the academic motivation of pupils;

(3) to find out to what extent a relationship existed among organizational climate of schools, principal's leadership behaviour, teacher morale and pupil motivation towards the school.

Sample

The investigator had selected 100 schools by stratified random sampling.

Tools

The investigator used the various types of tools in collecting data.

(1) The organizational Climate Description Questionnaire (The OCDQ) by Halpin and Croft.

(2) The Leadership Behaviour Description Questionnaire (The LBDQ) by Halpin and Winer.

(3) The school survey by Robert Coughlan.

(4) The Junior Index of Motivation (JIM) by Jack Prymier.

(5) Personal Data Sheet.

(6) External Criteria Sheet.
Findings

(1) The morale was not related to the size of the school, but it bore a significant relationship with school effectiveness.

(2) Academic Motivation of pupils seemed to be affected jointly by the size of the school and sex of the pupils.

(3) There was a significant relationship between school effectiveness and pupil's academic motivation. The effect of school effectiveness is not independent of sex.

Study 3

Problem

"Leadership Behaviour and Instructional Improvement in Schools".

Objectives

The study aimed at the following objectives:

(1) to study and evaluate the instructional leadership in the secondary schools of Valsad, Surat and Panchmahals;

(2) to identify the organizational climate and to find out to what extent it affects leadership;
(3) to determine teacher morale of the sampled schools;
(4) to investigate the supervisory practices in operation in the schools;
(5) to determine the relationship of leadership with organizational climate, teacher morale, supervisory practices and school innovativeness.

Sample

The investigator had selected 162 secondary schools of South Gujarat.

Tools

For collecting data, the following tools were used:

(1) The Organizational Climate Description Questionnaire (OCDCQ) by Halpin and Croft.
(2) The Leadership Behaviour Description Questionnaire (LBDDQ) by Halpin and Winer.
(3) A survey of methods and programmes of supervision in high schools.
(4) A rating scale for teachers' sensitivity to new ideas in supervision.
(5) Perception of teacher about the practicability of the implementation of innovative instructional practices in schools.
(6) A rating of the benefits derived by teachers from supervision services.

(7) A survey of questions and problems of supervisors in secondary schools.

(8) A study of factors affecting educational innovations and change in high schools.

Findings

(1) High teacher morale was found to be a function of openness of organizational climate of schools.

(2) More than half of the schools were established in post-independence area and it was they that were found to be weak in respect of their physical plans and supervisory services.

(3) Organizational climate of schools had been found to be conducive to the progressiveness and quality of schools.

(4) In improving school quality, the role of leaders the school principal, the vice-principal and supervisor should be recognised. They should have to use Halpin terminology.
Study G

Problem

"Organizational Climate and Teacher Morale in Educational Colleges".

Objectives

The study aimed at the following objectives:

1. to identify the climate types of the colleges of education of Gujarat;
2. to observe the relationship between the organizational climate, teacher morale and principal's leadership;
3. to investigate the impact of organizational climate, teachers' morale and leadership behaviour of the principals of teachers' colleges on the effectiveness of their teacher education programme.

Sample

The investigator has selected 35 colleges of education.

Tools

For collecting data, the following four tools were used:

1. Organizational Climate Description Questionnaire (the
Findings

(1) Organizational climate and teachers' morale in colleges of education of Gujarat state had been positively and significantly correlated.

(2) The morale of the teacher educators under 'Familiar' and 'Paternal' climate categories was average.

(3) The morale of the teacher educators under the 'Closed' climate category was below average touching the low category of morale.

(4) There was no significant difference in morale of teacher educators with an urban background and those with rural background.

(5) Morale of the teacher educators was not significantly related with the number of teaching experience of the teacher educators.

(6) There was no significant difference in morale of
teacher educators within urban background and those with rural background.

Study 7

Problem

"Leadership Behaviour and Its Correlates".

Objectives

The main objectives of the study were:

(1) to identify leadership behaviour patterns of the principals of secondary schools in Panchmahals;
(2) to identify the organizational climate of the schools;
(3) to measure teachers' morale of the schools;
(4) to identify the innovativeness of the schools;
(5) to determine the extent as well as intensity of academic motivation of schools;
(6) to study the relationship among the variables.

Sample

The necessary data were gathered from one hundred secondary schools of Gujarat State (Panchmahals District).
Tools

(1) Leadership Behaviour Description Questionnaire (LBDQ) developed by Halpin and Winer.
(2) Organizational Climate Description Questionnaire (the OCDQ) developed by Halpin and Croft.
(3) Teacher Morale developed by Coughlan.
(4) The innovativeness Scale by Doctor.
(5) The Junior Index of Motivation (JIM) Scale by Prymier.
(6) Personal data sheet for the teachers and principals, developed by investigator.

Findings

(1) The percentage of the principal’s manifesting HH leadership behaviour pattern was the highest (49 percent) and the principal’s manifesting LL pattern occupies the second position (36 percent) followed by HL and LH patterns respectively.

(2) In open climate schools, all the principals manifested HH pattern of leadership behaviour. Most of the schools having the principals with HH behaviour pattern seemed to fall in open, controlled, paternal and autonomous climate type schools, whereas most of the schools having principal’s manifesting LL behaviour pattern fell in closed types.
(3) The mean of 'Initiating Structure' seemed to go well with the open, paternal, autonomous and familiar climate types, but not so very well with controlled and closed climate types.

(4) The mean of 'Consideration' went on very well with autonomous, familiar and paternal climate type, but not with the closed and controlled type.

(5) The relation between academic status of the school and the leadership behaviour dimensions of the principal was not significant.

Study 8

Problem

"Leadership Behaviour of Principals of Higher Secondary School".

Objectives

(1) to identify the leadership behaviour patterns of principals of sampled higher secondary schools as perceived by principals and teachers in reality and as expected by principals and teachers in ideals;

(2) to identify the organizational climate of the sampled schools as perceived by teachers;

(3) to measure professional development of teachers working
in the sampled higher secondary schools;

(4) to study inter-relationship among leadership behaviour of the principals of higher secondary schools, organizational climate and professional development of teachers;

(5) to study the significance of relationship of two dimensions of leadership behaviour.

Sample

The investigator had selected 100 higher secondary schools for the study. These schools were selected on the basis of stratified random sampling catering to district-wise distribution of schools.

Tools

For the collection of data for the study, the following tools were adapted and translated by the investigator.

(1) The four forms of LBDQ developed by Halpin and Winer:
   (1) Real staff
   (2) Ideal staff
   (3) Real self
   (4) Ideal self

(2) The Organizational Climate Description Questionnaire (OCDQ) developed by Halpin and Croft.
(3) Professional Development Inventory developed by the investigator.

(4) Personal Data Sheet for the principals developed by the investigator.

Findings

(1) The means of initiating structure and consideration dimensions of Leadership Behaviour of higher secondary school principals showed a good consistency, at a fairly higher level.

(2) The sex type of the school and the stream type of the school did not play significant role in the case of any of the dimensions of Leadership Behaviour, Organizational Climate and Professional development.

(3) Professional qualifications of principals do not play significant role in the professional development of teachers.

(4) In general, the principals having only B.Ed. degree manifested better Leadership Behaviour as perceived by their teachers in reality.
Study 9

Problem

"Organizational Climate and Teacher Morale in Schools of Thailand".  

Objectives

The study aimed at the following objectives:

1. To measure and identify organizational climate, leadership behaviour and teacher morale of the sampled schools.

2. To example the results of selected variables like region, type and size of the schools in relation to organizational climate, morale and leadership behaviour.

Sample

Sixty secondary schools were selected from the Central Zone of Thailand by stratified random sampling technique.

Tools

1. The Organizational Climate Description Questionnaire (OCIQ) by Halpin and Croft.

2. The Purdue Teacher Opinionnaire (PTO) by Bentley and Rampel.
(3) The Leadership Behaviour Description Questionnaire (LBDDQ) by Halpin and Winer.

Findings

(1) The one fourth of the schools had their teacher morale ranging from 'above the average' to 'little below the average'.

(2) Schools having 'Open Climate' apparently had 'high teacher morale', reversely, schools having 'closed climate' apparently had 'Low Morale'. Majority of schools having 'Intermediate Climate' had 'average' morale.

(3) In the factor analysis of all the 12 dimensions, varimax factors were discovered.

(4) Inter-relationship existed among organizational climate of schools, teacher morale and leadership behaviour patterns of their school principals.

(5) Size and the type of the schools were not related to the schools climate.

3.3 Conclusions

The researches reported above deal with the independent variables of the present study. A closer look to these studies would reveal that the studies cited in this chapter
deal with the variables mostly on a single variable that means they are mostly univariate or bivariate. Nonetheless, they were useful to the present investigator as they threw light on the methodology for collecting data and their analyses. However it could be noted that not a single study cited above is of the nature of composite study where in various independent variables could have been incorporated so that their interactions in a natural setting be seen vividly. Hence the problem of taking the present study arose urgently. The past studies served as a springboard from where a major multidimensional study could be undertaken. And that is the crucial role of the review of the literature.

3.4 References


