CHAPTER III
REVIEW OF THE RELATED LITERATURE

CONTENTS

3.1 Introduction
3.2 Researches done in Foreign Countries
   3.2.1 Leadership Behaviour
   3.2.2 Leadership and Situational Approach
   3.2.3 Leadership Behaviour and Subordinate Satisfaction
   3.2.4 Consideration, Initiating Structure and Productivity
   3.2.5 Teacher Morale
3.3 Researches done in India
   3.3.1 Leadership Behaviour
   3.3.2 Teacher Morale
3.4 Conclusion
3.5 References
3.1 Introduction

Review of the related literature is a preliminary task of the investigator in investigation. It provides ideas, theories, explanations to avoid the risk of duplication. Ary, et al (1972) stated the role of related literature in a research project that, (1) a knowledge of related research enables investigation to define the frontiers of his field, (2) an understanding of theory in the field enables the researcher to place his question in perspective, (3) through studying related research, one learns which procedures and instruments have proved useful and which seem less promising, (4) a thorough search through related research avoids unintentional replication of previous studies, and (5) the study of related literature places the researcher in a better position to interpret the significance of his own results.

The locations of the related literature presented in this chapter were from books, journals, bulletins, monographs and dissertation abstracts published by universities which contain all Doctoral dissertation accepted by over 150 universities in the U.S.A. and Canada. Moreover the Doctoral Thesis done in India were also included in this chapter.
3.2 Researches done in Foreign Countries

3.2.1 Leadership Behaviour

Despite over two decades of extensive leadership research, the relation of leader behaviour to subordinate productivity and satisfaction with the leader is still not very clear. The apparent absence of consistent relationships in the research literature may be due in part of several related problems. First, there is a great deal of semantic confusion regarding the conceptual and operational definition of leadership behaviour. Over the years there has been a proliferation of leader behaviour terms, and the same term is often defined differently from one study to the next. Secondly, a great deal of empirical data have been collected, but a theoretical framework which adequately explains causal relationships and identifies limiting conditions has not yet emerged. Finally, the research has often failed to include intermediate and situational variables which are necessary in order to understand how a leader's actions can affect his subordinates' productivity (Yukl, 1971).

However, this section tries to discover the previous literature that concerned with leadership behaviour dimensions, situational variable and some intermediate variables that may be useful for the present investigation.
Hemphill (1955) used the Leader Behaviour Description Questionnaire in his study, "Leadership Behaviour Associated with the Administrative Reputation of College Departments" by giving the members of departments in a liberal arts colleges described their department heads and indicated on the LBDQ - Ideal, how they believed a department head should behave. The findings were that, (1) Effective leader behaviour is associated with high performance on both dimensions, initiating structure and consideration, (2) Superiors are more concerned with the initiating structure aspects of the leader's behaviour whereas subordinates are more concerned with the consideration the leader extends to them as group members, (3) Changes in the attitudes of group members toward each other and group characteristic such as harmony, intimacy, and procedural clarity, are significantly associated with the leadership style of the leader, and (4) There is a slight positive relationship between the way leaders believe they should behave and the way in which their group members describe them as behaving.

In the same year, Halpin (1955) studied the "Leader Behaviour and Leadership Ideology of Educational Administrators and Aircraft Commanders". The purpose of this study was to determine whether these two groups of leaders differ significantly in their leadership ideology and their leadership style. The sample was composed of two groups of subjects;
64 educational administrators and 132 air craft commanders. From the study, the findings were that, educational administrators differed from air craft commanders in both leadership ideology and leadership style. The administrators tended to show greater consideration and less initiating structure than the commanders.

Halpin (1956) investigated the leadership behaviour of school superintendents. 50 Ohio School Superintendents were the sample and the objectives of the study were to determine the relationship between the superintendent's own perception of how he behaves on the initiating structure and consideration dimensions, as contrasted with the Board and staff perception, and to discover the corresponding relationship between his, the board's and the staff's beliefs concerning how he should behave as leader. The findings indicated that the superintendents differentiated their role behaviour. In dealing with their boards they tended to be effective as leaders, but they were inclined to be less effective in working with their staff. Even when superintendents possessed sufficient skill to be highly effective as leaders, they often, 'let down' a little in dealing with their staff. Thus, it can be concluded that the superintendent had less frequent direct contacts with his board than with his staff.
3.2.2 Leadership and Situational Approach

(1) Hemphill (1949) in an elaborate and careful study of approximately 500 assorted groups, has demonstrated empirically that variance in leader behaviour is significantly associated with situational variance. Hemphill has analyzed in detail the relation between the leader's behaviour and the size of the group and has concluded that, as compared with small groups, large groups make more and different demands upon the leader. In general, the leader in a large group tends to be impersonal and is inclined to enforce rules and regulations firmly and impartially. In smaller groups, the leader plays a more personal role. He is more willing to make exceptions to rules and to treat each group member as an individual. Hemphill says that "there are no absolute leaders, since successful leadership must always take into account the specific requirements imposed by the nature of the group which is to be led, requirement as diverse in nature and degree as are the organizations in which persons band together". (p. 225).

Though leadership events were seen as outcomes of a relationship that implicates the leader, the led, and their shared situation, studies conducted within the situational approach, usually left the process of leadership unattended.
(2) Leadership and situation variable was found in the work of Fiedler (1958, 1964, 1965, 1967) that the leader's effectiveness in the group depends upon the structural properties of the group and the situation, including interpersonal perceptions of the both the leader and led. Fiedler found that the willingness of group members to be influenced by the leader quality and direction of this influence is contingent on the group relations and task structure.

(3) Another kind of evidence about the importance to group performance of the leader's construction of the situation is seen in research in conflict. Maier and Hoffman (1965) found that conflict is turned to productive or nonproductive ends, depending on the attitude of the discussion leader.

A leader, therefore, sets the basis for relationship within group, and thereby can affect outcomes. As Hemphill (1961) suggested that, the leader initiates structure. But more than just structure in a concrete sense, he affects the process which occurs within that structure.

3.2.3 Leadership Behaviour and Subordinate Satisfaction

Most studies of the relation between leader behaviour and subordinate satisfaction with the leader have not measured subordinate preferences or the personality and
situational variables which determine these preferences. The approach typical of most leadership research has been to look for a linear relation between leader behaviour and one of the criterion variables. Nevertheless, previous research does provide some direct and some indirect evidence for the present study.

Consideration and Satisfaction

In the studies of the relation between consideration and subordinate satisfaction with their leader, consideration was measured by means of subordinate responses on leader behaviour description questionnaires. In the studies of Halpin (1957), Halpin and Winer (1957), Nealey and Blood (1968), Anderson (1966), Yukl (1969) found a strong positive relation between consideration and subordinate satisfaction. For the studies of Fleishman and Harris (1962), Skinner (1969) also found that there was a significant curvilinear relation between consideration and two objective measures which reflect subordinate satisfaction, namely, turn over and grievances.

In two laboratory experiments, Day and Hamblin (1964), Misumi and Shirakashi (1966) found punitive leader behaviour (i.e. low consideration) was associated with low subordinate satisfaction. In another laboratory experiment, Lawin et al (1969) found a significant positive relation between
subordinates' satisfaction and their ratings of leader consideration, but the difference in satisfaction between high and low considerations, although in the right direction, was not significant.

Schriesheim et al (1976) in their study, "the relationship between leadership behaviour and subordinate satisfaction and performance", they found a significant, positive correlation between leader consideration and subordinate satisfaction. For Dessler (1973), House and Dessler (1974) studies they found lower correlation between initiating structure and satisfaction when the effects of leader consideration were removed. Similar conclusions were reached by Kerr and Schriesheim (1974) based on their review of the evidence.

Recently, Enzo Valenzi and Gary Dessler (1978) studied the relationship of leadership behaviour, subordinate role ambiguity and subordinate job satisfaction. Their findings were that (1) Role ambiguity was significant negative, related to subordinate satisfaction, (2) Leader consideration was significantly positively related to subordinate satisfaction, and (3) Role ambiguity influenced the relationship between leader consideration and subordinate satisfaction.

Initiating Structure and Satisfaction

Review of the previous literature in initiating
structure dimension of leadership behaviour and satisfaction of subordinate presented in this section is begun with the study of Halpin. Halpin (1957) found in his study that there was a positive correlation between initiating structure of leadership and subordinate satisfaction. Yukl (1969) also found the same result as Halpin in his study.

For Nealey and Blood (1968), they found a negative correlation between initiating structure and subordinate satisfaction for second level supervisors and a positive correlation for first level supervisors. Fleishman and Harris tested for an interaction between initiating structure and consideration. The result of their analysis suggests that consideration has a greater effect upon subordinate satisfaction than does initiating structure. High consideration leaders could increase initiating structure with little accompanying increase in turn over or grievances. Fleishman and Harris provide two possible explanations for this interaction. One explanation is that considerate leaders are more likely to deal with any dissatisfaction caused by high structuring behaviour for the dissatisfaction results in official grievances or withdrawal. Another explanation is that consideration affects, the way subordinate perceive structuring behaviour.

Recently, Stinson and Johnson (1975) found that where task structure was high, the relationship between initiating
structure and satisfaction was positive, and where task structure was low the relationship was negative. Sims and Szilagyi (1975) in their study "Leadership Structure and Subordinate Satisfaction" found that the relationship between initiating structure and employee satisfaction was negative for the former and positive for the latter.

Johns (1978) studied the leadership style and subordinate responses, and he found that initiating structure is generally positively related to the satisfaction measures and inversely related to turn over intentions under higher levels of the task characteristics.

3.2.4 Consideration, Initiating Structure and Productivity

Considering the complexity of the interaction between consideration and initiating structure, it is not surprising that research on the relation between consideration and productivity does not yield consistent results. In the large majority of studies there was either a significant positive relation such as Katz, Maccoby, Gurin and Floor (1951), Argyle et al (1958), Besco and Lawshe (1959), Schachter et al (1961), Kay, Meyer and French (1965) or there was no significant linear relation such as Bass (1957), Halpin (1957), Rambo (1958), Blood (1968), Rowland and Scott (1968).
Lowing et al (1969) found a positive relation for objectively manipulate consideration in an experiment but not for subordinate ratings of consideration. A significant negative relation was found by Halpin and Winer (1957) for aircraft commanders and by Fleishmen, Harris and Burtt (1955) for foremen of production departments but not for non-production departments. In both of these studies, productivities was measured by superior ratings, and the highest rating went to readers low on consideration but high on initiating structure. It is possible that the ratings were influenced more by the rater's task oriented stereotype of the ideal leader than by actual group performance.

For the research on the relation between initiating structure and productivity, Fleishman et al (1955), Likert (1955), Halpin and Winer (1957), Maier and Maier (1957), Bass (1957), Halpin (1957), Besco and Lawshe (1957), Rambo (1958), Anderson (1966), Neale and Blood (1966) and Lohin et al (1969) found mixed results. Fleishman et al, Likert, Halpin and Winer, Maier and Maier, Besco and Lawshe, Anderson, Neale and Blood found significant positive relation while the significant relation was not found from the research studied by Argyle et al, Bass, Halpin, Ramoo and Lohin et al.

Other researchers like Baumgartel (1956) reported that he found a significant positive relation between subordinate motivation and the concern of research laboratory directors
for goal attainment (initiating structure). Halpin (1957) found that air-craft commanders were rated highest in effectiveness when they are above the mean on both consideration and initiating structure.

Patchen (1962) found that personal production norms of workers were highest when the leader encouraged proficiency as well as "going to bat" for them. These production norms were related in turn to actual group production.

3.2.5 Teacher Morale

The research studies in teacher morale previously, focused on the causes and factors that affect to the satisfaction in working of the staff. Hunter (1955) made a study of teacher morale, he found that half the teacher believed that the equipment supplied were inadequate, teaching load was too heavy, financial insecurity was high, recognition and reward for exceptional service were lacking, worth was not properly evaluated and advancement and promotion were not on merit. These are the signs of low morale in school.

Harap (1959) studied the return from morale survey conducted in 20 school systems by the Division of Field Studies, George Peabody College for Teachers. He reported that the most common causes of poor morale were inadequate salaries, large classes, poor administration, lack of a daily
period of relaxation, unsatisfactory plant and buildings, lack of teaching materials and equipment, absence of democratic procedure, lack of co-operation between the board of education and public, impoverished social and recreation life and inadequate tenure provisions. Moreover, he studied on school in depth in which morale was good. Characteristics of this system judged to be concomitants of strong morale were high regard for leadership, both in the system at large and in the individual schools, a relatively good salary schedule, a considerable member of small classes, short but welcome periods of released time for conference with parents, a professional atmosphere, and a record of several years of consistent educational progress in the school.

Anderson (1963), after analysing the various definitions of morale and the finding of the study in the area of morale, have given a summary of factors affecting morale. According to him, good morale has to be cultivated in schools as well as in other group enterprise. The key person is the principal. He must do everything within reason to provide the best climate possible for good teacher morale.

Wynn and De Remer (1961) reported that (1) the quality of administration is a powerful determinant of faculty morale, (2) there is a high correlation between teacher morale and the quality of pupil-teacher relationships, (3) there is a strong
relationship between teacher's morale and their perception of their principals and boards of education, (4) convergence of role expectation is associated with high morale and divergence with low morale.

Metfessel and Shea (1961) have identified fifty areas of teacher frustration, they concluded that the low morale cause comes from inadequate physical facilities and materials, lack of auxiliary or supportive services, overload of teaching and extra duties, lack of democratic leadership, personal aspects, and community conditions including unwillingness to support the school system in terms of ability to pay. Unruh (1970) confirmed the studies of Metfessel and Shea. He stated that good morale is definitely related to good salaries and satisfaction with the leadership of a school.

Bentley and Rampel (1961) used PTO instrument to determine the teacher morale, the result indicated that regardless of experience or educational level, female teachers consistently had higher morale than male teachers, another findings was that the more experienced teacher provided higher morale scores than less experienced teachers regardless of sex and educational level. In another study of Bentley and Rampel (1962) using the same PTO inventory vocational agricultural teachers were surveyed. The result indicated that high relationship existed between the morale scores and the teachers expressed current position satisfaction.
Collins (1966), in his study of using PTO instrument, found that there was no significant difference between union and nonunion preference in terms of morale scores. However, members of the non-union group had significantly higher morale scores on teacher salary and teacher satisfaction scores in a single factor analysis.

Brinkmen (1966) as reported in "Variable Affecting Installation" by Wallace (1970) in her study of morale in Detroit junior high school was able to conform the earlier finding of Bentley and Rampel that female teachers had higher mean morale scores than male teachers. Teachers who preferred to teach at the junior high level had high morale scores and also expressed the desire to again choose the junior high level for a teaching career. Teachers with previous elementary school experience had the highest scores on 7 out of 10 opinionnaire categories whereas those teachers who had previously taught at the senior high level had the lowest mean morale scores.

Joseph Sweat (1962) studied the relationship of morale to trait of high school principal in Arkansas and found that, faculties of democratically administered high schools made the highest scores on a morale instrument, faculties of neutrally administered high schools the second highest scores and faculties of authoritarian administered high schools the lowest scores.
Blumberg and Weber (1968) in their study on "Teacher morale as a function of perceived supervisor behavioural styles" found that morale the teachers is highly related to the supervisor to the principal's behavioural styles.

Again, PTO instrument was used by Andrulis (1970) in his study and found that morale score does provide some measure of construct validity for the organizational climate. Out of 80 items, 74 showed significant correlation between teacher morale (PTO) scores, and organizational climate index scores (OCI). It was also reported that teacher with more aggressive, more independent and less structured in their activities appear to be less satisfied with factors constituting the concept of school morale.

Gilbert (1972) found that teacher morale was found to be independent of the size of school in a junior high school or high school. Factor of rapport with principal, satisfaction with teaching and rapport among teachers, teacher morale was higher at the elementary schools than at either junior high school or senior high school levels. At the junior high level, staff morale varied with the more experienced teachers and only in terms of rapport with the principal.

Bender (1973) devising a scale for measuring teacher morale found that teachers relationship with other teachers was an important determiner of morale. Wick and Beggs (1971)
stated that morale of the group of teachers will be enhanced if the group is characterized as being socially cohesive and co-operative.

For Best (1973) in his study of the decisional status and teacher morale, the result indicated a relationship between decisional status and teacher morale. The index of teachers perception of their level of involvement in decision making offers some indication of their position in organizational outcome adversely affecting morale.

During the year 1973, Coverdale conducted in Australia a pilot study of a random sample of 165 primary and secondary teachers to investigate the problems of teacher morale at school stage. It was found that of the 38 problems repeatedly raised by teachers at affecting their morale, salary came twentieth in the ranking, though teachers are, by no mean, overpaid by Australian standards. The factors that lower the morale of teacher were clerical duties, lack of co-operation from higher authorities, excessive teaching load, less salary, poor discipline of students and lack of proper teaching aids and equipments.

Greendwood and Soar (1973) explored the relationship between teacher morale, as measured by the Purdue Teacher Opinionnaire and verbal teacher behaviour, as systematically observed using the reciprocal category system. Subjects
examined were 39 elementary teachers in fellow through classroom indicated that, (1) teacher morale was negatively related to percentage of teacher talk, (2) the percentage of teacher talk was negatively related to satisfaction with teaching, teacher load, curriculum issues, and community support of education, (3) the percentage of teacher acceptance behaviours was positively related to satisfaction with teaching and rapport among teachers.

For the age and teaching experiences variables, Blender (1973) found that teachers' relationship with their principal was the most important determinant of high or low teacher morale. The next most important determinant was a teacher's relationship with other teachers. Age and teaching experiences were the only two characteristics of teachers which were found to be significantly related to teacher morale. As a group, teachers who were 51 and older with 20 years or more years of experience had the highest teacher morale ranking.

O'Connor (1973) found that (1) although morale was not significantly different between retained teachers and terminated teachers over the 3 years probationary period, analysis of the dimensions of morale indicated that the teacher who was sensitive to community (2) there was a significant different in the variance in which male teachers perceived their success with the probationary period, male teachers who have lower initial morale tended to terminate. Teachers over 30 years of age, with higher training levels who are terminated have significantly lower morale.
Those teachers who are retained showed a consistently higher level of morale regardless of age, sex or degree status.

In study of 167 beginning (first year) teachers from 74 upstate New York schools, Berglas Werner William (1973) found that, (1) significant correlations existed between all the induction practice categories and all of the morale factors, (2) in-service practices relating to the personal assistance was the best single predictor of morale factors, (3) the PTO morale factor "teacher rapport with principal" correlated most highly of all the morale factors with the various induction practices, (4) the sex of the beginning teacher, the subject taught and certification status did not show a significant correlation with morale factor or induction categories, (5) returning to the same system after the first year of teaching correlated significantly with four of the induction practices and two of morale factors, (6) rural, subrural and urban schools, small, medium and large schools, schools with different numbers of new teachers showed virtually no significance among the means for various categories.

Nelson's study (1973) on "school administrator morale in selected Indiana school system" found that, (1) a significant difference existed in the total or composite level of morale among the school corporations measured, (2) significant difference existed on each of morale factor among the school corporation included in the study, (3) numerous significant differences in
morale factors with regard to the position characteristics of size of administrative unit and position of administration system with 26-40 and 40 administrators scored higher then others with respect to school board operations remuneration and community, while system with 2-5 administrators scored higher with respect to peer relationship. (4) no significant different were found with regard to sex or professional training of school administrators.

For the study of Gloster (1974), he found that, (1) morale was a function of incidents experienced by individuals and can be defined in term of psycho-physical law, (2) incidents affecting faculty morale were categorized into three groups viz., support of faculty members by administrators, non support of faculty members total institution and, students outcome (interpersonal relationship of faculty members with student ability to communicate), (3) morale level was affected by (a) highest degree earned by faculty members, (b) previous teaching experience, (c) teaching completely within the area of training, (d) chief administrator's governing philosophy and accessibility of faculty.

Slick (1974) concluded his study on morale that, (1) there is a significant relationship between the perceived general level of teacher morale as measured by PTO and teacher absence frequency, (2) teacher rapport with principal,
rapport among teachers, satisfaction with teaching and community pressure had no relationship to teachers' absence frequency, (3) significant relationship existed between teacher absence frequency and teacher perceptions of salary, workload, satisfaction, school facilities and services, and community support of education, (4) there is no significant relationship between teacher absence frequency and teacher perception of teacher group behaviour.

In research studies on teacher morale and leadership of institution, Powers (1973) in his study on the relationship between faculty morale and perceived leadership behaviour of department chairman at a Florida Metropolitan Community College found that, (1) faculty and chairman did not agree on perceived leadership behaviour of the chairman and this incongruence was inversely related to morale, (2) high scores on leadership behaviour correlated highly with morale, (3) difference between faculty perceptions of actual and ideal chairman leadership behaviour correlated negatively with morale, (4) large departments compared to small departments did not differ in morale nor perceptual incongruence scores.

Anthony (1973) concerned with the analysis of the leadership behaviour of occupational division directors in Colorado community college and the relationship of this
behaviour to morale and efforts of teaching faculty. The satisfactory analysis revealed a positive relation between leadership behaviour and staff morale. This relationship was particularly strong and significant when looking to the consideration dimension of leadership behaviour. The relationship was also strong for the initiating structure dimension of leadership behaviour. There also appears to be a positive relationship between leadership behaviour and staff effort but this relationship was less strong and did not prove to be satisfactorily significant within a parameter of the study.

Murphy (1975) found that the pattern of school administration has significantly related to the morale of teachers. It has also established that the general level of morale of teacher was affected by factors which were within the control of school principal to change.

Recently and finally of this section, Kemper (1975) in his study on "Morale of elementary principal in Mexican-American property schools" found that elementary principal of Mexican-American property schools were above average in their ability to stimulate people to be enthusiastic about their works.
3.3 Researches done in India

3.3.1 Leadership Behaviour

There are a few research studies in leadership behaviour only. Mostly the studies are focused on the relationship between leadership behaviour and other variables that expected to affect to the leadership. Some researchers like Sharma (1972) found that there was significantly a positive relationship between school climate and leadership behaviour of the headmasters. Shah and Sharma (1972) reported that principals of different climate type schools differed significantly in their initiating structure behaviour.

Shelat (1974) studied the relationship behaviour patterns and found that 35 per cent of school principals revealed the HH pattern (High in both initiating structure and consideration), almost high percentage (37%) revealed the LL pattern of leadership (Low in both initiating structure and consideration), 17 per cent were HL pattern (High initiating structure, Low consideration) and only 11 per cent under LH pattern (Low initiating structure, High consideration).

Darji (1975) found that 45 per cent of the principals of secondary schools in Panchmahals district fell under HH pattern, 36 per cent were reported as possessing LL pattern,
9 per cent possessing HL pattern, and 6 per cent possessing LH pattern.

Franklin (1975) reported that 40 per cent of the principals in Colleges of Education in Gujarat possessed HH pattern, 32 per cent possessed LL pattern, 17 per cent possessed HL pattern, and 11 per cent possessed LH pattern of leadership.

However, it is seen that the leadership behaviour patterns vary from place to place, Darji and Franklin found that HH pattern revealed more in their studies while Shelat found more LL pattern in her study.

3.3.2 Teacher Morale

The study of morale in educational institutions not only measures the level of staff morale but also is an investigation of the factors that may effect to the morale of staff members. Pillai (1973) emphasised on, (1) supportive relations, (2) pay and benefits, (3) workload, and (4) facilities equipment. Patel (1974) also identified seven general factors or constituents of teacher morale, which are, (1) integration between school, the principal and staff, (2) harmony among the staff, (3) satisfaction with allotment of subjects for teaching, (4) satisfaction with salary, (5) satisfaction with work load, (6) involvement of
teachers, and (7) general relationship between principal and teachers and among teachers themselves.

Shelat (1974) identified teacher morale and related variables as follows, (1) teacher morale and size of the school. Generally, small as well as large schools have average morale, however small schools stand higher in morale than large schools. (2) teacher morale and school effectiveness. Schools with the highest degree of effectiveness generally, have high and average degree of morale. In the case of schools with average effectiveness have an average degree of morale, low effectiveness has average and low degrees of morale. The relationship between school effectiveness and morale appears to be closed, (3) teacher morale and leadership behaviour. The HH pattern goes with high and average morale. A greater number of schools with average and low staff morale have low pattern of leadership.

Franklin (1975) found that 14.38 per cent of the sample possessed high morale, 66.58 per cent possessed average morale and 17.14 per cent possessed low morale category. The colleges whose principals exhibited HH pattern of leadership occupied high morale category while the colleges whose principals exhibited LL pattern of leadership occupied low morale category. Moreover, she found that the morale of teacher were not significantly related to the
number of years of teaching experiences and also there was
no significance between teacher morale with urban background
and those with rural background.

Mukhopadhyay (1975) studied the "Barrier to change in
secondary education". He found that out of 16 schools, 3
innovative schools have staff morale above average, 2 non-
innovative schools have average and 3 innovative and non-
innovative schools were below average, remaining schools
were at low morale. He concluded that morale of teachers
varied widely in the innovative schools.

Dekhtawala (1976) in her study "Teacher morale in
secondary schools of Gujarat" conducted on 100 secondary
schools from entire Gujarat State found that, (1) the morale
of teachers in north Gujarat was higher than that of South
Gujarat, (2) there was no significant relationship between
teacher morale of urban and rural schools of Gujarat, (3)
the morale was not related to the size of school, (4) there
was a significant relationship between teacher morale and
achievement of the school, (5) male teachers had higher
morale than female teachers, (6) age was found to be signi-
ficantly related to teacher morale, and (7) no significant
relationship was found between teacher morale and teaching
experiences.
Mehta (1977) reported that the teachers of colleges affiliated to the Gujarat University belonged largely to the average morale categories. Size and location of colleges did not show a significant difference in teacher morale.

The studies of morale mostly fail to find the significant relationship with age, sex difference, teaching experiences, qualifications of staff and location of institutions. However, it can be observed that the study of morale and climate find significantly closed relationship to each other. Sharma and Quaraishi (1973) observed from their study on teacher morale and organizational climate that the teacher morale and organizational climate of the schools are the two of important factors influencing achievement index. From their study, the sample was selected randomly with 32 high schools from Central Gujarat in which 135 teachers responded. They found that the teachers of different schools having different climate did not differ significantly in their morale. Teacher morale increased simultaneously with social need satisfaction of the group, which was highly in open and familiar type of schools, whereas, it was low in the case of controlled and closed type of organizational climate.

Patel (1974) also found that teacher morale was a perspective of improvement of school supervision to ensure better teaching in the classroom. Vennugopal and Subbaya (1974), in their investigation on "Teacher morale at college
level" concluded that authorities and their policies affect teacher morale the most. Factors like good relations with colleagues, co-operation from higher authorities, adequate teaching aids, respectful students, students interested in academic subjects and fully equipped institutions with definite policies tend to rise teacher morale.

3.4 Conclusion

The previous literatures of the foreign countries and India studied in this chapter indicate that teacher morale and leadership behaviour are the crucial variables that affect one another. The variables like sex differences, size and location of schools have found significant correlation with the two variables mentioned above in some of researches and no relationship has been found in some of researches.

3.5 References


