CHAPTER –II

2. REVIEW OF RELATED LITERATURE

2.1 Why Review of Related Literature?

After selecting the problem and before the starting of research, it is essential to survey the related literature, to equip the researcher with adequate information regarding the field in general and the problem, in particular. Review of related literature is an important and crucial aspect of a research project which means to locate and evaluate the past as well as current literature of research concerned with the planned investigation. The time spent in such a survey is a wise investment. “Review” means to organize the knowledge of the specific area of research to evolve an edifice of knowledge to show that present study would be an addition to this field. It provides the investigator necessary knowledge and insight on what to start and how to start. According to Brog, “The literature in any field forms the foundation upon which all future will be built. If we fail to build the foundation of knowledge provided by the review of literature, our work is likely to be shallow and will often be the duplicate work that has already been done better by someone else.”

According to Best, “By the review of previous literature we can bridge the gap between new and old knowledge and the new researcher will not feel that he has jumped from one shore to another but feels that he is doing his work systematically and correctly.”

The physicians must remain acquainted with the latest knowledge, innovations and discoveries in the field of medicine to treat the patients. Accordingly, the successful lawyer must also remain well informed with the cases as to quote those cases for further reference of the case at hand. In the same way in the field of education also, a researcher needs to acquaint himself with the latest knowledge and information about what has been done in the particular area from which he intends to take up a research problem. In order to solve a particular problem, a careful review of the research journals, books, dissertations, thesis and other sources of information related to the problem must be undertaken after the problem has been selected by the researcher.
In the most generalized way the survey of related literature has been found to serve the following purposes:

To know whether the evidence already available solves the problems adequately without further investigation and thus, to avoid the risk of duplication.

To provide the ideas, theories, explanations or hypothesis valuable in formulating the problem.

To contribute to the general scholarship of the investigator.

To suggest methods of research appropriate to the problem.

To locate comprehensive data useful in the interpretations of the results.

To define the limit of field.

To state the objectives clearly and precisely.

To avail the researcher to know about the tools and instruments which prove to be useful and promising?

It is thus essential to review the related literature to study a specific problem, viewed under its different dimensions.

2.2 Research on Morale in different Fields

Investigations on morale developed rapidly after the Second World War as an outgrowth of the government’s concern with national morale vis-à-vis the realm of Army morale and the industrial growth.

Hauser (1927), a pioneer in employee-attitude surveying, illustrated the use of data from a highly patterned interview in arriving at an overall morale score. He wanted to compare the levels of employees’ morale in various departments of a company. A random sample of employees was interviewed by means of carefully standardized questions. The employees answers were graded by a rating scale. The average of the
scorers on responses to all questions was taken to represent the overall level of morale of the individual employees. By averaging the scores of employees in individual departments, the overall level of morale, characterizing the groups of employees in different departments, revealed wide differences in morale among different departments of the company.

Kornhauser and Sharp (1932) pointed out an absence of relationship between productivity and attitude towards job among media operators. In fact “efficiency ratings of employees had no relationship to their attitudes; the most unfavorable attitudes were held by the most productive girls. Later studies of this sort also pointed to an absence of relationship between the scores on a job satisfaction index and individual performance.

Uhrebrock (1934) furnished a Classic example of utilization of an Employee Attitude Survey to investigate the morale of various segments of the employee population, using of an attitude scale constructed in accordance with principles formulated by Thurston to obtain the basic data for appraising the employees’ morale. This scale was presented to three segments of employees in a factory, that is, factory workers, clerical workers and foreman. It found that the average score of clerical workers showed a considerably more favourable attitude towards their plant than factory workers. Even more favourable was the attitude of foreman.

In “Group analysis” studies, a group average based on individual attitudes can be related to group production estimates by departments, such as Likert (1942), morale among insurance agents was sufficiently related to the operational efficiency of the agency for which they worked.

Hull and Kalstad (1942) measured the morale of employee by making use of attitude questionnaire. The morale scores resulting from the ten questions yielded an average. The actual average of all employee studied turned out to be 20 points explanation for this difference. One is that the companies studied were not representative of American industry but were more progressive and had more enlightened industrial relations. Otherwise they would not have been among the minority of companies that have made systematic studies of employee morale. The second and more important explanation is
that persons form a loyalty that makes them to rate their company higher than it statistically deserves.

**Bange and Coppell (1947)** give a clear analysis of age and length of service in relation to morale. A questionnaire, designed “Opinion Ballot” was used to obtain the reactions of 722 employees in five widely scattered plants of a confectionary manufacturing Company (a) towards 28 items pertaining to the employee’s job and (b) towards 20 topics relating to company policies, activities and personal services. Replies of 28 items were used in the computation of morale indices, weighed in accordance with the number of responses to each item. These indicates were calculated for each of the 28 items when employees were classified by age and length of service as well as on the basis of the departments, shifts, etc. Indices for each of these classifications were then combined to obtained composite attributes towards job, towards boss and towards company. Finally, average morale indices were computed and comparison made between age groups, length of service groups, departments, plants etc. It was found that employees under 20 years of age had relatively low morale and that morale rose again with each successive grouping beyond 30 years of age. In length of service, morale was found to be highest among employees with less than two years of service with a slight upward trend occurring among employees with ten or more years of service.

**Winifred (1947)** investigated the impact of psychological and social situations on the morale. The sample constituted approximately 12,000 English employees. The most important cause of poor morale were found in the occupational life of the worker rather than in his home life. The main causes of faulty cooperation were frustration resulting from lack of recognition and from the belief that promotions were unfair from jealousies between departments and between persons and from fear of being inefficient.

**Katz and Hyman (1947)** studied worker morale and productivity in shipyards in answer to the question, “Have you ever felt like quitting the yards?” and found production differences great and morale differences small among the shipyards.
Stouffer (1949) made studies on American Soldiers during World War II and established that identification of group exercises the most potent influence in the development of high morale levels. It was found that in case of combat soldier, identification and loyalty to the Army as a whole was far over-shadowed by his identification and loyalty to his own primary group i.e. to the smaller unit of the Army to which he was attached.

Giese and Ruter (1949) attempted to predict the morale of departments in a company from objective data. They obtained a multiple correlation of + 0.71 between the six objective factors they studied and morale as measured by a questionnaire. Because of high correlations, they proposed an objective morale index which could be obtained by measuring factors like productive efficiency, error efficiency not affecting customers, error efficiency affecting customers, turnover, lateness and absenteeism. They found that when morale is low, department absenteeism and lateness tend to be high. They found only a slight relationship between morale and productive efficiency.

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Worthy (1950) in a very extensive study of employee morale at Sears, Roebuck & Co, the organization structure of the company was found to be an important variable. As attitude questionnaire was used to get the feeling tone of employee in general areas of inquiry and found that the work processes had been over-simplified and that the size and rigidity of the organization conflicts excessively with individual self-expression and maximum morale. In smaller, less complex, and more decentralized industrial plants employee morale is higher.

A study of rail road workers by Katz (1951) revealed that high and low producing sections did not differing the degree to which they were satisfied with the work situation, the company job status and wages. Although relationship between high morale and productivity are frequently obtained, it must be supposed that they are different measures
of the same thing or they are co-variably related. Productivity and morale both depend upon many factors and it is not surprising that they are related only under some conditions.

A striking relationship between popularity and a job satisfaction was demonstrated by Van Zelst (1951). The most popular workers when compared with least popular ones, not only felt more satisfied with their jobs but they also (a) felt more secure; (b) considered their working conditions better; (c) felt their co-workers to be more friendly; (d) were more satisfied with their opportunities to communicate with management; and (e) had more confidence in good intentions and good sense of management. It is not only due to nature of their work and the kind of treatment company gives them but also their status as compared with other employee.

Pelz (1951) established the dependence of morale on the experience of group membership. The survey found that the problem of maintaining morale is easier when the employees are divided into small groups. In some organizational structures work groups are large; employees actually have difficulty in identifying both their units and their bosses. These findings suggest that sub-groups should be sub divided so that the number of persons reporting to a given superior does not greatly exceed twelve.

Wickert (1951) conducted a survey the relationship between morale and turnover. The sample constituted about 600 Michigan Bell Telephone Operators and service representatives. This survey suggested that if the employee feels his is an important job, there will be a reduction in the cost and inconveniences of his turnover.

Employee’s attitudes and morale frequently involve breakdowns with respect to age and length of service. A survey conducted by the National industrial Conference Board (1951) shows that such breakdowns are second in frequency only to breakdown in departments.

During 1950’s investigators undertook, the investigations of the dimensions of morale through the use of factor analysis techniques. This approach was taken in both military and industrial situations. Preliminary reports of such research by the Survey Research Centre, University of Michigan (1952) suggested that at least four factors were necessary
to account for observed interaction, mobility or progress, supervision and satisfaction with the company. These factors were selected by analyzing a morale questionnaire using the multiple group method. Schoolar (1952) in his study noted that one factor alone does not sufficiently account for the correlation. Findings from his study do not support the view that there is a unitary or general “morale factor” and suggest that morale is in fact a complex of several kinds of attitudes a configuration of many forces and variables.

Beruberg (1952) a study on 890 hourly paid employees in a large aircraft manufacturing plant, found no significant relationship between the test of morale and the specific indicators for the prediction of individuals, but that tests of morale can be predicted for departments and factories. His results underscore the fact that morale is a group phenomenon rather than an individual phenomenon. He had five indicators: absence, tardiness, short time absences, trips to medical units and merit rating. He used an indirect method of attitude as a measure of morale.

Investigations show that there are great variations in general employee morale from one company to another. In a study Van Zelst (1952) revealed that sociometrically selected work items can increase production. It was observed that 95 per cent saving was achieved in total production costs by allowing workers to choose their “Buddies” as partners in work. Twentytwo workers were assigned their first choice as partners, 28 preferred their second choice and 16 obtained their third choice. It was found that the production increased by 5 per cent. This principle of having workers choice assigned themselves to pairs to work location helped in building morale.

Odiorne (1955) revealed that equipment is another factor effecting morale. A study in two plants, a metal working plant and a company manufacturing electro mechanical assemblies, found equipment to be an important cause of grievances, ill humor, absenteeism and turnover. Among workers on the ten poorest machines in one plant there were arguments and non-cooperation on the ten best machines, joking and mutual assistance. Over a one year period, grievances, from operators of a poorly maintained machine ran 5:1, over grievances on good machines. In exit interviews this factor came out as an important reason for leaving the company. When a company continues to run
an old or defective machine, the workers assume that management does not care enough about the workers to have its fixed or get a new one, and this in turn causes lowered morale.

According to **Gordon (1955)** morale is a feeling of well being that an individual experiences when his needs are filled to his satisfaction. These needs include: General need satisfaction; Recognition; and Need for self respect; Need for self-expression. Although Gordon did not attempt to relate morale to actual work performance, he indicated that a better understanding of morale was essential to our knowledge of man and how he performs his work.

The possibility that morale and productivity were related made social condition an important concern. Review of the literature in 1955 revealed that the problem was far more complex than initially supposed. **Likert (1955)** found that morale and productivity seemed related up to a point in that poor morale is related to low production but high productivity depends upon a variety of motivating conditions.

**Brayfield and Crackett (1955)** presented absenteeism as a morale problem which appears to be related to turnover in both causes and manifestations. Both are symptoms of low morale or little perseverance at work, as demonstrated by the workers staying away from work. Some studies have shown a moderate relation between morale and absenteeism, in other groups there has been no relation. The use of absenteeism as a measure of morale requires a knowledge of the total situation including the number of absences due to illness, or to other reasons, that could not be avoided. There are situations however in which it has been shown that some absenteeism is traceable to low morale.

**Yuzuk (1961)** has reported the results of a study on employee morale which provides considerable information concerning many facts and complexities of morale. Using factor analysis he found morale to consist of nine different dimensions: Adequacy of communication; Hours of work; Overall competence to follow employees; Interpersonal relationship with fellow employees; Status and recognition; Conditions of work; Interpersonal relations with supervisors; Technical competence of supervisors; and Job satisfaction.
He also found that workers having highest morale tend to be most experienced men who had the longest tenure and held the highest labor grades.

2.3 Research on Morale in Education

2.3.1 Classroom morale

Various studies regarding Army and National Morale have established the fact beyond doubt that morale is of great importance in every field, also in the educational set up. Psychologists and educationists started research in the field of learning long ago, but research in the area of interaction, teacher behaviour classroom dynamics etc. has a history of a little over forty years only, covering fields like group dynamics as a dimension of teaching learning; pupil-teacher interaction process to learning; teacher behavior dimensions, school climate, teachers and classroom, socio-emotional climate etc. The “dominative” and “integrative” dimensions of teacher’s classroom behavior formed the earliest systematic studies made by Anderson (1939), Anderson and Melen (1945), Anderson and Brewer (1946); Anderson, Brewer and Reed (1946) etc. Lawin, Lippitt and White (1943) used the concept of group dynamics in their studies. These researches, however, failed to come with the index of teacher behavior almost identical with the integrative dominative (I + D) ratio of Anderson.

Different researchers in their scientific enquiry have used different terms for morale: classroom climate; rapport; emotional tone; psychological atmosphere; etc. are some of the words generally used to convey classroom morale. But such words are not very clear and do not represent the sense implied in classroom morale. Actually morale is an outcome of the state of affairs in classroom organization. If the teachers have been able to successfully facilitate the group in achieving unity, stability, appropriate standards, improving classroom conditions and modifying group properties, the morale in the group should be relatively high.
2.3.2 Classroom Morale and Leadership Style

Morton and Lois (1965) found that the method of selecting a leader makes a difference. The investigators felt that it was significant that the followers will more readily accept some as their leader who has provided himself. Leaders who are arbitrarily appointed do not contribute to satisfactory group performances.

Research by White and Lippit (1968) indicates that morale is affected by leadership style. The group under an autocratic leadership which dictates what shall be done and how it shall be done provides only a minimum of group freedom of action. The other extreme type of leadership which provides no task structure or assistance in helping groups that reach desired goals causes high frustration and low morale.

2.3.3 Classroom Morale, Anxiety and Stress

Morale is also affected by the ability of group members to regard their environment as unthreatening and absorb stress. Recognizing the effects of anxiety and stress can help to maintain morale in the classroom group. Instructional methods that emphasize competition can produce anxiety and worry groups.

Deutsch (1949) investigated that when groups were competitive rather than cooperative a stress situation occurred. Communication of ideas, coordination of efforts, and friendliness and pride appeared to be disrupted in competitive groups, a far less group harmony and effectiveness resulted. Some indication was given, that competitive situation produced greater personal insecurity through expectations of hostility from other than did cooperative situations.

The effect of situational stress on the behavior of individuals interacting in small groups was investigated by Lanetta (1951). He attempted to determine the effects of stress on group properties such as morale and cohesiveness. He found that as stress increased behaviour associated with external friction in the group decreased in the form of disagreements, arguments, aggression and other negative social-emotional behaviour as well as self oriented behaviour. The conclusion reached was that stress increased,
individuals attempted to keep interpersonal tensions at a low level substituting positive
group oriented behavior for negative individually oriented behavior.

Group integration tends to increase during stress is a general finding from several studies. It appeared Hamblin (1958) upon examination of previous research studies of crisis and stresses that if a possible solution has been present; the solution appeared to lead the different members of the group into cooperative efforts against a common threat. Hamblin’s study was an investigation of the efforts on group integration if a likely solution to a crisis problem was unavoidable during the crisis. The result of the study indicates that group integration leads to a decrease instead of an increase during the crisis situation in which likely solution is present. The scores secured from trained observers indicate that the crisis groups had negative results to such indices of integration as helping each other and for having to accept that when groups cannot find a solution to crisis situation, morale will be subjected to a quick steep decline.

A study by Doris (1959) investigated pupil’s anxiety towards their performance. The groups of V and VI grades in a Public School system were put in Test-Anxiety situation to determine whether the child blamed themselves or others for their performance in Arithmetic. Test anxiety and self-blame were found to be related in a failure situation.

There are developmental differences in the causes of group anxiety as well as to some extent in the type of group reactions. Children generalize their experiences with anxiety carrying it over to similar situations. Boyd R. Mclanders (1961) observed that young ones tend to generalize more frequently and more widely than do older children with more experience.

Mollis and Roussell (1967) reported that girls are affected by anxiety more than boys since they have a tendency to care a great deal about approval. Boys tend to worry about what people think of them. Unfavourable comparison would result in overall group anxiety.
Elizabeth (1968) investigated that anxiety in young children to his place in the form of fear. As children grow older, their fear decreases and anxiety a painful uneasiness of the mind concerning a painful or anticipated ill develops. This age relationship is illustrated by the frequency with which kindergarten and primary teachers report about his disrupting effect on children.

Dumn and Goldman (1968) in a study investigated that groups working in competitive and non-competitive situation have effects on the satisfaction of the group members. The result showed that greater satisfaction was experienced when individuals showed in the reward for mutual contribution than when they were given rewards independently for individual efforts.

2.3.4 Classroom Morale and Frustration

The nature of group organization is related to the way the members of a group function in a frustrating situation. The degree to which the group is unified and integrated, affects its reactions to frustration and this to fluctuation in morale.

French (1941) studied the difference between organized and unorganized groups in situation producing frustration and fear and found that quarrels, disagreements broke out more frequently in the organized groups but the disruptions were less damaging there than in the unorganized groups. It was concluded that organized groups, because of previous associations, had stronger group goals, more feeling of unity than unorganized group. Organized groups were more keenly frustrated when they were to solve a problem. This frustration led to greater aggression within the group. However, since the organized groups are more cohesive, they were found to be less likely to split when disagreement arose. The data also made clear that the most important elements of disruptions are the conflicting forces which resulted when different members of the groups saw differing problem solutions as the best path of the same goal.
2.3.5 Classroom Morale and Teaching Effectiveness

Morale has direct effect on teaching effectiveness. Much of the traditional research on teachers and teaching was conducted to identify characteristics of successful and unsuccessful teachers. It is now increasingly realized that teachers’ behaviour in classroom has a profound influence on pupils.

Morsh and Wilder (1954) investigated that no single, specific observable act has yet been found whose frequency or percentage of occurrence is invariably and significantly correlated with student’s achievement.

In a study 5,000 teachers in 24 systems, Redfer (1959) found that (i) morale and educational quality were related; (ii) morale and supervision ratings were closely related; (iii) salary and salary schedules do not determine morale; (iv) morale is not well correlated with problem solving; and (v) personal characteristics of teacher are not a large morale factor.

Harper (1959) in a study of 20 school systems found that the most common causes of poor classroom morale were inadequate salaries, large classes, poor administrative support, lack of free time, unsatisfactory facilities and related working conditions.

Seraioranni (1967) reports that achievement; recognition and responsibility positively affect job satisfaction. Dissatisfaction seems to have roots in interpersonal relations with students and peers, school policy and the manner of its administration, states and personal life. In general satisfaction seems to focus on nature of work and dissatisfaction on the conditions surrounding the work.

2.3.6 Classroom Climate & School Learning

Various studies have tried to investigate into the relationship existing between various dimensions of classroom climate and student learning as well as the influence of classroom climate on student achievement in contrasting climates and have recommended more permissive and favourable classroom climate to be created in order to generate more effective learning in the class.
Glidwell (1951) tried to investigate how effective a classroom can be when teacher denies his own feelings? He concluded that classroom climate characterized by denial of feelings by the teacher is accompanied by reduction of effectiveness of teaching learning and that the most effective teacher can be the one who seeks through his feelings, as medium, the reality of his students (the psychic aspect). He tried to bring out that learning processes are affected by psyche as well as socio needs of the individuals.

Flander (1951) argued that learning is possible only when students are well adjusted in their classes. If there is little or no anxiety, threat, confusion or mental tension only then learning can take place effectively. Teacher centered classroom climates leads the students to aggression, hostility and emotional disintegration, hence lesser academic learning, while; student-centered classroom climate produces more effective learning.

According to a survey conducted by Cunningham and her associates (1951) all learning is treated as problem solving and concluded that a skilled teacher like a skilled practitioner can best fulfil his function by creating a democratic climate in the classroom. The teacher should help students in recognizing and identifying the common goals, values and roles of group members.

Moustakes (1956) in his experimental study found that effective learning can take place when threat and anxiety are minimum. Effective learning can take place in a climate where there is freedom of expression within the limits of classroom, where each person can state criticism, where feelings are expressed and explored, where ideas and creative things are treasured and where growth of self is the most important value.

Lewin (1964) tried to investigate the extent to which a student-teacher contributes to effective learning. He found that the most preferred teachers do most teaching. Flanders (1967) classified teacher behaviour into direct and indirect behavior and found that achievement was significantly higher in the most indirect classes.

Wellers and Anderson (1968) in their national survey investigated the relationship between the students’ individual satisfaction with the climate of the class and the rate and amount of learning. They found that it is not the identification with the group that the class is personally gratifying and without hostilities among the members.
Hall (1970) tried to use ‘person-environment-congruence approach’ to investigate learning in the classroom situation. In this study, environment is represented by the teacher as perceived by his students. He concluded that congruence scores between ‘Actual’ and ‘Ideal Teacher’ styles do not predict learning better than ‘Actual Teacher Style Scores’ alone when the analysis is conducted within classes where the real style of the teacher is held constant.

2.3.7 Teacher Morale and Organizational Climate

Pillai (1974) determined how far organizational climate of schools and faculty morale in the schools were related to the quality of schools. The objectives were to investigate (i) the relationship between faculty morale of schools and pupil performance; (ii) to investigate the relationship of organizational climate and pupil performance; (iii) the relationship between organizational climate and innovativeness of schools; and (iv) the relationship between faculty morale and innovativeness.

The sample comprised of 190 secondary schools of Tamil Nadu state and the research tools used were Organizational Climate Description Questionnaire of Helpin and Croft, Purdus Teacher Morale Opinionnaire of Helpin and Croft, PTMO of Bentley and Rampell, and an inventory scale prepared by the investigator himself to assess innovativeness of the schools. For the statistical analysis of data, Pearson Product Moment correlation was adopted.

Some of the major findings of the study were as follows:

Performance of pupils was significantly better in open and autonomous schools than in other schools.

Performance of pupils in high morale schools was superior to that of average morale schools which in turn was better than the low morale schools.
High morale schools showed better ability to introduce innovations in educational practices than average or low morale schools.

Higher the faculty morale, quicker and better was the school in introducing newer practices.

Significant and positive relationship was found between climate and morale, on the one hand, and pupil performance and innovative ability of schools, on the other.

Four morale dimensions namely school facilities and services, curricular issues, teachers’ salary and community pressures were found influencing the innovative ability of schools.

High correlation was found between climate and morale.

Curricular issues, school facilities and services, community support to education, rapport teachers’ salary, satisfaction with teaching, work load of teachers and teachers’ status were found to contribute to pupils’ performance in schools.

Disengagement and hindrance were found to significantly influence the level of performance of pupils in schools.

Patel (1974) compared the results of survey and evaluation of the instructional leadership in the High schools of Surat District, with similar survey and evaluation of instructional leadership of High schools of Bulear and Panchmahals Districts to determine the relationship between the leadership and organizational climate, the leadership and teacher morale and the leadership and supervisory practices. The sample comprised of 162 schools from Surat, Bulear and Panchmahals districts. Research tools used were a questionnaire to find out organizational climate, rating scale to collect data about leadership behaviour, teachers’ sensitivity for new ideas in supervision etc. and check lists to collect data about methods and programmes in supervision.

The study revealed that:

Leadership, organizational climate, teacher morale, supervisory practices were significantly related to the progressive characteristics of High Schools.
Instructional leadership was highly correlated with organizational climate.

Leadership and organizational climate of the schools influenced the morale of their teachers.

Supervisory practices for the improvement of instruction were found to be effective where the leadership organizational climate and teacher morale were of high quality.

Chhabra (1975) in her study took up a comparative survey of a sample of secondary and college teachers of Meerut District on variables like morale, teachers adjustment, study habits etc. and tried to explore differences along factors like sex, length of service and level of academic achievement.

The sample comprised 410 teachers drawn from forty intermediates and degree colleges of Meerut District and the tools used were Purdue Teacher Morale Inventory (Indian Adaptation): Balls’ Adjustment Inventory; Jain’s study Habits Inventory; and Kulshrestha’s Study of Values. Mean, S.D. and Co-efficient of correlation were used for statistical treatment.

The major findings of the study were:

Female teachers possessed high morale than male teachers.

Level of academic achievement had no bearing on teachers’ morale.

There was a positive and significant correlation between morale and study habits, morale and adjustment.

There was a negative relationship between morale and economic values of male teachers.

Positive relationship between morale and political values with respect to male teachers was found; but it was absent in case of female teachers.

There was a positive relationship between morale and study habits of post-graduate teachers; but in case of trained graduate teachers and teachers with a research degree, it was absent.
Franklin (1975) studied organizational climate and teacher morale in Colleges of Education in Gujarat. The study objectives were: (i) to identify the types of climate of the Colleges and Education of Gujarat; (ii) to find out the relationship between organizational climate of Colleges and morale of teacher educators working in those Colleges; and (iii) to examine and assess the impact of organizational climate, teachers’ morale and leadership behaviour on the effectiveness of teacher education programme at B.Ed. level.

The OCDQ (Halpin and Croft), the LBDQ (Halpin and Winer) and PTO (Bentley) were used as research tools, besides a self-devised questionnaire. Data collection was done through observation and interview techniques, besides a self developed Proforma on personal data. The sample comprised of 300 college teachers of thirtyfive colleges of education. Contingency co-efficient, co-efficient of correlation by Product Moment method, analysis of variance and “t” test were used as statistical measures.

The following were the major findings of the study:

The openness of climate did not lead to “high” or “low” effectiveness of the teacher education programme in comparison to closedness of climate.

The rapport of teacher with principal and with other teachers, teachers’ salary, job satisfaction, workload, community support and pressure and curricular issues had a significant effect making the teacher education programme less effective.

No significant difference was found in relationship between the morale of Rural and Urban background.

No significant relationship was found between teacher and number of years of teaching experience of teacher educators.

Darji (1975) tried (i) to identify the leadership behaviour pattern of the principals of sampled schools; (ii) to identify the organizational climate of the sampled schools; (iii) to measure teacher morale in the sampled school; and (iv) to study relationship among leadership behaviour of the principals of secondary schools, organizational climate, teacher morale, innovativeness of the schools and motivation of pupils towards the
schools and ultimately building up a picture of pupils’ achievement in terms of S.S.C. Examination results.

The data were collected from 400 teachers and 1000 pupils of 100 schools selected on stratified basis from the Panchamahals District. Research tools used were Leadership Behavior Description Questionnaire, Robert Coughtan’s tools for teacher morale, and self-developed Innovativeness Scale and the Junior Index of motivation.

The findings were:

The leadership behaviour dimensions and patterns were critical indicators of organizational climate, teacher morale, academic motivation, school innovativeness and academic status.

The highest percentage (49%) of the Principals manifested H.H. Pattern of leadership behaviour.

Principals of open climate schools manifested H.H. Pattern leadership behaviour.

The percentage of Principals manifesting HH pattern leadership went on decreasing from high morale schools to low morale schools.

The leadership behaviour dimensions and pattern were found to be significant in relation to variables of climate, morale, innovativeness but not in relation to pupil motivation towards school and academic status of schools.

**Shelat (1975)** in his study aimed at measuring the identifying organizational climate, teacher morale, and academic motivation of pupils; finding out interrelationships between organizational climate and leadership behaviour, organizational climate and teacher morale, organizational climate and pupil motivation; finding out interrelationships between teacher morale and pupil achievement, teacher morale and leadership behaviour, teacher morale and academic achievement of pupils; and examining the relationship between organizational climate and its correlates with reference to location, size and effectiveness of schools.
100 secondary schools comprised the sample and the data collection tools included OCDQ of Halpin and Croft, LBDQ of Halpin and Winer, school survey of Robert Caughalan and Junior Index of Motivation by Jack Frymier.

The investigation found that:

The organizational climate in Rural Schools was autonomous and parental whereas in Urban schools open and closed types were predominant.

Greater percentage of small size schools had open and autonomous climate whereas large size schools had controlled climate.

Most of the high achievement schools had closed climate whereas low achievement schools had open climate.

Schools of closed type climate had low teacher morale, whereas schools having open type climate had high teacher morale.

Open and autonomous climate contributed to boys’ academic achievements whereas controlled climate contributed to girls academic achievements.

Age of the teachers and school climate had no relationship.

Leadership behaviour did not influence pupils academic achievement.

Samrong (1976) in his investigation, aimed at: Identifying organizational climate of each of the sampled schools on openness, closeness and intermediate position between the two extremes; Measuring teacher morale of the sampled schools; and Examining some of the results yielded by the study pertaining to climate, morale and leadership interlocking them with some independent variables.

The sample comprised of sixty schools randomly selected from the city of Bangkok and nearby provinces. Self-developed research tools on organizational climate, on teacher morale and on leadership behaviour were used. The study found that:

Majority of schools (55%) in Central zone of Thailand, belonged to intermediate climate type, 15% to closed climate type and 30% to open climate type.
Open climate type schools were highest in the Western region in which 11.11% were girls schools, 33.33% were boys’ schools and 55.50% mixed schools.

Open climate type schools had higher mean scores on dimensions of Spirit, Intimacy, Thrust and Communication.

Out of the total sample, 36.6% schools had high teacher morale, 33.3% had average teacher morale and 30.1% of the schools had low teacher morale.

**Dekhtawala (1977)** took up a study of teacher morale in secondary schools of Gujarat, with the objectives to construct and standardize a teacher morale inventory to measure morale of teachers;

To study the morale of teachers on various grounds such as area, type of school, achievement of school etc.; and to conduct Factor-analysis of the results of the developed inventory.

The study was conducted on a sample of 1220 secondary teachers. The statistics used were mean, S.D. and ‘t’ values. Principal AXIS method was used to subject the data to factor analysis.

The result found that:

South Gujarat possessed highest morale and Kutch-Saurashtra showed the lowest.

Significant relationship was found between teacher morale and achievement of students; as well as between size, type and area of schools.

Male teachers, older teachers and married teachers had higher morale than their counterparts.

There was no significant relationship between teacher’s morale and teaching experience.

**Metha (1977)** took up his study to verify the objectives like: (i) to develop two research instruments to identify, describe and evaluate institutional climate and teacher morale; (ii) to find out whether perceptions of different dimensions of institutional climate by principals and teachers differ significantly; (iii) to investigate into the possible effect
some institutional and some teacher variables leave on institutional climate; (iv) to
determine the relationship between (a) climate and teachers morale and (b) dimensions of
institutional climate and factors of teachers morale.

The stratified sample comprised of 122 colleges. Research tools used were institutional
climate description questionnaire, the college teacher morale opinionaires and student
control ideology. “F” test, “t” test, Chi-Square and Regression Equation were used as
statistical measures.

Some of findings were as follow:

The teachers belonged to “average morale” category. Half of the Central Zone Teachers
manifested high morale while teachers of South and North zones had average morals.

Faculty-wise variations were found to have significant relationship with the morale of
teachers.

Teacher morale and institutional climate were found to be related at 0.01 levels.

Significant faculty-wise differences were found in mean perceptions of teachers on
custodial and humanistic control ideology.

Positive and significant inter-relationships were found among institutional climate,
teacher morals and student control ideology of the teachers.

Suzanne (1983) in his “Study of Teacher Morale of Tennessee” found no significant
difference at the .05 level in the morale of teachers in the eastern, middle, and the western
Tennessee. The null hypothesis was accepted for total morale (p=0.23). A significant
difference (p=0.02) was found only for factor 1, rapport with principal. There was no
significant difference at the 0.05 levels in the morale of teachers under forty and those of
forty years of age and older. The null hypothesis was accepted for total morale (p=.50)
and for all factors except factor 4, teacher salary. There was no significant difference in
the morale of male and female teachers. The null hypothesis for total morale was
accepted (p=0.35) because no significant difference was found. Five of the ten null
hypotheses were rejected. For factor 1, teacher rapport; factor 5, teacher load; and factor
9, school facilities and services, male responses were significantly more positive than female responses. That was no significant difference in the morale of teachers with bachelor degree or less and those with a master’s degree or more. The null hypothesis was accepted for the total morale (p=0.70) and for all of the ten factors, there being no significant difference, based on educational level.

**Rainwater (1985)** in his study, “A study of the morale of health education and physical education student teachers during an eight week student teaching experience” found that student teachers’ morale significantly changed over the period of student teaching. A significant difference in morale existed between health education and physical education student teachers. Twenty reasons were cited for causing student teachers to experience high morale while nineteen reasons were cited for causing student teachers to experience low morale.

**Raymond (1987)** in his study, “effects of portable, temporary and permanent classroom on students achievements and teacher morale at the second, fourth and sixth grade level” found that while there were differences in design, structure and utilization of the three environmental settings(portable, temporary and permanent), there were no differences in students’ achievements and teachers’ morale. The immediate implications of the findings were that the over-all environment seems to have little effect on learning or teachers.

**Charles (1987)** in his study, “an investigation of factors that influence that teacher morale and satisfaction with work conditions” found that the morale of Guam teachers was average, not high. Filipinos have a higher level of satisfaction on all work site factors than do Chamorros, their level of satisfaction being higher than Caucasians on 10 of 11 work site factors. Their higher level of satisfaction may be because many Filipino teachers in Guam have relocated from the Philippines where the standard of living for teachers is lower. Female teachers over-all express more satisfaction than do males. Morale of elementary teachers was found to highly correlate with their satisfaction with their building principle. Morale of middle school teachers was affected by their satisfaction with the curriculum. Morale of high school teachers was highly related to satisfaction with a variety of work site factors, most notable classroom instruction and teachers status. No significant differences in work site satisfaction or morale were found.
for teachers varying in age. Years of teaching experience, amount of college training, or current level of teaching. The single scale item measuring morale correlated highly with PTO overall satisfaction score indicating that teacher morale is a related but different psychological construct than teacher satisfaction.

**Richard (1987)** in his study, “relationship between teacher perceptions of elementary principals management competencies’ and teacher morale in South Carolina” found that: (1) There was a strong positive correlation between teacher perception of overall principals management competency and teacher morale; (2) Teacher perception of each of the elementary principal’s management competences displayed a significant low correlation with teacher morale; (3) The step-wise multiple procedures indicated that teacher perception of principal’s organizational sensitivity contributed most to teacher morale, accounting for approximately 42% variance in teachers PTO scores: organizational sensitivity was defined as principal consideration of the feelings and position of others while planning and making decisions; (4) Teacher perceptions of the following competences were insignificant with regard to teacher morale, proactive orientation, conceptual flexibility, achievement motivation and self-presentation; (5) Factor analysis of the survey of teacher perceptions of principal management competencies revealed the existence of two major factors: management skills and interpersonal skills. The result of the study suggested inclusion of each of the nineteen principals’ management competencies in the assessment and training of prospective principals. Organizational sensitivity should be emphasized in staff development programmes for elementary principals and prospective principals.

**Mathuse (1987)** in a study titled, “an investigation of the relationship of job related stress, job related morale and selected instructor characteristics among Florida’s industrial education teachers” found that the greatest source of job related stress among all industrial teachers was pupil related (poor pupils) and the greatest source of low morale was related to the school facilities. Industrial teachers at vocational centres and community colleges had significantly higher morale and significantly lower stress than industrial teachers in high schools and correlational institutions. Age, educational level, contract, status and teaching experience have limited effect on differences in stress and
morale levels. Salary level has no effect on the stress level of industrial teachers. However, the morale of industrial teachers increases as their salary increases. Industrial teachers who have excellent or above average working conditions have higher morale and lower stress than industrial teachers who have average, below average or poor working conditions.

Robin (1989) in his study, “The relationship between leadership behaviour of the principal and the morale of the teaching staff,” found that; (1) the school whose teachers perceived to have the highest morale was the school whose teachers also perceived themselves to have more participation in the organization of the school. (2) The only difference between secondary and elementary teachers in their preference for certain leadership behaviour was that secondary teachers preferred more control over the review of overall policies. (3) In all schools the principal perceived the character of the relationship between principal and teachers as more participative than what teachers perceived. (4) In all schools the principal perceived the level of morale higher than what teachers perceived. (5) Characteristics and behaviour of the principal that teacher stated made their jobs more satisfying included support for teachers concerns, positive feedback and encouragement, concern for the school’s success, visibility, dedication, reward for achievement of success of the school, involving teachers in decision making, good communication, consistency, pleasantness, honesty, consideration and strength of character. (6) Characteristics and behavior of the principal that teachers stated made their job dissatisfying included lack of visibility, lack of teacher involvement in decision making, being too directive, being unsupportive of teacher concerns, not listening to teachers’ input, making snap judgment, being inconsistent in judgment and lack of communication and enthusiasm.

Cook (1989) in his study, “School climate, teacher morale and achievement; effects and relationship” found no relationships between school climate and students’ academic achievements or between teacher morale and students’ academic achievements. Schools with a closed climate do not have a lower level mean gain in school achievement than schools with other types of climate. Also no significant relationship was found between the mean level of gain in students’ achievements and the degree of openness in the
organizational climate of a school. So also no difference was found in the mean level of student achievement in schools with high level of teacher morale and in school with low level of teacher morale. 77% of the 58 schools that participated in the study evidenced a closed climate. Some of the schools fell into open or familiar climate type. However, mean achievement gain among students in schools where teachers scored in high morale did not differ significantly from that of students in schools where teachers scored low in morale.

Ketty (1991) in his study “An investigation of school morale and perception of school climate among minority at risk students” found no significant three-way interaction effect. The three variables together did not affect students’ morale or students’ perception of school climate. However, upon further examination on SMS & SID Q scales, significant differences among groups were found on two substances of the SMS: (1) morale about administration, regulations and staff (2) morale about teacher-student relationships, and on three substances of the SID Q: (a) goals of the school, (b) parent participation and (c) openness. The following conclusions were drawn: (1) Regardless of the type of school they attend, at risk Hispanic students have more negative perception of the goals of their school and of parent participation in their schooling than do non-risk students. (2) At risk Hispanic males (regardless of the school they attend) have low morale and negative perception of school climate, (3) regardless of their gender or status, Hispanic students attending a high drop-out rate school have negative attitude toward the school administration (4) Regardless of their status and the type of school they attend Hispanic females have positive attitude towards teachers and positive perception of the openness of the school.

Fisher (1991) found significant differences on construct of morale between elementary and secondary teachers in selected districts in south Mississippi. He also found:

1. There is a significant difference among the selected variables of overall morale, rapport with principal, and school facilities and services between elementary and secondary teachers.
2. There is a significant difference in the morale variables of rapport among teachers and community pressures regarding the variable age.

3. There is a significant difference in the morale variables of rapport with principal and community support between teachers with baccalaureate degrees and teachers with graduate degrees.

4. There is a significant difference in the morale variables of overall morale, rapport with principal, satisfaction with teaching, teacher load, curriculum issues, teacher status and community support regarding the variable marital status.

5. There is no significant difference in the morale of teachers regarding the variable gender, race, and teaching experience.

Mehta (1997) in his study aimed (i) to measure the existing climate of secondary Teacher Education colleges, (ii) to measure the morale of teacher educators, (iii) to evaluate the effectiveness of teacher education programmes in Colleges of Education in Maharashtra, (iv) to determine principal’s roles and (v) to appraise the Principal’s leadership behavior.

Twenty six principals and 190 teacher educators from twenty-six Colleges of Education from all over Maharashtra comprised the sample. Research tools used were OCDQ of Halpin and Croft, Purdue Teacher Morale Opinionire (PTO) of Benlley and Rampell, LBDQ of Halpin and Croft, a questionnaire to evaluate effectiveness of teacher education programmes and a rating scale to evaluate the role of principals. Statistical measures used were Analysis of variance, “t” test, Chi-Square test and factor Analysis.

The study evidenced as follow:

The colleges could be arranged on a continuum with “open” and “closed” Climate as extremes.

Significant relationship existed between administrative experience and climate types.

Variations in teacher morale existed in Colleges of Education but no relationship was found with the age of the Principals.
Teacher morale was found to be dependent on their faculty experience but not on type of management, year of college establishment or their own age.

College climate was closely associated with teacher Morale.

Positive and significant relationship was found between the perceptions of teacher educators about the behavior of the principal and his own perception of himself.

2.3.8 Research on Student morale in India

Thapliyal (1981) in his study classroom morale in relation to students’ Academic Achievements found:

A. (i) The boys colleges showed a clear evidence of association between the dimensions of trust (T), academic emphasis (AE), discipline & control (D&C), disharmony (D) and hindrance (H) of school environment & CM (HSE & CM).

B. In girl colleges T, AE, Support & Satisfaction (S&S) and authoritarianism (A) were found associated.

C. In case of co-educational colleges H, A, D, D & C and democracy & freedom (D&F) were found closely associated.

D. In rural colleges D&C, S & S, T and lack of facilities (LF) were found closely associated whereas urban colleges exhibited clear association between D &C, D &A.

A significant association was observed between teachers and CM in boys and girls colleges.

A highly significant & positive correlation was found between CM & academic achievement of the students in all colleges.

A highly significant difference was identified between the rural colleges and urban colleges in CM.
Sharma (1983) conducted a research titled, “Student Morale as a correlate of Educational Environment in the School” with the objectives:

(i) to find out the correlation between educational environment and morale of students of difference types of high schools of Chandigarh.

(ii) to identify the educational environment of govt. single-shift schools of the urban area, private single-shift schools of the Urban area and govt. single-shift schools of the rural area, and (iii) to identify the students morale of govt. single-shift schools of the urban area, govt. double-shift schools of the urban area, private single-shift schools of the urban area and govt. single-shift schools of the rural area.

Four different types of schools constituted the sample of study, that is,

Govt. single-shift schools of the urban area;

Govt. double-shift schools of the urban area;

Private single-shift schools of the urban area;

Govt. single-shift schools of the rural area.

Three schools each of these types were taken and from each of these schools, 50 students of the IX class were selected. Thus, the sample of the study consisted of 12 schools and 600 students of class IX. The sample subjects were administered the following tools : (i) the educational environment questionnaire consisting of 50 questions categorized in seven groups, viz. the school plant and equipment of building for proper education, the uses of curriculum, qualifications of teachers, evaluation of education, school policy, human relations teacher-student, student-student, principal-teacher & parent teacher relations & general feeling about the schools (ii) The school morale scale related to seven aspects of school, viz., school plant, quality of instruction & instructional material, administrative personnel, rules and regulations, community support of schools; relationship with other students, teacher student relationships and general feeling about school morale.
The findings of the study revealed that

(A) significant differences existed among different types of schools on the criterion variable of student morale;

(B) a positive correlation existed between educational environment and student morale in the case of private single shift schools of the urban area;

(C) the main scores on educational environment of govt. single-shift schools of the urban area were significantly higher as compared to those of govt. double-shift schools of urban area;

(D) private single shift schools of the urban area and govt. single shift schools of the rural area also significantly differed on mean scores on educational environment;

(E) F-ratio was significant in all the seven categories of educational environment.

Chishty (1989) in his study “Achievements Motivation, Self Concept Personal Preferences, Students’ Morale and other Ecological Status & Performance of Higher Sec. Tribal Students of Rajasthan”, found that

Effect of Sex: Boys and girls differ significantly regarding their morale level. It was found that the girls’ mean was higher than the boys.

Effect of Different Classes: Different classes differ significantly regarding student morale. It was found that students’ morale level gets affected with the shift in different classes, especially for school climate.

Effect of Streams: Students of different streams differ significantly as regards the morale dimensions.

Effect of Different Age-groups: The morale of the students was not affected by different age-groups of the students, i.e. age level was not a barrier as regards high/low morale of the students.

Effect of Caste: Different castes (The Mina and The Bhil) showed no significant difference with regards to their morale scores.
Effect of Aspirations: The tribal students having three levels of aspirations differ significantly in their morale scores. The low aspirants have got the high morale index than the best aspirants.

Effect of SES (Father’s Education): The students belonging to parents with high, average and low education did not differ in morale index.

Effect of SES (Three Levels of Father’s Occupation): The three levels of occupation of the parents of tribal students did not affect the morale index of the students.

Effect of SES (Father’s Income Levels): The three levels of income of the parents had no effect on the morale of the students. The average income group students had got high morale index as compared to high and low income group students.

The high morale of the students was dependent on the teacher-student inter-personal relationship, confidence in principal and management, learning facilities, satisfaction, goal direction, adequacy of communication teaching learning skills and ability of the teachers. The factors responsible for poor students’ morale were: conditions related to studies, academic achievements, students’ benefits, friendliness and cooperation among the class fellows, identification with the schools, opportunity for growth and advancement.

Joshi (1992) in his study “Classroom morale in relation to Locus of Control, Creativity and Parental Encouragement of pupils in Hindi-medium and English-medium schools” tried in terms of objectives, to study:

Whether the pupils’ internal and external locus of control differs on the basis of classroom morale;

Whether the pupils with high or low creativity differ with respect to classroom morale;

Whether the pupils with high, average and low parental encouragement differ on the basis of classroom morale;

Whether pupils studying in English Medium & Hindi medium schools differ in respect to CM;
The extent of interaction between classroom morale, LOC creativity, parental encouragement and type of schools.

Students studying in the intermediate classes of Std. XI and XII in Hindi and English medium institutions in the Garhwal region formed the population sample and the tools used include TOM of A.B. Bhatnagar; LOC of Roma Pal; Verbal test of Creativity of Baquer Mehdi; and Parental Encouragement Scale constructed by the investigator.

The collected data were treated using ANOVA

Major Findings-

Type of school ((a) English & Hindi medium)) taken independently had no effect on the classroom morale both for boys and girls;

The interaction between A and Locus of Control (B) was not significant with respect to CM;

Creativity (C) taken independent by had no effect on CM for boys;

AXC had no effect while C independently was significant with respect to the CM of girls;

A and its interaction with parental encouragement (D) was not significant while (D) independently had a positive effect on classroom morale for boys as well as for girls;

B or D independently had no effect on CM but BXD had been found to be significant for English Medium Girls;

C or its interaction with D had a positive effect on CM for English Medium and Hindi Medium boys and English Medium Girls;

C or D independently had no effect on classroom morale but their interaction showed a positive effect on it for Hindi Medium Girls;

The F-ratio for the combined interaction of AXBXC was found to be significant; together they influence classroom morale.
Joshi (2001) in her study “Classroom morale in terms of Locus Control, Creativity and Parental Encouragement” found that parental encouragement independently had a positive effect on classroom morale for boys as well as for girls.

Joshi (2002) in her study “Classroom morale in terms of Locus Control, Creativity and Parental Encouragement of the Higher School in Hindi Medium School (Boys & Girls)” found that creativity or parental encouragement independently had no effect on classroom morale but their interaction showed a positive effect on it for Hindi Medium girls.

Joshi (2003) in her study “A Study of Classroom Morale in relation of Locus of Control, Creativity and Parental Encouragement of English Medium Schools (Boys & Girls)” found that creativity or its interaction with parental encouragement had no influence on classroom morale for English Medium Boys & Girls.

Joshi (2005) in her paper “Classroom Morale in relation to types of school, locus of control and creativity” tried to find out the effect of (i) types of school; (ii) locus of control; and (iii) creativity of boys and girls on the classroom morale of students. The significantly reliable and valid results were analyzed by conducting analysis of variance of (2x2x2) factorial design.

The following results were drawn on the basis of the results of the study:

The F-ratio for the combined interaction between types of school, locus of control and creativity was found to be significant indicating that all the three variables when taken together for boys influence the classroom morale.

The interaction between English medium schools, internal locus of control and low creativity was found to be significantly higher than the Hindi medium schools’ internal locus of control and low creativity while opposite is the case for high creativity.

The interaction between types of school, locus of control and creativity was found to be insignificant while the locus of control independently has influence on the classroom morale for girls.
The interaction between English medium schools, external locus of control and low creativity was found to be significantly higher than the interaction between Hindi medium schools, external locus of control and low creativity for girls.

Joshi (2006) in her paper “Locus of Control, Creativity and Parental Encouragement” explored the impact of locus of control, creativity and parental encouragement on the classroom morale of the boys and girls of Hindi Medium Schools. Obtained F values of locus of control, creativity and parental encouragement were found statistically significant.

The following conclusions were drawn on the basis of the results of the study:

There is a likelihood of significant interaction between internal locus of control, low creativity and high parental encouragement with external locus of control, low creativity and high parental encouragement (F=20.4, p<0.01).

Similarly for Hindi Medium boys the interaction between internal locus of control, high creativity and average parental, encouragement is significant in relation with external locus of control, high creativity and average parental encouragement.

Students studying in Hindi Medium girls schools have significantly higher order interaction when considered to see the effect of locus of control. The interaction between locus of control and creativity has also been found significant, indicating that these factors, in mutual effect, influence classroom morale.

The interaction between external locus of control, low creativity and low or high parental encouragement was found to have significantly higher difference when compared to internal locus of control, low creativity and low or high parental encouragement.

Joshi (2009) in her research paper, “Effect of Types of School, Creativity and Parental Encouragement on the Classroom Morale of Boys and Girls” tried to find out the effect of types of schools, creativity and parental encouragement of boys and girls on the classroom morale of the students. The significantly reliable and valid results were analyzed by conducting analysis of variance of (2x2x3) factorial design. The following conclusions were drawn on the basis of the results of the study:
The creativity of boys (low or high) when taken as an independent variable has an effect on classroom morale. The interaction in other second order factorial design was found to reveal insignificant difference with respect to the classroom morale.

The interaction between English medium school, low creativity and average parental encouragement was found to be higher than the interaction between Hindi medium school, low creativity and average parental encouragement (p<0.01).

The composite effect of the types of school, creativity and parental encouragement when analyzed for girls, the types of school creativity have high significant effect on classroom morale when assessed independently. Further, the interaction of creativity and parental encouragement was found to be significant when considered vis-à-vis composite classroom morale.

The interaction between English medium school, high creativity and low parental encouragement was observed having cell Mean together in comparison to the interaction between Hindi medium school, high creativity and low parental encouragement. However, the second order interactions between (A X C X D) in all other cases had a significant difference.

2.4 Over-View

The studies conducted during last few years contribute to the problem of employees’ morale and organizational climate, teacher morale and school climate, teacher-principal relationship; though very few contribute in the field of classroom morale. The review of studies shows that classroom morale is affected by achievement motivation, self-concept, personal preferences, creativity, locus of control and parental encouragement. Being a multi prolonged problem, it remains still the question of further research: as the deeper it is studied, the more tangible it is liable to yield the yet more explored areas to be probed in, to contribute to the teaching-learning process, hence its relevance for the study in hand.