CHAPTER – II

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

The review of related literature pertaining to secondary education conducted by researchers in the country revealed certain general findings in the area such as school development, school administration, school physical infrastructure, and school organizational climate, academic performance of the students and the overall problems of secondary school education.

The first chapter is a discussion of the background, aims and objectives of the present study. This chapter deals with review of related literature. The purpose of the study of research works done in the same field is to understand what type of study has been done and what exactly has been explored before present research work started.

The study of related literature and research work is very essential and important as it provides us proper guidelines. There are many educationists who tried to show the importance of review of the related literature.

In the present study the researcher has used various books, dissertations, handbooks, articles, journals, thesis web sites as reference material.

The review of literature has been divided into two categories:

1. The research studies conducted abroad.
2. The research studies done in India.

Each category includes
1. Objectives of the study
2. Procedure adopted
3. Sample selected for the study
4. Main findings

The findings, relevant to the present study, were only selected.
2.2 FINDINGS ON THE DEVELOPMENT OF SECONDARY EDUCATION INCLUDING ADMINISTRATION

George (2005) in his research on the history of the Catholic Church among the Khasis found that (i) the programmed education among the Khasis was the results of the endeavour by the Catholic Church as well as other different denominations, other religious, government and private agents. (ii) The Catholic Church has a vast network of schools and colleges and contributed much more to Rural Education than any other agency, Government or any other religious group. (iii) The Church has also taken initiatives to provide agricultural and household activities like cooking, tailoring, knitting, etc. training to the students.

Grigg (2005) found that (i) by 1850; most schools affiliated to main religious body accepted state aid. (ii) Before 1870, in England, the Anglican Church was given license to all Schools masters. It was difficult to enforce standard and quality was not ensured.

Khongwir (2005) in his study on the Higher Secondary Schools education in Meghalaya found that till Independence of the country no substantial step was taken to promote modern education in the state. The foundation of modern education in the state was laid by the Christian Missionaries in 19th Century from 1841 in the Khasi and Jaintia Hills and from 1873 in the Garo Hills. Some of the other contributing agencies are Brahma Samay (1870) and Ramakrishna Mission (1924).

Elliot (2004) in his research on Catholic Education Dilemma in 1944 found that (i) Catholic School’s contributed much to the social, economic intellectual life of the majority of the English and Welsh peoples. (ii) Girls were educated mainly in Catholic schools run by Religious order (iii) founders of Catholic Secondary School in the first half of the Twentieth Century, desired professionally religious education
which will be at the same time permit them to play their part in the world. The
students were trained to take up business and administration.

Mythly (2000) in his book Delicately Inevitable Private Education in sub-
Saharan Africa, states that there were Historical reasons for the development of
Private Education in Sub- Saharan, Africa. Mostly, Missionaries maintained Private
Education in the pre and post-independence period. Only after independence,
community initiated Harambre Schools to meet the demand of Education.

Lang (1999) in the study on Catholic Church and Secondary School
Curriculum in Ireland found the following, (i) the majority of the Secondary Schools
were Catholic Schools and were managed by Catholic Bishops, diocesan authorities
and religious order. (ii) The Catholic Church had power and control over schools
system. (iii) The Church safeguards its own interest even in the making of the
policies. (iv) the primary aim of education was religion.

Tamjenkaba (1993) reported that: (i) Christian Missionaries played an
important role to establish schools in the then Naga Hills. Dr. and Mrs. Clark started
the first School at Molengymsim in 1878 with the enrolments of 6 students. After the
Second World War, more people got interested to receive education. (ii) Development
of Education in Nagaland started after the attainment of statehood of Nagaland while
participating in the National Five Years Plans, starting from the Fourth Five Year
Plan.

Snaitang (1993) in his study on Christianity and Social Change in North
Eastern India found out the following (i) The Missionaries were the first to
established Schools in Meghalaya. The first Primary School came up in 1833 in
Cherrapunjee. These schools were closed in 1838. When the Welsh Mission came in
1841, they opened more schools. (ii) Education of women was also given importance. The first school for girls was established in 1843 by William Lewis at Cherrapunjee.

Solanki (1992) conducted a study on the relationship between the educational management and the organisational climate. The finding revealed that (1) education management of a school depended upon the resources of the school system. It was independent of sex of student’s population, of organisational management and place of school but mostly depended upon the human educational and physical dimensions of resources, (2) the Secondary Schools differed among themselves in their organisational climate. The organisational level of Secondary School appeared to be independent of organisational management, place of work and sex of student’s population, (3) there was a relationship between a resource management system and the organisational climate of the school. Highly resourceful were inclined towards the open range climate, whereas the low resourceful schools were inclined towards the closed ranged climate.

Malhotra (1992) studied the impact of education on Nicobarese tribal life adjustment (social, cultural, economic, political and religious life) of the community, including its family structure and organisation. The findings showed that the spread of education has brought about changes in the traditional occupations, in the cultural life, in language, in their economy and political consciousness, and has also made them more respective to new ideas.

On the contribution of Seng Khasi schools to the development of education in Meghalaya, Talang (1992) found that Seng Khasi School is the only sectarian secular private educational institution in the state of Meghalaya. The aim of the school is to propagate education and traditional institution to all section of the people in the society. The school was founded in the year 1921 and was recognised by the
government in 1964. Administration of the school was carried out by the headmaster with the help of teachers along with the managing committee. Annual grant to the school was borne by the state government. The school provides a library for students where magazines, journals and reference books on different subjects are kept.

In the Darrang District of Assam, Deka (1991) found that the increases in population, poverty of the people, illiteracy of the parents, indifference attitude towards female education, inadequate financial resources have contributed to the backwardness of the Secondary Education in the District. The socio-economic condition of teachers is far from satisfactory. The private school teachers particularly get lower scale of pays with insecurities of service. Under such conditions no such teachers can be expected to discharge his duties credibility and with sincerity. He also points out the problems such as: inadequate school infrastructures, less number of trained teachers, lack of co-curricular activities and neglected physical education and lack of understanding between parents and teachers. Proper supervision and inspection of the school is absent especially in remote and backward areas. Teacher’s condition and status were neglected by the government, political leaders and the public. No introduction of subjects which suited to the local needs, e.g., crafts and SUPW was made and financial hardship is the root of all evils in the field of Secondary Education in Darrang District.

Upasani, Deshpande and Katre (1991) made a collective study of some models of efficient and inefficient administration and management at the Secondary School level at Pune District, and revealed that a significant difference was found between efficient and inefficient schools on the aspects of (a) planning and implementation of curricular and co-curricular activities, (b) scholastic and other achievement of students, (c) efficiency and enrichment of teaching staff, (d) administration and
(e) relationship with the community. The organisation climate varied from open to close to autonomous. Yet all the three kinds of schools were identified as efficient. The correlation of efficiency of a Headmaster were found to be good planning, implementation of curricular and co-curricular activities, good relation with staff and community and provision of extra facilities for students. The administrative behaviour of Secondary School heads are generally affected by their attitude towards profession, job satisfaction, personal, inter personal and social adequacy and educational qualification as well as their administrative experiences. But the type of school management, fields of specialisation and teaching experience of head did not seem to produce any differences in the administrative behaviour of Secondary School heads.

In a study conducted by Purohit (1989) on the role of the Secondary School teacher’s organisation in relation to the qualitative improvement of Secondary Education in Orissa after independence found that the Secondary Schools organisations of Orissa were at the initial stages motivated by trade unionism and then gradually drifted towards enhancing academic excellence of its members. They have shown concern both for the betterment of the socio-economic status and promotion of professional’s competence of the teachers. However, they were more effective in improving the socio-economic status of their members than in promoting professional competence. Although they did not acquire the status of professional consultants in the formulation of educational policies and programmes, they did influence these to a limited extent, by expressing their unilateral considered views. For improving the professional competence of their members, the efforts of the Secondary School teacher’s organisation of Orissa were mostly in the form of educational conference and irregular publications. These programmes of the organisation did not assure active participation by the teacher in large numbers and were devoid of follow up actions.
2.3 FINDINGS ON PHYSICAL INFRASTRUCTURE

According to NCERT (2002), the type of building, in which the majority of the classes (including sections) are held, has been classified as; ‘pucca’, ‘partly pucca’, ‘kachcha’, ‘thatched hut’, ‘tent’, or ‘open space’. The constructions of school buildings in the above categories as pucca, partly pucca, kachcha or thatched hut has been considered as per the norms of the respective states. Of the 65,564 Secondary Schools in the country, 59,757 (91.15%) schools are functioning in pucca or partly pucca buildings, whereas at the time of the Fifth Survey 47,823 (90.99%) schools were housed in such buildings. The Sixth Survey figures shows that all the states except Assam, Himachal Pradesh, Manipur, Mizoram, Nagaland, Orissa, Sikkim, Tamil Nadu and Tripura have pucca buildings in more than 60% of the schools. In Meghalaya, 409 Secondary Schools existed in 1993. Their number rose to 513 in 2002. Out of these, 362 schools function in pucca buildings, 104 in partly pucca and 47 in kachcha buildings.

Panda (1995) conducted a sociological study on the functions, organisation and impact of the tribal’s schools in the Koraput District of Orissa. He found that the non-enrolled children were higher than those of enrolled in the village schools. The schools were not equipped adequately with the required facilities such as the condition of the school building, proper lighting, proper ventilation and minimum comforts in order to make the teaching-learning process more affective. There was a lack of relevant teaching aids like – charts, diagrams, and maps, learning material, community involvement and special teaching classes for the backward learners. It was found that, the classroom interaction was very limited and passive. No specials efforts were made to improve the classroom teaching. It was found that the school did not pay adequate attention towards the rituals, functions, fairs, festivals and ceremonies.
relating to the tribal communities. The funds were not available for the school to make minor repairs and even to procure some teaching aids. Many of the teachers did not attend any in-service teacher training after joining the schools. The teaching methods varied from teacher to teacher. Poor economic conditions of the villagers resulted into lower enrolment, non-participation in the school activities and indifferent attitude towards the schools.

Chauhan (1993) examined the extent of geographical locale and its influence on the educational achievement of tribal children of Bastar district of the then Madhya Pradesh. He also studied the influence of the economic condition, cultural system and educational facilities on the educational achievements of tribal children in this district. He found that there was no significant difference in the educational facilities in the schools of Northern, Middle and Southern parts of Bastar, there was a positive correlation between facilities and academic achievement. Less facilitated schools are not attracting the tribal children and that was why the enrolment and achievements was low. Further, all three conditions are positively affecting the achievement of the tribal children. There were significant difference found in all three in North, Middle and Southern Schools of the districts. The economic conditions of the parents are in all the three regions of the district have direct correlation with the academic achievements of the tribal children. The education of the children has shown positive impact on the economic condition of the family. There are also positive correlation between education and socio-cultural activities in their society.

Haridas, (1992) did a critical appraisal of the Navodaya Vidyalaya scheme such as implemented in the state of Kerala and found that ever since the establishment of the first two Vidyalaya in 1986-1987, the institutions had adequate qualified staff and extensive campuses with good buildings. However, the schools lacked adequate
laboratory equipment, proper health care and recreational facilities and provision for staff development on a continuing basis.

NCERT Report (1992) found that while physical facilities especially in rural schools were inadequate, teaching conditions of schools were considerably better in four districts of Bihar. The conclusion of the study was lack of physical infrastructure in the school was a major problem.

Patil (1992) revealed that in Cuttack-I circle, Cuttack, a majority of the Secondary School Headmaster did not have adequate provision for audio-visual aids in their school. In majority of schools, various activities like sports etc. existed but they did not have funds for organising co-curricular activities in their schools. All the headmasters stated that their colleagues assisted them in their office work. In some schools only there were a required number of peons and majority of them did not have a typing machine.

Kaul and Gupta’s (1990) findings on school library facilities and their utilisation in Secondary and Higher Secondary Schools of – Assam, Haryana and Tamil Nadu, revealed that though libraries were found to exist in all the high and Higher Secondary Schools, they had a very large clientele to cater to in proportion to the meagre collection of books. Only a small fraction of High Schools had separate accommodation for libraries as compared to Higher Secondary Schools in these states. They were generally found to function in a single room accommodation. The reading-room space did not appear to be sufficient to allow room for display of newspaper and magazines. Stacking facilities were mostly found to be meagre. Catalogue cabinets, dictionary stands, newspaper racks, magazine racks and working tables were rarely found. The schools adopted the closed-shelf system to stack books and generally used locked almirahs after stocking books. In the accession register, the main records were
maintained. Books were issued generally only after entering in the issue registers. Most of the school libraries worked for up to two hours each day. These did not open on holidays. There was no provision for full-time librarians in schools and there was considerable variation in expenditure on different items connected with school libraries. Only few schools had the provision of library periods in their time-tables.

Mittal (1990) attempted to find out the position regarding school building in secondary and Higher Secondary Schools in four states i.e. Bihar, Himachal Pradesh, Karnataka and Madhya Pradesh. Study revealed that as regards the land possession of government schools, Bihar and Karnataka had adequate portion but with regard to per child covered area it was poor in all the four states. The schools in all the four states had unsatisfactory boundary walls and poor buildings, coupled with poor/inadequate ventilation and lighting facility. As regards the existence of science laboratories it was very poorly supported with lights and water in Bihar. Quite an alarming percentage of schools did not possess separate library rooms in all the four states. Drinking water facilities and toilet facilities were quite unsatisfactory in all the four states.

“A comparative study of the problems experienced by Secondary School teachers under different management in Andhra Pradesh and the impact on performance of students” was undertaken by Anwar (1988). It revealed that the educational facilities available in the High Schools under different management. There were marked differences in the infrastructure facilities in the schools under different management. Private schools were in much better conditions followed by the Zilla Parishad schools and government schools took the third position. Mode of selection for the recruitment of teachers were found to have either advantage like good financial support, good salaries, leave facilities, retirement benefits and job
security. Private school teachers were answerable to the management for the performance of the students.

To study the problems of whether the facilities available to schools catering to different socio-economic strata are different and desperate, Bhutto, (1988) revealed that there is a positive relationship which exist between the class to which a school catered and (i) the academic performance of its students, (ii) the physical facilities available to the school, (iii) the powers given to the principal, (iv) the aspiration level among the students, (v) the expectation from the students, (vi) teachers efficiency and (vii) home support to education. A negative relationship was found to exist between the class to which a school catered and (i) the failures and drop-out rate, (ii) disciplinary problems. Having less power, the principals of the school catering to the lower class got crippled in resolving day-to-day problems and in the finance management of the school. The lower class got fewer entrants which created an educational gap between them and the students from other schools. The best performance in arts and sports was seen in the lower class. A higher percentage of teachers having higher qualification, long teaching experience and drawing good salaries could be found in lower class. The students of the lower class were more enthusiastic about their school.

To get greater insight into availability of facilities for education in the country, a report was carried out by Kaul (1988) on “the Secondary analysis of the Fourth India Educational Survey: an independent study”. He reported that: (i) pucca building existed in all the States and the Union territories except Himachal Pradesh, Jammu & Kashmir and Tripura, (ii) textbook-banks facilities and library facilities were available in all the States and Union Territories, (iii) playground and sport facilities were negligible in all the places and in all the schools, (iv) drinking water facility was
available in all the schools except in Tripura. The majority of female teachers were found, to be more in different types of schools in all the places.

2.4 FINDINGS ON SCHOOL ORGANIZATIONAL CLIMATE

Paulson Mundanmany (2003) conducted a research on the topic “Manager or Visionary Leadership of Salestians High and higher Secondary School in India as perceive by the Principals and their faculty”, revealed that the Leadership behaviour of the majority of school Principals was that of an aspiring leader. They seem to have sound managerial capabilities and look forward to the challenge of leadership. The study also found that most Principals have qualities like Caring Leadership, Clear Leadership and Original Leadership. The climate in Salestians Schools was found to be friendly and favourable to Educational growth.

Srivastava (2000) reported that (i) More than half of the teachers opined that the Headmaster discussed the problem prevailing in the school. (ii) One-fourth said that the Headmaster seek the advice of the teachers on all occasion. (iii) Two-third opined that the Headmaster sought their advice on some occasions.


Palanivelu (1992) found that: (i) Students was in agreement with the admission procedures, the discipline in the school, the organize way of conducting the examinations and the operations of funds collected in the school. (ii) Teachers were happy with the admission procedures, the discipline, the way of examination were conducted, the beneficial way of utilizing the funds, the performance of extra-curricular activities, etc.
In 1992, Pati made a study on the Administrative and Supervisory problems of Secondary School Headmasters of Cuttack-I circle, and found that: (i) Curricular problems is because of appointment of inadequate number of teachers and lack of professional qualifications among them. According to a majority (75%) of the Headmasters, the guardians used to come and consulted to the Headmasters about the progress of their children. They also reported that they did not have adequate provision of audio-visual aids, and also not having sufficient fund for organising co-curricular activities in their school. They did not even have a typing machine, and many Headmasters opined that the school teachers did not get regular payment.

To identify and classify the Organisational Climate, the leadership behaviour of the Principals and moral of teachers in Central schools, Jayajothi’s (1992) findings are as follows: (i) Central schools of Madras region differed in their climate, (ii) the ‘open’ climate related best to the perception of leadership behaviour of Principals by the teachers and the ‘autonomous’ climate had the least relationship. Female teachers had a better perception about the leadership and teacher morale. Experience, age and sex did not discriminate perception of school climate, teacher morale and leadership behaviour. Leadership behaviour differed with climate. (iii) Female teachers had more job satisfaction than male teachers. Job satisfaction was positively related with ‘spirit’, ‘intimacy’, ‘production’ emphasis and ‘humanised thrust’ but negatively related with the ‘disengagement and ‘psycho-physical hindrance’ dimensions of organisational climate. Also job satisfaction was positively related with ‘initiating structure’ and ‘consideration’ dimensions of the leadership behaviour of Principal.

Using the ‘Case study’ method, Amrithalingam, (1991) studied parental involvement of Secondary Schools under achievers in Karaikudi Districts of Tamil Nadu and discovered that the under achiever parents in almost all the groups based on
religion, caste, family status, docility, educational qualification, income and occupations had not taken interest in their children’s physical and mental development and had paid a little attention on inculcating good habits formation in them for studies and participation in co-curricular activities.

Mohapatra (1991) made a Comparative Study of Government vs. Private School Teachers”. His major findings are: (i) teachers both male and female came from all classes of society, but the majority of them were from the lower middle-class income group. As compared to the male teachers, most of the female teachers came from families belonging to the higher SES (Socio-Economic Status), (ii) the Private school teachers were found more qualified than the government school teachers and were found working in a lower cadre due to lack of vacancies in the higher cadre, (iii) the number of Secondary Schools in Cuttack town were not adequate to feed the number of students and that is why, demanding more schools in the urban area. The classrooms of both Government and Private schools were found to be crowded in spite of having a number of sections in each class, (iv) the infrastructural facilities such as library facilities, school buildings, teacher’s quarters were found to be better provided in the government schools rather than the Private schools. The performances of students in the High School Leaving Examination were also found to be better in the Government schools. (v) As regards the system of education, about 70 percent of the teachers were not satisfied and felt that the present system of education creates unemployment. (vi) A majority of the teachers did not bother about cordial relationship with their colleagues and did not bother to keep contact with the guardians of the students as well, (vii) As regards the textbooks in the Secondary level, most of the teachers expressed dissatisfaction with the contents of the textbooks and said about changing the syllabus.
Another attempt to investigate the school organisational climate by Pradhan (1991) revealed that the school organisational climate significantly affects the student’s scores of creativity, but did not affect the uniqueness score of reality, home adjustment, social adjustment, health and emotional areas of students and the school adjustment of students. The school organisational climate significantly affected the academic achievement of students.

Chakraborti (1990) concludes that the school climate as perceived by their teachers is open as well as close, autonomous, familiar, controlled, parental type. The ‘parental’ climate was the most frequently perceived climate followed by ‘controlled’, ‘familiar’, ‘open’, ‘autonomous’ and ‘close climate’. A significant and positive correlation was found between the school organisational climate and the leadership behaviour of the principal, the job-satisfaction of the teachers and school effectiveness.

To study the impact of the leadership behaviour of the Headmasters on the school climate and to know the effect of school climate on the achievement of pupils, Sharma (1982) concluded that: (1) A significant difference was found between the different types of school climates and leadership behaviours. (2) Five types of school climates were found in three Higher Secondary Schools of Agra, viz., open, autonomous, familiar, controlled and parental. The closed climate did not find a place in any school. (3) No significant difference was found among the various types of climates prevailing in the Junior High Schools of Agra City. (4) No significant difference was found on the basis of sex (boys and girls), locality (Rural and Urban) and management (Government and Private). (5) A significant difference was found in the open, autonomous and parental type of climates of Junior High Schools whereas controlled and familiar climates had no significant differences. (6) The leadership...
behaviour of the Headmasters of the Junior High Schools was significant on the area (R and U) and management (G and P). The leadership behaviour of the headmasters of the Junior High Schools was significant on the basis of sex. (7) A significant difference was found among open, controlled, familiar and parental type of school climates on the leadership behaviour. (8) No significant difference was found among the various dimensions of Leadership Behaviour Descriptive Questionnaire (LBDQ). (9) A better achievement was found in the case of the familiar climate schools though they did not show a positive relationship with leadership behaviour.

2.5 FINDINGS ON THE ACADEMIC PERFORMANCE OF THE STUDENTS

Borbora and Das (2001) studied on the influence of parental literacy on the academic achievement of children belonging to backward classes. The findings of the study were: (1) children of literate parents showed better academic achievement than the children of illiterate parents. (2) The academic achievement of first generation learners was found to be the lowest. (3) Academic achievement of the girls was comparatively better than that of boys. (4) It was found that first generation learners parents were not aware of their children education due to busy work schedule. (5) Parents illiteracy and lack of facilities were found to be the causes behind low academic achievement.

Literature on educational reforms provides evidence that sustained efforts to transform High Schools can help prepare students for the demands of a “technological and global society characterised by rapid change and unprecedented diversity” as well as a work environment that demands individuals who can “understand multi-dimensional problems, design solutions, plan their own task, evaluate results, and work cooperatively with others” Basantia and Mukhopadhya (2000) studied the psychological factors and achievement on tribal students found that boys and girls did
not differ in terms of psychological constraints. The degree of psychological constraints differed between high achievers and low achievers. High achievers had low levels of psychological constraints. It was revealed that psychological constraints and academic achievement are negatively correlated with each other.

Rao and Kanth (1997) revealed that teachers were able to involve community in the activities of the school for its development (i) teachers interaction with pupils, parents and elders had positive impact in enrolment in schools, (ii) Regular Parents-Teachers meeting had positive effect in improvement of enrolment and attendance in school.

Bakalevu (1996) discussed under- achievement in Mathematics in her homeland in Fiji. She examined the effectiveness of Mathematic unit that was built on students cultural experiences in what she described as the relationship between culture and Mathematics. Her conclusion is that educators must know about indigenous Mathematics so that they can bridge to the new Mathematics they were trying to teach.

Tilak (1995) undertook a study on academic alienation among tribal High School students of Himachal Pradesh in relation to their home and school environment. The study revealed that, male and female tribal High School students did not seem to differ significantly with regard to their level of academic alienation. Tribal High School students belonging to high and low levels of home environment, however, appeared to have exhibit significant difference in their academic alienation. There was no significant interaction between sex of tribal High Schools students and permissiveness factor, nurturance factor, reward factor, control factor, conformity factor, rejection factor, punishment factor, protectiveness factor, social isolation factor and deprivation of privileges factor. Tribal High School students belonging to high
and low levels of schools environment seemed to show significant difference in their academic alienation. Tribal High Schools students receiving high and low levels of creative stimulation in their school environment appeared to have significant difference in their academic alienation. Tribal High School students receiving high and low levels of cognitive encouragement in their schools environment seem to differ significantly with each other with regard to their academic alienation. Tribal High Schools students having high and low levels of permissiveness, and control in school environments did not seem to differ significantly with regard to their academic alienation but, high and low level acceptance and rejection in their school environment seem to differ. There was no significant interaction between sex of tribal High Schools students and total (overall) school environment with regard to academic alienation.

Annaraja and Ponnambala (1993) attempted to know the effect of psychosocial factors on the academic achievement of the Scheduled tribe (ST) adolescence. The findings of the study were as follows: (i) regarding personality factors, ST adolescence were better in self-concept, temperament, independence and adjustment than non-scheduled tribes. (ii) STs showed higher occupational aspiration than non-scheduled tribes. (iii) Regarding intelligence, non-ST adolescence were better than STs. (iv) Most of the non-ST adolescence belonged to the higher socio-economic status group while most of the ST adolescent girls belong to the higher socio-economic status group than non-ST girls. (v) ST adolescence showed favourable attitude towards culture and religion but they were showing unfavourable attitude towards caste and country. (vi) With regard to academic achievement, non-STs were better than ST.
The study of Manju (1992) entitled ‘Academic Achievements of the Tribal and Non-Tribal pupils of Ranchi City’ was aimed at exploring the relationship between the two groups showed intra-culture and inter-culture variations in their scholastic achievement. Important finding of the scholastic attainments are both cultural and school environment factors, which are mutually exclusive.

According to Khader (1992) the differences between Private and Public Schools and their effectiveness on school achievement are: (1) the private High quality schools had an effective management system and a low teacher-student ratio. At the other extreme, private and public low quality schools, despite a low teacher-student ratio had a weak management system followed by an open-door admission policy. (2) The Public high quality school with a higher teacher-student ratio and a management system varying from average to moderately effective, maintained higher work ethics. (3) In general, students from public high quality schools perceived that the environments of these schools were either average or high. It was likely that those who were less affluent depended primarily on schools for academic oriented behaviours and considered school environment as important and perceived it as effective. (4) Those from the higher social class were highly academic-oriented in contrast to those from the lower social class. (5) The tendency to show similar pattern of behaviour among students of the same school was highly visible in private high quality school and private and public low quality school. (6) The differences among schools were sharper if they were compared across the quality level of private and public school. Intelligence, educational aspiration, school environment, language proficiency, linguistic level and academic emphasis were found to be the factors critical to school success.
In the findings of Agrawal (1992) it was revealed that (i) the socio-economic status of a Schedule Caste student was found to be lower as compared to that of a Non-Schedule Caste student. (ii) Schedule Caste and Non-schedule Caste did not differ in terms of their level of intelligence, but the Schedule Tribe student aspired to low level occupation and the level Academic Achievement was to be lower as compared to that of the Non – schedule Caste students.

Another study on the “Educational and Vocational Interest Patterns of Tribal Students and their Relationship with Intelligence, Socio-Economic Status and Educational Achievement” by Prabhat (1990) showed that tribal boys children were more interested in commerce and medical streams and less interested in home science and the arts streams as compared to tribal girls. High intelligent students were found to be more interested in home science and less in commerce as compared to their counterparts in the low intelligence group. When children coming from high and low socio-economic status were compared, children with high socio-economic were found to score high in music and teaching and less in mechanical and clerical vocational interests. The study suggests that more courses, including vocational course should be started in the school situated in the tribal areas so that students could opt for subjects according to their interests. Vocational Guidance Bureau may be open in tribal areas to find out the interest of students so that they could be guided accordingly.

Nayak (1990) in his study of “Achievement Motivation and Level of Aspiration of Tribal and Non-Tribal children (7 to 11 age group)” found that, in general, both the groups had low level of aspiration as compared to their achievement level. The non-tribal group was found higher than their counterparts in achievement motivation.
In another study Tripathi (1990) found that academic performance was negatively correlated with self-concept and level of aspiration. Besides, no such relationship was observed between academic performance and academic motivation except in one of its dimension, i.e., desire for self-improvement. But this relationship was positive in the case of tribal high achievers. The study also found that the tribal students have lower level of aspiration as compared to their non-tribal counterparts.

Verma and Tiku (1990) found that (i) the most important outcome of Socio-economic status was found to be unimportant. Not one learning styles out of six, was seen to be effected by the socio-economic status of the students. (ii) No outstanding difference originated between high and low intelligent students on independent, dependent, participant, collaboration and competitive learning styles. (iii) The socio-economic status inter action effect with intelligence was not noteworthy on any of the learning styles of the High School Student.

In an action type of research sponsored by the Meghalaya State Council For Educational Research and Training (SCERT), Langstieh (1989) made a study to identify the causes of the inadequate qualitative progress of High School students of Meghalaya and found that several factors which relates to the poor performances of the students in the High School Leaving Certificate (HSLC) examination are (i) inadequate time devoted to teaching, (ii) non-completion of homework by pupils, (iii) failure to provide individual attention to students.

Kalpana (1988) found that scheduled caste and scheduled tribes adolescents were comparatively less intelligent and emotionally more unstable, expedient and tense than upper classes students. The rural students in general were dominating, enthusiastic, happy-go-lucky and tough minded, circumspect and individualistic.
Within the scheduled castes group, girls were found to be better in their intellectual abilities.

In a differential study of the specific aptitudes of the tribal and the non-tribal in Chhattisgarh, conducted by Pushpala (1988) found that the tribal pupils were significantly inferior to non-tribal on comprehensive scientific aptitude test but significantly inferior to them on accuracy of observation at all levels of educational status. However the nontribal’s were superior to the tribal on direction of inconsistencies or illogical conclusion.

In an attempt to find out ‘the effect of Parental encouragement on the educational development of students in the Secondary stage’, Agarwal (1986) stated that the parental encouragement and educational development were positively correlated. Parental encouragement had a pervasive influence on the educational development of High School students, regardless of gender, district and urban-rural variations. The urban boys belonging to the higher group were found significantly superior to the rural boys in educational development. Likewise, the urban girls belonging to the higher group differed significantly from the rural girls. It was found that, the girls belonging to urban as well as rural areas were significantly higher in parental encouragement in all the three groups as compared to their male counterparts. Irregular results were found amongst the different educational groups of pupils in relation to the influence of parental encouragement in the different districts. The high-achieving groups of the ‘mother-absent’ boys and girls received significantly more parental encouragement than the other groups. Identical results were obtained in the case of the ‘father-absent’ boys and girls who were found to have received significantly more maternal encouragement.
2.6 FINDINGS ON THE OVERALL PROBLEMS OF THE SECONDARY SCHOOL EDUCATION

According to the 2002 National Survey on Drug User and Health (NSDUH), almost 3.2 million American aged 18 to 24 (12 percent) were considered to be school drop outs Male were more likely to have dropped out than female. The drop-out rate was higher among Hispanics (28 percent) than among American Indians or Alaska natives (14 percent), blacks (8 percent). The drop-out rate was similar among persons aged 18 to 20 than aged 21 to 24.

Abroi (1997) studied the constraints in the education of the three tribes, the Gaddies, Gujjars and Bakern in the Jammu region. The study aimed at identifying the out-of-school and in-school constraints in the educability of the tribal children as perceived by the community, students and the teachers. The result of the study showed that poverty, poor school facilities, parental apathy and inconvenient location of the school were the major constraints.

McNeal and Ralph (1996) conducted a study on extracurricular activities and High School and beyond. The study indicated that participation in extra-curricular activities (athletes and fine arts) significantly reduces a student’s likelihood of dropping out, whereas participation in academic and vocal clubs has no effect. Participation athletic and fine arts serve as key intervening variables in the drop-outs process, magnifying the direct relationship among race gender, academic ability and dropping out.

Jordan, Will, Lara, McPartland and James (1996) explored the causes of early drop-out amongst the race ethnic and gender groups. Factor analysis showed that reasons for dropping out include school related, family related as well as influences from peers and residential mobility.
McCaul (1992) studied the consequences of dropping out of school, findings from High School and beyond. The purpose of the study was to examine the personal, social and economic consequences of dropping out of school. Drop-out differed from graduates with no post-Secondary Education on many personal and social adjustment measures. Results indicated that male and female drop-outs have different personal, social and economic experiences.

In comparative study of the problems of the Government Schools and the privately managed school, Mohapatra (1991) found that while both types of schools were characterized generally by crowded classes, poor human relation, disapproval of the procedure of preparation and selection of text books and that both types generally encouraged private tuition. The Government school teachers were provided with better infrastructural facilities, laboratory equipment, residential accommodation, etc. and consequently they showed better results in the final High School Leaving Examination. Again, the Government school teachers were found to have better satisfaction than the teachers of privately managed Secondary Schools.

The study by Majaw (1991) attempted to ascertain the levels of education and other related factors including exploration of the differences between the drop-outs and the non-drop-outs among the tribes of Meghalaya. She found that enrolment was the highest at the primary level and went on decreasing at the middle and High School levels. Though at the primary level the enrolment of boys exceeded that of the girls, but it was higher at higher level. The school was perceived as being more conducive to realisation their ambition by urban children, boys and tribal children as compared to rural children, girls and non-tribal children respectively.

In a system analysis approach to the study of Secondary School, Gill (1990) found that the quality of inputs was not keeping pace with the changing demand. The
quality of outputs in terms of the academic achievement of the students and the innovativeness of the schools was found to be just average. Secondary Schools were found not functioning smoothly and they had a closed climate. The quality of the input of teacher morale was found to be low.

Pathy (1990) through an extensive survey attempted to know the trend and ascertain the magnitude of educational wastage in the Secondary Schools of Sambalpur District. The findings revealed that the average rate of wastage, as found during the period of 1951-1981, was a stunning 71%, 79% and 90% in classes V, VII and IX respectively. As for the casual factors, the study convincingly pinned down the phenomenon to financial hardship generally and to failure in the particular class examination and in between the last two classes of the secondary stage. It also established that a significant positive relationship existed between the drop-outs liking for the subject and the subject teacher and the drop out’s marks secured in the examination. The average rate of wastage during 1951-81 in the schools of Orissa was 7 percent by class V, 79 percent by class VII and 90 percent by class XI. The girls recorded a higher rate of wastage than the boys all through. The two equally formidable causes of drop-out were found to be financial hardship and failure in class examinations. Educationally, the drop-out aspired to a High School certificate and occupationally to clerical services. In the urban areas, aspiration was a little higher. The phenomenon of drop-out was found to occur at a time following the class examination, and in between in the last two classes of High Schools. The drop-outs came from families with low socio-economic status (SES). All the mothers, 95 percent of the fathers, 83 percent of the elder brothers and 92 percent of the elder sisters had either not been able to go to a High School or dropped out of it. A significantly positive relationship was found between the drop-outs as follows:
(i) linking for the subject and the subject teacher; and (ii) linking for the subject and marks secured in the subject. The age of the drop-out was found to be higher than the median age.

A study of the ‘Missing Tribe of Assam: Some Aspects of their Primary and Secondary Education’ was conducted by Rehman (1989). This study addressed itself to the issue of enrolment and drop out. The study found that poverty, lack of infrastructure and illiteracy among parents are the main causes of the low enrolment of tribal children in schools. Many students from tribal community drop-out between the primary and secondary levels and between secondary and college levels. About 22% of the post of primary school teachers had also not been filled in.

In an independent study on differential personality profiles of the High School drop-outs and stay-ins, Nayal and Nayal, (1989) found the rural stay-ins are more intelligent, more active, more mild, more tender minded, more controlled and more relax than their drop-outs counterparts.

2.7  STUDY OF THE CONTRIBUTIONS OF DIFFERENT AGENCIES OF EDUCATION TOWARDS SECONDARY EDUCATION IN INDIA

Studies on contributions of different agencies of education towards secondary education in India have been summarized below.

Patro’s study (1997) was on the contribution of Brahma Samaj to the Renaissance of India and its implications for the growth of Indian Christianity. The study throws light on the history of the samaj and its role in the social awakening movement of the country. The samaj began a crusade against social injustice, casteism, and evil practices like sati, and female infanticide and succeeded to a great extent in reforming the Hindu society. The investigator also says that the samaj made
earnest efforts to unify the Christian ideals of brotherhood and universal love with Indian ideals, in the renovation of the society during the 19th century.

The contribution of the Baptist missionaries, especially that of William Carey has been summarised by Ruth and Vishal Mangalwadi (1993). Here the investigators give a vivid account of Carey’s service in Bengal in the fields of the expansion of elementary education, introduction of female education and also in the social renovation movement. Corey also motivated the local people to break the yokes of oppression and asked them to join hands in his crusade against the social atrocities.

The Philosophy of Guru Ram Das and its impact on education has been analysed by Kaur (1989). The objective of the study was to recollect the educational thought of Guru in order to solve present educational malaise. Conclusions of the study are: (i) Aims of education according to Guru were spiritual development, self-realisation, character formation, and cultivation of moral and ethical values. (ii) He propagated high regard for teacher and said that one cannot achieve salvation without a teacher. (iii) Teaching through examples from daily life was his unique method which coincides with the thought of present philosophers and educationists.

The Basic education scheme of Gandhiji has been systematically analysed by Rao (1988). The objective of the study was to analyse the concept of Gandhiji’s educational thought and practice. The investigator had made use of all the available primary and secondary sources. In conclusion he had stated that the basic education as devised and designed by Gandhiji gave a firm foundation for the craft-oriented or vocational education in the country.

Study of Bharati (1987) was on the Educational philosophies of Iqbal and Aurobindo. Objectives of the study are: (i) To study and interpret the educational ideas of Iqbal and Aurobindo against the background of their general philosophy,
(ii) To make critical appraisal of the two educational philosophies. (iii) To compare and contrast the viewpoints of the two thinkers on education and (iv) To judge the relevance of two educational philosophies. Major findings of the study are: (i) Iqbal draws a vivid contrast between religion which is a force of liberation and religion which confines itself to mechanical forms of worship and fetters intellectual and spiritual expansion. It is this first conception of religious living nobly and adventurously in the name of the Lord. (ii) According to Iqbal, dynamic and creative education is an education which equips the child for a life of action, not one of contemplation, as developed in most eastern countries under the influence of some form or the other of mysticism and political decadence. (iii) For Iqbal, the individual isolated from the community is an obstruction. (iv) Aurobindo places emphasis on all-round development of personality and insists that a healthy body is a necessary condition for intellectual and spiritual attainment.

The study of Bhattacharjee (1986) was on the educational development of Sikkim. The objectives of the study were to ascertain the current status of educational development with respect to schools, teachers, pupils, parents and educational administrators. Major findings were: (i) There was no formal system of education for Lepehas, who were original inhabitants of Sikkim. (ii) Monastic system of education, which was brought by the Tibetans to Sikkim, became an organised system of earliest education during the 17th century. (iii) Two major influences on the social and cultural life of the people which shaped educational development of Sikkim were introduction of ‘Lamaic Buddhism’ and the development of monasteries. (iv) Quantitatively, the post-merger period that is, since 1975 saw a massive expansion of education, universalisation of primary education undertaken on a priority basis.
Das (1986) had undertaken a study on contribution of Pandit Gopabandhu Das in field of education. Historical, analytical and comparative methods were adopted. Both primary and secondary sources were used. Major findings were that Gopabandhu Das was an eminent educationist. He made innovations in the field of education which have been followed by others in later periods. His contributions in education were significant, particularly relating to education outside the classroom, craft education and physical education. All these he combined in the Satyabadi system of education.

The similarities and dissimilarities in the educational thought and practice of Dewey and Gandhi have been summarised by Kaur (1986) in the comparative study. The objectives of the study were to compare the general philosophy of Mahatma Gandhi and John Dewey and to compare the educational philosophy of both in respect of various aspects of educational thoughts and practice. The investigator states that both Dewey and Gandhi emphasised the principle ‘learning by doing’. By doing, Gandhi moved one step ahead and meant it a purposeful activity, and he defined purposeful activity as productive occupation, such occupation having educational potentialities he termed crafts. Crafts in the terminology of basic education means what adult occupation meant in Dewey’s theory. Here also Gandhi went one step ahead of Dewey and said that a single adult occupation and not an amorphous mixture of several occupations should be the core around which all instructions should be organised, that the craft should be concerned with the production of goods satisfying the primary needs of society.

The study of Aswathy (1985) on the Development of Education during the period between 1834 and 1947 aimed at a critical evaluation of the indigenous efforts for the spread of education during that period. The investigator has summed up the
following observations: (i) In ancient times education was imparted in the Gurukulas which were managed by individual teacher. During the Muslim period, education was imparted in Maktabs and Madrassas. When the Europeans came to India, Christian missionaries, accompanied them and they laid the foundation of modern system of education in India. (ii) Indian religious reformers played an important role in giving shape to the Indian system of education. (iii) During the freedom movement, attention was paid to reform education. The Sergeant Scheme was formulated for the reconstruction of the educational system after the second world war. (iv) In the earlier period private initiative played a very important role in the spread of education, but after the attainment of independence, government assumed the responsibility for provision of education, consequently during the post-independent period, government played a more important role in extension of education to a larger mass of population.

The study of Gupta (1985) was on the Educational thoughts of Swami Vivekananda. The investigation was designed to study the educational thoughts of Swami Vivekananda and to examine their usefulness for the reorganisation of the educational system. Major findings of the study are: (i) Swami Vivekananda laid stress on physical and mental development of students. (ii) Education should be preparation for life. (iii) Education should help in the development of nationalism and international understanding. (iv) Education should be free and compulsory. (v) Education should make the student self-dependent. (vi) There should not be any state control over education and there should be equality of educational opportunity for all. (vii) Education should be according to the aptitudes of the students.

Pereira’s (1985) findings on his study about Sree Narayana Guru were: (i) Education according to Narayana Guru was essential for getting individual freedom of thought and freedom of action. His programme of social education was
mainly through his poems dialogues and writings. (ii) Through Education, he aimed at removing untouchability. (iii) Education is necessary to achieve the progress of society. To him, bright and intelligent students should never be deprived of educational opportunities just because of economic poverty. Investigator also states that Narayana Guru was a crusader against untouchability and casteism.

The study of Ayyar (1984) was on the new educational and intellectual pursuit in Bengal. The study aimed to discern the spread of new education in Bengal during the 40 years between the foundation of Hindu college in 1817, to the establishment of Calcutta University in 1857, and the intellectual pursuit that emerged largely in response to it. The study revealed that the new education brought about a profound change in outlook on life and society in Bengal, but unfortunately, this remained confined to a small section of the society, and failed to bring large scale economic and social transformation.

Aurobindo’s philosophy of education was a happy synthesis of Idealism, Spiritualism, Naturalism, Realism and Individualism. His educational ideals were the outcome of the emerging period of Renaissance in India, He tried to modernise Indian education by integrating old values with the new. To him, the concept of internal education aimed at all-round development of personality and realization of self through the development of physical, vital, mental and psychic faculties. This has been revealed by the study undertaken by Chandra (1984).

The following are the major findings of the study of Kaur (1983) on the educational philosophy of Sikh Gurus: (i) Education is self-realization in all its power and potentialities. (ii) Education is a dynamic force in the life of an individual influencing his physical, mental, emotional, social and spiritual development. (iii) The main aim of education is individual development, social development and preparation
for a life of action. (iv) The teacher prepares the disciples for God. Realization and acquisition of real knowledge is possible through his guidance. (v) The method of evaluation consists of correction by the teacher while the student recites or repeats.

The progress of education in Bombay between 1820 and 1920 has been summarised by Nabar (1964). The main objective of the study was to find out the factors which contributed for the progress of education. The investigator made use of all the available primary and secondary sources as far as possible. In conclusion the investigator states that there was tremendous progress in the different levels of education namely primary, secondary and higher education. Furthermore, the role played by the Christian missionaries and the officials of the East India Company towards educational advancement is also examined in this study.

The basis of social action according to Swami Vivekananda as compared with Christian basis has been studied by Somen Das in 1964. Both primary and secondary sources have been referred to in this study. The study analyses Swami Vivekananda’s philosophy on the Hindu ideals of social structure in relation to doctrines laid down in Christian philosophy. Hence, the investigator also attempts to compare to what extent the Christian doctrines influenced Vivekananda in the formation of his philosophical teachings.

In the endeavour of popularising education among the masses of the country, the role of the Nationalist agencies is worthy to be mentioned, as stated by Dikshit (1963) in his study on the Contributions of Nationalist Movements to the Development of Indian Education from nineteenth century to 1947. As the study was based on the available primary and secondary sources the researcher had made a sincere effort to codify the contributions of Brahma Samaj, Prarthana Samaj,
Aryasamaj, Ramakrishna Mission, and the Theosophical society towards the cause of Indian Education.

Ramachandran Nair (1962) has studied on the contributions of private agencies to the progress of education in Kerala. The aim of the study was to bring into light and role played by the non-church private enterprise in the educational advancement of the state. The investigator authoritatively made difference between the corporate management and the individual management. In conclusion he gave stress to the trends that tend to hinder the effective contribution of non-church private agencies to education and the future of the private institutions for education.

The contributions of the Christian church to the progress of education in Kerala have been evaluated by Zachariah (1960) in his study. In conclusion the investigator has stated that the Christian church has rendered unrivalled contribution towards the progress of education in the state. The church was always a promoter of western education. Under the leadership of the church, the Christian missionaries established schools which admitted students of all communities, and classes. The investigator emphatically says that the missionaries were the true torchbearers of the social revolution which ultimately culminated in the upliftment of the downtrodden.

The objective of Coelno’s (1958) study on the Four centuries of Education in Basein was to have a critical survey of Christian education in that region roughly from sixteenth century to the present day. The study also aimed to bring forth the contribution of Arch bishop T. Roberts in this field. The investigator traces the origin and development of Christian education in Basein with special reference to the contributions of the Christian monastic orders like, the Jesuits, the Fransiscans, and the Dominicans to education in the early 16th and 17th centuries; and concludes that the presence of the monastic orders accelerated the educational activities.
History of Higher Education in South India was published in 1957 by the University of Madras on occasion of its centenary celebration (1857-1957). It presents an account of growth of Madras University and its contribution to progress of higher education in South India during past one hundred years. This book also gives history of the University of Madras from its formation to the present day and covers the history of several centres of higher learning under the jurisdiction of the university.

Study of Naidu was on the traditional system of education in Mysore between 1831 and 1920, the work of the Christian Missions in the cause of education and the contributions of individuals and institutions to the spread of learning, etc. In conclusion the investigator states that the interconnection between education and social change cannot be gainsaid. The introduction of modern western education was the most momentous and outstanding of the changes, introduced during the British rule. What the old ‘agrahara education’ failed to accomplish, the missionary education achieved. The educational institutions founded by the Christian missionaries provided leadership to society and also helped to loosen the shackles of religious and caste prejudices of the natives. The missionaries established educational institutions not only in cities, but in remote villages; they offered education not only to the rich upper caste Hindus, but also to the poor ‘Panchama’. The caste based Pre-British education which was discriminatory and was effectively tackled by the Christian missionaries, and the modern secular education offered by them helped the creation of a base for social change and mobility in the state.

2.8 ATTITUDE OF STUDENTS TOWARDS THEIR SCHOOLS

Studies on attitude of students and others have been summarized below.

Bharmbe and Pandit (1991) made an experimental study on attitudinal change. The objectives of the study were to verify whether the change in attitudes could be
induced experimentally and how the different variables interacted with the attitudinal change with respect to the extent, durability and direction of change. The study led to the conclusion that it was possible to bring about a change in attitudes among children in the age group 8-9 through the methods which could be termed as persuasion.

Engelhard and Mansaaas (1989) made a study of the academic performance, gender and the co-operative attitudes of third, fourth and seventh graders. This study investigated the links between academic performance, gender and the cooperative attitudes of students enrolled in a small suburban school district in the mid-western United States. It was found that academic performance had a significant effect on cooperative attitudes than unsuccessful students. A two-way interaction was found between gender and grade level. The data suggested that girls had more co-operative attitudes than boys in third grade, but no gender difference was found in fifth and seventh grades.

Ranu Nivas Manav (1984) made a study of attitudes, self-concept and values of professional and non-professional students and relationship of these variables with their achievement. The main objectives of the study were: (1) To compare the attitudes, values and self-concept of the students preparing for engineering, medicine and teaching professions. (2) To ascertain the relationship of attitudes, self-concepts and values with the achievement of professional and non-professional college students. (3) To analyze the variables that contributes more significantly to the academic achievement of the students in a particular faculty. The major findings were: (1) No significant difference was found between the attitudes of engineering and medical college students. (2) Analysis of data revealed that there was no significant relationship between students’ attitude and their achievement.
Koivo (1982) made a study on the relationship of students’ perception of study habits and attitudes based on differences in sex, grade and academic achievement. The purpose of the study was to investigate how students of differing sex, academic achievement level and grade level in secondary schools perceived their study habits and attitudes. The most important single fact in this study in determining students’ perception of the measured variables was the academic achievement level, the more positive study habits and attitudes possessed by the group. The consistent variation from this trend was among the tenth grade marks in the higher achievement level. The ninth graders standard with similar perceptions but the groups, higher and lower academic achievement levels of males and females, varied in the other three grades. After the negativism of the tenth grade, the students, particularly males of the higher academic achievement level, indicated more positive attitudes in the eleventh and twelfth grades. Among the grades, tenth graders tended to have the lowest scores in all of the measured variables. The female students tended to have more positive overall scores when compared to male students. If the subjects were divided further into higher and lower academic achievement level females, the high group males were consistently more positive than the females in the eleventh and twelfth grades.

2.9 STUDIES RELATED TO JOB SATISFACTION AND PERFORMANCE OF TEACHERS

Studies on job satisfaction and performance of teachers have been summarized below.

The topic of job satisfaction is one that has always had personal and organizational relevance to educators (Bloom, 1986). Researchers had difficulty determining the relationship between job satisfaction and performance. From 1930s to the mid-1950s, the views on the job satisfaction-performance relationship can be
summarized in the statement ‘a happy worker is a productive worker’. As a result of the Hawthorne studies, managers generalized that if their employees were satisfied with their jobs, that satisfaction would be translated into high productivity (Robbins and Coulter, 1999). However, by the mid-1950s, a number of studies had failed to establish a clear link between job satisfaction and performance. Researchers have started to assume an alternative view that performance leads to job satisfaction. If employees do a good job, they intrinsically feel good about it (Lussier, 1996). Some other researchers have suggested that reason for the apparently uncertain relationship between job satisfaction and performance is that other variables intervene, of which rewards are the most prominent. Whether job satisfaction is going to be improved depends on whether rewards match the expectations, needs and desires of employees (Werther, and Davis, 1996). The studies reviewed pertaining to job satisfaction and performance of teachers have been compiled and presented hereunder.

2.9.1 Studies Conducted in Abroad

Satisfied teachers are expected to hold their job longer to be able to engage in more responsive, positive and consistent interaction with students and to influence positively students’ performance (Maslach and Leiter, 1999). Thus, it is easy to understand why performance and job satisfaction among teachers continue to be an enduring research issue.

The research conducted by Munaf (2009) aims to determine the difference in performance, achievement motivation and job satisfaction of teaching faculties of selected private and public sector higher educational institutions of Pakistan and Malaysia, which are countries representing South/South-East Asia in cross-cultural perspective. The Heads of the Department were requested to rate the performance of their teaching faculty on University Teacher’s Evaluation Rating Questionnaire. Then two senior and regular teachers from each teaching faculty of the department
completed Personal Information Form following Costello Achievement Motivation Scale and Job Satisfaction Scale. Results indicated that when comparison was made separately between private and public higher educational institutions of Pakistan and Malaysia, the job satisfaction of teaching faculties of Malaysian private and public sector is higher than that of Pakistan. Similarly, the performance of public sector Pakistani faculties, although their evaluation mean score fall in the good range.

Cetin (2006) carried a research study to find out if there is a significant difference between job satisfaction, occupational and organizational commitment of 132 academics related to (1) their gender, marital status, age, experience and title variances (2) there is a relationship between the academics’ job satisfaction, occupational and organizational commitment.

Rasku and Kinnunen (2003) compared the work situation of Finnish upper secondary school teachers to that of average European teachers and to examine to what extent various job conditions and coping strategies explain their well-being. Job demands and control had only main effects on well-being: high demands explained low job satisfaction and burnout and high control explained high job satisfaction and high personal accomplishment. Van Dick (2004) found in a study that organizational identification leading to job satisfaction, in turn predicts turnover intentions.

Jabnoun and others (2001) presented a study which identified the factors affecting job satisfaction among teachers at selected secondary schools in Malaysia. Evaluation of teacher satisfaction with intrinsic and extrinsic components of the job found demographic variables to be significant.

Yezzi and Laster (2000) examined job satisfaction among teachers. He found age and need for achievement as predictors of job satisfaction using a multiple regression-exclusive method.
The study designed by Udo (1997) was to find job satisfaction of teachers in Secondary Schools in Ibiono Ibom local Government Area of Akwa Ibom state. Four Hypotheses were formulated to guide the research and sample of two hundred (200) respondents (teachers) were randomly selected for the study. The information obtained showed that teachers’ job performance was significantly dependent on their job satisfaction and commitment. Based on the findings of the study and its implication on the future of the students, educational sector and the general society, it was recommended that government should adopt measures that will enable teachers to get their job satisfaction if the school must achieve their aims and objectives.

Burnworth (1995) investigated the contributors of teacher dissatisfaction and related it to burnout. They found that these teachers who were special educators had a high degree of dissatisfaction and role ambiguity. Conflict stressors had a very important proportion of influence affecting the teacher attitude towards their jobs. It is worthy of mention here that as it dealt with stressors, moderators and burnout involving job dissatisfaction. According to this study, role stress and job dissatisfaction had been significantly influencing teacher collegiality.

Carlson (1992) in a similar study also found comparative evidences with Oddo and found job satisfaction to be significantly contributing to experiencing or not experiencing among 490 teachers of special education.

Oddo (1992) in his study on the background factors and moderators of burnout found job satisfaction to be an effective moderator to the presence or absence of burnout among teachers of special education.

The study conducted by Pigge and Lovett (1985) sought to determine the relationships between various indices of job performance and job satisfaction of the first-year teacher. It also examined the possibility that job satisfaction of beginning
teachers might vary among elementary, secondary, specialized and special education teaching fields. Subjects were 154 graduates of the Bowling Green State University (VGSU), college of education. An indication of job satisfaction was derived by composite evaluations completed by: (1) the first-year teachers themselves; (2) their principals or supervisors; (3) their students; and (4) BGSU faculty who went on-site and observed their teaching. An analysis of the findings includes comparisons between the results of this study and those of previous studies. In a discussion of the implications of this study, it is suggested that an organized building or grade-level “Induction Committee” of one or two experienced teachers might promote greater job satisfaction and performance on the part of beginning teachers.

2.9.2 Studies Conducted in India

Relevance of job satisfaction and performance are very crucial to long-term growth of any educational system around the world. They probably rank alongside professional knowledge and skill, centre competencies, educational resources and strategies as the veritable determinations of educational success and performance. In the present decade, research in job satisfaction of teachers, leading to enhanced classroom teaching performance has gained momentum in the Indian scenario.

The research conducted by Chamundeswari (2007) on a sample of 620 secondary and higher secondary level school teachers in different systems of education, investigated job satisfaction as a moderating factor to stress and burnout experienced by teachers, and thereby influencing teacher performance. The investigation concluded that job satisfaction significantly contributed to the performance of school teachers both at the secondary and higher secondary levels. Corroborative studies were conducted by Kalyana Sundaram (2007), Venkatesa Chetty (2007) and Amudha (2008).
Kulsun (1998) attempted to relate school climate with job satisfaction.

Sinha and Prabhat (1993) examined the relationship of job satisfaction with ego strength.

Dixit (1993) and Chandraish (1994) analyzed the contributions of gender, age, motivation on job satisfaction. Job satisfaction of teachers seems to be a popular area for researchers in the recent years.

Naseema (1994) studied the relation between job satisfaction and teaching competence.

Sudhira (1994) correlated job satisfaction and job stress among teachers and found that they had a significant inverse relationship.

Gupta (1988) investigated the correlates of effective and ineffectiveness in teacher’s teaching. He found job satisfaction and financial support to be significantly influencing effective teaching.

The study of Jyothi and Reddy (1988) requires a special mention as a study of job satisfaction among teachers working in special schools.

2.10 CONCLUSION

Keeping in the above studies and its conclusions, the researcher has to state that even though there have been several studies by scholars and environment patterns attempting to articulate their views on what Ramakrishna Mission and have been doing so, to enhance secondary education in India. These attempts have been either limited to a particular state to a particular region. Even the analyses of best practices worthy of application have been limited to one or two regional or reputed institution. This study has taken up the institution layout of the subject on all Indian bodies, from the inception of the Ramakrishna Mission till 2005.