CHAPTER - I

ABOUT THE STUDY
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1.1 Introduction

1.2 Concept of a Good School
   1.2.1 The General Meaning of School
   1.2.2 Characteristics of a Good School

1.3 Concept of a Pupil Control Ideology

1.4 Importance of Control Over Pupil

1.5 Dogmatism: It's Nature and Meaning

1.6 Concept of Quality of School Life

1.7 Dimension of Quality of School Life

1.8 Conclusion.
CHAPTER - I

ABOUT THE STUDY

1.1 INTRODUCTION

The present study was an attempt to find the relationship among three variables namely Pupil Control Ideology of teachers, their Dogmatism Level and Quality of School Life of Pupils. The findings of such an investigation can be used by schools in identifying the relationship between teachers and pupils. The teacher is the most important ingredient in the process of teaching in any educational system. It would be true to say that the teacher-student relationship will inevitably affect pupils.

Our awakening society, with its dynamic nature and rapidly changing economic, political and social conditions places much responsibility on educational institutions. Demands for educational excellence are voiced at the local, state, national and international levels. These demands call for the preparation of students to include not only the basic skills, but also to include the abilities to think, analyze and cope up with the rapid changes and the complexities of modern day life.

Thus the school has to play a pivotal role in the development of the society. This is only possible if the schools are qualitatively rich. Schools will be more effective centers not only of teaching-learning, but of emotional and social integration, transformation of the traditional society into a modern one based on science and technology and of the inculation of a new value system which would be politically, economically and culturally more capable of living. Schools are social agencies. They are established and operated by the awakened social groups to fulfill certain approved functions.

Schools should be in constant touch with changes that are taking place in the society. This process is only possible if co-operation is obtained from personnel who are directly or indirectly responsible for progress, as the school is of the pupil, for the pupil and by the pupil. If schools succeed in securing cooperation, the standard of school will definitely go high. Now let us discuss the importance of human relations in the light of the above discussions.

Robert's(1976) in his article—"Freedom, the child, the teachers : A gap between ideas and action", described as below:

"People always learn and teach within the presence of others actual, imagined or remembered. In this sense, the individual teacher or student is never alone but always in relation to the universe, to the natural world and to the world of other people. It follows that one of the most fundamental facts of human learning is "relation". Since relationships are always two-ways, the individual teacher or learner is, in part, defined through others and, in part, defines others through himself or herself. This, then, is what education is all about the individual in a network of reciprocal relations within the learning context. Probably the most
1.2.2 CHARACTERISTICS OF A GOOD SCHOOL

(1) ADMINISTRATIVE BEHAVIOUR:
Halpin (1966) while discussing a paradigm for research in administrative
behaviour, maps out three areas in which the administrator's behaviour becomes
of especial importance:
(a) his perception of the organization's task,
(b) his behaviour as a decision-maker and
(c) his behaviour as a group leader.
Vis-à-vis his own immediate work group.
In a good school, these three areas are not only well articulated and
marked out but have positive and productive output. Thus able administration
brings positive result.

(2) ORGANIZATIONAL CLIMATE:
A good school has a conducive organizational climate which distinguishes
it from an average or below the average school.
Halpin (1966) strongly emphasized the idea of the organizational climate
at the meeting of the CPEA on the campus of Ohio State University in 1954.
Hence, to achieve the goal organism is a must.

(3) INSTITUTIONAL PLANNING:
Nothing fruitful can be achieved without planning by a good school.
Planning is a long term strategy. Planning calls for the co-operation of one and
all. From the principals to the teachers, from the seniors to the juniors. In the
process of good school planning contributes through debate and deliberations.
The high and the low equally have a say on it. Thus only a creative atmosphere
is formulated. Then, there is involvement of teachers for achievement of school
goals.

(4) INDIVIDUAL DEVELOPMENT:
Van Till (1976) calls for human psychology and meaningful discipline to
develop the needs of the youth undergoing secondary education. If the youth is
given importance, he develops physically, emotionally, intellectually, socially and
culturally. Hence, secondary education should be such as to humanize the youth
as a whole and not as a part. It is indeed a true concept of individual
development.

(5) EDUCATIONAL PLANNING:
For a good school educational planning is the most vital factor. It is the
most effective means to achieve the goal of school improvement. Knowing the
needs and understanding the problems, both short term and long term planning
can be made out to attain the goals of education. Review of such plans
periodically and initiating remedial actions will enable a good school to be a success in the end. Let the planning be a blue-print to be translated into actions.

(6) DECISION-MAKING PROCESS:
McCamy (1947) Decision-making is the most effective tool in the efficient running of a good school. In a good school, teachers are invited to take part in decision-making. Of course, it is based on the policy, which in turn include the following essentials:

(i) Curriculum & Instruction (ii) Negotiations
(iii) Physical Facilities (iv) Finance and business
(v) Pupil personnel (vi) Evaluation and supervision
(vii) Recruitment, Selection and retention of employees and
(viii) Public relations.

If students, their parents and others are invited in decision- making process, it will be a real democratic decision making process.

(7) LEADERSHIP:
Halpin (1966) observes the leadership as under:
"Leadership is a dynamo which keeps the wheels of organization moving."
Here the principal and the supervisor are bold enough to offer criticism instead of playing shy. They are aware to realize the given tasks on due dates. They take out the maximum from both the seniors and the juniors.

(8) HUMAN RELATIONS-CONSIDERATIONS:
Human relations require the principal to be affectionate and adventurous too. He should be a friend, philosopher and guide to his staff. He should be capable of telling unpleasant things pleasantly and fearlessly. He should keep the human factor in mind and recognize and reward his staff. It would maintain the group and its spirit. Halpin (1966) calls it a "Group Maintenance."

(9) TEACHING:
No school can be a good school unless its teaching is effective and meaningful. The teaching should offer such subjects and topics that the students plan and shape their careers according to their wishes and aptitudes.

Ronald T. Hyman (1976) names three strategies of teaching:
(i) Exemplifying (ii) Enabling and (iii) Presenting. Any school, which has the above techniques, is a good school.

(10) COMMUNICATION:
It means conveying messages, ideas and attitudes among teachers, students, parents and others to make a school a live wire of receiving. It is two way tracks: "Giving and Receiving". Thus information, direction, explanations and ideas are sent from top to bottom and vice- a - versa in a good school.
(11) DISCIPLINE:
Discipline is the stepping stone upon which the career of students is built. A good school lays down a code of conduct to inculcate the necessary virtues among students. They build the character together with career. A good school earns name and fame for its self-imposed discipline.

(12) MOTIVATION:
Motivation means molding the minds of students. A good school gives utmost importance to this aspect. Its purposeful implementation directs students to develop themselves into devoted students of a good school. A real motivation requires gyroscopic control over students instead of mere mechanical control.

(13) CULTURAL PLURALISM:
A school should accept a challenge of culture pluralism. Cultural pluralism is used here to mean a recognition that students come from different cultures and sub-cultures and that these differences affect school attitudes and programmes. These cultural differences may spring from differences in race, religion, economic conditions, social position or other factors.

A good school should recognize cultural pluralism. A good school must have physical facilities such as-classrooms, equipment's, furniture, laboratory, library, drawing room, playground facilities, sanitation, sports essentials etc. keeping in with the number of pupils in school. If the physical facilities and equipment are not adequately used, it fails to serve the purpose of a good school.

A good school is much more known by its administrative processes rather than merely by its physical facilities. The quality of human inputs the teachers and the students is no doubt important but the more important are the processes by which they are successfully molded into finished products.

(14) HUMAN VALUES:
The school which provides education to youth to developed apply "human values " such as- sympathy, love, care, honesty, brotherhood, truth, sincerity, tolerance and open mind towards others, achieves democratic dream. It is a good school by any standard. Mahatma Gandhi said, "Education makes man a real human being".

(15) SOCIAL REALITIES:
The social realities, which surround us today, threaten mankind's very survival. The school which tries best to equip youth with the vision, knowledge and competencies needed to cope up with the social realities such as- threat of a global war, wide-spread terrorism, over-population, racism, religious antagonisms, inequalities in income distribution etc. These is threaten the survival and vitiate the people of this nation as well as of the world at large in the present and emerging future. Any school, which teaches its students how to face and fight them, can be considered a good school. A learned poet has said, "I
learn to become a universal man instead of an individual and salute the soil of the globe.

(16) PARTICIPATION OF PARENTS:

There is a long tradition in Indian education of involving parents in the activities of the school. The school which succeeds in getting co-operation of parents in decision-making aspects of operating the school is a good school.

The use of classroom volunteers is a widespread phenomenon in American Education. With increased emphasis on accountability and an equally strong emphasis on individualized instruction, school systems are viewing the volunteer as a viable element in improving the quality of education. The volunteer can make the teacher free to provide individual assistance to more children. A good school should try to practice this idea and make a school a really good school. Many parents feel that they have no meaningful educational roles to play in the school setting that their suggestions or ideas are unacceptable to professionals. Parents are alienated from the school. This has harmful effects on the learning of the children. The good school should try to secure active participation of parents as partners in the development of their children. A good school should take interest in raising achievement levels, in promoting greater co-operation, in realizing greater creativity development and in the enjoyment by the students in the classroom.

Although, the school should try to remove boredom, bickering, apathy and disorder. It can be done through dialogue between principal and teachers; teachers and pupils; parents-teachers and students. If this is done the school will become a good school.

(17) GROUP SITUATIONS:

Mostly education takes place in-group situations. In fact, the class is a group and it is not merely an economical way of teaching, it is at the heart of the learning process. Group impact and influences on its members can be a powerful force towards learning or towards supporting the learning process. If teachers are able to create learning group in which members help one another, learning results would be far better, and it will guarantee that it is a good school.

A good school should develop a programme "teaching" children. Children have been teaching other children in manifold ways and settings. To make this a reality the teacher should make such an arrangement that more advanced children are utilized to teach the less advanced ones.

(18) SCHOOL ENVIRONMENT:

To develop suitable environment is a primary need of a good school. An appropriate atmosphere fosters growth and happiness. As Dewey (1938) shows, learning is dependent on experience...the nature and quality of educational experiences are largely determined by the characteristics of the learner's environment. By viewing the school atmosphere in terms of the aspects that are
significant of the growth and development of the learner, we can extract and classify important portion of the environment in which the student lives."

It is clear from Dewey's statement that school environment is a powerful force and it plays a vital role in the all round development of the child. The more congenial the school environment, the better the chances of flourishing newer practices and innovations in education, resulting in still better development of the student.

Bloom (1968) names and narrates this environment as follows:
".... We regarded the environment as providing a network at forces and factors, which surround, engulf, and play on the individual. Although some individuals may resist this network, it will only be the extremes and rare individuals who can completely avoid of escape from these forces. The environment is a shaping and reinforcing force which acts on the individual."

School environments are as different and complex as the personal characteristics of individuals because they are created as a result of interaction among various role participants nased in them. There are the differences in school environments that contribute to an appreciable extent to such differences that ultimately create good schools and bad schools.

From the above discussion we can form the following salient features given by Duane Manning (1978) of a humanistic schools :

(i) It has an abiding concern for each child in its custody.
(ii) Along with a genuine concern for children, the humanistic school shows concern for democratic way of life.
(iii) Versatile of ideas is another important characteristic of the humanistic school.
(iv) The humanistic school cannot function without a flexible and enlightened administration that seeks creativity to implement the curriculum rather than restrain it.
(v) The humanistic school is goal directed.

The researcher comes to the following findings for a good quality in view of the above discussion under various eighteen heads. These characteristics bring about the basic differentiation between a good school and a bad school. In other words, positive qualities, purposeful teaching based on discipline can make a school a good one. In other words "input" is as important as "output" : that is good school giving more than good citizens of future. It is like two sides of a single coin make it a currency acceptable in any market : be it local, national and the international.

1.3 CONCEPT OF A PUPIL CONTROL IDEOLOGY :

The present study was to examine the possible relationship that may exist among quality of school life; dogmatism level and pupil control ideology. It becomes, therefore necessary to clarify the conceptual framework of pupil control ideology. Pupil is a form of social control, the process by which social order is established and maintained. The pupil control ideology of teachers would seem to serve the basic function of structuring behaviour. Willower(1965) also pointed
out by saying "Pupil Control problems play a central role in teacher-teacher and teacher-administrator relationships.

Teacher-Pupil relationships, like all human relationships in groups, are reciprocal. This fact, however, has somehow escaped many educational researchers and practitioners. But when one says that a teacher "lost control" of the class, it is but the reverse side of the proposition that some pupils gained control of the class. Regarding class control this is true for most of the present day classes. But the control ideology of teachers plays a pivotal role in creating good average or below average learning groups in the classroom.

Bradford (1977) has observed that:

"In fact, the class group is not merely an economical way of teaching; it is at the heart of the learning process. Group impact and influence on its members can be a powerful force towards learning or towards supporting the learning process. If teachers are able to create learning groups in which members help one another, learning results would be far greater."

We can never dream of a classroom that is isolated from the effect of its surroundings. It is natural that the control ideology prevailing in the family, church, society, politics and other cultural and social groups will have time effect on control ideology of teachers.

School being a social organization, it can be said to have its own culture emanating from its role, expectations and functions. Society sends its children to school so that they learn, accumulate knowledge and develop skills. Schools are also expected to develop the interests, attitudes, habits and character of their pupils. These objectives cannot be achieved if the school system pursues a laissez faire policy; at least many think in this way. Thus by its very role expectations, the school system develops a culture with overtones of control. Pupil control ideology, thus, has become a part of school culture.

Schools are social units specifically vested with a service function, the socialization of the young. The objectives or the school as a social institution are to attain major changes in the child. These changes are not restricted to cognitive behaviour (learning) but include a wide range of social, emotional, physical and moral behaviour. Schools are people developing or people-changing institutions.

It seems reasonable to assume that pupil control orientation is an important factor in infra-faculty relations. If pupil control is a salient feature of the organizational life of schools, and if statements concerning ideology correspond relatively well with behaviour, then pupil control orientation of the school may be thought of as another important correlative of the climate of schools.

The theme of pupil control fits the general climate of the school and it fits the behaviour, particularly of teachers. It suits the traditional picture of schools as places which pupils seek with devotion. It fits in a general way the portrayal of teachers and schools found in such studies as Waller's (1932) early classic and the work of Becker (1961). Thus pupil control appears as a thread running through the fabric of the schools' culture.

In order to develop conceptualization it is a necessary pre-requisite to consider more fully the nature of pupil control. Pupil control is a form of social control, the process by which social order is established and maintained. Control
implies some minimum requirements for behaviour and restraints upon behaviour and it is an essential ingredient of group life.

Compliance of Pupil Control is insured by a system of sanctions or rewards and penalties. The nature of this system of sanctions can be used to specify types of control. When control is based upon sanctions which are primarily punitive, employing devices such as coercion, ridicule and the withholding of rewards is called external control. When control is based upon sanctions, which are more personal and appeal to the individual's sense of right and wrong, stressing self-discipline rather than imposed discipline is called internal control. Internal control is non-punitive and implies an optimistic view of those being controlled, while external control implies a pessimistic view of those being controlled.

Dunkin and Biddle (1974) have discussed, classroom control in their book, "Study of Teaching" as below:

Teachers can increase their effectiveness and decrease their problems of classroom control in three ways:

(1) By understanding the models of discipline and their applications.

(2) By following a development approach to discipline and,

(3) By using approved practices (those practices found by authorities to be successful)

Moreover, Dunkin and Biddle (1974) have discussed factors controlled and influenced by teachers.

These factors are shown through following diagram:

**DIAGRAM - 1**

Factors Controlled and Influenced by Teachers

<table>
<thead>
<tr>
<th>FACTORS INFLUENCED BY TEACHERS</th>
<th>FACTORS CONTROLLED BY TEACHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Parent-teacher relationship.</td>
<td>* Instruction</td>
</tr>
<tr>
<td>* Out of school Elements.</td>
<td>* Curriculum - improvement</td>
</tr>
<tr>
<td>* Administrative functions.</td>
<td>* Classroom Management</td>
</tr>
<tr>
<td>* Pupil welfare.</td>
<td>* Classroom Climate</td>
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</tbody>
</table>

**ECOLOGY OF CLASS ROOM AND SCHOOL**

* Evaluation of Learning.
The above discussion concludes that not only recent researches and literature indicate that students exert some influence over teacher's behaviour, but also it appears that teachers respond differently to different students. Gaining and holding the attention of learners is essential for class control and for survival as a teacher. Children who can neither listen nor follow directions exhibit a development problem in discipline.

For these reasons and for the more obvious negative effects on learning and class control, teachers are more concerned about control ideology.

Before taking up the discussion of pupil control ideology it would be worthwhile to note the principles of classroom discipline as it would ease the discussion of pupil control ideology. Dunkin and Biddle (1974) gave the following principles of classroom discipline:

**Principles of classroom discipline:**

1. The aims of education and classroom discipline are the same: to help children and the youth to become self-directing people.
2. Discipline should be dynamic, helping pupils. Channel their energies towards learning goals.
3. Discipline is inseparable from teaching.
4. Discipline should change with the child's stage of development and help him more to the next stage.
5. Appropriate behaviour is determined by the rational demands of specific situations.
6. Teaching effectiveness, as perceived by pupils, invests the teacher with classroom authority.
7. Discipline is the ability to attain to a task.
8. No matter what the classroom design or how pupils are organized for instructions the principles for effective teaching and discipline applies.
9. By identifying and dealing effectively with the factors under their control and influence, teachers can in most cases, tips the ecological balance in favour of discipline.
10. Socialization requires the redirection of destructive behaviour into socially creative behaviour.
11. Ways of dealing with misbehaviour should be consonant with development goals.
12. Basic discipline can be achieved only when basic needs, such as food and safety are gratified.

Gilbert and Levinson (1957) trained to study staff ideology in mental hospital organizations. This tool was adapted and used by Gandhi (1977) for his research in India. This Indian adapted such a form of pupil control ideology as is used for the present research. Pupil control ideology as Custodialism on one end and Humanism at the other. The words Custodialism and Humanism refer to contrasting types of individual ideology regarding control. Moreover, these words also refer to school. They are separately dealt with as under.
**CUSTODIALISM:**

The school, which believes more in control, falls in this category. Rules and regulations are observed strictly in such schools. The discipline is maintained through rules and regulations. Orders are assumed with definite measure for punishment. The word of the principal and teacher should be respected, rather than the dignity and worth of an individual. Students come across many don’ts and ifs. The admission to school is not open to all but strict procedures are put into practice for selecting pupils. The students are not free to move in the school premises. They have to observe rules while going to different parts of the school such as auditorium, laboratory, playground etc. Written memos either to students or parents: frequent warnings; fines; corporal punishment; debarring students from class; school or school activities; are used to keep up discipline. Most of the students are selected from economically, socially and politically high families. The behaviour and the speech of pupils are not natural. They are artificial. Principal and teachers believe that, pupils are irresponsible, naughty and gullible and so their behaviour should be controlled. It is believed that, if the pupil’s thinking and behaviour were controlled, it would result in better learning and discipline. It is mainly based on rigorous pressures.

No two individuals are physically, emotionally and mentally identical. In other words, there are individual differences among pupils. For individual development maximum freedom in all walks of life should be offered, and it is a must. But this is not the case in custodialism. No efforts are made to motivate children from within. Principal and teachers do not try to recognize the strengths and weaknesses of pupils and plan different activities on these bases for their development. Principal and teachers always talk about obedience and ethics. Teachers hesitate to mix with the pupils. Neither they mix with the students nor they allow the students to mix among themselves. The teacher-pupil relations are impersonal. The attitude of the teachers towards their pupils is guided by disloyalty and mistrust. Willower, Eidell and Hoy(1967) further characterize teachers’ behaviour as under:

"Teachers holding a custodial orientation conceive of the school as an autocratic organization with rigidly maintained distinctions between the status of teachers and that of pupils. Both power and communication flow downward, and pupils have to accept the decisions of teachers without question."

The school looks like a military training camp of a prison where pupils have to carry out the orders of the principal and the teachers without any argument of dislodge.

**HUMANISM:**

It is almost opposite to custodialism. The school is a community where principal, teachers and pupils play their role freely. Learning is the main goal, which is to be achieved by students through interaction experiences and free thinking. School aims at developing individuality in free environment. Discipline grows in the hearts of the students. Teachers have not to impose discipline.
Students are treated psychologically, emotionally and mentally by the teachers. Teachers always try to know the abilities and limitations of their pupils. Educational and co-curricular activities are provided to pupils by teachers keeping in mind, their strengths and weaknesses. Learning takes place not only in the classroom but it also takes place in laboratory, playground, drawing room etc. The achievement of the pupils is not measured only in terms of the score at examination but it is measured also in terms of teacher-parent relation, homework, opportunities given to students for curricular and co-curricular activities, carried out by them. The teacher tries to come in contact with the pupils and he allows the pupils to see him without any hesitations. Teachers love their pupils. They recognize the psychological needs such as affection, sympathy, security and adventure and try to meet these needs. The problems of indiscipline are studied with an open mind. Pupils creating trouble are treated psychologically.

To quote Willower, Eidell and Hoy (1967):

"The humanistic teacher is optimistic that, through close personal relationship with pupils and positive aspects of friendship and respect, pupils will be self-disciplining rather than disciplined. A humanistic orientation leads teachers to desire a democratic classroom climate with its attendant flexibility in status and rules, open channel of any communication. Teachers and pupils are willing to act upon their own volition and to accept responsibility for their action."

In brief, pupil control orientation not only provides us with important information about pupil-teacher relations but also suggests a great deal about the nature of teacher-teacher and teacher-principal relations. The custodial-humanistic framework provides a general picture of the school's character one that can yield a number of general predictions about the nature of the school.

1.4 IMPORTANCE OF CONTROL OVER PUPIL:

There seems to be little doubt that pupil control is an important, if not pervasive, aspect of organizational life of schools. Wallers' classic analysis of the social organization of the school vividly depicts the significance of pupil control in schools. Nearly five decades later Silberman notes that "the most important characteristic schools share in common is a pre-occupation with order control." Nonetheless, a review of the literature on pupil control or "discipline" in schools reveals a host of prescriptions, admonitions and exhortations concerning discipline and little in the way of systematic study on the control of students in schools.

The objectives of the school as a social institution are to achieve major change in the child. These changes are not restricted to cognitive behaviour (learning) but include a wide range of social, emotional, physical and in some cases moral behaviour. Schools are people developing or people changing institutions, moreover, schools accept as conscripted clients all those who legally must attend. The mandatory nature of the pupil's participation suggests that schools are of necessity dealing with clients whose motivations and desires for
its services cannot be assumed. It seems reasonable that control of pupils would be major concern.

The teacher receives relatively little help in the task of pupil control. The absence of a contractual agreement between a pupil and his teacher and the lack of an elaborate, defined technology means that a teacher must rely on a few organizational rules and on his own ability to establish rapport with students and through the impact of personality, awaken enthusiasm for the learning process. The teachers must daily resolve the conflict between the personalistic, effective demands of the pupil-teacher relationship in the learning process, and the exercise of organizational demands for control and order.

Both the professional and popular literature pictures, the school as an institution in which pupil control is a key concern. A typical sociological study reported that two educator's sociologists spent some time observing pupils and teachers in a junior high school. After a great deal of study of their notes and observations, they concluded that the one theme, which linked together to all their observations, was the need of teachers to control pupils.

1.5 DOGMATISM: ITS NATURE AND MEANING:

The second correlative variable of the present study is the belief-disbelief system. The term used to denote this, is dogmatism. It is also necessary to clarify its conceptual framework.

The dictionary meaning of the term "dogmatism" is 'adhering rigidly to a tent.' That is doctrine or principle. However, Rokeach (1954) used the term to refer to certain characteristics of belief-disbelief system. To be more specific. The definition of dogmatism has three focal points:

(a) Relatively closed cognitive organization of believes and disbelieves about reality.
(b) A certain set of beliefs about absolute authority and,
(c) A framework for the patterns of intolerance and qualified intolerance towards others provided by the set of beliefs.

Rokeach (1960) has provided two definitions of open and closed-mindedness. The first definition makes a distinction between the dogmatic and the non-dogmatic among all the three dimensions of organization of belief-disbelief systems, viz., belief-disbelief dimension, central-peripheral dimension, and time-perspective dimension.

The open-mindedness refers to -
(i) A relatively low frequency of rejection of disbelief systems,
(ii) Inter-communication of parts among belief and disbelief systems, and
(iii) Little discrepancy in the degree of differentiation between belief and disbelief systems.

In contrast, closed-mindedness refers to -
(i) A high frequency of rejection of disbelief systems,
(ii) Isolation of parts within belief and disbelief systems,
(iii) Greater discrepancy between the degree of differentiation between belief and disbelief systems, and
(iv) Relatively low differentiation within disbelief systems.
The formal content of the central region of open organization of the belief-disbelief system is the belief that the world is friendly rather than hostile. The formal content of the intermediate region of such an organization is the faith that authorities are not absolute and that people are not to be evaluated on the basis of their faith or lack of faith in certain authorities. To a person having a closed system, the world is hostile and the authorities are infallible.

The peripheral beliefs of open-minded individuals have intercommunication amongst themselves. This is not so with the peripheral beliefs of closed-minded individuals. Any communication between peripheral beliefs of close-minded individuals is through the authority.

An open-minded individual has a relatively broad time perspective; i.e. the present, the past and the future are appropriately represented in this time perspective. In contrast, a closed-minded individual has a narrow time perspective; i.e. either it is the past or the future, which is over important to him.

In the second definition, Rokeach (1960) conceives that open and closed-minded individuals differ in their ability to distinguish between relevant and irrelevant information and the separate substantial information from information about the source of the information. It is difficult for a closed-minded person to react to relevant characteristics of the situation because he is consistently subject to internal and external pressure not to do so. The internal pressures are unrelated to beliefs, habits and perceptual ones, e.g. motives, powers needs, the needs for self-aggrandizement and the needs to allay anxiety. The external pressures are expectations of rewards and punishments by an external authority. A person's system is open or closed to the extent to which, in Rokeach's (1960) own words:

"The person can receive, evaluate, and act on relevant information received from the outside on its own intrinsic merit, unencumbered by irrelevant factors in the situation arising from within the person or from outside."

The two definitions suggested by Rokeach (1960) might be readily reconciled as follows:

"According to the first definition, to the extent to which a system is closed, there is greater tendency for the rejection of all disbelieves, more isolation in believes and disbelieves, high discrepancy in the degree of differentiation between belief and disbelief systems and less differentiation within the disbelief systems. According to the second definition, distinction between open and closed systems depends upon the ability to separate substantial information from information about the source and the ability to remain free from the influence of irrelevant factors both internal and external. Now, if one does not react to what is relevant in a situation due to inner compulsion or compulsion from an external authority, he would not be able to make a logical integration in his belief-disbelief systems of information emanating from the situation.

The failure to realize that any information contains some information about the matter concerned and some information about the source of information on its own intrinsic merit, results in a higher rate of acceptance of believes or rejection of disbelieves. It also leads to a discrepancy in what a person knows about the objects of belief and those of disbelieves. The lack of information is
also responsible for less differentiation within the disbelief system as a whole and inability to distinguish between different disbelief systems.

The formal content of primitive belief of a closed-minded person is that the world is threatening. A person who is strongly threatened and anxious is likely to react in a manner, which may reduce threat and anxiety. That is why a closed-minded person becomes highly attuned to irrelevant external and internal pressures. The feeling of threat also makes an individual uncritical adherent to authorities.

For an accurate evaluation of information it is essential that an individual should have in his view past, present, and future. If he were over-concerned with remote past or remote future, he would fail to evaluate information on its own intrinsic merit.

1.6 CONCEPT OF QUALITY OF SCHOOL LIFE:

School is social agencies because they are established and operated by the social groups. Schools are life. So school is more than a place, where academic skills are taught, learned and mastered. It is a miniature community in itself where members interact and influence the behaviour of one another. The social relations among the students as a group and between the students and the teachers significantly influence the Quality of school which in turn is reflected in the quality of the classroom social climate which in turn, influences the cognitive and effective learning outcomes.

The best classroom is a learning laboratory where children are actively involved in the teaching-learning process. Being part of this kind of classroom, children acquire a sense of free exploration that builds initiative self-confidence and satisfaction in what they themselves can accomplish. The motivation to learn comes from within, but many kinds of stimuli or 'conditioners' that can make learning likable and worthwhile come from without. The physical environment or setting of the classroom is one very important conditioner. How teacher arranges the setting depends on his knowledge and understanding of what the children need and like, and the kind of activities that go on in the classroom. The environment or setting must not only be physical; it must be functional as well. The nature of interactions and experiences in the classroom is an important factor in determining the learner’s perceptions of school and his attitudes towards school related persons and activities.

But in present day school teachers and students are often alienated from one another and from the school. Students emerging from the educational process are ill prepared to adopt successfully to life conditions. At the same time, this society’s technology for bringing about educational improvement is by and large not proving to be effective.

An observer visiting a classroom anywhere from kindergarten to high school can almost always pick out children who appear ‘demoralized, uninvolved, turned off and turned out, like adults who are dissatisfied or bored with their jobs, these pupils appear alienated and unhappy with their work, like the adults, the
pupils may feel incompetent and inadequate and may not see that their efforts and work are valuable.

Gooler and Sheldon (1975) pointed out that: “current understanding of the conditions of education conspicuously missed to collect information on the quality of school life of students. No doubt educational indicators such as finance, population and enrollment, characteristics, retention and attainment rates, standardized achievement scores, analysis of classroom interaction based on Flander's category, leadership behaviour of principals of secondary schools, classroom ethos, effect of multimedia package on improvement of classroom instruction, were collected and reported to promote better knowledge of the condition of education.

Becker (1960); Holland (1973); and Wilson (1967) have focussed attention on adult life satisfaction, job satisfaction and commitment. Flanagan (1975); Withey (1975) have focussed more recently on the quality of life of adults. But it appears that systematically defines and measures the 'quality of life' for youngsters, their general satisfaction; of specific reactions to aspects of life including school life, is not available.

There are reasons for ignoring the quality of school life. A validated instrument, which can be used at different educational levels to measure and compare student reactions to school life in general, to their schoolwork and to their teachers, was not available and as a result the Quality of School Life was not studied.

Most of the schools were teaching academic subjects and academic success was the only goal that had been regularly measured. The schools did not take care of other functions of the school. Quality of the school was defined in terms of per pupil expenditures, teachers' credentials, library of other school facilities of equipment, of even more obliquely in terms of student performance or achievement.

Previous researches of the Quality of School Life scale established that the three separate dimensions of the concept relate to three different broad dimensions of school organization. The satisfaction with school (SAT) sub-scale is most highly associated with the quality of a pupils' social experiences- such as a pupils' social status from nominations by peers and teachers, involvement in extra-curricular activities and open-ended comments on the importance of school as a social environment. The commitment to classwork (COM) sub-scale is most clearly related to an individual's belief in the consequences of school work and the character of the work itself, such as the level of the pupil's future plans for education, the specificity of occupational plans, open-ended comments on the value of schooling for the future, as well as indicators of approaching school work with attention; industry and outside effort. Scores on the Reactions to Teachers sub-scale (TCH) relate most to the quality of the classroom environment created or supported by the teachers, e.g. pupils perceptions of teachers' decision-making style, student experiences with fairness in grades, and opportunities for participation and expression in class (Epstein and McPartland, 1978).
These associations suggest that each dimension of QSL may be responsive to a general school environment factor as follows:

<table>
<thead>
<tr>
<th>Structural Component of Schools</th>
<th>Key Dimension of Quality of School Life</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social...</td>
<td>General well being, Satisfaction.</td>
</tr>
<tr>
<td>Task ...</td>
<td>Commitment to class-work.</td>
</tr>
<tr>
<td>Authority</td>
<td>Reactions to teachers.</td>
</tr>
</tbody>
</table>

Therefore, feelings of general well-being may be most strongly influenced by the school’s social structure, commitment may be most related to the task structure of the school and reaction to teachers may be most related to the authority structure of the school. A significant change in schools along one or more of the three structural dimensions may affect students’ specific reactions to the quality of their school life. In short, the QSL scale is a multi-dimensional measure of pupils’ reaction to school in general, to the class-work and to their teachers in particular.

1.7 DIMENSIONS OF QUALITY OF SCHOOL LIFE:

When a concept is to be translated into a tool of measurement, a further exercise in mapping out the dimensions or sub-scales with the Quality of School Life, becomes necessary.

The three sub-scales are discussed in this section:

1. Satisfaction with School (SAT)
2. Commitment to Class-work (COM)
3. Reaction to Teachers (TCH)

(1) SATISFACTION WITH SCHOOL (SAT):

This sub-scale, consisting of five statements, is described by Epstein and McPartland (1978) as under:

"It examines students’ general reactions to school. Because school is a major part of youngsters’ lives, students who are positive in their evaluation of life in school may be more likely to experience feelings of general well-being. They also may be more likely to behave in socially acceptable ways and help other students in the school setting."

Finding out how students feel about the overall quality of the environment in which they learn can help educators design schools that are pleasant places in which to live and work. Too often, their obsession with long-range goals and short-term objectives cause educators to overlook the immediate concerns
surrounding the QSL. on schools and classrooms. Schools are life as well as preparation for life.

In this way an attempt is made to elaborate sub-scale satisfaction with the school. Now, the researcher would like to give findings of some previous researches, which have either direct or indirect bearing on this sub-scale.

Jackson (1968) makes the point that constantly stressing the future importance of schoolwork can result in the school becoming an unsatisfying and joyless place to be.

Delecco and Richard's (1974) asked high school students why they were discontented. Both boys and girls responded that they resented being treated like irresponsible kids. Students perceived the irony of learning to become citizens of a democratic society by attending schools run in an authoritarian manner. They complained about violations of their rights and their teachers' lack of interest in what they had to say.

Gregg (1976) questioned Detroit High School Students and discovered that high school was a tough place for girls than boys. Girls claimed they had to work much harder than the boys merely to gain the same benefits do.

Duke and Perry (1977) have discovered that even the most an co-operative, unmotivated students can begin to learn when they are placed in a comfortable, trusting milieu and accorded basic human respect.

School authorities will have to create a congenial environment for students in the school and classroom so that, students not only enjoy to come to school and attend the class with joy but they enjoy the school and classroom to. Moreover, they should like the school and consider the school as their friend. The functioning of the school should be such that students should treat the school as a place taking active part in their all-round development enabling them to face the challenges of fast changing world.

(2) COMMITMENT TO CLASSWORK (COM)

This sub-scale consisting of eleven statements is described by Epstain and McPartland (1978) as under:

"It deals with the level of student interest in class-work. Tasks and assignment are what makes school different from non-school settings. In short, 'the work' is what makes a school. Students who find class assignments and projects interesting and important may learn facts and concepts more completely and may develop more positive attitudes towards learning."

The knowledge about how students perceive their own attitudes and personal problems helps teachers in diagnosing student needs; personalizing instruction and in identifying areas requiring specialized professional attention.

Perceptions of students about the learning in class can contribute to instructional improvements and efforts to maximize learning opportunities for individual students. It would be interesting to review some researcher findings, which have direct or indirect impact on sub-scale.
Frease (1972) maintains that a student's perception of his academic abilities largely determines his behaviour in the school. In other words, educators should not underrate the importance of students' perceptions of how they learn.

Wang and Stiles (1976) questioned students about what they did in school and whether they or their teachers were responsible for their learning. Students indicated that, given the opportunity, they could develop the ability to take responsibility for their own learning. When the students were given such responsibility, they also completed more learning tasks in less time.

Thus, teacher should give such a shape to classroom for teaching-learning that, students may not - (i) see day dream; (ii) indulge in any indiscipline in the class; and (iii) wait for completion of class; (iv) experience teaching as waste of time; (v) accept class work as dry, dull and (vi) uninterested.

Moreover, the teacher should introduce the subject matter to the students in such a way that they develop interests for learning and attend all periods regularly. Students should have freedom to choose subjects and it should be need-based in tune with regional and national surroundings. Assignment should be so interesting that they would like to Complete it with joy.

(3) **REACTIONS TO TEACHERS (TCH):**

This sub-scale also consisting of eleven statements is described by Epstein and McPartland (1978) as below:

"It tries to examine student evaluation of instructional and personal interaction with teachers. Student-teacher relationship may be the key to student acceptance of educational goals, student-understanding of school procedures, differences in students' independent or dependent behaviour and attitudes towards authority in and out-of school."

Students always study their teachers. They attend to every move of the teacher. Indeed, students expect teachers to make certain moves and when the teachers fail to fulfill those expectations, the students may become confused.

Researcher thinks proper and appropriate to review some it the researches' observations, which influence this sub-scale.

Coomb's (1962) suggested that - "Teachers must begin to obtain their students' perceptions of their classroom behaviour if they wish to truly personalize their teaching."

Dececco and Richards (1974) learned that students often feel that classroom conflicts result from the ignorance of there needs and interests by the teachers.

Students believed, they were victims of adult violence four to five times more than they were the perpetrators of violence when conflicts arose in class, students perceived that decisions on how to resolve the situation were imposed on them over half the time.

Tetenbaum (1975) found that when students indicate what their teachers need to do in order to improve their performance the students also are communicating information about what aspects of teaching are most relevant to their own learning needs.
In short, the teachers should take into consideration the views and opinions of students and they should allow the students to express them freely and frankly. They should believe that, either they or students might be true. The teacher should not do undue favour to any student of the class. But he should treat students in such a way that they may consider him better and sympathetic in comparison with the teachers of other schools.

In brief, perceptions of students regarding satisfaction with the school, commitment to class work and reaction to teachers are gathered. On the bases on going thoughts in the minds of students. Students aspire to be something in life. If their dreams are beyond realization, students reflect them by expressing negative views as regards the school, its teachers, and their lack of devotion to duty and sincerity of purpose. Lack of commitment to class work is then most highlighted. These there parameters ought to be constantly kept in mind to nurse the needs of the students.

1.8 CONCLUSION:

The present study makes a great stress on the clear meaning of the conceptual framework of the central theme of the study: “A study of the relationship among pupil control ideology of teachers, their dogmatism level and quality of school life of pupils.” In the following chapter an over-view of the past research work in these areas is touched upon.

Unless and until there is full understanding of student's problems by their teachers, nothing fruitful can be accomplished. Love and care, brotherly and sympathetic considerations only can bring about the best of the students undergoing classroom studies.