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REVIEW OF THE RELATED RESEARCHES
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CHAPTER II

REVIEW OF THE RELATED RESEARCHES

2.1 INTRODUCTION

The research undertaken has three variables:

1. Pupil Control Ideology (PCI)
2. Dogmatism Level (DL)
3. Quality of School Life (QSL)

It was but natural that researcher has to give summary of the important researches falling in these three areas. It is impossible for any researcher to give summary of all the researches done in the area of PCI, DL and QSL in this thesis. The Dogmatism Level (DL) is a new idea given by Milton Rokeach (1954). Some researches were carried out abroad and very few in India. As far as it was possible researcher had made an honest attempt to give complete review of the researches done in the area of Dogmatism Level.

In the same way, the researcher has made up his mind to give a brief review of the important researches done in the area of QSL and PCI.

The review in the present chapter emphasizes studies carried out on identification of relationships among three areas and some related variables as well as factors or influences that operate in weaving the intricate and delicate texture which is inperceivable.

2.2 REVIEW RELATED TO PUPIL CONTROL IDEOLOGY AND THE QUALITY OF SCHOOL LIFE

Pupil Control Ideology of teachers as indicated earlier, has been a vital correlate with "Quality of School Life". Therefore, in this section an attempt has been made to present and discuss studies dealing with the relationship between the PCI of teachers and QSL of pupils. These studies include the work of Barfield, Bean (1973); Day, Rose, Jury (1974); Brennman (1975); Nash (1976); Gandhi (1977); Boyd, Gandhi (1981); Mistry (1985); Coyle, Linde Monita (1986).

Barfield (1973) had studied - "The Pupil Control Ideology of teachers in selected schools", also examined the relationship between PCI and teacher sense of efficacy, bureaucratic level of school and socio-economic status (SES) of the school's pupils. The teacher efficacy scale (TES) and the PCI-form were administered to teachers (n=275) in nine schools and stratified according to SES of clientele and bureaucratic level. Findings indicated that teachers with low sense of efficacy perceived control of pupils more custodial than teachers with average or high perceptions of efficacy.
FACTORS EFFECTING PUPIL CONTROL IDEOLOGY AND QUALITY OF SCHOOL LIFE

Attitude of Pupils Towards Learning

Perceptions of Principal about tour of the School

Style of Administration

Impulsivity in Problem Solving

Efforts to meet Individual Differences

Freedom to Students

Achievement Motivation

Rigidity in implementing Rules and Regulations

Classroom Environment

Acceptance of students by teachers and Principals

Attitudes of Teachers Towards Teaching

Perceptions of Teachers about discipline

Physical Facilities

Humanistic Control Ideology

Relations among Personnel

Custodial Control Ideology

QUALITY OF SCHOOL LIFE

PUPIL CONTROL IDEOLOGY

Figure - 1 Rotated Factors Affecting Pupil Control Ideology and Quality of School Life
Bean (1973), investigated "PCI of teachers and some aspects of their classroom behaviour as perceived by pupils."

The study made an attempt to examine the relation of custodialism of teacher and the instructional climate of the classroom in terms of cognitive activities. The contribution of the study was the emerging of a teacher sex as a moderate variable.

Secondary male teachers were found associated with less stress on higher cognitive levels, less discussion, less enthusiasm, less independence, less tolerance for divergent thinking and greater focus on lecture regarding custodialism in PCI. Female teacher did differ from male teachers.

Day (1974), investigated, "The nature of relationships between organizational climate, teachers' PCI and pupils' attitude towards learning in elementary schools."

The study revealed that the main effects of variables of organizational climate and the size of schools, considered separately, were not found to significantly affect the PCI of teachers. A significant statistical difference was found for the interaction between organizational climate of schools and the size of the schools in regard to the PCI of teachers.

On the basis of these findings, it was concluded that main effects of variable, considered separately did not significantly affect PCI of teachers but when these variables were considered as an interacting whole, the unique combination of the factors did significantly affect PCI of teachers.

Rose (1974) studied, "Teachers' sense of power and PCI and behaviour congruence."

The purpose of this study was to investigate the relationship between teachers' sense of power and PCI and behaviour congruence. Sense of power ordered teachers on a unidimensional continuum; and determined their perceived ability to influence school policy directions. PCI and pupil control behaviour were conceptualized on continuums ranging from humanism to custodialism.

No significant relationship was found between teacher sense of power (SOP) and PCI or teacher sense of power (SOP) and Pupil Control Behaviour (PCB). Partial correlation's showed that no teacher characteristic predicted teacher PCI-PCB congruence.

Jury (1974) in his study, "Teacher self-actualization and Pupil Control Ideology", examined the relationship between teacher PCI and level of self-actualization as measured by shostrom's personal orientation Inventory. The hypothesis that the level of self-actualization will be directly related to the degree of humanism in PCI was supported when tested in an overall sample of 272 teachers, and in separate tests for elementary and secondary teachers in the sample.

Brennman (1975) undertook his study on the relationship among teachers' self-acceptance acceptance of others and Pupil Control Ideology.

Data for further study were collected by administering Berger's self-acceptance and acceptance of others form and PCI - form to a sample of 102
elementary teachers, 81 middle school and 93 high school teachers in ten buildings in a medium size school district in Pennsylvania.

The findings of the study were as under:

Two major hypotheses were proposed: that teacher self-acceptance and teacher acceptance of others would be positively related to humanism in PCI.

The first hypothesis concerning the relationship between teacher self-acceptance and humanism was rejected. The second hypotheses on teachers acceptance of others and humanistic teacher pupil control orientation was supported at the 0.01 level.

Further analysis by means of multiple linear regression techniques determined that the three most significant variables relating to the dependent variable, PCI, acceptance of others, teaching level and teaching experience. These variables were the best predictors of PCI.

Nash (1976) found that students have some clear, well-defined role and expectations for teachers in the areas of discipline, specificity of subject matter taught, communication of explanations, friendliness and fairness. Nash concluded: A new class is not a clean slate passively waiting for the teacher to inscribe his will on it. It is an ongoing social system with varying definite expectations about appropriate teacher behaviour. If these are not confirmed, the pupils will protest and the renegotiated patterns of behaviour may not prove to be just what the teacher intended.

Gandhi (1977) studied "the school climate as a function of personality of school personnel and PCI."

The purpose of the study was to examine the relationship between organizational climate of schools and their PCI as thought out and understood by teachers. The sample of the study was comprised of 128 secondary schools of Gujarat state. To test the hypotheses, one way classification of analysis of variance and "scheffe test" were applied.

The major findings of the study were as under:

1. The teachers serving in open climate schools were more humanistic in their PCI as compared with the teachers serving in closed climate schools. The mean PCI scores were 112.87 and 120.92 in open and closed climate schools respectively with a 't' value of 5.18 (P< 0.01).

2. In a more open climate school, more humanistic PCI of the teachers was noticed. Person's product moment correlation's between the PCI scores and different dimensions of climate such as Disengagement (0.05 level); Hindrance (0.05 level); Intimacy (0.01 level); Esprit (0.01 level); Aloofness (0.05 level); Production Emphasis (0.05 level); Consideration (0.01 level); Thrust (0.05 level); Non-graded order (0.01 level); Feedback (0.01 level); Human Relations (0.01 level); and Autonomy (0.01 level) were found significant.

Boyd (1981) studied "A study of a direct measure of the concept of Humanism and its relation to the PCI - form. It aimed at knowing the relationship of
humanism as inferred from a low score on the PCI form and a direct measure of humanism. The sample consisted of 312 schools.

The findings of the research were:

Elementary school teachers were humanistic in PCI., Junior and senior high school teachers were more custodial in PCI.


The main objective of the study was, to study the relationship between the QSL and PCI. 95 secondary / higher secondary schools were included as sample.

The findings were as follows:

1. Correlation between the scores on Satisfaction with School (SAT) and PCI scores of the respondents (r=-0.23) was significant at 0.05 level. The negative correlation indicated that the pupils obtained little satisfaction in custodial schools.

2. There existed a significant negative relationship between the scores on Commitment to classroom (COM) and PCI scores of the respondents (r= -0.25, P< 0.05). This suggested that the humanistic school was a setting in which pupils enjoyed class-work.

3. The value of ‘r’ between the scores on Reaction to teachers (TCH) and PCI scores of the respondents (r=0.21) was significant at 0.05 level, which showed that students’ reactions to their teachers were negative in the custodial setting.

4. A significant negative relationship had been found between the scores on QSL and PCI scores of the respondents (r=0.22) which revealed that the pupils’ QSL was poor in custodial school and it was good in humanistic school.

Mistry (1985) studied "The Quality of School Life as a function of organizational climate and Pupil Control Ideology."

The objectives of the research were:

1. To study the influence of some biographical variables of students and some physical variables pertaining to school life.

2. To study the impact of organizational climate on the QSL.

3. To study the impact of PCI of teachers on the QSL.

Final sample consisted of 100 randomly selected secondary schools of surat district. In all 4023 students and 846 teachers were the respondents.

The Major findings were:

1. The study revealed that out of 100 schools, 38 were good, 36 were average and the rest 26 were poor in terms of QSL.

2. The Area, sex, and Socio-Economic Status (SES) did not influence the QSL.

3. In the term of PCI out of 100 schools, 53 were humanistic, and the remaining 47 were custodial.

4. The results indicated that urban and female schools were comparatively more humanistic than rural and male schools.

5. QSL was found directly proportional to their climate.
(6) The correlation of QSL and PCI was -0.508. It indicated that less was the custodial control ideology more was the good quality of school life.

Coyle, Linda Monita (1986), found in his study, “An investigation of the relationship of PCI to teachers value orientations and perceptions of organizational climate.”

The purpose of this study was to investigate the relationships among PCI, value orientation, and organizational climate in elementary schools. The instruments used in the study include: the PCI form, the Revised Differential Values Inventory and three sub-tests of the organizational climate description questionnaire.

The study was delimited to elementary schools, which served grades one through six in school systems in Alabama Louisiana, and Mississippi. A sample of 75 schools was randomly selected so as to provide approximately equal numbers of schools in each of five categories of population:

(1) fewer than 1000
(2) 1000-2499
(3) 2500-9999
(4) 10,000-49999; and
(5) 50,000 or more.

Complete data were collected from 69 schools. The school served as the unit of analysis for the study. Significant zero-order correlation’s were found between: PCI and traditionalism in values (r= 0.379, P<0.01); PCI and population (r= -0.422, P<0.01); traditionalism and population (r= -0.309, P<0.01); and post-emergentism and population (r= 0.261, P<0.05).

A significant relationship was found between PCI and traditionalism in values. Approximately 14.4% of the variance in control ideology were explained by traditionalism. Population explained approximately 10.4% of the variance in control ideology when it was entered into the regression equation after traditionalism had been entered.

No significant relationship was found between openness in organizational climate and PCI. Population contributed more toward explaining the variance in control ideology then did openness in climate. No significant interaction was found between value orientation and openness of climate as they relate to PCI.

2.3 REVIEW RELATED TO QUALITY OF SCHOOL LIFE AND DOGMATISM LEVEL

The relationship between various aspects of QSL of pupils and teachers DL has also been studied. The relationship between these two variables has not been investigated in depth and detail. The few studies done on the relationship between the QSL and DL. These studies were include the work of Legattuta (1966); Ellis (1975); Epstein & Mc partland (1976); Duggal (1969); Gnagey, Penfield, Scheerer and Rich & Darom (1981).

Legattuta (1966) had found that there was a significant relationship between teacher dogmatism and Intimacy in both open and closed climate schools. He also
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FACTORS EFFECTING DOGMATISM LEVEL AND QUALITY OF SCHOOL LIFE

Attitudes of Pupils Towards Learning
Belief and Disbelief

Style of Administration
Anxiety and Self-rejection

Efforts to meet Individual Differences
Intellectual Acceptance & Intellectual Rejection

Achievement Motivation
Economic and Political Conservation

Classroom Environment
Left and Right Opinionation

Attitudes of Teachers Towards Teaching
Open Mindedness and Closed Mindedness

Physical Facilities
Authoritarianism & Rigidity

Relations among Personnel
Ethnocentrism & Paranoia

QUALITY OF SCHOOL LIFE

DOGMATISM LEVEL

Figure- II Rotated Factors Affecting Dogmatism Level and Quality of School Life
found that there was significant relationship between dogmatism and disengagement and production emphasis in open schools only. However, he reported that there was no significant difference in dogmatism between extreme open and extreme closed schools.

Duggal (1969) studied, "Relationship between student unrest and student Participation in school management and Dogmatism and PCI of staff in the High schools."

He found that, student unrest had a relation to custodial PCI of teachers.

Ellis (1975) studied, "An exploration of the teachers college typology of learning styles, and its relationship to Dogmatism; Control; Inclusion; and self concept of Teacher trainees."

The purposes of this study were three folds:

(1) To verify the teachers college typology of teacher trainee learning style.
(2) To develop an instrument with which teacher trainees could determine the learning and teaching style of a trainee as indicated by his behaviour in four training settings:
   (i) Instruction   (ii) clinical supervision (iii) Student teaching and
   (iv) Professional Relationships.
(3) To derive an understanding of the relationship between each of the four "learning styles described in the typology and the psychological variables of dogmatism, control, inclusion and self-concept.

While pursuing relationships between psychological variables and learning styles such studies do not seem fruitful, further study of individual trainee behaviour in the four training settings may well lead to more improved individualized training.

Epstein and McPartland (1976) developed the, "Quality of Schools Life Scale to measure and compare student reactions to school life in general, to their school work and to their teachers."

This QSL Scale is the contribution of recent research in the field of education. With this context the researcher give the review of the former researches pertaining to satisfaction with a school(SAT), commitment to classwork (COM) and reactions to teachers (TCH).

Scheerer (1981) made an attempt to study, "Choice schemes and the QSL in West German comprehensive schools."

In sample of the study, 303 seventh-grade and 560 eight-grade students of the Experimental Comprehensive School (ECS) and 56 seventh-grade, 56 eight-grade, 55 ninth-grade and 41 tenth-grade students of the Regular comprehensive school (RCS) were included.

The data were collected with the help of QSL Scale and the Modified Intellectual Achievement Responsibility Scale (MIAR).

The findings of the research were as under:
(1) In RCS and ECS, females reported more general satisfaction than males, males were more positive than females in RCS on commitment to class-work (COM).

(2) No regular trend on grade in the expected direction was found.

(3) Quality of School Life scores were more highly correlated with achievement for ECS students, perhaps because students of all ability levels were in the student-chosen courses, whereas RCS courses were stratified by achievement.

(4) An increase in the perceived freedom of choice in school improved the attitude towards school at whatever grade level that it was introduced.

Rich and Darbon (1981) studied, "Pupils' perceptions of the QSL in Advantaged and Disadvantaged Israeli schools."

As a sample 4026 pupils learning in 140 classrooms of advantaged schools and 1740 pupils from 88 classes of disadvantaged schools were selected.

The data was collected with the help of QSL scales. The Researchers came out with the following five summaries:

1. Differences between responses in advantaged schools and those in disadvantaged schools were not large. Apparently disadvantaged students, especially younger students, tended to overstate their enthusiasm for school.

2. Pupils in advantaged schools, especially younger pupils, had more positive attitudes towards teachers than pupils in disadvantaged schools.

3. Advantaged school pupils expressed their more positive attitudes in grades four through six, whereas children in disadvantaged schools appeared most satisfied in grades ten through twelve.

4. A positive relationship existed between grade level and perceptions of the importance of school work in both types of schools. Older students in disadvantaged schools were especially positive in their reports of the importance of schooling.

5. Girls, in general, had more positive attitudes to school than had boys, regardless of the type of school.

Gnagey (1981) made an attempt to study - attitudes, values, and motives of classroom facilitators and inhibitors. In this study high school teachers identified disruptive students and well-behaved students. Fifty-nine inhibitors and eighty-six facilitators were identified by teachers and these students were included in the sample. To collect the data, the QSL Scale, the Inventory of values and the motivation inventory were administered.

The findings of the research were as under;

1. Facilitators scored significantly higher than inhibitors on all sub-scales of the QSL.

2. Females scored higher than males on each sub-scales of the QSL.

3. Students judged by their teachers to be inhibitors, compared to facilitators, were less capable academically, enjoyed school life less,
were less committed to their classes, and considered their teachers less effective.

(4) No significant difference between facilitators and inhibitors was found for any value score for either sex.

(5) Male facilitators reported higher esteem needs score than male inhibitors did.

Penfield (1981) took a project with the following two basic goals:

(1) Students involved in project activities showed a significant improvement in reading and writing as measured by project related standardized instruments.

(2) Students involved in project activities had a more positive attitude towards school as measured by a QSL instrument.

The project was carried out in two high schools of New Jersey. Following tools were used to collect the data:

(1) California Achievement Test (CAT)

(2) Educational Testing Service's Basic Skills Assessment Test (BSA)

(3) Quality of School Life Scale (QSL) Scale.

(4) McGraw - Hill Basic Skills system (MHBSS)

The project comes out with the following conclusions:

There were no instances when the performance of the control group exceeded that of the experimental group. Thus the project at the very least, had a status-quo effect on the students.

2.4 REVIEW RELATED TO DOGMATISM LEVEL AND PUPIL CONTROL IDEOLOGY

In this section an attempt was made to present and discuss studies concerning the relationship between the dogmatism of teaching personnel and their PCI. Unfortunately, the relationship between these two variables had not been investigated in depth and detail. The relationship between various aspects of teachers DL and their PCI had been also studied. The few studies done on the relationship between the DL and PCI include the work of Heinman (1971); William's (1973); Lunenberg and O'Reilly (1974); Fortuna, Riedl, Beum, Book (1975); Dickens, Kerr (1976); Mehta A.V.(1977), Daly (1982) and V. Dhanasekaran (1996).
FACTORS EFFECTING PUPIL CONTROL IDEOLOGY AND DOGMATISM LEVEL

- Belief & Disbelief
- Left & Right Opinionation
- Economic & Political Conservatism
- Authoritarianism & Rigidity
- Intellectual Rejection & Acceptance
- Anxiety & Self-rejection
- Open Mindedness & Closed Mindedness
- Ethnocentrism
- Paranoia

Perceptions of Principal about tour of the School
Impulsivity in Problem Solving
Freedom to Students
Rigidity in implementing Rules and Regulations
Acceptance of students by teachers and Principals
Perceptions of Teachers about discipline
Humanistic Control Ideology
Custodial Control Ideology

Figure-III  Rotated Factors Affecting and Pupil Control Ideology Dogmatism Level
Heinman (1971) reported that principals' dogmatism and custodialism in Pupil Control Ideology were significantly related.

Williams (1973) also suggested that the dogmatism and Pupil Control Ideology were significantly related.

Lunenberg and O'Reilly (1974), studied the "Influence of teacher dogmatism and organizational climate on Pupil Control Ideology."

The study was undertaken with a main purpose of examining the influence of teacher dogmatism and organizational climate on PCI. As a sample for the study, 53 elementary schools of Ontario and Canada were taken up. The researcher personally administered the three tools; The OCDQ; the PCI form and the Dogmatism Scale by Rokeach; to the entire professional staff of each school. Nearly 1000 teachers including principals responded to the three tools. Two way analysis of variance procedures of statistics was used to compare the PCI of low, middle and high dogmatic teachers in open and closed climate schools. Teachers in open schools had mean PCI scores of 45.61, 47.10, 44.48 and 55.15, while those in closed schools had mean PCI scores of 44.47, 50.75, 54.55, and 55.81 respectively. F-ratio came out to be 5.34 (P<0.05). These results supported that there was humanism in PCI in open climate schools and custodialism PCI in closed climate schools. But in the case of the teachers who scored at the extreme ends of dogmatism scale, PCI was not affected by schools climate because PCI scores of middle dogmatic group were 47.10 and 49.48 in the open climate schools, whereas in the closed climate schools, PCI scores were 50.75 and 54.44. The extreme dogmatic group had PCI scores of 45.61 and 55.15 in the open climate schools whereas it was 45.47 and 55.81 in the closed schools.

Fortuna (1975) studied, "Student attitudes towards authority in three school systems with reference to Dogmatism."

The purpose of this study was two fold:

1) To investigate the attitudes towards authority of elementary school children while controlling for dogmatism and

2) To provide specific input into the very large question of the effectiveness of parochial school education.

Three schools were selected for study, one from each of the three systems. Selection of specific schools was done on the basis of geographic location and similarity in socio-economic background of their respective clientele.

It was concluded that dogmatism is a significant variable relative to student attitudes towards authority when attitudes across school systems are being considered; and that authority must be clearly and carefully delimited in any such discussion. Also differences in attitudes towards authority seem to exist between parochial and public school students, with the former group having the more
favorable attitudes. However, these differences can be explained, in part, by the degree of dogmatism of the respondents.

Riedl (1975) studied "Student perceptions of openness and closedness of the classroom and their relationship to dogmatism."

A conceptual framework was proposed for the study of student perceptions, particularly perceptions of openness or closedness of classroom. Based on the proposed conceptual framework, it was hypothesized that closed-minded individuals would perceive a classroom as more closed than open-minded individuals. Rokeach's Dogmatism scale and a questionnaire designed to determine students' perceptions of openness and closedness of a classroom were administered to the members of four curriculum classes offered by the college of education of Arizona State University. No differences of perceptions between open-minded and closed-minded individuals were discovered. However differences of students' perceptions of openness and closedness of the classroom environment were sufficient to suggest the need for further study. The proposed conceptual framework was reviewed in light of the findings of the study and recommendations for future research were made.

Beum (1975) studied. "Teacher self-actualization and Dogmatism as related to students' perceptions of teaching behaviours."

This study was designed to analyze selected descriptive data on graduates of the redirected home economics teacher education programme at the Pennsylvania State University. The study examined graduates' effective level, as measured by shostrom's Personal Orientation Inventory (1964) and Rokeach's Dogmatism Scale (1960) and the relation of these to their students' perceptions of their effectiveness, as measured by Ray's Student Estimate of Teacher Concern (1959) and Farris' Your Home Economics Teacher (1972).

The criteria used for selecting the sample was their scores at graduation on the Personal Orientation Inventory, a measure of self-actualization, and the Dogmatism Scale, a measure of open/closed mindness. The subjects were 17 graduates who were classified as potentially more effective [mean POI = 121.29, mean RDS = 132.60] and 12 graduates who were classified as potentially less effective [mean POI = 95.16, mean RDS = 203.00]. Their current level of effectiveness was determined by re-administration of the Personal Orientation Inventory, and the Dogmatism Scale.

The result from this study indicated that graduates of the redirected programme were perceived as concerned by their students and as indirect in their teaching behaviours. However, these behaviour were neither systematically related to their level of self-actualization nor to their degree of open/closeness.

Book (1975) studied, "An Investigation of the effects of Immunization on student teacher dogmatism and attitudes towards teaching."
This study investigated the possibility of immunizing student teachers against change in progressive attitudes towards teaching. Evidence which indicates a negative relationship between attitudes towards teaching and dogmatism formed the basis for a question regarding the impact of immunization against change in students teachers' attitudes towards teaching on resistance to change in dogmatism.

The relationship between progressivism, traditionalism and dogmatism were explored.

Eighty student teachers were administered the short Form of Rokeach's Dogmatism test and Kerlinger's Education Scale VI. Correlations between the co-operating teachers' dogmatism, progressivism, and traditionalism scores indicated the following:

(1) Dogmatism had a significantly negative correlation with progressivism.

(2) Dogmatism did not have a significant correlation with traditionalism and

(3) Progressivism had a significantly negative correlation with traditionalism.

Dickens (1976) studied, "The relationship of educational attitudes and certain personal characteristics to dogmatism among teachers in selected secondary comprehensive and alternative schools in Connecticut."

This research has shown that people with open-minded belief systems (Low Dogmatic) were more open to change. Research further indicates that new programmes and practices were liable to failure if teachers involved in them do not possess progressive educational attitudes.

Four innovative schools with a random sample of 104 teachers and five traditional schools with a random sample of 116 teachers returned the research instruments. Nine alternative secondary schools were randomly chosen to participate from a total of 20. All teachers in those schools who agreed to participate (n=48) were included in the sample.

The predictive levels better than chance of 30.8% for traditional school membership, 14.1 % for innovative school membership and 39.9% for alternative school membership is modest. It does suggest that further study was needed to discover why graduate work, In-service and advanced degrees do not contribute to open mindedness among teachers.

Kerri (1976) studied, "The relationship among attitude scores, dogmatism scores, and change in a classroom teaching pattern of teachers who have experienced clinical supervision."

The purpose of this study was to gather empirical data to measure the relationship among teacher attitudes towards components and assumptions of
clinical supervision, teacher levels of open-mindedness, and change in a classroom teaching pattern among teachers who have experienced the clinical supervision process.

The results of the study indicated teacher agreement with the identified components and assumptions of the clinical supervision model. No significant relationships were found to exist among the Eaker Attitude Survey, Rokeach Dogmatism Scale and the Flanders Interaction Analysis system.

Results seem to indicated the more open-minded the teacher was, the greater the willingness to engage in direct two-way communication with the supervisor. It was indicated also that teachers were able to move from direct to more indirect teaching patterns regardless or high of low dogmatism scores.

Mehta A.V. (1977) concluded his Ph.D. study on "Institutional Climate as a factor of staff morale and Student Control Ideology (SCI) in the affiliated college of Gujarat University." The objective was to find out the relationship between types of institutional climate and Student Control Ideology (SCI). The sample consisted of 122 colleges. The tool he used were the SCI and ICDQ. The t-test, f-test and chi-square were the statistical techniques applied. He found that significant faculty wise differences in mean perceptions of teachers on custodial and humanistic control ideology and positive and significant inter-relationship existed among institutional climate, teachers morale and Student Control Ideology of the teachers of affiliated colleges.

Daly (1982) studied, "An exploratory investigation of the relationships among self-esteem, irrational beliefs and dogmatism."

The purpose of this study was--

(1) To systematically investigate the relationship between Ellis' theory of irrational beliefs and the construct of self-esteem. Furthermore, the specific irrational beliefs that predicted low self-esteem were identified.

(2) To examine the relationship between Rokeach's conceptualization of dogmatism and irrational beliefs.

(3) To interate self-esteem, dogmatism, and irrational beliefs theoretically.

The result of this study indicated:

(1) Self-esteem is a significant variable underlying Albert Ellis' theory of irrational beliefs.

(2) Four irrational beliefs, Demand for Approval, High self-expectations, Anxious over concern, and Problem Avoidance, as identified by the IBT, may prove to be important target beliefs for modification by cognitive therapists working with clients experiencing low self-esteem.
Individuals with low self-esteem and closed belief systems endorse more irrational beliefs than individuals with high self-esteem and open belief systems.

V. Dhanasekaran (1996) carried out an investigation on “A Comparative study of leadership behaviour of principals, teachers’ morale and Student Control Ideology (SCI) in colleges of education and colleges of physical education in Tamil Nadu. The main objective was to study the relationship between the leadership behaviour of principals, the morale of teachers' and Student Control Ideology in the college of education and in the college of physical education.

The findings showed that the leadership behaviour of principals was positively related to teachers morale. The morale of teacher educators depended on the type of management of the institution. The SCI was negatively related to the Leadership Behaviour (LB) and morale and the teacher educators of college of physical education were more custodial than colleges of education.

2.5 CONCLUSION:

In this chapter, researcher has discussed the summary of the different researches carried out in the area of PCI of teachers', Teachers' DL and QSL of Pupils. It shows that considerably deep and lengthy research work has been undertaken on each one of the variables- if taken separately, but little seems to have been done on them as correlate of one another. As discussed earlier very few researches were carried out in the area of teacher's dogmatism level. So researchers did try to give the summary of different aspects of Pupil Control Ideology with Quality of Schools Life; Quality of Schools Life QSL with Dogmatism Level and Dogmatism Level with Pupil Control Ideology.

The next chapter was devoted to the major framework of the present study namely- the objectives, the sample, the research tools, the hypotheses, the methods of analysis and interpretation etc.