CHAPTER - V

COMPENDIUM
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5.1 INTRODUCTION:

In the preceding chapter complete explanation about the importance and dimensions of control ideology of teachers, teachers dogmatism level, the quality of school life of pupils, the procedure of investigation, sample selection, data collection, and analysis & interpretation of the results were discussed at length.

The present study was carried out keeping in view the pupils as respondents for deciding the QSL; and the teachers as respondents for deciding the DL and PCI. The QSL of secondary schools is studied here with the context of teachers' belief systems (DL) and PCI. Here the school was studied with its two important factors, that is, pupils on one side and teachers on the other side. Thus, an attempt was made to study the relationship among the QSL as perceived by pupils and DL and PCI as perceived by teachers. However as the investigation was confined only to a sample of forty-five (45) secondary schools, the findings presented in this chapter would naturally have a limited generalized bearing on the intellectual relationship of above three variables.

Shelat (1975), Gandhi(1977), Kureshi (1978), Patel (1979), Mistry (1985), and Dhansekharan (1996) were carried out studies in above area. This motivated a researcher to study the relationship among the above mention three areas, in this new context.

In this study the relationship between the three dimensions of QSL - SAT, COM and TCH, were studied with Belief System (DL) and PCI. The most remarkable feature of the present research was that, the linear relationship of each dimension of dependent variable- QSL and independent variables- PCI and DL were carried out.

In brief in this research opinions of secondary school teachers and pupils were gathered to study the Quality of educational institution. Moreover, the views of the pupils regarding the QSL were studied in depth with views of teachers regarding the PCI and the Dogmatism Levels.

5.2 BRIEF OVERVIEW:

The report of the present study is presented under five (5) chapters:

The chapter - I, begins with the Introductory section, the present picture of the school, the high school premises, interpersonal relations and education, home-school relations, failures of the school, and how to meet failure were discussed and they led to the importance of a good school. The second section was started with "the concept of a good school", where in the beginning the general meaning of school and characteristics of the good school was discussed at length.

After discussing the concept of a good school, a concept of a PCI was discussed. In this section ideology of classroom and school, that is factors influencing teachers and factors controlled by teachers were discussed. Dunkin and Biddle (1974) have discussed three way classroom control and twelve (12) principles of classroom discipline were discussed in brief. After that Gilbert and Levinson (1957), Hoy-Willower and Eidell developed the idea of control ideology and custodialism and humanism which was given in brief. Gandhi (1977)
developed the tool to measure PCI of the secondary schools of Gujarat which was discussed at length. After that "Importance of Pupil Control" were discussed in brief.

After discussing the importance of PCI, the nature and meaning of the Belief Systems (DL) was discussed. Rokeach (1960) has provided two definitions of open-mindedness and Closed-mindedness, which were discussed in briefs. After discussing this the tool to measure QSL of the secondary schools of Gujarat which was adopted by Mistry (1985) was discussed. The concept of QSL as measured by pupils with three key dimensions of QSL (SAT, COM and TCH) were also discussed at length.

In the initial chapter-I presents the theoretical orientations of the independent variables- PCI and DL and dependent variable- QSL have been discussed for the providing a theoretical frame of reference for the studies.

The Chapter-II is devoted to a review of researches on PCI, DL and QSL. The researches specifically reviewed are only those studies that deal with three sections- (i) PCI and DL, (ii) PCI and QSL and (iii) DL and QSL. The emphasis in the presentation was on identification of trends, underscoring of salient characteristics and on the emergent conclusions.

The Chapter-III presents the research plan. In "Introduction" researcher discussed "The problem and its Elucidation" where definitions of the terms used in the tittle of the research were also explained at length. Section two was of "Rational of the study" where researcher tried to explain why he took the study with these three variables supporting his arguments describing only the name of the previous researchers. In the third and fourth section "The scope and the Limitations of the study", and "How differ the study from other" was discussed. The researcher gave a clear picture of the factors which constituted PCI, DL and QSL of the present research. In the section of Assumptions researcher gave details of the assumptions on which his study was based. After discussing the assumption, researcher gave the outline of the objectives of the study.

In the section of "The nature of the data and their collection" researcher gave in brief the data which were necessary to meet the objectives. The next section was of "Instruments and their scoring scheme" were researcher gave the description of the three tools and their scoring schemes. The next section was of "Population and "The Sample" where researcher made an attempt to justify why he went for one district. The sample comprises 45 secondary schools from Surat District. The respondents were 450 teachers and 2700 pupils. Out of 450 teachers 261 were male and 189 were females. They came from the age groups of 21 to 41 years or more, belonged to Trained Graduate and Trained Post-Graduate educational background, had teaching experience ranging from Nil to 21 years or more, and all SES status. Out of 2700 pupils, 1614 were Boys and 1086 were Girls. They came from age groups of 12-14 and 14-16 years, belonged to different educational background, and all SES categories. The sampled 45 schools also comprises- Talukewise, Regionwise, Sizewise, Areawise, Typewise, Communitywise, and Characteristics wise discussion done in this study.

The next section was that of "Hypotheses". Hypotheses were framed keeping in mind the objectives to be achieved. The analysis of the data was planned around the testing of 32 hypotheses. The last section of the chapter was devoted to "Statistical procedures" where they were discussed hypotheseswise.

The Chapter-IV consistsute the spine of the present research. It was devoted to "The analysis and interpretation of the data. Identification of 45 sampled schools with respect to PCI, DL and QSL was done in the different
categories. PCI was identified as custodial and humanistic school, DL were identified as High Dogmatism (closed-mindedness) and Low dogmatism (open-mindedness) schools and QSL was defined the secondary schools as the Coveted schools, the Middle quality schools and the Poor schools.

Furthermore, two variables, “PCI”, and “DL” were studied in relation to biographic characteristics such as- sex, age, qualifications, experiences and SES of teachers, and one variable “QSL” was studied in relation to biographic characteristics such as- sex age, educational background and SES of the pupils. Furthermore, the relationship of Independent variables- PCI and DL was studied in relation to dependent variable QSL and vis-a-versa. For prediction purpose pearson product moment co-efficient of co-relation ‘r’ techniques were used and those of independent variables PCI and DL with dependent variable QSL were interpreted separately. The different categorization of sampled schools and biographical characteristics of their teacher’s and pupil’s were also studied in relation to teachers’ mean PCI scores and mean DL scores, and their pupils mean QSL scores. Such were the format, focal points and the framework of methodology used in this chapter.

In brief, the present chapter is devoted to major findings and implications of the research.

5.3 REALIZATION OF OBJECTIVES:

It may be recalled that the study hinged round eight (8) objectives which gave form and substance to the research.

The first and the main objective was to examine the possible relationship among PCI of teachers, their DL and QSL of Pupils. This has been achieved in section 4.2.1 to 4.2.4 through all the hypotheses (No. 1 to 32) formulated for this study.

The second objective pertaining to study the proportion of secondary schools in different categories of the PCI and DL of teachers and QSL of pupils. This has been achieved through the hypotheses No. 1, 10 and 19, in section 4.2.1, 4.2.2 and 4.2.3 of chapter – IV.

The third objective was to study to study the PCI, DL and QSL followed in the different categories such as- taluka wise, region wise, size wise, area wise, type wise, community wise and characteristics wise of the secondary schools of Surat district. An attempt is made to study this variable through twentyone (21) hypotheses (No. 3 to 9, 12 to 18 and 21 to 27), in section 4.2.1, 4.2.2 and 4.2.3 of chapter – IV.

The fourth objective was to study the impact of biographical variables of teachers such as - sex, age, qualifications, experience and SES on the PCI and the DL (Belief Systems). An attempt is made to study this variable in section 4.2.1 and 4.2.2 of chapter- IV. Furthermore, it has been achieved through the hypothesis No. 2 (including sub-hypotheses No. 2.1 to 2.5) and hypothesis No. 11 (including sub-hypotheses No. 11.1 to 11.5) of the study.

The fifth objective was regarding the influence of some biographical variables of pupils such as - sex, age, educational background and SES on the quality of school life (QSL). This objective has been discussed in section 4.2.3 of chapter- IV. It has been achieved through the hypothesis No. 20 (including sub-hypotheses No. 20.1 to 20.4) of the study.
To study the relationship between the PCI of teachers and their DL was the focus in the sixth objective. This is investigated in the sections 4.2.4 of chapter IV. It has been achieved through the hypothesis No. 28 of the study.

The seventh objective pertaining to study the relationship between the PCI and the QSL of pupils, with three dimensions of SAT, COM and TCH. This objective has been achieved through section 4.2.4 and hypotheses No. 29 and 30 (including sub- hypotheses No. 30.1 to 30.3) in chapter- IV of the study.

The eight and the last objective pertaining to study the relationship between the DL and the QSL of pupils, with three dimensions of SAT, COM and TCH. This objective has been achieved through section 4.2.4 and hypotheses No. 31 and 32 (including sub- hypotheses No. 31.1 to 31.3) in chapter- IV of the study.

To summarize, it would be seen that all the eight major objectives formulated for the present investigation are achieved in the course of the analysis and the interpretation of the data done in chapter-IV.

5.4 THE MAJOR FINDINGS :

The major findings of the study are briefly stated below :

[1] PUPIL CONTROL IDEOLOGY (PCI) :

(A) Categories of the School :

In this research schools were classified as taluka wise, region wise, size wise, area wise, type wise, community wise, and characteristics wise in terms of Pupil Control Ideology of the teachers.

** Talukawise :**

The Talukawise classification of PCI indicated that out of 45 schools 22 were custodial and 23 were humanistic. So the proportion of custodial and humanistic schools in different talukas was almost equal as far as the talukas of the schools are concern.

The calculated $x^2$ value was 20.69 which was not significant at 0.05 level. Hence in general it can be said that there was no significant difference among the PCI of teachers of various talukas of Surat district.

** Region-wise:**

In the study of teachers’ PCI, the two categories- Custodial and Humanistic were identified. These two categories of schools were spread overall the four regions- Eastern, Northern, Southern and Western - of the Surat district. The study revealed that out of 45 schools 12 were custodial and 33 were humanistic schools. The mean PCI scores of Eastern, Northern, Southern, and Western- schools were 196.70, 178.95, 184.36, and 189.76 respectively.

The $x^2$ -value of different region wise school was 7.79, it was not significant at 0.01 level. Thus, the secondary school in different regions of the Surat district did not show significant variations in their PCI of teachers.
**Size-wise :**

The size wise classification of PCI indicated that out of 45 schools 23 were custodial and 22 were humanistic. The mean PCI scores of teachers of the Large, the Medium, and the Small size schools were 179.88, 185.45, and 185.65 respectively. The number of Medium (Average) size schools was more as compared to that of Large and Small size schools.

The calculated $x^2$ value was 0.32 which was not significant at 0.05 levels. In general, the statistics did not support the three categories of the size of the school and the PCI of teachers was not related to the size of the school.

**Area-wise :**

The Area-wise classification of the PCI reveals that out of 45 secondary schools 22 were custodial and 23 were humanistic. Furthermore the mean PCI scores of teachers of City, Urban, and Rural areas schools were 185.10, 185.95, and 184.15 respectively. The result indicates that the percentage of custodial and humanistic schools was almost equal.

The $x^2$ value 0.63 was not significant at 0.05 levels. It indicated that there was no significant differences among teachers of City, Urban, and Rural areas schools on their Pupil Control Ideology.

**Type-wise :**

The analysis disclosed that there was no significant difference between the PCI scores of teachers of different types (Boys, Girls, and co-education) Schools. The mean PCI scores of teachers of Boys, Girls, and Co-education schools were 183.47, 182.31, and 186.20 respectively. Typewise classification of PCI reveals that out of 45 secondary schools 22 were custodial and 23 were humanistic. It shows that the percentage of custodial and humanistic schools was almost equal.

The $x^2$ value of different type schools was 1.09, which was not significant at 0.05 levels. Hence in general, it indicated that PCI of teachers was not related to the type of the school.

**Community-wise :**

The Community-wise classification of PCI indicated that out of 45 schools 24 were custodial and 21 were humanistic. So the proportion of custodial and humanistic schools in different Community was almost equal. The mean PCI scores of teachers of Hindu, Muslim, Christian, Parsi, and Jain schools were 185.91, 187.58, 177.50, 176.50, and 172.40 respectively.

The calculated $x^2$ value was 3.40 which was not significant at 0.05 level. Hence in general it can be said that the PCI of teachers was not related to the Community of the school.

**Characteristics-wise :**

The Characteristics-wise classification of PCI indicated that out of 45 schools 14 were custodial and 31 were humanistic. Furthermore out of 45 schools 10 were good, 27 were medium and 8 were poor schools. The mean PCI scores of teachers of Good, Medium and Poor schools were 184.65, 184.05, and 187.40 respectively.

The calculated $x^2$ value was 0.42 which was not significant at 0.05 level. Hence in general it can be said that the PCI of teachers was not related to the Coveted schools, the middle Quality schools and the Just so-so schools of the surat district.
[B] BIOGRAPHICAL CHARACTERISTICS OF TEACHERS (PCI):

The PCI of teachers was examined in the context of teachers biographical characteristics such as: (1) sex (2) age (3) educational qualification (4) experience and (5) socio-economic status (SES) - were briefly stated below:

(1) **Sex:**
The result suggested that the PCI of the Male teachers and female teachers were equal.

(2) **Age:**
The data showed that the age was not the factor related to the PCI of teachers.

(3) **Qualifications:**
The analysis of the data reported that the qualifications of the teachers did not have an impact of the PCI of teachers.

(4) **Experience:**
The data exhibited that the experience of the teachers did not have a bearing on the PCI of teachers.

(5) **Soci-economic status (SES) Level:**
The study indicated that SES the teachers did not have influence upon their Pupil Control Ideology (PCI).


(A) **Categories of the School:**

In this research schools were classified on the basis of the taluka, region, size, area, type, community, and characteristics in terms of Dogmatism Levels of the teachers.

**Talukawise:**

The Talukawise classification of DL indicated that out of 45 schools 22 (49%) were High dogmatic and 23 (51%) were Low dogmatic. So the proportion of High Dogmatic and Low Dogmatic schools in different talukas was almost equal as far as the talukas of the schools are concern.

The calculated $x^2$ value was 19.38 which was not significant at 0.05 level. Hence in general it can be said that there was no significant difference among the DL of teachers of various talukas of Surat district.

**Region-wise:**

In the study of teachers' DL, the two categories- High dogmatic and Low dogmatic were identified. These two categories of schools were spread overall the four regions- Eastern, Northern, Southern and Western- of the Surat district. The study revealed that out of 45 schools 11 were High dogmatic and 34 were...
Low dogmatic schools. The mean DL scores of Eastern, Northern, Southern, and Western- schools were 210.63, 200.30, 195.11 and 195.31 respectively. The higher Dogmatism Level score was found in Eastern region schools and the lowest Dogmatism score is found in Southern region schools. So it can be said that the Eastern region schools were more 'closed-minded' and the southern region schools were more 'open-minded'.

The $x^2$-value of different region wise school was 4.06, it was not significant at 0.05 level. Thus, the secondary school in different regions of the Surat district did not show significant variations in their DL of teachers.

** Size-wise :**

The size wise classification of DL indicated that out of 45 schools 18 were High dogmatic and 27 were Low dogmatic. The mean DL scores of teachers of the Large, the Medium, and the Small size schools were 200.05, 196.37, and 199.03 respectively. The number of Medium (Average) size schools was more as compared to that of Large and Small size schools.

The calculated $x^2$ value was 2.59 which was not significant at 0.05 level. In general, the statistics did not support the three categories of the size of the school and the DL of teachers was not related to the size of the school.

** Area-wise :**

The Area-wise classification of the DL reveals that out of 45 secondary schools 19 were High dogmatic and 26 were Low dogmatic. Furthermore the mean DL scores of teachers of City, Urban and Rural areas' schools were 197.86, 203.30 and 198.34 respectively. The result indicates that the percentage of High dogmatic and Low dogmatic schools was almost equal.

The $x^2$ value 1.13 was not significant at 0.05 levels. It indicated that there was no significant differences among teachers of City, Urban and Rural areas' schools on their Dogmatism Level.

** Type-wise :**

The analysis disclosed that there was no significant difference between the DL scores of teachers of different types (Boys, Girls, and co-education) Schools. The mean DL scores of teachers of Boys, Girls, and Co-education schools were 197.95, 196.44, and 199.03 respectively. Typewise classification of DL reveals that out of 45 secondary schools 19 were High dogmatic and 26 were Low dogmatic. It shows that the percentage of High dogmatic and Low dogmatic schools was almost equal.

The $x^2$ value of different type schools was 0.67, which was not significant at 0.05 levels. Hence in general, it indicated that the DL of teachers was not related to the type of the school.

** Community-wise :**

The Community-wise classification of DL indicated that out of 45 schools 21 were High dogmatic and 24 were Low dogmatic. So the proportion of High dogmatic and Low dogmatic schools in different Community was almost equal. The mean DL scores of teachers of Hindu, Muslim, Christian, Parsi, and Jain schools were 198.32, 199.80, 196.13, 200.40 and 193.20 respectively.

The calculated $x^2$ value was 3.57 which was not significant at 0.05 level. Hence in general it can be said that the DL of teachers was not related to the Community of the school.
**Characteristics-wise:**

The Characteristics-wise classification of DL indicated that out of 45 schools 19 were High dogmatic and 26 were Low dogmatic schools. Furthermore out of 45 schools 10 were good, 27 were medium and 8 were poor schools. The mean DL scores of teachers of Good, Medium and Poor schools were 194.67, 199.94, and 197.20 respectively.

The calculated $x^2$ value was 0.60 which was not significant at 0.05 level. Hence in general it can be said that the DL of teachers was not related to the Coveted schools, the middle Quality schools and the Just so-so schools of the Surat district.

**[B] BIOGRAPHICAL CHARACTERISTICS OF TEACHERS (DL):**

The DL of teachers was examined in the context of teachers biographical characteristics such as- (1) sex (2) age (3) educational qualification (4) experience and (5) socio-economic status (SES) - were briefly stated below:

1. **Sex:**
   - It was evident from the analysis of the data that the Male teachers and Female teachers were equal in their belief systems (DL).

2. **Age:**
   - The result suggested that the younger teachers and older teachers were equal in their Dogmatism Level.

3. **Qualifications:**
   - The analysis of the data reported that the Trained Graduate Teachers (T.G.T) and the Trained Post Graduate Teachers (P.G.T.) were equal in secondary schools of Surat district in their Dogmatism Levels.

4. **Experience:**
   - The data exhibited that the teaching experience was not associated with DL of teachers. It was found that the experience of the teachers did not have a bearing on the DL of teachers.

5. **Soci-economic status (SES) Level:**
   - The study indicated that the socio-economic status (SES) of teachers did not have influence upon their DL. In other words, it can be said that the belief system of the teachers did not vary as a function of the SES Levels of the teachers.

**[3] THE QUALITY OF SCHOOL LIFE (QSL):**

(A) **Categories of the School:**

In this research schools were classified as taluka wise, region wise, size wise, area wise, type wise, community wise and characteristics wise in terms of the quality of school life of pupils.
**Talukawise:**

The Talukawise classification of QSL indicated that out of 45 schools 11 were Good (Coveted), 23 were Medium quality and 11 were Just so-so schools. The calculated $x^2$ value was 47.85 which was significant at 0.05 level. Hence in general it can be said that there was significant difference among the QSL of pupils of various talukas of Surat district.

**Region-wise:**

The region wise classification of QSL indicated that out of 45 schools 11 were Good (Coveted), 23 were Medium quality and 11 were Just so-so schools. The detail of the region wise classification was given in the chapter-I V.

In the study the three categories- Good, Medium and just so-so schools were identified. These three categories of schools were spread overall the four regions- Eastern, Northern, Southern, and Western- of the Surat district. The mean QSL scores of pupils of Eastern, Northern, Southern, and Western-schools were 50.14, 46.95, 49.58 and 52.64 respectively. The high QSL score was found in Western region schools and the low QSL score was found in Northern region schools.

The $x^2$-value of different region wise school was 15.66, it was significant at 0.05 level. Thus, the secondary school in different regions of the Surat district showed significant variations in their QSL of pupils.

**Size-wise:**

The size wise classification of QSL indicated that out of 45 schools 11 were Good (Coveted), 23 were Medium quality and 11 were Just so-so schools.

The mean QSL scores of pupils of the Large, Medium, and the Small size schools were 47.89, 49.58 and 48.01 respectively. The high QSL score was found Medium (Average) size schools and the Low QSL score was found in Large size schools.

The calculated $x^2$ value was 2.49 which was not significant at 0.05 level. In general, the statistics did not support the three categories of the school and the QSL of pupils was not related to the size of the school.

**Area-wise:**

The Area-wise classification of the QSL reveals that out of 45 secondary schools 11 were Good (Coveted), 23 were Medium quality and 11 were Just so-so schools. Furthermore the mean QSL scores of pupils of City, Urban and Rural areas' schools were 48.09, 48.81 and 49.13 respectively.

The $x^2$ value 5.48 was not significant at 0.05 levels. It indicated that there was no significant differences among pupils of City, Urban and Rural areas' schools on their Quality of School Life (QSL).

**Type-wise:**

The analysis discovered that there was no significant difference between the QSL scores of pupils of different types (Boys, Girls, and co-education) Schools. The mean QSL scores of the of Boys, Girls, and Co-education schools
were 48.43, 44.52 and 49.83 respectively. Typewise classification of QSL reveals that out of 45 secondary schools, 11 were Good (Coveted), 23 were Medium quality and 11 were Just so-so schools.

The $x^2$ value of different type schools was 7.86, which was not significant at 0.05 levels. Hence in general, it indicated that the QSL of pupils was not related to the type of the school.

** Community-wise :**

The Community-wise classification of QSL indicated that out of 45 schools, 11 were Good (Coveted), 23 were Medium quality and 11 were Just so-so schools. The mean QSL scores of pupils of Hindu, Muslim, Christian, Parsi, and Jain schools were 49.22, 45.31, 44.73, 46.20 and 52.62 respectively.

The calculated $x^2$ value was 14.07 which was not significant at 0.05 level. Hence in general it can be said that the QSL of pupils was not related to the Community of the school.

** Characteristics-wise :**

The Characteristics-wise classification of QSL indicated that out of 45 schools, 11 were Good (Coveted), 23 were Medium quality and 11 were Just so-so schools. Furthermore out of 45 schools 10 were good, 27 were medium and 8 were poor schools. The mean QSL scores of pupils of Good, Medium and Poor schools were 45.81, 48.63, and 51.52 respectively.

The calculated $x^2$ value was 7.30 which was not significant at 0.05 level. Hence in general it can be said that the QSL of pupils was not related to the Coveted schools, the middle Quality schools and the Just so-so schools of the surat district.

[B] BIOGRAPHICAL CHARACTERISTICS OF TEACHERS (QSL):

The QSL was studied in the relationship on biographical characteristics of pupils such as: (1) sex (2) age (3) educational background and (4) socio-economic status (SES) - were briefly stated below:

(1) Sex:

It was evident from the analysis of the data that the Boys and Girls differ significantly in their perceptions of QSL. The data further suggested that the mean QSL score of Boys (50.38) was higher than that of Girls (47.25). The QSL of Boys was better than the Girls may be due to the factors that the Boys might have more facilities or co-curricular activities in their school than the facilities for the Girls or the student leadership in the school might be in the hands of Boys students.

(2) Age:

The result suggested that the older pupils, particularly those of 14-16 years and the younger pupils, particularly those of 12-14 years were did not differ in their Quality of School Life (QSL).
(3) **Educational Back-ground**:

The analysis of the data reported that the Lower Class (Group-1) pupils tended to be high QSL than the Low-middle, Middle, Low-higher and Higher class (Group No.2 to 5) pupils in secondary schools of surat district.

In other words, the Low educational background of pupils were found to be high QSL than their other classmates possessing high educational background. In other word, the educational background of the pupils differed in their QSL.

(4) **Soci-Economic Status (SES) Level**:

The study indicated that the Lower-middle class Socio-Economic Status (SES ), the high QSL of the pupils. In other words, It can be said that the QSL of pupils varies as a function of the SES Levels of the pupils.

In other worlds, it is concluded that the Lower the Socio-Economic Status (SES) the higher QSL of the pupils.

5.5 **IMPLICATIONS**:

There are some implications of the present study which the investigation would like to underpin. They are significance for principals, teachers, College of education, District Institutes of Education and Training (DIETs) and Departments of Education in the process of development of the school.

[A] **Relationship between the Pupil Control Ideology of teachers and the Quality of School Life**:

A number of useful leads concerning the way of life in Good, Medium, and poor schools were provided by this research. The study is calculated to help one to know the saliency of one aspect of the school, culture, pupil control - custodial or humanistic orientations towards its (the principals and teachers) pupils. These orientations would lead one to know further whether a school was traditional or modern in its progressive overtones. Custodial pupil control ideology, was the dominant note of a traditional school while humanistic pupil control ideology is indicative of a modern, progressive school.

The investigator classified his sampled schools on a quality continuum with the ‘coveted schools’ at one end, the ‘just so-so school’ at the other end and the Middle quality schools in the middle. The implication of the study of the relationship between quality level of a school and the pupil control orientation of his teachers was clear. The teachers of coveted (high quality level) schools were humanistic in their pupil control orientation while the teacher of the just so-so (low quality level) schools are custodial in their PCI. The study has also shown that higher quality level of a school was in its QSL, the more humanistic was the PCI of its teachers.

The burden of this finding was that if schools can be helped to develop QSL, two distinct gains are likely to accrue. Higher quality schools can be easily helped to be high quality schools, and as their teachers would manifest humanistic PCI, the members (teachers and pupils) of the school community may learn precious much through interaction and experience that would be an on going process. Further, pupil’s learning and pupil’s behavior are likely to be
viewed by teachers in psychological and sociological terms. With the result that there will be a possibility of having fewer pupils riots and disturbances in the school campus. Besides, PCI had a significant correlation with three dimensions of QSL that was SAT, COM, and TCH. This purposes that with the changing of control ideology, that was, from custodial to humanistic the SAT, COM and TCH will go up. As teachers expect freedom, flexibility and democratic behavior from their superiors, they also should allow their pupils to enjoy the same.

[B] Relationships between Quality Level Schools and Dogmatism Level of their teachers:

The study shows practically no significant relationship existing among the mean dogmatism scores of all the three quality level schools - the coveted, the middle level and just so-so schools. However, it revealed the teachers of the coveted schools tends to be more closed minded.

It was not difficult to understand this fact. The schools that are coveted are greatly in demand by high socio-economic and middle socio-economic group of parents. The schools have earned a name for the quality of their programme, instruction, discipline etc. In terms of the high percentage of results that they secure year after year at the S.S.C. exam.

The Management, the principal and the teachers are usually very keen to maintain their reputation for standards untarnished. This anxiety produces, in many cases though not always, an attitude of closed mindedness. They would, therefore, experimentation, educational innovations and their curricular activities would also tend to be limited because it was feared that a rich programme of co-curricular and extra-curricular activities would come in the way of the schools being able to maintain their high records at public exams. Though the fear is ungrounded and unwarranted, it occurs none-the-less, and quite often, makes the school more closed minded. Here the department of extension services of the college of education and even the District school inspectorate have to play the role of a therapist.

[C] Relationships between Pupil Control Ideology and Dogmatism Levels of the teachers:

In India very few studies were carried out in the area of PCI and Dogmatism Level. Regarding the trend of PCI and DL, researcher has discussed in the chapter-I. This speaks that PCI do differ in their Dogmatism Level. Also in the present research out of 45 sampled schools 22 were open-minded (Low dogmatic) and custodial orientation and 23 were closed minded (High dogmatic) and humanistic orientation. The result suggested that there is enough scope to improve the PCI and DL of the secondary school teachers. In other words, principals, management’s, Parent Teacher Association (PTA), Mother Teacher Association (MTA), etc. should sit together to improve the quality of the school, that is, to make the schools the good school.

In other words, the principal and the teachers should join hands to improve, the quality of the school on one side and on the other side, they should be more humanistic in controlling the pupils and more open-minded in their dogmatism.
The secondary schools of Surat district did differ among themselves in their QSL. In the present research out of 45 sampled schools, 11 (24%) were coveted schools, 23 (52%) were Middle quality schools and 11 (24%) were just so-so schools. The number of just so-so schools with respect to QSL was smaller, but not negligible, so there was enough scope to improve the schools in three aspects that was - Satisfaction with School (SAT), Commitment to Classwork (COM) and Reaction to Teachers (TCH). From the view point of pupils. Regarding the general Satisfaction with School (SAT), Department of Education, Management of the schools, and the principals of the schools should dig-out the areas where students want change. By bringing about these changes, general satisfaction may be increased. Regarding Commitment to Classwork (COM), teachers shall have to ask themselves why students are lacking in it. If there is something wrong with the teaching methodology or lack of teaching aids or involvement of students in teaching-learning process, then teachers should try to remove it so that commitment to classwork can be raised. Regarding Reaction to Teachers (TCH), it was a common experience of all, that teachers expect freedom and flexibility from their superiors but they hardly allow their pupils to enjoy this freedom and flexibility. Teachers should try to change it so that pupil-teacher relations can be raised.

The secondary schools also did differ in their PCI and DL. In the present research out of 45 sampled schools 23 (51%) were humanistic and Closed minded and 22 (48%) were custodial and Open minded. Teacher educators use frequently the sentence, “The aim of the education is all-round development of the child”. Is it ever possible to achieve this aim when 48% of the schools are Custodial? In other words, there was a wide gap between what teachers were taught in psychology and philosophy in B.Ed. programmes and what they practice in the secondary schools.

The report of the Education Commission (1964-66) started with the very first statement, “The future of India is being shaped in the classroom”. Republic of India has accepted democracy as a pattern of political life. Is it ever possible to inculcate democratic qualities in the future citizens of democratic India through prevailing custodial PCI.

The different categories of the secondary schools of Surat district does not appear to influence on the PCI, DL and the QSL. The Taluka-wise, Region-wise, Area-wise, Type-wise, Community-wise, and Characteristics-wise classifications of the school have no significant relationship on the three variables.

5.6 CONCLUSION:

The study was pertaining to PCI, DL, and QSL of secondary schools selected randomly from all talukas of Surat district. The respondents were the 450 teachers and the 2700 pupils of the secondary schools. Suggestions have been also focused on the perceptions of those teachers and pupils, who are involved in the programme of secondary education. The teachers belonging to different sex, age, qualifications experiences and SES concur in their perceptions of the PCI and DL was a school-wide phenomenon. It bears relationship with the principals' teachers, pupils and quality level factors of secondary schools. The attitude of principals and teachers towards pupil control was largely influenced by
the QSL, that prevails in the schools. Even, teachers belief systems (dogmatism level) were influenced by the QSL, that operates in the school.

The QSL was multiple determined, a variety of factors acts in combination of influence on the educational problems. There was a room for improvement in the three key aspects of QSL- the SAT, COM and TCH. Major changes must take place in curriculum, classroom organization, moduling school achievement, teachers effectiveness, staff morale, teacher-pupils interpersonal relations, motivations and teachers' understanding of pupils' learning process. The professional development of teachers requires a humanistic pupil control and open-mindedness; and innovations in an educational programme of secondary schools, requires sustained presence of involvement support.

Thus the above study would be helpful in making high quality levels of the schools, even the problems of indisciplining pupils will be solved very easily and the study will increase our knowledge about a pupil control, dogmatism levels (belief systems) and quality of school life of the secondary schools.

5.7 SUGGESTIONS FOR FURTHER RESEARCH:

This section examines the need for more focused research on the findings of the present research. Researcher will suggest different areas for further research. Certain possible problems are listed below:

[1] A study of the relationship of school innovativeness, effectvieness and PCI.
[5] To study the impact of Personal and Organizational influence on the PCI.
[8] The relationship among teacher Pupil Control Ideology, Organizational Climate and Student Attitudes towards school.
[9] Dogmatism Level and teaching experience as deterrent of PCI.
[12] "The Quality of School Life of primary and secondary education based on age trends, grade-level organizational schemes, differences across specific subjects, gender differences and the motivations underlying satisfaction and dissatisfaction" can be studied.
[13] To study the effects of students alienation and outcomes of primary, secondary and Higher secondary schools, in relation to Dogmatism Level, Pupil Control Ideology and Quality of School Life.
[15] An investigation into the Student Control Ideology (SCI) and its relationship with the attitude of trainees towards teaching profession.