REVIEW

➢ STUDIES: ABROAD

➢ STUDIES: INDIA
REVIEW OF THE RELATED LITERATURE

Human knowledge has the three phases: Presentation, Transmission and Advancement. Practically all-human knowledge can be found in books, journals and papers. By building upon the accumulated and recorded knowledge of the past, man constantly adds to the vast store of knowledge, which makes possible progress in all areas of human endeavor. The investigator can ensure whether considerable work has already been done on topics, which are directly related to the proposed investigation. Before taking up any specific research project in the development of a discipline, the researcher must be thoroughly familiar with previous theory and research. To assure this familiarity, every research project in the behavioral sciences has to review the available theoretical research literature.

The theme of the present study mainly center round certain related facts about Organizational climate of the school. Many researches have been conducted in these areas. The purpose of this chapter is to survey and review the researches done in these areas with a view to find out what has been so far investigated and what is yet to be investigated this is likely to help in formulating the Objectives, Areas and Methodology of the present investigation.

The purpose of the present study is to study the "An Appraisal On Organizational Climate Of Higher Secondary Schools of Sagar District".
For the sake of simplicity the research studies have been reviewed as under:

1. STUDIES: ABROAD

2. STUDIES: INDIA

**STUDIES ABROAD**

The U. S. A. is the homeland of the new concept of Organizational climate of schools. A number of researches have been done on organizational climate and their dimensions. Some important relationships have also been investigated between school climate and some factors like personality attributes of teachers, teacher's occupational status, size of school, school location and socio-economic status of school community by researchers. Some of these studies have been related here.

1. Halpin and Croft (1963) have developed Organizational Climate Description Questionnaire (O. C. D. Q.) with a view to identify Organizational Climate. This study reveals direct relationship between the organizational climate and its several components, e.g. school leadership, staff morale, teacher innovation as well as academic performance and aspiration.

2. Forehand and Glimer (1964) perceived Organizational Climate as a set of characteristics that described an organization. These characteristics
distinguished one organization (school) from another and are relatively enduring over a period of time. This influences the behavior of people in organization.

3. Airsman, F. (1966) found that student teacher in an open climate school perceived the efficiency of student teaching situation more favorably than in closed climate.

4. Sargent (1967) made a study of Organizational Climate of high schools. He found that teachers belonging to open organizational climate were found to be more favorable in the evaluation of their school’s effectiveness than the teachers belonging to closed climate schools. In other word extent of school openness was found strongly related to the evaluation teachers gave their school efforts in educating their youths. The more open the climate, the greater was the percentage of positive response from teachers.

5. Hogland (1968) confirmed that teachers in open climate schools tended to exhibit higher job satisfaction than teachers in closed climate.

6. Laverne (1968) studied the relationship between Organizational climate, age of staff and year in the school and number of professional staff, perception of teachers and Administrator at the most innovative and least innovative schools. It was found that the schools involved in innovation had open climate and these were significant difference between the most
and the least innovative school in expenditure per pupil, age of the professional staff and the year of service in the schools, the average age of the staff was lower in the open climate school.

7. Hilfiker’s (1969) demonstrate that innovative school’s had open climates. The implications for the present study are that schools showing a low degree of adoptability to innovations are those with relatively closed climate.

8. Robinson (1970) reported that organizational climate was a structural variable, which directly affects the daily work of the teachers and to a lesser degree and performance of the pupils.

9. Tripaks (1970) found that open climate schools have teachers with high job satisfaction and that closed climate schools have teachers with less job satisfaction.


11. Benjamin Schneider and Robert A. Snyder (1975) have perceived organizational climate a summary perception, which people carry out an organization and its global impression.
12. Pugliese Raymend Walter (1975) feels that dissatisfaction among teachers varied according to organizational affiliation teaching level, sex, age, degree held, experience, salary and future teaching also.

13. Samrong Pengnu (1976) studied organizational climate and teacher morale secondary schools in central zone of Thailand. The result revealed that majority of schools (55%) belonged to the intermediate climate type and least (15%) belonged to closed type.

14. Mc Gee (1977) undertook the study of the relationship between the bureaucratic structure and organizational climate in schools as perceived by teachers in selected elementary schools. He concluded in his study as follows:-

(a) As schools become larger, climate tended to be more closed.

(b) A trend that older teachers who have been in their present position longer was found more closed in urban schools.

15. Barber, Wilton L. (1978) and Huston, Hance H. studied “a study of principal’s attitude towards student rights and students’ attitude towards school morale, their relation to the organizational climate, principal’s leader behavior and management style”. 

54
16. Boyles, Sandra W. (1979) studied the relationship between the personality traits of selected elementary school teachers and the organizational climate of the school.

17. Haggerty, Donald J. (1979) studied the relationships among the organizational climate, leader situation and the machiavellianism of elementary school principals.

18. Young James L. (1979) undertook the study of the relationship of principal’s level of moral development and school organizational climate.


20. Daniel, John J. (1980) studied the relationships between the perceptions of the organizational climate of schools and the perceptions of leadership behavior of the chief school administrator.


22. Vicha, O. P. (1983) had a study on organizational climate and teacher morale in the primary schools in the central zone of Thailand Ph.D. Education. M.S.U.


28. Paulson, Gunnar Fortune (1998) undertook the study of selected organizational climate factors of job satisfaction variables among teachers in a large suburban school district. The purpose of this study was to describe the level of satisfaction with organizational climate factors and characteristics of the teaching position variables in a suburban Florida
School District. A further purpose of the study was to investigate whether differences exist in the measures of satisfaction when compared by the school level and union affiliation. A questionnaire was distributed to 1,685 teachers on the elementary, middle and the high school levels in the district. This questionnaire was developed from the original works of Sharon Levy communication quality in organization, but make clear that its effects on valued outcomes like job satisfaction and intentions to remain in the organizations vary, being much stronger among employees attached to the particular organization. Implications of the findings for improving communications are developed, and ideas for further research suggested. (PSYCINFO Database Record (C) 2003).

29. Brown, Ouida Mildred (2001) studied the relationship between the organizational climate and job satisfaction of selected urban middle school teachers in the Clark Country School District (Nevada). The purpose of this study was to determine the relationship between the organizational climate and job satisfaction in the Clark Country School District (Las Vegas, Nevada). The data were collected from the teachers randomly selected from urban middle schools in this district. This study revealed important information regarding the relationship between the process of
school climate and the outcome of job satisfaction. (PSYCINFO database Record (C) 2003).

30. Park, Kyungsoon (2001) studied the relationship between the organizational climate and job satisfaction among Sunday school teachers in the Korea evangelical holiness church in Korea. This study employed a cross-sectional descriptive method to describe characteristics of Sunday School teachers from the Korea Evangelical Holiness Church and also used a casual comparative and correlational research design to explore the relationship between job satisfaction and organizational climate, selected sociodemographic variables, and volunteer history variables. Significant differences were found in several job satisfaction subscales according to demographic factors and volunteer history variables, there was no significant difference in overall job satisfaction except on the variables of age and “sense of calling”. Also, it was found that there were significant correlations between job satisfaction and organizational climate but their correlations were weak. In addition, implications for Senior Pastors and Directors of Christian Education, limitations of this study, and recommendations for future study were presented. (PSYCINFO Database Record (C) 2003).
Many researches have been conducted and are in the process on the area of organizational climate. Credit for initiating work in this area in India goes to Dr. Motilal Sharma who initiated work in this area in 1968. In India the movement of (1968, 1974) he found no significant difference between the organizational climate of Government secondary schools and private secondary schools.

1. Sharma (1971) school climate, school Academic Achievement index does not reveal any definite relationship between them, as the correlation value obtained is not significant. It is however, interesting to note that it was positive, indicating roughly of course that perhaps the open climate will yield better achievement in school.

2. Reddy (1972) adopted the organizational climate index from stern and stanhoff (1969) and found that the standard of achievement is low in bigger schools.

3. Sharma, Motilal. (1973) Studied the initiating structure behaviour of the headmaster and school climate. Significant differences were found between initiating scores of the headmasters of open climate schools and their counterparts in the schools of controlled, familiar, paternal and closed climate types. (PSYCINFO Database Record (C) 2003 ).
4. Pillai (1974) studied organizational climate, teacher morale and school quality by using:

(a) O.C. D. Q. (Halpin and Croft).

(b) The Bentley and Rampell’s prude teachers’ Questionnaire.

(c) Self developed inventory scale to assess the innovative ability of the schools, and

(d) Self developed Questionnaire for demographic data and pupil performance data.

The major findings of the study reveal that:

(a) Performance of pupils was significantly better in open and autonomous climate schools then in the other climate types.

(b) Both climate and morale was positively and highly related to pupils’ performance and innovative ability of the schools.

(c) Performance of pupils in high morale schools was superior to that of the average morale schools.

(d) Esprit, thrust, disengagement and hindrance were found influencing the level of performance of pupils in school.

5. Patel (1974) worked on the study of leadership for improving instructions in high schools of selected districts of Gujarat. The major findings were: -
(a) Leadership, organizational climate, teacher morale, supervisory practices and innovation and change were significantly related to the progressive characteristics of high school.

(b) Leadership and organizational climate of schools influenced morale of their schools.

(c) Where the leadership, organizational climate and teacher morale were the high quality, the supervisory practices for the improvement of instructions were found to be effective and the teacher were more innovative.

6. Pandya (1975) resulted that advanced district schools stood high in that openness of organizational climate then the backward district schools.

7. Sharma, Motilal (1975) studied the school climate and its relationship with principal’s effectiveness and teacher satisfaction.

8. Shelat (1975) studied the organizational climate, teacher morale and pupil motivation towards institutions in secondary schools of Baroda district, the findings were:

(a) The organizational climates in rural schools were autonomous and paternal, whereas in urban schools closed and open types were predominant.
(b) The greater percentage of small schools had open and autonomous climate while the greater percentage of large size schools were having controlled and familiar type climate.

(c) Schools having closed climate had lower morale whereas schools with open climate teachers had higher morale.

(d) Open, autonomous and close climate contributed to boys academic achievements, whereas controlled and familiar climate contributed to girls academic achievements and paternal climate contributed to the academic achievement of both boys and girls.

(e) No relationship existed between the age of the teacher and school climate.

(f) Leadership behavior did not influence pupils’ academic achievements.

9. Pillai, J.K. (1976) studied the organizational climate and teacher morale. Findings revealed a very high relationship between climate and morale and indicated that openness of climate is conducted to high morale just as much as the state of morale of the teachers affects the climate of the schools. (16 ref) (PSYCINFO Database Record (C) 2003).

10. Gandhi (1977) studied school climate as a function of personality of school personnel and pupil control ideology using O. C. D. Q. Baroda version,
16PF of cattle (1956) Dogmatism scale of Rokeach (1960) and pupil control ideology from P. C. I. F. Baroda version. The major findings are: -

(a) 36% of schools belonged to closed type, 35% intermediate type and 25% to open climate type in Gujarat state.

(b) Small sized schools tended to be open climate type.

(c) Age had significant relationship with teacher perception of climate but not sex.

(d) Experience had significant relationship with teacher perception of climate.

11. Bakshi (1979) studied “crisis in school” a study of factor hindering school improvement program. The tools were used L. B. D. Q., O. C. D.Q, teacher morale inventory (T. M. I.) and change proneness inventory C.P.I. Mukhopadhyay (1975) main findings were: -

(a) The climate wise categorization of schools in different climate type revealed that out of the 55 school in the sample, 7 were open climate type, 12 autonomous, 8 familiar, 7 control, 8 paternal, and 13 schools had closed climate.

12. Amarnath (1980) studied the comparative study of the organizational climate of government and privately managed schools in Jullundher District. Tools were O.C.D.Q. (Halpin & Croft). The major findings were: -
(a) The government and privately managed schools as a group did differ significantly in their organizational climate but differ school to school.

(b) The teacher did not differ significantly in their behavior as group except in variable of disengagement, esprit, aloofness and thrust.

(c) There was not positive relationship between the organizational climate and academic achievement of the students.

13. Joshi, P.M. (1980) studied the "An investigation into the organizational climate of higher secondary schools" of Rajkot city. Tools were O.C.D.Q. and personal interview. The findings were: -

(a) All categories of climate were available in the schools.

(b) There was no difference with respect to the category of organizational climate between government schools and private schools, high or low performing schools, those with the varying size, location and with the different streams.

14. Khera, D. S. (1980) studied "A study of organizational climate and educational environment of Sainik School". This study hypothesized that: -

(a) The intellectual, physical and other psychological needs of students were being satisfied by the existing environment of Sainik School.

(b) The educational environment had positive relationship with the number of boys who N. D. A., Khadakvasla. Findings were: -
➤ There were wide variations in the educational environment and organizational climate of different Sainik Schools.

➤ Results on organizational climate of all schools, revealed that the intensity these variables differed significantly from school to school.

➤ Only in few schools certain needs of boys were satisfied by the schools

➤ The schools, which had high educational environment, also exhibited better results the Higher Secondary Schools examinations.

15. Rastogi, R.P. (1981) studied “school climate, psychological health and classroom functioning of in relation to their satisfaction & dissatisfaction with school”. The major findings were:

(a) Students were more satisfied in open range climate (open and autonomous) than in the closed and paternal type.

16. Shah, (1981) studied “A study of the impact of the school climate on students and teachers in Aligarh District”. Tools adopted were O.C.D.Q., Adjustment inventory etc. major findings were

(a) Specific school climate of each school.

(b) School climate had an impact on achievement of the student in schools with different climates.

(c) Achievement was the highest in closed climate followed by Paternal and Autonomous climates and was the lowest in Familiar climates.
17. Varshneya, P.K. (1981) studied “A relationship between organizational environment and teachers effectiveness”. Major findings were:

(a) School environment produced very favorable attitude towards the teacher, whereas the familiar environment produced the least favorable attitude towards teacher.

(b) Different organizational environment did not produce significant difference in pupil’s attitude towards their schools, but they produced significant difference in the pupil scholastic achievement. Scholastic achievement was maximum where the environment was open and familiar and it was the least where the environment was controlled and paternal. Closed and Autonomous were moderately and equally suitable for scholastic achievement.

(c) Open, Autonomous and Controlled environment were favorable for teacher’s effectiveness then the other environment.

(d) Organizational environment was significantly and positively related to the pupil’s attitude towards the teachers.

(e) Organizational environment significantly and effected the scholastic achievements.

18. Chopra (1982) studied “organizational climate in relation to teacher’s job satisfaction and students achievement”. The major findings were:
(a) Among the six the open climate schools show the highest overall teacher’s job satisfaction, which is followed by autonomous, closed, controlled and paternal climate school respectively.

(b) Student achievement did not observe any significant difference under different types of organizational climate.

19. Baraiya (1985) studied “A Study of the organizational climate of Hr. Sec. Schools of Gujarat state in relation to certain variables”. The major findings was:

(a) There was no significant difference between the climates of the rural and urban schools.

20. Methi, S.N. (1985) studied relationship between organizational climate of schools and innovations. The tools used were the S.O.C.D.Q. (Sharma) and Educational Innovation Inventory (E.I.I.). The major findings were:

(a) Paternal climate was the most frequently perceived followed by controlled, autonomous, open, familiar and closed climate.

(b) In rural schools the controlled climate was more frequently seen whereas the closed climate was seen the least.

(c) In the urban schools and Boy’s schools the paternal climate was mostly seen while open climate was seen the least in these schools.
(d) All the dimensions of diffusion of innovation were found positively and significantly related with their school climate of Government, Girl's big and small, urban and rural groups of school.

21. Panda, U.N. (1985) studied management, organizational climate and teacher's morale in the schools of Orissa. The major findings were:

(a) The result of secondary schools board examination for private schools (51.5%) was better than that of Govt. schools (49.61%).

(b) There was no large difference between the schools climate scores of Govt. and private management schools.

22. Pandey, Saroj (1985) studied leadership behavior of principal, organizational climate and teacher morale of secondary schools. The major finding was that the rural schools were more open than those in urban areas.

23. Abdul Samad (1986) studied the organizational climate of Govt. high schools of Chandigarh and its effect on job satisfaction of teachers. In major findings, there was no significant difference found between teachers working in the open school climate and the teachers working in less open school climate.


27. Chakrabarti, Manas (1990) studied the organizational climate of secondary schools in West Bengal and to correlate it with other relevant variables.

28. Dixit, Meera (1990) studied the effects of medium of instruction on the level of job satisfaction among primary and secondary teachers. Results showed that at primary level, teachers working at Hindi schools were more satisfied than the teachers working at English schools. At the secondary level, teachers at English schools were more satisfied than the teachers at Hindi schools. (PSYCINFO Database Record (C) 2003).


32. Solanki, Kantilal N. (1992) undertook the study of relationship between educational management of organizational climate of the secondary schools of Saurashtra Region.


34. Biswas, Pares Chandra & De, Tinku (1995) studied a survey on secondary school teachers in Tripura. Female teachers were found to be more effective, and location and management of school had no significant influence on teacher effectiveness. Also, girls’ school teachers were found to be more effective, and teachers of controlled climate schools moderately effective, and teachers of closed climate schools were least effective. (PSYCINFO Database Record (C) 2003).

35. Mehrotra, Anju (2002) studied the “Comparative study of leadership styles of principles in relation to job satisfaction of teachers and organizational climate in government and private Senior Secondary Schools of Delhi”. (Sarva Shiksha and student assessment/abstract 2002). The major findings of
this study were the leadership style principal, job satisfaction of teachers and organizational climate differ from school to school. It was also observed that there are no significant difference between the organizational climate of the government and private Schools.

36. Shrivastava, P.K. and Saxena, Sumanlata (2004) studied academic achievement in physics of schools of various organizational climate and found that working condition and environment in a school is a big factor for increasing the activities of the employees and improving outcome. In this study an attempt is made to study the academic achievement in physics of class 9th in different school organizational climate.

The studies of Foreign and Indian reviewed as above reflect the following trends:

1. Studies pertaining organizational climate in relation to total effect on learners is being studied since sixties in other countries, but in India since seventies.

2. The organizational climate of schools differs from school to school. Findings of the studies are not consistent.

3. Studies related to organizational climate and student performance, results are not constant. They do not make much contribution in understanding the process of improving management. While most of the studies conclude
the organizational climate of school play an important role in affecting positively in student's performance.

4. Organizational climate may be congenial and non-congenial which has been classified as open and closed, have positive relationship with teachers innovativeness. Diffusion of innovations was found positively and significantly to the school climate.

The foregoing critique and scrutiny of the related literature helped the researcher in evolving the theoretical, rational and conceptual background of the study.