CHAPTER - III

Review of the Related Literature

3.1 Introduction.

3.2 Study of Related Literature

Study-1 Social Climate in School and Characteristics of Pupils.

Study-2 Organizational Climate, Teacher Morale and School Quality.

Study-3 Organizational Climate of the Schools

Study-4 Organizational Climate, Teacher Morale and Pupil Motivation in High Schools.

Study-5 Organizational Climate and Teacher Morale in Educational Colleges.

Study-6 Organizational Climate and Teacher Morale in Schools of Thailand

Study-7 A study of Pupil’s Achievement at Higher Secondary School level in the context of the type ....

Study-8 Leader Behaviour of Principals and the Professional zone of Acceptance.

Study-9 Relationship Between Leader Behaviour and collective Bargaining contract type on Teacher Professional zone of Acceptance.

3.3 Conclusions.

References.
CHAPTER III

REVIEW OF THE RELATED LITERATURE

3.1 Introduction

Review of the related literature is the first and the foremost task of the investigator. It provides new ideas, theories, explanations and hypotheses valuable in formulating the problems and suggests methods of research appropriate to their solutions.

There are a few researches on the large scale done in the present area in foreign countries. However, there are very few studies on a large scale done in Indian situation. Here an attempt has been made to review a few of these investigations. The past researches have led the present investigator to understand and tackle the present problem thoroughly well. The reviews done on the related problems have helped the researcher to focus the light on the present problem to have a proper grip on the present investigation.

3.2 Study of Related Literature

Study 1

Problem : "Social Climate in School and Characteristics of Pupils".¹

Objectives

The study aimed at the following objective.

To examine the effect of six types of social climate in
schools on student behaviour in terms of personal social adjustment, value orientations and attitude towards certain educational objects and scholastic achievement.

Sample

The investigator has selected 70 schools in the State of Gujarat by simple random sampling procedure.

Tools

The following tools were used:

1. Organisational Climate Description Questionnaire by Halpin and Croft Modified by the investigator.
2. Personality Traits Inventory by Sen.
3. Value Inventory by Bhatt and Advani.
4. Attitude towards education inventory by the international Association.
5. Attitude Inventory by Mitchell.
6. How teachers teach rating scale by Davenport.

Findings

1. The univariate analysis of variance could not show significant differences between social climates for the eight personality adjustment characteristics.
2. Social climate groups were not significantly related to attitude towards parents, moral values, teacher religion and education.
3. Social climate groups were not significantly related to Attitude towards school and Attitude towards Educational Practices.
(4) There was no significant difference between social climate groups and pupils' perception of how teachers teach.

(5) Different social climates in school did not tend to produce differences in scholastic performance of pupils.

Study 2

Problem

"Organizational climate, teacher morale and school quality"²

Objectives

The following objectives were listed for the study:

(1) to establish relationship between organizational climate and pupil performance;

(2) to establish relationship between organizational climate and innovativeness of schools;

(3) to establish relationship between faculty morale of the school with the pupil performance of the school;

(4) to establish relationship between faculty morale and the innovativeness of schools.

Sample

The investigator has selected 190 secondary schools of Tamil Nadu.

Tools

In collecting data for the present study, the following four tools were used:
Findings

(1) Pupil performance was significantly better in open and autonomous climate schools than that of schools of other climate types.

(2) Performance of pupils in high faculty morale schools was superior to that of the average morale schools which in turn was better than the low morale schools.

(3) Both climate and morale were positively and strongly related to both criteria namely innovative ability and pupil performance of the schools.

(4) There was a very high correlation between climate and morale indicating that they were highly dependent on each other.

(5) The four morale dimensions school facilities and services, curricular, issues, teacher salary and community pressure seemed to influence the innovative ability of the school.
Study 3

Problem

"Organizational Climate of the Schools".

Objectives

The study aimed at the following objectives:

1. To identify and classify the organizational climate of sampled schools;
2. To construct a profile for each of the school and placing them in the classified climate;
3. To investigate relationship between organizational climate and faculty size, faculty experience, faculty age, experience of the head master etc.;
4. To investigate relationship among organizational climate, school effectiveness and principal’s leadership behaviour;
5. To predict the school climate.

Sample

The study was conducted on 95 secondary schools of 10 districts of Rajasthan.

Tools

OCDQ, LBDQ (Leadership Behaviour Descriptive Questionnaire) and three simple five point scales to measure 'Teacher satisfaction', 'Principal effectiveness' and 'School effectiveness' were used.
Findings

(1) There was no significant difference between urban and rural schools in respect of distribution over the different climates.

(2) No significant difference was found between government and private secondary schools in terms of proportion distribution in different climate categories.

(3) School climates were found independent of school size. No significant differences were found in the size of the schools of different climates.

(4) Though the difference was insignificant, schools having 'Open' 'Autonomous' or 'Familiar' climate had a smaller staff as compared to the other climate type schools.

(5) It revealed that the more 'Open' the climate of a school, the higher was the teacher satisfaction.

(6) Significant negative correlations were found between, 'Faculty Age' and 'Esprit'.

Study 4

Problem

"Organizational Climate, Teacher Morale and Pupil Motivation in High Schools".

Objectives

The study aimed at the following objectives: 
(1) to measure and identify organizational climate and teacher morale in schools;

(2) to examine the effect of organizational climate, leadership behaviour and teacher morale on the academic motivation of pupils;

(3) to find out to what extent a relationship existed among organizational climate of schools, principal's leadership behaviour, teacher morale and pupil motivation towards the school.

Sample

The investigator had selected 100 schools by stratified random sampling.

Tools

The investigator used the various types of tools in collecting data.

(1) The organizational Climate Description Questionnaire (The OCDQ) by Halpin and Croft.

(2) The Leadership Behaviour Description Questionnaire (The LBDQ) by Halpin and Winer.

(3) The school survey by Robert Coughlan.

(4) The Junior Index of Motivation (JIM) by Jack Prymier.

(5) Personal Data Sheet.

(6) External Criteria Sheet.
Findings

(1) The morale was not related to the size of the school but it bore a significant relationship with school effectiveness.

(2) Academic Motivation of pupils seemed to be affected jointly by the size of the school and sex of the pupils.

(3) There was a significant relationship between school effectiveness and pupil's academic motivation. The effect of school effectiveness is not independent of sex.

Study 5

Problem

"Organizational Climate and Teacher Morale in Educational Colleges".

Objectives

The study aimed at the following objectives:

(1) to identify the climate types of the colleges of education of Gujarat;

(2) to observe the relationship between the organizational climate, teacher morale and principal's leadership;

(3) to investigate the impact of organizational climate, teachers' morale and leadership behaviour of the
principals of teachers' colleges on the effectiveness of their teacher education programme.

**Sample**

The investigator has selected 35 colleges of education.

**Tools**

For collecting data, the following four tools were used:

1. **Organizational Climate Description Questionnaire (the OCDQ)** by Halpin and Croft, 1963.
2. **The Purdue Teacher Opinionnaire (PTD)** by Bentley and Rampel.
3. **The Leadership Behaviour Description Questionnaire (LBDQ-Real)** by Halpin and Winer.
4. **The effectiveness of the Teacher Education Programme (ETEP)** prepared by the investigator.

**Findings**

1. Organizational climate and teachers' morale in colleges of education of Gujarat State had been positively and significantly correlated.
2. The morale of the teacher educators under 'Familiar' and 'Paternal' climate categories was average.
3. The morale of the teacher educators under the 'Closed' climate category was below average touching the low category of morale.
(4) There was no significant difference in morale of teacher educators with an urban background and those with rural background.

(5) Morale of the teacher educators was not significantly related with the number of teaching experience of the teacher educators.

(6) There was no significant difference in morale of teacher educators within urban background and those with rural background.

Study 6

Problem

"Organizational Climate and Teacher Morale in Schools of Thailand".

Objectives

The study aimed at the following objectives:

(1) To measure and identify organizational climate, leadership behaviour and teacher morale of the sampled schools.

(2) To assess the results of selected variables like region, type and size of the schools in relation to organizational climate, morale and leadership behaviour.
Sample
Sixty secondary schools were selected from the Central Zone of Thailand by stratified random sampling technique.

Tools
(1) The Organizational Climate Description Questionnaire (OCDQ) by Halpin and Croft.
(2) The Purdue Teacher Opinionnaire (PTO) by Bentley and Rampel.
(3) The Leadership Behaviour Description Questionnaire (LBDQ) by Halpin and Winer.

Findings
(1) The one fourth of the schools had their teacher morale ranging from 'above the average' to 'little below the average'.
(2) Schools having 'Open Climate' apparently had 'high teacher morale', reversely, schools having 'closed climate' apparently had 'Low Morale'. Majority of schools having 'Intermediate Climate' had 'average' morale.
(3) In the factor analysis of all the 12 dimensions, varimax factors were discovered.
(4) Inter-relationship existed among organizational climate of schools, teacher morale and leadership behaviour patterns of their school principals.
(5) Size and the type of the schools were not related to the schools climate.

Study 7

Problem

"A study of Pupil's Achievement at Higher Secondary School Level in the Context of the Type of School Climate, Leadership Behaviour, Teacher's morale and pupil's motivation". 7

Objectives

The study aimed at the following objectives:

(1) To assess and categorise the Q.C.D.Q. scores into custodial and humanistic ones.

(2) To assess the leadership behaviour patterns of the principals of higher secondary schools as perceived by the teachers.

(3) To study the factors affecting the type of school climate.

(4) To assess the teacher's morale under various school climate conditions and leadership behaviour.

(5) To categorise pupils into high and low motivational levels.

(6) To study the influence of the school climate, leadership behaviour, teacher morale and pupil's motivation upon the achievement of the pupils.
(7) To suggest measures to ameliorate the school climate, teacher's morale, and pupil's motivation.

Sample

The study was conducted on 95 higher secondary schools of Vadodara District of Gujarat State.

Tools


Findings

The following conclusions are derived; they are described phase-wise:

Organizational Climate: Phase One

[A] Teacher characteristics

1. Teachers of closed climate schools are less prone to activities other than academic.

2. Teachers of open climate schools are prone to hinder the ongoing functions of the schools. This evidence is at variance with past researches.

3. Teachers in open climate schools show spirit of coherence and synoptic vision regarding school goals more than those of the closed climate schools.

4. Teachers of open climate schools have more intimate relationships among themselves than those of their counterparts of closed climate schools.
Principal characteristics

1. Principals of open climate schools would tend more to 'aloofness' characteristic than those of closed climate schools. This evidence is at variance with past researches.

2. They are more prone to achieving their goals than those of closed climate schools.

3. Open climate school principals would tend to show more 'Thrust' characteristics than those of closed climate schools.

4. Open climate school principals would show more sympathetic and human behaviour towards their subordinates than those of closed climate schools.

Leadership Behaviour: Phase Two

1. There is a significant difference between the leadership behaviour of perceived (Real) and expected (Ideal) frames of reference. The teachers perceived the leadership behaviour of their principal below their expectation.

2. There is no significant difference between the LBDQ scores of initiating structure and consideration.

3. There is no significant difference between the teachers of open and closed climate schools with regards to LBDQ scores. This shows that the teachers of open and closed climate schools do not really disagree in their perception of the principals' behaviours.
4. Interaction between frames of reference and dimensions of leadership behaviours is significant.

5. Interaction between frames of reference and school climate is significant. This interaction is found to be more powerful.

6. The principals of the 40 schools in the sample are distributed evenly. The $X^2$ test is nonsignificant.

Teacher Morale: Phase Three

The ten factors are identified. Each is tested by $X^2$ technique.

1. Teacher Rapport with principal is not identical in all schools under investigation.

2. Satisfaction with teaching. Teachers of all schools are not identically satisfied with this factor.

3. Rapport among teachers. This was identical in all schools.

4. Teacher salary. Almost all teachers have identical reactions of dissatisfaction with regard to their salary.

5. Teacher's load. The teachers show no disagreement regarding their load.

6. Curriculum issues. The teacher showed good morale on this factor.

7. Teacher Status. Teachers disagree with themselves regarding their professional status.

8. Community Support for education. Teachers do not have
similar opinions regarding this factor.

9. School facilities and services. Many teachers show low and average level of morale towards this factor, thereby generating dissatisfaction.

10. Community Pressures on school. Teachers show no identical responses on this factor.

11. The researcher categorized the above ten factors into three clusters on the basis of nonparametric correlation – C, as follows:
   A: Balancing Clusters – 3, 4, 5 factors.
   B: Clique-making Clusters – 2, 6, 9 factors.
   C: Conflict Creating Clusters – 1, 7, 8, 10 factors.

Pupil's Achievement: Phase Four

This was the major study. The four independent variables were incorporated. The following conclusions are arrived at.

1. Organizational Climate:

   This variable played a significant role in enhancing achievement of the pupils. Open Climate schools have been found to be contributing more than those of Closed Climate schools.

2. Leadership Behaviour:

   Effective principals which fall in H H quadrant are responsible for good achievement of the pupils than other
quadrants. The quadrants II, III and IV are identical in achievement.

3. **Teacher's Morale**

There is a significant difference between the achievement of the pupils belonging to high morale group of the teachers as compared to the low morale group.

4. **Pupil's Motivation**

There is a significant difference between the achievement scores of the pupils having high and low motivational levels. High motivation groups do better than low motivation group.

5. Components of variance analysis show that the following variables are the predictors of school achievement in descending order:

   - Pupil's Motivation
   - Teacher Morale

5.3 **Conclusions**

The researches reported above deal with the independent variables of the present study. A closer look to these studies would reveal that the studies cited in this chapter
deal with the variables mostly on a single variable, that means, they are mostly univariate or bivariate. Nonetheless, they were useful to the present investigator as they threw light on the methodology for collecting data and their analyses. However it could be noted that not a single study cited above is of the nature of composite study wherein various independent variables could have been incorporated so that their interactions in a natural setting can be seen vividly. Hence the problem of taking the present study arose urgently. The past studies served as a springboard from where a major multidimensional study could be undertaken. And that is the crucial role of the review of the literature.

Study - 8:

**Leader Behaviour of Principals and the Professional Zone of Acceptance of Teachers.**

The nature of leadership is a complex phenomenon often studied within the framework of modern formal organizations. Within these organizations, administrators and their subordinates interact in such ways as to determine the efficiency and effectiveness of the organization's operation. A foundation for such operation is the willing compliance by the subordinates with their administrator's directives.

Concern regarding the limits of administrative authority seems prevalent in formal organizations; indeed, the formal organizational structure of schools necessitates careful study of administrator's authority and subordinates'
willingness to comply with this authority. In this study, teachers' probable degree of compliance with their principal's directives within the professional discretion area was conceptualized as the "professional zone of acceptance" of teachers.

Hypotheses:

This study focused on the investigations of relationships between the professional zone of acceptance of teachers and the perceived leader behaviour of their principals. The variables were measured by the Leader Behaviour Description Questionnaire, and the Zone of Acceptance Inventory, an instrument developed for the present research. Three basic hypotheses were tested.

Hypothesis 1:

Teachers who perceive their principal as being strong in Initiating Structure and showing high Consideration will tend to have the widest professional zone of acceptance.

Hypothesis 2:

Teachers who perceive their principal as being weak in Initiating Structure and showing low Consideration will tend to have the narrowest professional zone of acceptance.

Hypothesis 3:

Teachers who perceive their principal as being weak in Initiating Structure and high in Consideration will tend to have a wider professional zone of acceptance than those who
perceive the principal as being strong in Initiating Structure and low in Consideration.

**Procedures:**

The school sample was composed of 50 randomly selected four-year non-specialized secondary schools in New Jersey. A random sample of ten faculty members from each school was then drawn. A total of 380 teachers responded to the questionnaire representing a minimum 70 percent return from each school. Analysis of variance and correlational techniques were used to test the hypotheses and explore other relationships of the study. In addition, selected demographic information was examined with respect to teachers' professional zone of acceptance.

**Results:**

Teachers who perceived their principal as being strong in Initiating Structure and high in Consideration did tend to have the widest professional zone of acceptance. Contrary to the second hypothesis, however, principals who were perceived as weak in Initiating Structure but high in Consideration had teachers with the lowest professional zone of acceptance scores, although the difference of the teachers' professional zone of acceptance scores for these principals and those described as low in both dimensions was not statistically significant. Furthermore, teachers who perceived their principal as being weak in Initiating Structure and high in Consideration did not have a wider professional zone of acceptance than those who perceived the principal as being
strong in Initiating Structure and low in Consideration; in fact the actual relationship was opposite to that predicted by the third hypothesis.

There were very few significant differences found between various categories of demographic data and the professional zone of acceptance. In fact, significant differences were found with respect to only three variables; females were more accepting than males, non-academic subject area teachers were more accepting than academic subject area teachers, and those who held master's degrees were more accepting than those who did not.

Conclusions:

The surprise finding of the study was the strong relationship between Initiating Structure of the principal and the professional zone of acceptance scores of his teachers and the weak relationship between Consideration and the professional zone of acceptance of teachers. Those principals who exhibited strong Initiating Structure tended to have teachers with a fairly wide professional zone of acceptance irrespective of the principal's Consideration.

Although these findings stand in some contrast to other studies of leader behaviour of middle managers, there is beginning to emerge a small body of research which is consistent with the findings of this investigation, namely, that many school faculties actually respond well to militant principal behaviour and apparently obtain considerable job satisfaction within this type of school organization.
Study 9:

The Relationship Between Leader Behaviour and Collective Bargaining Contract Type on Teacher Professional Zone of Acceptance.

Objectives

The purpose of this research was to examine the relationship between perceived leader behaviour and collective bargaining contract type to a teacher's professional zone of acceptance.

The following hypotheses were tested:

(1) Teachers working under a management-oriented type contract will tend to have a wider professional zone of acceptance than teachers working under a teacher-oriented type contract.

(2) Principals who are perceived as high on the Initiating Structure dimension will tend to have teachers with a wider professional zone of acceptance than those principals perceived as high as the Consideration dimension.

(3) The significance of selected demographic variables to a teacher's width of professional zone of acceptance was hypothesized as follows; (a) older wider than younger, (b) female wider than male, (c) tenured wider than non-tenured, (d) more experienced wider than less experienced (e) master's degree wider than bachelor's degree, (f) non-member in teacher's organization wider than member, (g) less actively involved wider than very actively involved.
(4) Teachers will tend to have a wider zone of acceptance than their principal perceived them to have.

Sample:

The population from which the sample was randomly drawn consisted of all high school teachers in the six county Chicago metropolitan area. The sample consisted of 500 teachers randomly selected from 20 high schools that were randomly selected from the population to take part in the study. Each teacher was asked to complete two instruments; the Leadership Behaviour Description Questionnaire, and the Professional Zone of Acceptance Inventory. Of the 500 teachers who were sent instrumentation 275 voluntarily completed and returned the instrument. Of those returns 266 were usable. This represented a response rate of 53%.

Findings:

The findings of the study indicated the following:

(1) Principals who were perceived as high in both leadership dimensions had teachers with the widest professional zone of acceptance. Teachers who perceived their principal as high in only Initiating Structure had a wider professional zone of acceptance than teachers who perceived their principal as high in only Consideration.

(2) In opposition to prediction, teachers working within a teacher-oriented type of contract were found to be more compliant than those working under a management-oriented one.

(3) Teachers who were not members of a teacher's organization (NEA, AFT) had a wider professional zone of
acceptance than did those who were members.

(4) Teachers who were less actively involved in the teacher's organization were found to have a wider professional zone of acceptance than those who were very active.

(5) The variables age, sex, tenure status, professional experience, level of education were not significantly related to a teacher's professional zone of acceptance.

(6) In opposition to prediction, teachers were found to have a narrower zone of acceptance than their principal perceived them to have.
References


