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REVIEW OF PAST RESEARCH

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Review of PAST RESEARCH

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 problem and suggests methods of research appropriate to their solutions.

There are a few researches 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 investigator to focus the light on the present problem to have a proper grip on the present investigation.

3.2 Study of Related Literature

3.2.1 Study 1

Problem: “Social Climate in School and Characteristics of Pupils”.

Objectives

The study aimed at the following objective.

To examine the effect of six types of social climate in schools on student behavior 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 characteristic.
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 were no significant differences 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.

3.2.2 Study - 2

Problem

"Organizational climate, teacher morale and school quality."

Objectives:

The following objectives were listed for the study.

1. To establish relationship between organizational climate and pupil performances;
(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:

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

(2) Purdue Teacher Opinionnaire (PTO) by Bentlay and Rampe.

(3) An inventory scale to test the innovativeness of the school modified from the scale developed by Buch.

(4) Questionnaire included with the above tools to give demographic data and pupil performance in terms of S.S.L.C. results for the past three years as a counter check to the data obtained from the Director's Office.
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 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.

3.2.3 Study 3

Problem

'An investigation into organizational climate of secondary schools of Rajasthan'.

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 experience, faculty age, experience of the head master etc;

(4) To investigate relationship among organizational climate school effectiveness and principals leadership behaviours;

(5) To predict the school climate.
Sample

The study was conducted on 95 secondary schools or 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.

(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’.

3.2.4 Study 4

Problem

‘A study of organizational climate, teacher morale and pupil motivation towards institutions in secondary schools of Baroda District.’
Objectives:
The study has the following objectives:

1. To measure and identify organizational climate and teacher morale in schools;
2. To examine the effect of organizational climate, leadership behaviors, 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 behavior, 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 or tools in collecting data.

1. The Organizational Climate Description Questionnaire (The OCDQ) by Halpin and Winer.
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 Prynier.
5. Personal Data Sheet.

Findings
1. The morale was not related to the size of the school, but it bore a significant relationship with 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.

3.2.5 Study 5

Problem

'Study of Leadership for improving instruction in high schools of selected Districts in Gujarat'.

Objectives

The study aimed at the following objectives:

(1) To study and evaluate the instructional leadership in the secondary schools of Valsad, Surat and Panchmahals;
(2) To identify the organizational climate and to find out to what extent it affects leadership;
(3) To determine teacher morale of the sampled schools;
(4) To investigate the supervisory practices in operation in the schools;
(5) To determine the relationship of leadership with organizational climate, teacher morale, supervisory practices and school innovativeness.

Sample

The investigator had selected 162 secondary schools of South Gujarat.

Tools

For collecting data, the following tools were used:

(1) Organizational Climate Description Questionnaire (OCDQ) by Halpin and Croft.
(2) Leadership Behaviour Description Questionnaire (LBDQ) by Halpin and Winer.
(3) A survey of methods and programmes of supervision in high schools.
(4) A rating scale for teachers sensitivity to new ideas in supervision.
(5) Perception of teacher about the practicability of the implementation of innovative instructional practices in schools.

(6) A rating of the benefits derived by teachers from Supervision services.

(7) A survey of questions and problems of supervisors in secondary schools.

(8) A study of factors affecting educational innovations and change in high schools.

Findings

(1) High Teacher morale was found to be a function of openness of organizational climate of schools.

(2) More than half of the schools were established in post independence area and it was they that were found to be weak in respect of their physical plans and supervisory services.

(3) Organizational climate of schools had been found to be conducive to the progressiveness and quality of schools.

(4) In improving school quality, the role of leaders, the school principals, the vice-principal and supervisor should be recognised. They should have to use Halpin terminology.

Study 6

"A study of Factor Related to Teacher Effectiveness".

Objectives:

1. To Study specifically the factors related to teacher effectiveness.

2. To study the weightage given by different agencies to these factors.

3. To have a detailed interview with a view to finding out how far these factors are applicable to really effective teachers.

4. To study certain problems related to teacher effectiveness and to give suggestion.
Findings:
The major aspects of teacher effectiveness are as follows:

1. Knowledge of the subject-matter,
2. Unusual proficiency in teaching,
3. Love for children and understanding,
4. Personality manifestation,
5. Co-operative and democratic attitude, and
6. Specific skills.

Study 7
An investigation into certain psychological characteristics of an effective school teacher.

Objectives:
The purpose of the study was to investigate certain psychological characteristics of an effective teacher and to compare them with those of an ineffective teacher.

The investigator considered the following six characteristics to be studied:

1. Personality adjustment.
2. Attitude towards teaching.
3. Interest in teaching.
4. Emotional stability
5. Extra version-introversion
6. Authoritarianism.

Findings:

The major findings were:

1. Effective teachers had significantly better personality adjustment and more favourable attitudes towards teaching than ineffective teachers.
Effective teachers did show significantly more interest in teaching than ineffective teachers.

Effective teachers were significantly more emotionally stable than ineffective teachers.

Effective teachers were not more extrovert than ineffective teachers.

Ineffective teachers were more authoritarian than effective teachers.

Age and sex of teacher had a significant relationship with the effectiveness of teaching.

Area and marital status of a teacher had no significant relationship with the effectiveness of teacher.

Study 8

"A study of some personality variables related to teaching effectiveness."

Objective:

To examine the relationship between some personality variables and teaching effectiveness.

The instruments used in the study were (1) the thematic Apperception Test (2) a rating scale to measure the teaching stimulus of the teacher by the observer which included fifty characteristics relevant to the teaching effectiveness in the areas, such as (a) knowledge of the subject (b) communicability (c) sincerity (d) ability to stimulate (e) intelligence (f) honesty (g) emotional balance (h) punctuality (i) appearance (j) responsibility (k) resourcefulness (l) judgement and reasoning (m) sense of dedication (n) helpfulness (o) ability to organise.

Finding:

the need of superior, average and inferior teachers were clearly distinct from each other and superior teachers were distinct from each other two in the needs, viz. Cognition, dominance, autonomy and construction.
2 The inferior teachers were distinguishable from the other two by their need acquisition.

3 The inferior teachers were distinguishable in not possessing the need exhibition, which was most prominent in the average teachers.

4 The organisation pattern of superior teachers was generally logical and that of inferior teachers was more emotional.

5 The inferior teachers lacked self-confidence in teaching and solving problems.

6 The superior teachers had more strength of imagination while inferior teachers were weak in their imagination.

7 The superior teachers used more literary language than average and inferior teachers.

Study 9

An investigation into the effect of caste effectiveness, responsibility and sex of the primary school teachers upon the pupil's achievement.

1.4 Objectives of the Study

The present study was undertaken keeping in view many objectives, but the following objectives are the major ones:

1 To adapt a tool to measure the teacher effectiveness and to find its reliability coefficient.

2 To administer the tool of teacher effectiveness on the teachers of primary schools teaching in 5, 6 and 7 standards.

3 To compare the score of high effectiveness (E+) of the teachers of different categories.

4 To compare the score of low effectiveness (E-) of the teachers of different categories.
To adapt a tool to measure the responsibility of the teacher for academic successes and failures of the pupils and find out its reliability co-efficient.

To administer the tool of responsibility of a teacher on the teacher of primary schools teaching in 5, 6 and 7 standards.

Conclusions

1. The caste of teachers has significant effect on their effectiveness score. NBC teachers are more effective than the B.C. teachers.

2. Male teachers are more effective than the female teachers.

3. The long experience of the teachers is more effective than the short experience of the teachers.

4. The teachers for grade VI are proved to be more effective than the teachers for V and VII for high effectiveness scores.

5. One interaction was also significant. The caste and the experience of the teachers interact significantly.

6. The sex of the teachers has no significant effect upon their responsibility scores.

7. The experience of the teachers has significant effect on their responsibility scores.

The above review of the related literature and the researches shed light to the problem of the present research in finalising the research design and the statistical tests to be employed in testing and interpreting the fate of the various hypotheses.

Study 10 “Teacher Morale in Secondary Schools of Gujarat”

The important objectives of the study were:

(I) to construct and standardise a teacher morale inventory to measure morale of the secondary schools of Gujarat State;

(ii) to study the morale of teachers in schools of Gujarat in relation to various regions, area, types of schools, size and achievement of schools; and (iii) to subject the results of the developed inventory to factor analysis.
A teacher morale inventory was standardised. The sample comprised 12220 secondary teachers. Means, standard deviations and t values were found out. The data were subjected to factor analysis by the principal axis method.

The major findings of the study were: (I) South Gujarat region possessed highest morale (362.19). (ii) There was significant relationship between teacher morale and achievement of students, but no significant relationship was found in relation to size of the schools, type of the schools and area of the schools. (iii) The male teachers, older teachers, and married teachers had higher morale than their counterparts. But no significant relationship was found between teacher morale and teacher experience. (iv) Through factor analysis thirteen factors were extracted. They were teacher characteristics and leadership behaviour, Teacher Cheerfulness, Group Cohesiveness, Efficiency towards the Teaching Profession, Leadership behaviour and Teaching profession, Leadership behaviour and teaching efficiency, satisfaction with the school climate and teacher workload, Feelings, Zeal and Extra Effort, Satisfaction towards the job and attitude towards the job.

**Study 11:**

"A study of school climate as a function of personality of school personnel and pupil control ideology."

Objectives of the study were (I) to classify the secondary schools of Gujarat on a Climate Continuum, with open and close climates at extremes; (ii) to study the factors that contribute most to extend climate, and to examine to what extent some biographical variable of teachers and physical variable of school influence school climate; (ii) to find out whether teachers with certain type of personality patterns tend to view one or more dimensions of school climate in a manner conducive of an extreme climate; (iv) to find out the difference between teachers' and principals' participation of
open and close climate; (v) to examine the possible relationship between teachers' participation of organizational climate of schools and their pupil control ideology; (vi) to determine the extent to which the belief systems (dogmatism) of teachers in open climate school differ from those of teachers of the close climate schools; and (vii) to investigate the relationship between certain biographical characteristic of teachers and their pupil control ideology and belief systems.

Sample

The sample consisted of 128 secondary schools from north, south, west and central Gujarat. The sample included 1040 Teachers. For collecting the data, the measurement tools were (I) the organizational climate description questionnaire (OCDQ - Baroda version), (ii) the pupil control ideology from (PCIF - Baroda version) developed by the investigator, (iii) the 16 PF questionnaire by cattle (1956), and (dogmetism scale by Rokeach (1960). Mean, Standard deviation, chi-square test. Correlation technique, analysis of variance and Scheffe's test were the statistical techniques used to analyse the data.

Findings

The major findings were as follows: (I) Thirty six percent of schools belonged to closed type; thirty five percent to intermediate type and twentynine percent to open climate type in Gujarat State, (ii) Small sized schools tended to be of closed climate type larger schools tended to be of closed climate type. (iii) The category of schools did not bear any realtionship with organizational climate. (iv) Age had significant realtionship with teacher perception of climate but not sex. (v) Experience had significant relationship with teacher perception of climate, but not qualifications and four SES categories. (vi) Significant differences were found to exist among open, intermediate and closed climate schools on nine out of the sixteen personality factor means. (vii) the correlation studies showed that personality factors of teachers tended to influence the way
they apprehended the twelve dimensions of climate (viii) Teacher serving in relatively open schools were significantly more humanistic in their pupil control ideology than their counterparts and they viewed the dimensions of climate in the same way. (ix) Personality characteristics of teachers did not differ significantly with the size of the schools, whereas qualification was unrelated with the same (x) Pupil control ideology and personality characteristics had good relationships (xi) Belief systems of teachers in open and close climate schools differ significantly (xii) Dogmatism level of teachers did not differ significantly with quality categories and size of the schools.

**Study 12 Organizational climate teacher morale and school quality – Pillai J.K.**

The specific objectives were

(i) To investigate the relationship between organizational climate and pupil performance.

(ii) To investigate the relationship between organizational climate and innovativeness of schools

(iii) To investigate the relationship between faculty morale of school with the pupils performance, and

(iv) To investigate the relationship between faculty morale and the innovativeness of schools

**Sample**

It consisted of 190 Secondary schools of Tamilnadu State. The tools administered were (I) OCDQ (ii) PTO (ii) inventory scale prepared by the investigator to assess the innovative ability of the school and (iv) a questionnaire for demographic data and pupil performance

Pearson product moment correlation was used to analyze the data
Findings

They are as under

(i) Performance of pupils was significantly better in open climate school than closed climate school.

(ii) Performance of pupils in high morale school was superior to that of average morale schools.

(iii) The ability of the school to introduce innovation in educational practices was higher in high morale schools than the low morale schools.

(iv) Both climate and morale were positively and highly related to pupil performance and innovative ability of the schools.

(v) Esprit Thrust, disengagement and hindrance were found to significantly influence the level of performance of pupils in schools.

(vi) The innovative ability of the school was significantly related to three climates.

(vii) The four morale dimensions namely school facilities and services, curricular issues, teacher salary and community pressure were found to influence the innovative ability of the schools.

(viii) There was a high correlation between climate and morale of the schools.
CHAPTER REFERENCES