CHAPTER III

REVIEW OF RELATED STUDIES

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REVIEW OF RELATED STUDIES

3.0 INTRODUCTION

In any research work the first task of the investigator is to look into the past work done in the area in which he proposes to take up research. Study of the related literature implies locating, reading and evaluating report of research as well as the reports of causal observation and opinion that are related to the individual's planned research project.

Walter\textsuperscript{1} emphasizes the meaning of related literature as: "The literature in any field forms the foundation upon which all future work will be built."

The author further observes that if one fails to build this foundation of knowledge provided by the review of the literature, his work is likely to be shallow and naive, and will often duplicate work that has already been done better by someone else.

Good, Bar and Scates\textsuperscript{2} pointed out: "The keys to the vast storehouse of published literature may open doors to sources of significant problems and explanatory
hypotheses, and provide helpful orientation for definitions and comparative data for interpretation of results. In order to be truly creative and original, one must read extensively and critically as a stimulus to think."

3.1 PURPOSES OF THE REVIEW

Every investigator must know what sources are available in the field of Research and how many of them are worthy to be used. As in other field, in the field of education also. The research worker needs up-to-date information regarding the problem, i.e. what has been taught and done in the particular area.

Good, Bar and Scates\(^3\) analysis the purpose of research review as follows:

(a) To show whether the evidence already available solves the problem adequately without further investigation and thus do avoid the risk of duplication.

(b) To provide ideas, theories, explanations or hypotheses valuable in formulating the problem.

(c) To suggest methods of research appropriate to the problem.
(d) To locate data useful in the interpretation of result.

(e) To contribute to the general scholarship of the investigator.

When the researcher make a careful review of the related study, he becomes aware of the important and unimportant variables in the concerned area of research. A careful review also helps the researcher in selecting the variables lying within the scope of his interest, in defining and operationalising variables and in identifying variables which are conceptually and practically important. Thus, a review of the related study on the whole, prepare the researcher to formulate a researchable problem in which conceptually and practically important variables are selected.

3.2 IMPORTANCE OF THE REVIEW

A review of the related study helps the researcher in avoiding any duplication of work done earlier. A careful review always aims at interpreting prior studies and indicating their usefulness for the study to be undertaken. Thus prior studies serve as the foundation for the present study. In some cases the duplication or
replication of prior studies becomes essential. This is specially true when the researcher wants to test the validity of the earlier studies. In such a situation, too, a careful review helps the researcher in getting acquainted with the number and nature of the studies related to the study whose validity is being assessed at present.

A careful review of the related study enables the researcher to collect and synthesis prior studies related to the present study. This, in turn, helps the researcher in building a better perspective for future research. A synthesised collection of prior studies also helps a researcher to identify the significant overlaps and gaps among the prior works.

A review enables the researcher in discovering important variables relevant to the area of the present study. When significant variables are discovered, the relationship among them can be identified. Subsequently, the identified relationship is incorporated into different hypotheses. Thus, for conducting a scientific study, the relationship between the different variables must be explored by reviewing the related study so that a good context may be built up for subsequent investigation.
3.3 RESEARCHES ON CREATIVITY

The investigator had reviewed some studies done on creativity and creative thinking under this heading.

3.3.1 A Study of the Relationship Among creativity, Self-Concept and and Locus of control.

Objectives:

The main objectives of the study were:

1. To compare the creativity, self-concept and locus of control of boys and girls.

2. To compare the creativity, self-concept and locus of control of urban and rural students.

3. To find out the magnitudes and directions of the correlations of self-concept and locus of control with fluency.

4. To find out the magnitudes and directions of the multiple correlations of self-concept and locus of control with fluency, originality and creativity.

5. To study the predictability of fluency, originality and creativity of students from their self concept.
and locus of control.

(6) To compare the fluency, originality and creativity of the students with a high and law self-concept.

(7) To compare the fluency, originality and creativity of the students with internal and external locus of control and

(8) To study interactive effect of self-concept and locus of control on creativity.

Sample:

The sample comprised 1014 students with 671 boys and 343 girls and 635 urban and 329 rural students. It was selected by employing the stratified random cluster technique, from population of about 10,000 students studying in Std. X of Gujarati medium secondary schools in Bhavnagar district.

Tools

The three tools were used in this study. They were Creative Expression Tests (CET) constructed and standardized by Janakray Dave. The self-concept Inventory (SCI) constructed and standardized by Jayantilal Shah and a Gujarat adoption of Rotter's Internal. External Locus
of Control Scale (RIELCS) prepared by the investigator. The reliability and validity indices of all the three tools, i.e. CET, SCI and RIELCS aged from 9.812 to 0.942 and from 0.470 to 0.883 respectively.

Procedure

The technique of a back translation was employed to examine the Gujarati adaptation of RIELCS for any possible culture bias. The descriptive statistics such as mean, medium, standard deviation zero-order correlation and multiple correlation and inferential statistics such multiple-regression equation, Z ratio, t-ratio and ANOVA were employed to analyse the data.

Findings

The major findings were:

(1) Boys were more creative than girls but they did not differ in their self-concept and locus of control.

(2) Urban students had a higher self-concept than rural students but urban and rural students did not differ in their creativity and locus of control.
The zero-order correlation of self-concept and locus of control with fluency, originality and creativity were 0.248, 0.219, 0.253, 0.239, 0.241 and 0.240 respectively. The correlation between self-concept and locus of control was 0.345. All the correlations were linear positive and significant at 0.01 level.

The multiple correlation of self-concept and locus of control with fluency, originality and creativity were 0.297, 0.282 and 0.301 respectively. These multiple correlations were positive and significant at 0.01 level.

The fluency, originality and creativity of the students were predictable from their self-concept and locus of control.

The students with a higher self-concept were more fluent, original and creative than the students with a lower self-concept.

The students with internal locus of control were more fluent, original and creative than the students with external locus of control.
The main effects of self-concept and locus of control on creativity were significant but their interactive effect on it was not significant.

3.3.2 A study of Creativity in Relation to Experimental Attitude and Pupil's Perception of Parents' Attitude Towards Creativity.

Objectives:

The objectives of the study were:

1. To ascertain the relationship between creativity and external attitude.
2. To determine the relationship between creativity and pupil's perception of parents' attitude towards creativity.
3. To study the relationship between experimental attitude and creativity.
4. To find out the relationship between verbal creativity and non-verbal creativity.
5. To compare the performance of scheduled caste/scheduled tribe and non-scheduled caste/non-scheduled tribe students on the measures of creativity, experimental attitude toward creativity.
(6) To compare the performance of males and females on the measures of creativity experimental attitude and pupil's perception of parents' attitude towards creativity.

(7) To compare the performance of science and arts students on the measures of creativity; experimental attitude and pupil's perception of parents' attitude towards creativity, and

(8) To compare the performance of IX and X grade subjects on the measures of creativity, experimental attitude and pupil's perception of parents' attitude towards creativity.

Sample :

Four hundred students were randomly selected from 3952 students studying in ten higher secondary schools Ratlam city. The sample comprised 200 boys and 200 girls of grade IX and X. In each group 100 students of arts and 100 students of science were present. The whole sample also had 100 SC/ST students.

Tools :

The sample students were administered the
following tools:

(1) Mehdi's Test of creative Thinking (Verbal and Non-Verbal) in Hindi.

(2) Pupil situational Inventory developed by Cheong.

(3) Pupil's perception of parents' Attitude Towards Creative Inventory developed by Investigator.

Mehdi's test of creative thinking was used to measure creativity. Its test-retest reliability coefficient was 0.98 and validity co-efficient ranged from 0.32 to 0.40. Experimental attitude was measured with the help of the pupil situational Inventory. The test-retest reliability co-efficient was 0.81, 0.82 with pupil's attitude towards school as a correlate. It was 0.30 and with sociometric status, it was found to be 0.29. Pupil's perception of parents' attitude towards creativity (PPATC) was measured with the help of the pupil's perception of parents' Attitude towards creative Inventory. (PPPATCI). The test-retest reliability co-efficient were found to be 0.938 and 0.723 respectively. The concurrent validity was established by finding the correlation between PPPATC and creativity which was 0.564 and between PPPATC and
experiments attitude which was 0.734.

**Procedure**

The data was analysed by using t-test and product-moment correlation.

**Findings:**

The findings of the study were:

1. A significant relationship was found between various components of creativity (verbal fluency, verbal flexibility, verbal originality, Total verbal creativity, Non-verbal originality, Non-verbal elaboration, Total non-verbal creativity and composite creativity) and experimental attitude. (For Non-verbal creativity and composite creativity) and experimental attitude. (For males, females, science subjects, arts subjects, IX Graders; X Graders and for the total sample).

2. A significant relationship was found between various components of creativity and pupil's perception...
of parents' attitude towards creativity. (For males, females, science students, arts students, IX Graders, X Graders and for the total sample).

(3) A significant relationship was found between experimental attitude and pupil's perception of portents attitude towards creativity. (For males, females, science students, arts students, IX graders, X graders and for the total sample).

(4) A significant relationship was found between verbal creativity and non-verbal creativity. (For males, females, science students, arts students, IX graders, X graders and for the total sample).

(5) A significant difference was found between the performance of scheduled caste/scheduled tribe and non-scheduled caste/non-scheduled tribe students on all components of verbal and non-verbal creativity on experimental attitude and a PPPATC.

(6) No significant difference was found between the performance of males and females on nearly all the components of verbal and non-verbal creativity, experimental attitude and PPPATC except non-verbal
originality, in which males were higher.

A significant difference between the performance of science and arts students was found on all the components of verbal and non-verbal creativity and PPPATC, whereas a significant and positive difference between the performance of IX and X graders was found on experimental attitude showing the superiority of X graders. A significant but negative difference was found on verbal fluency and verbal flexibility, showing the superiority of IX graders.

3.3.3 An Investigation into the Trends of Creative Thinking Ability of Pupils of Age Group 11+ to 13+ in Relation to some Psycho-Socio Correlates.

Objectives:

The objectives of the study were:

(1) To prepare a reliable and valid creative thinking ability test.

(2) To study the trend of creative thinking ability of pupils of different areas.
(3) To study the trend of creative thinking ability of pupils of different sexes.

(4) To study the trend of creative thinking ability of pupils of age group 11 to 13.

(5) To study the trend of creative thinking of pupils in relation to their socio-economic status (SES) need achievement (n-Ach), IQ parental behaviour, anxiety, security-insecurity feelings, radicalism. Vs conservatism, flexibility Vs rigidity, suggestibility and emotional stability.

Sample

The creative Thinking Ability Test was standardized on a sample of 1000 pupils of which 394 were from urban area and 606 were from rural area.

Tools

For measuring creative thinking ability of pupils the tool standardized by investigator was used.

For measuring socio-economic status (SES), n-Ach, IQ, anxiety, security insecurity and personality traits; inventories was used. All these tools were standardized by different persons.
The data was analysed by using t-test and product-moment correlation.

**Findings**

The major findings were:

1. There was no significant difference between the mean creative thinking scores of male and female children of rural and urban areas.

2. There was a marked difference between the mean scores on the test of children of three age groups.

3. The higher the socio-economic status, the higher was the creative thinking ability of student.

4. The higher the n-Ach, the higher was the creative thinking ability of the students.

5. The students with high IQ did not have more creative thinking ability than the student with low I.Q.

6. The belonging to high parental behaviour group did not have more creative thinking ability than the students belonging to the low parental behaviour.
The students with low anxiety had more creative thinking ability than the students with high anxiety.

The higher the security, the higher was the creative thinking ability.

The higher the radicalism trait, the higher was the creative thinking ability of the students.

Students with the flexibility trait had more creative thinking ability than students with the rigidity trait.

The students with low suggestibility had more creative thinking ability than the students with high suggestibility.

The students with high emotional stability had more creative thinking ability than the students with low emotional stability.
3.3.4 An Investigation into the Creative Thinking Ability of students of Higher Secondary of Gujarat State in Context of Some Psycho-Socio Factors.

Objectives

The objectives of the study were:

1. To prepare a reliable and valid creative thinking ability test.
2. To study the trend of creative thinking ability of pupils of different areas.
3. To study the trend of creative thinking ability of pupils of higher secondary schools.
4. To study the trend of creative thinking ability of pupils of different sexes.
5. To study the trend of creative thinking ability of pupils of science and common streams.
6. To study the creative thinking ability of pupils of different socio-economic levels.
7. To study the creative thinking ability in relation to scholastic achievement, anxiety and reasoning.
Sample:

A verbal and non-verbal creative thinking ability test was constructed to measure fluency, flexibility and originality by verbal and non-verbal test. The test was standardized over a sample of 608 students which included students from rural and urban areas, both girls and boys.

Tools

For measuring creative thinking ability of pupils the tool standardized by investigator was used. The SES scale by B.V. Patel and I.A. Vora, the Anxiety Scale by Nijhawan, the non-verbal reasoning test by investigator, the percentage marks obtained by the students at the S.S.C. Examination were used to study.

Procedure

A verbal and non-verbal creative thinking ability test was constructed to measure fluency, flexibility and originality by verbal test and fluency, flexibility and elaboration by a non-verbal test. The reliability of the test was established by test-retest, split half, Rulon
Formula and Flanson formula. It ranged from 0.82 to 0.90. The concurrent and congruent validity were established. The 2 x 2 factorial design was adopted and analysis of variance technique was used for testing the hypothesis.

Findings

The major findings were:

1. There was no difference in creative thinking ability of urban and rural higher secondary students.
2. There were no sex differences with regards to creative thinking ability of higher secondary students.
3. There was no significant difference between the means of Science and Common stream students.
4. There was no significant difference between the means of high SES and low SES students.
5. The mean difference between two groups, namely, the high anxiety and low anxiety groups was highly significant and was in favour of the low anxiety group.
(6) The students with the radical personality trait were more creative.
(7) The students with a low neuroticism level were more creative.
(8) The students with high emotional stability were better in creative thinking than students with a low emotional stability.
(9) The students with good reasoning ability were better in creative thinking than the students with poor reasoning ability.
(10) The students with higher scholastic achievement were found better in creative thinking than students with low scholastic achievement.

3.4 RESEARCHES ON BEHAVIOUR

The investigator had reviewed some studies done on behaviour under this head.

3.4.1 Self Image, Self-Disclosure and Self-Observation of the Behaviour Pattern Among Socially Advantaged of and Disadvantaged Schoolgoing Adolescent.

Objectives

The objectives of the study were
(1) To study the different environments in schools in district Ambala of Haryana State,

(2) To study the self-image, self-disclosure and self-observation of normal adolescents studying in different school environments.

(3) To study the interrelationship of areas of behaviour patterns of normal adolescents studying in different school environment.

(4) To make a comparative study of areas of behaviour patterns of normal adolescents studying in different school environments.

(5) To examine the difference in self-image, self-disclosure and self-observation among male and female students, and

(6) To examine the difference in self-image, self-disclosure and self-observation among upper caste and lower caste adolescents.

Sample:

The sample was selected through a multi staged randomized procedure. Firstly two schools each belonging
to four different socio-economic status schools and low socio-economic status schools. From each school 100 students were taken. These students were those who in the opinion of their teachers and Rutters' Behaviour Rating scale, did not show any serious behaviour problem in the school environment and had an average IQ of 90. In this way 400 adolescents of 13+ to 16+ years formed the sample of students. Apart from students, five teachers from each of these schools and eight principals in all formed the sample of the study. The study was a normative survey.

**Tools**

The tools used in the study were:

(i) The Jalota General Mental Ability Test (1984),

(ii) The Kulshreshtha Socio-Economic status scale,

(iii) The Sinha Self-Disclosure Inventory,


(v) The Rutter Child Behaviour Rating School,

(vi) The Sharma Socio-Economic Status Scale,

(vii) The Sharma Self-Image Questionnaire (1977)

(viii) The Self-Observation Scale having areas such as impulse control, emotional one, body and self-
image, moral and sexual attitude, family relation, external mastery, vocational and educational goals and superior adjustment.

Findings:

The findings of the study were:

1. The total self-image of students was higher in low socio-economic status schools as compared to that in high socio-economic status schools.

2. None of the adolescents has a low level of self-image in any type of socio-economic status schools.

3. Moderately high socio-economic status schools and moderately low socio-economic status schools did not differ in the area of self-image.

4. Self disclosure was the highest in low socio-economic status schools as compared to that in high socio-economic status (SES) schools.

5. The area 'study' was most disclosed and 'sex' least disclosed in all the four types of schools.

6. 'Mother' was the most preferred figure as target
person in all the types of SES schools and 'teacher' was the least preferred figure.

(7) Self-observation was higher in low SES schools than the high SEC schools.

(8) In self-observation, the highest mean was found in family relations and the lowest in sexual attitude in all the types of SES schools.

(9) Only sexual attitude showed a negative direction in adolescent self-observation intelligence level in high SES schools and moderately high SES schools was significantly higher than that of moderately low and low SES schools.

(10) Intelligence was not significantly correlated with self-image, self-observation and self-disclosure.

(11) Only the areas of vacation in self-disclosure was significantly correlated with intelligence.

(12) Total self-disclosure and total self-observation were not significantly correlated in all the four types of SES schools.

(13) Total self-image and total self-observation were significantly correlated in all the four types of SES schools.
(14) Sociometric status was significantly correlated with total self-disclosure in high and low SES schools.

(15) Sociometric status did not differ significantly in different types of SES schools.

(16) Socio-economic status did not influence sociometric status.

(17) Normal adolescents were not rejected by their peers in any type of SES schools.

(18) The more the emphasis on sophistication and the more the complexities in the environment at the school, the lower were the behaviour patterns.

(19) Female adolescents were higher in self-image, self-disclosure and self-observation in all the types of SES schools a compared to their male counterparts.

(20) Significant differences were found between male and female adolescents, except in the variable of intelligence.

(21) Significant differences were found in medals in the variables of self-image, self-disclosure and
self-observation, intelligence and socio-economic status in all the types of SES schools.

(22) Female adolescents differed significantly in all the four types of SES schools on self-image, self-disclosure and self-observation.

(23) Lower caste adolescents had higher self-image, self-disclosure and self-observation in all types of SES schools.

(24) Upper caste and lower caste adolescents significantly differed from each other in self-disclosure and SES in middle and low SES schools.

3.4.2 Classroom Learning Behaviour of Pupils of Different Socio-Economic Strata and Their Achievement in Science.

Objectives:

The objectives of the study were:

(i) To investigate the relationship between achievement of pupils of high and low SES and pupils' attention behaviour, pupils' response behaviour, pupils' seat work behaviour, pupils' involvement in classroom managerial activity, pupils' out of school
achievement related (POSAR) study time, POSAR library study time, home time, curricular study time non-curricular study time, teacher explaining, questioning, helping, supervising, managerial behaviour, and

(ii) To study the prediction of achievement of high and low SES pupils by their classroom behaviour, their achievement related efforts and their teacher behaviour.

Sample

The multistage sampling procedure was adopted in the study. The sample comprised 80 pupils.

Tools

The following tools were used

(i) Pupil Classroom Learning Behaviour Observations Schedule (PCLBOS) was used for observation.

(ii) Pupil Cut of School Achievement Related Efforts Log (POSAREL) was developed and used in study.

(iii) Socio-Economic Status Scale Questionnaire (SESSQ) developed by Kapoor and Singh was used for measuring SES.
(iv) Intelligence was measured with the help of Cattell's Culture Fair Intelligence Test.

**Procedure**

The data were analysed with the help of product-moment correlation and stepwise regression analysis.

**Findings**

The findings of the study were:

1. 'Listening attentively' had a positive correlation with achievement in science practical in the case of high SES pupils, while in case of low SES pupils it was positively related with achievement in theory.

2. Correlations between pupils 'looking fatigued' and achievement in science practical as well as total achievement were negative in case of low SES pupils in the beginning of the session. High SES pupils showed negative correlations with achievement in practical at the end of the session.

3. 'Looking distracted and involved in disruptive behaviour' of pupils was positively related with achievement in science practical in the beginning
of the session in respect of low SES pupils, 'Involved in disruptive behaviour of pupils was negatively correlated with achievement in theory and total achievement.

(4) 'Volunteer response' and 'volunteer ideas' yielded positive correlation with achievement in theory and total achievement in the case of low SES pupils in the beginning of the session. In high SES students, man-response behaviour was negatively correlated with achievement in theory and total achievement.

(5) 'Reading book attentively' and 'pretending to read book' in the classroom were negatively correlated with achievement in science practical in the case of high SES pupils at the end of the session.

(6) 'Involvement in Writing' had a positive correlation with achievement in science theory in both high and low SES group at the end of the session.

(7) 'Pupil copying from black board' showed a negative correlation with achievement in Science theory in the case of the high SES grouping the beginning of
the session. In the case of low SES pupils, correlation with achievement in science practical was negative at the end of the session.

(8) 'Eyding Seatwork' was negatively correlated with achievement in theory and total achievement in both groups in the beginning of the session.

(9) 'Reaching teacher for removing difficulties' behaviour was positively correlated with achievement in theory and total achievement in the beginning of the session while at the end of the session correlation with achievement in theory was negative in the case of flow SES pupils.

(10) 'Reading teacher for completing seatwork' indicated a positive correlation with achievement in science practical in both groups at the end of the session.

(11) 'Pupil reaching teacher for clarifying doubts' behaviour had a negative correlation with achievement in practical in the beginning of the session but a positive correlation with achievement in practical at the end of the session in the case of low SES pupils.
(12) 'Pupils interaction for discussing points' was negatively correlated with pupil achievement in theory in the case of the low SES group in the beginning and in the case of the high SES group at the end of the session.

(13) 'Pupil discussing points' indicated a positive correlation with achievement in science practical in the case of high SES pupils at the end of the session.

(14) 'Giving help to peer' indicated a positive correlation with achievement in theory and total achievement of high SES pupils in the beginning of the session while towards the end of the session, high SES pupil exhibited a negative correlation.

(15) 'Pupil response to other pupil questions' behaviour indicated a negative correlation with achievement in theory and total achievement in theory and total achievement in the case of low SES pupils in the beginning of the session.

(16) 'Pupil helping teacher in handling of material behaviour had a positive correlation with achievement in theory in the case of high SES
pupils in the beginning of the session, while 'pupil helping teacher on blackboard' was positively correlated with achievement in practical in the case of high SES pupils in the beginning of the session.

(17) 'Teacher directed activities' indicated a positive correlation with pupil achievement in theory, practical and total achievement in the case of high SES pupils on both occasions, while low SES pupils exhibited a negative correlation with achievement in theory.

(18) 'Pupil Self-directed activities' were negatively correlated with achievement in theory in the case of high SES pupils in the beginning, but positively correlated at the end of the session. The low SES pupils' self-directed activity showed a positive correlation with achievement in science practical in the beginning of the session as well as with total achievement towards the end of the session. The low SES groups self directed activities showed a negative correlation with achievement in theory at the end of the session.
'Pupils out-of-school achievement related total time devoted' was positively correlated with achievement in practical in the case of high SES pupils. Low SES pupils exhibited a positive correlation with achievement in theory.

Library study time, home work time, curricular study time and co-curricular activity participation time were positively correlated with achievement in practical in the case of high SES pupils. Newspaper and magazine study time, and time devoted to hobbies were positively correlated with achievement in theory, practical and total achievement in case of high SES and low SES students.

Teacher explanation plan was positively correlated with achievement in practical and total achievement in the case of low SES pupils.

'Teacher asking question' was negatively correlated with achievement in science theory and total achievement in science theory and total achievement and negatively correlated with achievement in practical in the case of high SES pupils.
(23) 'Encouraging pupils' was positively correlated with achievement in science theory, practical and total achievement in the case of high SES pupils.

(24) 'Supervising seat work' was positively correlated with achievement in practical in both case, while 'corrective feed work' was positively correlated with achievement in theory and total achievement in both groups.

3.4.3 A Factor Analytic Study of Teaching Behaviour

Objectives

The objectives of the research were:

(1) To study the factorial nature of the teaching behaviour of secondary school teachers.

(2) To study and compare the factorial structure of teaching behaviour of science, social science and language teachers.

(3) To study and compare the factorial structure of the teaching behaviour of male and female teachers, and
(4) To study and compare the factorial nature of the teaching behaviour of urban and rural school teachers.

Hypotheses

The null hypotheses of the study were:

(1) There is no difference in the factorial nature of the teaching behaviour of science, social science and language teachers.

(2) There is no difference in the factorial nature of the teaching behaviour of male and female teachers.

(3) There is no difference in the factorial nature of the teaching behaviour of rural and urban school teachers.

Sample

This study was an analytical study. The sample comprised 180 secondary school teachers randomly selected from 24 schools of the Varanasi region. The sample of 180 teachers was equally divided among science, social science and language teachers. 60 each. The number of male and female, and urban and rural teachers was equal.
Tools

The tool used in this study was the Teaching Behaviour Observation Schedule prepared by the investigator.

Procedure

The principal component method was employed for factor analysis.

Findings

The following conclusions were drawn:

(1) Teaching behaviour of secondary school teachers was found to have eight skills, viz. skill of questioning, of explanation, of blackboard writing, of reinforcement, of introducing a lesson, of summarizing the lesson, of teaching aids, and skill of illustrating with examples.

(2) Teaching behaviour of science teachers was found to have ten factors, of social science teachers eight factors, and of language teachers seven factors. The seven factors common to the teaching of all three subjects were skill of introducing a lesson, of blackboard writing, of questioning, of reinforcement, of summarizing the lesson, of using
teaching aids and of explanations. Three factors
skill of illustrating with examples, skill of
attending of pupils' difficulties, and skill of
maintaining classroom discipline were found
specific to science teaching, skill of responding
to pupils' questions was specific to language
teaching.

(3) Teaching behaviour of male teachers was composed
of seven factors while that of female teachers of
eight factors. The size factors common to the
teaching behaviour of male and female teachers
were skill of questioning, of blackboard writing,
of explanation, of reinforcement, of introducing
a lesson and of summarizing the lesson. The skill
of illustrating with example was found to be
specific to the teaching behaviour of male teachers.
Skill of using teaching aids, and skill of
questioning to develop critical awareness were
specific to female teachers.

(4) Teaching behaviour of urban and rural school
teachers had eight factors. The common factors
were the skill of explanation of questioning, of
black board writing, of introducing a lesson, of reinforcement, and of summarizing the lesson. The skill of using teaching behaviour of urban school teachers while the skill of convergent questioning and the skill of illustrating with examples of the rural school teachers.

3.4.4 A study of the Administrative Behaviour of Secondary School Principals in Relation to Selected School Variables

Objectives

The major objectives of the study were:

(1) To study the secondary school principals' administrative behaviour (frequency and effectiveness ratings) in relation to teachers' attitude toward work and work setting of the institution, school climate, and student achievement.

(2) To study the relationship between teachers' attitude towards work and work setting of the institution and student achievement, and

(3) To study the relationship between school climate and student achievement.
Sample

The sample of the study consisted of 26 principals, 260 teachers and 1020 class in students of 26 English Medium Secondary Schools from Gujarat State and Daman in the Goa, Daman, Diu Union territory.

Tools

The tools used for the study were the principal performance Descriptive Survey developed by the University of Georgia (1973-77) and modified by the investigator, The Teacher Attitude (Ellet and Mastors, 1977) and My School Inventory for measurement of school climate (University of Georgia, 1974).

Procedure

The data were analysed with the use of descriptive statistical techniques, person's product-moment correlation, t-test, rank in difference correlation, and the Mannwhiteny 'U' Test.

Findings

The major findings of the study were:

(1) The secondary school principals were moderately
effective in their performance of administrative tasks.

(2) There was significant positive relationship between principals' administrative behaviour and teachers' attitude towards work and work setting of the institution.

(3) There was no significant relationship between principals' administrative behaviour and the climate of their schools.

(4) There was no significant relationship between principals' administrative behaviour and students' achievement.

(5) The teachers manifested most favourable attitude towards supervisory relation as compared to administrative policies and support, staff relations, work load, and student evaluation practices.

(6) There was no significant relationship between teachers' attitude towards work and work setting of the institution and students' achievement.

(7) There was no significant relationship between school climate and students' achievement.
Educational Implications

The major educational implications as stated in the study are:

1. School principals should perform their various administrative tasks adequately and effectively to ensure teachers' favourable attitude towards their work and work setting of the institution.

2. There should be facilities for in-service training programmes for school principals to make them efficient in various administrative.

3.5 RATIONALE OF THE PRESENT STUDY

Behaviour is one of the aspects of psychology, that are related to learning. One basic observation, which is verified by researcher, is that there is a remarkable difference in behaviour trait from individual to individual. Similarly, there is a remarkable difference in creative behaviour of student from individual to individual.

There is a lack of consistency in the pattern of behaviour and creative behavioural expectances of the individuals. Various studies on creativity, creative
thinking and behaviour would throw some light on this phenomena.

The review of related research studies made in this chapter showed that certain factors like area, sex, intelligence, achievement, caste and socio-economic status etc. had effect on the creative behaviour of the students.

The review of related studies helped the investigator to select the independent variables, tools and a research method pertaining to the problem in hand.
References


