Chapter-2

REVIEW OF RELATED LITERATURE

Review of existing studies in the area of investigation enable the researcher to be familiar with the trends of the research practices and directions of the findings, which is pre-requisite and a crucial aspect of actual planning of the new investigation. For execution of any research work the time spent in such a survey invariably is a wide investment. The review of the literature is an exacting task calling for deep insight and clear perspective of the overall field. But it is rewarding as it promotes greater understanding of the problem, ensures the avoidance of unnecessary duplication and also provides basis to evaluate and interpret the significance of one’s findings (Gupta, 2002).

According to Best and Kahn (1996) “The research for reference material is a time consuming but fruitful phase. A familiarity with the literature of any problem helps the students to discover what is already known, what others have attempted to find out, what methods of attack have been promising or disappointing and what problems remain to be solved.”

In this chapter, previous research studies relevant to the problem i.e. the relationship of intellectual climate with Organizational role stress and personality at hand have been reviewed. The review also includes studies having indirect bearing on the problem. Further, studies done both in India and abroad have been included. Although, findings obtained from studies carried out abroad can be explored to the Indian context only with some caution, these studies have been incorporated because their findings provide understanding of the orientation and trends of researches being carried out in the field.
Keeping in view the variables, the studies have under separate sections:

2.1 Intellectual climate: inter and intra-institutional variations

2.2 Intellectual climate and Organizational role stress.

2.3 Intellectual climate and Personality

2.4 Intellectual climate, personality and Organizational

2.1 INTELLECTUAL CLIMATE: INTER AND INTRA-VARIATIONS

*Stern (1961)* in his carefully conducted study on students at high intellectual climate institutions found dependency needs, i.e., they are more independent thinking and deeds. They are consistently self-indulgent, same time more spontaneous in emotional expression conveying the various attributes of a modern man. Institutions with high intellectual climate enjoy losing themselves are more understanding. They are also interested in about the causes of some social and political problems more aware of the social milieu around them. They are and give their power to whatever they happen to be themselves to the utmost. They dislike being dictated like to do things in accordance with their own rights autonomous. While the students in low intellectual climate dislike thinking about unusual behaviours, they like people for their guidance and direction. Stern emphasizing that although both the groups of students social and political realities, those at higher intellectual are more intellectually oriented than those in the lows. that all the 11 institutions characterized by markedly climate share similar orientation and an abundance of endowments required to fulfill such objectives. Earlier Mayhew (1954) noticed that institutions which go
reducing authoritarian attitudes, increasing critical thinking and giving primary emphasis to the intellectual growth of students in the natural sciences and social sciences help to maximize their focus on the students.

Astin (1970) opined that previous researches laid emphasis on the significance of ‘the college experience’ in a generic sense. Therefore, most of the research conducted focused on the perception of the college environment. The greatly expanding higher educational opportunities and the extraordinary diversity among institutions have increasingly come to be one of the significant impact of different types of college experience.

Ranjana (1973) conducted a study entitled “Intellectual climate of Panjab University as perceived by advanced and backward communities”. The tools used were College Characteristics Index (CCI) and Activity Index (AI) indigenously prepared by previous researchers. The researcher concluded that the students did not find favourable “Intellectual Climate” as the mean responses on needs exceeded the same on press. The perception of press by the advanced and scheduled castes students were found to be more or less identical. The results showed that the important variables in assessing the intellectual climate are socio-economic status, parental education and not the caste.

Schwartz et al. (1975) investigated the impact of perceived organisational climate on 114 part time MBA students. All students were below 35 years of age. All of them were given a three part questionnaire. Part-I of questionnaire solicited demographic information, Part-II and III each were comprised of an identical list of 20 characteristics of organisational climate. Results suggested that individuals clearly preferred the open characteristics.

Mahajan and Joshi (1976) conducted a ‘comparative study of students perception of intellectual climate in the public and non-public schools of Shimla’. The sample of 300 students was randomly selected.
from 13 institutions in which 150 students each were drawn from both the types of schools. The students represented 9th and 10th classes. The tools used were self-developed Activity Index (AI) and school Characteristics Index (SCI). The coefficient of correlation for different groups revealed non-significant results between AI and SCI, making it evident that the needs of students and school environments did not bear any relationship and it seemed that school environments were not catering to the needs of the students. It was further inferred that both types of institutions provided very poor intellectual climate and work in a routine manner. A need was felt to modify and improve the intellectual climate by way of providing opportunities for self-expression, for satisfying physical, intellectual, social, emotional and cultural needs.

Baraiya (1985) investigated the variations in institutional climate and its relationship with leadership behaviour of teachers. Data were collected from 500 teachers of 100 higher secondary schools of Gujrat state. The study indicated that 27 schools were found to have open climate and 8 to have autonomous climate, 11 controlled climate, 6 familiar climate, 13 parental climate and 35 closed climate.

Dudney (1986) undertook a research on educational climate of school as perceived by teachers in the north-side independent school of the district at San Antonio Texas. Using learning climate Inventory and the school climate observation checklist, the perceptions of teachers were taken to assess the climate of nine schools. The study indicated that all the middle schools had a slightly open climate.

Thummarpon (1988) conducted a study on the University students in Thailand and examined the college environment comparing male and female students and comparing sophomores junior and senior students who were enrolled in faculties of education, humanities and social sciences. A sample of 100 students in each groups was drawn, using stratified random sampling technique. A questionnaire was developed for measuring six aspects of the college environment.
including peers, classroom, administration, residence reputation and student activities. The results show the environment to be most satisfying, but the academic environment is the most dissatisfying in the environment of college. Females were more satisfied with the administrative environment and males. No differences in satisfaction with peer, classroom reputation and student activities were found between students at .05 levels on any of the six-college environments.

**Chawla (1995)** while studying the "Sociocultural correlates of Modernity: its implications for the intellectual climate of Panjab University." 487 students classes were drawn. She used the adapted Characteristics Index (CCI) – 1158 SF (George’s measure intellectual climate of Panjab University. She found that dignity, academic climate and academic achievements correlates of modernity and suggested that motivation and rational outlook of students needs to be further maintained.

**Stillwell (1998)** conducted a study on the organizational climate in Texas community colleges as perceived by faculty members. Organizational Climate Description Questionnaire-Hi (OCDQ) and its sub-scale scores (consideration, disengagement, and production) were used as variables were also investigated. The sample included 200 students, 200 dropouts, and 200 faculty members. Overall sub-scale mean scores were highest for OCDQ scale production and lowest for OCDQ sub-scale disengagement. Statistically significant correlation coefficients were found for OCDQ sub-scale consideration and the demographic variables of faculty's age, race, and years of teachings. OCDQ scale scores were found to be correlated to race.

**Hoster (1998)** investigated "organizational climate retention: A case study." A questionnaire was mailed to randomly chosen-Howard students, 200 dropouts, 200
200 graduates, to determine their perception of administrative services, faculty relationships and whether campus involvement and family income level impacted their retention. The respondents were 44 dropouts, 29 transfers and 36 graduates. Each group perceived administrative/staff services quite negatively with insignificant differences between them. All the three groups perceived faculty relationships positively. While the graduates had the highest perceptions, the differences were insignificant among the groups. Campus involvement and family income levels had small but positive influences. The graduates were more involved in campus activities and enjoyed the highest family income level. The dropouts were least involved in campus activities and the transfers had the lowest family income. Researcher recommended to improve and change administrative/staff services and enhancing the students’ involvement in campus activities.

Ash (1998) conducted a study to analyze the school climate of ten secondary schools in two South-Western Ontario school boards using Organizational Climate Descriptive Questionnaire-RS. (OCDQ-RS). Qualitative descriptions of the schools were also used to enrich the analyses. The OCDQ-RS were found to distinguish between schools in meaningful ways. Climate was found to be more volatile in some of the schools under investigation suggesting the OCDQ-RS may be a more sensitive instrument than originally anticipated. The most notable findings were a strong, positive relationship between a global measure of school goodness and the OCDQ-RS openness index.

Murphy (1999), studied ‘the intellectual climate of the catholic secondary school and included a variety of school characteristics such as the physical financial attributes of the school, student body demographics, the composition of the teaching/ administrative staff, and the school’s mission as evidenced by its curricular and community services choices, among other areas. The organizational climate
Description Questionnaire-RS was used. The statistical technique of factor analysis confirmed that, despite differences in inputs, the sample of catholic secondary schools were able to earn non-statistically different climate scores. Results did yield, typically higher climate scores for schools which enjoyed more human and financial resources.

A descriptive study of leadership and social system variables of institutional climate through the perception of school teachers was conducted by Rubio (1999). The school assessment survey was used to measure school climate. Findings suggested that principals do affect teacher improvement. Principals who meet teachers’ needs of being cared about, ensuring success, encouraging and reassuring them, giving them information, feedback and suggestions were those who created relationships which prompted the teacher to become more competent.

Casserly (1999) conducted a study on women colleges and suggested that attending a women institution of higher education has multiple educational and social advantages for women. Furthermore, research indicated that women who attended women colleges were more successful during and after their college years.

Stringham (2000) analyzed the organizational climate of eight public high schools in New Jersey and characteristic traits of transformational leadership. The staff and principals for all these eight New Jersey high schools were awarded the United States Department of Education’s Blue Ribbon, Award. Organizational Climate Description Questionnaire-revised for secondary schools (OCDQ-RS) developed by Halpin and Croft (1963) and later revised in 1997 was used for an in-depth analysis of teachers’ perceptions of the organizational climates in their schools. This 34-item climate instrument measures five dimensions (i) supportive principals, (ii) Directive principals, (iii) engaged teacher behaviour (iv) frustrated teacher behaviour and (v) intimate teacher behaviour. This instrument also measures openness
of school climate. The results indicated a positive association between school climate and transformational leadership.

Schauber (2000) conducted an exploratory study on organizational climate of an institution and assessed the readiness of one educational service organization to respond to the needs of a culturally diverse society. From the perspective of a process of developmental learning, study was multi-method inquiry into the level of ethnocentrism and the organizational climate towards diversity of the Oregon State University (OSU) Cooperative Extensions Service. The Intercultural Development Inventory was used to measure intercultural sensitivity (a continuum of levels of ethnocentrism) and pointed to stages of development for learning about experiencing differences. Focus groups and interviews were used to measure the organizational climate toward diversity. Participants in this study represented both the central administration and the faculty in all institutions around the state. The overall diversity climate of the organization had eight supportive, seven defensive, and four uncertain dimensions. These dimensions interacted with one another to form an overall diversity climate of uncertainty. The supportive diversity dimensions were described as low to moderate ethnorelativism; the defensive dimensions were described as moderate to high ethnocentrism. The organizational state of uncertainty provided opportunities for OSU extension for development of more supportive diversity climate or a more defensive diversity climate. Recommendations for OSU Extension included organizational change from a developmental learning perspective to a more effective culturally diverse organization.

McEwen (2000) investigated students' perception of the racial climate on campus and in the classroom and the relationship with academic and intellectual development. Path analysis was used to examine the relationship between campus racial climate and classroom racial climate. 1000 students from university of Maryland...
were surveyed using a stratified random sample of 250 students from each racial group: Black, Asian Pacific American Latino, and White. Results showed that the Black students, of all racial groups, had the lowest perception of the classroom racial climate and of their academic and intellectual development. Asian Pacific American students, of all racial groups, had the lowest perception of the campus racial climate. White students thought most favorably of the racial climates, while Latino students had statistically significantly higher perceptions of their academic and intellectual development than did Asian Pacific American students and Black students respectively. Path analysis showed that, Black students had the strongest relationship with their academic and intellectual development. Campus and classroom racial climates were also positively related to academic and intellectual development. For Asian Pacific American students, the relationship between classroom racial climate and academic and intellectual development was the strongest, as it was for White students as well. Latino students strongly related what happened in class with what happened out of class, yet their path model indicated moderate to weak relationships among all variables.

Hirase (2000) examined “School Climate” in respect of similarities/differences between teachers’ and principals perceptions of school climate variable. The researcher studied the principal’s ability to define and articulate a shared vision for the school and school climate; teachers’ sense of work-efficacy and climate; student achievement and school climate; the socio-economic status of the school and school climate; the size of the school and climate; and year-round vs. traditional school schedule and school climate. School climate information was collected in five school districts found within Utah’s Wasatch Front. The Organizational Health Inventory for elementary schools was used. Results indicated that principals and teachers have similar perceptions of the climate found within their school. However, Principals’ vision was found to share a statistically significant relationship with school climate. In schools with positive school
climate, teachers were found to have a greater sense of work efficacy and students had higher academic achievement. Larger schools were found to have lower school climate scores than smaller schools. The schools on a year-round school calendar were found to have lower school climate scores than schools with traditional calendar.

Moore (2001) worked on good and bad school climate and teachers’ perspective of their school climate. This quantitative-qualitative study provided description of climate within the context of factors measured by Organizational Climate Description Questionnaire -Revised and the experiences of teachers that operate within these school climates. The 24 informants came from six elementary schools in South-Western Ohio. The setting for these six schools ranged from rural to suburban, with one being considered urban. Information was collected through interviews. There were three conclusion that were foundational to these themes: (i) trust; (ii) communication and (iii) interpersonal relationships create the environmental conditions that impact school climate factors. The presence of these three conditions indicate good school climate while the absence of these show bad school climate factors.

Mary (2002) used a critical-interpretive approach to assess organizational climate. Academic experiences of African American students’ at a white institution were investigated. The project involved a qualitative study of African American student’s perceptions of the campus climate at the university. 21-African American students were interviewed. Critical race approach was taken into account, which introduced a new level of theoretical analysis. The results revealed that the African American students perceived that they were devalued in the classroom, felt alienated from the center of campus life, experienced conflicts between their viewpoints and that of a few faculty members and perceived that faculty members avoided them.

Lockheed and Jimenez (2002) conducted an international study stated as “Public and Private secondary schools in developing
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countries: What are the differences in learning and why do they persist”. The data were collected from Colombia, Tanzania, Philippines, Thailand and Dominican Republic—all third world countries. The researchers compared the relative effectiveness and efficiency of private and public secondary schools. The findings showed a robust private school advantage in terms of student achievement and unit costs. The study also explored the effect of school-based management and autonomy and found that principals of private schools were more likely to use their decision-making power to improve the academic climate in their schools.

Yates (2004) worked on “student perceptions of the learning environment” in Adelaide, South Australia. Questionnaires measuring perceptions of school’s learning environment were administered annually to all students over a four year period, together with the test of educational progress. Significant inter-relationships were found between student progress and perceptions of the relationship dimensions of cohesiveness, friction and satisfaction and the personal dimension of competitiveness and difficulty of school work. In particular, perceptions of interpersonal friction played a significant pivotal role in student progress and perceptions of the school’s learning environment.

Centre for educational research and innovation (2005) found that frequent examination of student progress revealed the learning needs of students, useful for enrichment of learning climate.

On the basis of the findings of the studies reviewed, following research trends relevant to the present study can be drawn:

1) There are significant both inter and intra institutional differences in the intellectual climate of educational institutions.

2) Private institutions offer more congenial intellectual climate than government (International study by Lockheed) institutions.

3) Institutions with higher human and financial resources have high
2.2 INTELLECTUAL CLIMATE AND ORGANIZATIONAL ROLE STRESS

Two types of studies have been noted while reviewing the researches done in this area, firstly those which reveal the impact of intellectual climate on Organizational role stress and related variables, and second, those which attempted to study the effect of stress and related variables on the intellectual climate. It shows that both these variables can act as independent or dependent variables for their interdependence on each other, keeping in view the objectives of the present study, studies which have been conducted on the effect of association with organizational role stress experienced by the teachers on intellectual climate of educational institutions are being presented in this section. Studies related to inter group differences in teacher perception of role stress have also been included.

Sen (1982) examined the relationship of Organizational role stress with various organizational variables and found that the climate of control (where people were told what they had to do and strict procedures and rules were enforced to control their behaviour) was positively related to role stress and ultimately affect the educational environment of an institution.

Das (1982) examined climate related by equating stress with job related anxiety. Twenty-six individuals were included. Role ambiguity, power, support and integration based on problem solving by the work group were also measured. Results showed that all the variables except role ambiguity were significantly related to stress. Findings also suggested that a feeling of powerlessness induced by organizational arrangements (such as authoritarian leadership, or excessive rule boundedness) and reckless risk taking in decision-making were importantly associated with stress.

Surti (1982), while studying role stress and coping mechanisms among working women, found that stress was negatively correlated
with participative and consultative organizational climates.

Khanna (1985) carried out a study to investigate the relationship between organizational climate and organizational role stress and their impact upon organizational effectiveness. Inter-correlational analysis of the relationship between role stresses and organizational climate revealed that (a) self-role distance and role ambiguity were associated negatively and significantly with achievement and extension climate, and were associated positively with control and affiliative climates; (b) role stagnation was correlated negatively and significantly with achievement and was correlated positively with control and dependency climates; (c) role stress and resources inadequacy were associated negatively and significantly with achievement and extension, and were associated positively with control climate; (d) role erosion, role-expectation conflict, and role isolation were associated negatively with achievement, but were associated positively with control climate. Further, it was concluded that lower levels of Organizational role stress promotes a better climate.

Kremer-Hayon and Kurtz (1985) examined the relationship of school climate with teacher stress. The data was collected from 113 elementary and secondary teachers from 13 schools of various types. It was found that the interaction between rigidity and closed school climate explained the variance in stress and many school climate variables significantly predicted stress and lower student-teacher performance.

Parrish (1985) invented the relationship between the organizational climate in elementary school and stress among teachers and reported that there exist relationship between teacher stress and organizational climate factors. Teachers feel emotionally exhausted and depersonalized were found to result in low press.

Singh (1987) in his study of 348 computer professionals, found that the perception of achievement, expert influence, and extension climate were reported to be negatively associated with role stress.
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variables, whereas the perception of control affiliation and dependency climate were reported to be positively associated with role stress.

*Meyer (1988)* investigated the relationship of organizational climate to teacher stress in selected community colleges in the midwest and revealed that organizational climate factors of achievement standards, practicalness and development were significantly related to stress and emotional exhaustion and depersonalization; the factors of orderliness were significantly related to emotional exhaustion and the factors of development were significantly related to personal accomplishment.

*Ushasree and Jamuna (1990)* examined the role conflict and job stress among special and general school teachers. The sample comprised 40 special school teachers of Tirumala Tirupati Devasthanam's (TTD) school for the deaf and dumb, and a random sample of 60 teachers from TTD’s high school. The analysis of data did not reveal significant differences among teachers from special school on role conflict and job stress. However, teachers in special schools were found to experience greater role conflict and had poor attitudes towards their students and were less satisfied with their careers as compared to their counterparts in general schools. They were also found to experience significantly greater role conflict and job stress compared to their counterparts in general schools.

Another study by *Ushasree and Jamuna (1990)* was carried out to examine burnout among teachers working in private and public schools. The sample consisted of 120 teachers. The results indicated significant differences between private and public school teachers. Private teachers were more stressed as compare to public school teachers.

*Biswas and De (1993)* studied the organizational climate and organizational role stress in professional teachers (34) working in an open climate (OCT) and teachers (34) working in a paternal climate (PCT). The Organizational Climate Description Questionnaire and The
Teachers’ Professional Stress Scale were administered to the respondents. The analysis of data revealed that the teachers working in an open climate experienced less composite professional stress, powerlessness and social isolation than the teachers working in a paternal climate.

*Bulletin of Education and Research, Lahore (Pakistan, 1994)*, reported that those in teaching profession encounter many stresses, which are physically demanding and emotionally taxing. The semi-structured interviews were conducted of 92 school teachers, who were also students of Masters Degree Program at Institute of Education, University of Punjab, Lahore. Simple % age technique was used to analyze the data. The unit of analysis was the school teacher who experienced stress. Results indicated poor working conditions and poor school ethos were strongly associated with the stress experienced by the teachers.

*Mishra (1995)* conducted a study to explore the relationship between job related stress and depressed mood at work among teachers of higher educational institutions. Sample consisted of 70 teachers employed in higher educational institutions in Lucknow. Coefficients of correlations were computed to find out the relationship between these two variables. Results showed a highly significant and positive relationship of overall job related stress with depressed mood. The study is indirectly related but is helpful for the present study.

*Sultana (1995)* investigated the level of organizational role stress among male and female teachers of professional and non-professional courses. A group of 50 teachers from professional courses and another group of 50 teachers from non-professional courses were compared on role stress. The ORS-Scale (Parek, 1983c) was administered to respondents to assess 10 role stressors as well as total role stress. Critical ratio test and two-way analysis of variance were used to analyze the data. The main findings of the study were; (i) significant differences were observed between professional male and
female teachers on the dimensions of inter-role distance, role stagnation, role-expectation conflict, role erosion, role overload and role ambiguity; (ii) significant differences were also found between non-professional male and female teachers on the dimensions of role expectation conflict, role isolation, personal inadequacy, self-role distance and role ambiguity (iii) significant differences on the role stress dimensions of role stagnation, role expectation conflict and role isolation were found between professional and non-professional female teachers on the role stress dimension of inter-role distance, role stagnation and role overload.

According to Schamer and Jackson (1996), teachers tend to be affected by extreme levels of stress more than any other public service professional. The affect of extreme or unproductive levels of stress can cause teachers to have negative attitudes toward students and to lose their idealism, energy, and purpose. Stress can make teachers become ineffective and inefficient in their teaching roles, thus generating a negative effect on the intellectual climate of the institutions.

Mathur and Singhvi (1997) examined the relationship between Organizational Role Stress and Organizational Ethos. The study was carried out in urban locations on 400 individuals in different organizations, viz., doctors, school teachers, colleges teachers and bank employees. The ORS-scale (Pareek, 1983c) and the OCTAPACE profile (Pareek, 1994) were administered to the sample population to collect data pertaining to role stresses and organizational ethos. The OCTAPACE profile is a 40-item instruments that gives the profile of an organization's ethos in eight values : openness, confrontation, trust, authenticity, proaction, autonomy, collaboration and experimentation. The main findings of the study revealed that inter-role distance, role overload were associated positively and significantly with total OCTAPACE profile. Role stagnation, role expectation conflict, self-role distance and role ambiguity were
associated negatively and significantly with OCTAPACE Eaton (1998), conducted a study to examine climate in relation to faculty job satisfaction and community college district. All full-time faculty members surveyed. The survey consisted of eight scales: 'Affiliation', 'Job-satisfaction', 'Participatory Decision Making', 'Interest', 'Resource Adequacy', 'Staff Freedom', 'job stress. 'Participatory Decision-Making' had a moderate, positive, significant effect on

Trevor (1999) measured stress in a sample of management teachers (head teachers of department executive teachers and assistant principals in primary schools) tried to triangulate qualitative information gained from the 'Inventory - Educators Survey' (MBI-ES), (Maslach & Leiter, 1996) and interviews which focused upon teachers' expectations when first entering the teaching profession and subsequent work-related experience. Results showed that teachers experienced more role stress in case of low organizational support and more relational contracts.

Chauhan (1999) conducted a comparative study of role stress amongst government and private sector teachers. A group of 50 government and 48 private sector teachers were compared on Organizational role stress. The OR role stress inventory was administered to respondents to assess 10 roles as well as total role stress. T-tests and analyses of variance were used to analyse the data. The results showed that government employees experience more role erosion and self-efficacy compared to private sector employees. The private sector employees experience a better work climate as compared to Government institutions.

Kaur (2000) conducted a study on occupational health and stress among teachers. 286 teachers from state of Punjab were involved.
keeping in view the location i.e. Rural/Urban and Government/Private. Occupational stress inventory (Spokane, 1987) was used to determine occupation product moment coefficient of correlation, factor analyse the data. The results revealed that teachers as compare to Government teachers as compare to urban were found to under more stress.

Rooney (2001) ascertained the perception recommended class size reduction. 183 teacher questionnaires and 8 of these teachers participated in interviews. All of the teachers involved had experience of primary classroom both before and after class size reduction. The research design for this study utilized both qualitative methods. Results indicated that teachers decreased as a result of class size reduction. Academic results improved and teachers were very enthusiastic.

BBC (2002), Teacher Support Scotland (TSS) ascertained that teachers are suffering for greater levels of stress than other jobs. Almost 150 teachers retire from the profession after falling victim to psychiatric illness due to high pressure offered in the institutions e.g. pressures of curriculum results and league tables (http://news.bbc.co.uk/1/hi/education/660906.stm). BBC (2002) emphasized that due to workload the educational institutions and bureaucracy make England’s teachers expect to leave the profession. In 2003, 53% of teachers and lecturers in primary, secondary education do not expect to be teaching in (http://news.bbc.co.uk/1/hi/education/660906.stm).

Adams (2003) conducted a study to find contributing stress among vocation teachers. It was working conditions of school systems cause stress. Similar study was done by Brown (2003) who found
be related with stress among teachers resulting in poor teachers.

Kerlin (2003) studied role, task and environment stress experienced by academic and technical teachers in Ohio. Data was collected from 24 academic and 50 technical teachers to study which group perceived greater role stress, environment stress. Teacher Stress Measure (TSI) by Pettegrew and Wolfe (1981) was used. Technical teachers were found to experience higher levels of role and task stress.

Brown and Uehara (2004) investigated stress in different geographical locations. Strong association between stress and location was found.

Drawing upon the plethora of empirical evidence, it is inferred that:

i) Intellectual climate and Organizational role stress are related and contribute to each other; i.e., poor intellectual climate may lead to higher Organizational role stress, whereas role stress may lead to reduction in intellectual climate.

ii) Significant positive relationships have been observed between Organizational role stress and institutional climate. By authoritarianism, excessive rules and regulations, administrative support and resources, and role stress of control (where people were told what they could do and strict procedures and rules were enforced), whereas open climate is positively related to lower Organizational role stress.

iii) Low intellectual climate offers unproductive Organizational role stress; likewise, better intellectual climate leads to lower Organizational role stress.
iv) Teachers working in private institutions experience more stress as compared to their counterparts in public institutions.

v) Organizational role stress is negatively associated with achievement, an important dimension of intellectual climate.

2.3 INTELLECTUAL CLIMATE AND PERSONALITY

An attempt was made by Cogan (1958) to find out relationship between the behaviours of teachers defining different kinds of classroom climates and the productive behaviours of their pupils. He found that the warm and friendly teachers who tend to make children central to classroom decisions and who use techniques that integrated the group, inspire and motivate pupils to produce the most and the best work. He concluded that extravert teachers contribute in creating a healthy environment. Similar results were found by Costin and Grush (1973) in University of Illinois teachers.

Issacson, Makeachie and Milholland (1963) studied the personality characteristics of 36 teachers by means of peer group nominations as well as self-report. The two most consistent positive, relationships were observed between "overall effectiveness" and (a) the teachers' 'cultural attainment', assessed by Peer Nominations and (b) the teachers'-enthusiasm. This was found that enthusiastic and friendly teachers were more effective in interacting with pupils.

Getzels and Jackson's (1963), on the basis of research work on personality characteristics of teachers concluded that: "...despite the critical importance of the problem and a half-century of prodigious research effort, very little is known for certain about the nature and measurement of teacher personality or about the relation between teacher personality and teaching effectiveness. The regrettable fact is that many of the studies so far have not produced significant results (p.574)" Getzels and Jackson’s work was confined almost entirely to secondary school teaching and conclusions were also relevant to personality factors in college instruction. Personality change during
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college, reflect that the college experience has been liberalizing one in terms of personality development of students (quoted by Feldman and New Comb, 1969) in respect of noticeable changes at intervals of one to four years. In this study the changes were noticed by comparing changes of those remaining for full four years with changes in students withdrawing after various periods of time as also by comparing changes of students who attended colleges for varying lengths of time with those peers who did not enter college. In college, students become more receptive to new ideas less stereotypic in their beliefs, less dogmatic. The more positive change occurred in autonomy, open-mindedness, independence and flexibility of thinking. Students developed greater sense of social responsibility, confidence in interpersonal relationships and a clearer idea of self explicitly implying that the colleges and the climate or the environment existing in them tend to change their personality in accordance with the norms of the society by their social development.

A survey sponsored by American Council of Education (1964) was carried out in USA. More than 6000 teachers were surveyed. Results revealed that emotionally stable, friendly, restrained and tolerant teachers were rated as more effective in creating a healthy emotional and conducive environment of learning.

Gillis (1964) administered the Activities Index (AI) and the college characteristics Index (CCI) to 701 prospective teachers at Illinois State Normal University to find out needs and press of teacher education students. They concluded from their results that pupil teachers express weaker intellectual needs, stronger dependency needs, weaker impulse expression needs than the general students. In 1966, Illinois State Normal University became Illinois State University. Then it was hypothesized that, as the university developed, both physical and psychological changes have occurred. So, a comparison after 10 years was done by Cashen et al. (1975) on a random sample of 612 students stratified by sex and university class during 1971. All
participants were given Activities Index (AI) and College Characteristics Index (CCI). From personal data sheet, 425 students were identified as enrollers in the teacher certification programme. It was concluded on the basis of comparison of results of both the studies that "would be" teachers are different from those of a decade ago. Current, teacher trainees exhibited less need for intellectual goals than their predecessors. Likewise, current students showed less need for dependences than students had previously shown. It was encouraging to see teacher education students moving from dependent role towards a more independent one. Examination of College Characteristics Index (CCI) showed a more pronounced trend toward change.

**Warberg and Anderson (1968)** stated that climate created by the teacher by his stable and friendly behaviour is positively related to and functions as a predictor of students achievements. They used pupil perception technique to study classroom climate and concluded students who enjoyed classroom participation, perceived their classes as democratic in policy settings, had a clear idea of class goals and felt satisfied. These students felt more personal intimacy with their fellow classmates, less alienated and less strictly controlled.

**Srivastava (1979)** found 10 traits like character, discipline and optimism to characterize the personality of an effective teacher. On the basis of study conducted on Indian teachers he stated that teachers with outgoing attitude, who were less aggressive, more trusting, open forthright, relaxed and group dependent were highly successful in providing open environment to pupils.

**Majoribanks (1980)** with a view to finding out ‘Person-School Environment Correlates of Children’s Affective Character’ collected data on 12 years old Australian Children (255 girls and 275 boys). Regression surfaces were constructed from models that examined possible linear, curvilinear and interaction associations among the variables. A new schedule measuring four international school learning
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contexts i.e. regulative, instructional, imaginative and interpersonal was developed. She suggested that (i) change in personality variables is related differently to affective characteristics depending on the level and nature of the perceived school learning context and (ii) children’s perception of school learning contexts are associated differently with affective characteristics depending on the level and nature of personality variables.

Soloman (1965), Chhaya (1974), Gupta (1976) and Srivastava and Bhargava (1984) also found that more effective teachers were more expressive, socialized and expressed behaviour in a socially approved way. They are more helpful to students and give a clearer view to students, thus, enhancing their scholastic attainments.

Mazur and Lynch (1989) investigated the relationship among the variables of school climate, teacher personality and teacher stress. A sample of 200 high school teachers completed the survey. It was found that stress factors such as work load, support and isolation were found significant by associated (predictors of) with teacher personality characteristics such as personality type A or B.

It has been widely reported that healthy personality of a teacher can influence his/her relationship with pupils and create a healthy environment. On the other hand, faulty/pathological interaction patterns stemming from the disturbed personality of the teacher cannot only cause immense harm to the mental and physical health status of pupils but can also vitiate the health of intellectual climate of an institution. In a recent survey of 1000 adolescent school children, Sehgal (1995) found children liking those teachers the best who were calm and relaxed, gave them a feeling of security, and no physical punishment. A well balanced, non-anxious teacher can create a healthy emotional climate of learning, would be at ease with his/her pupils and thus, can positively add to the various dimensions such as development of self-expression of students, freedom to students, social development of students, and thereby to better academic
climate in an institution.

_Gibbon’s (1997)_ on ‘Personality At Work’ stresses upon ‘Workaholism’, which consists of eight variables work involvement, derives, joy in work, delegation, job involvement, time commitment to job, job-stress and perfectionism. Interesting findings were that people who were highly job involved and showed high perfectionism had a tendency to assign a high importance to work values. This study has indirect bearing on personality and Intellectual Climate relationship.

_Turan (1998)_ examined the relationship between organizational climate and the teachers’ commitment trait of personality in secondary public schools in the city of Bursa in Turkey. Strength of relationships between each dimension of organizational climate (supportive principal behaviour, directive principal behaviour, engaged teacher behaviour, frustrated teacher behaviour and intimate teacher behaviour) was measured by Organizational Climate Description Questionnaire for Secondary Schools (OCDQ-RS) and Organizational Commitment of teachers. Sample consists of 900 teachers in 40 public high schools. Results indicated significant positive relationship between overall organizational climate of the school and the teachers commitment. Findings of the study also indicated a negative relationship between stressed teacher behaviour and teacher’s commitment.

_Adams (1999)_ analyzed six personality characteristics; role preparedness, job satisfaction, life satisfaction, illness symptoms, locus of control and self-esteem. Data were collected from two samples of vocational teachers. Multiple regression model was used to examine the role of personality characteristics in explaining vocational teacher stress and affecting intellectual climate. Results showed that the low self-esteem and role preparedness cause stress and lead to low intellectual climate. Teacher Stress Measure (TSM) by Pettegrew and Wolf (1982a, 1982b) was used in this study.

The focus of _Johns and Janettee’s (2001)_ qualitative study was on contribution of personality of teachers in improving the climate of
the organization. The research involved 33 teachers. The data from focus group interviews and document summary were collected, transcribed and placed into derived categories, based on the perceptions of members in the focus group and information from documentation. Study revealed that a teacher to have a leader’s personality should (i) be able to form relationship; (ii) be able to reform organizational climate and (iii) have technical skills. Perception of effective leadership personality was found to be tied to positive change in organizational climate.

Kumaran (2001) conducted a study on organizational climate and teachers personality of higher secondary schools. Sample comprised of 375 teachers from 27 higher secondary schools. The schools were categorized on the basis of their age, management, type and level of academic performance as low, average and high academic performance. Results indicated that schools differing in academic performance also differed significantly in overall organizational climate and two aspects of teacher behaviour – engaged behaviour and frustrated behaviour in personality. Teacher behaviour and management of the schools were identified as significant variables influencing performance of the schools.

After reviewing the above studies following trends of results can be extracted out:

i) Positive intellectual climate characterized by flow of appropriate information (both horizontal and vertical) regarding rules and regulations, policies in the college affect and polish the personality of teachers in the institution.

ii) Extravert, enthusiastic, emotionally stable and friendly personality of teacher is positively related with healthy institutional climate. Disturbed personality can vitiate the intellectual climate.

iii) Introvert teachers react negatively in poor intellectual climate by
perceiving high levels of Organizational role stress

2.4 INTELLECTUAL CLIMATE, PERSONALITY AND ROLE STRESS

Khan et al. (1964) conducted a study on a series of variables: Extraversion Vs Introversion; flexibility Vs out-directedness; open Vs closed mindedness and adaptability Vs security oriented. They then related these variables to stress and job stress. Following conclusions were extracted: (i) people were more adaptable and more highly realistic if they were more inner-directed; (ii) 'rigid' and 'flexible' perceived different situations as stressful, the former being susceptible to role overload and dependence on other people while the latter were open to influence from other people and thus less overloaded; (iii) achievement seekers showed significantly less independence and job involvement than did security seekers.

The United Nations World Labor Report noted that organizational factors and personality factors contribute to stress levels: (a) job insecurity; (b) shift work; (c) long physical hazard exposures; (e) role conflict; (f) interpersonal conflicts with coworkers or supervisors; (g) unstable and (h) hostile. Faults in the organization and management cause stress among its workers (Berger, 1991).

Eysenck and Fulker (1982) reported that neuroticism personality will react with strain to stress whereas extraversion will react with increased activity and do not produce strain in low N-individuals; therefore, it seems that individuals high on neuroticism live a more stressful life. Fielding and Halpin, Harris and Halpin (1985) found locus of control correlated with teacher stress. Teachers having an internal locus of control have been found to experience greater stress.
and Sutcliffe, 1979). On the other hand Khan et al. that under high conflict conditions introverts reacted role conflict than did extraverts. They suffered m reported more deteriorated inter-personal relations affecting intellectual climate. Similar evidences associations between job conflict and anxiety with Hammer and Tosi (1974), and Caplan et al. (1975).

(Byrne, 1991) found significant association stress and the specific variables related to persdemographics. Age and high N-score had an effect in stressor category and stressor quantity. Likewise Iwar role-related stress was a function of the teachers teaching preparation. Lack of confidence as a dimen is a source of stress.

Ahmad et al. (1991) examined the relat Organizational Role Stress (ORS) and personality extraversion-introversion, neuroticism-stability. ORS 1983c), The Employee Satisfaction-Dissatisfac (Pestonjee, 1973) and Maudsley Personality Inve 1959) were used to collect the data. The result neuroticism-stability dimension of personality was positively related to six dimensions of ORS, includin Only one dimension of ORS (role expectation significantly negative relationship with extraversion-intro

Joshi and Singhvi (1997) examined the ef personality factors on their experience of role stress, 167 teachers drawn from different universities of Raja Scale (Pareek, 1983c). The Role PICS (Pareek, 199 Opinion Survey (Reddy, 1973) were administered indicated that the maximum role stress was ass dimension of role erosion. Personality (adventurous correlated negatively with role stress.
Singh and Singh (1997) attempted to investigate organizational role stress, organizational climate and psychological strain and coping behaviours. Instrumemnts included the ORS-scale (Pareek, 1983c), The Organizational Role Inventory (Litwin and Stringer, 1968), The Eg (Hasan, 1970), The Job Anxiety Scale (Srivastava et al., 1970), The Role PICS (Pareek, 1983) were used. Data were analysed in terms of the mean, SD, the critical ratio, ANOVA analyses. Results revealed that organizational role stress significantly and positively associated with lower anxiety and was negatively associated with organizational ego strength. Overall ORS emerged as the strongest case of job satisfaction and job anxiety. Ego strength be the most powerful predictor of variance in organizational climate. Psychological strains were not influenced by role stress and personality variables. Organizational climate must achievement of goals of an institution.

Adams (1999) on the other hand found that use of stress might be harmful for teachers and can affect personal lives and most importantly their students. A study on two samples of vocational teachers was conducted. The first sample consisted of all the vocational teachers teaching in a particular institution (n=182). The second group was a stratified, randomly of 182 vocational teachers. A multiple regression model was used to examine the internal characteristics of teachers preparedness, job satisfaction, life satisfaction, ill health, locus of control and self esteem). Teacher Stress IV (Pettegrew and Wolf, 1982a, 1982b), Pesonal Beliefs (PBI) by (Collins, 1974a, 1974b), Self-Esteem (Rosenbergs, 1989a, 1989b) and The Tennessee State Scale (TSS-R) by (Mcwilliams, 1984; Schnorr and Mcwilliam, 1984) were used. It was found that vocational teachers experience symptoms reported under greater stress. Teachers
esteem had higher stress scores which directly relationships with students.

Hughes, McNelis, and Hoggard (2002) found with more extraverted personalities were less susceptible. Conversely, teachers with personalities that had strong emotional dispositions were more susceptible to stress.

Adams (2003) examined the information gathered and investigated the impact of three latent variables: personality and students on stress of vocational teachers comprised of 18 stressors on vocational teachers. A model was constructed using the literature on teaching conceptual framework. The causal model examined linkages among institutional systems (role ambiguity, role conflict, task stress, supervisory support, non-participation, peer overload and management style) and vocational teachers examined the linkages among teacher personality characteristics (preparation, job-satisfaction, life satisfaction, illness of control and self-esteem) and vocational teacher stress. Multiple correlation for all structural equations computed this proposed model of teacher stress is 0.719 while problems with casual model of vocational teachers were still successful in explaining approximately 72% experienced by vocational teachers. This finding in the model under analysis did an extremely good job in stressors that cause vocational teachers to experience teaching roles.

The portrait that emerges from the review of above follows:

i) Faulty organizational management and poor informational support are significantly correlated with Organizational role stress.

ii) Organizational role stress is significantly
associated with lower performance, job anxiety associated with healthy institutional climate.

iii) Disturbed personality of teachers has a role stress levels and result performance.

iv) Neurotic teachers react negatively under high conditions offered in poor intellectual climate.

v) Poor educational environment affect teachers with characterized by stronger feeling on emotional distress their more proneness to experience high levels of role stress.

The overall review of related studies in this context trends of results of studies given in each section clearly further research in intellectual climate and Organizational role stress (both of which seem to go together) as related to performance of teacher educators. As highlighted in the preceding context again be pointed out here that intellectual climate and Organizational role stress and hence closely related to Organizational role stress and hence study these variables was felt.

2.5 HYPOTHESES OF THE STUDY

Since research undertaken in this area particularly intellectual climate of teacher education colleges is inconclusive, only Null Hypotheses have been formulated.

1) Significant inter-institutional differences do not exist in the intellectual climate of government and private colleges of education.

2) There are no significant inter-institutional differences in the intellectual climate of colleges of education in Chandigarh and in the state of Punjab.

3) Non-significant inter-institutional differences
Review of Related Literature

intellectual climate of women and co-education colleges of education.

4) There are no significant inter-institutional differences in the intellectual climate of teacher education institutions located in rural and urban areas.

5) Organizational role stress does not differ significantly in the colleges of education with high, average and low intellectual climate.

6) There are no significant differences in extraversion dimension of personality of teacher educators teaching in the colleges of education with high, average and low intellectual climate.

7) Significant differences do not exist in neuroticism dimension of personality of teacher educators of colleges of education with high, average and low intellectual climate.