CHAPTER 3

REVIEW OF RELATED STUDIES AND HYPOTHESES

Any worthwhile research in any field of knowledge requires an adequate familiarity with the work. It can never be undertaken in isolation of the work that has already been done on the problems which are directly or indirectly related to a study proposed by a researcher. A careful review of research journals, books, dissertations, theses and other sources of information on the problem to be investigated is one of the important steps in the planning of any research.

Best opined, “Practically all human knowledge can be found in books and libraries unlike other animals that must start a new with each generation, man built upon the accumulated and recorded knowledge of the past”.

Brac defined, “The literature of any field forms the foundation upon which all future work will be built.”

Keeping in view the stated the importance of the study of related literature, the investigator made a survey of research journals, reports and research work done in the field. It has been observed that some studies have been undertaken in foreign countries, but in India where the programme of educational research is passing through its infancy; there is shortage of research in this field, which has been taken into consideration. Whatever work done was found both in Indian and Western studies, has been categorized on the basis of different correlates and is presented as follows-

3.1 STUDIES RELATED TO LEADERSHIP BEHAVIOUR

Getzels (1958) described the role expectation and need disposition as functional at the transactional level which produces the social behaviour in a leader. The interesting feature of this paradigm is the exercise of
control of personal and normative pressures on the leader and the followers.

**Halpin (1966)** developed a paradigm for research on leadership behaviour which consisted of four panels-the organizational task defined in terms of behaviour or behavioural products; leadership behaviour of the officially designated leader in his administrative role; variables associated with leadership behaviour on the part of group members other than the leaders; products of behaviour of group members, specified conditions under which the principal and the group members are required to operate, pattern of organization and the community factors that bear upon the formal organization; criteria of leadership effectiveness. He postulated two levels of criteria (i) intermediate criteria such as evaluation or ratings of the leader's behaviour and (ii) outcomes of behaviour measured.

**McGregor (1967)** theorized the fulfillment of the need for achievement and self-realization through such participation. The later thinking on conceptualization of subordinate involvement in leadership processes has generated the communication hypotheses.

**Vats (1972)** portrayed the leadership patterns of principals to assess their relevance and efficiency for implementation of educational policies and programmes and found that new stresses and strains had developed within the administrative system; hence there was need for the improvement of leadership behaviour, discipline and personnel system. He also observed that the most important aspect of career development was principals' own motivation and their efforts for self development. Leadership behaviour appeared to be somewhat personalistic.

**Jones (1976)** based his approach on the basis of theory that differences in educational background and experience of participants will be reflected in decision making. He found age to be positively related to conservation. Women in the study sample were found to be more
conservative than the men. Perspective administrators were found to be more conservative than the non-administrators.

*Shelat (1978)* has reached the conclusion that administrative and leadership behaviour of school heads contribute positively to the effectiveness of school. Her findings were that leadership behaviour indicates high initiation and high consideration. She did not find pupil academic motivation as direct function of leadership behaviour.

*Gupta (1979)* studied academic environment of schools in relation to leadership behaviour and personality of secondary school head masters. 100 Schools from Rajasthan State were drawn by using stratified two stages Random Sampling Technique. Sharma's School Organizational Climate Description Questionnaire and Stogdill's Leadership Description Questionnaire were used to collect data. He found a significant positive relationship between academic environment of schools and all the different dimensions of leadership behaviour.

*Mahant (1979)* mentions in his findings that leadership in secondary schools can not be left to be guided by factors such as age or seniority in the school. But more rational bases or criteria will have to be adopted while recruiting principals for secondary schools. These criteria will have to be the constituent elements of effective leadership behaviour of school executive. Development of training programmes for principals of secondary schools will prepare them to perform the expected leadership behaviour in secondary schools.

*Mowery (1984)* investigated the relationship between principal and teachers' involvement in decision-making and the effectiveness of the high School, the agreement of principals and teacher's perceptions of their own involvement in decision making was not related to the effectiveness of the high school.
Zibrin (1985) undertook a study to identify the relationship existing between modes of thinking (cognitive style), preferred strategies for change (leadership style), degree of involvement in decision making and degree of satisfaction with decision implementation. He found a strong relationship between the degree of involvement in decision making and satisfaction. He also found a strong positive relationship between modes of thinking and preferred strategies for change.

Walsh (1986) in a study of administrative decision making, collected data utilizing Qualitative Method guided by the Principles of Grounded Theory. The process was inductive seeking to identify patterns in the data. As a result of the interactive process of data collection and analysis, decision making emerged as the core category that organized and explained leadership behaviour within the organizational setting under study.

Boyer (1988) studied the level of implementation of Instructional Management System (IMS) in elementary schools as related to the leadership behaviour of the principals. The study resulted that there was no clear relationship between leadership behaviour and level of implementation of Instructional Management System and the principals in high implementing schools were young, more highly educated than the principals in low implementing schools.

Jenson, Rita (1988) examined the characteristics, developmental patterns and career orientation of successful individuals recognized for leadership potential. Research results suggest that the subjects tended to attribute their success to hard work, common sense, ambition and desire to excel and the ability to get things done. Such personal characteristics and attitudes were rated more important than intelligence, specific abilities, family environment and getting good grades.

Krishnaraj (1989) compared leadership behaviour patterns of principals of autonomous and affiliated colleges. He used LBDQ and found
that (i) out of 15 dimensions of leadership behaviour, it is only in two dimensions, namely, representativeness and integration the two types of colleges vary (ii) The principals of affiliated colleges take more steps in speaking and acting as representatives of their institutions when compared to the principals of autonomous colleges. Moreover, the principals of affiliated colleges take more efforts in maintaining a well-knit organization resolving inter-member conflicts than the principals of autonomous colleges.

Das (1990) studied the schools with high and low level of principals' leadership behaviour and the difference in educational environment of the institutions in schools having principal with high and low levels of leadership behaviour with the sample of 26 principals, 260 teachers and 1020 class IX students. The findings of the study showed that secondary school principal's leadership behaviour frequency and effectiveness, ratings are not significantly related to the academic environment of their schools in terms of social and learning environment.

Johnson (1990) examined the relationship between leadership styles of suburban secondary principals and the stress levels of their teachers. The data was collected by using the instruments of LBDQ, the Teacher Burnout Scale and additional demographic questions. Results showed that principals who were perceived by their teachers as above the mean in both initiating structure and consideration had teachers with significantly lower stress on the perceived administrative support and coping with job related stress suburban than high initiating structure and low consideration principals. Consideration was found to be significantly correlated to all the stress suburban when controlling for the demographical data and consideration had predictive power with respect to the perceived administrative support suburban.

Everett (1990) analyzed the relationship between principal's leadership style and level of motivation of the teaching staff. He indicated
that significant relationships were found between teacher motivation and the perceived leadership style of the principal. Teacher motivation dimensions, intrinsic, extrinsic, and general satisfaction were negatively correlated to each of the two leadership dimensions, initiating structure and consideration behaviour. Teachers in school with principals who demonstrated low levels of initiating structure and consideration behaviour were negatively correlated with teachers who demonstrated high motivation in intrinsic, extrinsic and general satisfaction.

Putti and Tong, (1992) observed initiation of structure, integration, role assumption, and tolerance of freedom as their dominate leadership styles among civic service Asians. They also found positive and significant correlations between leadership styles and subordinates satisfaction.

Kapur (1995) in his study compared job attitudes and organizational commitment among American and Indian school teachers in relation to organizational culture, organizational structure, leadership styles, and social norms. He found that the USA teachers scored significantly higher than Indian teachers on leadership style of principals. There was a significant difference in the leadership style (i.e., initiating structure and consideration and charisma) of the principal in both the samples from India and USA.

Singh (1996) investigated the teacher burnout in relation to organizational climate and leadership behaviour of the high school principals as perceived by the teachers in India. He used the LBDQ and found that initiating structure and consideration behaviours of leadership are found to be positively and significantly related to enthusiasm measure of teacher burnout. Teachers were enthusiastic about their work with a principal who scored high on initiating structure and consideration.

Singh (1997) studied the administrative problems by types of management in relation to the leadership behaviour and self-concept of the secondary school administrators. Researcher concluded that statistically
differences in favour of the school administrators with high leadership behavior are found with respect to the main effect of leadership behavior at .05 level. The effects of leadership behavior are not significant in the following nine major groups of problems: administrative personnel problems, student problems, institutional programme problems, curriculum problems, security problems, morale problems, supervision problems, school and community problems, and financial problems.

Pennington (1998) studied relationship between teachers' perceptions of the principals' leadership style and teacher motivation by using the Leader Behaviour Descriptive Questionnaire (LBDQ). Researcher concluded that significant relationships were found between teacher motivation and the perceived leadership style of the principal. Teacher's motivation dimensions, intrinsic, extrinsic, and general satisfaction, were negatively correlated to each of the two leadership dimensions, initiating structure and consideration behaviour. Teachers in schools with principals who demonstrated low levels on initiating structure and consideration behaviour were negatively correlated with teachers who demonstrated high motivation in intrinsic, extrinsic and general satisfaction.

Rubio (1999) analyzed principal leadership style and social system variables of school climate as perceived by the teachers. The instrument used to measure the leadership styles of consideration and structure was the Supervisory Behaviour Description Questionnaire by Edwin Fleishman.146 pairs of questionnaire of principal leadership style and school climate were received. Consideration was the more crucial variable for several climate dimensions across all schools. Principals who received the highest rating of consideration had school that also tended to receive the highest school rating for climate dimensions. Those schools with the lowest principal consideration scores tended to receive the lowest scores for the climate dimensions also.

Bare-Oldham (2000) studied leadership styles of Kentucky Public
School Principals as determinates of teachers' job satisfaction. Analysis of the data indicated the following findings: there was a significant relationship between public school principals' consideration leadership style, as perceived by the teachers, and teacher's job satisfaction. There was also a significant relationship between public school principals' initiating structure leadership style, as perceived by the teachers, and teachers' job satisfaction.

Ham (2000) conducted a study to determine the relationship between leadership behaviour of the principals and academic environment in Korean Secondary Schools. He found a strong positive relationship between transformational leadership and openness dimension of academic environment of the school.

Hirase (2000) in his study on relationship shared by academic environment of school and other key organizational variables observed that there is significant correlation between leadership behaviour of the principal and academic environment of school scores and moreover, at school where there is positive academic environment, teachers were found to have greater sense of work.

Smith (2001) investigated the relationship between teacher perception of the leadership style of the principal and teacher motivation associated with a particular leadership style. Two styles of leadership were examined in this study, initiation and consideration. He found that the more democratic the leadership style, the higher the level of teacher motivation; gender had no effect on teacher motivation or job satisfaction; Years of experience had no effect on motivation or job satisfaction; Years of experience had no effect on teacher perception of the principals' leadership style based on findings of the research; investigator indicated that principals' leadership style is a key factor in teacher motivation. Principals who practice a democratic leadership style are more likely to have staff with higher motivational levels. Teachers' gender had no effect
on their motivational level, job satisfaction, or perception of the principals' leadership style.

Leary, Sullivan and McCartney (2001) studied the relationship of leadership styles of selected West Virginia Deans and Department Chairs to job satisfaction of departmental faculty members by using Leadership Behaviour Description Questionnaire. The data analyzed relating to LBDQ and Job Satisfaction Scale indicated a strong relationship between overall job satisfaction and both dimensions of leadership style. The results indicated that the more evident the characteristics of the consideration dimension or the initiating structure dimension of leadership behaviours, the greater the degree of self-reported job satisfaction.

Gardiner (2001) in his studies tried to understand the context of what causes academic environment of a school to be positive or negative while examining the practices of the more or less effective principals. He found positive correlation between academic environment of school and principal effectiveness. The more effective the principal, the more favourable academic environment of the school was. The more positive schools were found to have specific strategies to improve their less effective leaders.

Hawkins (2002) examined the perceptions of principal leadership behaviours on school climates in international school settings. Three indicators for principal openness behaviour: supportiveness, directiveness, and restrictiveness, were examined. Three indicators of teacher openness behaviour: interaction with students, collegiality, committedness and disengaged behaviour were examined. The researcher found that principal leadership behaviour significantly impacted the overall openness of the schools, and that the more supportive and less directive the principal behaviour was perceived, the more open the school climate was found. In schools where the principal scored well above average on the standardized openness index, the teachers perceived the climate of the school to be open. In schools where principals scored below average
on the standardized openness index, the teachers perceived the climate of the school to be closed or engaged. Without an open school climate, transformational leadership on the part of either the principal or the teachers cannot develop.

Farahbakhsh (2003) conducted a study on 500 ninth and tenth grade teachers teaching in Government High/Senior Secondary Schools of Chandigarh and Iran. It was concluded that Principals of secondary schools of Chandigarh and Esfahan cities differed in respect to overall leadership behaviour and consideration dimensions. However, there was no difference in terms of initiating structure dimension between the two groups.

Rao (2004) conducted a study on administrative style of secondary school headmasters and revealed that secondary school headmasters working under different managements significantly differ in their administrative style. He concluded that headmasters of government schools possess more democratic qualities and headmasters of private residential schools were more duty oriented and maintained good relations with teachers, students, parents and society.

Batiya (2005) conducted a study on 43 principals of colleges of education and concluded insignificant difference in the attitude towards educational administration of principals due to their sex difference and rural urban differences.

Shams (2007) studied leadership effectiveness of school principals in Iran and India and found significant difference between two countries on all the six dimensions of leadership effectiveness. Professional Experience did not have significant influence on teachers' perception about leadership effectiveness of principals in both the countries. However, educational qualification influenced significantly teachers' perception about leadership effectiveness of principals in India and Iran.
Sinha (2009) concluded that higher education leaders need to see institution's role in a vital social political environment and should have strong administrative skills. There seems little doubt that academic leadership provides a critical bridge between most educational reforms initiatives and their consequences for students.

The survey of the related literature indicates that there is a clear trend towards the accumulation of knowledge regarding school leadership and its effects. Leadership has been and will continue to be a major focus in this era of school accountability and school restructuring. It is hoped that the study of school leadership will become increasingly more eclectic, both philosophically and methodologically. In addition, leading and managing effective schools to respond to the increasing demands of the society will require the knowledge and technical skills of committed and competent leaders.

Various studies have been conducted with different variables in relation to leadership behaviour of school principals. Some of them are job satisfaction, teacher burn out, teacher motivation, teacher effectiveness, job experience, Sex, age and marital status, effectiveness of school system, teacher's involvement in decision making, teacher's attitude, academic environment and so on.


John (1976) found age of educational leaders positively correlated to administrative style (liberal/conservative). Zibrin (1985) found positive correlation between modes of thinking and different leadership styles.
Boyer (1988) found no clear relationship between leadership behaviour and the level of implementation of Instructional Management System.


3.2 STUDIES RELATED TO ATTITUDE TOWARDS TEACHING

Fisherman (1957) proved in one of his studies that age differences have no significant relationship with teacher attitude.

Stein and Hardy (1957) found that there was no relationship between intelligence of teachers and their attitude towards teaching.

Oliver and Butcher (1968) observed that differences in attitude across age and sex were rather less marked than some of other differences e.g. politics and religion among the teachers.

NCERT (1971) study showed that attitude of teachers differed significantly under different managements. Tenure of service did not affect the attitude of teachers. Male and female teachers differed significantly on their attitude towards teaching. Martial status did not influence their attitude. Teacher's experience and positive attitude were invariably proportional. Teachers with higher qualifications were having more positive attitude towards profession.
Naidu (1978) made a study on attitude of male and female teachers towards teaching. His study was based on the sample of 360 teachers of Andhra Pradesh. He concluded that all teachers have favourable attitude towards teaching but the female teachers have more favourable attitude towards teaching.

Singh (1981) concluded that teachers with favourable attitude towards teaching are better adjusted than teachers with unfavourable attitude towards teaching and further argued that a positive attitude towards family, parents, wife and children, a sense of identification with people, place and profession and growing concern for school, students and studies go a long way to make a teacher successful.

Garg (1983) found that female teachers had a more favourable attitude, a higher level of job satisfaction and better teaching behaviour than the male counterparts. It was also observed that highly satisfied teachers possessed a more favourable teaching attitude and showed better teaching behaviour than highly dissatisfied teachers.

Kala (1988) in her study on a sample of 160 teachers of higher secondary schools of Punjab State found that model school teachers and traditional school teachers differ significantly on many aspects of teacher’s attitude towards teaching. Model school teachers have positive attitude towards students and towards teaching; whereas traditional school teachers have positive attitude towards professional growth and educational process.

Mouli and Reddy (1990) conducted a study to determine the degree of relationship between teacher’s age, sex, training and year of teaching experience and attitude towards teaching on a sample of hundred teachers (50 males and 50 females) from eight secondary schools located in Hyderabad and Secunderabad. Though differences among the groups on the sex, age, training and experience variables were found, they were
statistically not significant. It was concluded that there were no difference among teachers in their attitude towards teaching profession.

*Santanakrishnan (1995)* investigated the reflective attitude of perspective teachers of Chidambaranar district of Tamilnadu State. It was concluded that the native and type of the B.Ed. course have some impinge on perspective teacher reflective attitude, whereas the levels of the course and interaction did not contribute anything to the reflective attitude of perspective teachers.

*Shukla (1997)* investigated the attitude of teachers towards their teaching profession. The sample consisted 100 male and 80 female teachers selected randomly from different degree and post graduate colleges of Kanpur City. It was found that majority of teachers showed favourable attitude towards their profession. Female teachers showed greater positive attitude than male teachers.

The objective of *Rubio’s (1999)* study was to investigate attitude of teachers of higher education to related attitude with demographic variables such as age, sex, experience and discipline. It was found that the gender, age, the teacher’s association with any faculty whether natural sciences, social science or language has no bearing on their attitude towards their profession. The length of experience of the teacher in the profession had significant bearing on his attitude towards teaching profession, educational processes and teachers.

*Manmeet (2001)* in her study found that B.Ed, ETT and NTT teacher educators did not differ significantly in their attitude towards teaching NTT teacher educators have more favourable attitude towards teaching than B.Ed. and ETT teacher educators.

*Sirola (2004)* in her study found insignificant difference in the attitude of married and unmarried female teachers of colleges of education in the State of Rajasthan.
Giri (2006) conducted a study on leadership behaviour of heads of senior secondary schools in relation to attitude of teachers. The sample was drawn from 26 secondary schools of different categories situated in area Bhubaneswar Municipal Corporation Orissa. A strong statistical difference was found between the private and Government Senior Secondary School Principals’ leadership behaviour.

Teacher’s attitude towards teaching has been focus of research since long. It has been widely studied by the researchers with a variety of variables e.g. age, sex, marital status, qualifications of the teacher, teachers’ training, years of teaching experience, different types of managements, job satisfaction and so on.


3.3 STUDIES RELATED TO ACADEMIC ENVIRONMENT

Wilson (1959) provided evidence to know that the quality of given school environment and facilities available there affect the academic achievement and progress of its students.

Sharma (1971) has reported that there was significant positive relationship between organizational Climate and school academic Index
Weber (1971) concluded that high achieving schools have principal leadership, high expectations, academic time allocation, good discipline and regular student evaluations.

Wiggins (1972) found that teacher and principal perceptions of climate are relatively independent. Principals' behaviour is generally not related to climate type, which remains stable with principal turnover.

Mohant (1979) conducted a study on 227 secondary schools and found that sex, age, experience did not influence administrative behaviour and also school size, management type, location or advanced status of principals had no influence on administrative effectiveness. The teachers' and principals' perception did not show relationship with leadership behaviour of principals.

Amarnath (1980) conducted a study of the academic environment of government and privately managed higher secondary schools in Jalandhar district. He found that the government and privately managed schools as a group did not differ significantly in their academic environment but differed from school to school.

Ellett and Welberg (1982) found that teacher's perceptions are the best predictors of principals' performance and principals' performance affect achievement and attendance through the mediating influence of academic environment.

Alvy (1983) revealed that new principals' perceived curriculum instructions and professional personnel as the two most difficult responsibility areas and they spent considerably more time with professional and pupil personnel than in their preferred area of curriculum and instruction.

Baraiya (1985) conducted a study on a sample of 100 headmasters and 500 teachers from 100 secondary schools of Gujarat State and found
that age, sex and experience of principals’ were not determining factors in academic environment of schools.

Principals’ roles were identified by Dixon (1989). These five roles were: instrumental leader, staff personnel administration, student-personnel administration, financial and physical resource administration and school community relations leadership. The higher the intensity of leadership behaviour the better the academic environment of the institute was found.

Chakraborti (1990) found the importance of an open environment in schools, ways of creating congenial environment and effects of leaders’ personality and his behaviour in forming a favourable environment.

Pradhan (1990) found that students’ academic achievements bear a significant and positive coefficient of correlation whereas their creativity and pattern of adjustments have no significant relationship with academic environment of the school.

Subudhi (1990) found that management training to principals enhances their capacity and changes their attitude to bring about desirable changes in their respective institutions. It increases the productivity of the institution.

Jayajyoti (1992) found that the principal is responsible for the academic environment of the school and teacher’s morale in schools.

Rana (1992) conducted a study on 50 elementary schools and revealed that the academic environment of different elementary schools differ from one another.

Mitchell (1992) examined the relationship between perceptions of learning environment and other motivational variables such as achievement goals and self perceptions of ability. Results indicated that achievement goals and perceptions of ability are important predictors of
perceived learning environment which itself predicts levels of intrinsic motivation.

Tabuja (1992) surveyed perceptions of students about the provisions and importance of a multicultural educational environment related to five key education components: curriculum and instructions, student activities and general college environment at an urban community college. Results revealed that the majority of students perceived that a multicultural educational environment favours achievement grades.

Vorgas (1993) studied the effect of the learning environments on the emotional, social and linguistic development of young children. Results indicated that statistically significant differences were obtained in different age groups in some areas of development for both the experiments and control groups.

Gassaway (1994) examined the combined effect of school environment, school experience and early childhood transition of kindergarten and found that children were learning differently depending upon the school which they attended.

Mahla (1997) in his study found that percentage of schools having open, familiar and autonomous environment is higher as compared to the percentage of closed environment.

Ramnath (1998) studied the primary school teacher’s attitude towards school environment. The results revealed that 56% of the schools were not having the provisions for the teaching aids and on account of large number of students in each class, there was difficulty in maintaining discipline.

Cao (1999) examined the relationship between educational achievement and academic environment of Chinese-American College students. The results indicate that there may be many factors that have
direct or indirect impact on educational achievement, two are prominent; traditional cultural values and economic status or goal. These two factors interact to promote educational achievement of Chinese-American College Students.

Meenu (1999) in her study concluded that principals of government and private schools don't differ among themselves in respect of effectiveness of academic environment. She concluded that as perceived by principals, government and private school principals do not differ on account of democratic leadership styles and high effectiveness.

Lund (1999) found that principal communication style and behaviour were significantly related to academic environment. The sex of principal did not have a significant relationship to academic environment of the school and communication behaviour.

Deepa (2003) in her study found significant relationship between institutional academic environment and academic achievements of the students.

Gaur (2005) conducted her study on a sample of 800 students of senior secondary schools of Rajasthan and found significant relationship between academic environment and career making decision ability of students.

Shams (2006) conducted a study to study the organizational climate. He applied self prepared School Organizational Climate Inventory on 410 students from Government and Private schools and stated that though all the people concerned are truly concerned over the state of affairs prevailing in schools, nothing substantial seems to be done to bring about discernable improvement in the organizational climate in schools.

Kaur (2008) conducted a study on academic environment of Government and Private Schools of district Ludhiana and found that
performance of pupils was significantly better in open and autonomous climate schools than in schools of other climate and High Performance and morale of pupils was found in schools with open climate.

Gandhi (1977), Gupta (1978), Adisai (1978), Bishit (1980), Rosrogi (1981) and Shah (1980) have made correlation studies of academic environment with variables like headmasters' behaviour personality of teachers, self concept and socio-economic status of students. The researchers in their findings do not seem to concur with one another. The investigator feels that there is primary need for analyzing the leadership behavior, teacher's attitude towards teaching in relation to academic environment of senior secondary schools. The present study is an attempt in this direction.

Academic environment is key component that is directly or indirectly related to various variables in the school system. Rana (1992), Mitchel (1992), Gassaway (1994), Mahla (1997) found that academic environment of various schools differ from one another but Amaranth (1980) found that government and privately managed schools as a group did not differ significantly in their academic environment.


Hypotheses

Following hypotheses were tested with a view to conduct the research study under consideration.
1. There is significant difference among academic environments of different Government Senior Secondary Schools in rural areas of Punjab.

2. There is significant difference between leadership behaviour of Principals of different Government Senior Secondary Schools in rural areas of Punjab.

3. There is significant difference in the overall attitude of teachers towards teaching in Government Senior Secondary Schools in rural areas of Punjab.

4. There is significant relation between leadership behaviour and academic environment of Government Senior Secondary Schools in rural areas of Punjab.

5. There is significant relation between attitudes of teachers towards teaching and academic environment of these schools.

6. There is significant difference in the attitudes of Science, Arts and Vocational teachers towards teaching.