CHAPTER II

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A good number of studies have been conducted on the various aspects of educational environment as well as student morale, not only in India but also in other countries of the world. But these studies are concerned with either the school morale (Jakobson, Logsdon and Weigman, 1973) or educational environment alone (Wittenborn, 1956, Stephen, 1958) or on the teacher morale (F.C. Ellenburg, 1972). However, as a result of this review the researcher realized that no research had been conducted to determine specifically the relationship between the educational environment and student morale of the high schools. Some studies from which a far-fetched relationship between the educational environment and some student dimension could be seen are:

Pillai, N.P. (1969) investigated the organisational and administrative factors which affect the achievement of pupils in secondary schools. The study aimed at finding out the non-instructional factors affecting the achievement of candidates appearing for the secondary school leaving certificate examination in Kerala in the year 1963. He selected twenty four schools from Trivandrum district of which twelve were government and twelve were private, there were also twelve urban and twelve rural as well as there were eight boys, eight girls and eight mixed schools. Mine
schools had been producing consistently good results and seven consistently poor results while the remaining eight had produced fairly good results in 1963 but not earlier. A questionnaire proforma and a data sheet aimed at collecting information regarding the management (private or government) of the schools and to collect information pertaining to equipment and facilities in the school. The questionnaire contained sixty-one items like pupils' achievement scores in the school and secondary school leaving certificate examination, time spent in going to and returning from school, parental interests in education of the pupils, family size, leisure time activities, facilities in the school, home work, class tests, pupils' attitude toward school life of co-curricular activities and sports. His findings were that factors affecting the achievement of pupils were of three types, (i) teacher factors or instruction factors; (ii) social and educational factors or environmental factors and (iii) organisational and administrative factors or non-instructional factors. Of all the three factors environmental factors exerted the maximum influence on environment. The components of environmental factors included the time taken to reach the school, educational status of parents, availability of separate room for study, study habits, availability of tuition at home, interest taken in films, provision for noon meals, attitude toward school, attendance at school and average monthly income of parents, the organisational factors constituted, laboratory facilities,
provision for audio-visual aids, keeping cumulative records, awarding punishments, facilities for sports and games, literary and other school associations, classroom accommodation, facilities provided for correction work, the number of qualified teachers in the school, frequency of transfer of teachers. In the urban areas, the schools were situated very near to each other but the rural schools were at a distance of at least two miles from one another. The total pupil strength in rural and urban areas varied between 149 and 2194 and the strength in class X varied between twelve and fifty-five. It was found that due to lack of accommodation three of the schools were being run in two shifts. Only eight schools had properly equipped laboratories. In seven schools no separate library room was provided. The number of teachers in the high school sections varied from six to forty-nine while the number of trained graduate teachers showed that no school was lacking in fully qualified teachers. The teacher-pupil ratio was between 1:32 urban and 1:20 rural area. Only three schools claimed that they were maintaining some form of a cumulative record. Most of the schools were issuing progress reports twice a year. Only in five schools audio-visual aids had been provided. All the schools had libraries and the total number of books in each varied between 719 and 12263. In most schools prizes, medals and scholarships were being awarded to motivate pupils to pass examination.

Another study conducted by Leddy, C.K. (1975) inquired into the organisational climate and teacher morale in elementary
schools and their combined effect upon students' academic achievement. The purpose was to discover if a significant relation existed between the combined effect of climate and teacher morale with students' academic achievement. This study was designed to measure the organisational climate and level of teacher morale in selected elementary schools in Ohio during the 1973-74 academic year. School participation in the study was limited to only those elementary schools which had an enrolment between 300 and 750 pupils, a full time principal and a faculty of between ten and twenty five certificated teachers. A total of thirty four schools was used in this sample. The Organisational Climate Description Questionnaire was used to measure teacher morale and the Purdue Teacher Opinionnaire was used to measure teacher morale. These instruments were completed by 474 teachers. A multiple regression analysis was used in analyzing the combined effect of openness and morale upon academic achievement. His findings were: (1) The openness of a school climate and level of teacher morale have a significant positive relation with the academic achievement of students within a building. Schools having a high degree of openness and teacher morale exhibited higher levels of students academic achievement than those schools with lower levels of openness and morale. (2) Teacher in suburban schools perceived the school climate to be more open than did staff members in city. (3) As compared with the city staff, the rural staff members exhibited lower morale in every dimension of teacher morale except one
that city staff members had higher morale on the teacher-principal rapport factor. (4) Teacher perception of principal behaviour on the Organisational Climate Description Questionnaire dimensions showed that thrust and consideration were highly correlated with the building level of teacher morale, showing a significance of .001 and .01 level.

Barber, W.L. (1977) conducted a study on principals' attitude toward students rights and students attitude toward school morale and their relation to organisational climate, principals' leader behaviour and management style. The sample of the study was composed of the students, teachers and principals of ten senior high schools with at least 1000 students located in Western Pennsylvania. At least five per cent of the students, sixty per cent of the teachers and the principal of each school responded to the research instrument. A total of 821 students, 662 teachers and ten principals participated in this study.

The instruments used for data collection were: (1) the students' right questionnaire, developed by Lynch at Hayne State University, (2) the school Morale Scale published by Wrightsman at George Peabody College, (3) the Organisational Climate Description Questionnaire by Halpin and Croft, (4) the Leader Behaviour Description Questionnaire published by Ohio State University Press, (5) and the Styles of Management Inventory published by Teleometrics International. Data from each instrument was compared in regard to thirty-four separate relationships of factors obtained from these instruments and studied through
The conclusions of this study were: (1) There is a moderate extent of relationship between the Principal's attitude towards student rights and the openness of the school climate. (2) There is little extent of relationship between the principals' attitude towards students' rights and teachers' perception of the principals' behaviour of thrust and consideration. (3) There is a little extent of relationship between the Principals' attitude towards student rights and teacher perception of the principals' behaviour in initiation of structure, consideration (on L B D Q), integration, tolerance of uncertainty and tolerance of freedom. (4) The principals' attitude towards student rights are moderate in extent of relationship to the principals concern for people. (5) Student morale is moderate in extent of relationship to the openness of the school's climate. (6) There is low extent of relationship between student morale and teacher perception of teachers' spirit and intimacy. (7) There is very low extent of relationship between student morale and the principal's concern for people. There is a low extent of relationship between student morale and the principal's attitude toward student morale. (8) In schools where the principal possesses the ability to allow teachers a scope for initiating decision-making and freedom, there will be a very high tendency for students to have a positive attitude toward general school morale and school administrative personnel.
Another study conducted by Shetal, N.A. (1975) on organisational climate, teacher morale and pupil motivation toward institution in secondary schools of Baroda. Major objectives of this study were: (i) to measure and identify organisational climate, teachers morale and academic motivation of pupils, (ii) to find out interrelationship between organisational climate and pupil motivation, organisational climate and pupil achievement of the S.S.C. Examination. (iii) to find out interrelationship between teacher morale and pupil achievement, teacher morale and leadership behaviour, teacher morale and academic motivation of pupils and (iv) to examine the relationship between organisational climate and its correlation with reference to the location, size and effectiveness of schools. The sample consisted of 100 high schools selected from the thirteen Talukas of Baroda district. Tools employed for the collection of data were the adapted Gujrati version of the organisational climate Description Questionnaire by Halpin and Croft, (ii) the Leadership Behaviour Description Questionnaire by Halpin and Winer, (iii) the School Survey by Robert Conghalan, (iv) the Junior Index of Motivation by Jack Frymier, (v) personal data sheet and (vi) External Criteria Sheet. Major findings of the study were: (i) the organisational climate in rural schools was autonomous and paternal, whereas in urban schools, closed and open types were predominant, (ii) greater percentage of small size schools had open and autonomous climate as against greater percentage of large size schools having controlled
and familiar climate (iii) most of the high achievement schools had open climate, (iv) schools having closed climate had low teacher morale whereas schools of open climate had high teacher morale, (v) open and autonomous climate contributed to boys academic achievement whereas controlled and familiar climate contributed to girls academic achievement and paternal climate contributed to the academic achievement of both boys and girls, (vi) no relationship existed between the age of the teachers and the school climate and (vii) leadership behaviour did not influence pupils' academic achievement.

Pillai, J.K. (1974) studied organisational climate, teacher morale and school quality. He planned to determine the extent to which the organisational climate of schools and faculty morale in the school were related to the quality of schools. The specific objectives were (i) to investigate the relationship between organisational climate and pupil performance, (ii) to investigate the relationship between organisational climate and innovativeness of schools, (iii) to investigate the relationship between faculty morale of school with the pupil performance and (iv) to investigate the relationship between faculty morale and the innovativeness of schools. The sample consisted of 190 secondary schools selected from Tamil Nadu State. The tools administered were (i) the Organisational Climate Description Questionnaire of Halpin and Croft, (ii) the Bentley and Rampell's Purdue, Teacher Opinionnaire and (iii) an inventory scale prepared by the investigator to assess the
innovative ability of the school and a questionnaire for demographic data and pupil performance data. Pearson product moment correlation was used to analyse the data. His major findings were as follows: (i) performance of pupils was significantly better in the schools with open and autonomous climate than in schools of other climate types. (ii) performance of pupils in high morale schools was superior to that of the average morale schools which in turn was better than the low morale schools, (iii) the ability of the school to introduce innovations in educational practices was higher in high morale schools than the average or low morale schools, (iv) the higher the faculty morale the quicker and better was the school introducing new practices; (v) both climate and morale were positively and highly related to both criteria, namely pupil performance and innovative ability of the schools, (vi) espirit, thrust, disengagement and hinderance were found to significantly influence the level of performance of pupils in schools, (vii) curricular issues, school facilities and services, community support of education, rapport among teachers, teacher salary, satisfaction with teaching, teacher rapport with principal, community pressures, teacher status and teacher load were found to contribute to pupils' performance in schools, (viii) the innovative ability of the school was significantly related to the three climates namely espirit, thrust and disengagement, (ix) the four morale dimensions, namely school facilities and services, curricular issues, teachers salary and community pressures were found to influence the innovative
ability of the schools and (x) there was a high correlation between climate and morale.

Verma, J.P. (1974) also conducted a comparative study of administrative problems of single shift and double shift secondary schools in Rajasthan. The aims of the study were (i) to identify the problems of double shift schools, namely problems of organisation, coordination, communication, decision making, supervision and proper utilisation of physical and human resources, (ii) to study the nature and seriousness of the problems in both the types of schools and (iii) to explore the ways either to solve or at least reduce the administrative problems. He conducted this study in three stages, having varying number of sample for each stage. The study covered only secondary and higher secondary schools excluding the public missionary and other special types of schools. The sample for preliminary work consisted of eight headmasters and thirty two teachers from each category of schools, double shift and single shift. The sample for extensive study included one hundred and thirty headmasters and five hundred and thirty teachers from each of the two systems, the schools representing all types of secondary schools that is private, government, rural, urban, girls, boys and coeducational. In the third intensive study stage, twenty institutions selected in the extensive study were included. The tools used in the three stages were (i) four questionnaires for headmasters and teachers, (ii) two interview schedules for administrators and
students, (iii) a data sheet, (iv) a sociometric tool, (v) one teacher observation schedule and (vi) school record and school time-table. The findings of this study showed that the single shift schools were better than double shift schools from the point of view of organization of programmes, (ii) more effective coordination was achieved in the single shift schools, (iii) as compared to double shift schools, communication was more effective in single shift schools resulting in the achievement of better staff relationships, (iv) even decision-making process was more quick and effective in single shift schools whether the decisions were at the individual level or at the group level and whether they pertained to day to day affairs or to the policy matters, (v) supervisory conditions were found to be better in single shift schools, (vi) double shift schools were yielding economy in expenditure by the utilisation of the school for a larger number of students and (vii) the double shift system could not realize some desirable curricular goals and extra curricular skills by the students.

Rohr, S.M. (1977) investigated the differences between selected characteristics of principals, teachers of the public elementary schools as related to organisational climate of Fredrick county. The main purpose of this study was to compare selected characteristics of teachers', principals and schools in 22 Fredrick county Maryland public elementary schools which might tend to have an effect or contribute to organisational climate of schools in the city. The specific purposes of the
study were to (i) identify the organisational climate of the participating elementary schools as either relatively more open or relatively less open (ii) determine in the more open and less open climate schools the differences between the principal's ages, total years of experience in education, total years of experience as a principal at present school level of formal education, (iii) determine the difference between teacher's ages, sex, total years of experience in education and total years of experience at this present school in the more open and less open climate schools, (iv) determine if elementary schools located in an urban area show organisational climate scores as less open than elementary schools located outside an urban area. The study consisted of the following steps: (i) Classification of nine elementary schools as relatively more open and thirteen as relatively less open through use of the organisational climate description questionnaire to develop openness scores. (ii) Utilization of biographical data, questionnaire to obtain selected characteristics of the principal. (iii) Use of the index of adjustment and value column II scores to determine principal's acceptance of self and perception of self acceptance of other principals. (iv) Utilization of Biographical section of the organisational climate description questionnaire to obtain selected characteristics of teachers. (v) Comparison of school characteristics of principal, teacher and also within the two dimensions of organisation climate to answer the questions relating to possible significant climates and also to answer questions relating to possible significant differences
between selected characteristics of principals and teachers
in more open and less open schools and between the organisational
climate of schools located within and outside urban areas.
Major conclusions were (i) the selected characteristics of
principals considered in this study cannot be used to identify
the type of elementary school organisational climate. (ii) Princip­
als in more open and less open schools are equivalent with
regard to characteristics tested in this study. (iii) No significant
difference was shown between principals' acceptance of self
and his perception of self-acceptance of other principals in
more open and less open climate schools. (iv) Wide variations
in teachers may be found among both more open and less open
climate schools. (v) Organisational climate of elementary
schools located in urban areas are not significantly different
elementary schools located outside an urban area.

Kumar, K. (1972) conducted a study 'social climate in
a school and the character of its pupils'. The aim of the
study was to examine the effect of six types of social climate
in schools on student behaviour in terms of personal adjustment,
social adjustment, value orientation and attitude towards
certain educational objects and scholastic achievement. The
hypotheses tested in the study were - different social climates
in the school tend to produce difference in student behaviour
in terms of (i) personal adjustment, (ii) social adjustment,
(iii) value orientation, (iv) attitude toward certain educational
objects and (v) scholastic achievement. The school climate was derived from the hierarchical and collegial interactions between the principal and teachers in a school system. Six types of social climates in the schools considered in the study were — the open, the autonomous, the controlled, the familiar, the paternal and the closed. The criterion variables examined in the study included personality characteristics like activity hypomanic temperament, moral values, dominance, depressive tendency, emotional instability and introversion. Value orientation toward basic values of Indian society and particular groups within this society included attitude toward eight aspects of students' behaviour, namely norms relating to behaviour towards parents, teachers morale, social and civic values and religious values. Attitude variables related to student behaviour comprised attitude toward school in general, toward certain educational policies and practices on the strict-lenient continuum and students perception of non-teachers teaching. The group within treatment design (with the school as the unit of sampling) was adopted to study the effect of social climate in the school upon the criterion variables. A sample survey was carried out to identify the prevailing social climate in schools. An objective measure of social climate was used to identify and classify schools into six climate groups. Each of six climate group of schools was treated as forming a hypothetical population and a random sample of three
schools was drawn from hypothetical population. Statistical analysis was carried out and school means were used to examine the effect of social climate in the school on student behavior. Univariate as well as multivariate analysis of variance were worked out to study the significance of the obtained differences in the criterion measures under different climates. His findings were that different social climates have differential effects on certain aspects of students' behavior. Personality characteristics such as emotional instability, depressive tendency, moral values, activity, paranoid tendency, and introversion differentiate between climate groups and to a lesser extent, characteristics such as hypomanic temperament and dominance also tended to differentiate them. Other criterion variables related to attitude values, scholastic attainment, however, do not discriminate between climate groups. Among the climates, the schools with open climate tend to show better personal adjustment of pupils than the other groups of climate. Next to open climate is the closed climate group of schools. On this criterion, the autonomous, the controlled, and the paternal occupy the mid position. The findings demonstrate empirically what so far has been assumed on a priority basis regarding the effectiveness of the open climate for the proper development of personality and adjustment of pupils. The results of the study point to a possibility of basic casual link between climate characteristics and pupil variables.

Salazar, A.G. (1977) investigated the relationship of
selected variables of locus control and staff concept. School morale and achievement determined from students and teachers. The purpose of this study was to explore the relationship of teacher and student locus of control, self concept and school morale and its effect on academic achievement. The sample population for this study consisted of 243 students obtained from twelve classroom situations in the middle schools of an inner city/urban public school system, together with their respective teachers. The study was designed on several assumptions including measurability of student variables as follows: Locus of control by the Intellectual Achievement, Responsibility questionnaire, self-concept through self concept of ability scale, school morale through the school attitude survey and math and reading achievement by SRA achievement series (Appropriate scale). The measurability of teacher variables was obtained as follows: locus of control by the locus of control scale, self concept by the adjective check list and school morale by the Purdue Teacher Opinionnaire. Specific study hypothesis were generated to examine the significance of the difference between internal and external, student and teachers and their respective self-concept, and school morale, group mean scores and the amount of variance in math and reading scores that could be accounted for by students and teacher affective variables. The statistical procedures utilized in this study included multiple analysis of variance, appropriate
post hoc univariate tests and stepwise multiple regressions. The results of the data analysis supported the hypothesis of significant difference on self concept and school morale group mean scores between internal and external students. The data failed to support, however, the similar hypothesis with report to teachers. As a result of stepwise multiple regression analysis twenty one per cent of the variance in math and fourteen per cent of the variance in reading achievement could be accounted for by the affective variables alone. The results of this study should contribute to the knowledge of inner city school students regarding their perception and the interrelationship among their selected affective variables and give additional insight on relationships of affective and achievement variables.

Lobby, A.M. (1977) studied the interactive effect of teacher behaviour and student attitude on productivity and morale in a classroom setting. This study explores the effectiveness of two teacher leadership styles in relation to group productivity and morale in an interactive classroom setting. Treatments are defined as 'high' versus 'low' initiating structure with consideration held constant and high. In addition effectiveness is viewed as situational, including both environmental and personal variables. Independent variables include student organisational attitude and teacher initiating structure. Dependent variables include a student achievement test and three student attitude measures - towards the teacher, classmates and subject studied. The sample of seventy two consisted
of all fifth-grade students. The school location is a mixture of suburban/rural. Four equivalent treatment groups were constructed based on student organisational attitude scores. Two male Syracuse University graduate level teachers Corps Interns were trained both style variations and together with the experimenter, developed a series of four forty minute lessons, using the same instructional materials, to one group in each style variation. Data was run as a 2 x 3 multiple classification analysis of variance. Major findings were (i) structural variation did not show a significant effect on productivity or morale. (ii) A significant difference was found between low and mid and high organisational attitude groups in regard to achievement with the low group outforming both the mid and high groups. No effect was shown on morale. (iii) No interactive effect between initiating structure and organisational attitude or productivity on morale was found, although there was a significant interaction between sex and structure on student attitude towards the trainer. In general it is felt that students need to be trained to handle management responsibilities under low structure conditions.

Cary, P.R. (1977) conducted a study of instructional and support staffs perceptions of morale, communication and employee trust that affect the internal public relations of a suburban secondary school system. Data for the study were gathered by means of two questionnaires administered to 189 instructional staff and 116 sport staff who had been on the pay roll for at least one year. The Minnesota satisfaction questionnaire was
used as a measure of staff morale and Internal Public's Perception Indicator was used to assess perceptions of communication and employee trust. Mean score and standard deviation for all scales for the 'Minnesota satisfaction questionnaire' and 'Internal Publics Perception Indicator' were computed for the instructional staff as a group, the support staff as a group and the two groups combined. The F-ratio and the level of significance were calculated for the mean differences between the two staffs on each scale of both surveys instruments. The data showed that (i) both staffs were more than satisfied with most aspects of their jobs; (ii) both types of staff indicated more satisfaction from intrinsic aspects; (iii) there was a significant difference between the staffs' mean scores for one-half of the scales on both survey instruments; (iv) both staffs indicated more than occasional belief and trust in the school system. From the findings it was concluded that (i) a relatively high level of morale prevails in the school system; (ii) school employees are more responsive to intrinsic factors than extrinsic factors in terms of job satisfaction; (iii) of the communication methods used by administrators, school employees prefer that method which provides for personal contact with an opportunity for interchange of ideas.

Whitley, G. (1977) investigated potential dropout group in a black urban high school and programme innovation: A multivariate approach to teacher morale and educational assessment. This study examines one innovative program sigma, addressed to the needs of urban potential dropouts from the educational program
of a large public high school. The essential problem of the study was to determine the effect of four major factors which went into the making of sigma on established criteria of achievement for the sigma treatment. The criteria used as indicators of achievement were: (i) The number completing one and two additional years of schooling, (ii) grade average after one and two additional years. The examined components of sigma were (i) pupil characteristics, (ii) teacher morale, (iii) parent attitude and (iv) the home environment. The general design of the study was to take the components of the sigma project as the independent variables within the context of a pretest posttest control group design. The overall null-hypotheses that group achievement bore no relationship to any of the four sigma regression analysis. The primary findings are: (i) the strongest measurable support exists for the identification and the prediction of dropouts based on direct measures of prior school behaviour and lack of positive school involvement as student characteristics. (ii) As a second factor teacher perceptions of pupils is of major though of lesser importance. (iii) No positive relationship is apparent between selected aspects of teachers' work attitudes, such as satisfaction with educational effectiveness, and measures of pupil achievement. (iii) Teacher morale is closely associated with the reflection of the appropriateness of the immediate educational programme and organisation from different pupil groups and for the teachers. Teacher morale as measured is not a main factor in either the making of pupil achievement or in making of the urban dropout. (iv) The measured
outcomes of effective learning and teaching such as the staff concept and self pride are among the most important of the student characteristics associated with failure or school success for potential dropouts. (v) Analysis of co-variance indicated that after the covariate pupil characteristics had been controlled, the differences between the two groups in the other three factors are significant at the .01 or the .05 level in three out of four cases. The covariance findings indicate that the sigma treatment effects are consistently important as influences upon the difference which are subsequently apparent.

Verma, M. (1960) made a sample survey of mental ability in the urban and rural secondary schools of Eastern Uttar Pradesh. The purpose of the project was to discriminate between rural and urban areas in respect of specified types of mental ability in a tract of country which is noteworthy for its comparative urban affluence and rural distribution. The main aims were - (i) to compare the level of mental abilities in urban and rural schools, (ii) to investigate the nature of difference, if any and specify the type of ability in respect of which differences existed and were significant and (iii) to assign rational causes for the phenomena. The sample of the students was selected from seven districts of East Uttar Pradesh. In all, 934 students studying in Class IX were picked out from the secondary schools situated in rural and urban areas of the district mentioned. Tests were prepared on different functions of mental ability as (i) Verbal general mental ability, (ii) Non verbal general ability, (iii) Gestalt equivalent of general
intelligence, (iv) Numerical ability, (v) Recall of visual association. The major findings were: (i) the difference in the average age of rural and urban students was significant, the students of rural area were comparatively older than the urban students, (iii) the urban students though younger had secured better marks in the general mental ability matrices and closure tests, (iv) the rural boys were found superior in the inductive reasoning. (v) No significant difference was observed in the scores of numerical and rote memory tests.

As none of these studies undertook to find out the relationship of any between the educational environment and student morale, the present researcher decided to design her research for this purpose.