CHAPTER — II

REVIEW OF RELATED LITERATURE

It is one of the essential steps in conducting a research work, to review published and unpublished literature in the area of the research. It is done in order to avoid the replication of the findings and to take advantage for planning and conducting the study. Best\(^1\) has rightly remarked that all human knowledge can be found in the book and libraries. Unlike other animals that must start a new with each generation, man builds upon the accumulated and recorded knowledge of the past. Mouley\(^2\) has also remarked. "The review of literature is an exacting task, calling for a deep insight and clear perspective of the overall field. It is a crucial step which invariably minimises the risk of dead ends, rejected topics, rejected studies, wasted efforts, trial and error activity oriented towards approaches already discarded by previous investigators."

The study of the literature was guided by such questions as: what has been accomplished in the area of organizational climate? What are the limitations of the work accomplished? What are the deviations along which

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further efforts should be channelled? The study of the research on various aspects of organizational climate also helped the researcher to identify the strengths and weaknesses of the studies and pinpoint the gap for further research in this vital area.

However, at the very outside, it may be noted that there is not a single study conducted so far which compared the organizational climate of C.B.S.E. Board and U.P. Board schools. Therefore, the investigator surveyed the available literature with a view to build a correct perspective and examine the tenability of hypothesis and methodology employed in this study. In order to study the researches conducted in this field the total work available from various sources i.e., books, journals, etc., can be divided into two main categories for the sake of convenience.

I. Studies conducted Abroad.

II. Studies conducted in India.

1. Studies Conducted Abroad

A study was undertaken by Cunningham\(^1\) and her associates (1951). They held that a teacher can best fulfil his function by creating a democratic climate in the class-room. The teacher should help students in recognizing and identifying the common goals, values and roles of group members.

A study was conducted by Gildewell\(^1\) (1951). He tried to investigate how effective a classroom climate can be when the teacher denies his own feelings. He concluded that the class-room climate, characterized by the denial of feelings by the teacher, was accompanied by a reduction of effectiveness of teaching learning process.

A study was undertaken by Helpin and Crofts\(^2\) (1963). They identified eight dimensions of the climate disengagement, Hindrmace, Esprit and Intimacy as reflected in the behaviour of teachers and Aloofness. Production emphasis thrust and consideration as reflected in the behaviour of the principals. They reduce these eight dimensions to six broad and more comprehensive dimensions or types of climates Open, Autonomous, Controlled, Familier, Paternal and Closed-defining each of there with reference to the degree of presence or absence of the eight elements or dimensions of the climate. They developed a tool OCDQ (Organizational Climate Description Questionnaire) to measure there dimensions and type of the climate. They rational underlying OCDQ assumes, first, that, something actually exists which can properly be called organizational climate. Further it is also assumed that organizational climate is closely related to the perceived behaviour of teachers and principals.

A study was designed by Litwin and Stringer (1968). They defined organizational climate on the basis of six broad dimensions such as Warmth, Support, Identity, Responsibility, Risk and Structure. They constructed a Climate Questionnaire (Q) in (1968).

A study was undertaken by Walberg and Anderson (1968). They concluded that the type of class-room climate created by the teacher by his behaviour is positively related to students' achievement. According to these researchers, the class-room climate can also function as a predictor of pupil's academic achievements.

The study was designed by Paterson and Centra et. al (1970). They envisaged organizational climate as the composite effect of several dimensions such as institutional sprit, institutional esthetic extra curriculum, concern for improvement of society, concern for undergraduate learning, concerns for innovation, humans diversity. To measure these dimensions he developed an institutional functioning inventory. This inventory was used by him for measuring social climate of the school in order to relate it to the students' learning.

The organizational climate characteristic has been related to a number of other variable characterizing the institutions and the personality of people


working three. In a study by Petasis\(^1\)(1975) such characteristics as age of the staff member and size of the staff, principal's administrative experience were related to the climate of the school.

A study was designed by Rideout\(^2\)(1975). In this study he found that size and location of the school were significantly related to school climate, smallness and rurality being positively correlated and largeness being negatively correlated. Size of the school is, perhaps, a significant factor in influencing the way the students feel towards their school.

A study was undertaken by Lee\(^3\)(1975). He found that the size of the school and the length of the experience of the principal were not relate to organizational climate of schools.

A study was undertaken by Cook\(^4\) (1966). He found that in elementary schools the mean size of the teaching the staff is significantly smaller in Open

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climate than in schools of other climate types; and the mean teaching staff is significantly longer in Closed climate type as compare to schools of other climate types, Mechend\(^1\) (1969) found a significant correlation between climate and staff size in elementary schools. Small schools were found having more open and larger ones being more closed Marcum\(^2\) (1969) found that there was significant difference between size of 'Open' and 'Closed' climate type elementary schools. According to Guy\(^3\) (1970), there was no significant relationship between the size of the elementary school staff and the organizational climate of the school.

In the secondary schools sample, Bushlinger\(^4\) (1966) reported that schools with smaller staff tended (non-significantly) towards open climate. McWilliams\(^5\) (1967) found the opposite non-significant trend. The large high


schools tended towards Open climate. Nelson\(^1\) (1978) found that there was no relationship between global organization climate & relative school size.

Student achievement has also been very frequently studied in relation with organizational climate. Feldvebel\(^2\) (1964) reported no significant relationship existed between student achievement and school global climate.

Hale\(^3\) (1965) reported significant relationship between language achievement and Hindrance, Esprit, Aloofness and Production Emphasis, respectively. Rice\(^4\) (1968) reported a slight correlation between Open climate and high achievement but he found that there was no relation between Closed Climate and low achievement, he also noted that no significant relationship existed between OCDQ subtest and student achievement.

But on the other hand, contrary to the latter finding Miller\(^5\) (1969) found that achievement areas were significantly related to disengagement, L-

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pirit and consideration and less to Hindrance, intimacy and production emphasis. He also reported that composite achievement and area were significantly related to openness and the most related area were language skills, work study and arithmetic and problem solving skills. Guy\(^1\) (1970) reported that no significant relationship existed between climate and achievement gains in reading, language and arithmetic. Authier\(^2\) (1978) found no relationship between student perception of school climate and student achievement when the effects of prior achievement were removed. Comparative studies have been very frequently concluded in the field of organizational climate one of the most common finding in all the OCDQ literature concerns differences in climate perception between the principal and teachers in a school. Brown\(^3\) (1965) rooted that principals tended to view their schools more 'favourably' than teachers and that 'specialists' in the school perceived the climate more like administrators, than teachers.

Hinson\(^4\) (1966) found that in his total sample principals and teachers differed significantly in their perceptions of all the climates. He also reported

that in all cases teachers tended to perceive the climate as more closed than in open climates. The principals tended to perceive more Intimacy and Esprit and less Hindrance than teachers throughout the distribution of climates.

Marcum\(^1\) (1969) reported a significant difference in principal - teacher perceptions in innovative schools. He found that the principals of these schools perceived their schools as more open. But he found that in the least innovative schools both principals and teachers tended to perceive their schools as more closed. Farber\(^2\) (1970) noted that principals tended to perceive more open climates, and the teachers more closed.

A study was undertaken by Boyles\(^3\) (1979) to investigate the relationship between the personality traits of the teachers and the school's organizational climate. A total of 100 randomly selected teachers of 10 public elementary schools participated by completing the 16 PF and the OCDQ. He concluded that there was a significant correlation between factor L and teachers' perceptions of an autonomous climate. He also observed significant negative correlation between factor L and teachers' perception of a paternal climate. There was

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significant negative correlation between factor $Q_4$ and teachers perceptions of a closed climate. Other finding can be summarized as follows:

(a) There was a significant correlation between factor L and the sub-scale disengagement.

(b) There was significant negative correlation between factor $Q_3$ and the subscale Hindrance.

(c) There was a significant negative correlation between factor $Q_4$ and the subscale esprit.

(d) There was significant correlation between factor $Q_1$ and F and subscale intimacy.

(e) There was significant negative correlation between factor L and the subscale Aloofness.

(f) There was significant correlation between factor $Q_3$ and thrust.

A survey of the organizational climate was made by Chinatangul\(^1\) (1980). The purpose of the study was to determine whether significant differences existed between the perceptions of the principals and their faculty members towards the organizational climate of selected secondary schools in Bangkok, Thailand. The sample of this study consisted of 20 secondary schools in Bangkok. Respondents included 200 teachers and 20 principals. OCDQ

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developed by Halpin and Crofts was employed to gather the information. The results of this study revealed there were no significant differences between the perceptions of principals and teachers on the sub-tests of Hindrance, Aloofness and Intimacy. The significant differences were found in the remainder of sub-tests.

A study was undertaken by Atarafi (1980) to investigate the perceptions of the teachers and the principals regarding the organizational climate of elementary and intermediate schools situated in the district of Benghazi, Libya. OCDQ developed by Halpin and Croft was translated into the Arabic language and was distributed to 243 teachers and 81 principals. Analysis of variance and t-test were applied to test the hypothesis regarding the 8 dimensions of organizational climate. He concluded that teachers in girls' schools perceived their schools' climate to be more open than those in boys' schools. The principals in girls' schools perceived their schools climate to be more open than principals in boys' schools.

A study was conducted by Quigley (1980) to determine the relationship between organizational climate and the extent of school vandalism within the secondary schools. To obtain a measure of organizational climate OCDQ


developed by Halpin and craft was mailed to randomly selected teachers of 24 secondary schools. In all, 230 staff members choose to participate by returning their completed questionnaire. The climate openness score was derived from three OCDQ subtests: Esprit, Thrust & Disengagement, using the derived climate openness score the researcher arranged the schools on a continuum from the highest to the lowest score.

In order to ascertain the measure of school vandalism, a specially designed instrument was completed by the researcher based upon official records made available by school officials. The result of the statistical analysis revealed that although there was some tendency for openness of school to be inversely related to the frequency of incidents of school vandalism, the relationship was not significant at the .05 level of confidence. However, further analysis of the subtest dimensions of the OCDQ revealed significant correlations between the frequency of incidents of school vandalism and the subtest of disengagement was found to be significantly related to the incidents of school vandalism at the .01 level of confidence, while the subtests of esprit and production emphasis were each found to be inversely significantly related to the number of incidents of school vandalism at the .05 level of confidence.

A study was made by Hudson¹ (1984) to see whether the climate of a school was related to the teachers' perceptions of the principals' leadership

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behaviour. The organizational climate description questionnaire (OCDQ) developed by Halpin and Croft and leader behaviour description questionnaire (LBDQ) were administered to the teachers of the middle schools. Pearson's Product-moment correlation was used to test the hypotheses. It was found that Initiating structure and Espirit, Production Emphasis, Thrust, Consideration and Aloofness were significantly positively related. There were significant negative relationships between Initiating structure and Disengagement and Hindrance. Non-Significant correlations existed between Initiating structure and Intimacy. It was also noted that the correlational coefficients between Consideration (LBDQ) and Espirit, Production Emphasis, Thrust, Consideration (OCDQ) and Aloofness were significant. There were significant negative relationship between Initiating structure and Disengagement, Hindrance and Aloofness. The combined scores of Initiating structure and consideration as measured by the (LBDQ) and the openness scores (Espirit+Thrust-Disengagement) as measured by the (OCDQ) were significantly positively correlated. It was also concluded that the teachers who have a healthy perception of the principals' leadership behaviour have a healthy perception of the school's organizational climate.

A study was undertaken by Sackville\(^1\) (1983) to ascertain whether statistically significant difference exist that can be attributed to the sex of the

individuals. OCDQ developed by Halpin and croft was administered to the
principals and teacher of 52 selected schools. Twenty six schools with female
principals and 26 schools with male principals participated in the study. Raw
scores were converted into T-scores for each subtest. The result of the data
analysis showed that no significant difference existed between the female and
male populations as measured by seven of the OCDQ subtests (Hindrance,
Esprit, Intimacy, Aloofness, Production emphasis, Thrust and consideration).
Schools with female principals did score significantly better than schools with
male principals on the disengagement subtest of the OCDQ. It was concluded
that there is no justification, in terms of organizational climate, for appointing
men rather than women or women rather than men, to positions of the
principalship.

A study was undertaken by Lofland¹ (1985) to investigate the
relationship between the established organizational climate and job satisfaction
levels of teachers. The organizational climate descriptive questionnaire
(OCDQ) and Minnesota satisfaction questionnaire were selected as the
instruments to measure organization climate and job satisfaction. The data
were analyzed by analysis of variance and the t-test. It was concluded that the
type of organizational climate had significant effect on job satisfaction of the
teachers, while the other variables such as sex, age, level of experience had no
significant effect.

¹. G. D. Lofland, "The Study of the Relationship Between Organizational Climate and Job
Satisfaction of Teachers in Selected Schools in the District of Columbia", Doctoral
1985.
A study was conducted by Cheng (1991) to investigate the characteristics of the organizational environment perceived by teachers in Hong Kong secondary schools. The unit of analysis was the school and the research subjects were 64 aided secondary schools in Hong Kong. Even through sampling of school was not randomized, it was believed that no special bias was induced. Further more because the sample size was large in comparison to the size of the overall population (28.4% of the entire population of schools), the finding of this study had considerable external validity. Within each participating school, 10 teachers were chosen at random to complete the organizational environment instruments. Mott's (1972) IOC was adapted and employed to measure the perceived organizational effectiveness of schools.

The organizational environment perceived by teachers in Hong Kong secondary schools was classified into four typical styles commitment, control, disengagement, and head less each having very contrasting characteristics in terms of perceived organizational effectiveness, principals leadership style, and social interactions. Among the four typical styles of organizational environment in schools, the commitment style appeared to be the most preferable. This style consisted of balanced principal's leadership style (i.e., high in both initiating structure and relationships), Open and Autonomous social interactions (i.e., high in Esprit, Intimacy, Thrust and consideration and low in Aloofness, Production emphasis, Hindrance, and Disengagement), and high organizational

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effectiveness (i.e., high in productivity, adaptability and flexibility). The characteristics of this style support the traditional emphasis of balanced leadership style in achieving an effective organization. All the other styles were perceived as ineffective.

Two types of Teacher workplace - Commitment - Organizational commitment and commitment to student learning - were studied in 63 urban elementary and middle schools by Kushman\(^1\) (1992). A survey of 750 teachers from 63 elementary and middle schools was conducted. The teacher survey was supplemented by principal and student surveys, student achievement test scores, and data on student and school characteristics collected from school district sources. A teacher questionnaire was administered to all Grade 3-8 teachers in each study school and measured the following variables: Background characteristics, Organizational commitment, Job-satisfaction, Career satisfaction, Commitment to student learning, Motivational climate and Behavioural climate. The quantitative study was followed by comparative case studies, which provided a more fine-grained analysis of teacher commitment.

It was found that teacher organizational commitment is related to the type of students served as well as the alterable organizational conditions of the school. Schools serving disadvantaged student engendered less teacher commitment to the school workplace, even through there are the schools where

such commitment is most important. Organizational commitment was positively related to student achievement. It was also positively related to teacher job and career satisfaction, fellings of efficacy as a teacher and teacher exception for student success. Surprisingly, there was only a weak relationship between commitment to student learning and student achievement.

A study was conducted by Trusty and Disceky¹ (1993). The purpose of the study was to determine the extent to which the following variables: (a) gender, (b) race, (c) gender and race jointly, (d) socio-economic status, (e) parent's educational level, (f) reading achievement, (g) mathematics achievement, (h) grade failure, (i) particular school attended and (j) racial similarity of the students to his or her school's racial composition predicted feelings of alienation from school in students in each of grades 4, 5, 6, 7 and 8. Data employed in the study were from 19 public schools in Mississippi and included 1636 randomly selected students. A cross-sectional design was employed to study the developmental properties of alienation from school.

The criterion variable in this study was the school Affiliation Scale of the Self Observational Scale (SOS) (Stenner and Katzemmeryer, 1979). Scores from the Stanford Achievement Tests (SAT) were used to represent achievement. Multiple regression procedures were employed to determine the best possible set of predictors of School Affiliation, the criterion variable. It was found that

males consistently exhibited lower School Affiliation scores and therefore appeared to be more alienated from school than females. The race variable yielded some unexpected results. White students had higher levels of alienation from school than African-American students. In this study, lower socio-economic status was consistently related to lower levels of alienation in the grade levels. A relationship between achievement and alienation was not found until the eighth grade.

A study was conducted by Cheng (1996) to investigate the relationship between teacher professionalism in school and educational process and outcomes, teachers' job attitudes and feelings, and school organizational factors through a questionnaire survey involving 62 aided primary schools, 58 principals, 1476 teachers and 7969 students. The feelings show that teachers' professionalism at the school level is positively related to students affective educational outcomes. In classroom management, teachers with higher professionalism tended to use more professional power, as perceived by students. Teacher in high professionalism schools seemed to show more positive job attitudes and feelings, higher esprit and less disengagement. Also, professionalism was strongly associated with school formalization, and all measure of principal's leadership. Furthermore, the stepwise multiple regression analysis showed that principal's human leadership, teachers' disengagement (negative), and school formalization were the strongest predictors of

professionalism at the school level.

Studies Conducted in India

Pillai (1974) planned a study to determine the extent to which the organizational climate of school and faculty moral in the school were related to the quality schools. He came to the conclusion that 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. He also observed that esprit, thrust, disengagement and hindrance were significantly correlated with the level of performance of pupils in schools.

Sharma (1974) replicated Halpin and Croft's study on a random sample of 1066 secondary schools in Rajasthan. He investigated relationship between organizational climate and faculty size, faculty experience, faculty age and experience of the headmaster. He also determined relationship between organizational climate and school effectiveness.

The tools, used by him, were (i) the Halpin and Croft's OCDQ', (ii) the Halpin and Winer's LBDQ and (iii) Simple five point scales to measure 'teacher satisfaction', 'principal effectiveness' and 'school effectiveness'. Moreover, internal and external examination results were used as the school's academic

performance index. Factor analysis was used to identify the basic factors underlying organizational climate. Chi-square test and multiple regression equation technique were also employed in the analysis of data.

In addition to identifying the eight dimensions of organizational climate given by Halpin, some new dimensions, namely, psycho-physical Hindrance, Alienation Controls and Humanised Thurst were also found. The results of his study were in consonance with the findings of Halpin and Croft. He found significantly positive correlation between teacher satisfaction and school climate, between headmaster effectiveness and school climate. He also observed significantly positive correlation between school academic achievement index and humanised thurst.

Franklin\(^1\) (1975) conducted a study to investigate the relationship between organizational climate of the colleges of education of Gujrat and the morale of the teacher educators working in them. He also examined how these variables affected the effectiveness of teacher education programme at the B.Ed. level.

The data were collected through OCDQ (Halpin and Croft), the LBDQ (Halpin and Winer) and PTO (Bentley) and a self-devised questionnaire on 'effectiveness of teacher education programme'. It was found that the openness of climate in contrast to closedness of the climate did not lead to 'high' or 'low'

effectiveness of the teacher education programme. However, the dimension ‘Esprit’ indicated a significant effect on the low side. The data also indicated that there was no significant difference in morale of teacher educators with an urban background and those with rural background.

Shelat¹ (1975) made an attempt to measure and identify organizational climate, teacher morale and academic motivation of pupils to find out the relationship between organizational climate and leadership behaviour, organizational climate and teacher morale, organizational climate and pupil motivation, organizational climate and pupil achievement at the S.S.C. Examination. He concluded that the organizational climate in rural schools was autonomous and paternal, whereas in urban schools, closed and open types were predominant.

Gandhi² (1977) while studying the school climate as a function of personality of school personal and pupil control ideology collected data on 1014 teachers (820 males and 194 females) by applying OCDQ, PCIF and 16 PF. The chi-square, correlation technique and analysis of variance indicated that thirty six percent of schools belonged to closed type, thirty five percent to intermediate type and twenty nine percent to open climate type in Gujrat State.

Small sized schools tended to be of open climate type and larger schools tended to be of closed type. Personality factors of teachers tended to influence the way they apprehended the twelve dimensions of climate.

Gupta¹ (1978) conducted a study to identify and classify the organizational climate of the secondary schools of Rajasthan, to study the leadership behaviour dimensions of the headmasters of secondary schools and also to study the personality factors of the headmaster of schools having different types of school climate. Sharma's School Organizational Climate Description Questionnaire, the Stogdil's Leadership Behaviour Description Questionnaire (LBDQ) and 16PF Test Form A of Cattell were used for data collection. The Chi-square, Kolmogorov-Smirnov two sampled test and analysis of variance indicated that out of the 100 schools, 15, 15, 14, 20, 26 and 10 schools were perceived by their respective staff as open, autonomous, familiar, controlled, paternal and closed respectively. There were no significant relationships between school climate and factors A, C, E, H, N, O, Q₁, Q₃ and Q₄, of 16 P.F.

A study of organizational climate of teacher education institutions in Uttar Pradesh and its relationship with their effectiveness was conducted by Bhatnagar² (1979). The hypothesis to be tested, were:

(i) The organizational climate of training colleges was different from that of other training colleges.

(ii) The organizational climate of the institutions located in the rural areas was different from that of the institutions located in urban areas.

(iii) The organizational climate of larger institutions having more than 100 students was different from that of the institutions having 100 or less number of students.

(iv) The organizational climate of men's training colleges was different from that of women's training colleges.

(v) The organizational climate of university departments of education was different from that of the affiliated college departments.

(vi) The organizational climates of a teacher training institution affected the effectiveness defined in terms of its students' performance in theory examinations.

(vii) Each type of teacher training institution had its own unique characteristics of the organizational climate.

The study was conducted in fifteen teacher education institutions of U.P. with 1000 students. The institutions were further grouped in rural-urban, large-small, government-private, boys-girls.

Organizational climate was measured by a Organizational Climate
Description Questionnaire (OCDQ) prepared by the researcher. Kolmogorov-Smirnov test of significance was used to test the hypothesis. The findings of the investigations were:

(i) The climate of government teacher training colleges is characterized by high social support, high Authoritarianism, high Thrust, high Academic Emphasis and high discipline and control. Non-government teacher training colleges, on the other hand have a climate, dominant characteristics of which are high Hindrance, high Democracy and Freedom and high lack of Facilities.

(ii) Large teacher education institutions have significantly high Authoritarianism, high Thrust, high Academic Emphasis and high Discipline and Control as more dominant features of their organizational climate. Small institutions, on the other hand, are high an Hindrance Democracy and Freedom and lack of Facilities factors of the climate.

(iii) Substantial differences in the climates were not found between the rural and the urban colleges as well as between University Departments and College Departments.

It was found that each individual institution had its unique climate. No common trend or pattern could be discovered. Organizational climate of teacher education institutions, is, perhaps, a highly complex and variable entity, just as the personality of a human being is complex and variable.
A study was undertaken by Varshney (1979) to find out the relationship between different types of schools and reactions to frustrating school situations among adolescent boys studying in those schools. The sample consisted of 639 principals and teachers and 832 student selected randomly from 47 schools from Delhi. The tools used were Helpin and Croft's Organizational Climate Description Questionnaire and Sharma's School Situations Reaction frustration Test. Mean, standard deviation, normalized standard scores, factor analysis, Chi-square and analysis of variance were used to analyse the data.

The major findings were: (i) There were six types of organizational climate in different types of schools in Delhi. These were: open, autonomous, controlled, familiar, paternal and closed (ii) The autonomous type of school climate was better than the other climates for the adjustment of the students, followed by the familiar, controlled, paternal, closed and open. The different school climate types had different effects upon the students, different reactions to frustrating school situations.

Study was undertaken by Amarnath (1980) to compare the organizational climate of Government and privately managed higher secondary


schools in Jullundur District. The major hypothesis of the study were:

(i) There are global differences among the government and privately managed higher secondary schools on each dimension of the organizational climate. (ii) There is a significant relationship between the organizational climate of the two types of schools and the job satisfaction of the principals and of teachers working therein. (iii) There is positive relationship between the organizational climate and the academic achievement of the students of government and privately managed schools.

The sample of the study comprised the principals of all the thirty-two higher secondary schools of Jullundur district, and at least nine teachers from each of these schools. Data was collected with the help of the Organizational Climate Description Questionnaire (OCDQ) by Halpin and Croft and the teachers' job satisfaction scale developed by the investigator. The data were analysed by using the analysis of variance, t-test and product moment coefficient of correlation.

The major findings of the study were:

(i) The government and privately managed schools, as a group, did not differ significantly in their organizational climate but differed from school to school and no two schools had similar organizational climate. (ii) The organizational climate of a school did affect the job satisfaction of the teachers. (iii) There was no positive relationship between the organizational climate and the academic achievement of the students.
A study was conducted by Joshi\textsuperscript{1} (1980) to identify and classify the organizational climate of the higher secondary schools of Rajkot City. The OCDQ, personal interview, with the Rajkot District Education Officer and the records from his officer were used.

The major findings of the investigation were:

(i) All categories of climate were available in the schools. (ii) There were no differences with respect to the category of organizational climate between government schools and private schools, high or low performing schools, those with varying size, location and with different streams.

A study was undertaken by Khera\textsuperscript{2} (1980) to examine the organizational climate and education environment of Sainik Schools. The sample of the study included ten staff member, selected through purposive sampling, from all the seventeen Sainik schools functioning in the country. Forty boys from each school studying in classes VIII to XI were selected randomly. Data were collected with the help of Organizational Climate Description Questionnaire (OCDQ) by Helpin and Croft, and school activity index and school characteristics index both developed by the investigator. Product movement coefficient of correlation, F-test, t-test and factor analysis


by the principal axes method were used for the purpose of data analysis.

The main finding of the study were: (i) There were wide variations in the organizational climate and educational environment of different Sainik Schools (ii) The principals and the teachers of different Sainik Schools different significantly in their behaviour variables.

Pandey¹ (1981) studied the relationship between the organizational climate of Garhwal’s Secondary Schools as perceived by the teachers and their adjustment problems. A sample of 20 percent Secondary Schools was randomly selected from each of the five districts of Garhwal Mandal. The sample consisted of 500 teachers from twenty-eight government and private secondary schools of both the sexes located in the rural and urban areas. Organizational Climate Description Questionnaire and Adjustment Inventory were administered to the subjects in order to collect data which were analysed using mean, standard deviation, coefficient of correlation and t-test.

The main findings of the study were: (i) A significant negative relationship between the total scores on the organizational climate and social adjustment was identified. (ii) The government secondary schools had better organizational climate than private secondary schools. (iii) The girls secondary schools were better in organizational climate than the boys secondary schools. (iv) The secondary schools of urban areas were better than those of rural areas.

with respect to organizational climate. (v) The teachers of government secondary schools were more well adjusted than those of private secondary schools in the area of home, social and educational adjustment whereas they had similar levels of adjustment in emotional and health areas.

Varshneya¹ (1981) studied the relationship between organizational environment and teacher effectiveness. The sample comprised twenty-five boys' and twenty-five girls' schools randomly selected out of one hundred seventy schools of Varanasi District. From each school ten teachers and twenty students were randomly selected for collecting data. The tools used for data collection were Organizational Climate Description Questionnaire developed by Halpin and Croft and adopted in Hindi by the investigator. Attitude scales to measure the attitude of students towards teachers and towards the school were also prepared by the investigator. A questionnaire was also prepared to measure the scholastic achievement of the students. The statistical techniques used were analysis of variance, product moment correlation and multiple regression analysis.

The major findings of the study were: (i) The percentage of the schools coming under the closed range was slightly higher than that of the open climate range. (ii) There was no sex difference as far as the school climates were concerned. (iii) Open school environment produced very favourable attitude

towards the teacher. (iv) Different organizational climates did not produce significant differences in the pupils' attitudes towards their schools but they produced significant difference in the pupils' scholastic achievement. The scholastic achievement was the maximum where the environment was open and familiar and it was the least where the environment was controlled and paternal. Closed and autonomous environment were moderately and equally suitable for scholastic achievement. (v) Open, autonomous and controlled environments were more favourable for the teacher's effectiveness than the other categories of environments. (vi) Organizational environment was significantly and positively related to the pupils' attitude towards the teachers. (vii) Organizational environment was significantly and positively related to scholastic achievement but its relationship with the pupils' attitude towards the school was not significant. However, it was positively and significantly related to social environment and composite teacher's effectiveness.

A study was conducted by Baraiya (1985). The objectives of the study were (i) to classify the higher secondary schools of Gujrat state according to organisational climate, (ii) to discover whether these existed sex difference in the dimensions of the organisational climate of schools, (iii) to investigate the relationship between leadership behaviour of headmasters and organisational climate.

The tools used for collecting data were the Organizational Climate Descriptive Questionnaire developed by Helpin and Croft, Leadership Behaviour Descriptive Questionnaire developed by Helpin and Winer, Management Leadership Behaviour Description questionnaire developed by the investigator. The data were collected from 500 teachers of 100 higher secondary schools of Gujrat state. The hundred headmasters and 75 management member were also administered the questionnaire. The data were analysed by using Chi-square test.

The major finding were: (i) out of 100 schools, 27 were found to have open climate, eight were found to have autonomous climate, 11 were found to have controlled climate, six were found to have familiar climate, 13 were found to have paternal climate, whereas 35 schools were found to have closed climate. (ii) The member of the management committee having varying qualifications did not influence the school climate. (iii) The age of the member of the management committee did not influence the school climate.

A study of investigate the relationship between organizational climate of schools and diffusion of innovations was undertaken by Methe1 (1985). Data were collected through the school Organizational Climate Description Questionnaire (SOCDO) by Sharma and the Educational Innovation Inventory (EII) developed by investigator. Chi-square and product movement correlation were used for data analysis.

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The major findings were: (i) 'Paternal' climate were the most frequently perceived followed by 'Controlled', 'autonomous', 'open', 'familiar' and closed climates. (ii) In rural schools the 'Controlled' climate was more frequently seen whereas 'closed' was more frequently seen whereas 'closed' climate was seen the least. (iii) In urban schools and boys schools the 'paternal climate' was mostly seen while 'open' climate was seen the least in these schools.

A study was designed by Mistry¹ (1985) to study the influence of some biographical variables of students and some physical variables pertaining to school on the quality of school life.

The sample consisted of 100 randomly selected secondary schools of Surat district. In all 4023 students and 846 teachers were the respondents. The quality of School Life Scale by Epstein and McPartland, the Organizational Climate Description Questionnaire adopted by Gandhi (1977) and the Pupil Control Ideology translated by Gandhi (1977) were used for data collection. Chi-square, t-test, analysis of variance, co-efficient of correlation and linear regression were applied for the analysis of data.

It was found that out of 100 schools, 38 were good, 36 were average and 26 were poor in terms of quality of school life. With respect to organizational climate, out of 100, 37 schools were open, 37 intermediate and 26 closed. Quality of school life was found directly proportional to their climate. Urban and girls

schools were comparatively more humanistic than rural and boys schools.

A study was conducted by Panda\(^1\) (1985) to explore the problems faced both by the government and private high schools and to study the nature of problems which have been responsible for creating various difficulties for these schools. He found that government schools had better physical facilities in comparison with those of private schools. The staff of government schools got the prescribed salaries whereas the teachers for private schools did not get salaries at the prescribed rate. In comparison with government schools, the private schools gave more stress on correction of written work and coaching classes.

A study was conducted by Pandey\(^2\) (1985) to find out the relationship between the leadership behaviour of principals and the organizational climate of schools and investigate the relationship between organizational climate and teacher morale. The sample in the study included 34 secondary schools drawn from a population of 138 secondary schools of Allahabad district through the stratified random sampling technique. A total of 404 teachers of these schools participated in this study.

She found out that there was no significant difference between the leadership behaviour of rural and urban principals. A significant relationship

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was found between the initiating structure dimension of leadership behaviour and esprit, psycho physical hindrance, controls, production emphasis and humanized thrust dimensions of organizational climate. Chi-square value was found significant between high vs. low teacher morale and open vs. closed climate.

A study was made by Puranik\(^1\) (1985) to find the relationship between social maturity of the students on the one hand and organizational climate and morale of the teachers on the other. The sample included 70 schools, 2634 students and 712 teachers. The tools used for the study were Thirtha's Social Maturity Scale, Sharma's Organizational Climate Descriptive Questionnaire and the Teachers' Morale Scale designed by the investigator.

He found out that the social maturity level of female students was higher than that of male students. The morale of female teachers was higher than that of male teachers. The controlled organizational climate, government management, and urban locality were conducive to development of morale of teachers. No single dimension of organizational climate was effective for the development of social maturity of students.

A study was undertaken by Srivastava\(^2\) (1985) to study the relationship

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between school effectiveness and organizational climate. The survey method was used. All the intermediate colleges of Allahabad district constituted the population. The researcher randomly selected 34 colleges in the sample. The tools used were the School Organizational Climate Description Questionnaire by Mohd. Lal Sharma and the School Innovativeness Survey Questionnaire prepared by the researcher herself. Analysis of variance and t-test were used to test the hypotheses.

She found that disengagement among teachers was negatively related to school effectiveness, while feeling of esprit and feeling of intimacy were found positively related to school effectiveness. Feeling of alienation, psychophysical hindrance and tendency of controls were found to have no relationship with a school's effectiveness. Except the production emphasis dimension, school results were found to have no relationship with any dimension of organizational climate.

A study was undertaken by Swantantra Devi (1985) to measure, identify and classify the organizational climate of the schools as perceived by the teachers and principals in the secondary schools in Madras and to study the differences between them.

A representative sample 100 secondary schools in Madras City was selected. The survey covered 100 principals and 900 teachers. The major

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findings were: (i) Teachers generally perceived the organizational climate of their schools to be closed whereas the principals perceived them to be open. (ii) Teachers perceived their principals as extremely task oriented whereas principals perceived themselves as person oriented. (iii) Perceptual differences between teachers and principals was more in autonomous climate and less in controlled climate with respect to task-oriented leadership style whereas it was more in close climate and less in autonomous climate with respect to person-oriented leadership style.

A study was made by Veeraraghwan (1986) to find out (i) whether there was any variation in the organizational climate that existed in the high, average and low performance schools. (ii) whether teacher effectiveness varied amongst the high, average and low performance schools, (iii) whether there were typical factors underlying teacher effectiveness, (iv) whether job satisfaction amongst teachers and leadership adaptability in schools varied in terms of high, average and low performance schools.

The major findings of the study were: (i) The organizational climate dimension (disengagement, aloofness, esprit, intimacy, psychological hindrance, consideration, humanized thrust and production emphasis) varied significantly amongst high average and low performance schools with high performance schools showing lower disengagement, alienation, psycho-physical hindrance

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and higher on esprit, intimacy and humanized thurst as compared to the average and low performance schools. (ii) There were significantly more teachers in the high performance schools having more years of experience than the teachers of average or low performance schools. (iii) Both high and average performance schools had relatively higher percentage of highly trained teachers as compared to low performance schools. (iv) The higher the production emphasis and humanized thurst in an organization, the higher was the job satisfaction.

A study was conducted by Sebasitan¹ (1993) to examine to relations among the power types coercion, authority and influence and the conflict and consensus variables and the climate variables. Questionnaires were used to assess relationship between administrator power behaviour (Administrator Behaviour Scale), perceived conflict (School Situation Scale), and school climate (OCDQ-RS) in three districts Trichy, Dindigul and Madurai - in the southern part of the state of Tamilnadu, India. The thirty selected schools consisted of ten government schools. Twelve to fifteen full time permanent teachers were randomly selectd from each school.

It was found that coercion and influence are inversely related and authority is positively related to coercion and influence. It was also found that coercion is positively related to conflict, influence negatively related to conflict and authority positively related to both conflict and consensus. Hypothesis that

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coercion would be inversely related to open school climate was also confirmed by inverse relationship between coercion and open school climate.

A study was undertaken by Mishra\(^1\) (1994) to understand the relationship between organizational conflict, stress, burnout and teacher's personality and analyse coping strategies adopted by teachers in a stressful situation. The sample of study consisted of 200 primary school teachers of Bhubaneshwar. The questionnaires were administered to teachers in their schools. Results were analysed using means, S.D., F-ratios, Correlation Regression analysis, Analysis of variance for regression effects and coefficient of concordance. It was found that personal and organizational conflict variables contribute much more to emotional exhaustion. If the schools take care of the humanitarian aspect then much of the conflict appearing in the mind of the teachers will be reduced. If the headmaster maintains more rational and human relationship then much of the conflict appearing in the mind of the teachers will be reduced. If the headmaster maintains more rational and human relationship then much of the organizational conflicts which contribute to stress can be reduced. The findings of the study suggest that it is the type of management that contributes to the organizational climate which are less stress-producing among teachers and teachers who are more realistic and self-attributing adjust better in stress situation.

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A study was conducted by Singh and Joseph (1995) to find out the impact of organizational climate and shift work on life satisfaction. 300 bottom level executives and 300 non-executives were selected from Bhilai Steel Plant. A 2 × 2 factorial design was employed since organizational climate and shift work were varied to two levels. Findings indicated that a positive relationship existed between organizational climate and life satisfaction. Further findings obtained on 2 × 2 revealed that the main effect of organizational climate was found to be significant while main effect of shift was not found to be significant. Although two-way interaction was found to be significant.

A study was undertaken by Singh, Sinha and Roy (1995) to find out how social emotional climate of educational institutions was associated with prolonged deprivation and sex. Two hundred twenty boys and girls of class X, selected conveniently from secondary schools of Chapra town of North Bihar, were subjected to testing situation. Social-emotional climate and prolonged deprivation were measured by Social Emotional Climate (SES) scale and Prolonged Deprivation Scale (PDS) respectively. Results revealed that prolonged deprivation was inversely and significantly related to social-emotional climate of schools. Perception of SES of schools was not attributed to sex variable. Both boys and girls perceived the climate of schools equally well.

Comment on the review of related studies

The survey method was used in a majority of the studies. The instruments used were standardized tests like LBDQ by Halpin, OCDQ by Halpin andcroft. The S.D., t-test, Anova, F-Ratio, Co-efficient of correlation were the common statistical technique used in data analysis.

The studies reveal that the majority of the Indian school have a closed climate followed by open and autonomous climates - (Baraiya, 1985; Swatantra Devi, 1985; Mistry, 1985; Panda, 1985). Teachers morale was comparatively high in open schools (Chaichana, 1981).

Students were more satisfied in an autonomous and open climate than in closed and paternal climate. Urban students were found to be less satisfied than rural students (Rastogi, 1981). Urban secondary schools had better organisational climate than rural secondary schools. Teachers of girls secondary schools were more adjusted than the teachers of boys' secondary schools in the area of home, social and educational adjustments (Pandy, 1981). Pupils from a better climate were found to be better adjusted and more independent. A classroom with a better climate had fewer stages and isolates and better social relationship. The socio-economic status of pupils did not affect the climate of a class. The climate in the schools run by convents was better than that in other private schools (Maria De Sales, 1978).

The influence of home environment on school children was significant. A large family was detrimental to the achievement of the pupils. The
educational status of the family members influenced achievement scores. Absence from school due to illness, poverty, school phobia, household duties, truancy and absence of adequate school facilities affected school attainments.

However, there is no universal school climate each institution has a specific climate. School climate also has an impact on the achievement of students (Shah, 1981). Likewise, colleges were found to have their own unique climate. The low achievers were more satisfied with their achievement than the high achievers. The university managed colleges had better environment than the privately managed and environment colleges (Pandey, 1980).

Professional and non-professional institutions differed with reference to their environment. Engineering and medical institutions differed from non-professional in eight out of nine dimensions (disharmony, hindrance, support and satisfaction, authoritarianism, trust, democracy and freedom, academic emphasis, discipline and control, lack of facilities). The environment of medical institutions was totally different from that of non-professional institutions whereas the environment of law and non-professional institutions was alike on eight out of nine dimensions (Shukla, 1980).

Most of the students related organisational climate with set of variables like teacher morale, job satisfaction, performance of students, size of the institution, gender, personality needs etc. However, the result are not consistent. They do not make much contribution in understanding the processes of improving management of the institutions.
Deviation of present study from previous studies conducted so far:

It is clear from this review of related literature that extensive work has been done in the field of organisational climate. Quite a number of studies have been undertaken at elementary and secondary levels. But the investigator did not come across any study which sought to compare the organisational climate of C.B.S.E. and U.P. Board medium institutions. Hence, the present investigation seems to be sufficiently warranted and needed.

Scouring of the available literature abroad also reveals that no study has been undertaken so far to compare the organisational climates of C.B.S.E. and U.P. Board medium institutions.

Thus, the review of the literature related to the present investigation suggests that then is no study with a direct bearing on the present investigation. The methodology and the procedures used in the study seem to be quite adequate. In the following chapter methodology and the procedures of the study have been reported.

Student Academic Achievement

Academic achievement of school students has been one area in which most researches has concentrated in past four to five decades. A large number of studies have tried to identify various psychosocial and environmental factors that affect student achievement. There are still many factors and conditions which have been related to student academic achievement, but empirical studies of these are not yet made. On the other hand, there are a few factors which have
been related to student academic achievement, but such studies are not many
with the result that the conclusions drawn from them can not be considered
stable. Teaching competency and attitude of teachers towards teaching and
student morale are such factors. They have not been thoroughly studied in the
current context of student academic achievement. A brief review of research on factors
of student academic achievement has been presented in the following section.

Factors of Student Academic Achievement

Student academic achievement is a complex behaviour. Numerous
factors and conditions have been related to this phenomenon, but it is not yet,
definitely known what causes the student to be a high or low achiever. Many
researchers have tried to study this universe of factor in relation to student
academic achievement. They may be divided into four segments:

1. Intellectual factors.
2. Environmental, Biographical and socio-economic status (SES)
factors.
3. Personality factors.
4. Motivational factors.
Intellectual Factors

Studies that use intellectual factors to predict the academic achievement are in abundance. Cronbach (1949) has reported one study in which the correlation between intelligence and grade was 0.55. Travers (1949) found that correlations between intelligence and grades range between 0.50 and 0.75 on the eight to tenth grade levels. Nanson (1958) observed a correlation of 0.34 for boys and 0.39 for girls, using intelligence as a predictor of grades.

Environmental, biographical and sex factor as predictor of academic achievement:

It appears from a number of investigations that some environmental characteristics may also explain the discrepancies between aptitude and achievement. Thus Campbell (1952) observed that certain aspects of the home background (socio-cultural aspects consisting of social activities and cultural objects in the home and the cultural values and attitude of parents) greatly affected secondary school achievement. Kemp (1955) also found attainment to be related to socio-economic status. Klausmier (1958) compared certain

physical, behavioural and environmental factors which were different for the
two groups. One was the parental occupation and the other was the sex ratio in
the class. Dufl and Seigel (1960) observed a negative relationship between
effective utilization of academic ability on one hand and a degree of participation
in physical, social and heterosexual activities on the other.

**Personality Factors**

A study conducted by Taylor¹ (1933) revealed that rating on A.C.E.,
personality correlated 0.40 with scholarship, raising multiple R with intelligence
and high school grades from 0.47 to 0.73.

School grades have been found to be related to the individual's personal
adjustment also. In one of the studies (Neel and Mathews; 1935)² non-achievers
were found experiencing conflict about religion and life in general more often
than did the achievers.

**Motivational Factors**

Lavin (1967) has mentioned 12 relevent studies using projective
technique, nine on the college level, two on the high school level and one on
a graduate professional school sample, of the nine college studies, four found

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1. Taylor, H.R. "The Scholastic Significance of Certain Personality Traits", (Abstract)
   Psychological Bulletin, 30, 1933.
   6, p. 29, 1935.
positive relations between achievement motivation and academic performance. All the nine controlled adequately for abilities. McClelland and his associates (1953) found that for a sample of male students the correlation between grade and achievement as measured by the T.A.T. was 0.39. Another study, conducted by John and others (1954) used two groups of males of different achievement levels and found that T.A.T. measures of achievement motivation did not differentiate between them.