ABSTRACT

Introduction

A school is the place of learning where students are being prepared for their future life. It plays an important role in the grooming of the child into well-disciplined and trained citizen of the nation. In the school, students devote a considerable part of his time with other students, who along with him are guided and taught by a lot of already trained teachers to develop certain traits and characteristics which may be conducive for shaping their future life. The pupil control problem plays a major part in teacher-teacher and teacher-administrator relationships. It is important in both the structural and normative aspects of the school culture, for example, teachers who were viewed as weak uncontrolled have marginal status among their colleagues. Also teachers were expected to maintain adequate social distance between themselves and pupils. The study of school pupil control appears as thread running through the fabric of school culture. Therefore, the pupil control plays a central part in the organizational life of school culture.

Each school appears to have prevailing pupil control ideology which has influence on its members. For instance, pupil control ideology is one of the school characteristics which affect the values of new teachers coming into school. A teacher performs his duty as a teacher is dependent to a great extent on his pupil control ideology, attitudes, values and beliefs. A humanistic ideology makes the work not only easier but also more satisfying and professionally rewarding. Custodial behaviour makes the teaching work harder, more tedious and unpleasant. In additional a teachers' attitude not only influence his behaviour in classroom but also influence the behaviour of the pupils. Moreover, effective and productive learning on the part of the students can be achieved by humanistic and flexible type of climate.

This study showed the relationship of pupil control ideology with certain variables like attitude of teachers towards teaching profession, occupational stress, demographic, personal and institutional factors.
Review of related literature

In India and abroad substantial body of research has accumulated over the last few decades concerning the importance of various factors towards pupil control ideology. Researches have examined an array of variables that are believed to be related to teachers’ pupil control ideology.

Goldenberg (1971) observed that pupil control ideology of teacher does differentially affect selected verbal behaviour (i.e. accepting and developing students’ ideas, lecturing, living facts or opinions; and student initiated verbal behaviours) in the classroom. Teachers who have a low sense of instructional efficacy favour a custodial orientation that relies on extrinsic motivation and negative sanction to urge students to study or do what they are told (Woolfolk and Hoy, 1990). Baum (1997) summarized that staff directly responsible for the control of students were the most custodial. Security personnel and teachers were judged to be custodial. Administrators and counselors were judged to be humanistic, and the humanistic model is associated with fewer discipline problems.

Yuskiewicz and Donaldson (1972) indicated that teacher job satisfaction was found to be a function of subculture consensus with respect to pupil control ideology, accentuated in terms of teaching level and experience. Teacher pupil control ideology-behaviour congruence would be positively related to teacher job satisfaction (Willower and Hecken, 1977). Open attitudes were directly related to open practices, and custodial pupil control orientation was inversely related to open attitudes and open pattern of classroom behaviour (Hoy and Jalovick, 1979).

The negative correlations of the morale and the attitude towards the teaching profession with PCI indicated that either teachers having low level of morale or teachers having negative attitude towards the teaching profession tended to exhibit custodial PCI. Dogmatism in teachers in related to their pupil control ideology. It can safely be said that closed-minded teachers are custodial in their PCI. Open minded teachers can be expected to have humanistic PCI (Gandhi, 1993). Harris, et al. (1985) investigated the relationships among pupil control
orientation, five factors of teacher stress, sex, and age of 130 full-time teachers. Results indicated an authoritarian orientation was significantly related to higher scores on four of the five stress factors and age was significantly related to two stress factors. Pacitti (1995) indicated that an authoritarian orientation was significantly related to higher scores on three of the five stress factors. No significant relationship existed between gender and pupil control orientation. Year of teaching experience made no significant difference in terms of perceptions of job-induced stress.

Mc Arthur (1979) found that among beginning teachers, males appear to be more custodial in the approach than females. Female teachers were more custodial than male teachers and there is no interaction effect between variables sex and faculty, and sex and subject taught (Myers, 1985). The results of the study by Verma and Khatoon (1984) showed that the sex of the teachers and length of teaching experience affect the pupil control ideology. The absence of interaction demonstrates clearly that the male and female teachers continue to maintain their position relative to each other throughout both levels of teaching experience so far as their pupil control ideologies are concerned. Moreover, female teachers are less custodial than male teachers and fresh teachers are less custodial than old teachers. An investigation made by Rideout and Morton (2007) concluded that while demographic and experiential variables were predictive of PCI at the beginning of the teacher preparation program, the most predictive variables were contained within the philosophical orientations variable cluster.

Teachers were more custodial than principals at both the elementary and secondary levels and secondary educators were more custodial than elementary educators (Williams, 1972). Secondary teachers as being more custodial than the elementary teachers. Computation of the means and standard deviations for the male and female sub-samples at each school level showed male teachers as being more custodial in orientation than their female counterparts. Inspection of the means for the two male sub-samples showed secondary male teachers as being more custodial than elementary male teachers.
and secondary female teachers as being more custodial than elementary female teachers (Richardson and Payne, 1988). A study on discipline in public and religious elementary and secondary schools and observed that secondary school teachers were more custodial than primary school teachers; however, public school teachers were not found to be more custodial than religious school teachers. When both school level and type were considered together, an interactive effect was found: public school teachers at the primary level were the least custodial (most humanistic) and public school teachers at the secondary level were the most custodial (Denig, 1996). An investigation showed that male teachers were more custodial than their counterparts. Further secondary school teachers report themselves as being more custodial than do elementary school teachers. The results also showed that male teachers of sub-sample were more custodial than female teachers at senior secondary level of teaching (Munir and Khatoon, 2008).

Statement of the problem

“Relationship of personal and institutional factors with pupil control ideology of school teachers”.

Objectives of the study

The investigator has started the work with the following objectives:

1. To develop a standard tool of research namely Pupil Control Ideology Scale, which has not been constructed in our country so far as such it will prove a valuable addition to the psychometric units of Indian Universities.

2. To develop a standard tool of research; namely Attitude towards Teaching Profession Scale, to measure the attitude of the teachers towards teaching.

3. To discover the general pattern of pupil control ideology behaviour of teachers.
4. To investigate the general pattern of teachers' attitude towards teaching.

5. To investigate of the general pattern of the occupational stress of school teachers.

6. To explore the relationship between teachers PCI and their demographic factors.

7. To explore the relationship between teachers PCI and their personal factors.

8. To explore the relationship between teachers PCI and their institutional factors.

9. To pinpoint the main educational implications of this study.

Questions posed for the study

In the study of teachers' PCI in relation to their demographic, personal and institutional factors, certain pertinent questions arise which may be stated as under:

1. Is there any relationship between teachers' attitude towards teaching profession and their PCI.

2. Is there any relationship between teachers' occupational and their PCI.

3. Do male and female teachers differ in regard to their PCI.

4. Is there any relationship between teachers' qualifications and their PCI.

5. Is PCI of the teachers related to their year of teaching experience.

6. Do teachers drawing different salaries influence their PCI.

7. Is there any relationship between teachers teaching different subjects and their PCI.

8. Is there any relationship between teachers' nature of teaching job and their PCI.

9. Is there any relationship between teachers' marital status and their PCI.
10. Do teachers' financial problems influence their PCI.

11. Is there any relationship between teachers' suffering from chronic diseases and their PCI.

12. Do Elementary, Secondary and Senior Secondary teachers' differ significantly among themselves in regard to their PCI.

13. Do Private and Government school teachers' differ in regard to their PCI.

14. Do Single sex and Co-educational school teachers' differ in regard to their PCI.

15. Do English, Hindi and combined (English, Hindi and Urdu) medium school teachers' differ significantly among themselves in regard to their PCI.

16. Do Eastern and Western U.P. school teachers' differ in regard to their PCI.

**Hypotheses of the study**

The study was conducted after formulating the following the research hypotheses in the light of objectives:

1. There is no significant difference in PCI of teachers in regard to their attitude towards teaching.

2. There exists no significant difference in PCI of teachers in regard to their occupational stress.

3. There is no significant difference in the PCI of male and female teachers.

4. Teachers differing in qualifications do not differ among themselves in regard to their PCI.

5. There is no significant difference in the PCI of the groups of teachers having different years of teaching experience.

6. Teachers drawing different salaries do not differ among themselves in regard to their PCI.
7. Teacher teaching different subjects do not differ among themselves in regard to their PCI.

8. Teachers nature of teaching job (temporary and permanent) do not differ among themselves in regard to their PCI.

9. Marital status (married and unmarried) of teachers do not differ among themselves in regard to their PCI.

10. Teachers financial problems do not differ among themselves in regard to their PCI.

11. Teachers suffering from chronic diseases do not differ among themselves in regard to their PCI.

12. There exists no significant difference in Elementary, Secondary and Senior secondary teachers in regard to their PCI.

13. There exists no significant difference in Private and Government school teachers in regard to their PCI.

14. There exists no significant difference in Single sex and Co-educational school teachers in regard to their PCI.

15. There exists no significant difference in English, Hindi and combined (English, Hindi and Urdu) medium school teachers in regard to their PCI.

16. There exists no significant difference in Eastern and Western U.P. school teachers in regard to their PCI.

Sample

The sample was selected keeping in view the needs and objectives of the study. It should be mentioned that these teachers have been chosen from 28 schools of Eastern and Western U.P., (India). Out of 28 schools selected 17 were private which includes 268 teachers and 11 were government which includes 205 teachers. Out of these seven are girls’ schools; thirteen co-educational and the rest are boys’ schools. Moreover, out of 28 schools, 152 teachers were selected from 5 Elementary schools, 156 teachers were selected from 6 Secondary
schools and 165 teachers were selected from 17 Senior Secondary schools. Out of 473 teachers, 238 were from 15 English medium schools, 112 were from 7 Hindi medium schools and 123 were from 6 combined Eng., Hindi and Urdu medium schools. The number of the female teachers is more than that of male teachers, their numbers being 262 and 211 respectively.

**Data collected for the study**

The following base line data were collected for carrying out the present investigation:

1. Data used for development of Pupil Control Ideology Scale.
2. Data used for development of Attitude towards Teaching Profession Scale.
3. Data relating to pupil control ideology of teachers.
4. Scores of teachers on attitude towards teaching.
5. Scores of the teachers on occupational stress.
7. Scores of the teachers on personal factors.
8. Scores of the teachers on institutional factors.

**Tools used for the study**

The following tools were used by the investigator for the collection of data:

1. Personal Information Sheet (prepared by the investigator).
2. Pupil Control Ideology Scale (developed by the investigator).
3. Attitude towards Teaching Profession Scale (developed by the investigator).

4. Teacher Occupational Stress Factor Questionnaire (developed by the Ernestine Clark, 1980).

**Statistical techniques employed**

The analysis of the data was done by using statistical techniques, which were chosen only after investigator found them to be most appropriate and compatible for the analysis of data. They are as follows:

- Determination of reliability and validity of Pupil Control Ideology Scale and Attitude towards Teaching Profession Scale using known techniques.
- Computation of means and standard deviations.
- Use of linear measure of correlation (Pearson Product Moment Coefficient Correlation).
- Use of F-test for measuring the significance of difference among many means.
- Use of t-test for measuring the significance of the difference.

**Major Findings**

On the basis of t-test applied to discover differences in personal and institutional factors of the teachers in regard to their pupil control ideology, the following major findings are arrived at:

1. The analysis of the data indicated that mean PCI scores of teachers increased as teacher attitude decreased towards their job, that is, teachers having more favourable attitude towards teaching have more humanistic approach to
problems of discipline and those who have unfavourable attitude towards teaching have more custodial approach to problems of discipline. Male teachers of sub-sample of favourable attitude were more custodial than their female counterparts.

2. The study also explored the relationship between teachers’ occupational stress and their pupil control orientation. The result indicated a direct relationship between pupil control ideology and teachers’ occupational stress. High stress was associated with custodial and low stress associated with humanistic pupil control orientation. The study further reported that male teachers of more stress group were more custodial than female teachers.

3. Furthermore, a relationship between PCI and gender of school teachers has been demonstrated by this finding, that is, male teachers have more custodial attitude towards children than their female counterparts.

4. Training of teachers have positive influence on pupil control ideology and trained teachers were found more humanistic than untrained teachers. Further analysis showed that males of untrained group only were more custodial than their female counterparts.

5. There exists a relationship between PCI and experience of the teachers that is less experienced teachers have been found more humanistic than the more experienced teachers. Further, the analysis showed that male teachers of sub-samples of all groups (except group 6-10 years experience) have more custodial ideology than their female counterparts.
6. Significant relationship existed between teachers' drawing salaries and their pupil control ideology, that is, higher the salaries more custodial were the teachers and vice-versa.

7. There exists no significant difference between teachers teaching different subjects and their pupil control orientation.

8. The analysis of the data indicated no relationship between nature of service of the teachers (temporary and permanent) and their PCI. Further, analysis showed that males of both groups were more custodial than their female counterparts.

9. There exists no relationship between marital status (married and unmarried) and PCI of teachers. Further, analysis of sub-samples indicated that male teachers of married group were more custodial in orientation than their female counterparts.

10. The study also explored the relationship between teachers' financial problems and their PCI. The result of the study indicated that teachers facing financial problems have been found more custodial than the teachers who have no such problems. Further, analysis of the sub-samples indicated that male teachers facing no financial problems were more custodial than their female counterparts.

11. There exists significant and positive relationship between teachers' suffering from chronic diseases and their PCI. Teachers suffering from chronic diseases were found to be more custodial than the teachers having no such diseases.

12. In this study Secondary school teachers were found more custodial than the Elementary teachers. Secondary school teachers were also found custodial than the Senior Secondary school teachers but statistically not proved.
Further, the analysis showed that male teachers of Senior Secondary school were found more custodial than their female counterparts.

13. No significant relationship was found to exist between pupil control ideology of Private and Government school teachers. Further, the analysis indicated that male teachers of both Private and Government schools were more custodial than their female counterparts.

14. Further, the result of this study showed that teachers of Boys single-sex schools hold a more custodial PCI than teachers of Girls single-sex and Co-educational schools. Further, analysis showed that males were more custodial than their females in Co-educational schools.

15. The study further showed that teachers of English medium schools were found to be more humanistic than the teachers of Hindi and combined (English, Hindi and Urdu) medium of schools. Teachers of Hindi medium schools were found more custodial than teachers of other types. On the other hand teachers of combined (English, Hindi and Urdu) medium schools were found more custodial than the teachers of English medium and more humanistic than the teachers of Hindi medium schools. Further, result showed that male teachers of Hindi schools were more custodial than their female counterparts.

16. No significant relationship was found between PCI of Eastern and Western U.P. teachers. Further, result showed that male teachers of both Eastern and Western regions have more custodial ideology than their female counterparts.
Implications

The central theme of the study was that of pupil control. It is believed that this aspect of education requires much greater examination because of its complex behaviour toward pupil control.

In every instance a custodial orientation toward pupil control was found to be associated with negative effects in classrooms and schools. This leads to the belief that there is a need for schools which are less custodial and more humanistic. Nevertheless, many schools continue to exist. There are no simple prescriptions for changing the climates of schools. School should consider inservice programs designed to diminish the tendency of some teacher toward custodial control ideology and behaviour. Teacher training institutions should include activities designed to decrease the emphasis on rigid control of pupils. The use of the PCI in the teacher selection process would allow administrators to measure the pupil control orientation of the candidate as criteria for selection. Administrators and teachers need to design strategies to make the school a more attractive place for the students.

In these days of cries for school reform, emphasis should be laid upon the level of educational administration/supervision. In fact, school structures can be created to encourage humanism in pupil control ideology rather than custodialism. The findings of the study revealed that teachers who are satisfied with their teaching profession showed humanistic behaviour, thus it facilitates the healthy socio-emotional development of the students. Teachers should be aware of the differences between humanistic and authoritarian orientations and their inclinations. Then that implication of both orientations can be explored. Teacher stress is a profound problem with respect to the productivity of education. This study also validated the association between pupil control ideology and teachers occupational stress. The implications made on the basis of findings that teachers should also be aware of the
negative effects of stress. Techniques for recognizing, monitoring, and coping with stress should be covered in teacher training and inservice programs. This study further suggests the need for periodical stress management programmes for reducing the levels of stress among the teachers which in turn will improve their functional skills and lead to effective teaching and learning in the classrooms.

The overall result of this investigation points particularly to the need for a more humanistic orientation within the school environment and also on the part of male teachers functioning within the entire system.

Limitations

The limitations of this study are as follows:

1. The present study was focus upon the pupil control ideology of school teachers only. It did not study the pupil control ideology of principals, counselors and student teachers.

2. The study was conducted in urban areas only. Therefore, one cannot generalize the findings of this study to all the institutions of India due to number of differences in their conditions and circumstances.

3. The present study was conducted to find out the pupil control ideology of Private and Government school teachers only. The teachers can also be categorized in more categories on the basis of management in schools.

4. The results that have been reported reflect merely what teachers are like here and now. The findings may be quite different at another time or in another cultural setting.
5. The data obtained and findings reported concerning teacher pupil control ideology do not indicate what ‘ought to be’ nor do they imply that what has been found is ‘best’ or true once and for all.

6. The results of the study having been based on school teachers’ population drawn from Eastern and Western U.P., India, their generalizability is, admittedly, limited. Although, most manifestations of teacher characteristics and behaviour have, on comparison with other studies, been found generalizable yet replication of the study in other regions of the country may be recommended.