Chapter 1
Introduction
INTRODUCTION

1.1 Introduction

Education has been regarded as the best instrument for developing human society and the key to the better life in the future. It is commonly referred to as the process of learning and obtaining knowledge at school, in a form of formal education. However, the process of education does not only start when a child first attends school. Education begins at home. One does not only acquire knowledge from a teacher; one can learn and receive knowledge from a parent, family member and even an acquaintance. In almost all societies, attending school and receiving an education is extremely vital and necessary if one wants to achieve success. It is not only an aspect of development and thinking an in itself, but more significant by it is a premiere instrument for the achievement of other aspects of development, such as economic social political etc. Education is that source by which knowledge or the cultural store house can be transfer from one generation to another. It is that constructive process which drags a person out from darkness, poverty and misery and leads him on the polls of enlightenment, prosperity and happiness by developing his individuality in all its aspects i.e. physical, mental, emotional and social. He becomes a responsible, dynamic, resourceful and enterprising citizen of a strong and good moral character. Education is process of growth in which the individual is helped to develop his talent, power, interest and ambitions. Education is imparted through various programmes and the teacher is the principal agency for implementing all such programmes in educational institutions. It is incumbent upon the teachers to take the advantage of the programmes to guide, inspire and motivate the students for disciplined life and to inculcate values among them which are in consonance with our cultural heritage and our social objectives. The most important factor in educational reconstruction is the role of a teacher's
personal qualities, educational qualification, professional training and the place they occupy in the institution as well as in the community.

Schools as social institutions are assigned the task of preparing the young ones for the roles they will be called upon in future to play in the society. It plays a vital role in the grooming of the child into well-disciplined and trained citizens of the nation. In the institution like this, a student devotes a considerable part of his day’s time with the 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 lives according to set norms of morals and high standards of a well-organized society. Such gathering in schools also generates amongst students a sense how to live collectively with the mixed feelings of friendship, fraternity and brotherhood. With the advancement of their age and as a result of such training imparted to them by teachers in these schools, students grow into a well groomed and disciplined one.

The objective of the school as a social institution is to achieve major changes in the child. These changes are not restricted to cognitive behaviour but include a wide range of social, emotional, physical and in some cases moral behaviour. Schools are people-developing or people changing institutions. Since all pupils are not motivated by a desire to learn, it becomes incumbent on the part of the teacher to control their behaviour. Again, pupils coming from different socio-economic and cultural backgrounds, as they do, often come into conflict with one another resulting into intervention by the teacher and use of some control device by him. Social control is thus, a critical element in group life. Need of pupil control is also inherent in the nature of teaching-learning process which invariably involves a continuous inter-action between the teacher and pupils. The association is not between equals but rather between the superior and subordinates, between the one who gives and the others who receive. As a consequence of the mandatory nature of the interaction and
the status distinction between the participants, control becomes essential ingredient of the classroom situation. Both the professional and popular literature picture the school as an institution in which pupil control is a key concern.

Control is a problem faced by all organization, but it is especially important in certain types of organizations such as schools. Schools are service organizations which have no choice in the selection of clients (students) and the clients must participate in the organization. These organizations seem likely to be confronted with some clients who have little or no desire for the services of the organization, a factor which accentuates the problem of client control in such organizations (Carlson, 1964). Pupil control problems have been found to play a major part in both the structural and the normative aspects of the school. This means that teachers who are viewed as weak on control have marginal status among their colleagues. Also, teachers are expected to maintain adequate social distance between themselves and pupils, a normative requirement in which teachers learn and play out a host of correct behaviours towards pupils. This fact is not surprising because the schools have no control in the selection, therefore, they must adjust to this lack of selectivity (Carlson, 1964).

Willower and Jones (1963) point out that although, many factors influence the culture and tone of a school, pupil control is a dominant motif. In fact, pupil control is seen as an integrative theme of the social system of the school. Silberman (1970), after an extensive study of public schools, concluded that the most important general characteristic of schools was a pre occupation with order and control. Licata and Willower (1975) state that schools are organizations in which students must submit to an authority structure and adjust to a relatively rigid routine. Rosenholtz (1989) contends that for the teacher control of students is often so pronounced that the goal of classroom order often displaces student learning as the definition of teaching effectiveness. Denscombe (1985)
argues that teachers live in a world where classroom control is deemed vital to their occupational survival. Willower, Eidell and Hoy (1967) regard the public school as a social system and concern with pupil control as one salient feature of school culture. Moreover, each school appears to have a prevailing ideology regarding pupil control which has an influence on the values of its various members (Lunenburg and O'Reilly, 1974).

Pupil control is a social structure of the school organization that affects the social interaction patterns of students, teachers and administrators (Vitagliano and Licata, 1987). The teacher receives relatively little help in this task of pupil control. The absence of a contractual agreement between a pupil and his teacher and the lack of an elaborate, defined technology means that the teacher must rely on her own ability to establish rapport with the students, and through the impact of personality, awaken enthusiasm for the learning process. The teacher daily must resolve the conflict between the personalistic, affective demands of the pupil-teacher relationship in the learning process, and the exercise of organizational demands for control and order (Coleman, 1961; Darling-Hammond and Sykes, 1999; Emmer, 2000; Good and Brophy, 2000; Gordon, 1957; Jackson, 1990; Kohn, 1998; Newman, 1998; Silberman, 1970; Waller, 1967).

Willower, et al. (1973) defined control ideology as the teacher's stated belief regarding the control of students in classrooms and schools. A teacher's control ideology is one set of beliefs that affect the classroom environment. Control ideology is defined as the amounts of control teachers believe they should exercise in order to manage students in their classroom. Pupil control ideology is a conceptualized set of beliefs that define teacher orientations of classroom management (Willower, Eidell, and Hoy, 1967). Woolfolk and Hoy (1990), however, claimed pupil control was a neutral, non-perjorative term referring to any mechanism by which teachers gain cooperation in the classroom (Cusick, 1992). For any practitioner, control is necessary to avoid chaos (Jackson, 1968). Pupil
control ideology has been related to both teachers and students characteristics. Teachers who have more custodial orientation also tend to be more external in their locus of control (Henderson, 1982), more authoritarian and dogmatic in their beliefs, more likely to support corporal punishment, more directive and less progressive in their educational attitudes (Appleton and Stanwyck, 1996; Nachtschein and Hoy, 1976; Voege, 1979).

The concepts of custodial and humanistic pupil control orientations were used to contrast of individual orientations toward the control of pupils in school. It was one of the earliest approaches to conceptualizing and assessing perspectives on discipline (Hoy, 2001). In this regard Willower, Eidell and Hoy (1973) developed a model on the basis of field studies regarding the social system of schools. It is one of the most thoroughly studied models in the area (Gaffney, 1997; Packard, 1988). The model of custodial orientation depicts a classroom atmosphere with a rigid and highly controlling setting concerned primarily with the maintenance of order (Willower et al., 1973). In this model student misbehavior is viewed as a personal affront and students are perceived as persons who must be controlled through the application of punitive sanctions and it emphasizes the unilateral communication where both power and control flow downward. Custodial teachers manifest suspicious and distrust of pupils, often addressing them in an unpleasant and angry manner. They react personally and judgementally toward students who misbehave (Lunenburg and Mankowsky, 2000).

Schools in which the humanistic ideology predominates tend to have a strong sense of community; student’s cooperation and interaction are essential. In schools where the custodial ideology predominates, students are not participated in decision-making process; priorities are rigid control and maintenance of order (Sergiovanni, 1983). Both teachers and students alike are willing to act upon their own volition and to accept responsibility for their actions. A humanistic pupil control orientation is positively
associated with all that is desired in a healthy organization (Foley and 
Brooks, 1978), and the key to such an ideology is the teacher (Lunenburg 
and O’ Reilly, 1974). The concepts of custodialism and humanism provide 
a way of thinking about educator orientation toward pupil control. These 
ideas can be employed in terms of behavior. In other words, we can speak 
of a teacher where ideology concerning pupil control is relatively custodial 
or humanistic.

Humanistic educators strive to establish a basis of mutual respect 
and friendship in their relationships with pupils. They are patient, 
congenial and easily approached by students. These educators are 
responsive to student suggestions and ideas and encourage pupil self-
discipline and independence. They are flexible and tolerant in dealing with 
students and react toward misbehaviour on the basis of efforts to 
understand it. A humanistic orientation in teachers has been associated 
with professional competence as well as with enhanced student motivation 
and self-confidence and decreases in student’s externalizing behaviour 
(Agne et al., 1994; Deci et al., 1981; Lunenburg, 1991; Lunenburg and 
Schmidt, 1989; Skinner and Belmont, 1993; Vitaro, Tremblay and Gagnon, 
1995).

Custodial educators strive to maintain a high degree of order among 
pupils. These educators are impersonal and aloof in their relationship with 
students and are stringent and unyielding in dealing with them. Custodial 
educators manifest suspicious and distrust of pupils, often addressing them 
in an unpleasant or angry manner. These educators react personally and 
judgementally toward students who misbehave. A custodial orientation has 
been associated with various negative school factors (Barfield & 
found that humanistic teachers favoured communication/negotiation before 
punishment in response to student misbehaviour. Kottamp and Mulhern 
(1987) postulated that teachers with humanistic pupil control orientation 
would have a high force of expectancy motivation.
Schools with an open organizational climate generally have teachers who are more humanistic (Appleberry and Hoy, 1969; Lunenburg and O’Reilly, 1974). Likewise the more humanistic the teachers in the school, the higher the quality of school life, operationalized in terms of the students’ satisfaction with school their commitment to class work and their positive reactions to teachers (Lunenburg and Schmidt, 1988). The stronger the custodial orientation, the more stress that is placed on status obeisance, the value placed on authority for its own sake and the difference shown to people who are higher in rank (Helsel, 1971). Goal displacement also is more likely to occur in schools with a higher percentage of custodial teachers (Lunenburg, 1984).

In general, pupil control ideology of teacher tends to be rather stable and consistent over time. One notable exception to this is the change in ideology that occurs in many neophyte teachers. Paschal and Treloar (1979) have demonstrated that prospective teachers become more humanistic during their undergraduate training and then more custodial during the first year of actual teaching experience. Hoy (1968) averred that the reason for this is that teachers undergo double socialization process. During college preparation for teaching the emphasis is on ideal practices and images. Student teachers are socialized into the more humanistic values and norms of the profession. The second phase of socialization occurs when the new teachers enter the classroom as a full time employees and are socialized into the more custodial values and norms held by other full-time members of the organization (Hoy and Woolfolk, 1990).

In view of the importance of humanistic behaviour of teachers in the classroom for the learning of students, much of the research on teaching is now being conducted to find an answer to the question as to which of the teacher’s characteristics as well as types of schools are associated with the humanistic pupil control ideology. In any interpersonal situation, the personalities involved during their mutual perceptions and by the same taken their control behaviours. Allport’s (1954) central directive
state theory lends support to the above notion as it says that central
directive state such as values, attitudes, emotions and needs influence
behaviour generally and perceptions and judgements particularly. This is
because beliefs and behaviours are supposed to be highly related.
Sprinthall, Whiteley and Mosher (1966) found that cognitive flexibility (an
attitude) and behaviour are related.

Further more, studies on authoritarianism (authoritarianism being
considered a personality factor) and perception revealed that authoritarian
and non-authoritarian differ significantly in the way they perceive and
judge stimulus persons. Hart and Brown (1967) found that authoritarians
were more rigid and assumed that other people were similar to themselves
more often than non- authoritarians. This initial study on PCI (Willower,
Eidell and Hoy, 1967) did show that closed-minded educators were
significantly more custodial in PCI than open-minded educators. It seems
plausible to assume that PCI, in part, a function of personality factors as
well as role factors. However, there is relatively little research which has
been directed toward the relationship between characteristics and type of
schools and PCI of teachers.

Studies have reported that attitude towards teaching is related to PCI
of the teachers. Lunenburg (2000) demonstrated that a strong relationship
between pupil control ideology and teacher behaviour. Bartlett (1976)
reported that teacher attitudes as a function of pupil control ideology. He
investigated that attitude of teachers which are associated with high levels
of custodialism. These attitudes include emphasis on, content to be taught,
teacher direction, rigid classroom procedures and social disengagement
from pupils. Packard (1989) found that the more custodial the ideology of
teachers, the more custodial the behaviour. Lunenburg (2000) also found
that a professional perspective was negatively related to custodialism of
teacher. Khatoon (1988) revealed that attitude towards teaching is not
related to the type of teacher’s verbal behaviour in the classroom.
Educators’ PCI and their behaviour are significantly related to each other.
Nevertheless, pupil controls have traditionally focused upon teachers’ behaviour (Lunenburg and Schmidt, 1989).

Educational literature reports high levels of occupational stress among teachers. There are many sources, manifestations and stages of stress. The degree of any individuals stress is a combination of environmental events known as “stressors” and individual perception and evaluation of those events (Fimian, 1982; Harris, Halpin and Halpin 1985; Borg and Riding, 1993). Teacher stress has been identified as a disruptive factor toward productiveness within the classroom. It has been reported that job-related stress is a common phenomenon among many teachers. The impact of this stress can prevent productive teaching and learning, as well as affect the physical and emotional well-being of the individual teachers (Harris, Halpin and Halpin, 1985).

Teachers with a more custodial orientation experience greater occupational stress (Albertson and Kagan, 1987) and are more at risk of burnout than their more humanistic colleagues (Cadavid and Lunenberg, 1991). Borg and Riding (1993) stated that the little association has been found between demographic variables and level of teacher stress. Alternately, other literature supports the premise that there is a direct relationship between level of teacher stress and personality characteristics. Teacher control ideology has also been associated with student’s factors that contribute to teacher burnout (Friedman, 1995). Teachers who possessed a humanistic orientation to pupil control were affected mostly by student characteristics of disrespect, while teachers with a custodial orientation were affected by inattentiveness. The impact of these student characteristics on teacher burnout was mediated through gender, with male teachers experiencing burnout due to student inattention and female teachers due to disrespect.

The most substantial difference in the pupil control ideology of male and female educators occurred when all male teachers were compared with all female teachers. Willower, Eidell and Hoy (1967) concluded that the
male teachers had a more custodial pupil control ideology than the female teachers. Packard (1988) also found that female teachers are more humanistic or less custodial than male teachers. Males and secondary school teachers tend to be more custodial than females and elementary teachers (Appleton and Stanwyck, 1996, Richardson and Payne, 1988).

Teachers learn the appropriate role requirements for teaching through the socialization process. They are socialized to the requisite roles and behaviour both formally and informally, that is, through education and experience. New teachers, receive much of their initial socialization on teaching in their preparation programmes, which are for the most part idealistic, and humanistic (Hoy 1967, 1968, 1969; Hoy and Woofolk, 1990). Experience is a strong socialization agent; in fact, we assumed that the most significant socialization takes place on the job, Evidence from a number of studies (Coleman, 1961; Hoy and Woolfolk, 1990; Waller, 1932; Willower and Jones, 1963) consistently demonstrates that the teacher subculture in public schools tends to be custodial. Good teaching is often equated with good control. New teachers spend a great of their time trying to convince older teachers that they can handle the students and are not weak on discipline. Hence, we predicted that beginning teachers are less custodial in their pupil control ideology than experienced teachers (Willower and Jones, 1963).

Older, more experienced teachers have been shown to have more custodial orientation in their approach to classroom management than their less experienced colleagues (Hoy and Rees, 1977; Packard, 1988). Verma and Khatoon (1984) found that more experienced educators were more custodial than their counterparts. Willower, Eidell, and Hoy (1967) did find that teachers with more than five years of experience were significantly more custodial than teachers with less experience. New teachers with relatively humanistic pupil control orientation quickly become significantly more custodial in their orientation as they become

Gossen (1969, as cited in Packard, 1989) found that teachers in low socioeconomic (SES) schools were more custodial than teachers in middle and high SES schools, and Barfield and Burlingame (1974) reported similar results linking low SES schools to a more custodial attitude by teachers.

Brenneman, Willower and Lynch (1975) found that elementary school teachers were on the average almost five points more humanistic on the pupil control ideology score than were secondary school teachers. Similarly, Estep, Willower and Licata (1980) found that the greater custodialism of high school teachers was reflected in classrooms that were more orderly, more predictable, and less robust. Elementary school teachers and field experience students are more humanistic in their pupil control ideology than their secondary counterparts (Hoy, 1967; Hoy 1968; Jones, 1982).

The more liberal and child-centered philosophy of elementary school teachers (Gibson, 1970) may also be reflected in their more humanistic ideology. Packard (1988) speculated that secondary schools may attract or may select teachers who lean toward a custodial orientation. Similarly, weak control by a teacher is perceived by one’s peers in high schools as an indication of ineffectiveness (Willower and Lawrence, 1979). Research in public and private elementary and secondary schools found no significant difference between the pupil control orientation of religions and public school teachers, but determined secondary teachers are more custodial than elementary teachers (Denig, 1996). Smith, Reinhartz, Oshima, and Smith (1982, as cited in Packard 1989) discovered lower PCI scores, meaning more humanistic teachers, among teachers in urban, ethnically diverse schools than among teachers in white, suburban schools.

Although many factors within classrooms can affect students’ academic and social motivation, the role of classroom climate is
significant. In particular, the authority structure of classrooms that encourage students to be autonomous in their learning is related to their intrinsic motivation. Similarly, the interpersonal relationship domain that fosters care and relatedness have a positive affect on students' motivational outcomes (Conell and Wellborn, 1991; Deci and Ryan, 1994). One important factor linked to the climate is teachers' control orientation. Teachers' orientation whether they believe that children should be controlled or be given freedom to make decision determines the structure of classrooms which in turn affect students' motive to learn (Deci, Schwartz, Sheinman and Ryan, 1981). Moreover, it is also argued that teachers' orientations translate into teachers' behaviour which students can readily perceive (Deci, Schwartz, et al., 1981). When they perceive that their teachers care about them or listen to them, their motive to learn and efforts to behave in socially appropriate ways is enhanced.

For the professional preparation of the teachers, the study of the pupil control ideology held by them is very important. However, 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.

The investigator is more convinced that teacher attitude, occupational stress, demographic, personal and institutional factors need no longer be neglected in research directed towards a study of correlates of teachers pupil control ideology. The reason is obvious. Conceptually, they appear to influence the teacher pupil control ideology but their influence has not yet been empirically studied adequately in India. The present study among other is concluded in the area of pupil control ideology but its
distinctive feature is to study correlation of certain variables not included in earlier studies with pupil control ideology in India and also in abroad; specially nature of job, marital status, financial problems, chronic diseases, Single-sex and Co-educational schools. This being the reason, the investigator undertook the present study which attempt to investigate the relationship of these variables with pupil control ideology of teachers.

1.2 Statement of the problem

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

1.3 Objectives of the study

It is the first time that PCI of Elementary, Secondary and Senior Secondary school teachers is being investigated at Ph.D. level in Aligarh Muslim University, Aligarh. Pupil control ideology may be studied at different levels, depending upon the purpose to be served by the enquiry. The problem of the present research concerns natural history and correlational study. PCI is described and correlated with attitude, anxiety, demographic, personal and institutional factors of the teachers in order to develop further insight into the nature of teachers’ PCI. Against this background the following were the aims and objectives of the present study.

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.

1.4 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 stress 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.

1.5 Hypotheses of the study

In order to give proper direction to the investigation, it was thought necessary to formulate certain hypotheses which may be tested in this study. The investigator was guided by the results of previous researches in these areas, theoretical view points available in related literature and investigator's intuitive understanding and insight. For the present study the hypotheses have desirably to be stated in the null-form. The reason is obvious, when they are conceived as research hypotheses they are generally stated in the form of statements, but when they conceived as statistical hypotheses, usually they are taken in the form of null-hypotheses.
The following null-hypotheses have been constructed for testing throughout the study. The confidence interval set up for the purpose of accepting or rejecting the hypotheses in the study is 0.05, 0.01 and 0.001 levels. The reason for fixing the rigorous limit is discussed elsewhere. Common practice with this regard is to set up a region of 0.05, 0.01 and 0.001 levels. The following hypotheses were established:

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 disease 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.

1.6 Definition of the terms

Some terms and concepts have been repeatedly used in this study owing to the unfortunate situation that those terminologies in behavioural sciences has not yet attend a standardized form. It appears necessary that their definitions as accepted for this study are given so that any term may not mean different things to different readers of the dissertation. It is obvious that the investigator has not coined her own definitions, but has for each term selected the one from those given in standard text books which was found to have best solved the purposes of the present study. In case of each term or concept the accepted definition is preceded by a brief discussion of how it is viewed by different authors.

1.6.1 Education

Education consists of all those experiences which affect the individual from birth till death. Moreover, it is the process by which an individual freely develops himself according to his nature in a free and uncontrolled environment. It is a life long process of growth and development. According to Altekar (1957) education has always been regarded as a source of illumination and power which transforms and ennobles our nature by the progressive and harmonious development of our physical, mental, intellectual and spiritual powers and facilities.
The Education Commission (1964-66), the first Commission in independent India which examined all the facets of education at all levels very aptly began its report with these words, “the destiny of India is now being shaped in her classrooms. This, we believe, is no mere rhetoric. In a world based on science and technology, it is education that determines the level of prosperity, welfare, and security of the people. On the quality and number of persons coming out of our school and colleges will depend our success in the great enterprise of national reconstruction whose principal objective is to raise the standard of living of our people”. The National Policy on Education (1986) and as slightly modified in (1992) has also observed, the country has reached a stage in its economic and technical development when a major effort must be made to derive the maximum benefit from the assets already created and to ensure that the fruits of change reach all section. Education is the highway to that goal”. Again it states, “in our national perception education is essential for all. This is fundamental to our all round development, material and spiritual. In sum, education is a unique investment in the present and future”.

Education is described by Kirk and Gallagher (1983) as the mirror of the society, showing its strengths, weaknesses, hopes, biases and key values of its culture. Thus, education has a definite role to play in the development of people and countries. It plays a significant role in the development of people because people are the wealth of any nation. It is also a source growth of any country. United Nations Education and Cultural Organization UNESCO (2001) declare education a vehicle for and indicator of development. Gandhiji speaks of education as, by education I mean an all round drawing out of the best in the child and man-body, mind and spirit. According to Vivekanand, education is the manifestation of divine perfection already existing in man. In the words of Dewey, education is the development of all those capacities in the individual which will enable him to control his environment and fulfill his responsibilities. Pestalozzi defines education as the natural, harmonious, and progressive development of man’s innate powers.
1.6.2 Teacher

The quality of education depends largely upon the quality of teachers is one of the axioms of educational planning. Spacious buildings, modern equipment, textbooks, important though they are become ineffective unless there are teachers who have the imagination and the competence to get the children to use them properly. The Secondary Education Commission (1954) were convinced that the most important factor in the contemplated educational reconstruction is the teacher- his personal qualities, his educational qualifications, his professional training and the place he occupies in the school as well as in the community. They felt that the reputation of a school and its influence on the life of community is invariably determined by the kind of teachers working in it. The Education Commission (1966) had also echoed in their report when they said that of all the different factors that influence the quality of education and its contribution to national development, the quality, competence and character of teacher are undoubtedly the most significant. Dictionary of Education defined teacher is a person employed in an official capacity for the purpose of guiding and directing the learning experiences of pupils or students in an educational institution, whether public or private. Teachers are the real architects of the nation for it is they who provide the mould, so as to say in which the nation's character is cast. It is they who by their characters leave an indelible impression on the students of today who are the citizens of tomorrow. The place and importance of the teacher in a society can never be over estimated. A teacher is a central figure in the formal teaching learning set up. He is the ultimate agent who dispenses knowledge, frames the time schedule, selected reading materials, evaluates learning outcomes, and helps pupils to overcome their difficulties and personal problems. It is he who sets the standards, builds up desirable attitudes and approves or disapproves pupil behaviours. The Education Commission of India has aptly said, the destiny of India is being shaped in her classrooms. It is the teacher who moulds the raw material into the
refined product so the performance of teacher is most crucial input in the field of education. A competent teacher can implement lofty aims, sophisticated and abundant equipment and effective administration. Producing competent teachers is an obligation in the field of teacher education. Moreover, teachers are expected to possess the qualities like to build up character and personality, love for the profession, love for children, act as a guide etc.

The teacher has not only been respected but worshipped. A good teacher is a powerful and abiding influence in the formation of character. He is far more valuable than magnificent buildings, rich curricula and experience equipment.

1.6.3 Teaching profession

The teacher's job involves many tasks, but the most important task is teaching. Teaching is a technique, a method and a concept. Teaching as a pious activity has been enjoying a place of high prestige in Indian culture since the dawn of human civilization. In fact, India may be regarded as the land of teachers. Joyce and Weil (1972) define teaching as a process by which teacher and students create a shared environment including sets of values and beliefs which in turn colour their view of reality.

Sociologists characterize a profession as having a specialized body of knowledge based on systematic theories and transmitted through a formalized educational process. It is a process in which one professes to have acquired some knowledge used by way either of instructing, guiding or advising others or serving them in some art.

Stinnett (1965) said that almost every specialized group, as soon as its members can claim to offer a significant service to society, begins to identify itself as a profession. Carr Saunders (1933) said that a profession may perhaps be defined as an occupation based upon specialized
intellectual study and training, the purpose of which is to supply skilled service of advice to others for a definite fee or salary.

1.6.3.1 Characteristics of profession

- A body of specialized based on theory which is the basis of the work of the group.
- A process of fairly long formal training in an educationally communicable technique.
- A procedure for certifying or validating the membership of the profession.
- A set of standards of performance-intellectual, practical and ethical. The code of conduct is defined and enforced by the members of the profession.
- Working increasingly towards altruistic objectives-a life long commitment on the part of members sustained by social and economic norms.
- Tendency towards self-organization with a body of members, representing the entire corps doing professional thinking, controlling norms and advising in all professional matters. This also implies a broad range of autonomy for both the individual practitioners and for the occupational group as a whole.

The National Classification of Occupations recognizes teaching as a profession. Teachers themselves think that they are not rated by society as high as other professional like bureaucrats (IAS) or doctors, engineers or lawyers. Moreover, it is commonly agreed that teaching is a peculiar type of profession. As beautifully pointed out by Rao and Venkataramana (1988), among all the professions, teaching belongs to a very special professional category. Srivastava (1980) comment, valuation and normative expectation from teaching profession tend to persist, there are
existential forces at work, which obstruct, or render difficult the realization of those normative expectancies and role obligations.

Teaching is not simply a profession or a vocation; it is rich source of enjoyment especially for those who enter it not by compulsion of circumstances but by considered and thoughtful choice. Teaching is a noble profession. It provides the individual as opportunity to render a great service to mankind. Good teachers are always respected by the society. Teaching profession is both a heaven and a hell. It is a heaven for those who command respect and a hell for those who demand respect. Ramamurti (1990) has rightly remarked: Economic benefits, job security and freedom of work are generally perceived as necessary conditions for improvement in the social status of teachers. However, increase in material benefits is not sufficient. Cultivation of professional competence, capacity to inspire and motivate students, devotion to duty, good scholarship and academic record, and quest for knowledge and excellence are all equally significant. Unless the level of professional competence rises along with betterment material conditions the status of teachers will not improve.

Thus, teaching is in the process of professionalization. The key formula is “improvement of quality of service”.

1.6.4 Pupil control ideology

There seems to be little doubt that pupil control is an important, if not pervasive, aspect of the organizational life of public schools. Waller (1967) classical analysis of the social organization of the school vividly depicts the significance of pupil control in schools. Nearly four years later Silberman (1970) noted that “the most important characteristics school share in common is a preoccupation with order and control”. Nonetheless, a review of the literature on pupil control or “discipline” in schools reveals a host of prescriptions, admonitions, and exertations concerning discipline and little in the way of systematic study on the control of students in
schools. One important exception to this general position is a series of investigations evolving from the research begun at the Pennsylvania State University which focused on the school as a social system and on the place of pupil control in such systems (Willower & Jones, 1963; Willower 1965; Willower, Eidell & Hoy, 1967).

A conceptual framework for the study of pupil control in the schools was developed from research at the Pennsylvania State University (Willower, Eidell & Hoy, 1967). Pupil control was conceptualized along a continuum ranging from 'custodialism' at one extreme to 'humanism' at the other. A custodial pupil control orientation stresses the maintenance of order, punitive sanctions, and the interpretation of student misbehaviour in moralistic terms. A humanistic pupil control orientation emphasizes an accepting trustful view of students and confidence in their ability to be self-discipline and responsible.

The model of custodial perspective is the traditional school that provides an inflexible and highly controlled setting concerned primarily with maintaining order. Students are stereotyped according to their appearance, behaviour and family social status. Teachers who hold a custodial orientation conceive of the school as an autocratic organization with a rigid teacher-pupil hierarchy. The flow of power and communication is unilaterally downward. Students must accept the orders of their teachers without question. Teachers do not attempt to understand misbehaviour, but instead view it as personal affront. Students are perceived as irresponsible and undisciplined persons who must controlled through punitive measures. In brief, pessimism, and watchful mistrust pervade the atmosphere of the custodial school.

The model of the humanistic perspective is the school as an educational community in which students learn through cooperative interaction and experience. Learning and behaviour are viewed in psychological terms, not moralistic ones. Self-discipline is substituted for strict teacher control. Humanistic orientations lead teachers to desire a
democratic atmosphere with open channels of two-way communication between pupils and teachers and increased self-determination. In sum, a humanistic orientation is used in socio-psychological sense suggested by Fromm (1948); it indicates an orientation that stresses the importance of the individuality of each student and the creation of a climate to meet wide range of student needs.

The description of humanistic and custodial orientations of pupil control as given by Willower, Eidell and Hoy informs the definition of the concept of pupil control ideology as accepted in the present study. The investigator believes that a teacher’s pupil control ideology is largely determined by his view about the child’s nature. If he believes that child is pious, full of virtues, godly qualities and possesses individuality, worth respect then his control ideology is based on humanistic principles which would include sympathy, love, respect for individuality and belief in self controlling ability in the child as against it, if the teacher holds the view that the child nature is basically sinful needing strong measures for correction then he would mistrust the child disregard his individuality and use punitive measures to control him.

It is on this assumption that the measure of pupil control ideology has been developed for use in this study.

1.6.4.1 Open and closed mindedness

It has long been recognized that an individual’s belief as well as his disbelief have an important influence on his values and attitudes. Rokeach (1960) suggested that the belief and disbelief system reduce to a single dimension, which he classified as the ‘open minded and closed minded’ dimensions. The open minded person according to Rokeach sees the world as friendly place. He is more free and more impervious to relevant pressures. The close minded individual sees the world as threatening place. Therefore, he is more inclined to rely on absolute authority.
1.6.4.2 Open and closed climate

The organizational climates of schools have been conceptualized along an open-closed continuum which marks the extremes of the climate range (Halpin and Croft, 1963). Openness is used in the Halpin and Croft framework to denote a climate characterized by high teacher morale and good professional relationships between and among principals and staff. A climate referred to a closed exhibit the opposite characteristics that staff divisiveness, non professional concerns and a principal who is perceived to be relatively concern for the welfare of his teachers and success of his schools.

1.6.5 Attitude

An attitude is the individual's organization of psychological processes, as inferred from his behaviours, with respect to some aspect of the world which he distinguishes from other aspects. Attitude is an acquired phenomenon which is manifested through behaviour of an individual by way of a reaction to external stimuli. It is a feeling, a reaction towards certain object or concept. Eagly and Chaiken (1993) may be defined attitude as learned predispositions to respond in a favourable or unfavourable manner to a particular person, behaviour, belief or thing. Shaw and Wright (1967) believe that attitudes are the end products of socialization process which significantly influence man's responses to cultural products, to other persons, and groups of persons. Krech et al. (1962), define attitude is an enduring system of positive and negative evaluations, emotional feelings, and pro or con action tendencies with respect to social object. According to Allport (1954), defined attitude is a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all subjects and situations with which it is related. According to Good's Dictionary of Education, attitude as the predisposition or tendency to react specifically towards an object, situation, or value; usually accompanied by
feelings and emotions. Chave (1928) states that an attitude is a complex of feelings, desires, fears, convictions, prejudices or other tendencies that have given a set or readiness to act to a person because of varied experiences. Thurstone (1946) define an attitude as the degree of positive or negative affect associated with some psychological object. The Oxford Advanced Learner’s Dictionary of Current English (1995) defines attitudes as the way that you think and feel about somebody; the way that you behave toward somebody or something that shows how you think and feel. Thus, the concept of attitude includes ways of feeling, thinking, behaving and maintaining an expression of one’s identity within the environment.

1.6.5.1 Components of attitude

An attitude has three component i.e. cognitive component refers to the categorization of the objects, persons or events towards which an attitude is formed. This component is associated with beliefs or ideas, and a belief may serve as an action indicator. Affective component refers to the feelings and emotions associated with a belief, and these feelings are termed as ‘values’. A behavioural component- tendencies towards action are associated with the behavioural component, and these tendencies may be categorized as approach tendencies, where positive feelings are involved and negative feelings are avoided.

1.6.5.2 Characteristics of attitude

Shaw and Wright (1967) mentioned six general characteristics of attitude:

- Attitudes are learned through social interaction rather than the result of maturation.
- Attitudes have specific social referents or specific classes. Individuals demonstrate their feelings toward objects according to the manner in which they have been exposed to the object earlier.
• Attitude posses varying degree of inter-relatedness to one another. Attitudes are interacted to the extent that they possess similar referents. Attitudes which are highly interrelated from clusters or sub-systems are related to one another to form the total attitudinal system of the individual.

• Attitudes are based upon evaluation concepts regarding characteristics of the object.

• Attitudes are constructed as varying inequality and intensity on a continuum from positive through neutral to negative.

• Attitudes are stable and enduring.

1.6.5.3 Functions of attitude

• Attitudes help to understand the world around us, by organizing and simplifying a very complex input from the environment.

• To protect self-esteem, by making it possible for us to avoid unpleasant truths about ourselves.

• It helps to adjust in a complex world, by making it more likely that we will react so as to maximize our rewards from the environment.

• Allow us to express our fundamental values.

The process of measuring attitudes can be conceptualized as consisted of three stages: (i) identification of the types of behaviour samples those are acceptable as a basis of making inferences, (ii) collection of the samples of behaviour and (iii) treatment of the behaviour samples so as to convert findings about them into quantitative variable.
1.6.6 Attitude towards teaching profession

An attitude is an important concept to understand human behaviour. People’s attitudes towards their professions have an effect on their performance. This case is also valid for profession of teaching. Teaching is the most demanding job since teachers need a long time to see the results of their actions on students.

The fact that attitude give directions to one’s behaviour implies that they are very similar to motivation, goal seeking and purposive behaviour. A positive favourable attitude makes the work not only easier but also more satisfying and professionally rewarding. A negative unfavourable attitude makes the teaching work harder, more tedious and unpleasant. Moreover, effective learning on the part of the pupils can be achieved by employing teachers with desirable attitudes or by shaping their attitudes in the desired direction.

Naturally a teacher with favourable attitude towards his/her job would produce a right type of youth. While the one with an unfavourable attitude towards the job would produce lope sided personality. If the attitude of the teacher towards his/her job in such an important factor, a study of it will be useful and of great practical value to educational authorities and to all other concerned with education.

The present study involves the measurement of attitude towards teaching profession, therefore, it is necessary to give operational definition of attitude towards teaching profession, which is as follows:

“Attitude towards teaching profession means the sum total of a teacher’s evaluative reactions (positive and negative) as expressed through preferences or expressions of likes and dislikes for various aspects of teaching profession”.

Thus, the measurement of attitude in this study is done by evaluating the teacher’s reaction (positive and negative) towards all important aspects of teaching profession as well as by his/her opinion, feelings, likes and dislikes towards the profession as a whole.
1.6.7 Occupational stress

Human beings have many biological, psychological and social needs. When these needs are not satisfied they experience stress. Everyone has some stress with varying degree. The word 'stress' is defined as the state of psychological upset or disequilibrium in the human being caused by frustrations, conflicts and other internal as well as external strains and pressures. Modern life is full of stress. An organization becomes more complex, the potential for and the amount of stress increase.

Stress has been defined as the state manifested by the specific syndrome, which consists of all the non-specific induced changes in a biological system (Selye, 1974). Stress falls into different groups—physical, environmental, cultural, personal and social expectations.

Stress is a hypothetical construct that represents an equilibrium state that exists between the individual responding to environmental demands and the actual environment. Disequilibrium may have actual cause or, frequently, a combination of both actual and perceived causes. Stress, therefore, can be positive or negative, desirable or undesirable, and a good or bad reaction to a real or perceived imbalance between the demands of the environment and the individual’s capability of responding appropriately to those demands (Fimian, 1982). In general term stress is a reaction to an event; it can only be sensibly defined as perceptual phenomenon arising from a comparison between the demand on the person and his ability to cope with. According to Ivancevich and Matteson (1980) stress can be defined as an adaptive response, mediated by individual characteristics and/or psychological demands upon a person.

This definition include three concepts important to the overall study of stress: (a) situational demands or stressors cause persons to adapt; (b) individuals tend to react and adapt in different ways to the stressors they are presented, and (c) some form of physical and/or psychological responses will occur (Alley, 1980; Eskridge and Coker, 1985; Fimian, 1982; Kreitner, 1989).
Teaching, including its administration, is seen as a highly stressful profession, perhaps more stressful than many others. Thus, teacher stress may be defined as the experience by a teacher of unpleasant emotions, such as tension, frustration, anxiety, anger and depression, resulting from aspects of his work as a teacher (Kyriacou and Sutcliffe, 1978a).

Occupational stress has been described as the experience of negative feelings, such as frustration, worry and anxiety, perceived to arise from work related factors (Kyriacou, 2001). Occupational stress has been associated with burnout, which is considered a product of long term exposure to stress (Burke and Greenglass, 1994; Mearns and Cain, 2003). It has also been strongly associated with temporary and chronic illness, such as headache, hypertension, reduced immune response, stomach complaints, illness, depression and stroke (Aschcraft, 1992; Burke and Greenglass 1994; Guthrie 2006; Kahn and Byosiere, 1992; Kyriacou, 2001; Kyriacou and Sutcliffe, 1977). Occupational stress has been linked to decreased job satisfaction and job commitment, absenteeism, turnover and reduced performance (De Nobile and McCormick, 2007; Jepson and Forrest, 2006; Kyriacou, 2001; Muchinsky, 2000; Spector, 2000). All of these outcomes can be quite costly to schools and school systems in terms of financial outlays (Ashcraft, 1992; Guthrie, 2006), as well as disruption to student learning through reduced performance, absence and turnover.

1.6.7.1 Sources of occupational stress

Several factors have been identified as major sources of occupational stress among teachers. Prominent among these factors are poor working conditions (Rowsey and Ley, 1986), misbehaviour of students (Dunham, 1984), lack of resources for teaching (Faber, 1984; Okebukola and Jegede, 1989), overloading with non-teaching duties (Payne and Furnham, 1987) and pupil’s poor attitudes to work (Kyriacou, 1987; Okebukola and Jegede, 1989).
One definition of occupational stress suggests that job stress results from job features that pose a threat to the individual. Threat may be due to either excessive job demands or insufficient supplies to meet employee’s needs. When the job requires too much work in too short a time, job overload exists. Supply deficits concern things employees expect from their jobs: adequate salary, job satisfaction, and promotion or growth on the job (Rice, 1992).

Attempts to identify the sources of occupational stress have discovered many culprits. Cary Cooper, has developed a concise yet complete list of six sources of work stress (Cooper, 1983):

- **Job conditions** - Quantitative & qualitative work overload, people decisions, physical danger, techno stress.
- **Role stress** - Role ambiguity, sex bias and sex-role stereotypes.
- **Interpersonal factors** - Poor work and social support systems, lack of management concern for the worker, political rivalry, jealousy, or anger.
- **Career development** - Underpromotion, overpromotion, job security, frustrated ambitions.
- **Organizational structure** - Rigid and impersonal structure, political battles, inadequate supervision or training, non participative decision making.
- **Home-work interface** - Spillover, lack of support from spouse, marital conflict, dual career stress.

1.6.7.2 Coping from stress

It is necessary for school of coping the teachers stress, (e.g. Fletcher and Payne, 1982; Dunham, 1984; Kyriacou, 1981) the most frequently advocated changes are giving teachers more preparation time during each school day, reducing the size of classes, better organization and communication within the school, an improved climate of social
support, more effective programmes of staff induction and professional development, more recognition of teachers efforts and a clearer description of job tasks and expectations. There are some steps for coping of teacher stress:

- *Create a supportive organizational climate*- This type of climate will help to reduce job stress and thereby improve job satisfaction among teachers. By providing better working conditions, teachers will be more satisfied to work in the institution they are working.

- *Enrich the design of tasks*- Careful managing of task design may be an effective way to cope up with stress. Teachers’ job can be enriched by improving job content factors such as recognition, advancement and growth.

- *Reduce conflict and clarity institutional goals*- To reduce role conflict the authorities should provide clear cut guidelines, so that they will be aware of their roles and there will be no ambiguity in understanding of what he or she is to do.

- *Provide guidance and counseling*- Teachers should be provided proper guidance and counselling in the organization so that they will be aware of their duties, working conditions in the schools. By knowing this can adjust with the school conditions effectively.

A satisfied and happy teacher is very likely to exert himself, work with enthusiasm. Likewise a dissatisfied teacher is likely to be dissatisfied in several aspects. Hence the welfare of the teacher should be of supreme concern to the school authorities. Thus proper environment, good working conditions, better salary will help the teachers to have job satisfaction while working in the school.
1.6.8 Demographic factors

Statistical socio-economic characteristics or variables of a population, such as gender, qualification, experience and salaries.

1.6.8.1 Gender

It is the fact or condition of being a male or female human being, esp. with regard to how this affects or determines a person’s self-image, social status, goals etc. It is an attribute that everyone has; it is a distinguishing word that is used to describe a person’s sex-male or female. Moreover, it could refer to the acting of the sex role assigned to a person, masculine or feminine qualities.

1.6.8.2 Qualification

Qualification is the act of qualifying, or the condition of being qualified. In other words, it is that which qualifies; any natural endowment, or any acquirement, which fits a person for a place, office or employment, or which enables him to sustain any character with success; an enabling quality or circumstances; requisite capacity or possession.

1.6.8.3 Experience

The acquisition of knowledge, attitudes or skills through one’s own perception and participation, or knowledge, attitudes or skills so acquired. Moreover, it is the accumulation of knowledge or skill.

1.6.8.4 Salaries

Salary is a fixed compensation for services, paid to a person on a regular basis. In other words, salary means all remuneration capable of being expressed in terms of money to be payable to an employment or of work done in such employment. Salary includes dearness allowance, house rent allowance, traveling concession, bonus including incentive, any contribution paid or payable by the employer to any pension fund or
provident fund or for the benefit of the employees, any commission payable to the employee and any other applicable allowance.

1.6.9 Personal factors

A set of potentially influential factors are generally categorized as being associated with personal characteristics such as subject taught, nature of job, marital status, financial problems and chronic diseases.

1.6.9.1 Subject taught

Science refers to any systematic knowledge or practice science is accumulated and established knowledge, which has been systematized and formulated with reference to the discovery of general truths or the operation of general laws; knowledge classified and made available in work, life, or the search of truth; comprehensive, profound, or philosophical knowledge.

Social science is the study of human society and of individual relationships in and to society. Moreover, it is a scholarly or scientific discipline that deals with such study, generally regarded as including sociology, psychology, anthropology, economics, political science and history.

Arts are the discipline that includes basically the literature subjects like English, Hindi, Urdu, Arabic, Persian Sanskrit etc. Besides, linguistics and Modern Indian Languages are also included in this category.

1.6.9.2 Nature of job

Temporary is a term that denotes a finite period of time, with a defined beginning and an end or one that is employed only for a limited time.

Permanent is used for fixed and changeless situations i.e. lasting or to last indefinitely. Moreover, it is not expected to change for a long or indefinite period.
1.6.9.3 Marital status

Married means to unite, to join a person in wedlock or to enter into the connubial state or to take a wife or husband. Unmarried is one who have no spouse.

1.6.9.4 Financial problems

Finance means the management of a supply of money. The problem which arises due to lack of proper management of finance is known as financial problem. Some persons have financial problems, and some have not.

1.6.9.5 Chronic diseases

Chronic disease is a disease that persists for a long time. It is generally cannot be prevented by vaccines or cured by medication, no do they just disappear. Health damaging behaviors-particularly tobacco use, lack of physical activity, and poor eating habits-are major contributors to the leading chronic diseases. Diseases which have one or more of the characteristics: they are permanent, leave residual disability, are caused by non-reversible pathological alteration, require special training of the patient for rehabilitation, or may be expected to require a long period of supervision, observation, or care.

1.6.10 Institutional factors

Institutional factors include Elementary, Secondary and Senior Secondary schools, Private and Government schools, Single-sex and Co-educational schools, English, Hindi and combined (English, Hindi and Urdu) medium schools, Eastern and Western U.P. schools.

1.6.10.1 Elementary, Secondary and Senior Secondary schools

In fact, education in our country starts from the elementary school. It is the first rung in the educational ladder. It covers a period of four or five years starting from 5 plus or 6 plus and going to 10 plus or 11
The constitution provides for free and compulsory education up to fourteen years of age and accordingly, Elementary education means education up to first eight classes. Moreover, an Elementary school is an institution where children receive the first stage of compulsory education known as Primary or Elementary education.

The education after the VIIIth classes and before the higher education is termed as Secondary education. Education at this stage consists of subjects like mother tongue, arithmetic, sciences, history, geography, craft, English and national language. At the end of two-year term, there is a public examination known as matriculation examination. It is conducted by the School Education Board of the concerned state. After passing this examination the pupil either enters a profession or joins a college for higher education. The duration of this stage is two years i.e. IX and X and a school which provides this two years of education is known as Secondary school.

Senior Secondary school is a school where young persons are preparing for employment, provision is made for the introduction of different types of vocational courses, at the higher secondary level, follows a uniform structure of 10+2 i.e. 12 years. A public examination is conducted at the national or state levels at the end of the higher secondary stage.

1.6.10.2 Private and Government schools

Private schools are schools that are not operated by Govt., that function in lieu of Govt. operated (public school) for compulsory school attendance purposes, and that offer some or all of the Elementary and Secondary levels of instruction. According to Good’s Dictionary of Education Private school is a school that does not have Government support and is not under public control. Private schools do not receive tax revenues, but instead are founded through tuition, fundraising, donations
and private grants. It means that it is one carried on a business, without government aid.

A Government school is that which runs by the State or Central Government or public sector undertaking or an autonomous organization completely financed by the Government. They follow the syllabi of State or Central Board of Education and generally their final examinations are conducted by them. Both the recurring (teaching and non-teaching) grant and non-recurring expenditure of these schools are met from the budget. There schools are permitted to collect a small amount of admission and special/amenity fees which are used for purchase office and library, consumables, maintenance of building etc.

1.6.10.3 Single-sex and Co-educational schools

The systems of education in which only boys (male) attend the institution or school are known as Single-sex (boys) school. The system of education in which only girls (female) attend the institution or school are known as Single-sex (girls) school. Co-education means education of the boys and girls in the same institution in the same class and by the same teacher at equal footing. Co-educational school is that in which both boys and girls are admitted to all classes in the institution or school.

1.6.10.4 English, Hindi and combined (English, Hindi and Urdu) medium schools

Medium of Instruction is the language through which subjects other than languages taught. English medium schools are those schools in which medium of instruction are English. Hindi medium schools are those schools in which medium of instruction are Hindi. Combined (English, Hindi and Urdu) medium schools are those schools in which three languages are taken as medium of instruction.
1.6.10.5 Eastern and Western U.P. schools

Eastern and Western U.P. schools mean the schools of Eastern Uttar Pradesh and Western Uttar Pradesh. The schools included from these regions are Elementary, Secondary and Senior Secondary schools.

1.7 Significance of the study

One of the major concern of a teacher in the classrooms relates to pupil control. It is needless to say that if a class is indisciplined and misbehaved the teacher can not produce the desired changes in the pupil. For a proper and conducive environment of learning it is necessary that the student attained the instructional activities that go on a given movement in the classroom. They should also maintain proper rapport and relationship with their teacher.

For a genuine social emotional climate in the classroom, it is incumbent upon the teacher, who plays a central role in this regard, to understand and follow the principles of group dynamics. Moreover, he can create an atmosphere which is inspiring, motivating and conducive for free and creative expression by the pupils.

This kind of social emotional climate required certain intellectual personality qualities in the teacher. Moreover, teacher’s own sex, qualification and experience are also likely to affect his ability to maintain proper discipline in the classroom. The present study has value for education in that its aim and objective at studying the significance of their variables for teacher’s effectiveness as a manager of classroom.

The findings of the study would be helpful to the teachers, educators and also the selectors of the teachers in schools. The result of this study could be utilized by them in determining whether teacher’s sex, qualification, experience and other related variables of the study are in agreement with the demands to be place upon him by a problem of pupil control or not. The training colleges on the other hand could introduce programmes of teacher’s skill of maintaining healthy and congenial
interpersonal relationship in the classroom. The study suggests that pupil control ideology of secondary school teachers may be an indicator of the type of bureaucratic structure within the school. The degree of custodial pupil control should be reduced by the selection of teachers with strong professional orientations and the selection of open-minded teachers are likely to be helpful in muting the custodial edge of bureaucratic school structures. Attitude of teachers should also be positive towards their job in order to reduce job stress. If teachers were made aware of their pupil control orientation it may helpful to understand their own feelings and behaviours resulting with a possible increase in productive teaching and learning, as well as healthier personal physical and emotional states.