CHAPTER - THREE

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Scott and Mertheimer (1958) commented on the significance of old literature for further improvement and development of new researches. They said, "A study of related literature may serve to avoid unnecessary working on problems and may help to make progress towards the solution and successful completion and handling of new ones."

"Practically all human knowledge can be found in books and libraries. Unlike other animals that must start a life with each generation, man builds upon the accumulated and recorded knowledge of the past."

- Best (1955)

Many more investigators and research workers in the field of research recognize the importance and need of old literature for healthy and proper guidance. Keeping in view the importance of reviewing the old literature and in the light of the purposes of the present investigation, certain related studies are reviewed in this chapter.

Recent years have witnessed scores of studies regarding the influence of school-environment on all round development of students, including their academic and social life, though only limited references are available in India. It is heartening, however, to note that the worth and type of the studies
done and available in the field are more alluring than their number.

3.1 Studies Related with the Relationship of School Climate in General

In a comparative study of the management of the government and private high schools, Panda (1985) examined the management, organizational climate and teachers morale in Orissa schools. Questionnaires for the headmasters, teachers and members of the managing committees were employed as tools for data collection. The sample schools were chosen from two coastal and three tribal districts. The results revealed that the government schools had better physical facilities in comparison with those of private schools. Both private and government schools were lacking in library facilities. In comparison with government schools, the private schools gave more stress on correction of written work and coaching classes. And there was no large difference between the school climate scores of government and private management schools.

A study was conducted by Dwivedi and Sharma (1987) on 40 IXth class boys studying in two government high schools of Bikaner in Rajasthan. The main objective of the study was to investigate into those factors which inhibit or enhance the level of creative thinking amongst the high school boys. Three
groups of factors were made. It was concluded that the orthodox nature of family, its economic background, family disputes, inability to converse fluency due to difficult language, lack of adequate teaching aids, lack of opportunities to do creative work and lack of new knowledge in the classroom are some of the important factors which affect creative thinking amongst high school boys.

A close perusal of Indian studies in this area (Sinha, 1979; Misra and Tripathi, 1980; Sinha, Tripathi and Misra, 1983; Misra, 1983 and Misra, 1984) indicates that environment has generally been treated at a global level in terms of arbitrarily chosen variables such as area of residence, facilities, socio-economic status, caste and membership of a specific working group. Prasad (1987) pointed out that the sum of all the external conditions and influences affecting the life, development and ultimately the survival of an organism is called "environment". Dressel (1976) defined and used school climate interchangeably with school environment.

Thus, it appears from the review of literature that the school is an important domain for student experiences and all-round development. Its character, structure, operational policies, and ethos have permanent effect (both positive and negative) on how students develop and are an influential force in the evolution of a personal style, characteristics and attitudes. Jackson (1968) had recognised the importance
of student's satisfaction with school environment and has felt that school students' sentiments with regard to classroom life and school as a whole are relatively unexplored. Epstein McPortland (1986), in a study found that increased participation by youngsters in decision-making at home and at school may be essential for continued progress in developing mature attitudes and desirable characteristics.

The disparity found in the achievement of children from different school systems is largely determined by differing socio-economic status, environmental conditions, facilities available in the school and personal characteristics.

The home and school environments of children need to be understood in order to bring about desirable changes among the youngsters, and to improve their achievements. In 1968, an extensive talents search programme under the director-ship of Van Heek was carried out in Netherland to study the relationship between parents' social background, their attitude and their children's school career. Guthrie et al. (1971) found inter-school disparities at five levels; Thornblad (1966) and Katzman (1968) examined the school inequalities and children's achievements. Plowden Report (1967), a study of government schools in England, found family and home environment as the most significant factors affecting school achievement. George and Spindler (1971),
emphasizing the role of family background said that the failures and low achievements of children in classes were mostly the results of forces outside the school.

Wilson (1959) provided sufficient evidence to show that quality of a given school and facilities available there affect the academic achievement, occupational aspirations and healthy progress of its students. Kerchhoff (1972), Brim (1966), Daniel et al. (1978), Cohen and Manian (1981), Raina and Vats (1986) and some others explored how quality of school life affects students' attitudes in terms of their adjustment with school life, commitment to class work, reactions to teachers and achievement in various aspects of school programmes. In fact, the kind of life in school, the teaching and other programmes provided in school, have profound effect on child's thinking and personality.

Prasad (1987) conducted a study on 187 women in a South Indian village called "Kammapalle". The women were interviewed about their knowledge of the environmental problems. The study disclosed that in the rural women, especially from scheduled castes, the awareness of environment is so little that there is a need to develop their environment awareness to enable them to improve their living.

To assess the effect of family climate on students' academic achievement, a study was conducted by Shah and
Sbarma (1984) on a random sample of 200 students. The findings are (i) A significant difference in the mean academic achievement scores of students was identified; (ii) highly significant and positive relationship existed between the variables - family climate and academic achievement; (iii) 9% to 33% of academic achievement variance was determined by family climate; (iv) family climate is found to be more influential among girls rather than boys.

Rao (1978) study was aimed to investigate whether there is any difference in academic performance among the different types of schools. Six types of schools namely, those run by missionary agencies, corporation of Madras and Government of Tamilnadu and separate schools for boys and girls in each category were considered in a sample of 45 secondary schools. 1752 pupils of XI standard were given Achievement Test, especially constructed and standardized by the investigator. Raven's Progressive Matrices Test, Kupuswamy's Socio-Economic Status Scale and Study Habits Inventory developed by the investigator were used. The study revealed that (i) private management schools showed higher academic performance, (ii) on the whole girls schools showed higher academic performance than boys schools.

Baraiya (1985) conducted a study with the objective
to classify the higher secondary schools of Gujarat State according to organisational climate to discover whether there existed differences in the dimensions of organizational climate of schools, to study the sex of the headmaster as the factor affecting the organisational climate and to study the type of the management as the factor affecting the organisational climate etc.

The major findings were out of 100 schools. 27 schools were found to have open climate, eight were found to have autonomous climate, eleven were found to have controlled climate, six were found to have familiar climate, 13 were found to have paternal climate, whereas 35 schools were found to have closed climate. The sex of the schools and also the qualifications of the principal were not found to be determining factors in the organisational climate of the school. The school management providing good or poor cooperation did not influence school climate.

Rana (1992) in his study tried to identify the factors affecting climate of the elementary schools of Kheda District. A random sample of 50 elementary schools from 10 Taluks of Kheda district was selected for this study. It was concluded that (i) the organisational climate of different elementary schools differ from one another. (ii) The proportion of disengagement and Hindrance are more in closed climate type.
schools as compared to that of open climate type schools. (iii) The proportion of Esprit, Intimacy and Thrust are more in open climate type schools as compared to that of closed climate type schools. (iv) The proportion of Aloofness, Production Emphasis and consideration does not differ in open climate type schools and closed climate type schools. (v) The dimensions of organisational climate has a meaningful role in creating and determining the effect of climate typology.

Verma (1996) in his study on 113 students studying in XI in three types of schools - Convent, Sainik and Government Schools of Ajmer (Rajasthan) concluded that adolescents studying in convent school show more preference for short attention span, while no significant difference seems to exist in preference of government schools students with regard to short attention Vs. long attention span learning styles. In regard to other learning styled, students of both type of institutions (i.e. Convent and Government) seem to be alike in their preference. Also students at Sainik and Government schools do not differ significantly in their learning styles.

Mahla (1997) in his study of effective and ineffective teachers in relation to personality organizational climate, location of the school and discipline conducted in the city of Jaipur (Rajasthan) revealed that all the six types of climate has been identified and were found prevailing in the
senior secondary schools of Jaipur district. There prevailed a specific type of school climate in each institution. The percentage of schools having open familiar and autonomous climate was higher as compared to percentage of closed climate.

Studies quoted above provide sufficient indication that school milieu and peer group norms can significantly modify adolescents' values. They also indicate the importance of studying the interaction between individuals and educational institutions. It will be interesting to assess how indifferent school environments influence the creativity, personality characteristics and academic achievement of adolescents.

3.2 Relationship Between School Climate and Creativity

Wallach (1967), studying the effect of school climate on creativity, found that open-climate school students are more creative than their closed-climate counterparts.

Huddon and Lytlon (1969) found that informal schools were more relaxed and had friendly atmosphere and gave more freedom to the child for divergent thinking than formal schools.

Gupta (1978) has studied creativity in relation to the type of school. Findings of his study revealed that creativity in students is directly related to the type of schools.
Sehgal (1978), Ahmed and Joshi (1978) conducted studies to see the effect of different types of schools upon creativity and characteristics of students and revealed that creative schools, private schools, model schools and advantaged schools are superior to non-creative schools and government schools in matter of arousing and improving quality and achievement of students.

Ahmed and Joshi (1984) examined the impact of socio-cultural disadvantage on the originality, fluency and flexibility of verbal creativity on 120 students belonging to advantaged and disadvantaged home background studying in the enriched and two deprived schools at 7th, 9th and 11th grade levels. Cross comparison of the originality scores of verbal creativity test revealed that originality is very much affected by the enriched home environment as compared to the school background only at 7th grade level, while at higher grade level advantaged school background dominates over the effect of enriched home background. However, in case of fluency and flexibility factors neither home nor school environment play any significant role at any grade level.

Ahmed and Vyas (1987) attempted to study the effect of school climate on creativity of students and to compare such effect in the case of government and private schools. To measure school organisational climate, "The School Organisational Climate Description Questionnaire (SOCDQ) by Sharma
(1973) and for assessing creativity, Passi (1987) Verbal Test of Creativity were used. They concluded that:

1. Autonomous climate influences the creativity scores of students more significantly than open climate.

2. Mean creativity scores of boys of private and government schools belonging to autonomous climate were found significantly higher than the mean creativity scores of boys from open climate private schools.

3. Private and government girls schools of open and autonomous climates do not differ in the matter of their students' creativity scores.

Misra (1987) too conducted a study to examine creativity in students of two types of schools. A sample of 100 students, ranging between fourteen to sixteen years of age (fifty each from a central school and a private high school) was taken. To measure creativity, Form A of the Torrance Tests of Creative Thinking - Verbal and Figural (Research edition) was employed. The results of the study disclosed that better physical amenities, better teachers, more enriched and comprehensive curricular and co-curricular programmes and lesser number of students in classes (all of which exist in central schools, not in private schools)
constitute enriched educational setting conducive to creativity. He further added that exposure of students to better educational climate tends to promote their creative potential.

Naik (1998) in his study made comparison between the creativity of rural and urban students of the secondary schools of Surat District. A sample of 253 students was chosen from ten selected secondary schools of Surat district for the study. He concluded that the mean scores of creativity of urban boys and girls were higher than the mean scores of creativity of rural boys and girls.

However, Lytlon and Cotlon (1969) could not establish a link between school climate and divergent thinking.

3.3 Relationship Between School Climate and Personality Characteristics

Ganguli (1961) observed that every organization has a characteristic aura under which it functions. Organizational climate is largely the result of interaction between management (administration) policies and work-group and has its effect on productivity (performance), adjustment and behaviour.

Lindzey and Hall (1965), considering the development of personality traits and adjustment, pointed out that this development or change is affected by environmental conditions, participation in activities and maturity level reached in a
particular activity or performance.

Jackson (1968) observed that the school is an important domain for students to gain experiences. Its character, operational policies and ethos have some permanent effect (both positive and negative) on how students develop, and there is evidence to show that it is an influential force in the evolution of learners' personal style and behaviour.

Epstein and Mcpartland (1975,1980) carried out some studies in the Centre for Social Organization of Schools, Maryland. The results of the studies showed that openness of instructional programme has greater and more positive impact on students' perceived quality of student-teacher relations than any other dimension of the quality of school life. In another study in 1980, they found that increased participation by youngsters in decision-making at home and at school may be essential for continued progress in developing mature attitude and behaviour.

Parlett (1977) found that students' actions, characteristics and commitments largely depend on the kinds of organisational programmes and discipline structures that operate within the institution and the human, social and intellectual milieu in which they study and live.

Juchav (1982) found that students' action and commitment largely depend on the kinds of organisational
programmes and discipline structures that operate within an institution.

Raina and Vats (1986) conducted a study which explores how quality of school life in different types of schools affects students' attitudes in terms of their satisfaction with school life, commitment to classwork and reaction to teachers. The sample of the study includes three hundred and twenty-three students from five different types of institutions. Out of these, 146 were male and 177 female high school students. These students were in the following institutions - Kendriya Vidyalaya; Government Schools; Missionary Schools; Model Schools and Private schools. The results indicate that the type of school, sex and socio-economic status are important variables influencing the students' perception of school life and that the quality of school life had a profound effect on children's thinking and personality.

Gulistan and Dhakam (1986) conclude that both students and teachers perceive the school and its environment as playing a greater role than the coaching class in formal education. Also the school is seen as providing for the all-round development of students whereas the coaching class is found to be imparting knowledge and information, thereby preparing the students for the final examination only.
Das Gupta and Bose (1987) pointed out that classroom climate includes such characteristics as distinguish the main functional features of classroom organisation and its dynamics, as are related to all interpersonal behavioural events of a class, and as constitute an active social learning situation. It is assumed that inter-personal relations between teacher and students, and between students and students, generate field forces with measurable dimensions and magnitudes so as to affect classroom behaviour and achievement of the participants significantly. In order to verify the assumption "the better the classroom climate the healthier the inter-pupil and teacher-taught relations and more effective the teaching-learning process", an inventory with a five-point scale was used on 225 high school students from nine randomly selected schools of Howrah and Calcutta. The statistical analysis of the data disclosed that healthy classroom conditions contribute to better development of student personalities and better academic attainment.

Robinson (1998) in his study on a sample of 100 students of College of Education, Tiruchendur, Tamilnadu revealed that there is an impact of sex, residence, caste and educational qualification on the personality of small group. Females are usually less sociable due to social restrictions. Hostellers have more opportunity to continue their interaction even after their classroom interaction. Undergraduate Arts and Science students had better extroversion due to the influence of small group interaction.
3.4 Relationship Between School Climate and Students' Academic Achievement

Withhall (1949) observed subsequently that climates vary in a particular way depending on respective teachers' efficiency irrespective of the subject taught and school's general climate. He concluded, "Students have to cope with quite different psychological climates which vary from class to class and affect their understanding and ultimately their achievement."

Wilson (1959), in a study of eight different high schools in the San Francisco Oakland Bay area, provided sufficient evidence that quality of a given school affects the academic achievement of its students.

Morrison (1966) reported significant relationship of teacher influence with student adjustment and with students' academic achievement.

Harvey et al. (1968), in another study, found abstractness on the part of the teacher and classroom attitudes very much related to educationally desirable pupil performance.

Sharma (1971) found that school climate is the resulting condition, within the school, of social interaction among teachers, between teachers and principal and between teachers and students. His results showed that school climate influences the students' various aspects, including their academic performance.
According to Kumari (1978), it is conceivable that some aspects of the organizational climate are ego synoptic and supportive of individual's professional competence and quality of life, and that self-actualization affects the effectiveness and achievement of individuals.

Hoy and Misket (1978) pointed out that a school with 'open' climate is said to have humanistic orientation that is based on democratic principles with an open channel for two-way communication, whereas one with a closed climate is characterized by concealing, confining, and restricting atmosphere which is always identified with autocratic principles. While the 'open' climate encourages healthy student-student and student-staff interaction, the closed climate inhibits students' participation both at the classroom and school levels. This indicates that school climate might also have influence on students' performance.

Opal and Sen (1979), Veeraragha (1934), taking students from different school environments or different types of schools, found that students from public schools had shown significantly higher academic performance than those from other schools such as missionary schools, municipal schools, corporation schools and government schools.

Norman (1982) observed that school principals and staff have the responsibility of creating a school climate positive
(congenial) or negative (uncongenial). He also pointed out that positive and negative school climate (environment) affect the achievement of students, in that positive climate improves students' achievement and develops their life values.

Bloom (1976) believed that it was the teaching and not the teacher that is central and it was the environment for learning in the classroom rather than the physical characteristics of the class and classroom that was important for school learning.

Pandey (1931 and Puri (1984) studied the influence of environment as a factor to promote academic achievement among students. The former concluded that an urban atmosphere was more conducive to better achievement than a rural environment. The latter brought out that the effect of environmental facility on both general academic achievement and achievement in English language was significant.

The environment provided to the student by his home has drawn the attention of Grover (1979), Gaur (1982), Sarkar (1983), Lall (1984), Jagannadhan (1985). In this connection a significant difference between high achievers and low achievers on the home variables namely educational environment, income, spatial environment, social background, provision of facilities, a parent-child relationship was observed by Sarkar (1983).
Upadhyaya (1984) found that each of the three aspects of classroom environment that is interpersonal relationships, goal orientation and system maintenance and change were significantly related to academic achievement.

Eberle (1983) reported that the most significant factors of high achieving students were the relationship between the students and a particular teacher, the supportive environment of the home and the cultural impact of home, school and the community.

Nenty and Inyang (1987) conducted a study to look into the impact of 'sex', and of 'students' perception of the principal's leadership style', on 'students' attitude towards learning and school, and the relationship of these three variables to student-perceived teachers' attitude towards school work. From a 1982 population of 337 secondary schools in Cross River State of Nigeria, 147 were qualified for the study in that they existed before 1977 and had principals who with at least five years of experience had served in the same school for at least three years. A random sample of thirty-five schools (nine urban and twenty-six rural - five girls', eight boys' and twenty-two mixed schools) was used. From the fourth-year student population of each of these thirty-five schools, twenty students were randomly selected, making a total of seven hundred subjects for the study. There was a significant relationship between students' perceived leadership style of the school
principal and their attitude towards learning and school. Students who perceived their principal as exhibiting a person-oriented leadership behaviour showed significantly greater attitude towards learning and school than those who perceived their principal as task-oriented in leadership style. Similarly, those who perceived their principal as person-oriented also perceived their teachers as having a more favourable attitude to school work than those who viewed their principal as task-oriented. These significant relationships coupled with similar significant inter-relationships between the said variables are evident of the superiority of human-relation-oriented as against task-oriented administrative style in the matter of creating school climate conducive to effective realization of educational goals.

Pandey (1986) attempted a study to explore the trend of organisational climate prevailing in the rural areas of Allahabad district and its outcomes. Twenty-three intermediate schools situated in the rural areas of Allahabad district constituted the sample. These schools covered 25 per cent of the rural school population of the district and were selected randomly. School Organisational Climate Description Questionnaire (SOCDQ) by Moti Lal Sharma was administered to teachers teaching in intermediate sections of these schools. The results reveal that rural schools are having a tendency towards the closeness of school climate. This suggests lack of authenticity of
behaviour. The principal, the study reveals, seems to be acting like a 'straw boss'. Also, it appears that he constrains the emergence of leadership acts from the group, and ignores the human aspect of his institution which results in distress and confusion. Resultantly, teachers neither secure social need-satisfaction nor job satisfaction which stem from task accomplishment. This climate affects the students' development and academic achievement.

Veeraragavan (1988) conducted a study to test the hypothesis that different levels of teacher effectiveness would lead to differential levels of academic performance among students from various types of schools. Forty teachers teaching classes fourth and fifth were randomly chosen from four different types of schools, that is, public, missionary, government and municipal schools. Arora's (1975) Teacher Characteristic Description Form (TCDF) was administered to measure teacher effectiveness scores. To measure students' academic performance, the marks secured by the students in their annual examination were taken into consideration. The results demonstrate that students taught by high-effective teachers performed significantly better than those taught by low effective teachers, irrespective of the type of schools in which they were studying.

Chadha and Sahni (1988), using Walt and Zengel's Teacher-Pupil Relation Inventory and Students' School Examination, found that academic achievement was significantly related with teacher-pupil relationship.
Nenty (1988) conducted a study on 660 students (354 males and 306 females) studying in senior and junior schools in Cross River State (Nigeria) to find out the effect of school climate on students' academic performance. To measure different aspects of school climate, a self-prepared questionnaire was used. It was found that teachers' attitude to work has significant influence on students' perception of schools' academic environment, and on students' academic performance. These results strengthen the belief that the teacher is the most important factor in the educational process.

Marlow (1990) studied the effectiveness of open and controlled school climate. In open climate both teacher and administrator are involved in planning a quality curriculum for learners; in controlled climate school administrators take decisions solely by themselves. He found that open climate is more effective for realizing the objectives of the school than controlled climate.

Pandya (1991) found that class environment plays an important role in the motivation of learners and in boosting the morale of teachers. Teacher-pupil interaction, pupil-pupil interaction, teacher's philosophy, and his perception of his own role are important factors affecting the classroom climate. Pupil's achievement is also affected by the classroom climate. In her study, she also found that school management is one of
the factors influencing classroom climate.

Many studies have been done on the characteristics of the classroom or school including such variables as number of students, equipments and facilities available, expenditures per student, school organization and administration. The relation between student achievement and selected variables from the above categories rarely yield correlations which account for more than 5 per cent of the achievement variation as reported in the Coleman (1966), and Flowden (1967), studies.

Likewise, Stephens (1967), reports that although the qualifications of teachers, and the characteristics of the classroom and school conditions, theoretically speaking, have much to do with the learning of students, yet the vast majority of educational studies show little or no statistical differences in student achievement as affected by these variables.

Similarly, Fredrick (1987) conducted a study to examine selected factors associated with effectiveness of school climate as perceived by teachers in elementary schools. Students' achievement was also examined to determine its relationship to the said perceptions of the teachers. The findings of this study revealed that school climate does not contribute significantly to the prediction of sixth grade students' achievements.

Deshpande (1984) studied the determinants of achievement
of students at the Senior Secondary (SSC) examination. The finding showed no specific trend of organizational climate that could differentiate between the high and low achieving schools.

Most of the studies, given heretofore, show relationship between one or more of the variables of creativity, personality and values, or of the variables similar or allied to these, with such aspects of school environment as teacher quality, student quality, school's educational standards, type of school, teacher effectiveness, school's organization, educational programmes, teacher attitudes, life in school, teacher-pupil relationship, school discipline and the like.

The conclusions drawn from the results and observations of the related studies reviewed here can be summarised as under:

1. School is an important domain for students' experiences. Its character, operational policies and ethos have some permanent effect (both positive and negative) on how students develop. School also influences the students' level of creativity.

2. School climate may affect the students' outlook on life and personality pattern.
3. Students' actions, behaviour and personality development may largely depend on the kinds of organisational programmes and discipline structures that operate within the institution.

4. Quality of school life in different types of schools may influence students' value system as reflected in their satisfaction with school life, commitment to classwork and reaction to teachers.

5. Institutional environment and other conditions prevailing in school may affect students' self-disclosure pattern and show them the path of life.

6. Quality of a given school may affect academic achievement of students.

3.5 HYPOTHESES

The following hypotheses were framed in order to achieve the objectives given in chapter one of the research report:

1. There is significant relationship between the creativity of the adolescents and richness of the school climate.

2. There is significant relationship between the personality of the adolescents and richness of the school climate.
3. There is significant relationship between the academic achievement of the adolescents and richness of the school climate.

4. There is significant difference in the creativity level of the adolescents studying in rich and poor school climate.

5. There is significant difference in the personality characteristics of the adolescents studying in rich and poor school climate.

6. There is significant difference in the academic achievement of adolescents studying in rich and poor school climate.