

CHAPTER – II

REVIEW OF RELATED LITERATURE

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“The literature in any field forms the foundation upon which all future work will be built. If we fail to build the foundation of knowledge provided by the review of literature our work is likely to be shallow and naïve and will often duplicate work that has already been done better by some one else” (Borg & Gall, 1978).

This chapter presents the review and the important literature related to the study. It involved the systematic identification, location and analysis of documents containing information related to the research problem. Previous research studies were abstracted and significant writings of authorities in the area were reviewed. It is as important as any other component of the research process. In the present study an attempt has been made to investigate the school organizational climate and role efficiency of teachers of Kendriya Vidyalaya and Missionary schools of Bhopal. Therefore, the researches related directly or indirectly to it were reviewed. This part of the report provided a background for the development of the present study.

The Studies related to School Organizational Climate

Srivastava (1985) investigated organizational climate with respect to school effectiveness. The investigation aimed at studying the relationship between school effectiveness and organizational climate. The objectives of the study were

1. To study the relationship between school effectiveness and organizational climate of intermediate colleges.

2. To study the relationship between school innovativeness and organizational climate of intermediate colleges of Allahabad.

The data was collected from 34 intermediate colleges of Allahabad by using survey method. The tools used were SOCDQ by Motilal Sharma, and the School Innovativeness Survey Questionnaire prepared by the researcher herself.

The major findings of the study were shows that there was no significant relationship between school effectiveness and organizational climate as

1. Disengagement among teachers was found relatively negative to school effectiveness, while feeling of esprit and feeling of intimacy were found related positively to school effectiveness.
2. School innovativeness was found not significantly related with disengagement, alienation of teachers and the psycho-physical hindrance dimension of organizational climate.
3. School results were found to have no relationship with any dimension of organizational climate.

Solanki (1992) attempted to study the relationship between the educational management and the organizational climate of the secondary schools of Saurashtra region. The main objectives of the study were

1. To identify the organizational climate of the secondary school of the Saurashtra region.
2. To find out the interrelationship between educational management and its factors and organizational climate and its correlates
3. To examine the educational management with reference to the resource management system of the secondary school of Saurashtra region.

A total of 1,339 teachers from the 165 schools had responded to the educational Management Description Scale of Joshi and OCDQ of Halpin and Croft. The major findings of the study revealed that secondary schools differed among themselves in their organizational climate. The organizational climate of secondary schools appeared to be independent of organizational management, place of school and student population. There was a relationship between the resource management system and the organizational climate of the schools. Highly resourceful schools were inclined towards the open range climate, whereas the low resourceful schools were inclined towards the closed range climate.

Naseema (1997) investigates secondary school climates in Kerala. The objective of the study were

1. To identify the types of school climates existing in secondary schools of Kerala.
2. To compare the percentage of school climates in the four types of schools i.e. government, private, rural, and urban.

The sample consists of 50 secondary schools comprising of govt., private, rural, and urban schools in Kerala selected by stratified random sampling. The tool used in the study was SOCDQ by Sharma.

The main findings of the study reflects that 26% of the school shows open climate, 14% shows autonomous climate, 20% shows familiar climate, 10% shows controlled climate, 16% shows paternal climate, 14% shows closed climate. It is evident from the study that school climate in Kerala varies from school to school. No significant difference was found to exist with regard to the percentage of school climate between rural and urban , private and govt. schools.

Krishnan and Stephen (1997) attempted to study the organizational climate of high and higher secondary schools of Tuticorin. The sample of the study comprised of 345 teachers of 24 higher secondary and high schools of Tuticorin. The tools used in the study for collecting the data were SOCDQ by Sharma. The findings of the study revealed that the teachers working in schools with different qualifications significantly differed in organizational climate. Teachers working in higher controlled climate school affected the organizational climate more than those who were working in the lower controlled climate. Teachers working in different categories of schools also significantly differed in the organizational climate score.

Vichao,(1983) studied organizational climate and teacher morale in the primary schools in the central zone of Thailand. The objectives of the study were

1. To study organizational climate of each of the sampled school on a continuum with regard to openness, intermediate position and closed ness.
2. To measure the morale of teachers and study the leadership behavior patterns of the Principals of the sampled schools.

The sample of the study included 1000 teachers as sample respondents from 100 municipal and government primary schools of Bangkok. The researcher constructed three tools for organizational climate, teacher morale and leadership behavior on the basis of Halpin's theories.

The major findings of the study shows that the majority of schools belonged to the intermediate type, and 16% & 35% of the schools had open and close climate. Of the total sampled schools, 18% had high teacher morale, 62% had average teacher morale and 20% had low teacher morale. The government school Principals mostly belonged to HH type and municipal school Principals mostly to the LH type.

Pandey (1988) studied the behaviour of the Principals organizational climate and teacher morale of secondary schools. The study made an attempt to investigate how Principals leadership behavior organizational climate and teacher morale are related in specific situations of secondary schools. The main objective of the study were

1. To find out the relationship between the leadership behaviour of Principals and organizational climate of schools.
2. To investigate the relationship between the leadership behavior of principal and teacher morale.
3. To investigate the relationship between organizational climate and teacher morale.

The sample of the study consisted of 34 secondary schools of Allahabad and tools employed were LBDQ & SCODQ by Halpin & Winer and Motilal Sharma. Teacher morale inventory prepared and standardized by the investigator.

The main findings of the study were

1. No significant difference was found between the leadership behavior pattern of urban and rural Principals.
2. The higher percentage of schools in Allahabad manifested paternal climate followed by closed climate of schools.
3. The initiating structure behavior of Principals was positively and significantly related to the dimensions of organizational climate.
4. Positive and significant relationship was found between consideration and dimensions of organizational climate.
5. Dimensions of organizational climate were positively and significantly related to teacher morale.

The study conducted by Jayajothi (1992) addresses the problem of the organizational climate, the leadership behavior of the Principals and the morale of teachers of central schools, which form the three major components of educational administration. It focuses on the liability of the administration of the central schools.

The main objectives of the study were

1. To identify and classify the organizational climate of the central schools in Madras and make a climate wise comparison with the western classification of Halpin and Croft, both by distribution and trend.
2. To investigate the relationship of the organizational climate, the sex, age and experience of the faculty, the leadership behavior of the Principals and the teacher morale of central schools.

The sample consisted of 308 teachers teaching classes VI-XII from 20 central schools in the Madras region. The tools used were OCDQ of Halpin and Croft, LBDQ of Halpin and Winer and the Teacher morale opinionnaire by Anjali Mehta.

The major findings of the study were

1. The central schools of the Madras region differed in their climate. 18.75% had open climate; 12.5 had controlled climate; 6.25% had familiar climate; 6.25% has paternal climate; and 37.5% had closed climate.
2. Experience and age did not discriminate the perception of school climate, teacher morale and leadership behavior.
3. The open climate related best to the perception of leadership behavior of Principals by the teachers and the autonomous climate had the least relationship.
4. Leadership behavior differed with climate.

Umme (1998) studied effect of school organizational climate on job satisfaction of teachers. The purpose of the study was to find out the effect of organizational climate of schools on job satisfaction of secondary school teachers in the city of Bangalore.

The sample for the study comprises of 586 secondary school teachers from 45 different schools of Bangalore city. The tools used in the study were SOCDQ by Shama and Job Satisfaction Inventory developed by Indiresan.

The findings of the study reveal that the job satisfaction of teachers increases from closed type of school climate to open type. The size of the teachers drawn from open, autonomous, familiar, controlled, paternal, and closed organizational climate type school and finds:

1. There was no significant difference in the levels of job satisfaction of the teachers working in open climate type schools and familiar climate type schools.
2. There was no significant difference in the levels of job satisfaction of the teachers working in paternal type climate schools and closed climate type schools.
3. There were significant difference in job satisfaction levels of the teachers in the open climate type schools on one hand and the teachers in the autonomous, controlled, paternal and closed climate type schools on the other hand.
4. There were significant difference in the levels of job satisfaction of the teachers in the autonomous climate type schools on one hand and the levels of job satisfaction of teachers in the controlled, familiar, paternal and closed climate type schools on the other hand.

5. There were significant differences in the levels of job satisfaction of the teachers in the controlled climate type schools, the familiar, paternal and closed climate schools.
6. There were significant differences in the levels of job satisfaction of the teachers in the familiar climate type schools, the paternal and closed type schools.

Studies related to Role Efficiency of Teachers

Sinha (1980) studied the impact of teacher education program on the professional efficiency of teachers. Three null hypotheses were formulated, for carrying out the study with precision. The study was conducted on a sample of 71 matched pairs of trained and untrained teachers. The matching was done on the basis of subjects, age, sex, qualification, and experience, subjects taught and the institutions.

The main findings of the study were

1. In the sphere of the professional efficiency, the trained teachers were better than the untrained teachers in the knowledge of the subjects, preparation for teaching, self confidence, voice pronunciation, facial expression and in actual classroom teaching taken as whole.
2. The trained teachers were better than the untrained teachers about the aims of the lesson, its appropriateness, its organization, the use of teaching devices, presentation questioning, answering, student questions, the use of blackboard and other teaching aids, eliciting students cooperation and participation and effective closure.

3. There was no significant difference in the competence of the 2 groups of teachers to manage the classroom discipline and to maintain a congenial climate for the teaching learning activity.

Singh and Mohanty (1996) attempt the role efficacy in relation to job anxiety and job status. The objective of the study is to investigate the relationship between role efficacy with job anxiety and job status of 100 managers and 100 supervisors working in different units of Bhilai refractories plant.

The tools employed were Role Efficiency Scale (Pareek) and Job Anxiety Scale on a sample of 200 workers of Bhilai refractories.

The major findings reveal significant negative relationship between role efficacy and job anxiety. Further, employees having low job anxiety showed more role efficacy than the employees having more job anxiety whereas managers found to differ significantly from supervisors with respect to their role efficacy. The main effect of job anxiety and job status as well as the interaction effect of job anxiety and job status was also found highly significant. It is concluded that job anxiety and job status affect role efficacy.

Kudva (2000) studied the relationship of teacher burnout in terms of depersonalization (DP), emotional exhaustion (EE), lack of personal achievement (lack of PA) with five professional aspects namely professional qualification, level of teaching, professional growth, professional commitment and role efficacy.

A sample of 932 teachers working in formal educational institutions in Mumbai with English as the medium of instruction was selected. The tools used for the study were Maslack Burnout Inventory by Maslach and Jackson, Role efficiency

Scale by Pareek, Professional Growth Scale and Professional Commitment scale developed by the researcher.

Major findings of the study were

1. A significant non-linear relationship was found between burnout and professional qualification.
2. The role efficacy had a negative relationship with burnout.
3. The professional commitment had a significant negative relationship with DP and lack of PA.
4. There was no significant relationship between EE and professional growth.
5. The professional growth showed a significant non-linear relationship with DP and lack of PA.
6. There was a significant negative relationship between EE and level of teaching.

Savle (2000) conducted a study on change proneness and role efficiency of primary school teachers. The main objectives of the study were;

1. To find out the difference between trained and untrained primary school teachers in role efficiency.
2. To find out the difference between primary school teachers of age below 40 and above 40 years in role efficiency.

The subjects of the study were 124 teachers of 16 primary schools of Bhopal city.

The tools used in the study were Change proneness inventory of M. Mukhopadhaya and Role efficiency scale of Udai Pareek.

The major findings of the study were

1. Untrained teachers were better in role efficiency than trained teachers.
2. Below 40 years teachers are slightly better in role efficiency than the above 40 years teachers.

Studies related to organizational climate and Role Efficiency of Teachers

Swatantra Devi (1985) conducted a study on role perceptions of teachers and Principals in relation to organizational climate in the secondary schools of Madras. The main objective of the study were

1. To measure, identify and classify the organizational climate of schools, the leadership behavior patterns of the Principals as perceived by teachers and Principals in the secondary schools in Madras.
2. To study the perceptual differences between them.

The study involved a survey approach covered 100 Principals and 900 teachers from 100 secondary schools in Madras. The tools utilized for the survey were LBDQ by Halpin and Winer and OCDQ by Halpin and Croft. The findings of the study were as follows:

1. Teachers generally perceived the organizational climate of their schools to be closed where the Principals perceived it to be open.
2. Both the Principals and teachers perceived the leadership behavior of the Principals mostly in the HH pattern.
3. Teachers perceived their Principals as extremely task oriented where as the Principals perceived themselves to be extremely person oriented.
4. Perceptual differences between teachers and Principals was more in autonomous climate and less in controlled climate with respect to task oriented leadership style, whereas it was more in closed climate and less in autonomous climate with respect to person oriented leadership style.

Mittal (1989) explored the phenomenon of teacher's motivation to work in various settings and levels and its interdependence with the organizational climate of secondary schools of Delhi. The main objectives of the study were

1. To explore the levels of motivation to work and school organizational climate among the teachers of Delhi.
2. To study the relationship between teachers motivation to work and dimensions of school organizational climate.

100 teachers from 10 senior secondary schools of Delhi constituted the sample of the study. the tools used were the teachers motivation to work scale and test of B. Singh and the SOCDQ of Motilal Sharma.

The main findings of the study were

1. Teachers working in schools were significantly more motivated to work than their counterparts working in government schools.
2. Teachers who perceived less disengagement, less alienation, less psychophysical hindrance, more esprit and more humanized thrust dimensions of the school organizational climate were found to be more work motivated.

Natrajan (1992) examines the influence of different types of school climates on job satisfaction of the teachers of higher secondary schools of Tirupattur and finds that job satisfaction of teachers differ significantly as the organizational climate differs from school to school. Open climate is helpful for very high level of job satisfaction among the teachers of higher secondary schools. He also suggested that the teachers and Principals are to be provided in-service training on human relation and improving school facilities by the appropriate authorities to achieve good school climate and higher job satisfaction among the teachers. In this study OCDQ and job satisfaction scale were administered to 256 teachers working in 30 higher secondary schools in Tirupattur.

Noorjahan and Thiagarajan (1998) conducted a study on organizational climate and teacher morale in higher secondary schools of Nellore Kattabomman District. The study was confined to 13 higher secondary schools out of which 4 were girls schools, 2 boys schools and 7 co-educational school. Total number of teaching staff in these schools was 455. OCDQ by Halpin and Croft and teacher morale inventory by Pramila were used for collection of data.

The major findings of the study were 5 schools having democratic and remaining 8 schools were with autocratic climate. Age, sex and marital status did not have impact on the morale of the teacher in the selected institutions. Of the 5 schools having open climate only in 2 schools, significant positive relationship between the organizational climate and teacher morale was marked.

Natarajan (2001) conducted a study on organizational climate and teacher morale and concluded that the quality of primary education solely depends on teachers congenial inter personal relationship and committed work in schools by the teachers alone can help to create effective schools. The aim of the study is to find out the relationship between the school organizational climate and the morale of teachers. The normative survey research was used in this study. The sample consisted of 426 male teachers and 849 female teachers working in 250 elementary schools of Dharampur district. The OCDQ developed by Halpin and Croft and teacher morale opinionnaire developed by Anjana Mehta (1977) were used to collect data. The study revealed that all types of climate found in elementary schools, teachers morale was high in open climate and their exist significant relationship between organizational climate and teacher morale.

Studies related to Organizational Climate, Role Efficiency of Teachers and Achievement of students

Shah (1981) investigated the impact of different types of school climate on the academic achievement of students. In the study, OCDQ and students marks obtained in the final examination were taken as academic achievement and were converted into standard score. The findings of the study show that the school organizational climate had an impact on achievement of students in schools with different climate in the rural and dents.

Veeraraghavan (1989) studied school achievement with respect to student motivation and teacher effectiveness in different types of schools. In this study four types of school were taken as a sample viz. public schools, missionary schools, govt. run urban schools and govt. run rural schools. The tools used were the achievement motivation scale by Rao and teacher effectiveness scale by Arora.

The major findings of the study were

1. School achievement varied significantly in terms of four types of schools with public and missionary schools having the highest achievement and government schools showing the lowest achievement.
2. Student motivation had no relationship with school achievement.
3. Teacher effectiveness was positively correlated with school achievement.

Padhi and Jadhao (1997) study the effect of school climate indicators on learners achievement in Mathematics and Language. In this study sample comprised of 1756 pupils of class V and 508 teachers from 188 schools of DPEP districts of Orissa. Tools used to collect the data included Mathematics achievement test, language achievement test & schedules developed by NCERT. The findings of the

study revealed that; Teachers regularly gave adequate homework, minutely corrected them, frequently tested followed by feedback, engaged pupils to solve arithmetic problems in the class with close supervision and this increased their mathematics achievement. Teacher's regularly assigned homework and their correction enhanced language achievement about 19%.

No studies were conducted on Organizational Climate of Kendriya Vidyalayas and Missionary schools and role efficiency of their teachers. The previous studies available were mostly conducted on school organizational climate, teacher morale, leadership behavior, job satisfaction, role perception, teacher burnout and teacher effectiveness at primary and secondary school level and college level. Therefore, the same were included for overview of research.