

REVIEW OF RELATED LITERATURE

CHAPTER-II

REVIEW OF RELATED LITERATURE

The review of the literature is an important part of research and is also carried out in educational research. The review of the literature in educational research provides us with the means of getting to the particular fields of knowledge. Until researcher learn what are the studies already under taken and what remains still to be studied, he/she cannot develop a research project that will contribute to furthering knowledge in that field. Thus, the literature in any field forms the foundation upon which all future research work must be built.

As in this study an attempt has been made to investigate the organizational health of schools and job satisfaction of teachers at elementary stage, the researches related directly or indirectly to it were reviewed.

Studies Related to Organizational Health of Schools

Darji and Dongre (1982) studied of school renewal with respect to organizational health. The objectives of the study were : (i) to identify the leadership behaviour patterns of school principals, (ii) to identify the organizational climate types of the schools, (iii) to identify the nature of organizational health of the schools, and (iv) to look into the organizational health of the schools through the leadership behaviour patterns of principals and organizational climate of the schools.

Necessary data were collected from twenty-five schools of Baroda city and twenty-five schools of Baroda District. The tools used in the study were

the leadership behaviour description questionnaire, of Halpin and Wines, the organizational climate description questionnaire of Halpin and Croft and the organizational health description questionnaire developed by the Investigators.

The findings of the study were: (i) among the schools studied, 44 percent had principals manifesting HH pattern of leadership behaviour and 34 percent had principals with LL pattern, (ii) closed organizational climate was prevalent in 32 percent schools, open climate in 18 percent schools and autonomous climate in another 18 percent schools. (iii) The mean scores on various dimensions of organizational health ranged from 24 to 29, (iv) the highest scores were on goal focus, cohesiveness, problem solving adequacy, and the lowest scores were on communication adequacy and optimum power equalization. (v) The schools with principals manifesting HL pattern of leadership behaviour were the best in goal focus, innovativeness and problem-solving adequacy, (vi) The schools with principals of HH pattern of leadership were the best in innovativeness, (vii) The schools having principals manifesting LH pattern of leadership were poorer than the other schools, (viii) The autonomous schools were the highest on goal focus and resource utilization, (ix) communication adequacy was poor in the paternal and closed schools.

Sharma (1982) conducted a study of management of education systems with special reference to decision-making and organizational health. The main objectives of the investigation were : (i) to study the management of a Technological University with respect to governance, decisional participation of faculty members and organizational health, (ii) to study the relationship between the existing decisional participation between the existing decisional participation of faculty members and organizational health, (iii) to study the relationship between the expected decisional participation and organizational health and (iv) to study the relationship between the existing decisional participation and the expected decisional participation.

Sample for the study consisted of 400 professors, readers and lecturers, of whom 200 belonged to the Technological University, 70 to the Technically Oriented University and 130 to the Indian Institute of Technology. The tools used for data collection were two instruments related to decision-making participation and questionnaire on organizational health, all developed by the investigator.

The major findings of the investigation were :(i) existing decisional participation of the faculty members was less than the considerable participation for the three education systems studies, (ii) in all the three educational systems, faculty members wanted more participation in different situations, (iii) there was significant difference between the existing and the expected decisional participation for all the three educational systems, (iv) relationship between organizational health and existing decisional participation of the faculty members was significant, (v) there was no significant relationship between organizational health and expected decisional participation, (vi) the existing decisional participation and the expected decisional participation were related with each other.

Studies Related to Dimensions of Organizational Health of Schools

Amarnath (1980) conducted a comparative study of the organizational climate of government and privately managed higher secondary schools in Jullundur district.

The sample of the study comprised the principals of all the thirty-two higher secondary schools of Jullundur district, and at least nine teachers

from each of these schools. Data were collected with the help of the organizational climate description questionnaire by Halpin and Croft and teachers' job satisfaction scale developed by the investigator.

The major findings of the study were:(i) the government and privately managed schools, as a group, did not differ significantly in their organizational climate but differed from school to school and not two schools had similar organizational climate, (ii) there were no significant differences between the relationship of organizational climate with the job satisfaction of the principals as well as of teachers, of both the types of schools, (iii) the organizational climate of a schools did affect the job satisfaction of the teachers, (iv) there was not positive relationship between the organizational climate and the academic achievement of the students.

Pandey(1981) studied into the relationship between the organizational climate of garhwal's secondary schools perceived by the teachers and their adjustment problems.

The sample consisted of 500 teachers from twenty eight government and private secondary schools of the rural and urban areas. Data were collected by using organizational climate descriptive questionnaire and adjustment inventory.

The main findings were:(i) the government secondary schools had better organizational climate than private secondary schools, (ii) the girls secondary schools were better in organizational climate than the boys' secondary schools, (iii) similarly, the secondary schools of urban areas were better than those of rural areas with respect to organizational climate.

Ganapathy(1982) conducted a study of decision-making process in relation to innovation and change in schools. The objectives of the study were: (i) to find out decision-making process used by the headmasters of progressive schools in Coimbatore district, (ii) to find out the components of decision-making process, (iii) to find out decision-making styles followed by decision makers.

The sample consisted of thirty school headmasters and three teachers selected from each of the schools. Data were collected by using a list of innovations, a decision-making process questionnaire, a check-list of constraints for decision-making, an interview schedule and a decision-making style checklist.

The major findings of the study were: (i) the headmaster followed a process while arriving at a decision, the decisions were not based on subjective judgement, (ii) the decision-making process took place at two levels. The first level was the individual level and the second level came into operation when the headmaster communicated his ideas of innovation and tried to get his ideas translated into action through his teachers, (iii) the headmasters sometimes consulted all teachers and other headmasters while analysing the felt need, (iv) the head-masters clearly understood the disequilibrium and cause for it.

Panda (1985) studied of management, organizational climate and teachers' moral in Orissa schools.

The sample were of 100 headmasters, 200 teachers and 100 managing committee members chosen from two coastal districts' schools viz., Puri and Balasore, and three tribal districts, Keonjhar, Phulbani, and Kalahandi. The tools used for data collection were questionnaires.

The major findings were: There was no large difference between the school climate scores of government and private management schools.

Puranik (1985) conducted a study of the relationship of social maturity of pupils with organizational climate and teachers morale in the primary schools of Bangalore city. This study was conducted to find out (i) the relationship between social maturity of students on the one hand and organizational climate and morale of teachers on the other, (ii) morale of male and female teachers separately, and (iii) morale of teachers under different variables.

The sample of the study included 70 schools, 2634 students and 712 teachers. The tools used for the study were Thirtha's social maturity scale, Sharma's organizational climate descriptive questionnaire and the teacher's morale scale designed by the investigator.

The major findings of the study were: (i) the morale of female teachers was higher than that of male teachers, (ii) the controlled organizational climate, government management, and urban locality were conducive to development of morale of teachers, (iii) no single dimension of organizational climate was effective for the development of social maturity of students.

Pandey (1987) conducted a study teacher morale in relation to certain demographic variables.

The sample was of 237 randomly selected male teachers of Allahabad district. Teacher morale inventory prepared and standardized by the investigator was utilized for measuring the morale of teachers. A demographic data sheet was also provided to each subject in order to get relevant information about the variables selected for analysis.

The major findings were (i) the training is most significant factor affecting the morale of teachers, (ii) trained teachers seem to possess higher morale irrespective of their age, experience and the location of school.

Studies Related to Job Satisfaction of Teachers

Uniyal(1976) studied of job motivation and satisfaction of education. The main objectives of the study was to find out the differences in the motivational patterns of the satisfied and dissatisfied teachers towards the job looking, in particular, into the area in which the differences existed, if at all.

The sample of the study was 1652 male and female teachers of private and government secondary schools. The tools used in the study were job anxiety scale, job motivational analysis form, , edwards' personal performance schedule and study of values.

The following were the major findings: (i) no significant relationship was found between the need for abasement and job satisfaction in the case of male teachers, (ii) government school teachers were highly satisfied towards their job, while the teachers in the private schools showed both high and low satisfaction towards the job, (iii) teachers of private schools displayed higher level of anxiety than the government schools teachers.

Kulsum(1985) studied of influence of school and teacher variables on the job satisfaction and job involvement of secondary schools teachers in the city of Bangalore. The major objectives of the study were: (i) to see whether the differences in the independent variables belonging to the subjects would account for significant differences in their respective levels of job satisfaction

private aided and private unaided schools, (v) permanent teachers had a *higher level of job involvement* as compared to temporary teachers.

Shah(1985) conducted a study of Job-satisfaction of secondary school teachers in relation to their grade, organization and sex to throw light on the importance of non-monetary factors related to job, such as, job advancement, social facilities, social recognition and institutional prestige.

A stratified random sample comprised of 200 teachers (male 111 and Female 89) were drawn from the population of 1831 teachers (male 1284, female 547) from the 25 randomly selected secondary schools of district Nainital. Teachers' job satisfaction scale developed by Dr. M.P. Uniyal was used.

The major findings were (i) the factors associated with the job, e.g., job advancement, social facilities, social recognition and institutional prestige are more effective predictors of job satisfaction among secondary school teachers than their financial gain from the job, (ii) female teachers are more satisfied with their jobs than their male counterparts.

Sundararajan and Williams (1988) conducted a study of job satisfaction of certain categories of teachers. This study attempts to find out if there is any significant difference in the job satisfaction of teachers with regard to their sex, the educational status and the type of school - government or private in which they work. The finding of the study do ~~not~~ show any significant difference.

Cluster sampling technique was used in the selection of the sample. Out of the 82 higher secondary schools in the South Arcot district in Tamil Nadu, eight schools were chosen at random and all the 220 teachers. job

satisfaction questionnaire standardized by Kumar and Mutha was used in this study.

The major findings were: (i) there is no significant difference between the men and women teachers in their job satisfaction, (ii) there is no significant difference between the graduate and the post graduate teachers in their job satisfaction, (iii) There is no significant difference between the government and the private school teachers in their job satisfaction.

Badhri(1994) studied of Job satisfaction of school heads in Chengalpatty educational district. The study intends to find out if there is any significant difference in the job satisfaction of heads of high/higher secondary schools. The main objectives were: (i) to find out if there is any significant difference in the job satisfaction of rural and urban school heads, (ii) to find out if there is any significant difference in the job satisfaction of heads of government schools and private schools and (iii) to find out if there is any significant difference in the job satisfaction of heads with above 20 years experience and below 20 years experience.

The study comprised 38 high/higher secondary schools in Chengalpattu educational district were selected on a random basis and the heads of these schools were sent the job satisfaction inventory. These 38 schools heads included 24 rural schools and 14 urban schools, 25 government schools and 13 private schools and 23 schools with heads having above 20 years experience and 15 schools with heads having below 20 years experience. Tools used to collect data were job satisfaction inventory developed by Haseen Taj and Nalini Rao.

The major findings were there was no significant difference in the job satisfaction level of heads of rural schools and urban schools, government schools and private schools and heads with above 20 years of experience and below 20 years of experience.

Ma and MacMillan(1999) conducted a study influences of work place conditions on teachers' job satisfaction to examine how teacher professional satisfactions related to background characteristics and workplace conditions measured through teaching competence, administration control and organizational culture.

The data was collected from 2202 teachers of elementary schools. The tool used for data collection was the teacher questionnaire.

The major findings were: (i) the female teachers were more satisfied with their professional role as a teacher than were their male counterparts. (ii) teachers who stayed in the profession longer were less satisfied with their professional role. (iii) work-place conditions positively affected teacher satisfaction; administration control was the most important, followed by teaching competence and organizational culture. (iv) significant interactions between teacher background characteristics and workplace conditions occurred. The gender gap in professional satisfaction grew with increased teaching competence.

Very few studies were conducted on organizational health of schools and job satisfaction of teachers at elementary stage. Whatever studies were available they were mostly conducted on secondary school teachers, college teachers and teacher educators and no study was available on relationship between organizational health and job satisfaction.