



A STUDY ON PUPIL CONTROL IDEOLOGY OF SECONDARY SCHOOL TEACHERS OF PURULIA, WEST BENGAL

Ms. Barnali Ghosal ¹  & Dr. Kaustuv Bhattacharyya ² 

RESEARCH ARTICLE



Author Details:

¹ Assistant Professor, Sponsored Teachers' Training College, Purulia, West Bengal, India, ² Associate Professor (WBES), Baba Saheb Ambedkar Education University, (erstwhile The West Bengal University of Teachers' Training, Education Planning and Administration), Kolkata, West Bengal, India

Corresponding Author:

Barnali Ghosal

DOI:

<https://doi.org/10.70096/tssr.260404040>

Abstract

Control is prevalent in all sorts of organization and school is not an exception. Pupil Control Ideology has significant implications for the student-teacher interactions as well as the overall climate of the school. The present study endeavoured to investigate the Pupil Control Ideology of secondary school teachers in Purulia district of West Bengal, India, and examined whether it differed according to gender, locale, teaching experience, academic discipline, and highest academic qualification. A multistage random sampling method was used to select 300 Secondary School teachers from 22 co-educational higher secondary schools from 11 blocks of Purulia district. Data were collected using the standardized Pupil Control Ideology Scale (PCIS-KM) developed by Khatoun and Munir (2009). Descriptive statistics, independent-samples *t*-tests, and one-way analysis of variance (ANOVA) were used for data analysis. The findings indicated that 56.3% of the teachers had a humanistic pupil control ideology, 42.7% had a moderate orientation, and 1% exhibited a custodial orientation thus exhibiting that majority of the Secondary School teachers had Humanistic orientation in Pupil Control Ideology. Furthermore, no statistically significant differences in Pupil Control Ideology were found with respect to gender, locale, teaching experience, academic discipline, and highest academic qualification of the Secondary School teachers. The study contributes to the understanding of Pupil Control Ideology of Secondary School teachers in the specific socio-educational context in Purulia district of West Bengal.

Keywords: *Pupil control ideology, secondary school teachers, classroom management, Purulia district*

Introduction

Since the time education was institutionalized, schools, as social organizations, are entrusted to groom the next generation for becoming well-disciplined, well-adjusted and responsible future citizens of the nation. In the 21st century, one of the major defining characteristics of a school is its multi-cultural nature. The students come from different socio-economic and cultural backgrounds. To bring this sort of diversity into some kind of working order by avoiding conflict, there needs to be a control. Control is prevalent in all sorts of organization and school is not an exception. Maguire et al. (2010) conducted a study on policy enactment in English Secondary Schools and concluded that behaviour, student 'control' and classroom management continue to be significant aspects of education policy and practice in schools. Although we are in the 21st century, the popular belief is still that a quiet classroom is an effective teaching-learning place. Teachers, no doubt, feel pressure to keep their pupil in control. Pupil control ideology of teachers is one of the factors that determine the overall school environment, be it inside or outside the classroom. Therefore, Pupil control ideology is a dominant factor that influences the culture and tone of a school (Willower & Jones, 1963, as cited in Munir, 2009). Pupil control ideology of a teacher assigns meaning to the student-teacher interactions (Samfira & Sava, 2021).

Teachers' ideology, belief or value system exerts great influence on their professional practices (Richardson, 1996). A teacher's stated belief about the control of students in classroom and school is defined as the control ideology of teachers. As every teacher believes that (s) he should employ some amount of control to manage the classroom, this is referred as his/her Pupil control ideology.

Hoy (1967) conceptualized pupil control ideology as a continuum with custodial and humanistic ideologies at the opposite ends. Rigidly custodial orientation looks for maintenance of order, maintaining a pupil-teacher status hierarchy, students' appearance, and behaviour. Parent's socio-economic status is taken into account when creating a stereotyped image of them. Teachers believe in punishing indisciplined behaviour. The most important aspect of this orientation is watchful mistrust and autocratic control. Simply put, teachers with custodial pupil control ideology, consider the school as an autocratic organization.

On the other hand, the humanistic orientation of Pupil control ideology tries to interpret students' behaviour in psychological and sociological terms rather than moralistic ones. Teachers with humanistic orientation prefer a democratic classroom climate and two-way communication. Here, students are believed to be responsible and self-regulating in nature.

Teachers' orientation towards pupil control is one of the significant factors influencing student learning in the classroom. According to Rosenholtz (1989, as cited in Munir, 2009), often teachers become so obsessed about student control that classroom order rather than student learning becomes the definition of teaching effectiveness. As the teachers are entrusted with a lot of responsibilities- some of them being motivating the students to take part in classroom activities, coaxing them to interact with the teacher and the peers, evaluating the students after each activity and so on; what they believe about order and control becomes crucial. Therefore, teachers' pupil control ideology is considered as one of the major areas of research in Teacher Education today.

Every day, students spend a considerable amount of time in school. The overall climate of the school and especially classroom climate has a significant impact on students' academic and social motivation. On the other hand, Teacher's control orientation is a significant factor that determines the classroom climate. If a teacher's control orientation is humanistic, then the classroom climate would be more open and democratic and students are encouraged to be more autonomous in their learning. This, in turn, would make them intrinsically motivated to engage in learning activities.

Teacher's control orientation is one significant factor that influences their performance as a teacher. Teachers with custodial orientation are less likely to enjoy their work and more likely to find it unpleasant and tiresome. On the other hand, humanistic ideology helps the teachers to enjoy their work, become innovative and creative and thus become more successful professionally. In the sixties, studies on pupil control ideology started at the Pennsylvania State University in the USA under the direction of Donald J. Willower. From then on, a number of studies have come up with pupil control ideology as the main concern. These studies have tried to investigate the influence of certain demographic and personal factors such as teacher's gender (Avaroğulları & Karpinar, 2020; Bas, 2012; Gandhi, 1977; Harris et al., 1985; Munir, 2009; Patel, 1999) teacher's academic qualification (Gandhi, 1977; Gor, 1998; Patel, 1999) teaching experience (Gandhi, 1977; Gor, 1998; Munir, 2009; Patel, 1999; Willis Sr., 2019), subject taught by the teacher (Munir, 2009) etc. Although a considerable number of studies have been done on pupil control ideology and teachers' occupational stress, it was felt that it needs to be investigated in the Indian context.

Objectives of the Study

The study was designed with the following objectives:

1. To identify the general pattern of pupil control ideology of Secondary School teachers.
2. To compare the pupil control ideology of Secondary School teachers due to independent variables such as gender (male and female), locale (urban and rural), teaching experience [lower (i.e., 1-5 years) and higher (i.e., > 5 years)], academic discipline (Language, Science and Social Science disciplines), and highest academic qualification (graduate and postgraduate & higher degrees).

Hypotheses of the Study

In light of the stated objectives of the study, the following hypotheses were formulated:

- H₀₁:** There exists no statistically significant difference in the pupil control ideologies of male and female Secondary School teachers.
- H₀₂:** There exists no statistically significant difference in the mean scores of pupil control ideologies of rural and urban Secondary School teachers.
- H₀₃:** There exists no statistically significant difference in the pupil control ideologies of the Secondary School teachers in relation to their academic disciplines (i.e., Languages, Science and Social Science disciplines).
- H₀₄:** There exists no statistically significant difference between the pupil control ideologies of Secondary School teachers with higher teaching experience and lower teaching experience.
- H₀₅:** There exists no statistically significant difference between the pupil control ideologies of Secondary School teachers with graduate degrees and with postgraduate & higher degrees.

Review of Related Literature

Literature have been found on various demographic variables related to pupil control ideology. Most have concluded that female teachers are more humanistic than male teachers (Avaroğulları & Karpinar, 2020; Gandhi, 1977; Harris et al., 1985). Munir (2009) identified male teachers as more custodial than female school teachers. On the other hand some studies have not found any significant difference in pupil control ideology based on the teachers' gender (Bas, 2012; Gor, 1998; Patel, 1999). Studies have found out that pupil control ideology of a teacher does not differ significantly based on their qualification (Gandhi, 1977; Gor, 1998; Patel, 1999). On the other hand, most studies have found out that teachers do differ on their pupil control ideology based on their teaching experience. As Hoy (1967) pointed out in his study on "student teachers" that they become more custodial after their teaching experience. The same has been concluded by other studies as well (Gandhi, 1977; Munir, 2009). However, other studies pointed out that teaching experience (Gor, 1998; Patel, 1999), locale of the educational institution (Gor, 1998; Mehta, 1977) do not have any significant impact on teachers' pupil control ideology. Adwere-Boamah (2010) found that most of the urban school teachers (76%) have humanistic pupil control ideology whereas, only 24% teachers are custodial. Some

studies pointed out that elementary school teachers are mostly humanistic in their pupil control ideology (Bas, 2012; Gilbert, 2012).

Methodology

The study is a descriptive study delimited to the Purulia district of West Bengal, India and secondary school teachers teaching in Higher Secondary co-educational schools under the West Bengal Council of Higher Secondary Education. Multistage random sampling method has been adopted for the study. Information on all the blocks in Purulia district and also the total number of Secondary School teachers teaching in the district were collected from the Government of West Bengal's official website for the Purulia district [www.purulia.gov.in].

Thereafter, first of all, all the 20 blocks in the Purulia district were randomly assigned serial numbers and from those, a total of 11 blocks i.e., Purulia-I, Purulia-II, Raghunathpur-I, Jhalda-I, Jhalda-II, Balarampur, Joypur, Para, Hura, Kashipur, Arsha were selected through simple random sampling by generating random numbers. Next, the list of Higher Secondary schools in the district was collected from the official website of the West Bengal Council of Higher Secondary Education [https://wbchse.nic.in]. From those 11 blocks, 22 co-educational Higher Secondary schools were again randomly selected. Finally, a total of 300 Secondary School teachers were selected randomly and independently from those schools in order to collect the data to evaluate their Pupil Control Ideology using the standardized Pupil Control Ideology Scale (PCIS-KM) developed by Khatoon and Munir (2009).

Following statistical measures were applied to analyze the collected and systematically arranged data —

- Computation of means and standard deviations and other pertinent descriptive statistics.
- The t-tests for measuring the statistical significance of the difference between the two means of some chosen sets.
- An F-test for measuring the statistical significance of the difference between more than two means.

Findings of the Study

Objective- 1: To study the general pattern of pupil control ideology behaviour of Secondary School teachers.

To determine the general pattern of Pupil Control Ideology among the Secondary School teachers, the scores on Pupil Control Ideology Scale (PCIS-KM) (Khatoon & Munir, 2009) were divided into three categories i.e., Humanistic, Moderate, and Custodial. A score in the range of 20-54 was determined as *Humanistic* in this Pupil Control Ideology Scale. Here, a score in the range of 55-79 was determined as *Moderate* while a score in the range of 80-100 was determined as *Custodial*. The results of the study in this regard are shown in **Table 1**.

Table 1: Pattern of Pupil Control Ideology behaviour of Secondary School teachers

Range of Scores	No. of Sample elements	% of Sample elements	Qualitative Description
20-54	169	56.3	Humanistic
55-79	128	42.7	Moderate
80-100	3	1	Custodial

[Following the standardized Pupil Control Ideology Scale (PCIS-KM) of Khatoon & Munir, 2009.]

The collected data were further divided into female and male subgroups. In the female subgroup, the percentages of Secondary School teachers having Humanistic and Moderate Pupil Control Ideologies were found to be 58.1 and 41.9, respectively while Custodial Pupil Control Ideology was completely absent there. In the male subgroup, the percentages of Secondary School teachers having Humanistic, Moderate and Custodial Pupil Control Ideologies were found to be 55.9, 42.9 and 1, respectively. These results are shown in **Table 2**.

Table 2: Gender wise distribution of Secondary School teachers having Humanistic, Moderate and Custodial Pupil Control Ideology

Gender	Ideology Group	No. of Sample elements	Subgroup wise percentage of Sample elements
Female	Humanistic	36	58.1
	Moderate	26	41.9
	Custodial	0	0
Total		62	100
Male	Humanistic	133	55.9
	Moderate	102	42.9
	Custodial	3	1.2
Total		238	100

From the results, it is evident that there is a lot of variation in teachers' Pupil Control Ideology as more than half of the teachers [56.3%] were found to have Humanistic ideology and only a few to have Custodial ideology (1.2%). Also, from the graphical representations of the very basic statistics, it can be seen that the major trend of female teachers is more Humanistic than their male counterparts with respect to their Pupil Control Ideology.

H₀₁: *There exists no statistically significant difference in the pupil control ideologies of male and female Secondary School teachers.*

Table 3: Comparison of the mean Pupil Control Ideology scores of the Secondary School teachers with respect to their genders

(*Not significant at the 0.05 level)

Dependent Variable	Independent Variable	Levels	N	Mean	SD	df	t	p
Pupil Control Ideology	Gender	Female	62	52.25	12.50	298	0.079*	0.93
		Male	238	52.39	12.42			

Table 3 shows that the mean Pupil Control Ideology score of male Secondary School teachers (52.39) is more than the mean scores of the female Secondary School teachers (52.25). To find out whether this difference is statistically significant or not, independent sample t-test was done. The calculated $t_{(298)}$ was 0.079 and the p-value was 0.93 ($p > 0.05$). Therefore, t was not found to be significant at the 0.05 level of significance. Hence, **H₀₁** was not rejected. So, it can be concluded that male Secondary School teachers are not significantly different (statistically) from the female Secondary School teachers in their Pupil Control Ideology as found in the district of Purulia in West Bengal, India.

H₀₂: *There exists no statistically significant difference in the mean scores of pupil control ideologies of rural and urban Secondary School teachers.*

Table 4: Comparison of mean Pupil Control Ideology scores of Secondary School teachers with respect to locale

Dependent Variable	Independent Variable	Level	N	Mean	SD	df	t	p
Pupil Control Ideology	Locale	Rural	228	53.07	12.78	298	1.75*	0.08
		Urban	72	50.13	10.94			

(*Not significant at the 0.05 level)

Table 4 shows that the mean Pupil Control Ideology score of rural Secondary School teachers (53.07) is more than urban Secondary School teachers (50.13). To find out whether this difference is statistically significant or not, independent sample t-test was done. The calculated $t_{(298)}$ was 1.75 and the p-value was 0.08 ($p > 0.05$). Therefore, t was not found to be significant at the 0.05 level of significance. Hence, **H₀₂** was not rejected. So, it can be concluded that rural Secondary School teachers are not significantly different (statistically) from urban Secondary School teachers in their Pupil Control Ideology as found at the district of Purulia in West Bengal, India.

H₀₃: *There exists no statistically significant difference in the pupil control ideologies of the Secondary School teachers in relation to their academic disciplines (i.e., Language, Science and Social Science disciplines).*

Table 5: Comparison of mean Pupil Control Ideology scores of Secondary School teachers with respect to their academic disciplines

Groups	Count	Sum	Average	Variance
PCI <i>language</i>	103	5471	53.12	151.89
PCI <i>science</i>	98	5140	52.45	146.85
PCI <i>social science</i>	99	5100	51.52	165.62

[PCI = Pupil Control Ideology of the Secondary School teachers]

Table 6: ANOVA of Pupil Control Ideology scores from Secondary School teachers grouped on the basis of their academic disciplines

Dependent Variable	Source of Variation	Sum of Squares	Mean Sum of Squares	df	F	p
Pupil Control Ideology	Between Groups	130.35	65.17	2	0.421*	0.65
	Within Groups	45967.57	154.77	297		

(*Not significant at the 0.05 level)

Table 5 shows that the mean scores of Pupil Control Ideology of Secondary School teachers with respect to their academic disciplines (i.e., Language, Science and Social Science disciplines) are 53.12, 52.45 and 51.52, respectively. The mean scores of these three groups were put to F-test (**Table 6**). The calculated $F_{(2, 297)}$ was 0.421 and the p-value was 0.65 ($p > 0.05$). Therefore, F was not found to be significant at the 0.05 level of significance. Hence, **H₀₃** was not rejected. So, it can be concluded that there

is no significant difference (statistically) in the Pupil Control Ideology of Secondary School teachers grouped on the basis of their academic disciplines (i.e., Language, Science and Social Science disciplines) as found in the district of Purulia in West Bengal, India.

H₀₄: *There exists no statistically significant difference between the pupil control ideologies of Secondary School teachers with higher teaching experience and lower teaching experience*

Table 7: Comparison of mean Pupil Control Ideology scores of Secondary School teachers grouped on the basis of their teaching experience

(*Not significant at the 0.05 level)

Dependent Variable	Independent Variable	Level	N	Mean	SD	df	t	p
Pupil Control Ideology	Teaching Experience	Higher (> 5 years)	261	52.64	11.99	298	0.98*	0.32
		Lower (1-5 years)	39	50.53	14.97			

Table 7 shows that the mean Pupil Control Ideology score of Secondary School teachers with Higher (> 5 years) teaching experience (52.64) is more than that of Secondary School teachers with Lower (1- 5 years) teaching experience (50.53). To find out whether this difference is statistically significant or not, independent sample t-test was done. The calculated $t_{(298)}$ was 0.98 and the p-value was 0.32 ($p>0.05$). Therefore, t was not found to be significant at the 0.05 level of significance. Hence, **H₀₄** was not rejected. So, it can be concluded that the Secondary School teachers with Higher teaching experience (> 5 years) are not significantly different (statistically) from the Secondary School teachers with Lower (1- 5 years) teaching experience in their Pupil Control Ideologies as found in the district of Purulia in West Bengal, India.

H₀₅: *There exists no statistically significant difference between the pupil control ideologies of Secondary School teachers with graduate degrees and with postgraduate & higher degrees.*

Table 8: Comparison of mean Pupil Control Ideology scores of Secondary School teachers on the basis of their highest academic qualification

(*Not significant at the 0.05 level)

Dependent Variable	Independent Variable	Level	N	Mean	SD	df	t	p
Pupil Control Ideology	Highest Academic Qualification	Graduate	113	51.33	11.86	298	1.12*	0.26
		Postgraduate & Higher	187	52.99	12.72			

Table 8 shows that the mean Pupil Control Ideology score of postgraduate Secondary School teachers (52.99) is more than graduate Secondary School teachers (51.33). To find out whether this difference is statistically significant or not, an independent sample t-test was done. The calculated $t_{(298)}$ was 1.12 and the p-value was found to be 0.26 ($p>0.05$). Therefore, t was not significant at the 0.05 level of significance. Hence, **H₀₅** was not rejected. So, it can be concluded that Secondary School teachers with postgraduate & higher degree are not significantly different (statistically) from graduate Secondary School teachers in their Pupil Control Ideologies as found in the district of Purulia in West Bengal, India.

Discussion

It was found out from the study that the majority of the Secondary School teachers in Purulia district were humanistic in their pupil control ideology. The percentages of teachers having Humanistic, Moderate and Custodial pupil control ideology were 56.3, 42.7, and 1 respectively. The lack of teachers with custodial pupil control ideology is very noticeable here. Therefore, it was obligatory to corroborate these findings with that of other researches. This finding is on par with the study of Adwere-Boamah (2010) where 76% of teachers were humanistic and 24% of teachers were custodial. However, the finding of the present study does not match with Munir (2009) where the percentages of teachers having humanistic, moderate and custodial pupil control ideology are 31.92, 28.96 and 39.11. One reason behind the present finding could be that along with the passage of time and teacher training, teachers have become well aware of the challenges they have to meet in the classroom and they might have become more aware of the current researches done on student psychology and classroom management. Moreover, according to census data Purulia has been historically in a disadvantageous position regarding literacy rates, gender and rural-urban disparities in literacy. This unique socio-educational context of Purulia may also contribute towards the difference in findings.

Another finding of this study regarding the pupil control ideology was that the female Secondary School teachers possessed (58.1%) more Humanistic view than the male teachers (55.9%). This finding is on par with other researches (Gandhi, 1977;

Harris et al., 1985). However, after testing the H_{01} , it was observed that the male Secondary School teachers were not significantly different from the female Secondary School teachers in their Pupil Control Ideologies. This finding is on par with Bas (2012), Gor (1998) and Patel (1999). Although, from the percentage values, it was observed that female Secondary School teachers were more humanistic than male Secondary School teachers -when the mean pupil control ideology score of male (52.39) and female Secondary School teachers (52.25) were compared, the difference was not statistically significant. The reason behind this finding could be teaching is now considered as a profession and every profession has a set of role requirements. Teachers, nowadays, are well aware of those requirements; and as professionals, they do not let their gender influence their pupil control ideologies.

After testing the H_{02} , it was observed that rural Secondary School teachers were not significantly different from urban Secondary School teachers in their Pupil Control Ideologies. This finding is on par with Gor (1998) and Mehta (1977). With the advancement in transportation and communication, and especially with the advent of cheaper smart phones having high-speed internet connections, the difference between rural and urban has lessened considerably. This could be one of the reasons behind the above finding.

After testing the H_{03} , it was observed that Secondary School teachers from different academic disciplines i.e., Language, Science and Social Science discipline did not differ significantly in their Pupil Control Ideologies. This finding matches with Munir (2009), where she concluded that teachers teaching different subjects do not differ in their pupil control ideologies significantly. In this present study, the chosen variable is the academic discipline of the teacher and not the subjects taught. However, it is expected that a teacher teaches the subject which belongs to his/her own academic discipline. This finding suggests that although academic disciplines differ in content and methods, these do not influence a teacher's pupil control ideologies in this study.

After testing the H_{04} , it was observed that the Secondary School teachers with Higher teaching experience were not significantly different from the Secondary School teachers with Lower teaching experience in their Pupil Control Ideologies. Other studies of Gor (1998) and Patel (1999) similarly concluded that the experience of teachers did not have an impact on their pupil control ideologies. However, there are other studies (Gandhi, 1977; Munir, 2009) that have concluded that less experienced teachers are more humanistic in their pupil control ideologies than their more experienced counterparts. The finding of the present study suggests that the nature of a Secondary School teacher's pupil control ideology is not significantly associated with their teaching experience.

After testing the H_{05} , it was observed that postgraduate Secondary School teachers were not significantly different from graduate Secondary School teachers in their Pupil Control Ideology. This finding is in conformity with the studies done by Gandhi (1977), Gor (1998) and Patel (1999). This finding suggests that as pupil control ideology is a teacher's belief, it is not significantly associated with the mere number of his/her academic degrees.

Educational Implications

The results of the study, in most of the cases, are unique. It is evident from the results that the majority of the Secondary School teachers in the district of Purulia in West Bengal, India are Humanistic in their Pupil Control Ideology. This finding comes as a relief for all the stakeholders of school education there. One significant implication of this finding is that through conventional teacher education programmes, as well as frequent workshops, symposia etc. organized by Government as well as Non-government organisations - Secondary School teachers nowadays are more aware of the students' individual needs, their need for self-regulation, the significance of group works etc. Also, they are well adept at managing their classrooms by using various methods on which they have acquired hands-on experience by attending school internship and other field-based activities during their professional development endeavours as mentioned before.

However, there exist some exemptions. Very few Secondary school teachers are having Custodial Pupil Control Ideology. Though their number is small, it cannot be ignored altogether. School authorities should look for teachers who still believe in controlling their students in a more custodial manner, who are distrustful of their students and do not believe in democratic classroom environment so that appropriate counseling programmes and workshops can be organized more regularly to change their pupil control ideologies. Therefore, the Head of an institution should supervise and monitor the teachers' classroom activities regularly and strive for making the overall school environment as much humanistic as possible. The School Education Department, Government of West Bengal may regularly arrange Refresher Courses and/or Orientation Programmes in School Education for the Secondary Schoolteachers to make them well acquainted with the current trends in educational psychology, pedagogy, classroom management etc.

Conclusion

The present study was undertaken to investigate the general patterns of Pupil Control Ideology of Secondary School teachers in the Purulia district in West Bengal, India. The results showed that the majority of the Secondary School Teachers were Humanistic in their Pupil Control Ideology. Moreover, gender, locale, academic discipline, highest academic qualifications and teaching experience were not significantly associated with differences in the Secondary School teachers' pupil control ideology. The study highlights the necessity of continuous monitoring of teaching-learning process in schools by the heads of the institutions and organization of regular in-service programmes for continuous professional development of Secondary School teachers.

Acknowledgment: No

Author's Contribution: *Barnali Ghosal:* Data Collection, Literature Review, Methodology, Analysis, Drafting, Referencing;
Dr. Kaustuv Bhattacharyya: Data Collection, Literature Review, Methodology, Analysis, Drafting, Referencing

Funding: No

Declaration: The authors have given consent for the publication.

Competing Interest: No

References

1. Adwore-Boamah, J. (2010). A study of pupil control ideology: A person-oriented approach to data analysis. *Journal of Instructional Pedagogies*, 4. <https://eric.ed.gov/?id=EJ1096984>
2. Avaroğulları, A. K., & Karpınar, O. (2020). The effect of preservice social studies teachers' pupil control ideologies on their classroom management beliefs. *İlköğretim Online*, 19(4), 2270–2281. <https://doi.org/10.17051/ilkonline.2020.764057>
3. Bas, G. (2012). An analysis of pupil control ideology of primary teachers from different variables. *Bartın University Journal of Faculty of Education*, 1(1), 97–109. <https://dergipark.org.tr/download/article-file/43607>
4. Gandhi, K. A. (1977). *Study of school climate as a function of personality of school personnel and pupil control ideology* [Doctoral dissertation, Maharaja Sayajirao University of Baroda]. Shodhganga. <http://hdl.handle.net/10603/58022>
5. Gilbert, M. J. (2012). *The relationship between pupil control ideology and academic optimism* [Doctoral dissertation, Seton Hall University]. Seton Hall University Dissertations and Theses (ETDs). <https://scholarship.shu.edu/dissertations/1787>
6. Gor, D. (1998). *Institutional climate, teacher morale and student control ideology of teachers in Kendriya Vidyalaya in Gujarat state* [Doctoral dissertation, Gujarat University]. Shodhganga. <http://hdl.handle.net/10603/48418>
7. Harris, K. R., Halpin, G., & Halpin, G. (1985). Teacher characteristics and stress. *The Journal of Educational Research*, 78(6), 346–350. <https://doi.org/10.1080/00220671.1985.10885628>
8. Hoy, W. K. (1967). Organizational socialization: The student teacher and pupil control ideology. *The Journal of Educational Research*, 61(4), 153–155. <https://doi.org/10.1080/00220671.1967.10883625>
9. Khatoun, T., & Munir, S. (2009). *Pupil Control Ideology Scale (PCIS-KM)*. National Psychological Corporation.
10. Maguire, M., Ball, S., & Braun, A. (2010). Behaviour, classroom management and student 'control': enacting policy in the English secondary school. *International Studies in Sociology of Education*, 20(2), 153–170. <https://doi.org/10.1080/09620214.2010.503066>
11. Mehta, A. (1977). *Institutional climate as a factor of staff morale and student control ideology in the affiliated colleges of Gujarat University* [Doctoral dissertation, Maharaja Sayajirao University of Baroda]. Shodhganga. <http://hdl.handle.net/10603/60391>
12. Munir, S. (2009). *Relationship of personal and institutional factors with pupil control ideology of school teachers* [Doctoral dissertation, Aligarh Muslim University]. Shodhganga. <http://hdl.handle.net/10603/61851>
13. Patel, A. P. (1999). *A study of the relationship among pupil control ideology of teachers, their dogmatism level and quality of school life of pupils* [Doctoral dissertation, Gujarat University]. Shodhganga. <http://hdl.handle.net/10603/31814>
14. Richardson, V. (1996). The role of attitudes and beliefs in learning to teach. In J. Sikula (Ed.), *Handbook of research on teacher education* (pp. 102–119). Macmillan.
15. Samfira, E. M., & Sava, F. A. (2021). Cognitive-behavioral correlates of pupil control ideology. *PLOS ONE*, 16(2), e0246787. <https://doi.org/10.1371/journal.pone.0246787>
16. Willis Sr., J. D. (2019). *The relationship of enabling school structure, academic optimism, school disciplinary climate and pupil control ideology with school discipline rates* [Doctoral dissertation, The University of Alabama]. ProQuest. <https://www.proquest.com/openview/6fdbf5dd8efe3a0c6cb58d35664deca2/1>

Publisher's Note

The Social Science Review A Multidisciplinary Journal remains neutral with regard to jurisdictional claims in published data, map and institutional affiliations.

©The Author(s) 2026. Open Access.

This article is licensed under a Creative Commons Attribution 4.0 International License, which permits use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons licence, and indicate if changes were made. If material is not included in the article's Creative Commons licence and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder. To view a copy of this licence, visit <http://creativecommons.org/licenses/by/4.0/>