

CHAPTER IIREVIEW OF RELATED LITERATURE AND RESEARCH STUDIES.ORGANIZATIONAL CLIMATE:

Anyone who visits more than a few schools notes quickly how schools differ from each other in their "feel". In one school the teachers and the principal are zestful and exude confidence in what they are doing. They find pleasure in working with each other; this pleasure is transmitted to the students, who thus are given at least a fighting chance to discover that school can be a happy experience. In a second school the brooding discontent of the teachers is palpable; the principal tries to hide his incompetence and his lack of a sense of direction behind a cloak of authority, and yet he wears this cloak poorly because the attitude he displays to others vacillates randomly between the obsequious and the officious. And the psychological sickness of such a faculty spills over on the students who, in their own frustration, feed back to the teachers a mood of despair.

A third school is marked by neither joy nor despair, but by hollow ritual. Here one gets the feeling of watching an elaborate charade in which teachers, principal, and students alike are acting out parts. The acting is smooth, even glib, but it appears to have little meaning for the participants; in a strange way the show just doesn't seem to be "for real". And so, too, as one moves to other schools, one finds that each appears to have a "personality" of its own. It is this "personality" that we describe here as the "Organizational Climate" of the school. Analogously, personality is to the individual what Organizational Climate is to the organization.

(Halpin, 1966 P.131)

For a long time, the term 'climate' has been rather generally and imprecisely used to describe the 'feeling' or 'atmosphere' or 'tone' of the organization. The term 'organizational climate' has been given somewhat precise meaning in recent years through the contributions of a number of researchers. Chris Argyris (1957) is generally credited with the first attempt to describe systematically the factors which comprise 'organizational climate' in a study of organizational relationship in a bank.

To understand the concept of organizational climate in the proper perspective, its broad theoretical connection to the general field of organizational behaviour should be pointed out.

Human behaviour in organization has always been a phenomenon of interest and concern. However, it is only in recent years, organizational behaviour has enlarged as a field of systematic study. There has been a concerted effort by behavioural scientists to develop a body of literature and a general theory to understand behaviour of individuals in organization. This development has been given an impetus by the influence of the systems theory approach (Scott 1963) upon current approaches to the study of organization.

According to Forehand and Gilmer (1969) "behaviour is a function of the interaction between personal character and environmental variables and they go on to describe 'climate' as "a set of organizational properties which may influence the behaviour of individuals in organizations". Much of the literature dealing with satisfaction and related concepts is based upon the assumption that the social climate of an organization is in some way related to motivation, aspiration and eventually to job proficiency.

The main emphasis of recent research supports the view that organizational behaviour, in a general way can be seen as a function of a dynamic inter-relationship between the needs of the individual person and the needs of the organization, as they are expressed by the demands on the individuals. The popular Getzel-Guba model which describes the inter connection between the organizational dimensions and the personal dimensions has proved to be useful in expressing one way of viewing this concept. A great deal of attention has been paid by researchers as to how a congruence between the personal needs of the individual and the demands of the organizations could be brought about.

In educational administration, some practitioners have given high priority to efforts that could create that kind of a situation in a school in which the teachers would find the organizational demands on them to be just exactly what they, as individuals would have actually desired.

Chris Argyris (1957) who has an impressive background of research and practical experience in organizational facets of business, industry and government has posited that the needs of the individual cannot be totally congruent with the

demands of the organizations. He suggests that if ways and means could be found to keep this inevitable conflict within tolerable bounds, that would be sufficient for a start. If an atmosphere of trust, openness, and low threat can be created, the very admission that conflict does exist would lead to talk about it and work towards reducing the causes of conflict.

Etzioni (1961) utilizes the compliance theory and explains that if educational institutions could be normative organizations which attract and hold participants largely on the basis of their high commitment to certain ideals and goals, then one can expect to find lower conflict between the individuals and the demands of his role.

Thus the generalities of social environment of organizational life have been conceptualized by Chris Argyris, Getzels and Etzioni on the basis of structures of role theory, social system theory and compliance theory respectively.

Halpin and Croft (1963) compared the organizational climate to personality; they said "analogously personality is to the individual what organizational climate is to the organization".

Lonsdale (1964) viewed it as the global assessment of the interaction between the task achievement dimension and the need satisfaction dimension within the organization.

Alan Brown (1965) conceived organizational climate as the cathectic patterns giving identity to sub-group and inter-personal relations in a living organism. A Cathexis can be defined as the degree of effective significance that an object or thing or idea or person bears on another. Organizational Cathexis will attract, repel or isolate the sub-groups and individuals along a variety of lines. The peculiar patterning of Cathexis in any given organization is what is meant by climate.

Feldvebel (1964) defined organizational climate as patterns of social interaction that characterise an organization. The main units of interaction in the concept being individuals, the group as a group, and the leader.

Andrew (1965) defined it as 'merely a somewhat blurred esprit score'.

The concept of organizational climate embraces both 'the formal organization' as well as 'the informal organization'. Donald Willover and Ronald Jones (1963)

in a study of organizational behaviour in junior high schools have brought out the immense power of the informal social organizations and how painful the organizational conflicts could be for a young teacher to handle.

The concept of organizational climate has now gone beyond the "feel" and attempts to give a normative base which would enable comparison of one school with another have been made. Research on organizational climate has provided 'dimensions' along which measurement of certain factors which make up the climate of an organizations' environment can be taken and normative data which could enable one to determine more accurately where a given school stands in comparison with others.

By late 1960s, two general techniques for assessing and describing the organizational climate of schools have been developed. One is largely credited to Andrew Halpin and the other to George Stern.

Halpin and Croft (1963) in their research in organizational climate, deal with both dimensions of the Getzel theory. In fact, an open climate is defined as "one in which there is attention to both task achievement and social needs". The 'closed'

climate is defined as "one which makes a situation in which the group members obtain little satisfaction in respect to either task achievement or social needs", "In short it is a situation where the leader is ineffective in directing the activities of the staff and at the same time he is not <sup>inclined</sup> ~~inclined~~ to look after their welfare".

The idea of 'openness' and 'closedness' had been discussed and explained by Kurt Lewin (1935) and Rokeach (1960).

According to Barnes (1960) closedness and openness in external systems reflect themselves differently in the internal system of a group in terms of member, job autonomy (activities), interaction opportunities (interactions) and upward influences (sentiments). In the relatively closed system external concepts of bureaucratic administration dominate. These serve to discourage sub-ordinate autonomy, infratious and upward influences. In the more open system, external system values and goals tend to emphasize technical expertise, quality and developmental work. These serve to encourage sub-ordinate autonomous interactions and upward influences.



Halpin and Croft (1963) have identified six climates from 'open' at one end of a continuum to 'closed' at the other. They found that a school possessing an open climate, which they deemed as the most effective was a lively organization moving towards its goal, while at the same time providing satisfaction to the members of the organization. By far the most popular and widely used technique for assessing the organizational climate has been the organizational Climate Description Questionnaire (OCDQ) partly because of the clarity with which Halpin has described the concept of organizational climate and partly because of the relative simplicity with which the OCDQ assessment technique can be used in practical school situation. This technique has been employed repeatedly by researchers, many of whom wished to determine whether certain types of climates were found in schools with principals having certain characteristics.

The rationale underlying the OCDQ assumes first that something actually exists which can properly be called as the organizational climate. It is also assumed that the organizational climate is closely related to the perceived behaviour of teachers and principals.

The term perceived behaviour is significant. It portrays the sensitive territory of selective

perception in which people 'see' in the psychological sense what they are prepared to see. In dealing with inter personal relationships which are inextricately bound up in organizational behaviour, the truism that much of behaviour, like beauty, is in the eye of the beholder should be remembered.

Halpin and Croft carried out an exploratory inquiry on the impact of behaviour of teachers and the principal on the organizational climate of the school. The main aim of their investigation was to develop a tool to help in determining the organizational climate of schools as well as of other similar establishments or organizations.

They constructed a Likert type questionnaire of 64 items which teachers and principals could use to describe the climate of their school. The questionnaire was constructed on a four points scale - Rarely occurs, sometimes occurs, often occurs and very frequently occurs.

The questionnaire could be administered in a group situation and required not more than 30 minutes for administration. The climates of 71 elementary schools chosen from six different regions of the United States were analyzed. The 64 items of the

OCDQ were assigned to eight sub-tests which had been delineated by factor analytic methods. The first four of the sub-tests pertain to the characteristics of the principal as a leader. From the scores on these eight sub-tests, a profile or psychograph depicting the organizational climate of the school was constructed. By comparing the profiles of different schools, the distinguishing features of their respective organizational climates were spotted.

The eight sub-tests were called:-

Disengagement, hindrance, esprit, intimacy, aloofness, production emphasis, thrust and consideration.

#### Teachers' behaviour:

1) Disengagement refers to the teachers' tendency to be "not with it". This dimension describes a group which is "going through the motions", a group that is "not in gear" with respect to the task at hand. It corresponds to the more general concept of 'anomie' at first described by Durkheim (1930). In short this sub-test focuses upon the teachers' behaviour in a task-oriented situation.

2) Hindrance refers to the teachers' feeling that the principal burdens them with routine duties, committee demands and other requirements which the teachers construe as unnecessary "busy work". The teachers perceive that the Principal is hindering rather than facilitating their work.

3) Esprit refers to morale. The teachers feel that their social needs are being satisfied, and that, they are at the same time, enjoying a sense of accomplishment in their job.

4) Intimacy refers to the teachers' enjoyment of friendly social relations with each other. This dimension describes a social needs satisfaction which is not necessarily associated with task-accomplishment.

Principal's behaviour:

5) Aloofness refers to the behaviour of the principal which is characterised as formal and impersonal. He "goes by the book" and prefers to be guided by rules and policies rather than to deal with the teachers in an informal face to face situation. His behaviour, in brief, is universalistic rather than particularistic; nomothetic rather than idiosyncratic. To maintain this style, he keeps himself - at least "emotionally" - at a distance from his staff.

6) Production emphasis refers to behaviour by the principal which is characterized by close supervision of the staff. He is highly directive and plays the role of a "straw boss". His communication tends to go in only one direction and he is not sensitive to feedback from the staff.

7) Thrust refers to behaviour by the principal which is characterized by his evident effort in trying to "move the organization". Thrust behaviour is marked not by close supervision but by the principals' attempt to motivate the teachers through the example which he personally sets. Apparently, because he does not ask the teachers to give of themselves any more than he willingly gives of himself, his behaviour though starkly task-oriented, is nonetheless viewed favourably by the teachers.

8) Consideration refers to behaviour by the principal which is characterized by an inclination to treat the teachers "humanly" to try to do a little something extra for them in "human terms".

(Halpin 1963, P. 150-151)

The 64 items in the questionnaire were assigned to these eight sub-tests. The scale against which the respondent indicated the extent to which each statement characterized his school was defined by

by four categories, namely, rarely occurs, sometimes occurs, often occurs and very frequently occurs. Four successive integers were assigned to these four categories and the items were scored. Item scores summed up sub-test by sub-test and divided by the number of items in the corresponding sub-test gave the sub-test score. To construct the school profile, the school mean sub-test score was computed for each of the sub-tests. These scores define the "average" response of the teachers for each respective sub-test. The raw scores were converted into standard scores both normatively and ipsatively, with a mean of 50 and a standard deviation of 10.

For each school, a profile was constructed whose eight points were defined by the scores on the eight sub-test scores. These 71 profiles were classified into six major clusters each of which could be used to depict a different type of organizational climate.

For each of the six sets of school profiles, the mean-profile or the prototype profile was computed by factor loading technique and in terms of these six profiles, the six organizational climates were defined.

These six climates were ranked in respect to openness versus closedness and using the content of the items of the sub-test and prototype scores, the behaviour

which characterizes the principal and the teachers in each climate was described.

The characteristics of each of these climate types can be described as follows:-

- 1) Open Climate - High esprit
- Low disengagement
- Low hindrance
- Average intimacy
- Average aloofness
- High consideration and
- Low production emphasis.

Behavioural description:

The open climate depicts a situation where the group members enjoy friendly relations with each other, work well together, have a high sense of duty, obtain considerable job satisfaction as there is no hindrance from the Principal, rather the principal's policies facilitate this accomplishment of their tasks. They are proud to belong to that school.

The Principal is genuine in his behaviour, he sets an example by working hard himself, he is flexible in his attitude, controls and directs when necessary, is also considerate and goes out of the way to help people & on occasions; he provides leadership, allows leadership acts to emerge from the teachers as well. In short, this climate is characterized by authenticity of behaviour among all participants.

The Autonomous Climate -

High esprit  
 High intimacy  
 Low disengagement  
 Low hindrance  
 High aloofness  
 Low production emphasis  
 Average consideration  
 Average thrust.

Behavioural discription -

The distinguishing feature of this organizational climate is the freedom the group members enjoy from the satisfaction of their social needs. The teachers do work well together and accomplish the task of the organization. The teachers are not hindered by administration routine paper work and their high esprit results primarily from their social needs satisfaction. Satisfaction from task achievement is also present but to a lesser degree.

The leader exerts little control, monitors the activities very little and is rather impersonal and aloof. He is genuine and flexible but his range of administrative behaviour, as compared to that of the open climate principal, is rather restricted.

The Controlled Climate -

High esprit  
 Low disengagement  
 High production emphasis  
 Low consideration  
 High thrust



Average aloofness

High hindrance

Low intimacy.

Behavioural description -

The controlled climate is characterized best as a highly task oriented and impersonal organization. Everyone works so hard that there is little time for friendly relations or deviations. The climate is over weighted towards task achievement with the teachers completely engaged in the task and show a high morale due to job satisfaction. The principal is dominating and directive, and cares more for getting the job done, and in his way. As morale is high, this climate can be classified as more open then closed.

- 4) The familiar climate -    High disengagement  
    Low hindrance  
    High intimacy  
    Average esprit  
    High consideration  
    Low aloofness  
    Low production emphasis  
    Average thrust

Behavioural description -

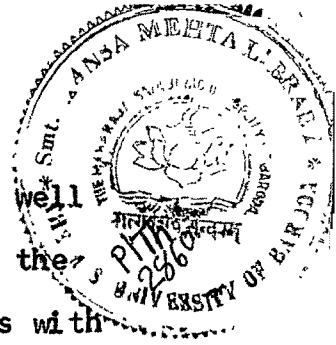
This climate has highly friendly atmosphere, social needs satisfaction is extremely high but little is done to direct the groups' activities towards goal

achievement. There is high disengagement in a task oriented situation and the principal exerts little control in directing the activities. Esprit is average and this stems more from social needs satisfaction. The attitude of the principal seems to be 'let us all be a happy family' and is reluctant to emphasize production or guide the teachers as to how things should be done. He is very considerate and so the teachers attribute average thrust to him. No one works to full capacity, no one is ever 'wrong' and no one is criticized.

5) <u>The Paternal Climate</u> -	High production emphasis
	High disengagement
	Low hindrance
	Low intimacy
	Low esprit
	Average thrust
	Low aloofness
	High consideration

Behavioural description -

This climate is characterized best as one in which the Principal dominates the whole atmosphere. His attempts both to control the teachers as well as to satisfy their social needs are ineffective. His behaviour is perceived by the teachers as non-genuine



and non-motivating. The teachers do not work well together as they are split into factions. As the principal tries to interfere in all activities with the attitude of 'Daddy knows best', the teachers do not even try to show their initiative; they get inadequate satisfaction in respect to both task accomplishment and social needs; hence esprit among the members is low. The principal tries to be everywhere at once, checking, monitoring and telling people how to do things. His behaviour is non-genuine as he does not provide an example by working hard. This climate is a partly closed one.

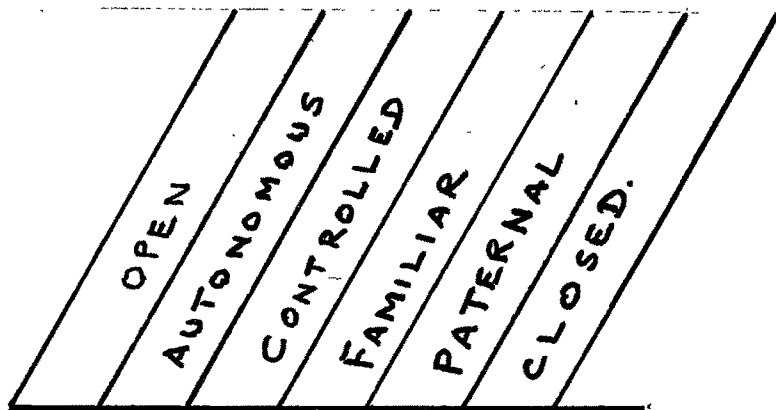
- 6) The Closed Climate -
- High disengagement
  - High hindrance
  - Average intimacy
  - Low thrust
  - High aloofness
  - High production emphasis
  - Low consideration
  - LOW ESPRIT.

Behavioural description -

This climate is characterized by a high degree of apathy on the part of all members of the organization. The teachers do not work well together, there is very little job satisfaction or social needs satisfaction as the principal is ineffective in directing their activities and nor does he show any interest in their

welfare. Routine duties hinder the teaching job and all the encouragement they get from the principal is the admonition that they should work harder. The principal is highly aloof, impersonal and tries to control through rules and regulations. He is genuine in his actions, has little consideration for others and though he expects initiative from them he does not give the freedom to perform any leadership acts by the group members. The organization is seen as most stagnant and not 'moving' towards its goals.

Fig. 2.1



Continuum of organizational climate types based on Halpin's terminology.

In Halpin's words, " We were able to identify six organizational climates and found that they could be arranged along a continuum defined at one end by an open climate and at the other by a closed climate. The ranking scheme is at best only an approximation, and the use of a continuum, which, perforce, assumes a linearity of

relationship - oversimplifies the factors".

(Halpin, 1966, P. 134)

Halpin warns us that a closed climate can occur without evil or malice on anybody's part, and that it can result from a combination of fortuitous events over which the members of a particular school have little or no control. He advises that term as 'open' and 'closed' should be used with great temperance, forbearance and with kindness.

"The recognition how exceedingly difficult it is to change an organizational climate permits us to use such terms as 'open' and 'closed' with greater temperance ..... We use them with no intent to either praise or damn the climate of a particular school. Obviously we believe that a closed climate is undesirable that it is crippling for both the faculty and the students. Yet we prefer to view a closed climate as unhealthy or sick - not as evil -".

(Halpin, 1966, P.137)

The note of caution of Halpin's is very significant especially in replication studies.

OCDQ has been used many times since the original study was done and within limitations, it has provided feed back information to the administrator.

Donald Andrew's (1964) findings as summarised in the figure, can be of great help to school principals to re-examine their own organizational behaviour regarding to its effect on the organizational climate of the schools.

TABLE 1.1

SIGNIFICANT RELATIONSHIP BETWEEN CLIMATE  
DIMENSION AND PERSONALITY VALUE FACTORS

Climate dimension	Characteristic of principals of high scoring school.	Characteristic of Principal of low scoring schools.
<u>Teachers' Behaviour</u>		
Disengagement	Submissive, dependent, shy, withdrawn, cold, practical, conventional.	Dominant, assertive, adventurous, genial, imaginative, creative.
Hindrance	Cool, aloof, obstructive, parochial, conventional, group dependent.	Trustful, adaptable, imaginative, creative, self-sufficient.
Esprit	Mature, calm, stable, assertive, aggressive, persistent, conscientious, confident, self-secure, controlled, exacting, high school values. SOCIAL	Worrying, emotional, mild, submissive, undependable, frivolous, timid, insecure, uncontrolled, lax, low social values.
Intimacy	Of less intelligence, aggressive, competitive, high social values.	Brighter, mild, dependent, low social values.
<u>Principals' behaviour</u>		
Aloofness	Cool, suspicious, rigid, mild, non-competitive, calculating, exacting, low social values.	Kindly, trustful, assertive, self-assured, simple, unpretentious, high school values. SOCIAL
Production efficiency	Brighter, persistent, consistent, anxious, demanding, high economic values.	Of less intelligence, relaxed, frivolous, realistic, self-reliant, low economic values.

TABLE 1.1 (contd..)

Climate dimension	Characteristic of principals of high scoring school.	Characteristic of Principal of low scoring schools.
Thrust	Dominant, assertive, responsible, persistent, high theoretical values, high aesthetic values.	Submissive, 'milk-toast' casual, undependable low theoretical values, low aesthetic values.
Consideration	of lesser intelligence, enthusiastic, cheerful, controlled, exacting.	Brighter, silent, depressed, uncontrolled, lax.

Teacher Morale -

"Morale, like love is a powerful force and it is about as easy to describe" says Anderson Vandyke (1963). The dictionary meaning of morale is "prevailing mood and spirit conducive to willing and dependable performance". "High morale" is defined as "a confident spirit of whole hearted cooperation in a common effort". According to Webster's dictionary, morale is "a condition as effected by or dependent upon such moral or mental factors as zeal, spirit, hope, confidence etc., mental state as a body of men, an army and the like".

Stanley Hall in 1918, referring to the condition of morale in war and peace, asks "what is morale ?". No two conceptions of it are alike. It can be no more defined than energy or life or soul. All we can do is to try and describe it and to feel and to guide it. When and where it is

strongest, it makes the individual fit for any task. It also gives him a sense of solidarity with his comrades seeking the same end, and enables him either to do or suffer in a common cause".

A more comprehensive definition was drafted at a conference of ten psychologists at Cambridge University in England in 1940 with emphasis on group aspects - most applicable to a school staff.

"Morale refers to the conditions of a group where there are clear and fixed group goals (purposes) that are felt to be important and integrated with individual goals. When there is confidence in the attainment of these goals and sub-ordinately confidence in the means of attainment in the leaders, associates and finally in oneself; where group actions are integrated and co-operative and where aggression and hostility are expressed against forces frustrating the group rather than towards other individuals within the group".

(Child, 1941, PP 393-394)

A statement by American Association of School Administrators describes morale from an administrative view point.

"Morale is a disposition on the part of persons engaged in an enterprise to behave in ways which contribute



to the purposes for which the enterprise exists. When this disposition is strong, morale is said to be high. It manifests itself in a tendency to sub-ordinate personal considerations to the purposes of the enterprise, to work as a member of a team for the accomplishment of common goals and to derive satisfaction from achievements of the organizations. When the disposition towards the achievement of common purposes is weak, morale is said to be low. Low morale is characterized by behaviour that is obstructive or non-contributory to the common purposes, by failure to derive personal satisfaction from group achievement and by a tendency to elevate personal interest above the purposes of the enterprise".

(American Association of School Administrators, 1955, P.15)

Some authors have defined morale in terms of the individual where as others prefer to define it in terms of the group and according to some, morale is a relative rather than an absolute concept. According to Foley and Anastari (1951) when an employee has few frustrations, he has high morale; when he has comparatively many and intense frustrations, he has low morale.

Getzels (et al 1968) regard morale as good personal adjustment. Poter and Lawler (1968) as well as Herzberg (1968) consider morale as

'involvement in one's job'. According to Guba (1958) morale is a predisposition to exert extra effort.

Viteles (1953) describes morale as 'we feeling' or 'cohesiveness of a group'.

Burns (1952) calls it a collection of job related attitudes.

Houser (1938) explains morale as identification with organizational goals.

A feeling of general well being and psychological comfort relative to attitudes about One's-self and work environment, can be called morale according to Mathis (1959).

Guion (1959) defines "morale as the extent to which an individual's needs are satisfied and the extent to which the individual perceives the satisfaction as stemming from his total job situation".

Blum (1949) contends that morale is a group phenomenon with four components - group solidarity, group goal, observable progress towards the goal, and individual participations in reaching the goal.

The terms 'employee attitudes' 'job satisfaction' and 'industrial morale' were once thought as synonymous in many instances and were used inter-changeably.

Blum (1949) however made the point that they are not synonymous. He said that an attitude may contribute to 'job satisfaction' since the latter is composed of a number of attitudes. Similarly job satisfaction is not the same as industrial morale although it may contribute to morale. Morale is generated by the group and for the individual it is a feeling of being accepted by and belonging to a group of employees through adherence to common goals. So group morale is the composite expressions of the attitudes of the various individuals in the group. The recognition that morale is multi-dimensional rather than unidimensional, with each situation unique unto itself has now been accepted.

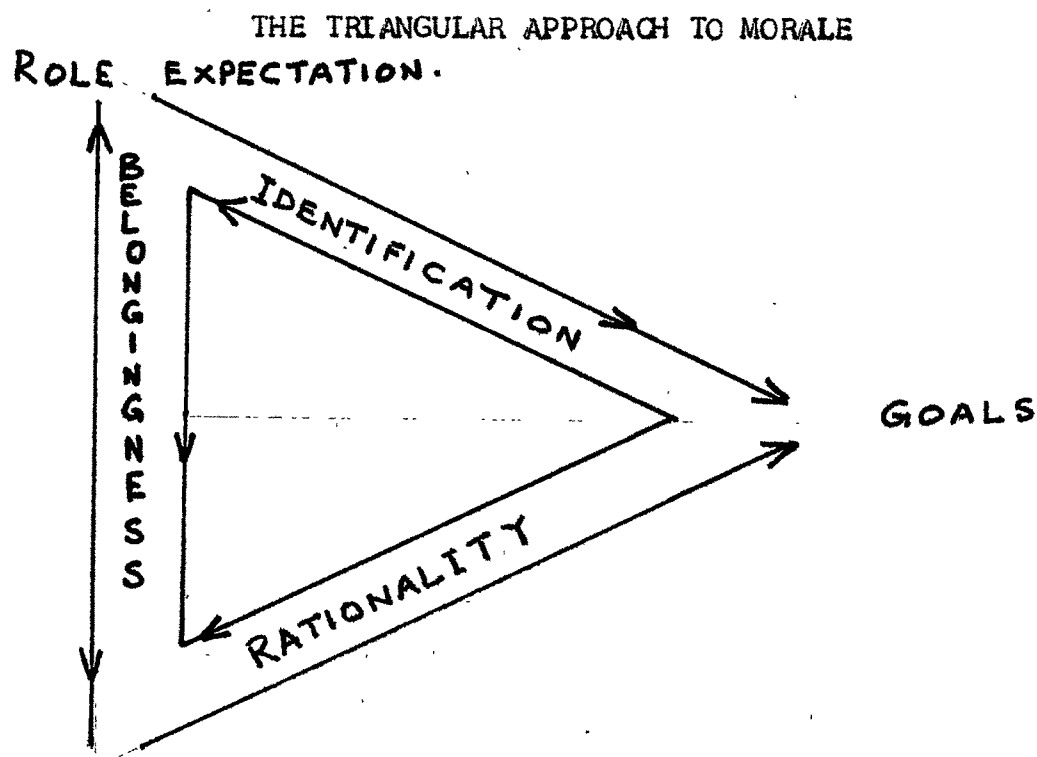
Shillard (1949) bases his definition on the multi-dimensional theory when he says that "morale is a series of attitudes that influence one towards a given situation with the objective of being at home with the situation."

Robert H. Roy (1958) describes morale in terms of goal attainment - "morale may be defined as the degree to which organizational goals and goals of the individuals who comprise the organizations are compatible to such an extent as these goals have common ground. Poor morale may be described accurately as

a condition of incompatibility in individual and organizational goals; but good morale, conversely requires more than compatibility alone. It also requires the individual pursuit of organizational goals with enthusiasm and energy. Passive or apathetic or indifferent acquiescence to organizational goals can only describe a condition of indifferent morale."

Getzels and Guba (1957) describe administration as a social type process and have given great deal of attention to what they purported as being the three segments of morale - belongingness; rationality and identification- The model describing the triangular approach is as follows:

Fig. 2.2



Belongingness is defined as the achievement satisfaction within the structure of the institution when personal needs of the individual and role expectation of the institution could both be met.

Rationality is defined as the extent to which the role expectations were in line with the proposed institutional goals, and

Identification is defined as the extent to which a person could integrate the goals and actions of the institution into his own needs situation.

For many years industry had been interested in employee morale and its relation to worker output; education has been rather slow in recognizing the value and influence of teacher morale as a factor in providing quality education to the children. However, as more and more educational problems have been associated with teacher working conditions, leading educators have been looking to research in areas of morale for possible causes and solutions.

Vernon Anderson (1956) deals specifically with morale question within the field of education and expounds "any one acquainted with schools and school facilities does not have to be in a building very long before he can sense the morale in the faculty group. There is a certain good feeling, a sense of joy in their

work, a unity of purpose and a liking for each other that goes to make up what is known as morale".

Thomas Briggs (1958) stated that morale was a term usually applied to a group; it actually started with each individual member of that group. He pointed to the following factors as being necessary for good morale -

- 1) exuberant physical health
- 2) ability to make proposals to the principal
- 3) freedom from negative criticism
- 4) work assigned according to ability.

Ben Novak (1952) while he describes the teacher as a human equation, has taken a different point than that of Briggs. Novak asserted that a teacher was not solely self-dependent and impersonal automaton and that faculty spirit and morale was not completely automatic. So morale has to be treated and maintained through a programme involving the teachers in curriculum development, institutional research and inservice education.

James E. Bennett and Emery Stoops (1956) in their essay "Seven freedoms for teachers" noted that new teachers usually filled with enthusiasm for their job and entered the profession with a high degree of

morale. They attempted to define their neophytes in terms of the following freedoms -

- 1) freedom to belong
- 2) freedom from pressure groups
- 3) freedom from financial worry
- 4) freedom from an unpleasant working environment
- 5) freedom from conservatism
- 6) freedom from over work
- 7) freedom from being a mere cog in the school administrative wheel.

Galvin Grieder, Thomas Pierce and William Rosenstangel (1961) proposed that teacher morale should receive high priority by the administrators. They stated 'low morale' usually comes from poor personal relationships. Teachers, like all other persons, have certain basic drives. If these drives were thwarted, morale would be low. Some of the basic things teachers desired were -

- 1) feel security within the group;
- 2) feel that they were progressing;
- 3) feel that they are appreciated and
- 4) feel that they are affiliated with an important undertaking.

Industry for many years has given great emphasis to supervisor - employee relationship as a critical factor in the attainment of organizational goals.

They have found over and over that the quality of supervision is a major factor in increasing production, influencing worker attitudes and satisfying the needs of their employees. Taking the lead from industry, educational institutions have paid an increasing attention to the administrator-teacher relationship as a determining influence on the institutions' organizational climate and the morale of the teachers. Prior to 1945, most of the studies dealt with leadership behaviour and aimed at identifying traits or qualities of leaders. Researches in leadership have been conducted in various fields - government, business, armed forces and education by Stogdill (1948) Hemphill (1949) and others and these studies have helped in identifying the common elements of leadership and their effects on human interaction. In the last decade, due to a change in the theory of educational administration, namely, shifting of the focus from 'administration' to 'organization', i.e., from 'leadership' to 'qualities of inter-personal relationships of the leader and the group', the total concept of leadership has changed and concepts of organizational climate and faculty morale have assumed increasing importance in institutional research and study.

Educators believe that an organizational climate conducive to strong morale is not likely to be achieved by chance alone. Novak established that teachers are not automatically motivated nor are they self-dependent.



Gregg (1958) in a study on 'teacher morale' found that the confidence in leadership of the principal or other administrators was the most frequent answer to his questions about contribution to high teacher morale.

Maurice Freehill and Allen Rose (1960) in their study "the elementary school principal as others see him" reported views of children, parents and teachers in an effort to obtain a better understanding of how people perceived and interpreted the duties and behaviours of the Principal. The teachers' responses were -

- 1) The teachers valued as most important, the principal's 'helping teachers to know whether or not they were doing a good job.
- 2) Teachers valued the principal's capacity to understand the broad objectives of a total school programme;
- 3) Teachers valued principals who were cautious and democratic in making changes.

Martin Silverman (1957) in "Principals - what are you doing to teacher morale?" went so far as to attempt to identify specific characteristics and daily activities of a large group of principals

which might influence teacher morale. His conclusion was that everything about the principal influenced teacher morale. Statistically, the principal's personality and human relations had more effect on teacher morale than all other characteristics combined.

Murray E. Shipneck (1954) in his study "Perceived hostility in administrator-teacher relationship" noted severely impaired morale as a result of staff perceptions of the principal's actions. According to him, the principal who was viewed most favourably by teachers was the principal who viewed himself more hostile than his teachers would rate him.

Francis Cornell (1955) in his study on "socially perceptive administration" defined high morale in terms of the socially perceptive administrator as follows - "one who understands the behaviour of persons in the organization in their relationship with himself and with one another including the less tangible aspects of attitudes, feelings and motivation".

Using Getzel Guba model for leader behaviour, Cornell found that the environment of administration the climate and morale was more significant statistically than administrative activity.

Anderson Vandyke (1963) after analyzing the various definitions of 'morale' and the findings of the studies in the area of morale, has given us a summary of factors affecting morale. According to him, good morale has to be cultivated in schools as well as in other group enterprises; the key person in building it in a school is the principal. He must do everything within reason to provide the best climate possible for good morale. The identifying factors are -

1) Agreement on purposes -

The faculty would be agreed on its objectives. It is a sign of good morale when teachers are willing to reconcile individual growth with those of the staff as a whole. To make sure that teachers have a chance to express their views, good means of communication must be established.

2) Cooperative determination of policy -

Involving teachers in the solution of problems relating to their work and in policy formation as they are the ones who eventually would be responsible to implement the policies. There is no adequate substitute for face to face communication between administrators and teachers in developing school policies.

3) Utilization of talents and a sense of achievement -

The need to feel a sense of achievement in one's worth is basic to morale for people in all fields especially to professional people like teachers. The least that a principal can do is to give recognition and express his appreciation for work well done.

4) Confidence in and respect for administrators -

The attitudes that a group holds towards its leaders have an important bearing on morale. Morale is enhanced if teachers respect their administrators, feel that the administrators are counsellors and believe that the teacher would be treated fairly and in a professional manner.

An open door policy which makes the principal readily available may contribute to good staff morale; there should be no place for favouritism in administration and faculty relations.

5) Good relationship within the faculty -

An individual's confidence in the ability of his colleagues, in the professional ethics of the group and in the knowledge that he will receive fair treatment from his associates is an important factor in his morale.

The Principal must help to promote group solidarity. He must be alert to note any 'isolates' from the group. To develop desirable relationship among the teachers, and teachers and the principal, social affairs may be obvious devices for promoting group 'esprit de corps'.

6) Community relations -

Acceptance of teachers as social peers in the community will develop a good faculty morale. Teachers should expound their acquaintances by visiting the people in the community and developing interest in a variety of community affairs.

7) Physical health -

"The individual who is in good physical health and who carries out the elementary health rules is capable, in general, of developing and maintaining much better morale than the man who is ailing" according to the American Psychiatric Association's findings of 1942.

8) Economic security -

A teacher whose income fails to provide the necessities of life for himself and his family cannot be expected to be in the best frame of mind for doing his work.

Harap's (1959) findings were that "the most frequent suggestions for improvement of morale were a good salary scale and reasonably small classes."

9) Positive teacher-student relationship -

Just as the morale of the teachers is related to the quality of their instruction, so is the morale of the students related to the quality of their achievement.

10) Personal problems of teachers -

A man having mental difficulties, financial reverses etc., may develop serious morale problems. The principal can help by acting as friend and counsellor; but he should also know when, not to become too involved.

11) Morale of the Principal -

F.S. Barry (1955) in a study of morale at the administrator levels in 12 schools conducted by CDPsA, has found that the administrators in the high morale group of schools studied felt they were important to their communities, were held in high esteem, and had an appropriate share in determining policies under which their school operated. They appear to stress communications to a degree greater than those from the low morale schools and they always seem to encourage staff

development to a great extent. Their peculiar strength and weaknesses are considered more often and they operate in a warmer and more personal atmosphere than their counterparts. They also apparently feel greater sense of encouragement and achievement and seem to be slightly better satisfied with the material aspect of their positions. The lower morale schools are definitely slower in the adoption of many of the innovations in education."

Coughlon, Bachr, Pranis and Raneck (1966) in their study called 'The School Survey' have identified 15 dimensions namely -

- 1) Professional work load
- 2) Non-professional work load
- 3) Materials and equipment
- 4) Building and facilities
- 5) Educational effectiveness
- 6) Voice in educational programme
- 7) Administrative practices
- 8) School community relations
- 9) Principal relations
- 10) Colleagues relations
- 11) Financial incentives
- 12) Evaluation of students
- 13) Special services
- 14) Performance and development
- 15) Reactions to survey.

Bentley and Rempel (1967) in their manual for the 'Purdue Teacher Opinionnaire' have identified 10 dimensions namely -

- 1) Teacher Rapport with principal
- 2) Satisfaction with teaching
- 3) Rapport among teachers
- 4) Teacher salary
- 5) Teacher load
- 6) Curriculum issues
- 7) Teacher status
- 8) Community support of education
- 9) School facilities and services
- 10) Community pressures.

A comparison of the Purdue Teacher Opinionnaire and the School Survey items with the 11 factors of morale given by Anderson Vandyke shows that there are many factors common to all the three, the difference being only in the clustering or grouping of factors and in the emphasis and terminology.

Coughlon (1970) in his "Dimensions of Teacher Morale" has pointed out the canonical varieties which could be considered as components of teacher morale - those factors which are measured in common by the two instruments, Purdue Teacher Opinionnaire and the School Survey.



From the canonical correlational analysis, the 4 sets of factors found significant were - 1) supportive relations, 2) pay and benefits, 3) work load and 4) facilities and equipment.

TABLE 2.1

COMPONENTS OF TEACHER MORALE

Common varieties	Dimensions of S.S.	Dimensions of P.T.O.
1) <u>Supportive Relations</u>	Colleague relations Material and equipment Educational effectiveness	Rapport among teachers Satisfaction with teaching Community support.
2) <u>Pay and Benefits</u>	Colleague relations Financial incentives Educational effectiveness	Teacher salary Rapport among teachers School facilities and services
3) <u>Work Load</u>	Principal relations Voice in educational programmes Student community relations Non-professional load Performance and development Professional work load	Teacher Rapport with Principal Teacher load Rapport among teachers Teacher status
4) <u>Facilities and Equipment</u>	Materials and equipment Administrative practices Non-professional work load Educational Effectiveness Performance and development Professional work load	Teacher salary School facilities and services Curriculum issues Rapport among teachers Teacher load Community support of education.

### MEASUREMENT OF MORALE

Many different instruments and devices to measure morale and job satisfaction have been developed, some supposedly, have general appreciation to any kind of job, others have been prepared appropriate to a particular occupation. A few scales have been developed designed more specially to measure teacher morale; in general, two basic approaches have been made. In one approach, the individual estimates his own morale or job satisfaction; Hoppock (1935) used this technique. The other approach consists of asking the individual to make qualitative judgements related to his morale. These responses are weighted and quantified so that a total score can be assigned. This was the approach used in Purdue Teacher Opinionnaire (P.T.O).

The Purdue Teacher Opinionnaire (P.T.O) consists of 100 likert type items assigned to ten factors which had been delineated by factor analytic methods.

The following is a brief description of the ten factors included in the P.T.O.

1. "Teacher Rapport with Principal" deals with the teachers' feelings about the principal - his professional competency, his interest in teachers and their work, his ability to communicate and his skill in human relations.

2. "Satisfaction with teaching" pertains to teacher relationships with students and feelings of satisfaction with teaching. According to this factor, the high morale teacher loves to teach, feels competent in his job, enjoys his students and believes in the future of teaching as an occupation.

3. "Rapport among teachers focuses on a teachers' relations with other teachers. The items here solicit the teachers' opinion regarding the cooperation, preparation, ethics, influence, interests, and competency of his peers.

4. "Teacher salary" pertains primarily to the teachers' feelings about salaries and salary policies. Are salaries based on teacher competency ? Do they compare favourably with salaries in other school systems ? Are salary policies administered fairly and justly and do teachers participate in the development of these policies ?

5. "Teacher load" deals with such matters as record keeping clerical work, "red tape", community demands on teacher time, extra curricular load and keeping upto date professionally.

6. "Curriculum issues" solicit teachers' reactions to the adequacy of the school programme in meeting student needs, in providing for individual differences and in preparing students for effective citizenship.

7. "Teacher status" samples feelings about the prestige, security and benefits afforded by teaching. Several of the items refer to the extent to which the teacher feels he is an accepted member of the community.
8. "Community support of education" deals with the extent to which the community understands and is willing to support a sound educational programme.
9. "School facilities and services" has to do with the adequacy of facilities, supplies and equipment and the efficiency of the procedures for obtaining materials and services.
10. "Community pressures" gives special attention to community expectations with respect to the teachers' personal standards, his participation in outside - school activities and his freedom to discuss controversial issues in the class room.

The scale against which the respondent indicated the extent to which each statement characterized his school situation was defined by the categories,

Agree	( A )
Probably agree	( PA )
Probably disagree	( PD )
and Disagree	( D )

The PTO has been used in various studies and it has been found to discriminate sharply among different schools, and also among the individual teachers in a particular school.

This instrument is simple to understand, can be administered to a group situation and does not need more than 30 minutes to complete. It gives an objective practical index of teacher morale, in particular schools. It is possible to gather specific valid information about crucial problems and areas which concern the faculty as the faculty perceive them.

The conceptional definition of teacher morale in this study is based on the theory that morale is conceived as an effect related to the successful interaction among individual needs and incentives and organizational goals. "Morale refers to the professional interest and enthusiasm that a person displays towards the achievement of individual and group goals in a given job situation." This definition recognizes the satisfaction of both individual and group needs and their effective harmonization as a basis for morale.

The present investigation has used the P.T.O. to compute the faculty morale of the schools as it is easy, quick to be administered, simple to understand and objective in its measurement.

34 SCHOOL QUALITY:

What constitutes "quality in education", the planners of education have not all agreed and there is no universally accepted method of measuring it. From the word 'quality' comes standards of measurement and evaluation. George Reuter and Helen Reuter (1965) in their book 'Democracy and Quality Education' say that "a good test of quality in education is the measurement of how meaningful it is to various students. If the tests are positive, then there is a high quality of education and this implies well prepared teachers and well run schools."

According to Paul Mort (1946) "The school should always be a school on a hill, out of the valley into which the light of the sun shines dimly, come boys and girls and young people up where the sun shines brighter. There they learn to want to live and how to live according to finer designs; they form habits of living according to finer designs. Each evening they carry part of their life back into the valley, slowly but surely transforming it. This change in that community itself becomes an index of the effectiveness of the school".

The old adage "a country is as good or as bad as its schools" has been sufficiently demonstrated in the last few decades or so in several places of the

world. There is increasing evidence that education is a powerful instrument to improve all type of well being a nation; It is also an established fact that the degree of education and the technical competence and ~~not~~ the amount and nature of natural resources determine the economic welfare of the various countries of the world. So progress of a country can be measured with the quality and quantity of its schools. Quantitative progress is automatic and in India attention has been so far directed towards quantitative aspect of educational planning and the expansion of educational facilities at all stages has been quite phenomenal. But rapid quantitative education had to be at the expense of quality by lowering of standards.

According to C.E. Beeby (1966), the quality of education may be thought of at 3 different levels; at each level in the ascent, the concept becomes more complex.

At the simplest level is what might be considered as the class room conception of quality - which embraces such measurable skills as ability in the 3 Rs. acquisition of a given range of facts about history, geography, science, language, literature etc., One index of school's success in achieving some of these humble but necessary ends is the performance

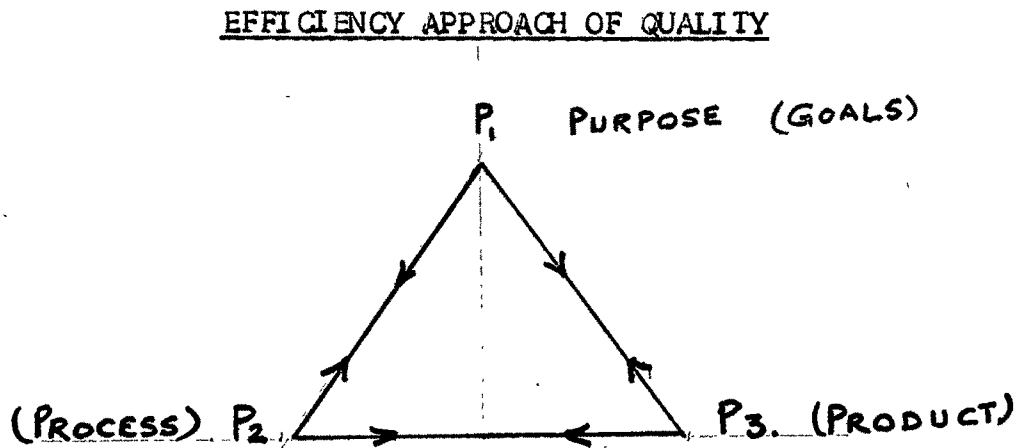
of the pupil as measured by an external test. At the class room level, the greatest measure of agreement on quality is found as people with very different backgrounds and purposes want many of the same things from the school. So when the term 'quality' is used, consensus is maximum at this level. In the present study, student achievement or in other words, pupils' performance, as indicated by the results of the school leaving certificate examination, at the end of grade 11 is used as one of the criteria to measure school quality. The public assessment that 'X' is a good school and 'Y' is a poor school, invariably means that school 'X' produces good results in the S.S.L.C. and 'Y' not so good. So the product criteria of school quality is what is referred as 'pupil performance' in the present investigation. This measures how effective the school has been in realizing the expectations of its clients.

At the 2nd and 3rd level, quality of education is measured by the schools' efficiency in achieving broader social criteria. This denotes efficiency approach, placing emphasis on the procedure, on the assumption that results will be achieved automatically if proper procedures are followed.



The fundamental relationship among the three P's, namely - purposes, process and product as depicted in the diagram justifies,

Fig. 2.3



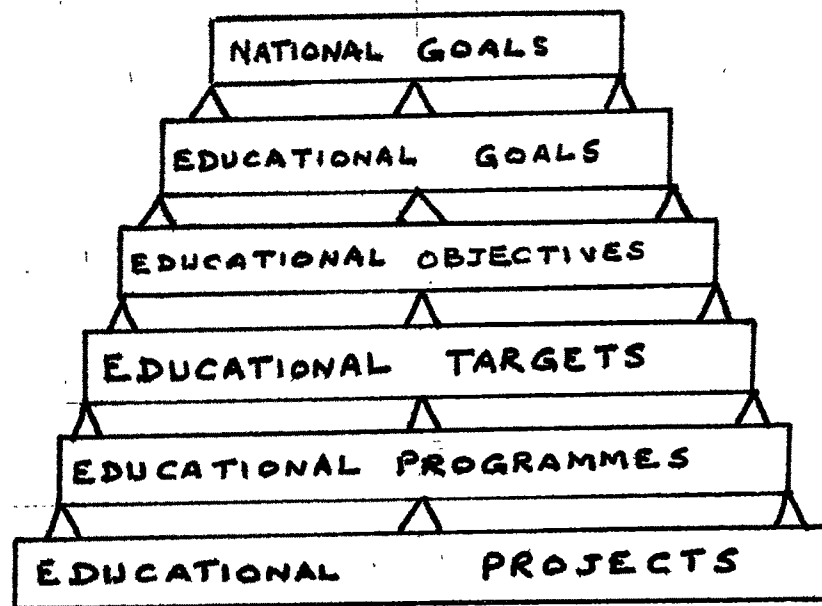
the standing that the efficiency of an organization depends upon the process which brings out the product according to the purposes specified by the organization.

The process is as important if not more, <sup>and</sup> ~~than~~ the product,  $P_2$  and  $P_3$  are considered as functions of  $P_1$ .

Modern educational goals are not limited to instructional and formal class room teaching alone. "The tremendous growth in the production of knowledge, along with the exponential increase in technological capacity for information handling and retrieval, remarkable efflorescence of cultural and aesthetic activities - have powerful back effects on both the content and rate of educational innovations" reiterate Kimball and Mc Clellon (1962).

Fig. 2.4

THE REFERENCE TREE GIVES AN IDEA AS TO HOW EDUCATIONAL PROJECTS ARE RELATED TO NATIONAL GOALS.



(Bulletin of the UNESCO Regional  
Office for Education in Asia  
Vol.VI No.1 Set. 1971)

There has been rapid changes of vast magnitude in all spheres in the past few decades - technological changes, industrial changes, occupational changes, geographical changes, population changes, man power changes and revolution of rising expectations among the masses - with all these social changes it is apparent that the educational system must keep pace with them.

The wider sociological and technological changes make it imperative that there should be adequate qualitative improvement at all levels of education along with the quantitative expansion which is desired and inevitable.

According to David Goslin (1965), the two contradictory roles that education is called upon to play in modern society are -

- 1) Conservative mission of education - school as an agency for preservation of culture especially, in the modern days, as the usual vehicles of socialization; viz., family and neighbourhood are declining.
- 2) The innovative role of education - with the society moving into an ~~era~~ of change, with its technological and scientific advances - education is hard pressed to contribute meaningfully to the solution of new problems that have arisen.

Not only does the school have a responsibility to prepare children for dealing with the rapidly changing society they will encounter as adults, but if the society is to continue to progress at its current pace, the educational system must continue to produce individuals who will take over the task of developing new knowledge and techniques; they must also provide the rest of the population with the knowledge, skills and sophistication necessary to

adapt successfully to the multitude of changes occurring around them and to solve whatever new problems are generated by current technological innovations.

Thus the school must be both conservative and creative; a preserver of traditions as well as destroyer of out-dated beliefs.

Mort (1938) states that "one of the criteria for the judgement of excellence of an institution and for judging the quality of an institution is adaptability." According to Mort, 'adaptability' is synonymous with 'innovativeness' which means "the capacity of school to take on new and more appropriate educational practices and discard out moded ones" and this, he considered as a means of measuring 'school quality'. Mort and Cornell (1938) state that adaptability or the capacity to meet new needs by taking on new purposes and new practices is indispensable to the effective functioning of any system." The ordinary dictionary (Oxford 1938) meaning of 'adaptability' is 'the quality of being adaptable; capacity of being adapted or of adapting oneself; potential factors'. Thus adaptability includes the terms 'quality' as well as the 'capacity' of adapting oneself to changing conditions.

Miles (1965) states " A healthy system would tend to invent new procedures, move towards new goals, produce new kinds of products, diversify itself and become more, rather than less differentiated over time; in a sense, such a system could be said to grow, develop and change rather than remain routinized and standard.

Chris Argyris (1964) uses the concept of 'organizational effectiveness' similar to Miles' use of 'organizational health'. Argyris (1964) contends that organizational effectiveness hinges on an organization's ability to accomplish 3 essentials -

- 1) achieve its goal
- 2) maintain itself
- and 3) adapt to its environment.

Organizational health, is a broad descriptive term which refers to the processes through which the organization approaches problems. The central concern of 'organizational health' is the organization's continuing ability to cope with change, to adapt to the future.

Kubie (1958) tells us that "the measure of health is flexibility, the freedom to learn through experience, the freedom to change with changing internal and external circumstances, to be influenced by." Immigart and Pilocki (1970) use adaptability as one of the criteria to assess the organizational output. They define adaptability as "the extent to which an organization solves problems and reaches with flexibility to changing environmental demands."

In the present study, the process criteria of school quality is taken to be the adaptability or the innovative ability of the school i.e., capacity of the school to accept new ideas.

Miles (1964) defines innovation as "a deliberate novel specific change which is thought to be more efficacious in accomplishing the goals of the system."

Ross (1958) accepts 'adaptability' as a concrete and discrete fact suitable for measurement and regards it as an essential ingredient of 'wise persons and of healthy institution.'

Vincent (1962) recognizes 'adaptability' as one of the criteria for the judgement of excellence and defines it as 'the capacity of an institution to modify itself in terms of the demands of the situation in which it finds itself.'

Kumpf (1952) says that "the key to progress is supplied by the application of the criterion of adaptability which is used to evaluate educational practises and to point the way in the improvement of education.

Rogers (1962) defines adaptability on the basis of a person's innovativeness, the degree to which an individual is relatively earlier in adopting new ideas than the other members of his social system'. Reasonable argument, admonitions, exhortations, and the appeal to emotions; the freedom to respond appropriately to the stimulus of reward and punishment and especially the freedom to cease when sated. The essence of normality is flexibility in all of these vital ways.

Schools need to increase their ability to cope with changing environments. Indeed schools should strengthen their ability to do more <sup>than</sup> ~~their~~ survive the changes and pressures to which they are being subjected by their environment; to be more adequate, schools must increase their effectiveness in anticipating change, and even in creating change. Schools which emphasize ~~e~~ standard operating procedures tend to be rigid, non-adaptive organizations; whereas schools which are able to innovate, adapt and modify their procedures tend to be enduring and effective.

Schools are no longer 'ashrams' or quiet refuges away from the mainstream of life. Today they occupy a status of central importance in the society, the purposes and goals of the schools are among the most urgent priorities of modern time.

The school has undergone various phases from its mere formal aspect to its progressive nature. From authoritarian, it has become progressive and pragmatic; from book centered to life centered. From being an exclusive privilege of an aristocratic few to being open to all; from being an agent of control and integration to that of innovative changes; from being an adjunct to society, now, the pivot and hub of society.

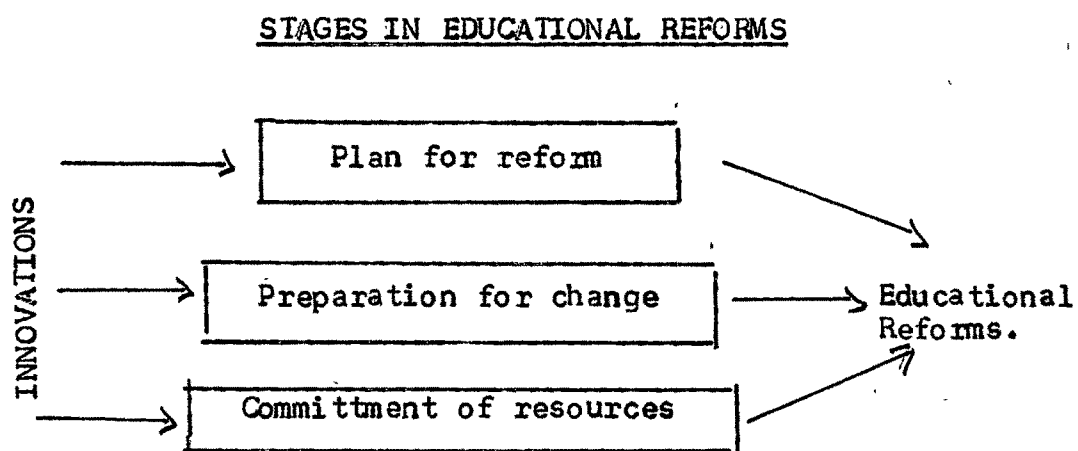
It is very unfortunate that inspite of international, national and state efforts, educational development, - reform and reconstruction of educational at all levels - has lagged behind the scientific and technological changes. Educators are charged with conservatism. Adam Curle (1964) has said that "education has been a reactionary force rather than a progressive one. Education, often closely associated with religion has tended to rather hallow antiquity than to promote innovation."



Citizens in increasing numbers have become quite disenchanted with the quality of our educational system. The general dissatisfaction and impatience with the existing programmes and the demand and insistence to improve the existing programmes is unmistakable. In the current climate there is a high willingness to alter the existing state of educational establishments. The recent efforts both at national and state level in the direction of modernization of curriculum, examination reforms, developing model text-books, development of instructional materials, improvement in the method and techniques of teaching through refresher and inservice course for teachers, new programmes for the teaching of science and mathematics, work experience, national seminars, co-curricular activities, - all these indicate the new strategies that are being introduced as recommended by the Educational Commission of 1964-66, as 'changes on a grand scale.'

To be successful, educational reforms must be based solidly on a number of elements.

Fig. 2.5



(Bulletin of the UNESCO Regional  
Office for Education in ASIA, 1971)

The Education Commission also comments that

" a sympathetic and imaginative system of supervision and administration can initiate and accelerate educational reform. On the other hand, a rigid bureaucratic approach can stifle all experimentation and creativity and make any educational reconstruction almost impossible."

(The Report of the Education  
Commission, 1964-66, P.249)

The role of the school in the process of educational change has been recognised, the school improvement programme of the NCERT, has been the first major step in the process of 'planned change' in Indian schools. It would be foolish to pretend that improvement of schools will be easy or simple or quick. There are ever so many variables which influence the working of the school as a system. In any system, the results will be confused by other factors; the material conditions of the school, the attitude of parents and public; the skill and capability of the administrators and professional

leaders; more difficult is the establishment of valid measures and criteria of achievement and improvement in a school system.

Discussions on 'change' in schools cannot but turn to Paul Mort's (1958) observations - "Educational changes proceed very slowly; after an invention which is destined to spread throughout the school appears, 15 years typically elapse before it is found in 3% of this school systems. After practices have reached the 3% point of diffusion, the rate of speed accelerates. An additional 20 years usually suffices for an almost complete diffusion in an area the size of an average state. There are indications that the rate of spread throughout the nation is not much slower." According to Mort, it took about 50 years for an invented practice or improvement to be generally diffused and accepted in schools throughout the country and the average school lags 25 years behind the best practice.

If this is the state of affairs in a country like U.S.A. where 'change' is the accepted pattern of life, the plight of 'innovation' in a country like India which is struggling still to get out of traditionalism and conservatism is easily understood.

According to Mort (1946), "adaptability flexibility and stability are tied together as manifestation of the institution towards changes in the purposes it serves or in the methods of serving them". So innovativeness of a school would be dependent on all these three factors. Adaptability looks to the good in the new, stability looks to the good in the old and flexibility has to do with adjustment in accepted practices to make them better fit the local conditions or individual needs.

In the present study, the school quality is measured by two criteria, viz., (1) the pupil performance as depicted by the results of an external examination and (2) the innovative index of the school based on the number of innovations the school has adopted and manner of adaptation of the innovation in terms of time, extent and duration.

#### 4.1 REVIEW OF RELEVANT RESEARCH STUDIES -

The concept of organizational climate is relatively new. It was first in Spring 1954, the idea of a study of organizational climate of schools was discussed and pioneering work was done by Halpin and Croft. The findings of the study was reported by

Halpin and Croft in 1963 and subsequently the field has attracted many researches in the U.S.A., Canada, U.K. and Australia, and some substantial researches have been done in the field. The tool Organizational Climate Description Questionnaire (OCDQ) has been used by quite a few researchers and a few studies have established the generality and the applicability of the OCDQ to other organizational levels and types, especially the secondary school setting.

#### Reliability studies -

Andrews (1965) on the basis of his study on a large combined elementary and high school sample of schools reported that the OCDQ subtests were 'internally consistent' and demonstrated a high "degree of comprehensiveness".

R.J. Brown (1965) found that the reliability coefficient calculated by three different techniques including test-retest generally compared favourably with those of Halpin and Croft's study.

Mehra (1968) reported that the internal consistency estimated of the subtests were significantly high to support their reliability. This study is significant as it has established that OCDQ can be reliably applied to Indian Schools.

There have been some studies, by Rosevere (1968) Bennett (1969) and Resurreccion (1969) which have found the reliability of some of the subtests of OCDQ to have low reliability coefficient.

Looking into the replicatory studies, elementary data seem to indicate that in general, the OCDQ has shown stability from place to place.

Brown (1965) generally substantiated the assignment of items to eight subtests but identified eight climates with the addition of open-controlled and familiar-paternal besides the original six.

Rosevere (1965) found three important factors having a logical relationship to that of the subtests. Novotney (1966) and Resurreccion (1969) supported the first order item solutions of Halpin and Croft. But there are differences in second order factors and climate types. It can be safely concluded that in terms of stability over places, all the subtests seem to hold pretty well.

OCDQ has been adapted for use in different settings; Smith (1969) has adapted it for junior college, Vanstraten (1966) for army school, and Zimm (1966) Tonner (1967) and Hughes (1967) adapted the OCDQ for use in school district central offices.

Unmodified, it has been used in elementary, secondary and combined schools by Bruning (1963) Morris (1964) Andrews (1965) Bushlinger (1966), Christensen (1966), Ruhms (1967) Sergent (1967) Brinkmeyer (1968) Watkins (1968) Bennet (1969) Carver and Sergiovani (1969) Helsel (1969) Owenby (1969) and Dolan (1969). Mehra's study (1968) has revealed the applicability of OCDQ to secondary schools in India.

Many studies to find out the relationship of variables like size of school, socio-economic status of community, race, location of school etc., on the climate have been studied by Cook (1966), Flanders (1967) Gentry and Kenney (1967), Winder (1969) Guy (1970) Cole (1965), Watkins (1968), Dugan (1968) Farnola (1970) Bushlinger (1966) <sup>CARVER</sup> Gewer and Sergiovani (1969) Richens (1967) Sergent (1967) and Flanders (1967). There have been contradictory findings; according to some studies larger schools tend to have more closed climate and according to some others, there was no significant relationship between size and climate. That there was no significant difference between location and climate types and race and climate types were also found. While Gentry and Kenney found that schools of high socio-economic status were significantly

more closed than other climate, Feldvebel (1964) Pumphry (1969) Guy (1970) Farber (1969) found no significant relationship between socio-economic status and climate.

The relationship of teachers' age, teachers' tenure, principals' age, principals' tenure, principal personality factors on climate have been studied by Hightover (1965) Cook (1968) Eberlain (1968) McLeod (1962) Marcus (1969) Anderson (1965) Murphy (1966) Null (1966) and Collins (1966).

The conclusions reached have been that older teachers perceive the climate as more open, teacher over 36 years tend to see the school climate as more open and that there was significant association between the dimension of climate and personality factors of the principal. Regarding teacher attitude and organizational climate, studies by Null (1965) Bruning (1963) Eberlain (1968) Krup (1969) Pettibone (1970) Otto and Veldman (1966) have agreed that a high significant relationship existed between the attitude of teachers to school and their perception of the climate. While Dolan (1969) finds no relationship between teacher participation in decision making and climate.



### Climate and Pupil performance

Most relevant to the present study is the relationship between climate and the out-put variables or the goals of the system. Student achievement is most frequently studied variable under this category.

Feldvebel (1964) used Stanford Achievement scale, Andrews (1964) and Hale (1965) used California schiement test for reading and arithmetic and reported that there was no significant relationship between student achievement and school global climate.

Pumphrey (1969) used Lonze-Thorndike test, Iowa, Guy (1970) used achievement test in reading, language and arithmetic, Fensuka (1970) - also found that there was no significant association between climate and academic achievement of students. Whereas Rice (1968) reported slight correlation between open climate and high achievement but no relation between closed climate and low achievement.

Robinson (1970) reported that organizational climate was a structural variable which directly affectsthe daily work of teachers and to a lesser degree the performance of the pupils.

Sharma (1971) found a significant correlation between high achievement and openness of climate.

Feldvebel (1964), further analyzing the dimensions of climate found there was a significant relationship between student achievement and consideration but negative relationship between production emphasis and student achievement.

#### Climate and Innovativeness

Next in importance, significant to the present investigation is the variable 'innovativeness of the school'. This has also been studied by quite a few people.

Mc Fadden (1966) reported that 'adaptiveness' tended to increase as the climate was more open; whereas Roosa (1969) found that no significant relationship between rate of adoption of innovativeness and openness of climate.

Marcus (1969) reported significant difference between open and closed schools on innovation scores and significant difference in climate between the most innovative and the least innovative tending to be open.

In a high school sample, Bennett (1969) found significant positive relationship between

autonomous climates and number of innovations in methodology of teaching and significant negative relationship between controlled climate and number of curricular innovations.

Hillman (1969) found that there was significant positive correlation between climate and innovativeness and no significant relationship between leadership characteristics and innovativeness.

Whereas Wilkes (1970) found no significant difference between open and closed elementary schools for eight aspects of innovativeness.

La Mantia (1970) reported no significant relationship between innovativeness and climate.

Rai (1972) found that the organizational climate had no significant relationship with any of the four dimensions of the diffusion process of innovativeness.

There have been a few studies on 'change' as a system variable. Wiggins (1969) reported that no significant change was found in the organizational climate of the schools over a six month period after leader replacement. Whereas Helsel (1969) found significant positive relationship between expectation of successful change and leadership qualities of the Principal.

Hall (1970) reported that organizational climate was significantly related to the leadership orientation of the principal.

Cook (1965) found a significant relationship between climate and initiative structure of the principal.

Shah and Shama (1972) reported that principals of different climate type schools differ significantly in their initiating structure behaviour.

Shama (1972) also reports that there was significant positive relationship between school climate and leadership behaviour of the Headmaster.

Whereas Brinkmeyer (1968) found that leadership patterns were not significantly related to climate.

Eberlain (1968) found that teachers from schools with considerate, nonaloof principals were found to perceive their schools as more open.

Wiggins (1969) found that in general leader behaviour was not significantly related to climate but there was significant relationship between the inter personal behaviour of school principals and climate.

Climate and teacher morale

The relationship between teacher satisfaction and climate has also been studied.

Morris (1964) reported that significant differences existed between open and closed climate schools on teacher satisfaction variable with open climates being more satisfying.

Kirk (1965) also confirmed that significant relationship existed between teacher satisfaction and openness of climate.

Hamlin (1967) found that teachers in open climate schools tended to be more satisfied in the areas of job satisfaction.

Turner (1969) found significant correlations between teacher satisfaction and open type schools and high correlation between teacher dissatisfaction with closed climate schools but autonomous and controlled schools did not show much correlation with either teacher satisfaction or dissatisfaction. Sharma (1972) reported that school climate was found to be significantly positively related to teacher rated teacher satisfaction.

Sergent (1967) Hingland (1968) both confirm that teachers in open climate schools tended to exhibit higher job satisfaction than teachers in closed climates.

La Mantia (1970) found a significant relationship between climate and innovativeness in producing job satisfaction.

Collins (1965) found a personality satisfaction interaction with initiative and intuitive-introverts who were more satisfied in open than closed climate schools. 'Sensing-thinking teachers were more satisfied and more happy in open than in closed schools. He has concluded that a combination of high need of deference for teachers, high school esprit and high thrust and considerations for the principal form the most satisfying relationship for teachers' overall vocational happiness.

Febel (1966) found that student teachers in an open climate perceiving the efficacy of student teaching situation more favourably than student-teacher in a closed climate school. Kplyoy and Mathis (1967) scanning different kinds of satisfaction within a climate found that satisfaction differed significantly along the salary dimension in the merit system but not in the non-merit salary system. They also found regardless of salary, open schools <sup>had</sup> ~~and~~ high morale faculty.

Braden (1970) reported that the teachers in the more open climate schools held more positive attitude towards students and the same is true in the case of principals.

Bruning's (1963) seems to be among the minority findings in that there is no significant relationship between satisfaction and congruence of climate perceptions with other teachers.

Sharma and Queslin (1972) also found that the teachers of different schools having different climate do not differ significantly in their morale.

#### Climate and School effectiveness -

Morris (1964) found that significant differences were found between open and closed climate type schools in some measure of school effectiveness, with open type being more effective.

Hightower (1965) found that faculties of open climate elementary schools were concerned with effectiveness of all areas of programmes while teachers in closed climate schools were concerned only with human qualities.

Christenson (1966) reported significant positive relationship between climate and evaluative criteria of school outcomes.

Sergent (1967) found that more open the school was, the greater the percentage of teachers who tended to rate it favourably.

Bushlinger (1966) found the student drop out rate tended to increase as schools became more closed.

Downey (1966) found no significant relationship between teacher turnover and climate.

Sharma (1972) found that there was significant relationship between school climate and teacher-rated school effectiveness. He also found that one significant predictor variable which can be used as predictor of school climate to be principal's effectiveness.

Plaxton (1965) analyzing the dimensions of climate found a strong relationship (.61) existed between teachers' satisfaction and climate and an even stronger relationship (.65) between teacher satisfaction and esprit. He also found that teachers' rating of school effectiveness correlated quite highly with esprit (.59) and climate (.61).

#### Teacher Morale, School Quality and Climate -

For many years, industry had been interested in employee morale and its relation to worker output.



Education has been rather slow in recognizing the value and influence of teacher morale as a factor in providing quality education to the children. However, as more and more educational problems have been associated with teacher working conditions, leading educators have been looking to research in areas of morale for possible causes and solutions. Worthy (1950) in an extensive study of employee morale at Sears Roebuck and Company found the organizational structure of the Company to be an important variable; the smaller, less complex and more decentralized the organization, higher the morale. Odiorne (1955) found that the equipment with which an individual has to work also affects the morale. Study by Wickersham (1951) showed positive relationship between morale and turnover.

Kerr Koppelman and Sullivan (1951) found that turnover was highest in departments with the least opportunity for conversation.

Likert (1941) found morale was significantly related to operational efficiency.

Katz (1947) found that morale was correlated with productivity; better morale led to better productivity and vice versa.

Katz (1949) from his studies concluded that morale has four dimensions - job satisfaction, satisfaction with wages and promotional opportunities, identification with organization and pride in work group. He also reported that the last dimension alone was found to be significantly correlated with productivity.

Bentley and Rempel (1961) using the Purdue teacher opinion/aire indicated that a considerable difference in morale can be shown between schools. The results also indicated that regardless of experience or educational level, female teachers consistently had high morale than male teachers. Another finding was that the more experienced teachers provided higher morale scores than less experienced teachers regardless of sex or educational level.

In another study by Bentley and Rempel (1962) using the same Purdue Teachers Opinion/aire Inventory (PTO) vocational agricultural teachers were surveyed. Results indicated that high relationship existed between the morale score and the teachers expressed current position satisfaction.

Collins (1965) as reported in 'variables affecting installation' by Wallace (1970) used PTO in his study to ascertain whether teachers' identification with NEA or AFI was independent of morale. He found that there was no significant difference between union and non-union preferences in terms of morale scores. However, members of the non-union group had significantly higher morale scores on teacher salary and teacher satisfaction scores in a single factor analysis.

Marie Brinkmen (1966) as reported in 'variables affecting installation' by Wallace (1970) in her study of morale in Detroit junior High School was able to confirm the earlier findings of Bently and Kempel that female teachers had higher mean morale scores than male teachers. Teachers who preferred to teach at the junior high level had high morale scores and also expressed the desire to again choose the junior high level for a teaching career. Teachers with previous elementary school experience had the highest scores on 7 out of 10 opinionaire categories where as those teachers who had previously taught at the senior high level had the lowest mean morale scores.

Malcolm Provus (1966) in the 'Time to teach' project, one of the most elaborately designed studies using the PTO - found a slight drop in the morale scores by the end of the project period, pretest having been done before the project; it was interpreted that if the teachers' expectations had been increased, a decline in the morale score could occur due to the implied standard against which the teacher must rate his own feelings. The morale dimensions showing highest factor scores tended to be personal matters such as teacher satisfaction with teaching and rapport with other teachers.

In the ERIE study on 'variables affecting installation' by Richard Andrulis (1970) found that morale score does provide some measure of construct validity for the organizational climate. Out of 80 items, 74 showed significant correlation between teacher morale PTO scores and organizational climate index scores. It was also reported that teachers with more aggressive, more independent and less structured in their activities appear to be less satisfied with factors constituting the concept of school morale.

Charles Wellace in Part II of the same study reported that a significant correlation was shown between teachers' intellectual climate factor and her pupils' achievement on the competency measure.

The school climate was found to influence pupil performance; pupil achievement in the secondary school seemed to be positively related to a protective culture also exhibiting low teacher achievement needs.

The study by Richman and Stern (1968) analyzing the psychological characteristics of General Electric personnel, using both Achievement Index and OCI indicate that the most successful site was characterized by an environment rated high in personal dignity factors such as mutual trust, supportiveness and considerable personal freedom.

The conclusion of ERIE studies seems to be that both teacher personality characteristics and the organizational environment play important roles in determining the eventual success of the installation of an innovative curriculum.

The possibility of a relationship between authoritarianism among teachers and school principals and morale of teachers was considered in a study, by Gubser (1969) and it did reveal significant relationship. The factor of age consistently showed significant influence on other variables; older teachers scored much higher in morale factors and authoritarianism than did young teachers.

Blugenberg and Weber (1968) found that the behaviour style of a supervisor as seen by a teacher was related to the morale of the teacher; differences in teacher morale scores seemed to be related to the amount of emphasis the teachers see their supervisor's putting on indirect behaviour in supervising interaction.

Cooke (1965) also had come to the conclusion that the principals' attitude do influence staff norms; the principal's perception of values and skills of his staff must be as accurate as the staff's awareness of the priority he places on improved teaching.

#### School Quality

Buley (1947) studied the areas like age, variety of experience interest and reading habits of the staff, and tried to find out their effect on 'adaptability' and was able to bring out a general staff pattern related to the quality of schools.

Eastmond (1951) based on Buley's information, determined the factors which are fundamental and are related to the production of a high quality educational programme. The six factors he identified were :-

- 1) Maturity, broad interest;
- 2) High professional training and diversified background;
- 3) Stability, security;
- 4) Outside school interests;
- 5 ) Independence;
- 6) Age, outbreeding.

Boyer (1954) further confirmed the data obtained by Buley and Eastmond.

Charles Faber (1965) enquiring into the relationship between teacher qualification and the quality of school districts, found a positive relationship. The quality in this study was as judged by the Director of supervision for the state Department of Public Instruction on a five point scale.

In the present investigation, school quality is decided by two criteria viz., the product approach criteria of pupil performance and the process approach criteria of 'Innovative Index'.

The studies on the influence of organizational climate on 'student achievement' or 'pupil performance' have already been reviewed under 'climate and pupil performance'. There have been contradictory findings, with a few researchers like Rice (1968) Sharma (1971) and Guy reporting slight correlation between openness

of climate and high achievement where as others like Feldvebel (1964) Andrews (1964), Miller (1964) Hale (1965) and Fansuka (1970) reporting no significant association between climate and pupil achievement.

Regarding student achievement and teachers morale, Miller (1965) found higher level of pupil achievement in schools where the teachers' behaviour was characterized by high level of social needs satisfaction.

A study in 20 Iowa high schools by Lester W. Anderson (1953) reported that the mean morale score of high achievers was significantly higher than the mean morale score of lower achievement group at 5% level.

Another study by William Kenneth Stosberg in selected elementary schools of Florida found that where teacher morale is high, student achievement is high and the teaching considered good.

Chase (1951) Moyer (1954) Bidywell (1955) tried to study the involvement and participation of the staff and quality of education.

F.S. Barry (1955) concludes, in his report on the study of morale at the administrative level in 12 schools, "If there is excellent morale at the



leadership level we think there is ample evidence to support the assumption that there will be good faculty and teacher morale. With good morale in these groups, faculty and administration, we firmly believe that education of children in these schools will be of a better quality".

Redefer Fredrick (1959) reported findings suggesting a positive relationship between morale and quality of education and between morale and superior rating given to a teacher by the principal.

Studies in industrial psychology have confirmed the finding that "satisfied members are most productive".

#### Innovative Index

Most of the studies on 'Innovativeness' or "adaptability" of schools have been under the sponsorship of Paul Mort; studies on how 'adaptability' of schools are influenced by the types of climate have already been reviewed in the section under the heading "climate and innovative index".

Larry Hughes (1965) Bhola (1965) and Laverne (1968) have pointed out that the possible effects of organizational climate on the innovativeness of the school system; whereas Roosa (1969) did not find any significant relationship between organizational climate and rate of adoption of educational innovation.

Ebey (1940) Mort and Cornel (1947) Carlson (1965) and others have confirmed that the administrator or principal of a school contributed most to the adaptability of the school. Study by P.Buch (1972) has supported the same finding and this is important as this study reveals what an important role the principal of Indian Schools can play in introducing changes in schools.

Ross and McKenna (1965) Marion (1966) Leverage (1968) and Bhogle (1969) studied the various aspects of staff qualities and acceptance of innovations by the school.

#### Implication of literature on the study -

The organizational climate of an organization is important to its members and may often positively or negatively affect their organizational performance. There is a strong positive relationship between teacher morale and climate.

Low Morale and discord can reduce teaching effectiveness. Closed climate conditions will not facilitate change or foster adoption of new practices.

It would be worthwhile to know whether some organizational climates are related to better student achievement and foster introduction of improved practices in schools. It would be very valuable to know how the

climate affects the morale of the faculty and what impact faculty morale has on the curricular achievement of the pupils and adaptability of the school.

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