129

CHAPTER III

PLAN AND PROCEDURE

'If he did not become great it was because he let himself be drugged by a poison which is more dangerous than opium and hashish by words. He talked so much and so often that at length he took his own words for reality and lost his contact with the real world. But reality is like God : it does not permit itself to be nocked.'

- Frank K. Heller

Swedish Novelist

3.1 Introduction

In chapter I an attempt was made to present a detailed and comprehensive theoretical model and a reference frame in regard to all the components of the present study. A brief summary of the research study made in India and abroad about the organizational climate was given in chapter II. This chapter gives the research design of the present study.

Halpin (1966) has taken the climate as the starting point and has shown the impact on principals, teachers and the students. In the school with inspiring climate, teachers and principals are zestful, enthusiastic and confident. They work with great pleasure and this pleasure is shared by the students, too. Pleasing atmosphere inspires students to achieve higher target of their achievement. Poor leadership of the school principal gets transmitted to students who in their own frustration gives a negative feed back to the teachers who also become disheartened and frustrated. In some schools, the behaviour of the principal, teachers and the students is quite different. They are all busy with the matters of their own interests. The school works, but then the machinery goes out of gear in such a school. This means poor co-ordination in the working of the school. Halpin thus initiated a new thinking by giving a new perspective on school climate.

Research workers have studied leadership from various angles and have identified and described leadership from their own view points. Leadership is defined in terms of qualities of an individual. It is the product of interaction between the leader and follower. The quality of an organization is often evaluated by the perceived quality of leadership. Hence the study of role perception of teachers and principals in relation to organizational climate is an useful and important area of investigation. So far various studies have been conducted on teacher behaviour, teacher morale etc. So the investigator wishes for the first time to take up 'Role Perception' as the main theme of her thesis

3.2 The Problem

'Role Perception of Teachers and Principals in Relation to Organizational Climate in Secondary Schools in Madras City.'

3.3 Definitions of the Term

The investigator while examining the data collected and tabulated, considered the following operational definitions with respect to role, perception and organizational climate.

Role : According to Linton (1945), 'A role represents the dynamic aspect of status. When an individual puts the rights and duties which constitute the status into effect, he is performing a role'. He again says that 'It consists of

attitudes, values and behaviours ascribed by the society to any and all persons occupying this status.'

Roles deal specifically with the appropriate behaviour for a particular job. They are behavioural job descriptions.

Perception : The perceptual process in general results in a number of systematic errors of judgement in interpersonal interactions. People use stereotypes, generalise their impressions (Halo), project their feelings on to others and selectively screen out what they do not want to see or learn.

Stagner and Karwoski (1952) say that 'perception is the process of obtaining knowledge of external objects and events, by means of the senses.'

According to Tagiuri (1965), 'The process of person perception has many facets. In order to behave approximately, we may have to assess a person's traits, his intentions, feelings, attitudes and his role-related behaviour and the situation in which the behaviour occurs.

An important form of person perception also insufficiently explored concerns the perception of roles. For in a great many cases appropriate behaviour depends not so much upon the idiosyncratic characteristics of the other person but rather upon his role perception.

Evan Fielder (1965) in his paper on Interpersonal perception and group effectiveness stated that 'studies in

interpersonal perception have investigated (a) process involved in one person's perception of another; (b) the personality attributes of the perceiver and those of perceivee; and (c) the structure and dynamics of social groups of which the perceiver is and usually the perceivee are a part'. It is how we view the other person, influence to a great extent how we will be interacting with him or her. Each of us will perceive the same person's behaviour in a different way based on our own insight, self knowledge or previous experiences with this person. Similarly how one views his or her ownself influence to a great extent how he will be interacting with others.

In the present study, role perceptions of teachers and principals are being studied in relation to variables like leadership behaviour (Ideal and Real) and the perceptual organizational climate of a secondary school. This can be further described with the help of Figures 3.1 and 3.2 presented on the next page.

Organizational Climate : Organizational climate is a term that was probably first used by Cornell 1955. He used the term to denote a 'delicate blending of interpretations or perceptions by persons in the organization of their jobs or roles in relationship to others and their interpretation of the roles or others in the organization'.

FIG. 3-1 - ROLE PERCEPTIONS OF TEACHERS' AND PRINCIPALS' OF IDEAL AND REAL LEADERSHIP BEHAVIOUR PATTERNS AND STYLES

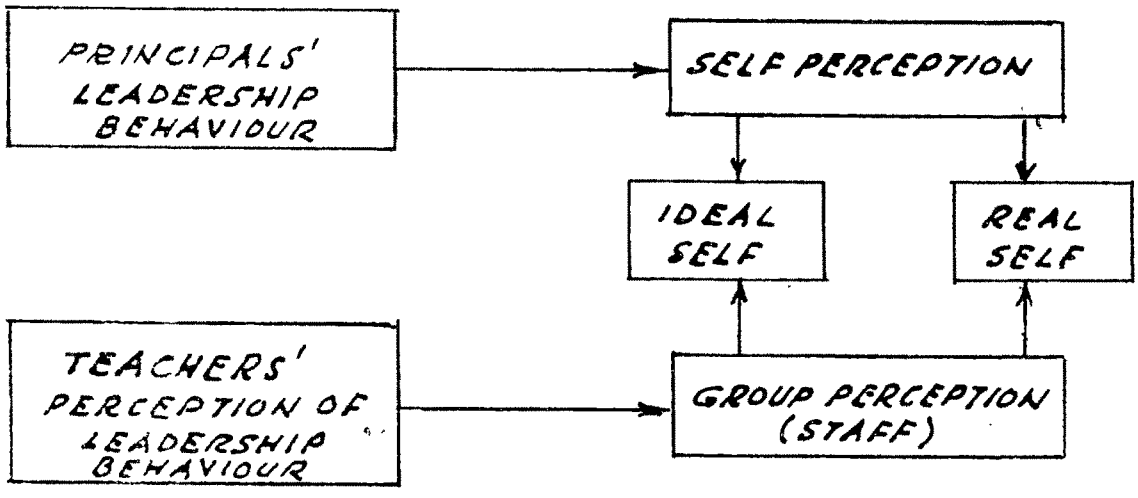
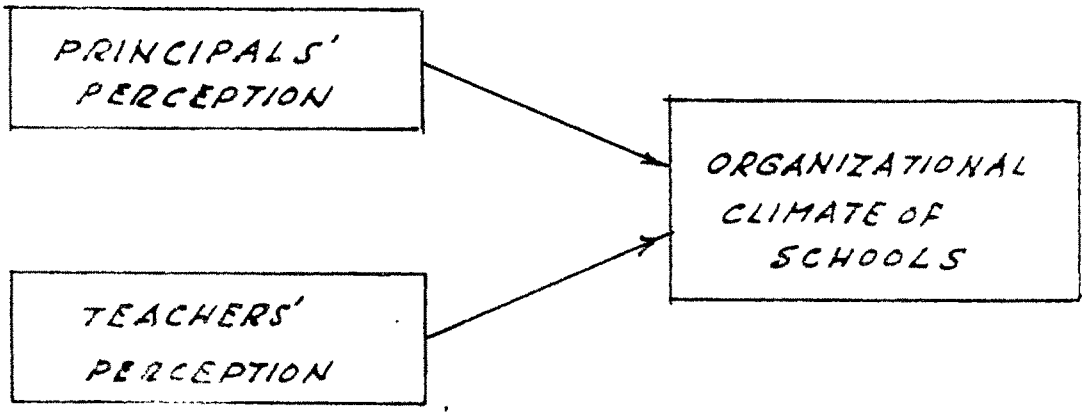


FIG. 3-2 - PRINCIPALS' AND TEACHERS' PERCEPTIONS IN RELATION TO ORGANIZATIONAL CLIMATE



Organizational climate of school is the product of the relationship between the principals and his staff and among his teachers. This relationship engenders interaction between the principal and his teachers and of teachers among themselves. The interaction takes place within the sociological psychological frame work of the school.

3.4 Objectives for the Present Study

The following are the main objectives for the present investigation :

1. To measure, to identify and to classify the organizational climate of the schools as perceived by the teachers and principals in the secondary schools in Madras and to study the differences between them.
2. To study the perception of teachers in the eight dimensions with respect to different combinations of the climate types.
3. To study the perception of principals in the eight dimensions with respect to different combinations of the climate types.
4. To study the highest and lowest mean scores as perceived by teachers and principals in the eight dimensions.
5. To measure, to identify and to classify the leadership behaviour patterns of the principals as perceived by the teachers and principals and to study the perceptual differences between them.
6. To find out perceptual differences in the various combinations of ideal and real self, and ideal and real staff with respect to the four patterns of leadership behaviour.

7. To measure, to identify and to classify the task and person oriented leadership styles as perceived by the teachers and principals and to study the perceptual differences between them.

8. To study the perception of the principals on task and person oriented dimensions of leadership styles with respect to the various combinations of climate types.

9. To study the perception of the principals on task and person oriented dimension of leadership styles with respect to the various combinations of leadership behaviour patterns.

10. To study the inter-relationship and the perceptual differences in the task and person oriented leadership styles with respect to the six types of organizational climate.

11. To study the inter-relationship and the perceptual differences in the task and person oriented leadership styles with respect to the four patterns of leadership behaviour,

3.5 Sample

3.5.0 Background of Madras City in Tamil Nadu State : Tamil Nadu is situated on the eastern side of the southern part of peninsular India. Madras had its origin as a settlement of the East India Company in 1639 and was soon the commercial as well as the administrative centre of almost the whole of south India. The capital of Tamil Nadu is Madras and it is the largest city in south and is also one of the four metropolitan areas in India. It is a major part town on the sea shore of Bay of Bengal and is most predominant for administrative, industrial, educational and socio-cultural activities. The Tamil name of this city is 'Channai'.

Physical Aspect

Madras is situated between 12°N and 13°N latitude and 79° 15' E and 18° E longitude. This occupies more or less one tenth of the extent of the state. The city is surrounded by Andhra Pradesh on the north, the Bay of Bengal on the eastern side, Vellore and Dharampuri districts on the west

and Salem and Cuddalore on the South. All national highways are converging in Madras city as well as the railways.

The total area of Tamil Nadu is 130,069 sq.km. and the city has a population of 41,199,168. It accounts for 20% of the total urban population of the state.

The lands near coast line are flat and dreary. Certain places like St.Thomas Mount, Pallavaram etc. are hilly regions. Concerning the temperature, the lowest is 67°F during the month of January. The mean maximum daily temperature during the hot season is 101.3° F in the month of May. Madras city enjoys coastal climate.

The cremonsoon rainfall is almost uniform all over the region. But coastal areas get some amount of rainfall. The north-east monsoon is very useful for agricultural purposes. The total annual rainfall is 1546 mm. Minimum rainfall is at the month of February 100 mm.

Taking into account of soil, which is generally not rich in fertile, it is sandy mixed with soda or other (alkali) matter along the sea coast. The surrounding region near the banks of river areas are fertile, so it is used for cultivation purpose.

Land Use

The areas under commercial accounts for 3.2% of the total areas of the Madras city. The main commercial activities like

whole sale, retail, and offices are concentrated in George Town area which is the part of central business district, and the other one is the Mount Road area.

Industries occupy roughly 4% in the total area. They are mainly concentrated in Ennore, Manali, Ambathur and Avadi and about 40% of the industrial places are situated in the Northern and western part of Madras.

Residential areas are purely occupied in Triplicane, Adyar, Mambalam, T.Nagar, Purasawakkam, the new developed areas like Anna Nagar, Asok Nagar, Indira Nagar, Besant Nagar etc.

Population Characteristics

The Madras city has been broadly divided into three district areas based on the population characteristics.

(a) The city itself within the limits of Madras Corporation which in co-terminus with the Revenue Districts of Madras existing over 128.83 Sq.Km.

(b) The Madras urban centres extension is the Madras Agglomeration extends over 530.77 Sq.Km.

(c) Lastly the rural areas with the number of Settlements around boundary of the urban agglomeration.

General Education

The schooling in the state is for a period of 12 years - 5 years at the primary school stage, 5 years secondary and 2 years at higher secondary. Education is free upto higher

secondary stage and compulsory upto the primary school stage. Eighty two percent of the children in the age group 6-11, 51% in the age group 11-14 and 34% in the age group 14-17 are in schools.

Developmental Activities of the Education Department in Madras

The Madras Education Rules came into force in the year 1892. In 1920 rules relating to elementary school education were framed and implemented in 1921. Their suitability and relevance were constantly kept under observation to effect modifications, if necessary.

Towards Education for All

The importance of 'Education for All' was recognised as a sound policy by the government. Compulsory education was enforced after 1924 educational census in the elementary schools in certain selected places. In 1957, a census was taken in the presidence, when a careful assessment of educational facilities and requirement was made. Where there were no schools, it was decided that an elementary school was opened within a radius of one mile from the home of a child and

a middle school within a radius of 5 miles. The standard of existing schools were raised wherever needed.

From 1960, Municipal Boards were established. To facilitate the programme of 'Education for All', education was imparted free upto 10th standard and later upto 12th standard. The educational plans and syllabi are being constantly revised to suit the changing needs of the state and also the rising expectations of the people. This kind of change for the improvement of education is bound to be a continuous process.

According to 1948 Madras General Literary Rules, municipalities and private managements were permitted to set up libraries. At present in each revenue district in Tamil Nadu, a local library committee is functioning to protect the general libraries and to give them financial aid. These committees are supervised by the officers of the public library department.

Noon Meal Scheme in Tamil Nadu

The Ex-Chief Minister of Tamil Nadu Thiru K.Kamaraj started the mid-day meals scheme in 1954 and 20 lakhs children were benefited by that scheme for 200 days in a year. The Government of Tamil Nadu gave 10 paise per child and local bodies contributed 5 paise per child. The dropouts in the school were minimised and the poor children were benefited by that scheme.

On 15th September 1982, the present Chief Minister of Tamil Nadu Mr.M.G.Ramachandran started a new scheme known as the 'Chief Minister's Nutritious Noon Meal Programme'. Initially 55.96 lakhs of children from 20,747 centres were benefited by this programme. Normally 80 gms. of meals consisting of rice, dhal, oil and vegetables were given to them, for all the 365 days of the year. It provided for outright grant to schools at the rate of 45 paise per child per day for noon meal and 5 paise per child per day for administrative purposes. The scheme was further extended to 64.4 lakhs children between the age of 2 to 14 years covering 60% of the children in Tamil Nadu. Nearly 200 crores is allotted in the budget to this Noon Meal Programme.

Due to the implementation of this scheme the health of the children is more improved and more children are attending the school. The dropouts in the school is also minimised to a large extent. After the meals the children are given training in moral science and Tamil poems like Thirukural etc. and the character of the children is also modified and they become better citizens of India.

In the year March 1985, the above scheme is further extended by giving free books and uniforms to all the above children

Incentives to Students and Teachers

Teachers' salaries and service conditions have also been revised. For the welfare of the teachers in non-government schools, Retirement-cum-Gratuity Scheme was introduced from 1-4-1955. In 1959, the Central Government brought in the scheme of presenting national awards to the outstanding teachers. On the same line Tamil Nadu State Government also instituted state awards to the outstanding teachers. The scheme for awarding a gold medal to the students who secured highest marks in the school final examination was introduced in 1977. In 1976, scholarship was awarded to scheduled caste and tribes and backward classes students who secure 400 marks and above in the school final examination.

Towards Improved Standard

The above mentioned measures undertaken to improve education in the state encouraged the government to venture out into wide horizons. Now the Education Department took important steps to improve the standards of education through generous allocation of funds and grants made available by the state government.

In 1965, the State Institute of Education (now known as the S.C.E. R.T.) was started. This institute offered inservice training for teachers in order to raise the standards of education in the state. To raise the standard of teaching

English in 1959, The Madras English Language Teaching Movement was started in collaboration with British Council.

Ten Year School Plan

The revised syllabus for 10 year plan in the school was implemented in Tamil Nadu as follows :

From standard 1 to 5, with the exception of Mathematics and Science, the revised syllabus was put into practice from 1972-73. From 1973-74, the revised syllabus in General Science was implemented from standards 1 to 5 and that of Arithmetic from standards 1 to 3.

In 1976-77, the revised syllabus became operational for all subjects in standard X.

Inservice Training for Teachers

In order to cope with the new syllabus in-service training was given to all school teachers so that they may teach modern mathematics and higher sciences efficiently. The raised syllabus in these subjects was implemented from 1973-74 in stages.

For the benefit of the administrative personnel such as headmasters/headmistresses or principals of secondary and higher secondary schools and Inspecting officers as well as senior teachers, the University of Madras is conducting a Diploma course for 9 months duration with effect from 1978.

(in what?)

Training the teachers to teach implies that they are equipped with knowledge and skills which infuse in them confidence and courage to face the class. Teachers are expected to deal with their subjects with poise and confidence after the training given to them which in turn helps the student body to get interested in the lessons. A boost was given to the science education in schools by the supply of modern scientific equipment donated by the UNICEF and other local resources. The science fairs and exhibitions were held in many schools and colleges and it aroused the eh enthusiasm of the teachers and students.

The State Education Department was not merely interested in the improvement of the academic side but also the physical well being of the school children. 1975-76 Physical Education was made a compulsory subject.

Thus, the Education Department of Tamil Nadu spread its growth tentacles in almost all directions. In 1960-61 nationalization of textbooks was accomplished. In 1969, the Tamil Nadu Text Book Society was formed and began publication of the nationalized text books and teachers' guides. So far it has published more than 3 lakhs of books in all subjects used at the school level. The society is giving Rs. 25 lakhs worth of school text books every year free of cost to poor children studying in standards 1 to 3 in the primary schools. Besides about 5 lakhs worth of text books are donated to book-banks

to help poor pupils in standards 1 to 8.

Some Notable Development in the Tamil Nadu State Education Systems in Recent Years

A major land mark in the history of educational development in Tamil Nadu was the acceptance of the National Education Scheme (10 + 2 + 3) for implementation by the State Government in 1976. On 1-1-1976 a special officer was appointed in the cadre of Director to put into force the changes that were brought in the wake of this major innovation. This post was clubbed with that of the Director of School Education who was made responsible for secondary and higher secondary school education.

In recent years many schools are provided with Radios and few schools are provided with T.V. so that the pupils and teachers are benefited by Radio, and T.V. lessons.

With the implementation of the 10 + 2 system of education technical and vocational education became vitally important. Therefore, at all stages a school education training in Arts and Crafts is being provided. In more than 30 schools, vocational education classes used to be held as an optional subject for students of standard X and XI before the implementation of 10 + 2 schemes. After 1978 these vocational subjects are being offered in the higher secondary schools. Moreover in 50 selected high schools, training is being given in different

kinds of crafts as an optional subject in the evenings after school hours.

In the sphere of inspection and supervision of schools, the Tamil Nadu State introduced the Panel Inspection method from 1977. In this scheme the D.E.O. is assisted by the subject specialists and heads of the institutions. This gives a new look to inspection and makes it more meaningful.

3.5.b. Characteristics of the Sampled Schools

This study is confined to 100 secondary schools in Madras city. This includes Missionary, Private, Corporation and government schools. Samples were collected from boys, girls and co-education schools. The Map of Madras City shows the number of schools included in the present study in each area. The following table shows the characteristics of the sampled 100 schools in Madras city. The Figures 3.3,3.4, and 3.5 show the characteristics of the sampled schools.

Table 3.1 : Characteristics of the Sampled Schools in the City of Madras (N = 100)

1.	Type of Schools :		Number
	(a) Boys	..	18
	(b) Girls	..	29
	(c) Co-education	..	53
2.	Type of Management :		
	(a) Government	..	47
	(b) Corporation	..	8
	(c) Private	..	27
	(d) Missionary	..	18

(Continued...)

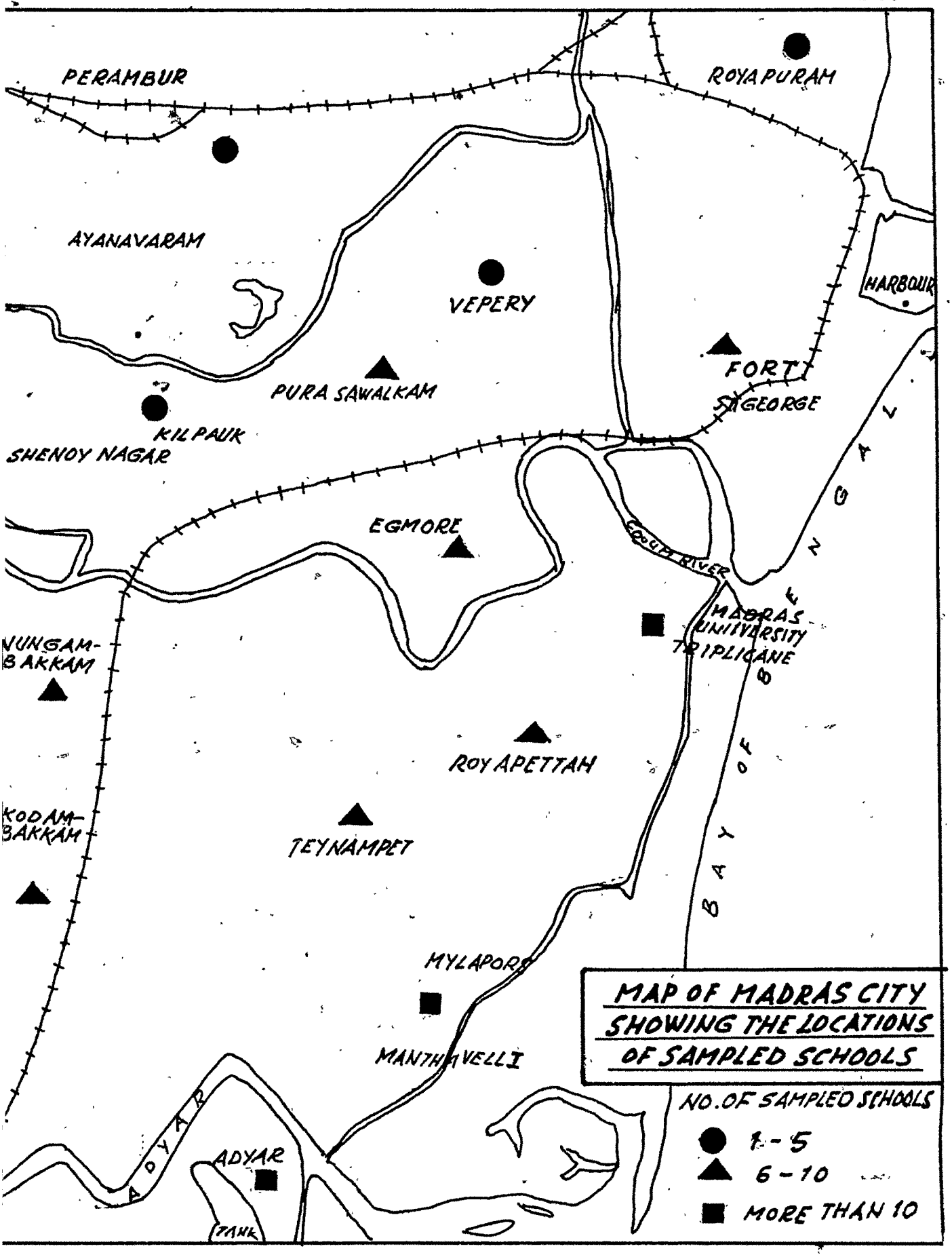

PERAMBUR
ROYAPURAM
AYANAVARAM
VEPERY
HARBOUR
FORT
ST GEORGE
PURA SAWALKAM
KILPAUK
SHENOY NAGAR
EGMORE
COOUM RIVER
MADRAS UNIVERSITY
TRIPLICANE
VUNGAM-BAKKAM
ROYAPETTAH
KODAM-BAKKAM
TEYNAMPET
MYLAPORE
MANTHAVELLI
ADYAR
ADYAR
TANK
BAY OF BENGAL
MAP OF MADRAS CITY SHOWING THE LOCATIONS OF SAMPLED SCHOOLS
NO. OF SAMPLED SCHOOLS
1 - 5
6 - 10
MORE THAN 10

FIG.3·3-SHOWING THE DIFFERENT TYPES OF SCHOOLS AMONG THE SAMPLED 100 SCHOOLS IN THE CITY OF MADRAS

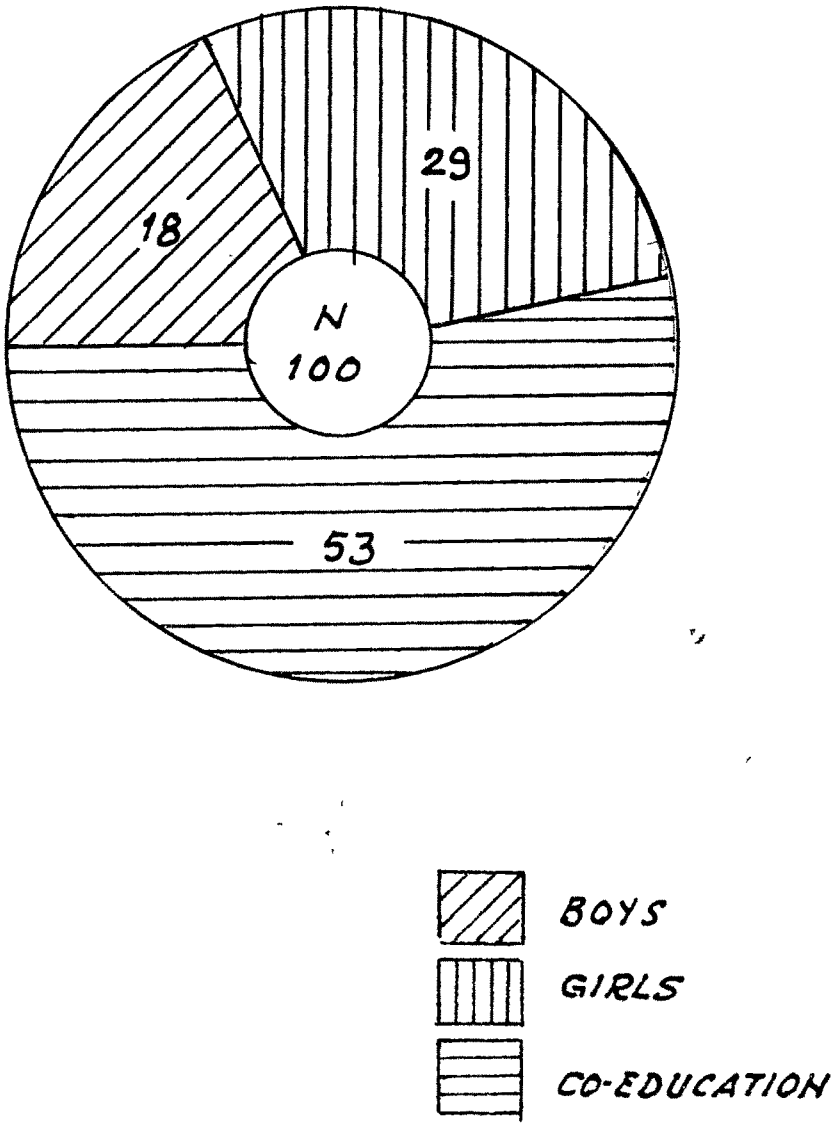


FIG.3·4-SHOWING THE DIFFERENT TYPES OF MANAGEMENT AMONG THE SAMPLED 100 SCHOOLS IN THE CITY OF MADRAS

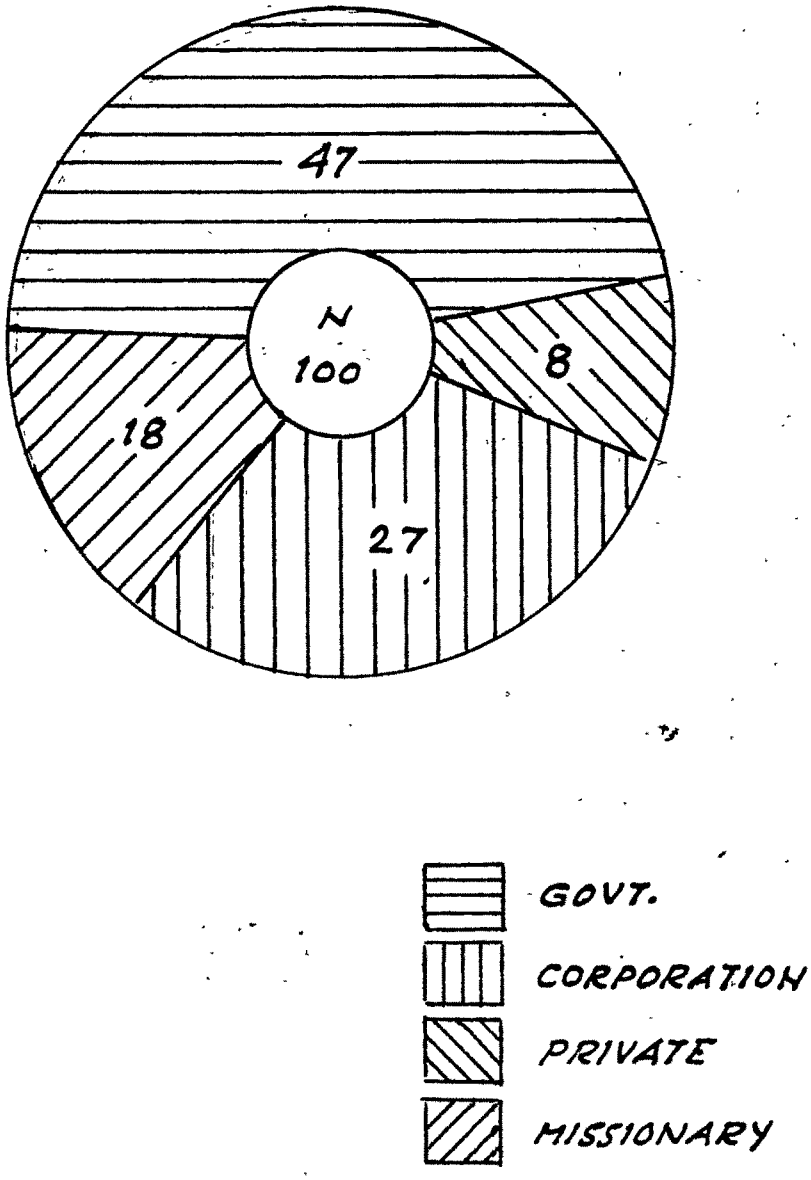
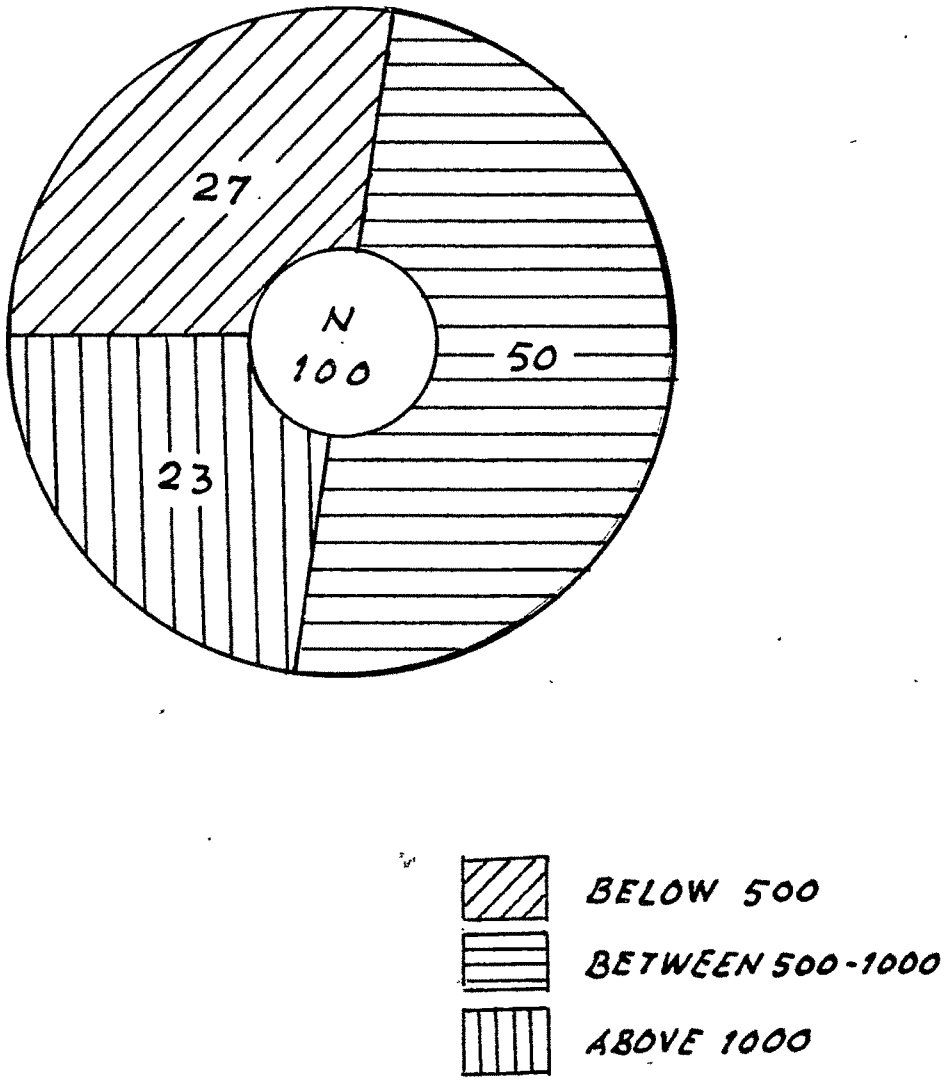


FIG. 3·5 - SHOWING THE DIFFERENT STRENGTH OF PUPILS AMONG SAMPLED 100 SCHOOLS IN THE CITY OF MADRAS



(Table 3.1 continued)

3. Strength of the School :	Number
(a) Below 500	.. 27
(b) 500 - 1000	.. 50
(c) Above 1000	.. 23

The table 3.1 shows that among the 100 sampled schools in Madras city, there were 18 boys schools, 29 girls schools and 53 co-education schools.

Among the sampled 100 schools there were 47 government schools, 8 corporation schools, 27 private schools, and 18 missionary schools.

According to the strength of the 100 sampled schools, 27 schools had below 500, 50 schools had between 500 to 1000, and 23 schools had more than 1000 students.

Nine hundred teachers and 100 principals have responded the tools. The following table 3.2 describes the characteristics of the teachers and principals in the sampled schools.

3.5.c Personal Characteristics of the Sampled Teachers

3.5.c The Table no.3.2 shows the personal characteristics of the sampled 900 teachers in the secondary schools of Madras city.

Among the sampled 900 teachers 382 of them were below 35 years and 518 of them were above 35 years old.

There were 480 male teachers and 420 female teachers.

Table 3.2 : Personal Characteristics of Teachers and Principals in the Sampled 100 Schools in the City of Madras

	Teachers (N = 900)	Principals (N =100)
1. Age :		
(a) Below 35 years	382	43
(b) 35 yrs. and above	518	57
2. Sex :		
(a) Male	480	70
(b) Female	420	30
3. Teaching Experience :		
(a) Less than 5 yrs.	150	13
(b) 5 - 10 years	216	68
(c) More than 10 yrs.	534	19
4. Academic qualifications :		
(a) B.Ed.	554	72
(b) M.Ed.	346	28
5. Professional qualifications :		
(a) Graduate	826	84
(b) Post-graduate	74	16
6. Marital status :		
(a) Married	749	83
(b) Unmarried	151	17
7. Inservice Education :		
(a) Yes	667	68
(b) No	233	32
8. Professional Reading habit :		
(a) Yes	702	75
(b) No	198	25
9. Professional satisfaction :		
(a) Very satisfying	719	66
(b) Not satisfying	181	34
10. Mobility		
(a) Yes	613	65
(b) No	287	35

Regarding teaching experience 150 teachers had less than 5 years of experience, 216 teachers had between 5 to 10 years of experience, 534 teachers had more than 10 years of experience. This shows that there were more experienced teachers among the sampled 900 teachers.

Five hundred fifty four teachers had B.Ed. qualifications while 346 teachers had M.Ed. qualifications.

Regarding professional qualifications, only 74 teachers were post-graduates. The remaining 826 teachers were graduates.

It was found from the personal data of the teachers that most of them were married as the total number of married teachers was 749 while 151 teachers were unmarried.

Six hundred sixty seven teachers had inservice education while 233 teachers did not have any inservice education.

Most of the teachers had Professional Reading Habit as the total number of teachers having professional reading habit was 702, while 198 teachers did not have any professional reading habit.

Many of the teachers had job satisfaction as it is seen from the table that 719 teachers are having professional satisfaction while 181 teachers are not having professional satisfaction.

Among the sampled 900 teachers 613 teachers have mobility, while 287 teachers did not have mobility.

3.5.d Personal Characteristics of the Sampled Principals

The Table No.3.2 shows the personal characteristics of the sampled 100 principals in the secondary schools of Madras city.

Among the 100 principals, 43 of them were below 35 years and 57 of them were above 35 years old.

There were 70 male principals and 30 female principals.

Thirteen principals had less than 5 years of teaching experience, 68 principals had 5 to 10 years of teaching experience and 19 of them had more than 10 years of teaching experience.

Regarding academic qualifications 72 principals had only B.Ed. qualification while 28 of them had M.Ed. qualification.

Most of the principals were graduates as the total number of graduate principals was 84 and only 16 principals were post-graduates.

Eightythree principals were married while only 17 of them were unmarried.

Sixtyeight principals had inservice education and 32 principals did not have any inservice education.

Seventyfive principals had professional reading habit while 25 of them did not have any professional reading habit.

Most of them had professional satisfaction as 66 principals accepted that the teaching profession is very satisfying and 34 of them did not have professional satisfaction.

Among the sampled 100 principals 65 of them had mobility and 35 of them did not have mobility.

3.6 Tools - Description and Administration

(a) Tools : (i) For Teachers (Refer Appendix) ?

1. Leadership Behaviour Description Questionnaire - Ideal Staff (Halpin and Winer)
2. Leadership Behaviour Description Questionnaire - Real Staff (Halpin and Winer)
3. Organizational Climate Description Questionnaire (Halpin and Croft)
4. Task and Person Oriented Leadership Styles Questionnaire (Adapted from Mc Gregor)
5. Personal Data of the Teachers (Self prepared)

(ii) For the Principals:(Refer Appendix) ?

1. Leadership Behaviour Description Questionnaire - Ideal Self (Halpin and Winer)
2. Leadership Behaviour Description Questionnaire - Real Self (Halpin and Winer)
3. Organizational Climate Description Questionnaire (Halpin and Croft)
4. Task and Person Oriented Leadership Styles Questionnaire (Adapted from Mc Gregor)
5. Personal Data of the Principal (Self prepared)

(b) Description of the Tools :

(i) Organizational Climate Description Questionnaire (OCDQ):

This was developed originally by Halpin and Croft (1963) and

adapted by the investigator. The tool had a simple technique of assessment which gave impetus to many investigators to use this tool in various studies in India as well as abroad. The OCDQ is easy to use. It takes about half an hour to fill in the responses by the teachers or principals to each of the 64 Likert-type items, on a four point scale. The pattern of responses is as follows :

1. Rarely occurs;
2. Sometimes occurs;
3. Often occurs;
4. Very frequently occurs;

The OCDQ comprises eight sub-tests, four of which deal with the teacher behaviour and the other four deal with the principal's behaviour. The description of these eight sub-tests is given in chapter I. This again is responded to by teachers as they perceive each behaviour. The respondent teachers have to be from the school organization which is to be studied for determining its organizational climate. The scale or categories mentioned above can be scored (for each item) by simply assigning to the respective categories any four successive integers, i.e. 1, 2, 3, 4. Those items which are to be scored negatively, responses are to be scored 4, 3, 2, 1. This scoring is to be done each sub-testwise. Each statement in the OCDQ is to be rated on four point scale. First four sub-tests refer to the perceived behaviour of the teachers in the school. Disengagement, hindrance, esprit and intimacy are those four

sub-tests which constitute the main dimensions of teacher behaviour. Aloofness, production emphasis, thrust and consideration are the main dimensions of leader behaviour. Higher score on the disengagement means that the school climate is either closed or of paternal climate type. Lower score on the disengagement means that the school is towards the upper extreme of the continuum, i.e. open climate end. A high score on esprit indicates that the climate is either open or autonomous or controlled. Low esprit score means that the school climate is either paternal or closed. Thus, high esprit score is the indication of the climate which leans towards the open climate end of the continuum. Thus, various dimensions are interpreted in their degree of high, low, or average measure and then all the dimensions scores can be pulled together to identify the pattern of climate, prevailing in the school.

Procedure for Identifying Climate

Halpin has outlined pointedly the statistical procedures employed in identifying the six types of the climate referred to earlier. As this is also basic to further research work on organizational climate of educational and other types of institutions, the procedures are set forth in some details below.

The first step is to construct and standardise the school profiles. To construct the school profiles, a school mean sub-test score for each of the eight sub-tests is computed. In the beginning, the school profiles are expressed in terms of raw scores. These raw scores are to be next converted into standard scores and each school profile is plotted in standard scores. Since the profile scores are to be inter correlated among the schools, using the Q technique, the scores for each school will have to be standardized twice; first, normatively and then ipsatively. Thus each sub-test was standardized according to the mean and the standard deviation of the total sample for the sub-test. The standardized scores on each sub-test were standardized again ipsatively with respect to the mean and standard deviation of the profiles for each school.

The next step is to compute for each of the six set of school profiles a single prototypic profile. The scores in the table below (next page) represent the best estimate of the prototypic profiles for each set.

The climate for a school can be identified by finding out to which sub-test prototypic profile, the profile of a particular school resembles more closely.

Prototypic Profiles* for Organizational Climate Ranked in Respect to Openness Vs Closedness

Climate	Group's Characteristics				Leader's Characteristics			
	Disengagement	Hindrance	Esprit	Intimacy	Aloofness	Production emphasis	Thrust	Consideration
Open	43**	43	63	50	42	43	61	55
Autonomous	40	41	55	62	61	39	53	50
Controlled	38	57	54	40	55	63	51	45
Familiar	60	42	50	58	44	37	52	59
Paternal	65	46	45	46	38	55	51	55
Closed	62	53	38	54	55	54	41	44

* These profiles are based solely on those schools in the sample which secured a high loading on only one profile factor.

** The numbers represent double-standardized scores (both normatively and ipsatively), with a mean of 50 and a standard deviation of ten

Characteristics of Different Types of Organizational Climate

Characteristics	Organizational Climate Types					
	Open	Autonomous	Controlled	Familiar	Paternal	Closed
Disengagement	Low	Low	Low	High	High	High
Hindrance	Low	Low	High	Low	Low	High
Intimacy	Average	High	Low	High	Low	Average
Esprit	High	High	High	Average	Low	Low
Aloofness	Average	Average	High	Average	Average	Low
Consideration	High	Average	Low	High	High	Low
Production Emphasis	Low	Low	High	Low	High	High

Key :

Disengagement	:	Teacher's tendency not with it or not in gear with the task
Hindrance	:	Burdening of teachers by such routine duties which hinder their instructional work.
Intimacy	:	Friendly and social relations which denote social need satisfaction.
Esprit	:	Teachers' morale
Aloofness	:	Formal and impersonal behaviour of the principal who is guided by more rules and policies of the school.
Thrust	:	Closed supervision by principal in order to get the school going faster.
Consideration	:	Principal's inclination to treat teachers humanly.
Production Emphasis	:	Principal's close supervision of the teachers; his one way communication; stress on output of work by teachers.

The OCDQ has been used in almost all Indian researches done so far on school climate such as those by Sharma (1969, 1973), Byati (1970), Sharma, Buch and Rai (1972), Pillai (1973), Shelat (1975), Pandya (1975), Darji (1975), Vinaitheerthan (1981), Rajeevalochana (1981), Lobo (1983), Pengphol (1983) and a number of other researchers. The tool has been extensively used in the climate researches done in the U.S.A., Canada, Australia, and in some Asian countries like Korea, Phillipines and Thailand. Thus, the validity and reliability have been well established.

(ii) The Leadership Behaviour Description Questionnaire : (LBDQ) : Like the OCDQ, the LBDQ was also developed and standardized in the U.S.A., Hemphill and Coons (1950) constructed the original form of this tool. But the credit for identifying the two dimensions 'Initiating Structure' and 'Consideration' goes to Andrew H.Halpin and B.James Winer (1952). Since they adapted the tool, the two dimensions have come to be regarded as fundamental in leader behaviour.

Each of the two dimensions has 15 descriptive statements, totalling for the entire tool 30 items, These are short pithy statements. Halpin (1966) described it as under :

> 'The members of a leader's group indicate the frequency with which he engages in each form of behaviour by checking one of five adverbs; always, often, occasionally, seldom or never. Each of the keys to the dimensions contains 15 items, and each item is scored on a scale from 4 to 0. Consequently, the theoretical range of scores on each dimensions is from 0 to 60.'

In the present study the four forms of LBDQ are used. They are explained in the following section :

The form on which the group members describe their leader's behaviour is referred to as the 'LBDQ - Real Staff'. The form on which the leader describes himself about his behaviour is referred to as the 'LBDQ - Real Self'. With modified instructions, this same instrument may be used to measure the leader's own leadership ideology. On this form each

item is worded to indicate how a leader should behave, and the leaders answer the questionnaire accordingly. This form is designated as the 'LBDQ Ideal Self'. Similarly, the staff members are asked to describe how they believe their leaders should behave. Such scores are termed 'LBDQ - Ideal Staff.'

This Ideal Self and Real Self scores and Ideal Staff and Real Staff scores had been compared to find out the differences between them according to the four patterns of Leadership Behaviour that is HH, HL, LH and LL.

The LBDQ has been used in the Ohio State Leadership studies which include studies by Halpin and Winer (1952), Halpin (1954, 1955, 1956) and several others in the U.S.A. and other western countries; Indian researchers like Shelat (1975), Darji (1975), Pandya (1976), Gupta (1976), Chokshi (1976), Tikmani (1976) Vinaiteerthan (1981), Penghol (1983) and so many others have used this tool. Thus, the validity and reliability have been well established.

From a brief account of the attempts of various research workers to study leadership behaviour in various institutions given above, it is very clear that they accept the two dimensions of leadership behaviour; 'Initiating Structure' and 'Consideration' depicted by Hemphill and Halpin. Every body seems to agree on the point that effective and efficient leaders are those who receive high scores on both dimensions. Low scores

either on one of the dimensions or on both dimensions are indicative of poor leadership behaviour. Another point which is worth noting is that the 'Leadership Behaviour Description Questionnaire' (LBDQ) developed by Halpin and Winer (1952) is a very useful instrument for appraising the two dimensions of leadership behaviour.

The principal's leadership behaviour in this study is derived from teachers' perceptions of their principal as measured by the LBDQ. These two dimensions are translated emphasizing group maintenance and goal achievement. These behaviour patterns of various leaders on both the dimensions are expected to differ, some may be high on both, some high on one and low on the other, and some low on both.

1. High Initiating Structure and High Consideration (HH)
2. High Initiating Structure and Low Consideration (HL)
3. Low Initiating Structure and Low Consideration (LH)
4. Low Initiating Structure and Low Consideration (LL)

Halpin (1969) has suggested to plot each leader's score from both the dimensions into the four above mentioned coordinates.

(iii) Task and Person Oriented Leadership Styles :

Tool Description : The task and person oriented leadership Questionnaire was adapted by Douglaus Mc Gregor in the year 1960. It consists of 35 items among which 18 are task oriented

(items 2, 4, 6, 8, 9, 11, 14, 17, 19, 20, 21, 23, 27, 29, 30, 33, 34 and 35) and the remaining 17 (Items 1, 3, 5, 7, 10, 12, 13, 15, 16, 18, 22, 24, 25, 26, 28, 31 and 32) are person oriented. It takes 20 minutes to fill in the responses by the teachers or principals to each of the 35 items on a ∅ 5 point scale. The pattern of responses is as follows :

A = Always O = Occasionally N = Never
F = Frequently S = Seldom

The values for A, F, O, S, N are marked as 5, 4, 3, 2, 1 respectively. The respondents is to encircle any one of the five letters given at the end of each item.

The task and person oriented items are scored in different columns and the total for each of the two is calculated at the end. The theoretical range of scores is 18 to 90 in task oriented leadership style and it is 17 to 85 in person oriented leadership style.

Like the four patterns of leadership behaviour, the task and person oriented leadership styles also have four styles namely HH, HL, LH and LL styles. To identify these styles the respondents scores on both the dimensions (Task and person) are to be computed and mean scores according to each school is to be found out. Again from the total sample schools, general mean on both the dimensions is to be computed and the following four leadership styles could be identified :

HH Leadership Style : Under this category, the mean scores are above the general mean scores on both dimensions.

HL Leadership Style : Under this category the task score is above the general task mean and person score is below the general person mean.

LH Leadership Style : Under this score the task score is below the general task mean and person score is above the general person mean.

LL Leadership Style : Under this category the mean scores are found to be below the general mean scores on both dimensions.

(iv) Personal Data Sheet : This was constructed by the investigator to collect some basic data of the teachers and the principals such as age, sex, experience etc., which can be used to describe the characteristics of the sampled teachers and principals.

3.6.c. Administration of the Tools

The tools were administered by the investigator through the personal visits to the schools. The Ideal Self and Ideal Staff questionnaires were given to the principals and teachers respectively along with the other tools first, and after collecting the filled in questionnaires the Real Self and Real Staff questionnaires were given to them.

3.7 The Scheme of Analysis and Interpretation of Data

The investigator has used appropriate statistical measures according to the objectives. For the analysis of the data the following statistical techniques have been employed :

1. Univariate Frequency Distribution of the Variables such as :

(a) Institutional Variables : Climate of the schools perceived by the teachers, climate of schools perceived by the principals, Ideal leadership behaviour patterns perceived by teachers, Real leadership behaviour patterns perceived by teachers, Ideal leadership behaviour patterns perceived by principals, Real leadership behaviour patterns perceived by principals, task and person oriented leadership styles perceived by teachers and task and person oriented leadership styles perceived by principals.

(b) Dimensional Variables : Initiating structure (Ideal Self) Consideration (Ideal Self), Initiating Structure (Real Self), Consideration (Real Self), Initiating Structure (Ideal Staff), Consideration (Ideal Staff), Initiating Structure (Real Staff), Consideration (Real Staff), Disengagement, Hindrance, Esprit, Intimacy, Aloofness, Production Emphasis, Thrust, Consideration, Task and Person as perceived by the principals, Task and person as perceived by the Teachers;

2. Mean and Standard Deviation of the above mentioned relevant variables depending upon objectives;
3. t-test, significance of difference between the means of the above mentioned relevant variables;
4. Wherever applicable percentage distribution, Rank Order and Mean Score comparison have been used according to the objectives.

3.8 The Organization of the Study

The report of the investigation is organised as per the following scheme of chapters :

Chapter I : Theoretical Framework of the Study

Chapter II : Review of Related Literature and Research

Chapter III : Plan and Procedure

Chapter IV : Analysis and Interpretation of Data

Chapter V : Consion and Discussion

3.9 Conclusion

In this chapter, the details of procedures, description of tools and scoring are explained. The next chapter is devoted to analysis of data and their interpretations.