

## CHAPTER III

### PROBLEM, VARIABLES AND HYPOTHESES

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✓ As a result of the review of related literature and studies on change processes in education, three broad areas are identified. These areas are:

- a. diffusion process,
- b. innovations and their characteristics as related to the rate of adoption, and
- c. school adaptability and related factors.

In India, the problem engaging the attention of the community in general and educational administrators in particular, is concerned with bringing about rather rapid changes in schools in their programmes and methods of teaching etc. No doubt, the diffusion process and characteristics of innovations are important but these are the basic studies and results of research undertaken elsewhere can more or less be true for Indian conditions as well. Again, a considerable amount of work has already been done in these two areas by rural sociologists.

- ✓ The Indian Agriculture Research Institute has taken and sponsored quite a number of studies about the diffusion process of farm practices and also the characteristics of such innovations as new farm practices, hybrid seeds, chemical fertilisers etc. The school adaptability and the administrator's role in promoting the same have not been studied to any extent. The present inquiry is in the area of school adaptability.

#### SPECIFIC PROBLEM

The specific problem of inquiry in the present investigation is formulated as under:

CONDITIONS  
"AN INQUIRY INTO FACTORS PROMOTING ADAPTABILITY  
IN INDIAN SCHOOLS".

- The problem is concerned with studying conditions associated with the promotion of improvement programmes in secondary schools. There is a dearth of information on factors which serve to inhibit or facilitate the implementation of an innovative practice or a programme in a school. The knowledge of the same would be of considerable help in facilitating future introduction of innovations and designing programmes of school improvement. ✓ In Indian conditions where traditionally the school principal has been put into the key position to initiate, sponsor and support changes, his role in any

programme of improvement occupies an important place. Whether the schools are controlled by private managements or the schools are under government management, the principal's role does not undergo any special change. This was accepted in the early years of the sixties when the NCERT through its Directorate of Extension Programmes for Secondary Education organized as many as fifteen conferences of headmasters for initiating and promoting programmes of school improvement. In addition to the role of the principal, other important factors appear to be the role of the colleges of education and district education officers. The relationship between school principals and their staff is also important in a programme of school improvement. The latter is responsible for developing a particular type of organizational climate which might also influence teachers' morale and their initiative in implementing new programmes and new practices. The problem of inquiry thus revolves round the school principal; his characteristics, psychological and environmental conditions prevailing in the school and their influence on the process of change in the school.

✓ The school usually looks to colleges of education for academic guidance whereas it is connected with the district education officer for financial and administrative problems. Normally the channel of contact of any teacher with a college of education passes through

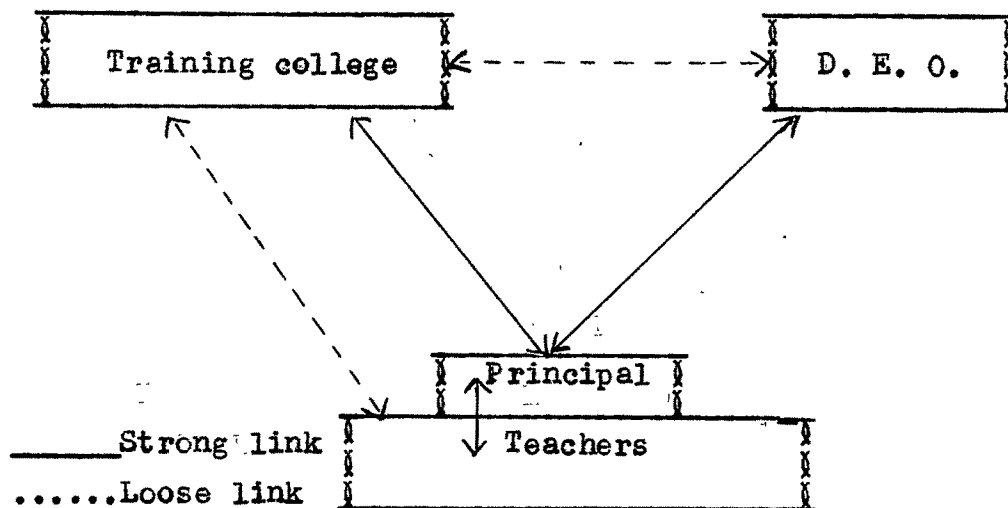
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the principal. The bureaucratic structure and the key position which the principal occupies in it, make it imperative to keep the principal as the main channel of contacts with agencies external to schools. Experience has shown that where colleges of education through their extension services in India, have established direct contacts with teachers, the innovations have not spread beyond the area covered by concerned teachers. Unsupported by the principal, and jeered at by his colleagues, the enthusiasm of the teacher trying out new ideas withers away in a short time. This explains the unproductive efforts of the colleges of education in promoting innovations and change in Indian classrooms through direct work with teachers, bypassing the principal. No major innovation initiated by classroom teachers has ample chances to succeed and spread. According to Brickell,

New types of instructional programmes are introduced by administrators. Contrary to general opinion, teachers are not change agents for instructional innovation of a major type. (Brickell, 1961a, p.22)

Most of the innovative programmes depend almost exclusively upon the school principal. This, however, does not mean that teachers are not the change agents. It only means that major changes affecting the school programme can be introduced easily if the same is introduced jointly by teachers and the school principal together.) Schematically the position of the principal and teachers

vis-a-vis, the training college and the district education officer is represented as under:



The contacts of a college of education with teachers if made directly, are loose and not effective for the installation of a major innovative programme in schools. On the other hand, the chances of the success of the programme are brighter when the college of education enters the school through the school principal and attempts to install a new programme under his leadership and the active involvement of the teachers. This explains the need for a study of the problem and the rationale for selecting the school principal and his characteristics in the study of factors affecting school adaptability.

#### DEFINITIONS OF THE TERMS

##### 1. Adaptability

The developments in science and technology and

the changing social conditions result into a better understanding of the world we live in. They prescribe new living patterns. Adaptability is the capacity to fill the prescription. The schools have to influence the social development and in turn are influenced by society. In fact, schools function at the centre of a swirl of forces that are for ever churning and changing the face of the society. Nowhere the schools could remain aloof from the social upheavals. To quote Kandel,

The story of the gradual decline of Roman education furnishes an excellent illustration of the thesis that when the schools cease to be invigorated by the vital stream flowing in the social group which they serve, they virtually cease to have any real significance. (Kandel, 1933, p. 3)

"Adaptability", as defined by Oxford dictionary (1933), is "the quality of being adaptable; capacity of being adapted or of adapting oneself; potential fitness".

Thus adaptability includes the terms 'quality' as well as the 'capacity' of adapting oneself to changing conditions.

According to Mort (1938a), institutions change because of the conditions of the society in which they find themselves and because of new insights regarding the manner in which the activities of the enterprise may be carried on. These two conditions provide the reasons for the change in medicine, in manufacturing technology,

in transportation, as well as in all fields of education. Mort (1938a) defined adaptability, essentially a synonym for innovativeness as,

...the capacity of a school to take on new and more appropriate educational practices and discard outmoded ones. (Rogers, 1962, p.40)

Again, according to Mort, adaptability — the capacity of a school system to take on newer and more appropriate educational practices, is a means for measuring school quality. He believed that one of the criteria for the judgment of excellence of an institution and for the judgment of quality of an institution is adaptability.

The educators and administrators are always eager to know as to whether they should push harder, ease off, emphasize more on one particular thing or do less of the other in their zestful venture. Herein, the measures of individual or group achievement and efficacy of methodology are essential tools to assess understanding and wisdom in performance of their jobs. The need for measures of quality is greater to them as their job is to find out why some schools are better than others or why some schools inspite of their maximum efforts lag behind. This measure (adaptability), as advocated by Mort and his associates, has proved quite a useful research tool because instruments can be made to measure schools in terms of this definition of 'goodness' of an institution.

Ross, however, says,

...'adaptability' is not an all-embracing definition of institutional goodness, but it is a concrete and discrete facet suitable for measurement. (Ross, 1958, p. 26)

Vincent (1962) felt that the science of adaptability was born out of the lag theory and the theory of the underlying cause of change. He, too, recognizes it as one of the criteria for the judgment 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. (Vincent, 1962, p. 4)

According to Kumpf, adaptability means,

...the discarding of outworn practices and the adoption and invention of newer practices to meet newly emerging needs. (Kumpf, 1952, p.4)

Explaining his point he says that there are certain schools which continuously strive at searching out unknown practices which can cause improvement in their programmes. Such schools do not get satisfied by knowing a few good practices. This predisposition of the system which impels the system to recognize a need and then evolve a practice to meet this need is 'adaptability'. Kumpf considers an adaptable school as,

...one that is capable of continued modification to keep pace with the changing needs and concerns of children as brought about by world and local developments. (Kumpf, 1962, p.6)



Writing about adaptability, he further states,

...the key to progress is supplied by the application of the criterion of adaptability which is used to evaluate educational practices and to point the way in the improvement of education. (Kumpf, 1962,p.3)

Ross describes adaptability as, "the capacity to lean into the future", and regards it as, "an essential ingredient of wise persons and of healthy institutions".

Advocating it further, he writes,

...without it, there is no tone, no integrity in the performance of responsibility, no liveliness in the service of purpose. (Ross, 1958, p. 1)

Rogers (1962), classifies his adopter categories on the basis of a person's innovativeness. He defines innovativeness as,

...the degree to which an individual is relatively earlier in adopting new ideas than the other members of his social system. (Rogers, 1962, p. 20)

Miles, writing about the innovativeness of a system, says,

A healthy system would tend to invent new procedures, move toward 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. (Miles, 1965, p. 20)

The same concept of innovativeness is also used

by Seger and Holdaway (1968) while developing the indices of innovativeness to measure the role of the principal's effectiveness in educational innovations. Immegart and Pilecki (1970), uses adaptability as one of the criteria to assess the organizational output. Therein, they define adaptability as,

...the extent to which an organization solves problems and reacts with flexibility to changing environmental demands. (Immegart and Pilecki, 1970, p. 63)

Considering the views of various educationists mentioned above, the definition of 'Adaptability' accepted by the investigator in the present study is;

Adaptability is the capacity of a school to accept new ideas. It is synonymous with innovativeness.

## ✓ 2. Innovation

Any idea that is perceived as new by the individual is an innovation. It is a phenomenon that just always happens in everybody's life, more specially so in that of a teacher in the school. What one requires is the eye to see, an inquisitive mind to question and go deep into the newness perceived and finally a stubborn will to experiment with.

While observing in everyday practice, even casually, there is always a chance of noticing something that will raise a doubt about an existing practice. The

doubt will sometimes be followed by an idea about ways in which the practice might be improved. Whatever the source of the idea, the next stage will ordinarily be to find out if it works. This is innovation.

Oxford dictionary defines innovation as,

...the action of innovating, the introduction of novelties; the alteration of what is established by the introduction of new elements or forms.

Barnett has defined innovation as,

...any thought, behaviour or thing that is new, because it is qualitatively different from existing forms. (Barnett, 1953, p. 1)

Rogers defines innovation as,

...an idea perceived as new by the individual. (Rogers, 1962, p. 13)

According to him, it is the novelty of the idea to the individual that determines his reaction to it. It does not matter much whether or not an idea is objectively new as measured by the amount of time between adoption and its first use or discovery. Miles defines innovation as,

...a deliberate, novel, specific change, which is thought to be more efficacious in accomplishing the goals of a system. (Miles, 1964, p. 14)

Innovations in education have a defined, particular specified character, rather than diffused and

vague. In a system they affect either one or more parts of the system and may get rejected, modified, accepted or maintained by the system. In spite of their utility and fruitfulness they are not easily accepted.

✓ It has been found that some innovations get diffused immediately while others take something like fifty years to get diffused. From various studies, it is found that there are certain characteristics which help an innovation in its rate of adoption. The five general characteristics as given by Rogers can be listed as under:

- a. Relative advantage:- It is the degree to which an innovation is superior to ideas it supercedes.
- b. Compatibility:- It is the degree to which an innovation is consistent with existing values, and past experiences of the adopters.
- c. Complexity:- It is the degree to which an innovation is relatively difficult to understand and use.
- d. Divisibility:- It is the degree to which an innovation may be tried on a limited basis.
- e. Communicability:- It is the degree to which the results of an innovation may be diffused to others.

(Rogers, 1962, p. 124) |

## X PURPOSE

The quotation below focuses upon the crucial problem of promoting school adaptability. It also throws light on the purpose of the present inquiry:

The crucial role of school administrators in causing a school to be more or less innovative warrants special emphasis. Innovative school administrators might be expected to maintain close contact with laboratory or experimental schools and with universities through enrollment in graduate work or attendance at conferences and workshops. Demeter concluded, building principals are key figures in the process. Where they are both aware of and sympathetic to an innovation, it tends to prosper. Where they are ignorant of its existence or apathetic if not hostile, it tends to remain outside the blood stream of the school. (Rogers, 1965, p. 61)

✓ Essentially, the major reason that has stimulated the present research is the urge to go deep into the change process through which the Indian schools are passing. The process has been slow, rather than rapid, broken rather than smooth, uncontrolled or unplanned rather than deliberate and planned. The process of change in Indian schools has not caught the imagination of researchers as is the concern shown by the community and administrators to initiate change and install new ideas in schools. Programmes of change continue to be initiated and before they are absorbed in the system, they wither away. More teachers are exposed to new ideas and more frustration results when these ideas do

not find a place in the classroom. The role of the principal is emphasized but no sustained efforts are made to build him as a change agent. Essentially, this study has before it the following purposes:

- x 1. To find out to what extent the principal contributes to promoting school adaptability.
- ✓ 2. To what extent the principal's attitudes, perceptions and his professional training are linked up with promoting educational change in the schools.
- ✓ 3. To find out whether there are certain characteristics of the principal which contribute to the innovativeness of the school more than other traits.
- ✓ 4. To attempt to develop a prediction equation to predict/ school adaptability from the knowledge of principal's perceptions, attitudes, professional experiences, etc.

✓ Admittedly, the present investigation is concerned only with the principal's characteristics as related to school adaptability, and not with a large number of other factors which may also influence the change process in the schools.

## VARIABLES

The major variables under study in this investigation concern those connected with the school principals. They constitute the independent variables. These variables have been grouped under seven broad categories.

### Category 1 - Demographic

Under this category are included:

- a. age of the principal,
- b. educational level,
- c. amount of inservice training experiences,
- d. experience in the profession,
- e. experience as a principal,
- f. duration of service in the same school.

All these variables are suspected to be associated with the flexibility a principal possesses and also the degree of openness of a principal which may contribute to his being innovative or the otherwise.

### Category 2 - Institutional

Under this category are included such variables which are the outcomes of the psychological reactions of the principal to the institutional environment. These variables are further subdivided under two subcategories:

- a. Role perceptions, and
- b. Perceptions of superior and superior relations.

a. Role Perceptions

- (i) role satisfaction,
- (ii) feeling of security,
- (iii) self-rated administrative ability,
- (iv) perceived peer-rating of administrative ability,
- \*(v) perceived inspector-rating of administrative ability,
- (vi) perceived training college personnel-rating of administrative ability,
- (vii) perceived teacher-rating of administrative ability.

b. Perception of superiors and superior relations

- \*(i) reported performance feedback from the district inspector of schools,
- (ii) reported performance feedback from the training college personnel,
- \*(iii) perceived change orientation of the district inspector of schools,
- (iv) perceived change orientation of the training college personnel,
- \*(v) perceived equalitarian relationship with the district inspector of schools,
- (vi) perceived equalitarian relationship with the training college personnel,
- \*(vii) perceived district inspector of schools' support of innovation,

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\* The terms district inspector of schools (DIS) and district education officer (DEO) have been interchangeably used in this and the subsequent chapters.



- (viii) perceived training college personnel's support of innovation,
- (ix) perceived teachers' support of innovations,
- (x) principal's perception of the ability of the training college personnel to provide expert guidance.

### Category 3 - Communication behaviour

Studies have shown that the communication behaviour of the principal has some relationship with his innovativeness. The communication behaviour includes his membership of professional associations, exposure to mass media, educational literature etc. The following variables have been grouped in this category:

- a. general mass media exposure,
- b. number of non-professional journals read regularly,
- c. number of educational journals read regularly,
- d. frequency of professional meetings attended,
- e. number of organizational membership,
- f. inter-school visitation.

### Category 4 - Psychological and personality

Under this category only two variables have been included. They are:

- a. cosmopolite orientation, and
- b. need for autonomy.

The review of past researches has revealed that the principal who has seen the working of a number of institutions in different parts of the country and one who is in contact with educational experts at the State and national level, is more innovative. At the same time, the way in which a principal feels the importance of autonomy in the development of the school and one who has the will as well as the freedom to take initiative in taking independent decisions is likely to introduce more changes in school.

Amongst the psychological variables, these two variables have been found to be associated with innovative principals and therefore are included in this study.

#### Category 5 - Community

A school does not exist in vacuum. The school is the product of the needs of the community and therefore it influences the community and is influenced by the community as well. Unless the community approves, the changes introduced in the school will not be absorbed. Studies in other countries have shown that very few changes have been brought in schools when the community has not approved such changes. The variables included here are:

- a. community involvement in the school,
- b. parents involvement in the school,
- c. type of community where the school is located,

- d. educational level of the community,
- e. interest of the management.

#### Category 6 - Organizational climate

Under this category are included those dimensions which interact mutually to produce what can be called as the 'Organizational Climate', in the schools. These variables have been selected from the studies by Halpin (1963) in the area of organizational climate. The variables are:

- |                  |                        |
|------------------|------------------------|
| a. disengagement | e. aloofness           |
| b. hindrance     | f. production emphasis |
| c. esprit        | g. thrust              |
| d. intimacy      | h. consideration.      |

#### Category 7 - Miscellaneous

It was considered proper to include the following variables also. These variables pertain to the location of the school and some of the demographic characteristics of school teachers. The variables are:

- a. size of the school,
- b. distance of the training college in the city from the school,
- c. distance of the training college outside the city from the school,
- d. median age of the teachers,
- e. median experience of the teachers.

✓ All these variables have been taken as independent variables and their effect is sought to be studied on the school adaptability.

The criterion variable in the present study is adaptability which has been already discussed earlier in this chapter.

#### THE HYPOTHESES

As already discussed, the major purpose of this inquiry is to uncover those variables from amongst a number of principal's characteristics and his perception of the school environment which contribute to promoting the adaptability of the school. Specifically, this study should be able to shed light on answering the following questions:

- (i) Do principals' demographic variables contribute to promoting adaptability of his school?
- (ii) Do the institutional factors like role perception, role satisfaction, security etc. within the school environment play any role in promoting school adaptability?
- (iii) Do such factors as feedback from the DIS, feedback from the training college

personnel and the perception of the equalitarian relationship with DIS and training college personnel influence school adaptability?

- (iv) Do such factors as principal's cosmopolite orientation, his exposure to inservice educational programmes and his behaviours like inter-school visitation, reading of professional literature etc. bear any relationship to the innovativeness of the school?
- (v) Do community characteristics like the educational level of the community, involvement of the community in the school programmes, interests of the management, contribute to promoting rapid changes in the schools' programmes and practices?
- (vi) Do the factors which together are responsible for developing school climate such as disengagement, hindrance, aloofness, consideration etc. influence in anyway the process of change in the school?
- (vii) Does the full model multiple linear regression equation containing scores on

various principal's characteristics predict the adaptability of the school in a more significant way than the highest zero order correlation?

✓ If these questions are to be answered, it is necessary to study the effect of a large number of variables on school adaptability. The rationale for formulating each hypothesis is based on the study of literature and scrutiny of research findings in the past.

Variable 1 - Age of the principal

A number of studies indicate that younger persons are more energetic, enthusiastic and are ready to take risk. Being young, they are less rigid, less conditioned by old cultural patterns, comparatively free from any bias and therefore are more receptive to change. However, there are other studies which indicate that the young principal without experience does not develop insight into educational innovations. It is only a combination of young age and considerable experience that is likely to promote innovativeness in a principal; but this is contradictory in nature. The hypothesis formulated is the null hypothesis.

"The age of the principal does not influence the degree of school adaptability".

Variable 2 - Educational level of the principal

Education is able to help a person to look at things in a more scientific way for the fulfilment of goals at hand. High educational attainment generally provides a sound professional competence. The hypothesis is,

"Educational level of a principal and his innovativeness bear significant relationship to each other".

Variable 3 - Amount of inservice training experience

The educationists plan programmes of inservice education of school principals under an assumption that a periodic programme of inservice training results into their professional growth and thereby they become more innovative. In fact, the entire programme of inservice education through the net-work of extension services departments in the country aims at bringing about change or improvement in the schools through the professional growth of principals and teachers. The principal must keep himself abreast of new ideas in education if he has to provide instructional leadership to his staff. He should have the capacity to identify and should have the skill to develop innovativeness in his own staff. In absence of inservice education, the principal is likely

to fall in the rut which will prove an educational graveyard for him. The hypothesis formulated for being examined in the present investigation is a research hypothesis rather than the null hypothesis. The hypothesis is,

"The principal undergoing regular programmes of inservice education adopts more innovations".

#### Variable 4 - Experience in the profession

Generally, it is believed that long teaching experience infuses greater confidence in the principal for trying out new school practices as risk taking behaviour helps him in facing adverse results or criticisms from peers. The depth of vision in the profession generally helps him from the beginning to scrutinize the problem rightly and immediately. The hypothesis in the present study is,

"Schools having principals with long teaching experience are more adaptable".

#### Variable 5 - Experience as a principal

In our country, the principal has to work both as an administrator as well as a teacher. Being a principal for a long time helps him to solve a number of administrative problems independently in his own way



without the help of other staff members, but the other part of his personality in the school suffers considerably. Being involved in problems of administration, the principal loses touch with the academic problems and very soon he becomes out-dated. The longer he remains as a principal, more rigid he becomes. He loses initiative and attains a type of rigidity which denies his staff <sup>the</sup> encouragement to be innovative. It appears that the experience of a person as a principal per se may not be a contributing factor to his innovativeness. The hypothesis formulated is the null hypothesis, i.e.,

"The experience of an individual as a school principal is not related to the adaptability of the school".

#### Variable 6 - Duration of service in the same school

The hypothesis formulated in the present study is a research hypothesis. It is hypothesized that,

"Schools having principals with a long tenure have a greater degree of adaptability than those having principals with a short tenure".

#### Variable 7 - Role satisfaction

The hypothesis being examined in this study is,

"Greater the satisfaction a principal has in performing his role, the higher is the degree of adaptability of the school".

Variable 8 - Feeling of security

The hypothesis being examined in the present study is,

"The feeling of security of a principal and the adaptability of a school are positively related".

Variable 9 - Perceived self-rated administrative ability

The principal in his capacity as the administrator has to mind a number of problems arising from day-to-day administration. The school adaptability is likely to depend on the administrative ability of the school principal. The hypothesis being examined in this study is,

"The principal of a more adaptable school rates his administrative ability higher than the principal of a less adaptable school".

Variable 10 - Perceived peer-rating of  
administrative ability

Generally, peers play a dominant role in the life of a person. How others, especially, people from his group think about him or what they expect of him,

affects his behaviour to a great extent. A principal looks out especially to his peers, for their reactions about his performance. When he feels that he is held high in their opinion, he is motivated to march ahead with his innovative ideas and experiments. The hypothesis formulated with respect to this variable is,

"Perceived peer-rating of the administrative ability of the principal and the school adaptability are positively related".

Variable 11 - Perceived inspector-rating of  
administrative ability

The district education officer exerts a powerful influence on school programmes. This is specially so as the DEO's functions include supervision as well as inspection. In his role as a supervisor he promotes innovations. In his role as an inspector he evaluates the school and sanctions the grant. The school principal is always anxious to find out his reactions towards new programmes initiated in the school. He is also concerned as to how his administrative ability is rated by the DEO. At times there is a conflict between principal's perception of his role as a change agent and the expectations of the DEO, giving rise to a role conflict in the principal. The hypothesis being examined is formulated as,

"Principal's perception of inspector's rating of his administrative ability is significantly related to the adaptability of the school".

Variable 12 - Perceived training college personnel  
rating of administrative ability

Training college personnel are generally looked upon as persons with sound educational judgment, broader outlook and having a high calibre for rating the ability of school principal to bring about the educational change. Naturally, when a principal perceives that his administrative ability is held high by teacher educators, he develops greater confidence in his role as a change agent. A school principal values quite high the ratings of his administrative ability by a teacher educator and especially the extension worker because he knows that his rating is done against the background of the ability of principals of other schools with whom the training college personnel are in contact. The hypothesis formulated in the present study is,

"Principal's perception of training college personnel's rating of his administrative ability is significantly related to the adaptability of the school".

Variable 13 - Perceived teacher-rating of  
administrative ability

While working in a social system like a school, a principal is concerned about the perception of his administrative ability as rated by his teachers. His perception as to how his teachers rate him influences his morale and gives him greater confidence in pursuing his programmes. Thus, his perception of the rating of his administrative ability by teachers determines to a considerable extent his ability to develop new programmes and innovative practices. The hypothesis under study in this investigation is,

"A school principal who perceives a higher teacher-rating of his administrative ability adopts more innovations than other principals".

Variable 14 - Reported performance feedback  
from the district education officer

The hypothesis formulated with respect to this variable is,

"There is a significant relationship between the reported performance feedback from the district education officer and the adaptability of the school".

Variable 15 - Reported performance feedback from  
the training college personnel

The hypothesis formulated with respect to this variable is,

"There is a significant relationship between the reported performance feedback from the training college personnel and the adaptability of the school".

Variable 16 - Perceived change orientation of  
the district education officer

Experience shows that when a school principal feels that the education officer of the district believes in change and innovation, he usually feels encouraged to introduce new practices in his school. The hypothesis, therefore, is,

"The school adaptability and the perceived change orientation of the district education officer by the principal, bear a significant relationship with each other".

Variable 17 - Perceived change orientation of  
the training college personnel

If the training college has a high degree of change proneness, the schools with which the college is in contact, are likely to be change oriented. If the principals of schools cannot perceive any change

orientation on the part of training college personnel, they are not likely to be stimulated to adopt new practices. The hypothesis is,

"The school adaptability and the perceived change orientation of the training college personnel by the principal, bear a significant relationship with each other".

Variable 18 - Perceived equalitarian relationship  
with the district education officer

A principal who does not suffer from a feeling of inferiority before the district education officer, but who feels that both of them are equal partners in the task of bringing out school improvement is likely to be more innovative. The hypothesis is,

"Principal's perception of equalitarian relationship with the district education officer is significantly related with the adaptability of the school".

Variable 19 - Perceived equalitarian relationship  
with the training college personnel

The hypothesis formulated is,

"Principal's perception of equalitarian relationship with the training college personnel is significantly related with the adaptability of the school".

Variable 20 - Perceived district inspector of  
school's support of innovation

The hypothesis formulated for this study is,

"Greater the district education officer's support of innovation as perceived by the principal, the higher the adaptability of the school".

Variable 21 - Perceived training college  
personnel's support of innovation

In absence of well organized professional associations of teaching personnel and the underdeveloped concept of academic supervision by inspectors of schools, the training college remains the only agency promoting and supporting innovations in Indian schools. The hypothesis formulated for this variable is,

"The principal who perceives a better support of innovations by training college personnel, adopts more innovations than other principals".

Variable 22 - Perceived teachers' support of innovation

However capable a principal might be, he is highly dependent on the teachers for the success of the innovations he plans. Half the battle is over when the teachers get convinced about the utility of an innovation and the beneficiality of the same. Their entire attitude



towards the same becomes more meaningful and positive. A sense of shared-participation in the programme becomes a more meaningful force in motivating change than anything else. The hypothesis formulated is,

"There is a significant positive relationship between the perception of the principal of the teachers' support of an innovation and the school adaptability".

#### Communication behaviour

Demeter while generalizing the salient factors in the introduction and diffusion of practices in the Metropolitan School Study Council schools, observes,

...Building principals are key figures in the process. Where they are both aware of and sympathetic to an invention, it tends to prosper. Where they are ignorant of its existence, or apathetic if not hostile, it tends to remain outside the blood stream of the school. (Demeter, 1951, p. 23)

We can conclude from the above statement that a principal, in order to increase the adaptability of his school has to keep himself abreast of new innovations and practices. Anybody, who is to be an innovator or an opinion leader has to be in constant touch with scientific information sources, as well as to be in close contact with other innovators and sources which are of impersonal nature.

For this, the present day communication revolution has proved to be of immense help. We cannot underestimate influence of such mass media of communication as newspapers, magazines, radio, television, etc.

Advocating the services of these mass media brought by the technological revolution, Jennings (1964) quotes Hardy as under,

...We ought, today, to be grateful for one especial gift which the technological revolution has brought us. It may have faced us with difficult issues in education, but it has also blessedly handed us new tools for their solution. We have in radio, in film, in television, in travelling exhibits, and in the infinitely cheap reproduction of news sheets, paintings, posters, pamphlets, books and wall newspapers, vital new media by which the world can be elucidated and brought to our understanding. (Miles, 1964, p.575)

The degree to which the principal is exposed to this communication behaviour, determines his attitude to change and innovativeness.

Under communication six variables have been studied:

- a. General mass media exposure,
- b. Number of non-professional journals read regularly,
- c. Number of educational journals read regularly,
- d. Frequency of professional meetings attended,

- e. Number of organizational membership,
- f. Inter-school visitation.

Variable 23 - General mass media exposure

Over and above keeping in touch with the general news of the country and world at large, when a principal prefers reading educational articles, new scientific inventions or reviews of researches in different magazines, journals as well as in newspapers to reading simple news items, or hearing a radio, be it in area of education or any other allied science, he gathers a lot of material to brood upon as well as to experiment with.

Advocating the same ideas, Miles writes,

...the mass media influence the processes and rate of educational innovation by stimulating the desire for change, aiding communication between educational decision-makers and the larger society, and serving occasionally as a kind of feedback device on the public's attitudes toward particular innovative efforts. (Miles, 1964, p. 645)

The hypothesis formulated with respect to this variable is,

"A principal who is more exposed to mass media, adopts more innovations".

Variable 24 - Number of non-professional  
journals read regularly

Reading about subjects other than one's own

profession, gives a person a sort of courage and boldness in one's professional role. He feels confident while participating in casual discussion with others. The hypothesis being examined is,

"A principal who reads a greater number of non-professional journals regularly, adopts more innovations".

Variable 25 - Number of educational journals read regularly

To be aware of the new ideas in education, it is necessary for the principal to read a number of professional journals. It is a very convenient medium through which the principal can keep himself aware of the new innovations taking place in far off countries as well as in his own country. The reviews, the abstracts as well as the reports of experiments undertaken and published in journals with due comments give insight into the new practices even without visiting personally the places where these experiments take place.

The two studies by Frank Bolander (1952) and Margaret Bushnell give us the idea as to how teachers, administrators and laymen interested in education were benefitted by reading the three journals, viz. 'Exchange', 'Know-how', and 'Central ideas', while trying to improve their own ideas. They reported that the ideas expressed

in the aforesaid journals were getting new twist, new extension and new application by the readers. It means that reading about innovations stimulates better as well as more novel ideas which were not dreamt before.

Buley writing about an alert teacher concluded that,

...the ownership of a large personal library gives a significant clue.....the mere fact that an individual thinks enough of books to want to possess them, signifies a quality which when present in a staff, stimulates it to move out on the "growing edge" of educational advancement".  
(Buley, 1947, p.60)

Based on this thinking, the hypothesis formulated is,

"There is a significant relationship between the number of educational journals read regularly by a principal and the adaptability of the school".

#### Variable 26 - Frequency of professional meetings attended

The extension centres of colleges of education, in order to promote new ideas and changes in the schools, periodically arrange professional meetings on the district, State and national levels. The underlying aim is to facilitate diffusion of new ideas by bringing together teachers, principals/headmasters with varied capacities, abilities, perceptions, experiences and ideas

from different parts of the State as well as the country. Teachers and principals are thus brought together face-to-face to discuss new ideas as well as to find solutions to their administrative or academic problems. The innovators narrate their own experiments by giving concrete examples of the results gained. Those who are 'timid' so far as professional enterprise is concerned, muster courage to adopt the tried out innovations after hearing about the strength and weaknesses, as well as the successes and failures of the same.

One of the salient factors according to Demeter (1951) in introduction and diffusion of practices in Metropolitan School Study Council schools was the regional meetings for the principals and supervisors. He believed that such meetings played an important role in the introduction and effective use of new materials. The hypothesis being examined with respect to this variable is,

"The adaptability of a school is significantly related to the frequency of professional meetings attended by the principal".

#### Variable 27 - Number of organizational membership

In the previous paragraphs it is seen that the more a principal comes into contact with persons from different regions and places, the better he finds himself

equipped with new ideas. Membership of educational organizations brings him in closer contact with other principals. The closeness as a result of being the member of the same organization helps him in solving certain problems which are of special nature and which cannot be discussed in large formal meetings. The hypothesis is,

"A principal of a school with high adaptability holds membership of a greater number of educational organizations".

#### Variable 28 - Inter-school visitation

One of the most inhibiting factors as far as school adaptability is concerned is the lack of communication between schools trying out new practices. Experience has shown that schools at times do not know anything about new practices introduced even in the neighbouring school. There is <sup>a</sup>lack of communication between the schools and also within the school. As a result of this, a large number of classroom innovations go unnoticed and undiffused. Professional journals, bulletins publishing new trends in school practices, research bulletins, etc., constitute some of the channels of communication. They are no doubt useful but they cannot replace the direct experience of seeing a new practice in action which is possible only through

inter-school visitation. With respect to this variable, the hypothesis formulated is,

"The adaptability of a school is related significantly to the extent of inter-school visitation programmes of the principal".

#### Variable 29 - Cosmopolite orientation

Rogers (1962) defines cosmopolitaness as 'the degree to which an individual's orientation is essential to a particular social system'. Cosmopolite individuals are those who are oriented significantly to the outside world. Merton distinguishes between social role and orientation as under:

Role refers to the manner in which the rights and duties inherent in a social position are put into practice; orientation refers to the theme underlying the complex of social roles performed by an individual. It is the theme (tacit or explicit) which finds expression in each of the complex of social roles in which the individual is implicated.  
(Merton, 1957, p. 393)

The localites largely confine their interests to the community in which they live. The local community constitutes their world. They tend to ignore the 'great world'; they are parochial.

Cosmopolite while still showing interest in their own community, are not deeply rooted in traditions,



values and ideas of the narrow community. They enjoy travelling, reading a wide variety of material, mixing with people of their own category and status from other communities of the country as well as foreign countries with full confidence in themselves. They are always eager to use and prove their specific skill, invite free open academic discussions. They seem to have varied interests as a result of extensive travelling in different parts of the country and world at large.

Localites and cosmopolites differ in every walk of behaviour like their interpersonal relationship, types of organization of which they are the members, their reading habits, their sources of information, friendship choices, social status, etc. etc. The cliques and formal organizations to which innovators belong are likely to include other innovators as members. The innovators' reference groups are more likely to be outside the system, rather than within their social system. The hypothesis is,

"The school adaptability and the cosmopolitaness of the principal are significantly related".

#### Variable 30 - Need for autonomy

A principal who is given full freedom and also power to take decisions has greater scope to try new

ideas and new practices. On the other hand a principal who lacks such an autonomy is always hesitant to initiate any new practice or programme in the school. He is constantly concerned with the reactions which a new programme may generate in the management. The degree of autonomy enjoyed by the principal would naturally contribute to the school adaptability. This is true, however, only in case of a principal who is professionally oriented. In India, there is no special training programme for a principal. A trained graduate is eligible to be a principal with some experience or even without any experience in teaching. Such principals are not likely to aspire for autonomy and the presence or absence of autonomy may not influence the adaptability of the school. As far as this variable is concerned, the hypothesis formulated is,

"The need for autonomy felt by the principal is not in anyway related to school adaptability".

Variable 31 - Principal's perception of the ability  
of training college personnel to  
provide expert guidance

Earlier in this chapter it is already established that the training college influences greatly the innovativeness of a school. The staff of a training college through the extension services department works with a number of schools. A few schools develop varying

images of the ability of the training college personnel to provide expert guidance. This is true with respect to all institutions at the State and national level administering extension programmes. Where the school principal does not develop a favourable image of the ability of the training college personnel to provide expert guidance, the principal will not accept the suggestions or programmes sponsored by the training colleges. On the other hand, where the principal develops a feeling of confidence in the ability of the training college to provide guidance, a mutual climate of trust is created and the school becomes innovative. The hypothesis formulated for being examined is,

"The adaptability of a school is related positively to the principal's perception of the ability of the training college to provide expert guidance".

### Community

Social norms constitute the most frequently occurring patterns of overt behaviour for the members of a particular social system. A system's norms can be an incentive or a barrier to the adoption of new ideas. One of the barriers is the attitude of the public - the community around, from which the school draws the pupils. There are businessmen, industrialists, professionals,

skilled and unskilled workers who exhort schools "to return to the fundamentals" only. Hardly do they understand their responsibility, for, in the world which changes so rapidly, the only knowledge of fundamentals is not going to guarantee either competence or resourcefulness in the individuals to cope up with the problems of tomorrow's world. It is here that the community can be a barrier or a helping agent to promote changes in schools.

The community can help the schools by showing its "goodwill" by willingly supporting the school financially, or by showing favourable attitudes, interests and concern in the programmes of the schools. The leaders and prominent figures can contribute their rich experience by way of taking honorary classes and giving talks to the children. Any such gesture helps the school authority in taking up new programmes. All these depend on the educational level, the occupational level and the social factors working towards the betterment of the education of their children.

#### Variable 32 - Educational level of the community

The hypothesis under examination is,

"The adaptability of a school is positively related to the educational level of the community".

Variable 33 - Community involvement in the school

The concern of school administrators with school community relations has increased in the last twentyfive years. An increased number of references in professional journals to citizens' activity in educational planning is an evidence of increased activity in this area. The necessity of using numerous media of communication based on a deeper understanding of community forces was found to be an important factor in developing closer relationship by researchers.

A principal cannot sit back finding himself handicapped by the public attitude. For meeting the ever-increasing and challenging demands of the society, he is supposed to take the community into confidence. It is the duty of the principal to stimulate the imagination of the community about better education, to make them aware of the comprehensive changes needed for modernization.

One of the ways to develop such an understanding in the community is to involve citizens in educational matters. The more they are made to understand the educational needs of the day and the basic elements of good education, the better would be the support and deeper would be their interest in the means of improving education.

The evidence to this line of thinking can be seen in the conclusion given by the Committee of 14 (1949) as under:

There is mounting evidence to show that whatever schools have drawn the public into processes of planning, policy formation, discussion of objectives and methods to meet these objectives, such schools have been superior to what otherwise might have been expected. (Kumpf, 1952, p. 133)

Knowing at least some of the factors of the community which are closely related to the adaptability of the school, the principal has a springboard from which he can launch a series of activities which should result in greater adaptability.

But to gain the support the principal should make the most of the interest and concern shown by the citizens. The outcomes of the innovations should be discussed by the principal before and after the experiment with the interested group so as to make them feel that they too have a stake in the outcome of the innovation. The principal should try to involve those with high educational background, as well as those respected citizens whose opinions carry weight in the community. All such attempts do facilitate a keener sense of responsibility on the part of the community for a better quality in education. The hypothesis in the present investigation is,

"The school adaptability is significantly related with the extent of community involvement in the school".

Variable 34 - Parents involvement in the school

One of the most powerful inhibiting forces in introducing changes in schools is considered to be parents. Their resistance makes it difficult if not impossible for the school authority to start new experiments. At times even minor changes like school-timings, uniform, examination policy, etc. etc. meet with strong resistance. Many parents feel that changes for the better in education are fine, but they should not be made if they interfere with teaching of the basic fundamentals. At times, they just get irritated with simple changes which hardly affect them directly. Behind this strong or mild resistance, is found their ignorance of the reality. As a result, most of them remain just neutral which too can neither facilitate change nor give a clear line in introducing change. Most parents know little about what the schools are like, much less what they could and should be. This is all because of the lack of participation on the parts of parents and also the lack of involvement of the parents in the programmes of the schools.

Flaherty's (1947) study revealed the fact that

about one-third of the parents and pupils are uninformed in respect to a broad curricular programme.

The need here is to involve parents in various ways in the school activity. If the principal makes it a point to involve them in one way or the other in school programmes they will enjoy their sharing and they will feel responsible for the outcomes and naturally they will feel themselves responsible for the welfare and updating of the school. It is only out of such involvement that they start understanding more keenly the need and values of educational change. The hypothesis for this variable is,

"The school adaptability is significantly related to the parents' involvement in the school".

#### Variable 35 - Interest of the management

It is a general experience that the members of the managing committee of the schools are persons who are respected in the society for the vital roles they play for the welfare of the society. They serve as a link between the society and the professional staff.

With the growing needs of society, the school funds run short while trying out new ideas and practices. It is not that the new experiment will always be successful. It might fail even after spending a good



amount. But to be a pioneer one has to take the risk of failure. It is a question of losing a couple of hundred rupees and gaining tons of experience and insight in return. It is here that the management can help the principal in getting over the failure by giving encouragement as well as further financial aid for trying new practices.

The duty of the principal here is to keep the members of the managing committee well informed of all significant developments happening in the school as well as of the developments taking place in other schools. This will make them more aware of the needs of the day and of the measures to meet them. When a principal is confident of the support of his management in providing him with financial assistance as and when needed, he keeps on adopting newer and newer practices with full confidence.

Again when the members of the managing committee continue taking interest by meeting the principal and staff in informal way when a new experiment is going on, the principal, the personnel in charge of the new experiment as well as the pupils involved thereon, feel elevated and try to put in their best to show the results. Money does matter but sincere concern about a problem goes deep into the heart. For raising the adaptability, neither purse alone, nor lop encouragement by itself can work. It is the sincerity along with continued moral

support that can encourage the principal in trying out new ideas. The hypothesis in the present investigation is,

"The adaptability of a school is significantly related to the interest taken by the management in the school programme".

Variable 36 - The type of community

Schools are located in urban as well as rural areas. The hypothesis being examined is,

"The adaptability of a school is not significantly related to the type of community where it is located".

Variable 37 - Size of the school

It can be assumed that in larger schools, the variety of cultural characteristics creep in automatically. There are variations in educational levels, cultural levels, occupational levels as well as physical and mental health too. All these variations bring colour to the school and also pose problems in satisfying the needs of different levels of culture as expected by the parents. The problems of gifted, backward and handicapped as well as maladjusted children also pose a threat to the authority.

Still among these variations, a few sparks from the parents, those ranking high in social status, intelligence and social responsibilities add colour to the tone of the school. The contribution of parents and enlightened guardians has already been discussed in previous pages.

Again larger schools have bigger staff and there is every chance of some one or the other picking up a new idea and introducing the same. The hypothesis being tested is,

"The school adaptability and the size of the school are significantly related".

Variables 38-39 - Distance of the school  
from the training college  
and school adaptability

This variable has been treated in two ways. One deals with the schools located in the same place as the training college. In the second case the schools are located in the moffusil area are considered. In both the cases the same hypothesis is being examined.

"The more adaptable schools are located near the training colleges".

Variable 40 - Disengagement

Teachers' disengagement is one of the dimensions

contributing to the development of the school climate. Teachers working with this tendency do not have group goal. They simply carry out the orders or the task as and when directed by the principal. With such teachers in the school, there is little initiation of new ideas or experiment. In schools having teachers with such tendency, there is little likelihood of innovations being initiated by teachers. However, this does not mean that the principal cannot initiate innovation. In fact, when teachers simply carry out the orders or directions of the principal, there is a tendency of blind acceptance. The hypothesis formulated with respect to this variable is,

"The school adaptability is not significantly related to the tendency of disengagement on the part of the teachers".

#### Variable 41 - Hindrance

Hindrance refers to the teachers' feeling of "being unnecessarily burdened" by the principal with routine duties, reports and other requirements which they feel unnecessary. This feeling is found prevailing mostly in schools with closed as well as controlled type climate. It is apparent that when the teachers feel their daily work burdensome, they would hardly think of adding anything new in the form of a new experiment or idea in

their routine job. Like disengagement this feeling may not enthuse the teachers to initiate new ideas but it may also not influence the principal's programme of initiating new ideas. The hypothesis being examined is,

"The adaptability of the school is not significantly related to the feeling of hindrance on the part of the teachers".

#### Variable 42 - Espirit

Espirit refers to "morale". "Morale" according to Marry Estill (1945), "includes confidence, joy and zest in work and the co-operative esprit".

The satisfaction on the part of the teachers itself includes a good feeling towards the institution as well as the job. The state of participants' morale may spell the success or the failure of the endeavour at hand. Marry Estill (1945) warning against low morale in the group wrote, "Mental old-age in some faculty members may breed mental laziness in others, and institutional morale may suffer". When there is high morale, the group is sufficiently motivated to overthrow the difficulties and frustrations in the new job i.e. the new experiment on hand. The output of work increases considerably, for, a group with high esprit always identifies the institution with one's own self and feels

proud of being therein. The hypothesis is,

"The feeling of esprit amongst teachers and school adaptability are significantly related".

#### Variable 43 - Intimacy

Intimacy refers to the teachers' enjoyment of friendly social relations with each other. The social needs satisfaction here is not necessarily associated with the task accomplishment.

A friendly social atmosphere places the teacher in a better "psychological" state for the acceptance of and willingness to try new ideas. The hypothesis is,

"The feeling of intimacy among the teachers and school adaptability are significantly related to each other".

#### Variable 44 - Aloofness

Aloofness refers to the behaviour of the principal which is formal and impersonal. Principals with this type of behaviour run the organizations in a businesslike and impersonal manner. Whatever they do, they do according to framed rules and policies, and just "go by the book". They keep themselves emotionally at a distance from the teachers. They have an authoritarian outlook of life having quite closed way of thinking. They

protect themselves from contact with facts and events that are incongruent to their own beliefs. As a result they express themselves only through a set of formal, impersonal rules. Principals with this characteristic behaviour lead the organization to a closed type climate where new ideas and innovations hardly enter. The hypothesis formulated for this variable is,

"The principals of non-adaptable schools have a greater tendency to remain aloof than those of adaptable schools".

#### Variable 45 - Production emphasis

Production emphasis refers to the behaviour which is characterized by close supervision of the staff. The principal with this behaviour not only have close supervision of the staff but is also highly directive. The communication is only one way. One can conclude that in absence of close working relationship and a sharing of decisions, the staff loses its initiative and is not likely to initiate new ideas and practices. This behaviour of the principal, however, is likely to help him "to push through" new practices. These practices may persist only if the principal will be in a position for a long duration. If he is to leave the institution shortly after the introduction of new practice, the staff will not continue the same programme in his

absence. The hypothesis is,

"The principal with a strong production emphasis adopts more innovations".

Variable 46 - Thrust

Thrust refers to that behaviour of the principal in which there is no close supervision of the teachers by the principal. He tries to exert work from them in quite a different way. He himself works hard and thus sets an example to the teachers. It is apparent that when the subordinates find the superior working so sincerely for the cause at hand, they do not shirk from the work. The principal that way is really task-oriented. This type of behaviour demands the administration to be quite flexible which is one of the important characteristics of adaptability. The hypothesis is,

"The principal of a more adaptable school possesses greater thrust than the principal of a less adaptable school".

Variable 47 - Consideration

Consideration refers to the behaviour of the principal wherein he treats the teachers in a "human" way. He takes personal interest in their professional as well as personal problems and is always ready to help them solve the problems, at times even by going out of



the way. This concern of the principal brings the teachers nearer to him and they start having high regard for him. This facilitates the hurdles of resistance from the teachers while embarking upon new experiments. The teachers and the principal feel as the family members and no one will like to displease the other just for a little more work to be put in or just for allowing minor facilities as and when requested. The principal by being considerate wins the trust of the staff. The hypothesis under investigation is,

"The principal of an adaptable school shows more consideration to his staff than the principal of a non-adaptable school".

#### Variable 48 - Age of the teachers

It is generally believed that only young teachers can maintain an upto-date educational institution. Being free from any educational tradition, biases and complexes, young teachers will have greater proneness to change. On the other hand, there is a view that young teachers have no educational teaching experiences; they cannot identify classroom problems and innovate new practices to solve them. Unless the teacher has experience, he cannot be innovative. But with experience increasing, the age will also increase. Under the present contradictory views, the hypothesis

formulated in the present study is,

"The school adaptability is not related to the median age of the teachers".

Variable 49 - Experience of the teachers

The experience of a teacher helps him to evaluate a new innovation and to decide to adopt the same. But with longer experience the danger is the crystallization of thinking and cultivation of biases and complexes. These will act as barriers to change. On the other hand, it is found that along with the teaching experience, there is a cosmopolite orientation of the teachers also. The resistance to change is likely to be minimum. The past researchers show that the varied experience gained by coming into contact with a number of different persons and programmes of different institutions, results into a greater degree of cosmopolitaness and open-mindedness. As a result the teacher with experience becomes more innovative. The hypothesis being examined is,

"Schools having teachers with long teaching experience adopt more innovations".

The fortynine hypotheses discussed above are presented in a tabular form below:

Independent Variables	Type of relationship with school adapta- bility
	No rela-    Significant tionship    relation- ship
1. <u>Demographic</u>	
a. Age of the principal.	✓
b. Educational level.	✓
c. Amount of inservice training experience.	✓
d. Experience in the profession.	✓
e. Experience as a principal.	✓
f. Duration of service in the same school.	✓
2. <u>Institutional</u>	
a. Role perceptions:	
(i) Role satisfaction.	✓
(ii) Feeling of security.	✓
(iii) Self-rated admini- strative ability.	✓
(iv) Perceived peer-rating of administrative ability.	✓
(v) Perceived inspector- rating of administra- tive ability.	✓
(vi) Perceived training college personnel- rating of admini- strative ability.	✓

Independent Variables	Type of relationship with school adapta- bility
	No rela-      Significant tionship      relation- ship

(vii) Perceived teacher-  
rating of admini-  
strative ability.

✓

b. Perception of superior and  
superior relations:

(i) Reported performance  
feedback from district  
inspector of schools.

✓

(ii) Reported performance  
feedback from the  
training college  
personnel.

✓

(iii) Perceived change orien-  
tation of the district  
inspector of schools.

✓

(iv) Perceived change orien-  
tation of the training  
college personnel.

✓

(v) Perceived equalitarian  
relationship with the  
district inspector of  
schools.

✓

(vi) Perceived equalitarian  
relationship with the  
training college  
personnel.

✓

(vii) Perceived district  
inspector of schools  
support of innovation.

✓

(viii) Perceived training  
college personnel's  
support of innovation.

✓

(ix) Perceived teachers'  
support of innovation.

✓

Independent Variables	Type of relationship with school adapta- bility	No rela-    Significant tionship    relation- ship
(x) Principal's perception of the ability of training college perso- nnel to provide expert guidance.		✓
<u>3. Communication behaviour</u>		
a. General mass media exposure.		✓
b. Number of non-professional journals read regularly.		✓
c. Number of educational journals read regularly.		✓
d. Frequency of professional meetings attended.		✓
e. Number of organizational membership.		✓
f. Inter-school visitation.		✓
<u>4. Psychological and personality</u>		
a. Cosmopolite orientation.		✓
b. Need for autonomy.	✓	
<u>5. Community</u>		
a. Educational level of the community.		✓
b. Community involvement in the school.		✓
c. Parents' involvement in the school.		✓

Independent Variables	Type of relationship with school adapta- bility	No rela- tionship	Significant relation- ship
d. Interest of the management.			✓
e. Type of community where the school is located.	✓		
<b>6. <u>Organizational climate</u></b>			
a. Disengagement.	✓		
b. Hindrance.	✓		
c. Espirit.			✓
d. Intimacy.			✓
e. Aloofness.			✓
f. Production emphasis.			✓
g. Thrust.			✓
h. Consideration.			✓
<b>7. <u>Miscellaneous</u></b>			
a. Size of the school.			✓
b. Distance of the training college in the city from the school.			✓
c. Distance of the training college outside the city from the school.			✓
d. Age of the teachers.	✓		
e. Total experience of the teachers.			✓

- ✓ Once the problem has been clearly defined and hypotheses formulated, the next step concerns issues involved in methodology, sample and instrumentation.
- These are discussed in the next chapter.