

CHAPTER VSUMMARY - IMPLICATIONS

The most important development in the post Independence era in India is the explosion of expectations among the people and their boundless faith in education. The communities which do not have educational institutions are asking for them and establishing them; ~~those~~ which have some institutions are expanding these and demanding quick improvement in their schools. This awareness among the public for improving the quality of education and their readiness to make any sacrifice to provide good education to their children can indeed be considered as the promising beginning for a bright future.

The country today is facing the problem of a adapting itself to an ever increasing rate of technological change and scientific progress. It

is an established fact that the degree of education and technical competence and not the amount and nature of national resources determine the economic welfare of the various countries of the world. The power of education to improve all types of well being of a nation has been demonstrated during the last few decades or so in several places of the world.

That education could be a powerful instrument of social, economic and cultural transformation and that quality education is necessary for national survival has been adequately emphasized by the Education Commission of 1964-66.

The general dissatisfaction and impatience with the existing programmes of education in our country and the demand and insistence to improve the existing standards are unmistakable. During the last decade, planned efforts both at national level and at state level to improve the quality of education in schools have gathered great momentum. Efforts in the direction of modernization of curriculum, examination reforms, developing model text books and other instructional materials, improvement in the method of teaching through new programmes of teacher education, recommendations to improve the

status and service conditions of teachers - all these indicate the new fervour in school improvement.

It would be foolish to pretend that improving the quality of education would be easy, or simple or quick. There are many factors which influence the working of a school as a system and thereby confuse the results. The direct and indirect interaction among the various factors, namely, the children, teachers, principals, parents, community and educational authorities lead to innumerable variables that affect school quality. Even more difficult is the establishment of valid measures and criteria of achievement and improvement in a school system.

Wide-spread interest in quality of schools and the search as to how schools could be improved has stimulated interest in the study of structural characteristics of the school and how they influence the mission of the school.

The necessity and importance of expansion of educational research in this area, namely, study of those structural characteristics pertaining to relations among faculty members and between teachers and administrators has ^{been} keenly felt.

To increase fundamental knowledge about the psychological characteristics of school environment, to relate such characteristics to criteria of institutional effectiveness and to explore ways in which these understandings might be applied in order to promote effective education, the present study was undertaken.

The present study started with the basic assumption that quality of schools could be assessed in terms of product and process criteria. Pupil performance in curricular area would be one of the vital institutional expectations and hence this could serve as the output criteria for assessing the success of the school as an organization. Pupil performance in the external school leaving examination was the first criterion of school quality.

How healthy the organization is to cope with changes and demands of a growing complex society can be found from the ability of the school in introducing educational innovations. This innovative ability of the schools made operational by an inventory prepared by the investigator was used as the process criteria to determine school quality.

Schools as organizations differ not only in physical structure but also in the attitudes and behaviours they elicit in people and these differences are related to the psychological structures. Individual personalities and job requirements interact to produce a climate that can be significant to both the individual and the organization. Whether, and how far these differences in climates are related to the achievement levels of pupils and the innovative ability of the schools was the first query the study attempted to answer. Hence one of the major objectives of the study was to investigate whether there are some organizational climates which lead to better teaching - learning process in schools than others. If so, what are the possible climate alternatives and which of these alternatives would be more valuable to administrators for improving the quality of schools.

It is generally believed that the strength of the school is the quality of its faculty and that good teachers can be expected to produce good results. The research findings in industry have revealed that the way people feel about their work makes a difference in their productivity. The present study attempted to find out whether high morale among the faculty members of the school influences innovative ability of the

school and the performance level of the students.

This was the second major objective of the study.

The hypothesis examined in the study are -

1. There is a significant positive relationship between pupil performance and openness of organizational climate of the school;
2. The innovative ability of the school is positively related to the openness of organizational climate.
3. Pupil performance is positively related to the high morale of the faculty of the school.
4. The innovativeness of a school is positively related to the high morale of the faculty of the school.

The tools of the study comprised of: -

1. The organizational climate Description Questionnaire (OCDQ) of Halpin and Croft (1969);
 2. Purdue Teacher Opinionnaire (PTO) of Bentley and Rempel (1970);
 3. An inventory scale prepared by the investigator to assess the innovative ability of the school
- and 4. a questionnaire for demographic data and pupil performance data.

The study was undertaken on a sample of 190 Secondary Schools of Tamil Nadu. The OCDQ scores were analysed and the schools were classified with respect to their organizational climate into six categories, namely,

Open - Autonomous - Controlled - Familiar - Paternal - Closed. These climates are ranked in respect to openness versus closedness with open climate at one extreme end and closed climate ~~at~~ the other extreme of the linear continuum.

The PTO scores were analysed and the mean faculty morale of each school computed and the schools could be grouped into 3 categories, namely high morale schools, average morale schools and low morale schools.

Eight factors related to climate dimensions and ten factors of morale dimension were considered in the study. Technique of variance analysis was used and 'F' ratio was calculated to find out the variability between the groups in comparison with variability within groups. If significant 'F' ratios were obtained, 't' tests were done to test the significance of the differences.

To measure the degree of relationship of each independent variable, including that of climate dimensions and morale dimensions with the criterion variables of 'pupil performance' and 'innovative index', correlational analysis was used. Pearson product moment 'r' was calculated between the independent variables and the criterion variables.

The Major Findings of the Study:-

1. Pupil performance is significantly better in open and autonomous climate schools than that of schools of other climate types.
2. Openness of climate does facilitate the capacity of the school to adopt newer educational practices in greater number and in shorter time.
3. Performance of pupils in high faculty morale schools is superior to that of the average morale schools which in turn is better than the low morale schools.
4. The ability of the school to introduce innovation in educational practices is higher in high morale schools than the average or low morale schools. Higher the faculty morale, quicker and better is the school in introducing newer practices.

5. Both climate and morale are positively and strongly related to both criteria namely innovative ability and pupil performance of the schools.
6. Of the eight dimensions of climate, four of them were found to significantly influence the level of performance of pupils in schools; they are - esprit, thrust, disengagement, hindrance, the former two positively and the latter two negatively.
7. Of the ten dimensions of morale, all of them were found to contribute to the level of performance of pupils in schools; they are, in order of significance; curricular issues; school facilities and services; community support of education, rapport among teachers, teacher salary, satisfaction with teaching, teacher rapport with principal, community pressures, teacher status and teacher load.
8. The innovative ability of the school is significantly influenced by the three climate dimensions - esprit, thrust and disengagement, the first two positively and the last negatively.

9. The four morale dimensions - school facilities and services, curricular issues, teacher salary and community pressure seem to influence the innovative ability of the school.
10. There is a very high correlation between climate and morale indicating that they are highly dependent on each other.

EDUCATIONAL IMPLICATIONS OF THE STUDY FOR
THE ADMINISTRATORS:

1. The study has revealed the importance of the organizational climate of schools. Schools nearer to the open end of the continuum are found to have higher levels of pupil performance.

The implication of this finding for the administrators, principal and teachers is that they should actively work towards improvement of the climate by striving to open up the more closed climate school towards the open end and thus enhance the opportunities for better pupil performance.

Opening up the climate would mean encouragement of a democratic style of administration and teaching; decisions should be shared, leadership acts should emerge from both the group and the leader, the members of the organizational school work well together and enjoy high esprit. To this end, administrators and teachers should be trained.

2. The study has pointed out that certain climate conditions are desirable for successful adoption of educational innovations.

2. That an atmosphere conducive to change can be established in a school is a very valuable findings to the administrators.

3. Esprit of the teachers and thrust behaviour of the principal rank highest in influencing the ability of the school to adopt innovations as well as pupil performance. It would be good to let the principals and teachers know that their attitudes are vital in successful functioning of the school. The team spirit among the teachers and the example set by the principal are most important in establishing an atmosphere conducive to change. The dimensions of disengagement and hindrance negatively influence the ability of the school to innovate and the level of pupil performance. The tendency of the teachers to disassociate themselves from the many sided activities of the school and their perception that the principal is hindering rather than facilitating their work affect the curricular achievement of the pupils adversely. The implication of these findings to the administrator is that if the school is to be successful in its ability to change and thus achieve

maximum goal attainment, rigid structure and autocratic rule should give way to flexibility, peer relationship and democratic process. Collegial decision making and proper management would be necessary for reforming schools.

4. The study has also indicated that faculty morale of the school affects the curricular performance of the pupils. This implies that high morale among the teachers leads to better teaching, thereby raising the achievement level of the students. All the ten dimensions of the morale are found to be significantly influencing the curricular performance of the students. This finding has proved that whether it is industry or school, in employer - employee relationship or in administrator - teacher relationship, human factors are most important.

The indication to the school administrator is that high morale has to be cultivated in schools assiduously and systematically. The key person in building it at the school level is the principal. It is up to him to make the teachers feel secure, loyal to the school, to their colleagues and to their profession, to have a sense of achievement, feel important and have a certain status in society.

High morale at the leadership level would encourage good faculty morale and education of children in such schools will be of a better quality in every measurable area.

5. The study has identified four factors among the ten dimensions of teacher morale as highly influencing the ability of the school to introduce new educational innovations. The four factors, in order of significance are; school facilities and services, curricular issues, teacher salary and community pressures.

Adequacy of supply of facilities and equipment and the efficiency of the procedures for obtaining materials and services in the school affect the adoption of innovations in schools. This finding is very significant to the administrators. Taking the simple example of library services, it can be seen, with all the specific purpose grants available today it is not difficult to procure and arrange rows and rows of new books in the shelves; but it is of no use if there is no trained librarian to guide and help the children in selection of books and time convenient to the students allotted for issue of books. The same holds good for audio-visual aids;

the principal may feel proud at his school possessing a gleaming new film projector; but it will be useless as an educational device if it is going to remain an exhibition piece. Unless an adequate room with darkening devices and an attendant to set and run the projector is easily available, the projector would be of no use to the students and the teachers.

Teachers' reactions to adequacy of school programmes in meeting student needs, in providing for individual differences and in preparing for effective citizenship affect their enthusiasm in introduction of new practices. This implies that teachers need to be taken into confidence before new practices are introduced; teachers need to be involved in sharing the decision in policy making as they are the people who eventually implement the policies. A face to face communication between the administrator and teachers in developing school policies would be the best course of ensuring the cooperation of teachers.

The study has pointed out that teacher salary is another factor which affects the adoption of innovation in schools. The implication is that the teachers whose income fails to provide the necessities of life for himself and his family cannot be expected to be very interested in trying out experiments or participate whole heartedly in introduction of innovations in teaching.

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Community expectations with respect to the teachers' personal standards, his participation in outside school activities and his freedom to discuss controversial issues in the class room also affect the introduction of new practices. One example would make it very clear; the introduction of discussion technique in class room would be useless to a history teacher if there is restriction to discuss political issues in class.

5. The present study has also revealed the very high relationship between climate and morale. Openness of climate is conducive to high morale and the state of morale of the teachers affect the climate of the schools. Of the 190 Secondary Schools studied, there is not a single school in the categories of paternal or closed climates having high faculty morale. Even among the controlled and familiar categories, there is just one school which has high faculty morale.

Conversely, of the 190 schools studied, only 7 schools having low faculty morale belong to the category of open-autonomous climates.

These findings prove that the climate of the organization greatly influences the morale of the faculty. More open the climate, higher is the morale of the faculty, and conversely, more closed the climate, lower is the morale of the faculty.

Summarizing the implications, it can be concluded that education is social interaction and the quality of teaching is a function not only of the development of skills of teaching but also of the intrusion of personality and role factors into the teachers' class room behaviour. The teacher roles are influenced in various ways by the administration. Administration in open climate school is democratic in style and democratic leadership encourages democratic class room practices. Integrative teacher behaviour tends to produce the like in pupils.

Accomplishment of organization's goals involves both individual and group efforts. Healthy interpersonal relationships among the group members as well as that between group members and administrators will improve the efficiency of organization which in turn will increase the productivity. In schools, establishing good human relations among teachers and between the staff and administrator should be the first step in evolving of a good open climate.

Professional capability of the teacher, of course, is essential to the success of the school; but whether or not this capability is released into productive

activity depends on the climate of the school. The climate can either contribute or constrain the effective use of the creative potential of the teachers.

Administration will have to think in terms of participation rather than employment, colleagues rather than subordinates, utilizing the force of the group rather than controlling the group by power; fraternity, fearlessness, friendliness and fellow feeling rather than the inducement of fear and frustration.

Suggestions for action -

1. A special preparation for educational administrator is essential. Courses in leadership behaviour, organizational behaviour, systems theory, cybernetics, group dynamics and human relations, and use of the techniques of sensitivity training and group teaching etc., would be helpful for training administrative skills.
2. In the teacher education courses, concepts of teacher morale, teacher consciousness, pride of profession, need for quality of loyalty, duty and authenticity need to be stressed.

Need for further research -

That the climate conditions should be altered and the administrators and teachers should be trained to move the climate towards the open end is easily said. Further research in the area to point out strategies and modes for opening up of school climate should be taken up.

2. The present study is limited in the sense that social and behavioural interaction between teachers and their colleagues and teachers and the principal alone are considered. Further research to include other interactions namely, teacher-pupils, parents-teachers, principal-pupils etc., should be taken up so as to make the studies in the area more valid.

3. The present study has considered the perception of teachers but not the personality characteristics of teachers in influencing organizational behaviour. More studies on this area would be useful in mapping the complete picture of organizational behaviour.

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