INTRODUCTION

CHAPTER-I

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The teacher is the most important factor in the reconstruction of our educational system. In the teaching learning situation, a teacher's importance is second to none.

The role of a teacher has changed drastically in modern times. Teachers have taken on new role and a significant place in the lives of children and in society itself.

The Mudaliar Commision(1952-53) in its report has stated "The social status, the salaries and the general service conditions of the teachers are far from satisfactory". Since then a number of pay revisions have been made. The status of the teachers has also improved even then a lot is to be done in the improvement of the general conditions of the teachers, which would lead their job satisfaction.

Effective functioning of educational and other organizations is contingent upon their good health in the same way as an individual is effective or ineffective depending upon his physical and mental health. On being considered in the context of this analogy, a new concept of "School organizational health" has emerged. This concept has been found useful in understanding organizations and the people working in them.

The unhealthy organization, is one which is ineffective, not sufficiently stable and prone to adapt to desirable change. For sometime, it may survive the pressing change. But, in the long run, it may become less and less able to cope with its environment. It tends to become dysfunctional.

Organizational Health of Schools

The well-being of schools is dependent on the interaction of the collective internal and external forces that intervene in the fulfillment of the purpose of the school. This well-being is called the health of the school. School organizational health refers to the school organizational ability to identify and adjust to the requirement for change influenced by internal as well as external determinants. All these characteristics of the school organization are essential for its being effective and stable. To be effective and stable are two most sought for qualities of all school organizations.

Miles(1973) gave a clearer concept of school organizational health as a set of fairly durable and secondary system properties which tend to transcend short-term effectiveness. A healthy school organization in this sense not only survives in its environment but also continues to cope adequately with time and continuously develops and extends its surviving and coping abilities. Short-run operations on any particular day may be effective or ineffective but continued survival, adequate coping and growth are taking place. and coping abilities.

Mukhopadhyay and Roy(2001) suggested that conceptual models of school organizational health like healthy personality, group dynamics, human resource management, organizational effectiveness and economic aspects of the organizations are conceptualised there are overlapping among the first four behavioral dimensions with heavy inclination on the healthy personality dimension.

Ten dimensions of school organizational health were identified by Miles (1969).

These dimensions are :

1. Goal focus,
2. Communication adequacy,
3. Optimum power equalization,
4. Human resources utilization,
5. Cohesiveness,
6. Morale,
7. Innovativeness,
8. Autonomy,
9. Adaptation, and
10. Problem solving adequacy.

The explanation of each dimension is as under :

1. Goal focus: This means the extent to which an organization is conscious of its goals and objectives. Greater awareness and concern shown in this regard may indicate good health.

2. Communication adequacy: This emphasizes structuring and functioning of the communication system. It is efficient, systematic, objective, specific it indicates good health of the organization.

3. Optimum power equalization: This means collaboration and cooperation. A healthy organization ensures collaborative functioning of people.

4. Human resources utilization: A healthy organization is in a position to take work from all people working in it and makes optimum use of its technology and equipment.

5. *Cohesiveness*: This means organization's capacity to ensure good and effective interpersonal relationships among all people in the organization.

6. *Morale:* A healthy organization is one that keeps the morale of its employees high. It does all that is possible to achieve this goal. The low morale of people indicates poor health of the organization.

7. *Innovativeness:* Just as a healthy human being is expected to be innovative and creative, in the same way a healthy organization is expected to be innovative.

8. *Autonomy:* The organization is considered to be healthy if it is not merely a tool of its environment, but determines its own behavior in harmony with external demands and in relevance to the interest of the organization.

9. *Adaptation:* A healthy organization is, again, one that can change, correct and adapt to changing environment.

10. *Problem solving adequacy:* Capacity to sense and perceive problems and capacity to solve problems with minimum strain are also the indicators of the health of the organization.

Hart and others (2000) have described twelve dimensions of school organizational health, while developing school organizational health questionnaire to assess teacher morale and school organizational climate. These dimensions are:

1. Morale,
2. Appraisal and recognition,
3. Curriculum coordination,
4. Effective discipline policy,
5. Excessive work demands,
6. Goal congruence,
7. Participative decision-making,
8. Professional growth,
9. Professional interaction,
10. Role clarity,
11. Student orientation,
12. Supportive leadership.

*1. Morale:*Dektawala (1989) holds that morale is related to well-being or satisfaction. Satisfaction of course is not enough for health. A person may report feelings of well-being and satisfaction in his life. While successfully denying deep-lying hostilities, anxieties and conflicts. Yet it still seems useful to evoke. At the organizational level, the idea of morale, a summated set of individual sentiments, centering around feelings of well-being, satisfaction and pleasure, as opposed to feeling of discomfort, unwished for strain and dissatisfaction. In an unhealthy system, life might be perceived easily as good or as unabashedly bad. In a healthy organization it is hard to entertain the idea that the dominant personal response of organization members would be anything else than of well being. All these holds true for organizational

health of elementary schools, i.e., the morale of schools and its teachers should be very high.

2. Appraisal and recognition: Appraisal and recognition plays a key role in reward systems. It is the process of evaluation of the performance of employees, i.e., in a school set up for its teachers. Appraisal and recognition is necessary in order to (i) allocate resources in a dynamic environment, (ii) reward employees, (iii) give employees feed-back about their work, (iv) maintain fair relationships within groups, (v) each and develop employees and (vi) comply with regulations. Appraisal and recognition systems, therefore, are necessary for proper management and for employee development.

3. Curriculam coordination: According to the The Educator's Encyclopedia (1963) since an effective educational programme is contingent upon continuity and coordination of instruction and curriculum, schools ordinarily assign the responsibility for direction or supervision of instruction and curriculum to one or more staff members. The staff member who assumes different roles has the major responsibility for working with the teaching, administrative, and supervisory staff.

4. Effective discipline policy: Mukerji(1963) has described that school discipline as contrasted with the traditional one emphasizes freedom, self discipline and self direction, based upon an understanding and practice of the ideals of democratic citizenship. It develops in the teachers and students an inner control and an earnest desire to do the right thing.

The foundations of discipline are however, deeply embedded in the total school programme and classroom instruction. The principal, who seeks to lay a sound foundation of really good discipline in his school, will look deeply into these two aspects of education.

Discipline in a school is natural, expected, and ever-present problem. The principal must possess come philosophy of discipline.

5. *Excessive work demands:* The teacher is expected to handle several different extra duty assignments in addition to his regular classroom work.

The California State Department of Education recently surveyed non instructions assignments of teachers in California high Schools. The study indicated several types of extra duty assignments during the typical school week: a preparation period (most frequently mentioned), conducting a home-room period (next most frequently mentioned), counseling, library work, supervision of study hall or student activities, and curricular or administrative duties. In addition to classroom instruction and other duties assigned at regular hours, these teachers spent part of their work week in performing many other varied duties out side the regular school day.

In our country, specialy in M.P., the teachers are overloaded with work, which are not related to teaching. There should be balanced work load on them, which contribute to better health of organization.

6. *Goal congruence:* Newman(1963) has described that sound school administration starts with a statement or at least a clear recognition of goals to be achieved. Each executive, from the president to the first line supervisor, should know the aims of his particular activities.

In schools, the head-masters as well as teachers should be know and work towards achivement of goals.

Goals serve a multiple purpose in administration. They are vital links in the planning process, they aid in decerntralization, they provide a basis for voluntary coordination, they may become a focus for individual motivation, and they are also essential elements in the process of control.

7. *Participative decision-making:* Decision-making is one of the most important roles of the school administrator, i.e., head-master. Every administrative act, whether it concerns students, programmes, staff, services, or resources, requires taking decisions. Decision making precisely is an act of choice between alternatives cources of action. To be able to decide what action to be take on any administrative matter, the school head-master needs to know not only the various alternative actions that exist, but also what type of decision to make, who should make the decision, how the decision should be made and how decisions would be carried out effectively. The process of decision making in school administrations is a strong factor in determining the nature of leadership, the levels of authority, the span of control, the degree of participation and or co-operation, the level of supportiveness, and the possibility that decisions will be carried out.

8. *Professional growth:* Williams(1964) has stated that the school principal is responsible for encouraging all faculty members to work cooperatively in improving the school's programe. Teachers do not except to be told arbitrarily what to do to improve the program nor to be forced into accepting a time schedule for suggested changes. Rather, the administrator must provide the incentive, time, and facilities for the staff to work cooperatively on the improvement program. The head-master must provide the staff with an administrative structure and an organization plan that will permit the faculty to channel its energies in the direction of professional growth, faculty meetings, in-service training meetings, counseling conferences, and regional professional meeting provide teachers with many opportunities for professional growth.

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9. *Professional interaction:* Teachers are likely to put interaction with administrators as one of the most influential factors in determining their over-all satisfaction or dissatisfaction with their jobs. Where there is a complicated hierachy of administrators, teachers do not usually have face-to-face interaction with other top ranking administrators. Teacher-head-master and teacher-supervisor interactions will be face-to-face, but the social distance between teacher and administrator increases at successive levels of the hierarchy.

Among the teachers of any school both a formal and informal social organization emerges that regulates behaviour and in which individual teachers occupy positions of varying degrees of prestige.

10. *Role clarity:* A group is able to work together or a team only after all the people in the group know the roles of all the others with whom they will be interacting. All members also must be reasonably qualified to perform their job, and want to cooperate. When this level of understanding upon the requirements of that situations, without waiting for some one to give an order. In other words, team members respond voluntarily to the job and take appropriate actions to further teamwork goals.

11. *Student orientation:* The lack of consultation and involvement is the cause of the continuing war between parents and their children, between teachers and learners, between teachers and administrators, employers and employees.

The classroom must become a place where the exciting experience of exploring and discovering meaning is the central activity .... Meaning lie

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inside of people and can not be dealt with directly. It follows that the teacher's role must not be that of a director, a maker, a manipulator, but he must be a person who assist, helps, aids, ministers to a growing, living, dynamic organism already in the process of becoming.

It means that student orientation is a process of helping children explore, discover the personal meaning of events for them, to treat as they are responsible people the students and to give them advice and counselling when needed.

12. Supportive leadership: Williams(1964) that while pin pointing that towards task and challance related to educational administration in secondary schools described that wherever there is a group there will be found a leader. The school administrator, i.e., head-master must strive constantly to develop a favorable environment in which his staff may work. The school, as an institution, will be subjected to continuous evaluation by its staff. To provide the staff with a feeling of satisfaction and pride in the achievements of the school necessitates bringing the faculty together into situations of confidence and trust. The administrator, to be successful, must learn to work cooperatively with his teaching staff and to provide an outlet for their thinking, planning, judging, and acting.

The concept of organizational health is related to the concept of organizational climate. But, the two are not identical. The organizational climate may be considered as a factor of organizational health. It may be used as an indicator of the organizational health. Again, under the strategies of organizational development, efforts are made to improve the health of the organization.

Job Satisfaction of Teachers

According to Zeleezink (1904) the term "satisfaction" refers to the state of mind of a person to some processes going on with in him. Satisfaction may be viewed as an individuals emotional measure of the balance he is experiencing between what he wants and what he is receiving from his environment."

Morse (1953) has described that the individual level of satisfaction is a function of his receipts of rewards from the situation and the wants which he brings to it on mathematical form, satisfaction=(rewards/wants), what he receives from the situation is function of his behaviour and the behaviour of the other person in his environment.

The satisfaction means those out word or inner manifestation which give individual a sense of enjoyment or accomplishment in the performance of his work. Job satisfaction may come from the product, from the speed with which it is accomplished or from other features relating to the job and its performance.

Job satisfaction is the result of various attitudes possessed by an employee towards his job. These attitudes are related with specific factors such as wages, conditions of work, advancement opportunities, prompt settlement of grievances, fair treatment by employers and other brings benefits. Job satisfaction may be defined as an attitude which results from a balancing and summation of many specific likes and dislikes experienced in connection with the job.

Blum and Naylor (1968) hold that job satisfaction is the result of various attitudes the employee holds towards his job related factor and toward life in general whereas it occurs as a "persistent effective stage which arises in the individual as a function of the perceived to his frame of reference."

The concept of job satisfaction is a quanon, for industrial workers, clerks, teachers and other employees in order to enable them, to get themselves envalued in the work happily, hopefully and enthusiatically. Many tangible factors are improving yet the workers are becoming frustrated so that they do not feel satisfaction from them.

NEED AND IMPORTANCE OF THE STUDY

Teacher is the builder of nation through means of education and the quality of a nation depends upon the quality of its schools, and the quality of its schools depends to a considerable extent upon the quality of its education and the quality of its education depends to a considerable extent upon the quality of its teachers.

For elementary schools level no attempt has been made to find out the status of organizational health of elementary schools and job satisfaction of teachers working in them.

Without studying the status of organizational health, which includes many important components of schools such as effective leadership, morale, participative decision-making etc., no improvement can be brought to the whole system of schools. As many of the studies such as Darji and Dongre (1982), Sharma(1982), Pandey(1981), Panda(1985) etc. have shown of dimension of organizational health, it is very much essential to study its status for our schools to find out the point where more attention is to be given.

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Job satisfaction is also important variable for effectiveness teachers. It also might be a contributing factor for better organizational health of schools.

Therefore, on the present study is undertaken to find out the status of organizational health of elementary schools and to find out the relationship between organizational health of elementary schools of Bhopal city and job satisfaction of teachers working in it.

STATEMENT OF THE PROBLEM

An analytical study of organizational health of schools and job satisfaction of teachers at elementary stage.

OBJECTIVES OF THE STUDY

1. To find out the status of organizational health of elementary schools.
2. To find out the status of job satisfaction of elementary school teachers.
3. To find out the difference in organizational health between government and private elementary schools.
4. To find out the difference in job satisfaction between government and private elementary school teachers.
5. To find out the difference in job satisfaction between below 40 years and above 40 years age group elementary school teachers.
6. To find out the difference in job satisfaction between trained and untrained elementary school teachers.
7. To find out the correlation between organizational health and job satisfaction of teachers of elementary schools?

HYPOTHESES OF THE STUDY

1. Whether the organizational health of elementary schools is satisfactory?
2. Whether the elementary school teachers are satisfied with their job?
3. Whether government and private schools differ in their organizational health?
4. Whether government school teachers have more job satisfaction than private school teachers?
5. Whether below 40 years and above 40 years age group elementary school teachers differ in their job satisfaction?
6. Whether trained and untrained elementary school teachers differ in their job satisfaction?
7. Is their any relationship between organizational health and job satisfaction of teachers of elementary schools?

DELIMITATIONS OF THE STUDY

1. The sample is limited to only 184 teachers of 39 elementary schools.
2. The study is confined only to the teachers of Bhopal city.
3. In this study only elementary school teachers were included.