

CHAPTER – I

Introduction

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Cicero said 2000 years ago- “what greater or better gift can we offer the republic than to teach and instruct your youth?” His words are as true today as they were 2000 years ago. Teachers still provide valuable and unique professional service to the nation.

After independence, it is realized that the teacher performance is the most crucial input in the field of educational system as the success of educational process depends on a great extent on the character and ability of the teacher who is the ‘Corner stone’ of the arch of the education.

About teachers **The Mudaliar Commission Report (1952-53)** stated that we are convinced that the most important factor in the contemplated educational reconstruction is the teacher – his personal qualities, his educational qualifications, his professional training and the place that he occupies in the school as well as in the community.

According to **Indian Education Commission (1964-66)** “ of all the different factors which influence the quality of education and its contribution to national development the quality, competence and character of teacher are undoubtedly the most significant. Nothing is more important than securing a sufficient supply of high quality recruits to the teaching profession, providing them with the best possible professional preparations and creating satisfactory conditions of work in which they can be fully effective. In view of the rapid expansion of educational facilities expected during the next three plans, and specially in view of the urgent need to raise standard to the highest level and to

keep them continually improving, these problems have now acquired unprecedented importance and urgency”.

Kendriya Vidyalaya Sangathan (KVS)

The government of India approved the scheme of Kendriya Vidyalaya Sangathan in November 1962 to provide educational facilities for the children of transferable central government employees on the recommendation of the second pay commission. In 1965, an autonomous body, namely, Kendriya Vidyalaya Sangathan was registered as a society under Societies Registration Act XXI of 1860 which took over the task of opening and managing the central schools, hence forth called Kendriya Vidyalas

The Sangathan rewards its teachers for their commendable and encouraging outputs in results with their untiring zeal and dedication. To develop the teachers professionally, they are acquainted with appropriate methodology and periodical orientation in content. Teachers do not teach what children already know but follow a 'How to learn' approach. In India by end of the year 2000 there were 900 KVS affiliated to Central Board of Secondary Education, Delhi.

Missionary schools

The invasion of British in India brought an educational revolution in the Indian educational system. British having started the trend of missionaries laid a deep impact on Indian education. Till date these missionary schools play a vital role in providing quality education on the grounds of equality in our education system.

Great emphasis was laid on value education and moral development of students as well as teachers through missionary schools. These schools have a

set pattern for orientation of teachers in regular intervals. Missionary schools give stress on interaction among schools, parents and community. Irrespective of being a foreign trend, India has well adopted a concept of missionary school. The selection criterion of teachers in missionary school emphasizes broadly on language proficiency and value orientation as well as qualifications. Teachers are bound to live up to the motto of the institution and volunteer charitable activities in the community.

School Organizational Climate

The atmosphere of a working place is an index of the nature of work culture that prevails there. A congenial climate inspires the workers to put in at their best. At all the work places, it is the requirement for a worthwhile, creative and productive activity. It is but very essential for the work force to be effective. Organizational climate ensures an organization to be at the best of its efficiency and delivers the expected goods to the satisfaction.

Organizational climate is a broad concept that denotes members, shared perceptions of tone or character of the work place; it is a set of internal characteristics that distinguishes one school from another and influences the behavior of peoples. It was initially conceived as a general concept to express the enduring quality of the environment that is experienced by employees, affects their behavior, and is based on their collective perceptions of behavior in schools. An organizational climate emerges through the interaction of members and exchange of sentiments among them. Tagiuri and Litwin (1968) notes that “a particular configuration of enduring characteristics of the ecology, milieu, social system, and culture would constitute a climate, as much as a particular configuration of personal characteristic constitute a personality.” Organizational climate refers to factors such as “shared values, social beliefs and social

standards" that affect how people behave in organization (Hoy & Miskel, 1987). It is viewed as employee's subjective impressions or perceptions of their organization (Seth et. al, 1983). Organizational climate considered as the interpersonal relationship within a group between group and its leader (Sharma & Gaba, 1989).

The school is meant for the education of budding citizens of the country. By itself, it is a system. The conditions in which this system works, as a whole, builds up its organizational climate. This largely could be termed as school culture. It could be the 'personality' of the school. It could be best described as the psycho-emotional environment in which the teachers and taught work. Of course, it must be conducive for teaching and learning both. It should serve the purpose of all-round growth and development of children. In brief, the set up in which the teachers and taught work in the school is known as its organizational climate. A healthy climate is all the more needed in all the schools. It is known as a conducive climate. It works for the motivation of both teaching and learning.

The school organizational climate demands a special handling of the interaction of factors affecting behavior in educational organizations. An organizational climate emerges through the interaction of members and exchange of sentiments among them. The evaluation of the school climate can be reduced to a systems analysis of individuals, roles, and subgroups within the entire construct of a school's way of carrying on the business of socialization.

Types of School Organizational Climate

The organizational climate of a school was determined by the teacher's perceptions of eight dimensions of activity. Four of the dimensions referred to social interaction within the faculty: disengagement, hindrance, esprit

and intimacy. The remaining four dimensions (aloofness, production emphasis, thrust and considerations) scale the teacher perception of the principal's behavior. Halpin and Croft (1963) were able to identify "school profiles" which tended to cluster; they arbitrarily identified six such school climate profiles and called them climate types. These have been named as:

1. Open climate;
2. Autonomous climate;
3. Controlled climate;
4. Familiar climate;
5. Paternal climate;
6. Closed climate.

1. Open climate

Characteristics of the climate: High esprit, low disengagement, low hindrance, average intimacy, average aloofness, high consideration, average thrust, low production emphasis.

Normal description: It is an organization with an open climate; thrust, esprit and engagement are high, while disengagement and hindrance are low (Halpin & Croft, 1963). In a school an open climate is marked by a high degree of supportive principal behavior along with a high degree of engage teacher behavior and lesser degrees of directive principal behavior and frustrated teacher behavior (Kottkamp et. al; 1987). The spirit of interaction between the headmaster and the teachers is customarily friendly and cordial, cordially contributing to an atmosphere of freedom. The people in the organization are generally satisfied with their jobs and display a high degree of involvement in, and commitment to the organization.

2. Autonomous climate

Characteristics of the climate: High esprit, High intimacy, low disengagement, low hindrance, high aloofness, low production emphasis, average consideration, average thrust.

Normal description: It is an organization in which principal will give teachers complete freedom to provide their own structures for interaction as well as find ways within the group for satisfying their social needs. Teachers in these climates will be able to achieve goals quickly and easily, will work together, and will accomplish the tasks of the organizations. Their principal will have set up procedures and regulations to facilitate the teacher tasks and will establish controls that enable teachers to by-pass the principal about matters concerning school supplies.

Controlled climate

Characteristics of the climate: High esprit, low disengagement, high production emphasis, low consideration, high thrust, average aloofness, high hindrance, low intimacy.

Normal description: The principal will press for achievement at the expense of social needs satisfaction. Everyone will "work hard" and there will be little time for friendly relations with others or deviation from established controls and directives. Such a climate stresses task achievement to the detriment of social needs satisfaction. Accordingly, teachers will have little time to establish very friendly social relations with each other. The principal will dominate and direct, having little flexibility and insisting that everything must be done his way. Means and ends will be predetermined by the principal who will become dogmatic when his procedures are not followed. He will delegate few responsibilities and will initiate leadership acts rather than allow them to come from the group.

3. Familiar climate

Characteristics of the climate: High disengagement, low hindrance, high intimacy, average esprit, high consideration, low aloofness, low production emphasis, average thrust.

Normal description: The principal and teachers will be conspicuous friendly. Social needs satisfaction will be extremely high and little will be done to direct or control a groups activities toward goal achievement. The principal will exert little control in directing teachers act, resulting in disengagement and few task-oriented accomplishments. Socially, the teachers will be all part of a big, happy family. The principal will be afraid to make changes lest he disrupt his "big, happy family", and will want everyone to know he is a part of the group, is in no way different from anybody else, and neither impersonal nor aloof. Tasks accomplished by teachers will rarely be criticized. In short, little will be done by either direct or indirect means to evaluate or direct the activities of teachers.

5. Paternal climate

Characteristics of the climate: High production emphasis, high disengagement, low hindrance, low intimacy, low esprit, average thrust, low aloofness, high consideration.

Normal description: The principal will be so non-alloof that he becomes intrusive. He must know everything that occurs. He will continually emphasize what should be done but nothing will, in fact, seem to get done. The school and his duties within it will be the principal's main interest in life. He will be ineffective in controlling teachers and in satisfying their social needs and will evidence non-genuine behavior that will be viewed by teachers as non-motivating. There will be high disengagement because of the principal inability to control activities of teachers, low hindrance because he will insist on doing most of the busy work himself, and low intimacy and low esprit among teachers: they will neither enjoy friendly relations with each other nor obtain adequate satisfaction with regard to task accomplished or social needs.

6. Closed climate

Characteristics of the climate: High disengagement, high hindrance, average intimacy, low esprit, low thrust, low aloofness, high production emphasis, low consideration.

Normal description: It is virtually the opposite of an open climate. Here the Principal's behavior tends to be rigid, unpredictable and non-supportive. Teachers on the other hand, find their work environment more frustrating than facilitating, have less job satisfaction and feel less involved and committed to the organization purposes and goals (Kottkamp et. al; 1987). In this type of organization, a sense of in-authenticity of actions pervades the atmosphere (Hoy & Miskel, 1987). Group members will obtain little satisfaction with respect to task achievement or social needs. The Principal will be ineffective in directing the activities of the teachers and will not be inclined to look out for teacher's personal welfare.

Parameters of School Organizational Climate

In schools, principal is the head. The teachers work under his leadership. He is the pilot and the teachers serve as co-pilots of the ship of the school. How do they work individually and collectively have its impact on the climate of the school. The students on their part play their role. What they do, why they do it and how do they do it all – that leaves its dent on the school climate. What is the kind of administration that works in the school? What kind of infrastructure the school has? These two factors can't be ignored with respect of school climate. The generators of school climate identified by S.P. Anand (1998) as:-

1. Principal
2. Teachers
3. Students
4. Administration
5. Infrastructure.

Principal: Principal is the chief organizer of the school. What kind of shape the school takes? How does it function? He is the symbol of the school as a whole. He is the person who is the main architect of its climate. What happens in the school and how it happens- the principal has a major say in it. He is the leader of the school set up.

Teachers: Teachers teach the children. How do they teach? They take their job as a whole has an impact of the school climate. The principal lays down the plans in consultation with them. How does his thinking work rest with the style with which the teachers work in the school. They are a team of workers. The way they conduct themselves with students and the principal goes a long way to create the climate the school has.

Students: The teachers and principal work for all round growth and development of the students. Therefore, how do the students respond to them works for the climate of the school as a whole? The way, the students conduct themselves with each other and with teacher does matter for the school climate. The disciplined students work for the congenial climate in the school. Their role in the school climate cannot be ignored. They could be source of inspiration for the teachers and the principal.

Administration: For the school climate it is the administration that sets the pace for it. It sets the way the school should function. It tells the principal, teachers, and students how they should conduct themselves and how not. There could be a code of conduct for the teachers. There could be set guidance, rules and regulations for the students how they should behave. There is a kind of management of things to keep order in the school. It is the climate in which is the teaching and learning takes place. The principal, teachers and students join together to decide what happens in the school creates congenial climate in the school.

Infrastructure: Infrastructure has the facilities that the teachers need to teach and the children need to learn. The final status of the school works for its climate. There could be many things such as Classrooms, playgrounds, library, and furniture etc. that form the required infrastructure of the school. A well-kept infrastructure by itself is a big source of healthy climate in the school.

Role Efficiency of Teachers

The success of every professional in his profession depends mainly on his up-to-date knowledge, fullest devotion and dedication along with his efficiency and effectiveness. The teacher has a major role in educational development and well-equipped teacher is a supreme factor in education.

The performance of each teacher depends on potential effectiveness, teaching competence, experience etc. as well as the role that he/she performs in the school. Role efficacy would mean potential effectiveness of teacher in occupying a particular role in the school. Role efficacy can be seen as the psychological factor underlying the role effectiveness. In short, role efficacy is the potential effectiveness of a role.

A teacher is supposed to discharge numerous duties and roles as follows: -

- Planning the curricular and co-curricular program.
- Organizing the program.
- Supervising and guiding the pupils.
- Maintenance of cumulative records etc.
- Evaluating the achievement of the pupils.
- Reporting
- Maintaining relations with pupils, colleagues, principal, parents and community for effective education

Role efficacy has several aspects. The more these aspects are present in a role, the higher the efficacy of that role is likely to be. These aspects can be classified into three groups or dimensions.

Dimensions 1: Role Making

1. **Self-Role Integration:** Every teacher has his/her strengths, experience, training, special skills and some unique contribution that he/she may be able to make. The more the role a teacher occupies provides an opportunity for the use of such special strength, the higher the efficacy is likely to be.
2. **Pro-activity:** A teacher who occupies a role responds to the various expectations that people have from that role. While this certainly gives him/her satisfaction, it also satisfies others in the school. However, if he/she is also expected to take initiative in starting some activity the efficiency will be higher.
3. **Creativity:** It is not only initiative which is important for efficacy, an opportunity to try new and unconventional ways of solving problems or an opportunity to be creative is equally important. The opportunity teacher gets in being creative and in trying out innovative ideas increased their role efficacy and their performance markedly improves.
4. **Confrontation:** If teacher avoid problems, or shift the problems to others, their role efficiency will be low. The tendency to confront problems and find relevant solutions contributes to efficacy.

Dimension 2: Role Centering

5. **Centrality:** If teacher's role is central in the school; his/her role efficacy is likely to be high. Every teacher would like to feel that his/her role is important

for the school. If teacher feel that their roles are peripheral i.e. not very important, their potential effectiveness will be low.

6. Influence: A related concept is that of influence of power. The more influence a teacher is able to exercise in the role, the higher the role efficacy is likely to be.

7. Personal growth: One factor, which contributes effectively to role efficacy, is the perception that the role provides the individual faculty with an opportunity to grow and develop.

Dimension 3: Role Linking

8. Inter-role linkage: Linkage of one's role with other roles in the institution increases efficacy. If there is a joint effort in understanding problems, finding solutions etc. the efficacy of the various roles involved is likely to be high.

9. Relationship: In addition to inter-role linkage, the opportunity for the teacher to receive and give help also increases role efficacy. If faculties performing a particular role feel that they can get help from some source in the school whenever the need arises, they are likely to have higher role efficacy.

10. Super Ordination: A role may have linkages with systems, groups and entities beyond the organization or institution when teacher performing a particular role feels that what he/she does is likely to be of value to a larger group, his efficacy is likely to be high. The roles, which give opportunities to the role occupants to work for super ordinate goals, have the highest role efficiency.

Role efficiency of teachers is as important as organizational climate of any educational institutions. Effectiveness in organizational roles is key to the success of any organization. Teachers can be motivated to have consistently high performance. Role efficiency refers to the way one feels about

events, people and things in his working situation. It is the result of various attitudes the person holds towards his job, towards related factors and towards life in general. If teachers are efficient in playing their role, they will adjust to the environment, to the head of the institution, to the co-teachers and in turn it will lead him to discharge his duties fully and effectively. It will influence their positive contribution to the achievement of pupils. The role efficiency affects attitude, the attitude in turn affects the teaching learning process. Hence, role efficiency of teacher is of prime importance in the field of education.

Academic Achievement

According to Oxford dictionary “ A thing done successfully especially with effort and skill, the action or process of achieving, to succeed in reaching a particular goal, status or standard, especially by effort skill, courage etc.” The present study defines achievement as a deliberate effort made to perform an academic activity in order to reach a goal. Every student and teacher with respect to curriculum target a particular standard as per performance and the successful growth made towards the aim is termed as achievement.

In order to obtain fruitful results, certain skills are required and this requirement is fulfilled either through the efficiency of teaching or through personal endeavors. Therefore, we can say that the academic achievement of students is basically dependent on the kind of education imparted through teachers. Hence along with curriculum the effective teaching plays a vital role in academic achievement.

Having given well-equipped infrastructure and efficient teachers, students are likely to achieve more. Along with the passive way of imparting

knowledge through books, students having encouraged to reflect and reinforce whatever has been taught to them would definitely achieve more.

School environment is equally responsible in motivating the students towards academic achievement. The school environment needs to have healthy competition amongst students as well as other schools. The study has been taken up with the view to correlate the academic achievement of students with respect to school organizational climate and role efficiency of teachers. For this purpose VII class students were chosen because it is felt that at this stage of elementary education the students are more mature and they can gain more from school environment or climate and from their teachers who play their role efficiently.

Need and importance of the study

After independence several committees and commissions have been set up to recommend methods of bringing about qualitative improvement in education. As a result, workers in the field of education have endeavored to develop better curriculum, textbooks and teaching aids. Considerable efforts have been made to devise better techniques of teaching and means of assessing student's achievement. But all of these are of no use and developments targets are bound to remain unachieved unless schools are staffed with efficient teachers. Hence, for providing desirable education we require efficient teachers who must be powerful source of stimulation of their students.

The human interaction that takes place in the school plays a important role. As the school is web of interaction among people who live and work together in a particular way. This interaction environment of the institution leads to the organization climate. In India, the movement of identification of

organizational climate came at the beginning of seventies and it used the ideology, tools and techniques developed in the west.

Most of the studies on organizational climate are based on OCDQ (Halpin and Croft, 1963). The studies based on organization climate reveal that the majority of the Indian schools have a closed school climate, followed by open and autonomous climates (Baraiya, 1985; Swantantra Devi, 1985; Panda, 1985 and Prakasham, 1986). Teacher morale was comparatively high in open climates (Chaichana, 1981 and Vichao, 1983).

Most of these studies related organizational climate with a set of other variables like teacher morale, job satisfaction, performance of students etc. the results are not consistent. They do not make such contribution in understanding the process of improving management. One study revealed that disengagement among teachers was found to be related negatively to school effectiveness, while feeling of esprit and feeling of intimacy were found related positively to school effectiveness (Srivastava, 1985). Prakasham (1986) studied teaching competence arising out of school organizational climate. The organizational climate of a school is often summed to have a positive relation to academic achievement. Amarnath (1980), however, has conducted a comparative study of organizational climate of Government and privately managed higher secondary schools where in it was found that the schools did not differ significantly. There was no positive relationship between organizational climate and academic achievement of students.

As the organizational roles play a part in increasing the teacher's effectiveness in an organization. Role efficacy refers to potential effectiveness of an individual occupying a particular role in an organization (Pareek, 1993). Research findings reveal that role efficacy was found to have a significant positive correlation with general satisfaction (Pareek, 1987). Further role efficacy

was also found to have a significant positive correlation with QWL (Gupta and Khandelwal, 1988) where as role efficacy has been found to have a negative correlation with role anxiety (Deo, 1993)

No systematic studies regarding the status of school organizational climate of Kendriya Vidyalayas and Missionary schools are available. Also there is no systematic studies regarding the role efficiency of teachers working in them have been undertaken so far. There is a need of conducting the research to explore whether Kendriya Vidyalayas and Missionary schools differ in school organizational climate and whether there is any difference in role efficiency of teachers working in them. As the managements inputs differ for Kendriya Vidyalayas and Missionary schools follow CBSE syllabus and medium of instruction is English. Therefore, the present study has been under taken up.

Statement of the problem

The present study was undertaken keeping in mind to find out the status of school organizational climate of Kendriya Vidyalayas and Missionary schools and role efficiency of its teachers and stated as follows:

“An Analytical Study of School Organizational Climate and Role efficiency of teachers of Kendriya Vidyalayas and Missionary Schools.”

Objectives of the study: To find out the

1. status of school organizational climate of Kendriya Vidyalayas and Missionary schools..
2. status of role efficiency of teachers of Kendriya Vidyalayas and Missionary schools.

3. difference in the status of organizational climate of Kendriya Vidyalayas and Missionary schools.
4. difference between the role efficiency of teachers of Kendriya Vidyalayas and Missionary schools.
5. correlation between school organizational climate, role efficiency of teachers and achievement of students of Kendriya Vidyalayas and Missionary schools.
6. the role efficiency of teachers and achievement of students with respect to high SOC and low SOC in Kendriya Vidyalayas.
7. the role efficiency of teachers and achievement of students with respect to high SOC and low SOC in Missionary schools.
8. the achievement of students with respect to high and low role efficiency of teachers in Kendriya Vidyalayas.
9. the achievement of students with respect to high and low role efficiency of teachers in Missionary schools.

Hypotheses/Research questions

1. Whether the status of school organizational climate of Kendriya Vidyalayas and Missionary schools are satisfactory?
2. Whether the teachers of Kendriya Vidyalayas and Missionary schools efficient in playing their roles?
3. Whether the Kendriya Vidyalayas and Missionary schools differ in their school organizational climate?
4. Whether both the schools differ with respect to role efficiency of their teachers?
5. Is there any correlation between school organizational climate, role efficiency of teachers and achievement of students of Kendriya Vidyalayas and Missionary schools?



6. Whether the Kendriya Vidyalayas with high SOC are better in role efficiency of teachers and achievement of students than that of low SOC?
7. Whether the Missionary schools with high SOC are better in role efficiency of teachers and achievement of students than that of low SOC?
8. Whether the Kendriya Vidyalayas with high role efficiency are better in achievement of students than that of low role efficiency of teachers?
9. Whether the Missionary schools with high role efficiency are better in achievement of students than that of low role efficiency of teachers?

Delimitations of the study:

1. The study was delimited to the Kendriya Vidyalayas and Missionary schools.
2. The study was confined to only four Kendriya Vidyalayas and four Missionary schools of Bhopal.
3. Only those Missionary schools were considered who follow CBSE syllabus.
4. Organizational climate of elementary schools and Role efficiency of the teachers working in them was considered in the present study.
5. Academic achievement of VII class students is considered in the study.