CHAPTER — I

INTRODUCTION

India was the part of the British Empire until gaining independence in 1947. The British systematically destroyed the indigenous system of education and introduced the teaching of various subjects through the medium of English. During the first few years after independence, there was serious debate between those attempting to retain the British educational system and those advocating an alternative model, particularly the one designed by Mahatma Gandhi.

Elementary education is the most crucial stage of education spanning the first eight years of schooling and laying the foundation for the development of personality, attitudes, social confidence, habits, learning skills and communication capabilities of pupil. The basic skills of reading, writing and arithmetic are learnt at this stage. Values are internalised and environment consciousness are sharpened. This is the stage when physical growth can be assisted, interests in sports and adventure can be roused, and manual dexterity can also be improved. If a child receives good education at this stage, he never looks back in life for initiative in overcoming difficulties.

The Indian constitution, promulgated in early 1950, sets out the framework for a federal political system and lists the sectors for which the central and state governments are respectively or concurrently responsible. The
education was in the state list and although by an amendment in 1976, it has been placed in the concurrent list, the responsibility for education rests essentially with the states. The Central Government's responsibility is mainly for the maintenance and co-ordination of standards of higher and technical education. It also provides for equal educational opportunity for all and special protection of religious and linguistic minorities.

Soon after independence, priority was given to the introduction of Basic Education (nai taleem in the words of Mahatma Gandhi), the objective of which was to develop the total personality of the child by providing instruction related to manual and productive work through U.P. Board schools. While Gandhi's basic education provided guidelines for the planning of primary education, the search for a suitable system of secondary and higher education led the Government of India to appoint two commissions in 1948 and 1952 respectively. Although some reforms were introduced as a result of the recommendations made by these commissions, a nationally accepted structure of education had to await the conclusions of the education commission (1964-66).

On the basis of the recommendations of the Education Commission, the Central Government, after consultations with State Government and with the approval of the parliament, announced the National policy of education in 1968. The education policy called for a transformation of the system of education to relate in more closely to the life of the pupil, a continuous effort to expand educational opportunity; a sustained and intensive effort to raise the quality of education at all stages; and the cultivation of moral and social values.
In 1986, New education policy reviewed the education system of India and recommended effective means to improve the quality of education. It emphasized the needs of privatization of education. As a result a spate of private institutions has come into existence. These institutions provide instructions, through the medium of English. Now, although there is common structure of formal education in almost all the states, within this common structure, however, there are wide disparities in facilities and standards.

At one extreme are the public schools extremely well equipped and at the extreme are the ill-equipped, insufficiently staffed, and poorly supervised government rural or municipal schools. In between these extremes are a variety of private schools, the well funded central schools meant for catering the needs of selected few.

Visitors to the U.P. Board and C.B.S.E. schools often claim that they can identify the differences between them almost as soon as they go through the front door. Some of the indices of differences are obvious decorations, drawings, photographs, academic awards, litter, list of rules, laughter and noise. Others may be a little less obvious - students movement are more or less restricted; teachers may mix with, patronize, ignore, or command students, the principal or headmaster may be visible or carefully secluded. In some schools the principal or the headmaster appears to emphasize his authority and status in dealing with other; and in other he gives the impression of being much too busy to give much personal attention to any individual. The subtle differences which characterise the environment of these two types of the schools are the domains of
organizational climate. About organizational climate Halpin\(^1\) states what "personality is to the individual, organizational climate is to the organization. One useful may to understand the various problems of these schools and the implications that these problems have for schooling in India and possibly to direct and control them more effectively to achieve the lofty ideals of education, is through scientific study of the concept of organizational climate. It was the background that motivated this researcher to make a study of organisational climate of the standards of U.P. Board and C.B.S.E. schools and undertook the problem which may be stated as —


**Objectives of the Study**

The objectives, with which the present study is been initiated, are:

1. To evaluate the organizational climate of the C.B.S.E. schools and U.P. Board schools situated in city of Meerut region. This objective focusses on studying the different characteristics of the organizational climates of C.B.S.E. schools and U.P. Board schools.

2. To study how organizational climate is related to the effectiveness of the institutions.

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Hypothesis

Under this study the following hypothesis has been formulated for testing:

1. The organizational climate of C.B.S.E. schools is different from that of U.P. Board schools.

2. The organizational climate of an institution affects its effectiveness defined in terms of the academic achievement index.

Definitions of Important Terms:

There are only two key terms used in the objectives and hypothesis that need to be explained – "Organizational climate", "Institutional Effectiveness".

1. Organizational Climate:

In this study "Organizational climate" has been considered as a composite institutional characteristic manifested in such conditions of organizational functioning as Disengagement, Alienation, Esprit, Intimacy, Psycho-physical Hinderance, Controls, Production-emphasis and Humanized thurst. These are eight dimensions, which taken together, characterize organizational climate for the purpose of the present study. Thus, in this study organizational climate means the presence or absence (complete or partially) of these qualities and conditions in the C.B.S.E. and U.P. Board institutions.
2. Institutional Effectiveness:

"Institutional Effectiveness", as used in this study, is defined in terms of High School Examination results. The institution producing better results (higher pass percentage) is considered more effective as compared to the institutions producing poor results (lower pass percentage).

Significance of the study

Anyone who visits the U.P. Board and C.B.S.E. schools, notes quickly how these schools differ from each other in some important aspects. In C.B.S.E. schools one find that the teachers, principal and the student are zestful and confident in what they are doing. The techers support and involvement is at a high and as a result the students are more motivated towards academic sucess. In U.P. Board schools, on the other hand, one find that the teachers and principal tend to give less support to and tend to get less involved with the students and as a result they are less motivated towards self-improvement and academic excellence.

It has been established beyond doubt on the basis of the result of competitive and other public examinations that the students of C.B.S.E. schools are far superior than the U.P. Board students, as far as the academic achievement is concerned. It is also a well known fact that one of the fundamental needs of the pupil in general, is the need for achievement and when it is rendered
impossible, various forms of maladjustment are likely to crop up. The pupil who has failed to make adequate progress in the academic field has a tendency to adopt certain types of escape mechanism in order to gain the recognition he desires and to make situation tolerable for himself. There has been considerable evidence that the student's failure in meeting out his meaningful goals, ambitions and aspirations become a contributing cause of maladjustment and all sorts of antisocial behaviour.

Now the question arises why the students of U.P. Board institutions do so poorly in the various examinations and why the students of C.B.S.E. Board students achieve remarkable good marks. Although no easy answer is possible to this intricate question, the difference among students with respect to their academic achievement can be sought in the differences the organization climates of these institutitons. Some studies support the notion that the classroom climate is an important factor that not only influences pupil's achievement but also bring about other behaviour change in them. But, not many studies of this kind are available. Thus, any study which probes scientifically the effect of the differences in the organizational climate on the academic achievement of the students, should be of great interest, to the students as well as teachers.

India achieved independence in 1947. In the early days of independence there was great need to disburse educational opportunities in quantity. Although there are still problems of spreading it evenly in remote regions, yet with the
rapid strides in the field of science and technology in the advanced countries, it began to be realized that there is greater need for diligent learning of school subjects, richly varied and stimulating extra-scholastic activities. To achieve there lofty goels highly qualified and trained teachers began to be recruited in secondary schools. The government of U.P. also tried to improve the working conditions of the teachers. Regular and full payment of salaries was also assured. The most common fringe benefits like life insurance, leave with pay and triple benefit scheme were also introduced for granting more social security to the teachers. Teachers suspension, termination or dismissal of services was made very difficult if not well-nigh impossible. Such measures were accepted to induce and encourage the teachers of U.P. Board institutions to discharge their professional duties and responsibilities with more vigour, zest and sincerity. Thus through the input in U.P. Board institutions of secondary education has been greatly improved, yet no commensurate improvement in the output is visible. The result of the two C.B.S.E. Board examination institutions, that is the high school and the intermediate classes conducted by the U.P. Board of high school and intermediate, Allahabad, U.P. hardly ever go beyoned 50 per cent. This clearly shows that almost 50 per cent of the examinees are not considered fit to get through these examinations. Beside this, most of those 50 per cent who are declared passed, get third division. While on the other hand, the result of C.B.S.E. board schools are always excellent, generally going beyond 90 per cent. Moreover, out of these successful students most of them are placed in first division. Only a few students get second division and the number of
students who get third division is negligible. If some scientifically valid information is made available about the influences which lead to such vast differences in academic achievement, not only the students but also the whole society will be benefitted greatly. The study will also reveal some hidden factors which may be responsible for the indifferences and complacency on the part of the secondary school teachers towards their professional responsibilities.

It is a common belief that the children coming out from the C.B.S.E. schools react in very different way to the same situation from the children coming out from the U.P. Board schools. The children who fared the best in their personal, family and school adjusted were children who were the product of U.P. Board institutions. The poor lot coming out of the U.P. Board institutions lack wholesome interests in the positive attitudes to work and life. As a result, they fail to meet the challenges of the practical life. It seems that these students do not get that kind of climate in the school which is necessary for nurturing the highly desirable traits of personality to lead a successful life in the current highly competitive world. The present study will shed some light how the students of U.P. Board schools are placed in a handicapped position by comparing the organizational climates of U.P. Board and C.B.S.E. Board institutions.

The system of C.B.S.E. schools is not free from minuses. Mostly the C.B.S.E. Board schools charge exhorbitant fees. Most of the Indian people are poor and they can not afford to pay such a huge amount of fee for the education
of their children. Many of our children go to bed hungry, many more go to bed ill-nourished. The serious and solution type thinkers would say that we must do something so that the children of poverty stricken parents also get the same kind of education as the children of C.B.S.E. Board schools get. Informed citizens, teachers and administrators may need to recognize the need to change the system of U.P. Board institutions before it is too late. The earlier we find the factors which are responsible for the differences in the organizational climate between the C.B.S.E. and U.P. Board institutions, the better are our chances of helping the helpless lot of these institutions to lead a life of productive citizens. It is hoped that the inferences drawn from this study will be utilized by those who are interested and concerned in the improvement of the lot of the children of low socio-economic status.

The value that schools and society put on academic achievement often causes them to overtook the development of personality and self-concept. It is fairly easy for children to develop intellectually and socially when they come from families that are free from trauma, but many of today's families are exposed to many negative influences. The children from such families can not develop wholesome personalities. Educators often blame for poor family situations for the students they receive and parents blame the teachers for the poor education their children are getting in U.P. Board schools. This study will give them some insight to work together for the good of the children.

It has been said many times that it is better to light one candle than to
curse the darkness and the present researcher believes in this principle. Instead of decrying problem such as lack of discipline, lack of student motivation, or lack of sufficient funds for children, the teachers and the principals should use their philosophy and the resources at hand to make a difference in the world of education. The present study will cause the teachers and the principals to do what is best for the students who come to them.

Although most of the students who attend the U.P. Board schools are much like students at C.B.S.E. Board schools as far as intelligence is concerned, they do have a higher than average incidence of personal and academic problems. As a matter of fact the school does not exist in vacuum; rather it is an integral part of our complex society poverty, cast conflicts and other evils are all present in our communities and the effect of all these evils are felt in the schools teachers who are aware of those problems and have strategies for dealing with them, can better serve the students they teach. In study, the researcher believes, will enlighten the minds of the teachers and the administrators to meet and suit the needs of the students coming from poverty stricken and conflict ridden society.

Finally, the studies of organizational climates of the schools and the universities have been conducted in India and abroad. But the comparative study of the organizational climate of C.B.S.E. and U.P. Board institutions has, perhaps, never been made. Looking from this point of view the study has its own significance. It may be considered an advancement of existing knowledge in this sense.
The Rationale of the study

The rationale of this study is quite obvious. Modern trend of psychology lays more emphasis on the environment. If the climate or the environment of the place where a person is passing his most of the time is healthy, naturally it will induce desirable behaviours in him. Conversely, if the climate of the place is unhealthy, it will plant the seeds of undesirable behaviour in him. It is quite reasonable to assume that the immediate socio-psychological environment in which the human functions has a crucial impact on his behaviour. Restricted environment often causes serious handicaps in later social adjustment and may also seriously affect academic achievement. Enriched environment, on the other hand, improves academic achievement and heightens social adjustment. The researcher, therefore, was convinced of the necessity of systematically measuring the organizational climate and comparing them through a study of C.B.S.E. and U.P. Board institutions.

Conceptual frame work

Now we proceed to give a brief account of the conceptual frame work directly beeing upon our study. This conceptual frame work is proposed to be discussed under the following sections.

1. Nature of organization.

2. Educational institutions as organizations.

3. Organizational environment.
4. Organizational climate.

5. Dimensions of organizational climate.

6. Institutional differences in organizational climate.

Nature of organization

Different authorities have tried to define and desirable organization in different ways. Stogdill (1950) say that: "A group may or may not have leaders." If it has leaders, it is an organization because at least some of the members are thereby differentiated from the other as to the responsibility or role exception in relation to some common purpose. He further says that an organization can be regarded to have three sets of variables (i) input (ii) mediators or processors and (iii) output. Each variable is assumed to be complex in its structure. In this model, it is assumed that the input are affected by feedback effect from the mediators and outputs, and that the mediators are influenced by feedback from the outputs. There is also interaction between the organization and its environments at both the input and output ends of its operation.

Getzels (1958) treats organization as a social system where the social system involves two class of phenomenon, one sociological and the other psychological. He say that behaviour in a social system is a function of the


interaction of those two classes of factors. As such, an organization may be
defined in terms of interaction between these two dimensions. This model
complements that the system approach in the sense that the behaviour of pupil
in an organization must be viewed in terms of the interaction of the several
components of the system.

Educational institutions as organization

As educational institution can be easily conceptualized as an
organisation or social system constructed to attain certain specific goals.
Educational institutions like other organizations can be characterized by unique
identity, social position, incumbents of these positions the rule by which they
operate, the forms of interaction they exhibit, their tasks, authority structure
and needs, decision making process, etc. when we analyze educational
institutions, it is found that they have the following characteristics which enable
us to set them apart and to study them as social organization:

1. They have a definite population.
2. They have a clearly defined structure based on specific social
   interactions.
3. They represent the nexus of a compact network of social
   relationships.
4. They are pervaded by a wefeeling.
5. They have a culture that is definitely their own.
Argyris (1962) proposes two critical requirements for all organization (1) they maintain themselves internally and (2) they are externally adaptive. In each case two organizational thrusts seem apparent, (1) efforts to serve society and to seek its approval (adaptation and achievement) and (2) the effort is serve it self through integration and maintenance. How these needs are met and how balance is restored generate unique climate within the organisation. This is true about the schools, college, and universities also. As they provide for integration and maintenance, their capabilites for adaptationand achievement increase and so on.

**The organizational environment**

The organizational environment has been defined, used and labelled differently in different fields. In the field of medicine, particularly in the field of psychotherapy it has been labelled as "treatment environment." Candrill (1958) asserted that interactive effects of the child and setting together contributed more information about behaviour than did either the child or the setting alone.

Endler and Hunt\(^1\) (1968) also emphasized the role of environment in the treatment of mental disorder. Researches of Moos\(^2\) (1968) led to the conclusion that "persons, settings, modes of response, and their interactions each contributed statistically significant and practically important proportions of the total variance in behaviour." All these researches tend to bring out a fact that assessment and manipulation of organizations milieus would go a long way in the treatment of the mentally ill.

The concept of environment has been considerably used in education also. In education it is considered a component of the total environment in which the learner is supposed to be continuously affecting and, in turn, is affected by the various forces impinging upon him. Each learner is supposed to be living in a unique educational environment. This uniqueness of the environment is considered responsible for differences in the academic achievement. Educational environment has been defined as "the conditions, processes and psychological stimuli which affect the educational achievement of the Child."\(^3\) It refers to those forces in the environment of the learner which have the potentially to contribute to the academic development of the learner. These


forces may be a part of the school environments, home environment, or the environment of various other social organizations.

Organizational Climate

The organizational climate is considered just as an aspect of the total environment of the organisation. Thus, a distinction that is drawn between the organisational environment and organizational climate is that of 'part' and the 'whole'. Organizational climate constitute one specific dimension of the total environment. Katx and Kahn¹ (1966) tend to define "climate" of an organization as its culture. They hold a view that every organization develops its own culture or climate with its own taboos, folkways, and mores. This climate to them, reflects both the norms and the values of the formal system and their reinterpretation in the informal system. Halpin and craft² 1963 say that organizational climate refers to the feelings which exist in an organization and the variability in these feelings as one moves organization to organization. As one moves from one school to another, he finds that each has a "personality" of his own. It is this personality that we describe as the organizational climate. According to them organizational climate is understood and measured on the basis of three essential premises:


2. A.W. Halpin and C.W. Craft, The Organizational Climate of School. Chicago, Midwest Administration Centex, the University of Chicago, 1963.
First, groups rather than isolated individuals, from the basic building blocks of organization; second, these groups are interlinked by their functional and hierarchical ties; and third, the functioning patterns prevailing outside a given group primarily those above it, affect correspondingly functional pattern within that focal group.

Thus, the organizational climate is the result of behaviour of individual teachers, their interaction with other teachers and with the principal; and the interaction of a group of teachers with other teachers and the principal and the interaction of a group of teachers with other teachers, working in the school or school system. The pattern of functioning of the school principal, who is above all teachers operating in the school in the hierarchy, affect the functional and behavioural pattern of teachers. The impact is transmitted through perceptions and information shared by teachers. Variables like sex, age, academic and professional qualifications, teaching experience. In service training of teachers and material input like school plant, instructional material and teaching aids etc., are all related to climate.

Hence the organizational climate is the resultant or the accumulated effect of the ways in which the principal interacts with teachers and the teachers interact among themselves and with pupils. The variables mentioned above have also their impact on the climate as they are reflected in the interaction process that goes on in the school and the relationships that accrue the school community.
Sharma¹ (1973) has defined organizational climate in terms of "Interaction that takes place between organizational ingredients as they fulfill their prescribed roles while satisfying their individual needs. It is the resulting condition within the schools of social interaction among the teachers and between the teachers and the principal and between the teachers and the students."

Sargent² (1967) says — "Organizational climate is a concept which embraces the milieu of personalities of the principal and teachers interacting within the sociological and psychological framework of an institution."

To summarize, organizational climate of an educational institution is the product of the relationships between the principal and his staff, between teachers and his students and of the teachers among themselves. The interaction takes place within the sociological and the psychological framework of the institution as they fulfill their prescribed roles while satisfying their individual needs.

**Dimensions of organizational climate**

The description presented in the foregoing section, explains, in a very general way, what the organizational climate means. But, such descriptions do
not help much when the question of measuring climate arises. For measuring the organizational climate it needs to be defined in operational manner. In the past, several attempts have been made by various scientists to specify the major dimensions of the climate so that it may be subjected to measurement.

The pioneer work in this field has been done by Halpin and Crafts (1963). They have defined climate of the school with reference to the behaviours of the teachers and the principals. They identified eight dimensions of the climate – Disengagement, Hindrance, Esprit, Intimacy as reflected in the behaviour of teachers and Aloofness, Production Emphasis, Thurst and Consideration as reflected in the behaviour of the principals. A configuration of these elements defines the climate of the school in their approach. They reduced these eight dimensions to six broad and more comprehensive dimensions or types of climates - open, autonomous, controlled, familiar, paternal and closed. They developed a tool, OCDQ (Organizational Climate Description Questionnaire). The rational underlying OCDQ of Halpin assumes, first, that something actually exists which can properly be called organizational climate. Further, it is also assumed that organizational climate is closely related to the perceived behaviours of teachers and principals. Sharma (1973) using both the R-Technique and the Q-Technique identified six types of climate. These


2. Moti Lal Sharma, Technical Handbook for School Organizational Climate Description Questionnaire, Education Department, South Gujrat University, Surat (Gujrat), 1973.
were open climate, autonomous climate, controlled climate, paternal climate and closed climate. Paterson and Centra et al.¹ (1970) envisaged climate as the composite effect of several dimensions such as Institutional Espirit, Institutional Esthetic Extra Curriculum, Concern for Improvement of Society, Concern for undergraduate learning, Concern for advancing knowledge, Meeting Local Needs, Difficulty, Freedom Democrating Governance, Self-study and planning, concern for innovation, Humans Diversity. To measure these dimensions he developed an Institutional Functioning Inventory (IFI) in 1970.

**Institutional Differences in Organizational Climate**

There are no two opinions that the institutions differ among themselves with respect to their organizational climate. Just as differences are found among individuals with respect to their personalities, differences are found to exist among organizations and institutions with respect to their climates. Studies of organizations and institutions have clearly demonstrated this facts. Hence, this has been found of great interest how they differ from one another. In their original study Halpin and Crofts² (1963) administered their OCDQ in 71 elementary schools in various part of the country. It was found that the schools varied in their climate profiles. In some schools teachers thought morale was high; in other somewhat lower. In some schools the principal was rated high on

consideration; in others their principal evidenced less consideration. This was the situation found on other scales of OCDQ also. Sharma¹ (1973) has also demonstrated schools differ in terms of their climates.

Thus, efforts have been made to measure organizational climates of various types of institutions found in the society. Considering that climate is an important variable that affects the organizational behaviour and institutional effectiveness, a large number of researchers have tried to survey and know how institutions differ with respect to their climates. Such a trend is found in almost all the fields, industry, education, medicine, social and religious fields. In the field of education climate studies have focussed on Hindi medium institutions. A review of related literature has revealed that there is a great depth of such studies conducted on English medium schools. It was in this background that the researcher was led to conduct a comparative study of the climates of Hindi medium and English medium institutions of Meerut region and underlying factors.

**STUDENT ACHIEVEMENT**

As student achievement is one of the important variable in the present study a brief discussion of this is given in the following section.

*Concept of Achievement*

Achievement is the amount of knowledge derived from learning. The

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child gain knowledge by the instruction he receives at the school. Class-room are organised around a set of core activities in which a teacher assigns tasks to pupil and evaluates and compares the quality of their work. In the course of time pupil differentiate themselves according to how well they perform a variety of tests, most of which require the use of symbolic skills. The class-room activities force pupil to cope with various degrees of success and failure both of which can be psychologically problematic. The school provides a wider variety of achievement experiences than does the family. As proceed through successive school levels, the rigors of achievement increase for those who continue along the academic line. The concept of achievement has several referents:

"It usually denote activity and mastery, making an impact on the environment rather than fatalistically accepting it and competing against some standards of excellence."
(Dreeban, 1968)

According to dictionary of education (Carter, 1959) academic achievement means "the knowledge attained or skill developed in the school subjects, usually designated by test scores, or by marks assigned by teachers or both."

**Factors of Student Achievement**

There are many studies on various causal variables affecting the academic achievement of pupils. These variables may be divided into three
groups, namely, school related, teacher related, and pupil related. A brief sketch of the teacher and student related researcher under the two main groups is presented below:

**Teacher Related Factors**

A teacher who put a number of years in the profession naturally becomes conditioned to the school environment. He acquires wisdom in proportion to the years he spent with which he can guide his pupils on right Lines. Mood (1970) point out that the experienced teachers develop seniority and hence one find good association between student achievement and teacher experience.

Goodman (1959), Thomas (1962), Burkhead (1967), Katzman (1968), Hanushick (1968), and Guthric ct. al. (1970) found significant relationship between teacher experience and pupil achievement. Some studies have shown that job satisfaction of teachers also plays an important role in student achievement, which means that job satisfaction and competence of teachers may be related to each other.

**Studies conducted by Mehrotra (1958)**

Ghos (1968) and Sinha (1968) show that there is a high correlation between intelligence and achievement as measured by psychological tests.

Chatterjee ct. al. (1972) investigated the effects of income, parents education, family size, general condition of the home upon scholastic achievement of pupils. There findings showed no effect of economic condition upon scholastic achievement. Smith and Leland (1965) found that achievers had good study habits and were satisfied with their subjects.