CHAPTER-II

Conceptual Framework

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CONCEPTUAL FRAMEWORK

2.1. Organisation: Human society is organisational society. We are born in organisations, trained and educated in organisations, and all of our vocational, recreational and social activities are performed in organisations. The idea of organisation has been reformed from the tendency to group for a cause. Even the primitive man had realised that his survival is better assured in groups rather than being alone. The civilised society has institutionalised this realisation that the individual alone cannot fulfil all his needs and wishes. The individual must rely on others for help in fulfilling his own needs because he may not be having all the needed strength, skills, endurance and abilities alone. Contribution of more than one individual requires co-ordination of efforts. Results of such co-ordinated efforts are manifold to what is achievable by and individual alone.

According to Katz and Kahn (1966), organisation is a social device for accomplishing some stated purpose efficiently through group means. An organisation can be considered as an energy system that has inputs,
transformation processes (throughputs) and outputs. Bernard (1968) described the organisation as the rational co-
ordination of the activities of a number of people for the
achievement of some common explicit purpose or goals
through division of labour and through a hierarchy of
authority and responsibility.

By examining the above-mentioned opinions, it may be
summed up that all organisations are based on
differentiations of functions and the whole is a neat
management of hierarchy of power.

2.2. Organisational Climate

Any organisation has a characteristic psychological
atmosphere i.e. climate. By climate psychologists mean those
characteristics that distinguish one organisation from other
organisations and, that influence the behaviour of people in
the organisation. Organisational climate has a direct
relationship with the morale, attitudes and efficiency of any
organisation. Organisational climate is supposed to be the
function of interaction between two sets of variables, i.e.
personal and organisational. Climate of organisation affects
not only the behaviour of individuals within the organisation but also how organisations relate or interact with each other.

According to Pace and Stern (1958) opined that a better understanding about individuals' attitudes and behaviours is possible through the study of organisational climate. To understand the wholesome behaviour of an individual, Lewin has given the classical formula- \( B = P \times E \) (Where \( B \) stands for behaviour, \( P \) stands for personal or personality attributes and \( E \) stands for environment factors.) Organisational climate operationalises "E" in Lewin's proposal well. It has been described as a molar concept reflecting the content and strength of prevalent values, norms, attitudes and behaviour of members of a social system, which can be measured through the perception of system members.

Psychologists opine that like changes in the physical environment (physical climate), affect behaviour of individuals, changes in the organisational climate also change the behaviour of the members (change in social climate). It is seen in the shift in attitudes, job satisfaction and efficiency of a person in any organisation. (Smith-1955).
According to Gilmer (1964) organisational climate is "a set of characteristics that describe an organisation and that relatively are enduring overtime and influence the behaviour of the people in the organisation." Gilmer (1966) further stated that organisations sometimes change because individuals change. A modification in climate is one good way to observe the effects the climate has on the people in the organisation."

According to Litwin and Stringer (1968) organisation climate refers to "a set of measurable work environment, perceived directly or indirectly by the people who live and work in this environment and assume to influence motivation and behaviour of the employee". Variables of organisational climate, according to Litwin and Stringer mediate between organisational factors and motivational tendencies. Organisational factors, such as leadership, managerial practices and decision-making processes are realities. According to them, perceived organisational climate arouses motivation, causing emergence of behaviour, which results in various consequences for the organisation such as satisfaction, productivity and performance.
Organisational climate is the shared perception of employees who work and live in the organisation. It is the sum of individual perceptions regarding the organisational policies, and practices. It represents the psychological environment of the organisation consisting of individual opinions framed upon micro events that happen to them as well as to others around, over a period of time. Different kinds of factors operate in the working atmosphere and employee perceptions of each of these factors can be assessed separately, though their effect is gestalt and one or the other factor may predominate such perception.

Campbell et al (1970) identified the following four dimensions of organisational climate: -

1. Individual Autonomy-based on factors like individual responsibility, independence, rules, regulations and opportunities for individual initiative.

2. Degree Of Structure Imposed Upon The Position-based on the factors of structures, managerial structure and closeness of supervision.

3. Reward Orientation-based on the factors of reward, general satisfaction, promotion, achievements in terms of profitability and growth.
4. *Consideration, Warmth, and Support*—based on the factors of managerial support, nurturance of subordinate and warmth and emotional support.

Schneider and Hall (1972) view organisational climate as perceptual as well individual attribute. Climate, in this approach, is viewed as summary or global perception held by individual about their organisational environment. The summary perception reflects on interaction between personal and organisational characteristics in which the individual by forming climate perception, acts and an information processor using inputs from two main sources. The first source is the characteristics of the organisations and the objective events therein. The second contributor is characteristics/attributes of the individual (values, needs and such factors). Thus like leadership, organisational climate also takes the form of situation specific values, which reflect those aspects of the situation to which individuals attach importance. Climate, thus, in this approach becomes *intervening variable* because it is caused by discrete experiences, which in turn cause individual's behaviour in the organisation.
According to George and Bishop (1971) the types or organisational climates perceived is directly related to the degree of compatibility found between the organisational structural characteristics and the individual personality traits of its members. This implies that climate is not only an intervening variable but also an interactive function exists between the individual and organisational attributes.

Organisational climate, according to Pritchard and Karasick (1972) organisational climate appears as a relatively enduring quality of an organisation's internal environment distinguishing it from its aims and policies. It results from (a) the interaction of behaviours of members and policy makers, (b) which is perceived by the members of the organisation, (c) which serves as basis for interpreting situations and (d) acts as a source of pressure for directing activity.

Employees' motivation level, performance, satisfaction of needs and overall adjustment significantly depend upon how they perceive their organisational climate which in turn, affect their attitudes, behaviours and adjustment in the organisation.
2.3. Concept of Attitudes

Attitudes are very significant ingredient of personality. An individual responds to a situation, an object or a person according to his knowledge, beliefs, past experiences—pleasant or unpleasant, prejudices or stereotypes prevalent in the society and other factors. These cognitions, beliefs, opinions and facts (knowledge) along with positive and negatives evaluations (feelings) make a complex system called attitudes. Object of attitude can be anything available in the physical or social environment of the person; an object, a person, a job, a race, a religion, a custom or a system of governance. The individual's behaviour towards object of attitude is positive or negative, favourable or unfavourable. In short, the individual has either a 'positive' or a 'negative' attitude for the object or attitude. G. W. Allport (1935) proposed "an attitude is a mental neutral state of readiness, organised through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related". He saw attitude primarily as a set to respond in a particular way.

In contrast to the proposal of Allport, Doob (1947) defined an attitude as "an implicit, drive producing response
considered socially significant in the individual's society". He emphasised what an attitude is rather than its implications—his statement did not include overt behaviour, although it contained a clear assumption that an attitude would affect how an individual acts.

A third definition, which synthesises the other two, holds that an attitude is an enduring system that includes a cognitive component, a feeling component and an action tendency. The cognitive component consists of beliefs, or opinions about an object or an idea, the feeling component is equivalent to Doob's affective component, which is to say that there is some emotional feeling connected with the beliefs; and the action tendency is what Allport referred to as the readiness to respond in a particular way.

Attitudes have two characteristics—strength and direction. By strength is meant the degree of positivity of negativity. Attitude of an individual towards some object may be strong or mild according to some measure. Psychologists have tried to assess this strength using different scales. Strength, thus, refers to quantitative aspect of the attitude whereas direction of attitude refers to its qualitative aspect. It
has only one dimensions-positive or negative, also referred as favourable or unfavourable, sometimes. In nutshell, an attitude is marked by its strength and direction.

Next, attitudes are 'learnt'. Attitudes are dynamic. They are formed, modified and changed in strength and direction. The major approaches to attitude formation and changes have been-conditioning and reinforcement, incentive and conflict and cognitive consistency.

Conditioning and reinforcement approach finds similarity between learning by conditioning and formation of attitude in which association, reinforcement and imitation play their conventional roles. Associations are formed when stimuli appear at the same time and in the same place, that is, when they are contiguous to each other. If a policeman a parent or a television reporter shows us a dirty, broken-down evil-looking man and says the word drug, an association is formed between the image and the word. When the newspaper, television and magazines talk about drugs being dangerous when we see people who have taken drugs looking miserable, these images become associated with drugs. Each association becomes a cluster that forms our
attitude. Similarly we may be exposed to positive things that
can become associated with drugs: a friend says that drugs are
good; we see a movie in which someone on drugs seems
to be having a pleasurable time; we take a drug and have a
good experience. Besides, knowledge and prevalent beliefs
about a thing what greatly matters about formation of attitude
is the experience or the reinforcement which, in many cases,
over-rules logic and information. Stated in another way, an
attitude consists of knowledge and evaluative content.

Attitudes are learnt by imitation also. We imitate our
parents, teachers and fellows in action, belief and behaviour.
Prejudices and stereotypes prevalent among the social
environment too play significant role in formation of attitudes.
We imitate our judgements and evaluations while
encountering things in routine life.

Incentive and conflict theory views the attitude situation
in terms of an approach-avoidance conflict. The individual
has certain reasons for accepting one position and other
reasons for rejecting it and accepting the opposite position.
For example, an individual knows that drugs are dangerous;
he knows that they are illegal and he wants an unblemished
record of his academic life. These considerations produce a negative attitude. However, he believes that drugs are exciting and he knows that many of his friends take drugs. These considerations tend to induce positive attitude. According to the incentive theory, the relative strength of these incentives determines his attitude. This theory explains the process of change and modification in strength of the attitudes more than the formation of attitudes.

According to theory of cognitive Consistency, an individual has several information or beliefs or evaluations, which are not consistent or unsettled. He strives to make them consistent with one another. By taking a particular attitudinal stand consistency can be achieved. Such a stand is individual's own and unique according to his personality attributes.

Attitudes are modified and undergo change in their strength and direction. Every new piece of information about the object of attitude stirs a process of review of the originally held attitude. Moreover, adjusting demands of life are not the same at different stages. A shift in attitudes is one of the mechanisms to establish adjustment with one's
environment. A man may have negative attitude towards religious rituals or visiting places of public worship. But he may shift his attitude for the sake of winning favour of his employer or girlfriend. Multitudes of factors influence such changes. Attributes of the individual, source of communicator, quality and content of the message are the main factors that decide the strength and direction of change in the original stand.

Another thing that is important to bear in mind that in certain situations attitudes become progressively stronger or weaker. A person may have negative attitude towards a particular job/organisation initially. But after taking to it (under any circumstance) and staying thereon for some time, he may start liking it in a drastic measure. In another example a person may be having very strong positive attitude for a military job, but may develop strong aversion for it over a period of time. In these matters of change a strong factor is the amount of information and subsequent evaluation of the original position plays significant role.

Attitudes of any person towards a job or organisation can be commonly inferred by observing his performance,
growth in the job and duration of stay in the job or the organisation. For a skilled or professional stream, change of job is a lesser possibility. A doctor will remain a doctor, teacher a teacher, a mason a mason. They change organisations more than their 'trade'. They may develop positive or negative attitude for the organisation or the system in which they are employed. Their subsequent stay in the organisation depends on their attitudinal structure. A doctor may join an organisation, say a public sector, but he may leave that organisation and join another. He may, ultimately leave service and settle down with his private practice. His entire journey reflects on, besides many, the fact that the doctor has developed negative attitude towards 'a salaried job.' By the same token, if a person shows his preference to stay on any job for long time and marks significant progress in his career, his positive attitudes towards that job can be safely inferred.

Positive attitudes for the organisation and the job coupled with favourable organisational climate results in high motivation of employees and higher level of job satisfaction. In achieving organisational objectives, these two factors play very crucial role. Higher productivity, turnover, less
absenteeism, better citizenship and higher morale are direct outcomes of the two factors.

2.4. Sainik Schools and Organisation

With all their unique features of being an educational institution with a blend of civil and military in structure and function, Sainik Schools fully qualify to be 'ORGANISATIONS' in psychological sense. Firstly, they have well defined aims and objectives. Secondly, the input, throughput and output in organisational meaning are applicable here too in conventional sense. Inputs are the young cadets who join the Schools. Over the years they are treated with academics, NCC, co-curricular activities, extra curricular activities, adventures and excursions. These are the throughputs. What passes out of the portals of the schools, as output, is a young man well equipped with the qualities needed to be a military officer. The terminal behaviour and qualities are clearly spelt out with only difference that the output cannot be measured in terms of quantity. It is rather, qualitative in nature. Next, Sainik Schools also follow the hierarchical structure of power and personnel. Division of labour, conceptual, directional and working levels of activities are as much applicable to Sainik
Schools as to any other organisation in classical sense. As they host various features of any organisation, their functional environment and efficiency can well be studied by application of all the yardsticks, which are applied elsewhere in the organisational framework.

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