CHAPTER-III

METHOD ADOPTED

3.1. Evaluation of Output of Sainik Schools
3.2. Statement of the Problem
3.3. Design of the study
3.4. Methodology
3.5. Objectives of the study
3.6. Delimitations of the Present Study
3.7. Justification of the Present Study
3.8. Tools used
3.9. Definition of School Organisational Climate
3.10. Reliability and Validity of SOCDQ
3.11. Population and Sample
3.12. General Administration
3.13. Hypotheses
3.14. Collection of Data
CHAPTER-III

METHOD ADOPTED

3.1. Evaluation of Output of Sainik Schools

State and Society are the biggest stakeholders of any educational institution. Like the output of any factory is either accepted or rejected by the consumers for its quality, cost and utility, the output of any educational institution is also evaluated in terms of its utility to the nation, quality of citizenship and its own strength to survive well. However noble and high may be the ideals, unless achieved in significant proportion, the institution may not be deemed to be doing justice to the stakeholders. The age and time today has brought the nation and society to a defining moment of history. Glorious human values, which helped human being curb his beastly instincts and added the element of civilisation in his existence, are crumbling under the weight of titanic growth of science and technology. Perhaps survival in the primitive age was not as difficult as it is today. Human life is full of stress as of now. Educationists today are busy finding new parameters to assess the worth of human being. A greater responsibility with newer challenges is now lying in
front of the educational institutions to mould the brat of today into a useful citizen of tomorrow.

This challenge needs synergy and identification with the organisational aims for its success on the part of the members of the institution. It needs sound policies, uninterrupted supply of resources, a strategic methodology and tactics to deal with the routine problems and stumbling blocks. Parents' co-operation and support is essential to nourish the system of education. Honesty of efforts on the part of the management cannot be dispensed with. At the same time students have to assimilate the aim of the school and must remained focussed in achieving it. Only a fine blend of all these factors results into a young man who is well equipped with knowledge, skills, and strength of character to shoulder the responsibilities of his own, nation and society.

Sainik Schools were established with the same purpose. As successful institutions, they can serve as feeder bodies to the National Defence Academy. Sainik Schools, after establishment have contributed markedly to NDA intake besides sending many useful citizens in to the national mainstream. Notwithstanding this and the fact that in India, career in the Armed Forces is absolutely on voluntary basis
Sainik Schools would be evaluated primarily for their contribution to the NDA intake. It is a fact that the number of cadets joining NDA from Sainik Schools has been fluctuating precariously from year to year and course to course.

There exists no regularity or any pattern in the number of boys from Sainik Schools joining NDA. It is inconsistent and unpredictable. The only consistency observed is that between 1965 to 1988 the figure is above 100 with 1966 being the exceptional year with the number of boys joining NDA is just 88.

There is a sharp decline in the number of students joining NDA after 1988. In the year 1992 this number was alarmingly low-just 48. From 1989 to 1996 the number of NDA intake from Sainik Schools has been consistently less than one hundred, ranging from 48 to 78.

As the primary aim of the Sainik schools is to prepare boys for entry into the Armed Forces through the National Defence Academy, their contribution to NDA intake would be the main yardstick to measure their organisational efficiency, without any dispute. Sainik Schools cannot be treated as
successful organisations in terms of achievement of their organisational objectives.

There is a need to investigate the causes and take up remedial measures.

3.2. Statement of the Problem

"TO ESTABLISH CAUSAL FACTORS ADVERSELY AFFECTING THE PERFORMANCE OF SAINIK SCHOOLS BY STUDYING THEIR ORGANISATIONAL CLIMATE AND ATTITUDES OF TEACHERS EMPLOYED THEREIN"

3.3. Design of the study

Research in the field of educational management has gained impetus in the last few decades and yet to attain maturity. A recent trend that has emerged in researches in educational administration and management through still it is embryonic is the study of management in terms of attitude, climate, role perception and role expectation.

Realising the importance of educational management many efforts have been made by researchers to explain,
understand and predict the phenomenon of process and product of educational institutions. However, during the later half of the three decades there is evidence of some impact of the type of research studies and investigations done in business and industrial settings. On researches in the field of educational management, the coverage of the field has become varied and attention has shifted from the study of structure and procedures, rules and regulations to the study of organisational climate and greater relevance on human relational approach. Even today, research in the field of educational management hardly recognises the role of a sound management theory. The welcome change noticeable in some of the doctoral researches that were completed in the late sixties and early seventies is comparatively greater reliance on human relations approach. The dawn of realisation of the importance of educational management as a potential subject of study and research is now breaking on the horizon Indian education scene.

If one looks at the number of studies, conducted in the area, it reveals that the area has attracted attention of a large number of researchers in India. However, it should not be taken to imply that this area has been expanded
exhaustively. Several aspects of educational management have remained untouched, unnoticed and unidentified even as yet. Many researches have been conducted by various researchers in general conditions involving all those variables cited above. Hence it is in the fitness of things that more and more studies be focussed on the problem of effective management in the milieu.

The present system of institutional management and its organisational and role of effective teacher in a changing society like India is reassessed from the scientific viewpoint. Looking to the Indian education system, the society has placed boundless trust in its educational system. The people have a right to expect concrete results. They expect the teachers should teach effectively and sincerely as result the student will study and become competent men and women of the future society. That is why the moral and sincerity of teachers is a must, which is only possible in a good organisation and within the organisation sound and congenial working conditions, interrelationship, and good rapport with all the staff. Hence the importance of teacher in qualitative improvement of education is unquestionable. (Ryans 1960). Organisational climate, role clarity and perception and
attitudinal appropriateness are the new targets of educational researchers with the help of scientific tools and measurements.

The review of the researches provided here indicates that management of education, although very vital, has remained a neglected field of study. It suggests some of the important variables having bearing on effectiveness of the management of the educational institutions such as participation in decision making and interpersonal trust do not seem to have been investigated particularly in our own country. Therefore it is of utmost importance to undertake a comprehensive study of such variables as particularly organisational climate, teachers’ attitude and role perception and role conflict with reference to Sainik Schools. Hence the present research proposes to study the organisational climate of Sainik Schools and attitude of teachers employed therein.

3.4. Methodology

An educational and scientific problem can be resolved only on the basis of data and a major responsibility of the researcher is to set up a research design capable of
providing the information necessary to the solution of the problem. The design of the present study is systematically presented in this chapter.

In order to collect the necessary data for the present study 'Survey Method' was employed by the investigator. Survey studies are conducted to collect data of the existing phenomenon with a view to employ data to justify current conditions and practices or to make intelligent plans. Surveys are conducted generally in a country, region, state, district, city and university system or some other unit. Since most educational phenomena consist of a large number of units it is not possible to conduct each of them under controlled conditions, but survey data can be collected from a representative sample. The survey may be a school survey, job analysis survey, documentary survey, social survey or public opinion survey.

As far as the present investigation is concerned, it was a 'Normative Survey Method' used to study the participative activities of teachers, climate of the school and attitude of teachers in Sainik Schools.
3.5. Objectives of the study

The present study aims to fulfil the following objectives:-

(i) To study the educational background of teachers in the Sainik Schools.

(ii) To measure the attitude of teachers towards their:

(a) Academic work.

(b) Educational process including classroom practices.

(c) Pupils and child centred practices.

(d) Colleagues.

(iii) To study the organisational climate of Sainik Schools.

(iv) To formulate guidelines in order to develop sound Sainik School programme.

3.6. Delimitations of the Present Study

The present study is limited to 18 Sainik Schools under the management of Sainik Schools Society under the control of Ministry of Defence Govt of India. As mentioned in the first chapter, these schools were developed under a programme with some definite objectives. No other school in the country
exists which shares all the distinctive features of Sainik Schools.

3.7. Justification of the Present Study

Any research work has one of the three objectives to fulfil. Without any specific aim pursuit of knowledge is futile. According to the scientists, circumstances leading to research are, firstly lack or gap in knowledge, secondly, contradictory results or observations and thirdly, need to revalidate established principles and constructs in new or changed circumstances.

The present study is an attempt to fill a gap in knowledge. Why Sainik Schools are not achieving their primary aim in spite of having such noble aims, support of Govts and stakeholders. It is learnt that Sainik Schools Society has expressed concerns about the consistently falling intakes in NDA from the Sainik Schools. However, no academic approach was adopted to study the problem. The Sainik Schools Society routinely views it only as lack or failure of effective leadership. The key areas in the approach of the Sainik Schools Society are discipline, honesty and integrity of the academic leaders. According to one of the
advises doled out from the Society to the Schools ' any school reflects the personality of the principal'. No doubt, the style of leadership plays a significant role in deciding the type of organisational climate; this amounts to taking only a monocular view of the problem. Teachers are immensely important constituents of any academic body. Not only how they perceive the environment must be studied, their own professional qualities and attributes of personality must be studied in order to make a professional and scientifically valid headway. A careful study into the organisational climate and attitude of teachers would give useful feedback to the policy makers to review or revalidate the existing policies, terms and conditions of the leaders and the followers for taking remedial measures.

Because of the unique system of management and terms and conditions of service, the organisational climate of Sainik Schools can be hypothesised to be much different compared to any other type of school. No study, so far, has been carried out to study Sainik School. Also, because of its uniqueness it is not possible to apply findings of any lateral study in the context of Sainik schools.
Promotion prospects for the teachers in Sainik schools are extremely limited within the organisation. Posts of Headmaster and Principal are reserved for the serving officers of Armed Forces. It is unthinkable for a civilian teacher to take up the academic or administrative stewardship in Sainik schools. Such terms and conditions must be affecting their attitudes towards the profession and other elements of the organisation. This is not so elsewhere. A teacher can well rise up to the highest rank in the hierarchy of authority. Why, then, teachers stick to his job in Sainik Schools?

There are very few organisations in the country where the leader-follower equation is same as is prevalent in Sainik Schools. Certain productivity linked military organisation like Corps of Ordnance and a few units of Indian aircraft industry are having mix category of personnel (civilian and defence). However, no educational set up of the Sainik schools scale exists in the country, which has the same set of leaders and followers. And it is for this reason that an independent inquiry in needed to fill this gap in knowledge.

As residential public schools Sainik Schools have a rather different charter of duties for teachers. A young
entrant finds himself unprepared to work as per the charter of duties prescribed to him in residential schools. In our country preparation and training for an aspirant of teaching career is limited to acquiring appropriate academic qualifications and professional skills of classroom practices. The practical problems like resources management, acquisition of stores, rules of audit and general administration have not yet found their due place in the syllabus of Indian universities. A new teacher in residential schools finds himself in a tight corner as compared to day schools. Accommodation and meals with the students is free for residential school teachers. Generally teachers take it only as a privilege or perks of the job. They tend to forget that their duties in residential schools is to help the administration and these perks are only a way of compensating for the additional charter of duties. Such a situation leads to a role conflict. If the conflict is not resolved amicably and rationally, it hampers the favourable growth of attitudes. Also it may give rise to scepticism or lack of faith in the authorities. A taskmaster Principal may be perceived as unduly hard and harsh. Organisational climate is the sum total of employees' perception only. Attitudes and a climate both are likely to suffer adversely in such a situation. This
provides full justification for a thorough inquiry into both the two variables.

3.8. Tools used

For collection of new and unknown data required for the study, one may use various devices. The selection of suitable tools, therefore, is of vital importance for the collection of data and depends on various considerations such as objectives of the study, availability of suitable tests, educational level for which the test is best suited, personal competence of the investigator to administer, scoring and interpretation of the results. Keeping all these in view, the investigator selected the following tools for the present study:-

(A) Teachers Attitude Inventory (TAI) developed and standardised by Dr. S.P. Ahluwalla (Sagar, 1970).

(B) School Organisation Climate Description Questionnaire (SOCDQ) developed and standardised to Dr. Motilal Sharma (Surat, 1978).

(A) Teachers Attitude Inventory (TAI)

The quantitative expansion and qualitative improvement of secondary education has raised problems of selection of
right type of teachers and enriching programmes of teacher-preparation. This necessitates not only improving the knowledge and teaching competence of a teacher but also to inculcate in him healthy professional attitude and desirable teacher like qualities.

Teacher training institutions have initiated perhaps half-heartedly some schemes for stirring and stimulation the student teachers who enter their portals for receiving professional training. It is a good augury that educationists and education planners in India have started realising only securing enough teachers will not do, as what is equally important is securing the right type of teachers. Unless such teachers are found the secondary school cannot deliver goods that are expected of them. Fundamentally, the success of secondary education does not depend either on the definition of aims, statement of objectives, or discussion of subject values but on academic and professional preparation of teachers.

For professional of teachers the study of attitudes held by them is very important. How a teacher performs his duties, as a teacher is dependent, to a great extent on his attitudes, values and beliefs. A positive favourable attitude makes the
work not only easier but also more satisfying and professionally rewarding. A negative and unfavourable attitude makes the teachers tasks harder, more tedious and unpleasant. Hence, it appears relevant to conduct attitude inventory towards the teaching profession and its allied aspects. This may help in changing the attitudes of teachers through a positive programme of inculcating favourable attitudes in the in-service and pre-service trainees by changing the organisational climate of the institutions and by enriching the social and emotional climate of their classrooms.

*Description:* This inventory is a 90-item Likert instrument consisting of six sub-scales. These scales were developed by Likert summated rating procedure. Each scale has 15 statements that pertain to a particular aspect of prospective and practising teacher's professional attitude. The six aspects dealt within the inventory are Attitude towards:

(i) Teaching Profession.
(ii) Class-room Teaching.
(iii) Child-centred Practice.
(iv) Educational Process.
(v) Pupils.

(vi) Teachers (colleagues)

The inventory has been constructed by Dr. S.P. Ahluwalia under a project of the National Council for Educational Research and Training. The form of the item is akin to the usual Liker format. The items are selected from a longer list by scientific statistical procedure. The items in the final sub-scales were selected by item analysis. Out of 90 items 56 were in positive form and 34 of them are in negative form. Again 43 items are meant to assess attitude in favourable direction and 47 in unfavourable direction. Thus the favourable-unfavourable continuum adequately measures the aforesaid six selected areas.

**Scoring** Each item alternative is assigned a weight ranging from 4(strongly agree) to 0 (strongly disagree) for favourable items. In case of unfavourable items, range of the weights is reversed i.e. from 0 (strongly agree) to 4 (strongly disagree). The attitude score of a subject is the sum total of item scores of all the six sub-scales. The theoretical range of scores is from 0 to 360 with the higher score indicating the more favourable attitude towards teaching and allied aspects.
Reliability of the Scale  Reliability of the scale was estimated by split-half (odd-even) method and found to be .79.

(B) School Organisation Climate Description Questionnaire (SOCDQ)

Dewey (1938) stated that learning is dependent on experience and the nature and quality of educational experience are largely determined by characteristics of learners' environment. Bloom (1968) characterises the environment as follows: -

"...We regard the environment as providing a network of forces and factors which surround, engulf, and play on the individual. Although some individuals may resist this network, it will only be the extremes and rare individuals who can completely avoid or escape from these forces. The environment is a shaping and reinforcing force which acts on the individual".

Baylay (1957), Pace, Stern (1970) and others also view environment as a powerful determinant of behaviour. Studies conducted by Sharma and others since 1969 reported that
schools differ in terms their climates and students' academic performance has significant relationship with school climate. In one of the studies conducted by Sharma (1974) revealed that Headmaster's effectiveness as significant predictor of school climate. Further, Sharma (1975) also studied the relationship of school climate with school effectiveness and teacher satisfaction and Principal's effectiveness along with other variations.

Thus, studies referred above have indicated that school climate is related with students' performance, teachers' satisfaction, school and Headmaster's effectiveness, leadership behaviour of the Headmaster and many such other variables. This tool is an Indian adaptation of organisational climate description (Halpin and Crofts, 1963) by Dr. Motilal Sharma in the year 1978.

**Description of Sub-Tests of the SOCDQ** – The analysis of items in Organisational Climate Description Questionnaire resulted in eight dimensions of organisational climate, as was the case in the study of Halpin and Crofts (1963). Out of these eight dimensions four sub-tests differ in structure and content from those identified by Halpin and Crofts. The four common dimensions identified by Halpin and Crofts and
those by Motilal Sharma are (i) Disengagement, (ii) Esprit (iii) Intimacy and (iv) Production-Emphasis. These dimensions were found similar in structure and content in both the studies. The four new dimensions yielded by Sharma's (1973) study are (i) Psychological Hindrance, (ii) Alienation, (iii) Control and (iv) Humanised Thrust. In case of the common dimensions, definitions given by Halpin and Crofts (1963) were accepted by Sharma (1973) and the remaining four dimensions have been defined by Sharma. These dimensions have further been grouped under two categories 'Group Behaviour Characteristics' and 'Leader Behaviour Characteristics'. These dimensions have further been defined below:-

**Group Behaviour Characteristics**

**Disengagement:** This sub-test focuses upon the teacher's behaviour in a task oriented situation. (Halpin, 1969) It refers to the teacher's tendency to be "not with it". This dimension describes a group, which is "going through the motion" with respect to the task at hand.

**Alienation:** Refers to the behaviour patterns among the group including the leader (Principal), which are characterised as highly formal and impersonal. It reveals the
degree to which the Principal 'goes by the book' and adheres to policies rather than dealing with the teachers in an informal, face to face situation. It also indicates the emotional distance between the group and the leader and at the same time, among the group members. Sharma (1973).

*Esprit:* Esprit refers to morale. The teacher feels that their social needs are being satisfied and that they are, at the same time, enjoying a sense of accomplishment in their job.

*Intimacy:* Intimacy refers to the teacher's enjoyment of friendly social relations with each other. This dimension describes a social need satisfaction, which is not necessarily associated with task accomplishment. (Halpin, 1969).

**Leader Behaviour Characteristics**

*Psychophysical Hindrance.* It refers to the feeling among the group members that the Principal burdens them with routine duties, management demands and other administrative requirements, which they consider as unnecessary. At the same time, they perceive Principal as highly dictatorial in his behaviour. He is not adjusted to feedback from the staff; his style of communication tends to be unidimensional.
Controls. It refers to the degree to which the Principal's behaviour can be characterised as bureaucratic and impersonal in nature; although task-oriented in behaviour the extent to which he tries to raise the degree of effectiveness and efficiency by helping the group work towards the common goal by providing adequate operational guidance and secretarial services. (Sharma 1973).

Production-emphasis. Refers to behaviour by the Principal, which is characterised by close supervision of the staff. He is highly directive and plays the role of a 'straw boss'. His communication tends to go only in one direction, and he is not sensitive to feedback from staff. (Halpin 1969).

Humanised Thrust. It refers to the behaviour of Principal, which is marked by his attempts to motivate the teachers through personal example. He does not ask the teachers to give themselves any more than they willingly give of themselves. The behaviour of the Principal, though unmistakably task oriented is at the same time characterised by an inclination to treat the teachers humanly and tender heartedly. He attempts to do something extra for them in
humanised terms and consequently, his behaviour is viewed favourably by the teachers. (Sharma, 1973)

3.9. Definition of School Organisational Climate

It has been defined by different authors differently. According to Halpin and Crofts (1963) the organisational climate can be construed as the organisational personality of a school. Analogously, "personality " is to the individual what organisational climate is to the organisation. Sharma (1971) after analysing the definitions given by different authors came to the conclusion that though different authors use different terminology in defining this complex concept, almost all agree that organisational climate could be defined in terms of interaction that takes place between members of the organisation when they fulfil their prescribed roles while satisfying their individual needs. Furthermore, to operationalise the concept in the context of a school, he specified that it is the resulting condition within the school of social interaction among the teachers and between the teachers and between the teachers and the Principal. Sharma (1973), using both the R-Technique and the Q-Technique identified six types of climates. Different types of
school organisational climates as defined by Sharma are mentioned in the following lines.

*Open Climate* refers to an environment in which teachers obtain social needs satisfaction as well as job satisfaction and enjoy a sense of accomplishment in their job. They perceive their Principal (leader) as highly considerate and democratic in behaviour and hence the group members as well the Principal feel ‘all of a piece’. So the group enjoys a high degree of integration and authenticity of behaviour (Sharma 1973).

*Autonomous Climate* refers to an environment in which the teachers enjoy a friendly relationship and a high degree of group morale. They satisfy their social needs to a great extent moderate and enjoy a degree of job accomplishment. Absence if active leadership mixed with average controls on the part of the Principal is perceived as an element Psycho-physical Hindrance (Sharma 1973)

*Familiar Climate* is characterised by the conspicuously friendly behaviour of both the Principal and the teachers. The teachers have established personal friendship among themselves, and socially, at least, every one is a part of a
large happy family. Social need satisfaction is extremely high. The Principal exercises leadership in an indirect manner and tried to keep production satisfactory. His behaviour is job oriented but does not hinder the social needs satisfaction on the part of the teachers. (Sharma 1973)

*Controlled Climate* refers to an environment, which can be characterised as highly task-oriented at the cost of social needs satisfaction of the members. (Teachers, in the present context). Leadership acts stem from only one side and in a dictatorial manner. Group involvement is never encouraged. The human aspect of the individual is neglected and communication is always one sided. Teachers get little job-satisfaction out of task-accomplishment. (Sharma 1973).

*Paternal Climate* refers to a situation in which there is very little scope for the members to satisfy their needs and derive job-satisfaction. The faculty has to work in the way the Principal wants but at the same time the Principal as a paternal guardian of the school faculty, does not ignore the individual interest, and hence his behaviour is perceived as highly considerate. (Sharma 1973).
Closed Climate is characterised by high degree apathy on the part of all members of the organisation. The organisation is not moving. This climate lacks authenticity of behaviour. The Principal constrains the emergence of leadership acts from the group. The group members secure neither social need-satisfaction nor job satisfaction stemming from task-accomplishment.

Scoring In all there are 64 Likert type items distributed over eight dimensions (sub-test) described earlier. The respondents are asked to indicate the extent to which each statement characterise his/her school. The scale against which the respondents indicate the extent to which each statement characterises their school are defined by four categories: (i) Rarely occurs, (ii) Sometimes occurs, (iii) Often occurs and (iv) Very frequently occurs. For scoring, these four categories of responses are assigned four successive integers viz. 1, 2, 3 and 4 respectively. Then each respondent’s eight sub-test scores are calculated by simple summation of each respondents item score. subtest by subtest and dividing each of the eight sums by the number of items in the corresponding subtest.
Preparing School Climate Profile To prepare climate profile for each school these raw scores are then converted into doubly standardised score first by normative standardisation and then by ipsative standardization procedures. Normatively, each sub-test score is standardized across the total sample schools. According the mean and standard deviation of the total sample for that sub-test. Ipsatively, each sub-test score is standardized with respect to the mean and standard deviation of the profile scores for each school. For both standardization procedures a mean of 50 and a standard deviation of 10 is used. These eight standard scores represent school profile.

Designating Climate Profile To assign climate type to each school of the sample each of the profiles is compared with the six prototypic profiles and a profile similarity score is calculated for each school. This score helps in determining to what extent each of profile is congruent with the prototypic profile, which characterised each of the six climates. Thus, similarity scores are computed by computing the absolute difference between each subtest score in a school's profile and the corresponding score in the first prototypic profile, then in the second one and so on. A low sum indicates that
the two profiles are highly similar whereas a large sum shows that the two profiles are dissimilar. Thus each school is designated with the name of prototypic profile to which the school is highly similar.

3.10. Reliability and Validity of SOCDQ

Reliability KR-20 (Kuder-Richardson Formula) was used for calculating the coefficients of reliability (internal consistency) for each of the subtests. The communalities of each subtest were also calculated. High communalities can be regarded as evidences of equivalence of adequacy of item sampling and consequently the communality itself may be viewed as coefficient of equivalence (Halpin and Crofts 1963).

Validity This tool was given to 15 experts in the field of educational administration. They were requested to examine the content of each subtest in the light of the definitions of different subtests and climates which were provided to them, whether the content of the subsets of the SOCDQ measure through them? All the experts with minor differences were found to agree with each other to a great extent. This indicates the face validity of the test. Secondly,
no significant difference was found between the proportionate climate distributions in the two samples that of Halpin and Crofts study (1963) and Sharma's study (1973) having different organisational structure and located in two different cultures. This further ascertained the validity of the tool.

Again, to validate the results if the study Sharma (1973) developed a rating scale and sent the same to the district inspectors of schools of each district, along with the definitions of eight dimensions and climate types, and requested them to rate the schools of their respective districts included in Sharma's study (1973). Coefficient of correlation between the ratings of the inspectors and the results observed by the investigator (Sharma) was calculated. It was found to be .63 at .01 level of significance.

3.11. Population and Sample

Generalisation of any research work is based on sample observations. It is desirable to have a representative sample of the population. There are various techniques of sampling, but for the purpose of present investigation the investigator used purposive sampling technique. This was done so as to ensure true representation of the sample to the population so
that the results obtained on the sample could be extended to the population. Since the present study was limited to the teachers of Sainik schools under the Ministry of Defence the investigator selected schools covering all the regions. The consideration kept in view while selecting the sample were as following:

- That the sample consists of both male and female teachers.
- That teachers of all seniority i.e. less than five years to more than 15 years are made respondents.
- That the sample includes different socio-economic groups.
- That all regions are represented in the sample.

3.12. General Administration

- The most important factor to determine the organisational climate is the force and style of leadership.
As Sainik Schools are administered by military personnel; the style of leadership will be mostly authoritarian and less democratic.

Civilian followers find military discipline unpleasant. Educated lot finds it difficult to adjust with military discipline.

Different social affiliation of leaders and followers causes barriers in communication.

Authoritarian leadership results into suppressive and strict disciplinary environment. Educated followers show less tolerance to this type of environment and take unfavourable perception of organisation and the profession.

Strength and direction of attitude for any profession do not remain same at all times. Due to changing adjustable demands, maturity, rise in position in the hierarchy and leadership, they change.
People have mildly positive or even neutral attitude for a job/organisation initially, due to lack of experience and adequate information.

The longer a person stays in a job/organisation, the more favourable attitudes he holds for the job/organisation.

Favourable attitudes result in greater job satisfaction and better job output.

3.13. Hypotheses

Researches do not happen in vacuum. A researcher does not grope in dark. He advances with a set of proven facts, constructs or established conclusions to explore a new dimension of knowledge. He begins his journey from known to the unknown and in doing so; he proposes the likelihood of his findings in a form of a statement. This unproven statement is called as hypothesis. The findings of his research either prove or disprove his hypothesis. Hypothesis, thus, entails an element of expectancy. Hypothesis, once proved by the findings of research, bedeck the pursuit of the investigator. But if the hypothesis is not proved by the findings of the study, it opens many avenues to pursue
knowledge. Reasons, both established and probable, are to be examined to take the study to a logical conclusion in such a situation.

Hypothesis is the most vital content of experimental researches. In experimental researches effect of one variable is observed over the other. As the researcher manipulates at least one variable (independent variable) to see its effect on the other (dependent variable) he is well aware of the nature of the variables. As such it is always possible to anticipate the results. Element of expectancy is only a natural element of experimental researches. However, exploratory researches may or may not have a hypothesis depending on how vast is the canvass of knowledge in the background.

Being the first of its own kind, exploratory in nature and in a highly protected environment, the present study has been carried out with no background information. Limitations of various kinds and difficulties faced by the investigator will be discussed separately in subsequent chapters.

Even with no research study on the Sainik School is preceding the present study, the investigator, placing faith in the results of studies carried out in other organisations/
institutions and with the assumptions mentioned in the preceding paragraphs, has framed the following hypotheses:

(i) Teachers who are on the start of their career i.e. less than five years of service length will show mildly positive attitude towards all the elements of the Teachers' Attitude Inventory.

(ii) Degree of positive ness on TAI scale will not rise significantly with the increase of seniority.

(iii) Mostly, Sainik Schools have closed, controlled or parental type of organisational climate.

Operational Difficulties: For any investigator, a study project into Sainik schools is a rather challenging job for many reasons of academic and administrative nature. Some of the difficulties are mentioned below:

- Uniqueness of structure and function- Unlike any other academic institution, Sainik Schools are just 18 in number throughout India. Military-biased education with the similar aims and objectives is imparted nowhere else. The only two Schools are exceptions i.e. Military
Schools (Which are only five in number and located at Ajmer, Bangalore, Belgaum, Chail and Dholpur) and Rashtriya Indian Military College at Dehradun. However, in-spite of similarity of aims and objectives, theses schools have a much different system of management, and functional peculiarities. Hence the clan of Sainik Schools is solitary and of its own kind. A scientific study on an untrodden path runs the risk of lacking lateral or parallel evidences of validity.

- Inconvenient accessibility due to scattered geographical location of Sainik Schools – Sainik Schools are located in different parts of India. Each state has just one Sainik School and mostly they are situated in far off places. Inhibition on the part of respondents

3.14. Collection of Data

The strength and validity of any research work rests on its data. Sample, adequacy of data (number of respondents) and method of collection assume special significance in the field of humanities. Another factor that is important in this context is the interaction between the investigator and the respondents. An open and cordial interaction between them can motivate the
respondents to reveal their true feelings or opinions. Mutual trust and assurance of confidentiality are additional factors that may make or break the entire exercise. All these above-mentioned factors are to be given due consideration and a strategy is to be formulated for the progress of the research work. The following lines enfold the strategy of the present work.

3.15. Sample- Every research work has its own peculiar requirement of the sample on which the research tools are applied. The sample must be carefully chosen in order to have logical connection with the hypothesis and draw generalisations. The sample selected must be true representative of the population accommodating all the attributes that might be worthy of attention.

In the present study, thirteen out of a total of eighteen Sainik Schools were selected as sample to give true representation to all regions of the country as per following details: -

<table>
<thead>
<tr>
<th>Region</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>North</td>
<td>Ghorakhal (UP), Sujanpur Tira</td>
</tr>
<tr>
<td></td>
<td>(Himachal), Kunjpura Haryana.</td>
</tr>
<tr>
<td>South</td>
<td>Korukonda (AP),</td>
</tr>
<tr>
<td></td>
<td>Kazhakootam (Kerala)</td>
</tr>
</tbody>
</table>
East
Imphal (Manipur), Goalpara (Assam), Purulia (West Bengal)

West
Chittorgarh (Rajasthan), Balchadi (Gujarat)

Central
Rewa (MP), Satara (Maharashtra), Bhubaneswar (Orissa)

Respondents—Teachers of both the sexes in the three categories of seniority were chosen as respondents:

Group I—Less than five years of service in Sainik School.
Group II—Between five and fifteen years of service, and
Group III—Above fifteen years of service in Sainik School.

All the respondents were administered the two tests as mentioned in the second chapter. The first one was Teacher Attitude Inventory (TAI) and the second test was School Organisation Climate Description Questionnaire (SOCDQ). Both the tests were administered in a single session.

To administer the above-mentioned tests, the investigator visited the Sainik Schools of Manipur (at Imphal), Assam (at Goalpara), Madhya Pradesh (at Rewa), Uttar Pradesh (at Ghorakhal) and Haryana (at Kunjpura). The questionnaire were
sent to other sample schools. The investigator liaised with the Headmasters of the other sample schools for administration of the tools. In order to nullify the tester bias, stress was given to read the instruction (Contained in the test booklets) aloud to the respondents and avoid any informal interaction with the respondents on the tests and tools. Understanding of instructions was confirmed through telephonic conversation with the Headmasters. Answer sheets were despatched to the investigator by post or courier.

A total of 230 teachers responded to the questionnaires as per the following details:

**TABLE-1 NO OF RESPONDENTS**

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Group/Seniority</th>
<th>No. of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Gp-I, upto 5 years</td>
<td>83</td>
</tr>
<tr>
<td>2.</td>
<td>Gp-II, 5-15 years</td>
<td>66</td>
</tr>
<tr>
<td>3.</td>
<td>Gp-III, 15 years and above</td>
<td>81</td>
</tr>
<tr>
<td></td>
<td><strong>Total:</strong></td>
<td><strong>230</strong></td>
</tr>
</tbody>
</table>

Sainik Schools on an average have 30 teachers on their roll. Taking this figure, the total population of teachers in all
Sainik Schools comes to 540. The sample, thus is fairly large to represent the population. (43%)

**Scoring of Data** Scoring and statistical operation was carried out for both the tools as per instructions contained in the test manual. Raw scores are attached at the end of this chapter.