CHAPTER 1

INTRODUCTION

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CHAPTER I

INTRODUCTION

1.1 Introduction

The main objectives of education are:
- to prepare individual for today and to-morrow,
- to make them good citizens,
- to make them efficient producers,
- to make them increasingly learning members.

So that they can enrich and contribute to civilization.

On every ground, the present education seems to be a failure. The effectiveness of the school becomes doubtful. Against this background, the person like Evan Ellich proclaims that it is time to make "De-schooling of operative motto. This means that school's medium for which it was nurtured in the society lost its aroma and utility as an institution reflects the situation which points to

1.2 Inter-relationship Among School Behaviours, Teacher's Moral

The effectiveness of educ
The school climate plays a prominent role in making teachers productive in the society and in the school. The effectiveness of teachers depends to a large extent upon the organizational climate of the school. Teacher's effectiveness and the organizational climate of school would be influenced by the leadership behaviour of the principal of the school.

"The National Educational Association (1948) in America declared that a typical head tends to discharge his organizational responsibilities in a more or less perfunctory manner and that the supervisory endeavours of heads are not of very high performance." 2

Thus, the head of the school is the fountain head of inspiration for teachers to work. The management of dead things like accounts, deadstocks and fittings and fixtures of the school are no longer a trait to be respected in the school principal; but the personnel management of the teachers in the school is a trait which is the most important in producing a climate which in turn transforms teacher's potentiality into effective actualities.

The secondary school principal is not administering a factory nor an advertising agency - he is administering a
school. All his efforts must somehow be related to the basic purpose of the school teaching and learning. Teaching is the function of the teachers while learning relates to the pupil. Here teacher's morale and pupil's motivation play a crucial role.

1.3 Teacher's Morale

Morale, as it is conceived of here, assumes first of all, that one's basic needs for economic & physical security are, or will be, relatively well met. It is not rational to think that a high state of morale will exist in a work situation, no matter what the job or interpersonal ingredients are, if a person is hard pressed financially or has high concern about his health and safety. Following these assumptions, it is hypothesized that a high state of morale situation will exist where a competent person has reasonable freedom of action, establishes healthy rapport with his head and among their colleagues, has appropriate teaching load to pursue under well-established security for his service, enjoys his teaching work and above all experiences fair amount of status for his profession.

Any person can work with his hands or feet. This is a labourer. But the work becomes refined and polished when he uses his intellect in doing the things. Such persons are called craftsmen because they strive to work. The cra-
ftsmen can be artists if they pour their heads in doing things. Teacher's profession belongs to the artist where he has to used his hand, head & heart to be effective. Many a gem in the teaching profession come to wither and die only because they cannot find proper environment to work with. The educational environment of the school is made or marred by the leader of the school. He can unfold the potentialities of the members of his staff so that the goals set up by education can be fructified. This calls for high leadership qualities in a person called principal. He is a fountain head of inspiration. He is not doing an actual job. His only presence is sufficient to direct the activities of the teachers. He is a CATALYTIC AGENT who is responsible for making high state of environment in which teachers and pupils are carried into a flushing stream of educational activities whole-heartedly. So everything in a school hinges round the teacher and the teacher morale.

1.4 **Purposes of Leadership in Higher Secondary School**

The general role of leaders has been considered, but what are the purposes to be met by school administrators of higher secondary schools ? It is probably little better than a truism that the basic purpose of any educational administration is to facilitate the teaching-learning process. The important consideration is to discover the specific purposes of educational administration.
The School Community:

For the most part, the secondary school principal needs to be a student of the school community. The extent to which he understands and is understood by his community plays a major role in determining his effectiveness.

Goals and Policies:

The first area of administrative leadership is in facilitating the development of goals and policies. The school principal does not develop goals and policies, but he must set the stage so that goals and policies are developed.

Policy Development:

Policies usually establish certain guidelines that indicate ways in which goals shall be met. The principal has two tasks in meeting the purposes of policy development. Firstly, he and his staff need to assist the superintendent of schools in developing policy recommendations for the board. Secondly, he needs to facilitate the development of specific policies within the district-wide policy framework for his school.

Programme Development:

The principal is to stimulate the development of programme for teaching and learning rather than to develop such programmes.
Once goals and policies have led to development of the programme; the purpose of educational administration is to secure resources human and material to make the programme of teaching and learning work.

In nutshell, the right decisions and timely actions of the principal lead to an effective imparting of education which in turn boost the teacher's morale and pupils' motivation.

1.5 Statement of the Problem

It is because of this hypothesized crucial linkage among the school climate, leadership behaviour, teacher's morale and pupils' motivation upon the achievement of the pupils, the investigator felt the need to investigate the impact of each variable in the present set-up of higher secondary school. The earlier studies have reported organizational climate, leadership behaviour and teacher's morale solitarily by simple group methods or in some cases using bivariate designs. The present investigator views the pupils' achievement as a gestalt which is composed of many things other than pupil himself. Thus in making pupil succeed in education, the teacher's role, principal's behaviour and the whole fabric of school climate together with pupil's motivation should be looked into. Then and only then, the variables contributing to the success or achievement of the
pupils can be ascertained. Hence the problem of the research work undertaken is as under:

A study of pupil's achievement at higher secondary school level in the context of the type of school climate, leadership behaviour, teacher's morale and pupil's motivation.

1.6 Definition of Terms

The present problem involves the following terms/phrases which require clarification:

1. **Pupil's achievement at higher secondary school level**

   In the state of Gujarat, the structure of education followed is 10 + 2 + 3. The middle +2 aspect is the higher secondary school level. Upto ten, secondary education prevails. At 12 there is a public examination called Higher Secondary School Examination. The pupil's achievement is the percentage of marks obtained by pupils in various subjects of examination. The percentage of the total marks had been used in order to reduce the quantity. The second purpose had been to have computation come handy.

2. **School Climate**

   Halpin and Croft (1963) refer climate as "the personality of the school". The meaning of organiza-
tional climate as conceived by Halpin & Croft is, "the product of interplay among the organizational principles, individual needs and information group variables measured through eight dimensions and represented on a continuum". The dimensions are according to teacher's perceived behaviour and principal's perceived behaviour. "The climates on the continuum are: Open, autonomous, controlled, familiar, paternal and closed". 3

3. Leadership

Leadership is the exercise of authority and the making of decisions (Dubin, 1951).

Leadership is the initiation of acts which result in a consistent pattern of group interaction directed toward the solution of a mutual problem (Hemphill, 1954).

Leadership is an ability to persuade or direct men without use of prestige or power of formal office or external circumstance (Reuter, 1941).

Leadership is the process of influencing group activities toward goal setting and goal achievement (Stogdill, 1950).

Leadership Behaviour

It is defined as the administrative acts of the
principal of the school. It denotes the two leader dimensions of initiating structure and consideration as described by Halpin, that refer to the relationship of the leader between himself and the members of the group. The consideration type of behaviour reflects friends, mutual trust, respect & warmth in the relationship between himself and the members of the group.

4. Teacher's Morale

It refers to Bentley & Rampol's concept (1970) which is the professional interest and enthusiasm that a person displays towards the achievement of individual and group goals in a given job situation.

5. Pupil's Motivation

"With humans however, once basic biological needs are satisfied, there is a considerable amount of everyday behaviour which is motivated by needs not readily accountable for in physiological and biochemical terms. Pupil's motive or aspiration to achieve."

1.7 Objectives of the Study

The following objectives were kept in view:

1. To assess and categorise the O.C.D.Q. scores into custodial and humanistic ones.
2. To assess the leadership behaviour patterns of the principals of higher secondary schools as perceived by the teachers.

3. To study the factors affecting the type of school climate.

4. To assess the teacher's morale under various school climate conditions & leadership behaviour.

5. To categorise pupils into high & low motivational levels.

6. To study the influence of the school climate, leadership behaviour, teacher morale & pupil's motivation upon the achievement of the pupils.

7. To suggest measures to ameliorate the school climate, teacher's morale, and pupil's motivation.

1.8 Limitations of the Study

The present study has the following limitations:

1. The study is restricted only to the Vadodara district.

2. Forty higher secondary schools from Vadodara district were selected randomly for the study.

3. The study had been carried out on the basis of the responses of the teachers from the schools.
4. In this study, leadership behaviour of the principals was taken as behaviour that they manifested in connections with the running of the school and not his social behaviour outside the school.

1.9 Scheme of Chapterization

There would be six chapters of the thesis.

The second chapter deals with the conceptual basis of organizational climate, leadership behaviour patterns, teacher's morale and pupil's motivation.

The third chapter reviews the related research work done in the past.

The fourth chapter deals with the planning procedure of the study in which various variables and the plan of the research would be described.

The fifth chapter would describe the data and their analysis and interpretations. Various hypotheses would be tested and the conclusions drawn from testing would be described.

The sixth chapter summarizes the observations and conclusions. It would suggest relevant problems for future research work.

The thesis also contains numerous graphs, tables and appendices.
1.10 References


