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INTRODUCTION

School environment is a powerful force and plays a pivotal role in the all round development of the child. The more congenial the school environment, better the development on the part of the student. Enrich the school atmosphere and it will serve as a stimulating force for the learner. Schools are considered to be ideal homes, therefore, for the welfare of students who do not get a stimulating and congenial environment at home, residential schools have been started so that they may be provided with a better atmosphere which in turn influences the child.

It is a fact that schools differ from each other in terms of their environment. Every school has its own ‘Personality’ in a sense that various aspects of school life give rise to unique organization which is much more than a mere totality of different aspects. Such an institutional personality is so complex a system that it becomes almost impossible to conceive the variables, which contribute to the making of system. Halpin (1969) says, “Any one who visits more than a few schools notes quickly how schools differ from each other in this ‘feel’.” In one school the teacher and the principal are restful and exude confidence in what they are doing. They find pleasure in working with each other; this pleasure is transmitted to the students, who are thus given at least a fighting chance to discover that schooling can be a happy experience. In other school the boarding
discontent of the teachers is palpable; the principal tries to hide his incompetence and his lack of sense of direction behind a cloak of authority; and yet he wears this cloak very poorly because the attitude he displays to others vacillates randomly between the obsequious and the officious. And the psychological sickness of such a faculty spills over on the students who, in their own frustration, feed back to the teacher a mood of despair. Every one of us gets a feel that a unique atmosphere, climate or personality is prevailing in a school whenever we spend even a small amount of time with the members of the school. This climate varies from school to school, because it depends on the interaction among various role participants in the organization. It is the behaviour of the group members, which decides the climate in their schools, and thus much of the school output depends upon the mutual interaction among various components of school organization. Human interaction gives personal touch in the educational process. The human interaction that takes place plays an important role. "As the school is a web of interactions among people who live and work together in a particular way, this interactive environment of the institution leads to an organizational climate."

A school complex has many ingredients, which directly or indirectly affect the school organizational climate. These ingredients are managers who run the institutions, the principal who organizes various activities, the teachers who
have a leading role in fulfilling the pupils’ objectives and forming the school climate. If the coordination is better between these ingredients, the working climate of the school will be healthy and congenial.

The schools have some specific characteristics as organizations—

(i) The school is a system, which has grown out of society. Schools are ever growing institutions. There is no final point of growth for schools. No school can say that they have reached the zenith of progress. In fact the process of growth is the key point, which makes a school life like institution.

(ii) The school is place full of human interactions. The interactions include the Principal-teacher interaction, teacher-teacher interaction etc. Innumerable such interactions occur during the days, months and years.

(iii) The teachers and principal communicate through words and gestures. These interactions generate the climate of the schools.

Taking into consideration the setup of the school, there are three main human components- Student, Teacher and Administrator. Teachers and administrators are meant for students.
THE PROBLEM AND ITS FORMULATIONS

The problem of education is not so much curricular reform or examination reforms or methodological reform as of reform in the atmosphere of educational institutions and attitude of teachers and also administrators. This question of environment or atmosphere or climate is something that cannot be bound within rules and regulations. This depends on the patterns of interaction between ingredients of the school system. Among the various interactions taking place in the school system the interaction between the principal and the teacher decides or contributes to large extent in determining the atmosphere or the climate. This climate effect the behavior of the individuals living and working in the environment influences their performance, influences the process or the whole phenomenon of modification of behavior on the part of the students the school faculty is trying for. In other words this atmosphere decides the output of an organization, in a school it is both academic and co-curricular. Again to reinforce this assumption, which is based on theory, one can also say that the behavior is function of personality of the individual and the environment, or it is the output of interaction between the personality characteristics of the individual and characteristics of the environment. As such environment of an organization is important factor, which influences the behavior and activities of role participants. In specific in a school the climate influences both teaching on
the part of the teachers and learning on the part of the students, or teaching learning process as a whole. All these considerations impelled the investigator to undertake the present study, hence the topic of the problem is: -

"An Appraisal On Organizational Climate Of Higher Secondary Schools Of Sagar District."

NEED AND IMPORTANCE OF THE STUDY

"The organizational phase is chiefly concerned with making arrangements that permit the beginning of purpose realization. It may also be a process of new arrangements to replace old ones".

- French, Hull, and Dodd.

Education in India has not enough even the partial expectations of the society. In fact in many respects degeneration has been observed. All efforts of improvement and setting in motion, the change process made during the past four decades after independence of the country meet with failure. High promises of political leaders and efforts of officials have remained hollow. As education aims at changing of behaviour, hence environment is a powerful variable, which must be fully understood and considered while planning for education of the students. Environmental studies provide valuable information for identifying and implementing needed changes in educational practice.
Information about educational atmosphere or organizational climate makes it possible for educators to determine if current programs are resulting in the type and the intensity of the environment originally intended. It is likely that environmental studies will supply data that suggest what educational programs are desirable. Hence the study of organizational climate of schools may help in maximizing the utilization of the available human and physical resources for creating a congenial atmosphere for the students. School environment are different and as complex as the students who live in them. Only when educators and administrators understand the influence of environments on students will it be possible to change the atmosphere that discourages learning. The environment is a shaping and reinforcing force, which acts on the individual. Thus environment is recognized as a complex system of situational determinants that exert and influence upon participating individuals. Bayley (1957), Bloom (1968) and others also view environment as a powerful determinant of behaviour.

At present when changes everywhere are going more speedily than in education. Where as the expectations of the society from education are increasing the resultant satisfaction has not been optimized. The reasons for this state of apathy are not difficult to find out.
One important reason for non-growth state is the lack of proper organizational climate and lack of honest, sincere support from the ultimate users and the attitude towards the change of teachers. There can be several other reasons also but none of them can be more potent than the shortcomings as stated above. The future work force of the nation is prepared in secondary schools e.g. Doctors, Engineers, and Scientists etc. Thus secondary schools and teachers working in become the focal point of research to investigate the reasons for the problem stated in the topic in the field of education. Teachers have however not been the subject of many studies in India and especially in M. P. Unlike the man made machine the teacher is a human being experiences the continuous influences of the forces at work around him. A number of external and internal forces act upon a teacher, his own psychological state, organizational climate of schools, worries, satisfaction from work, behavior of colleagues and discouraging factors to influence around leave their impact on his motivation and attitude. This in turn affects the inner fire burning in him and his changing behavior. There is a dire need to identify the conditions necessary to influence the teachers in their working situation. The importance of school climate in a school can hardly be overstated. For the school climate as it is experienced by each child, and visitor also as a powerful impact upon the formulations of a child’s concept of self, is ability to work
effectively and his capacity to develop mutually satisfying relationships with others.

The climate is important to adults also. An adult’s self concept, work habits, and interpersonal relationships have developed over a considerable number of years and hence is not readily affected by surrounding condition. An individual’s self and self concept develops as a result of interpersonal relationships through time. An individual self concept consists of feeling and conceptions about self derived from relating the self to other persons. Each individual self is unique and each `self acts as a selecting, organizing and interpreting force governing the individual’s perception.

An individual plays a positive value on this experience, which enhances his self-concept. Some experiences are perceived, accepted and organized in to the self-structure. The individuals cannot perceive other aspects of the organization with a reasonable degree of accuracy because they are inconsistent with his concept of self.

Self governs an individuals perceptions and hence affects his interpersonal relationships, an individual’s self and his interpersonal relationships are inseparable. A person does not have a self plus interpersonal relationship with other people instead, a person’s self and his interpersonal relationships are each implicit on each other.
To study the relationship of the principal’s behaviour and the teacher’s behaviour in a school situation, Halpin and Croft (1963), have developed an instrument, which postulates the organizational climate of the schools. “Climate” identified by their O.C.D.Q. range “open” on the positive or productive end of the scale to “closed” on negative or non productive end. The instrument examines the nature of interactions between principal and teachers. Detailed theoretical discussions regarding the tool and conceptual postulates have been discussed. Dimensions go to build up variations in school climate typology, which have been discussed at a later stage. Sharma M.L. (1978) developed a tool S.O.C.D.Q. with modifications in Halpin and Croft in respect of Indian socio-cultural conditions. It has been used in this investigation.

The major aim of this analysis was to identify and classify the organizational climate of schools. To achieve this aim it was essential to derive the factor-scores for each school on the basis of “Ipsative” school sub-test scores. To obtain these scores the raw scores of respondent for each school were averaged by sub-test. These eight scores define the ‘average’ response of the teachers for each respective sub-test. These scores indicate types of behaviour ‘occur’ among the teachers and with the principal.

To prepare climate profile for each school these raw scores were than converted into standardized scores. For standardization procedure a mean of 50 and a
standard deviation of 10 was used. These eight standard scores represent such profiles.

Furthermore for intensive study the schools were compared on organizational climate variable in terms of management, area and sex wise.

The organizational climate of school is important for teachers also. The congenial organizational climate, which is work promoting, inspiring in implementing innovations and recognizing the abilities of teachers is of greater importance.

It has been observed that a guardian while seeking admission to his wards differentiates between schools on the achievements of the students and schools. Does this actually happen on the basis of the achievements of students and schools? What are the factors that affect this difference? Are these factors Organizational Climate of school.

The researcher is inspired to find the answers to above questions.

Taking clues from other studies the aspects of organizational climate has been reasonably investigated and their comparison between Urban/ Rural, Government/Private, Boys/Girls schools are relatively the new subject of attraction.
CONCEPT FORMATION

The term organizational climate has been variously understood in many ways such as the feel “the atmosphere”, “the environment”, “the zeal”, “the condition prevailing” and “the tune of the institution”. Different authorities have discussed organization as a concept in different ways. In a human organization like school, we find a number of individuals working together towards a common goal. Each of these individuals is bringing to the work situations different backgrounds of personal and social experiences. These individuals differ in their demands of their job. These demands depend upon an individual’s physical and social needs. These socio-physical needs and the sentiments associated with them vary with his social conditioning as well as with the needs and sentiments of people closely associated with him both inside and outside the organization. “A group may or may not have leaders. If it does have leaders, it is an organization, for at least some of the members are there by differentiated from the others as to responsibility or role expectation in relation to some common purpose!” (Stogdill, 1950,p.3)

An essential feature of this organization is that its members are in definite interaction, usually face to face, and it fulfills the five conditions of group: (i) definite interaction (ii) common goals (iii) interlocking roles (iv) shared norms, and (v) shared perception of unity. It indicates that a system is composed of
interdependent parts, which are interwoven into a configuration called organizational system. Goals of the system i.e. communication, balance and decision. As such a working definition of a system is that it constitutes an assemblage of correlated parts acting together to form a unitary whole for the purpose of achieving institutional goals.

According to Bernard Chestles (1938) a good school should have a well-knit structure, which could give scope for coordinated efforts as of its teachers and others staff members. The organization should stimulate and facilitate communication. There should be good relationship between the principal and the staff. The staff should have willingness to work for the achievement of the goal of the school.

Halpin (1963) viewed it as “general flow of behavior and feeling within a group”.

In a good school there is a scope for informal organizations to develop on the basis of what Mathus (1968) called interpersonal relationship of people involved in the formal organizations. Such informal organizations of principal and teachers characterizing only a few schools in the country where the ideal of social need, satisfaction and group maintenance are recognized.

A good school has all the physical inputs- library, laboratory etc. not only that but planned efforts are made in a democratic manner to utilize them fully and
effectively. But a good school in its real sense is characterized by its administrative process than merely by its physical inputs. Goldhammer and its associates (1971) labelled the outstanding good schools as 'becons of brilliance'. Those who were extremely poor were called 'potholes of pestilence'.

The potholes of pestilence invariably suffer from weak leadership. Teacher and staff morale was low and fear was the basic control strategy. Such schools were characterized by unenthusiasm and ineffectiveness. The principals are just serving out their time.

In any institution decision-making constitutes a vital process. Mc Gany (1947) describes all other attributes of the administrative process being dependent or interwoven with and existent for making decision. In a good school the teachers are in the vital decision making process. But in some schools they may not have opportunity to participate. There decision making is centralized either in school management or in the principal. Institutional planning is done not only by the principal and few senior staff as a group giving scope even to the junior most persons to participate. The principal creates such an atmosphere that all seniors and juniors feel free to express what they feel about the issue under decision. Thus there is a fruitful involvement of teachers in institutional planning, sessional work, planning programming for any innovation. In a good school
there is a two-way communication channel between the principal and teachers.
It is not that the principal directs all activities of the school but also he looks
forward for the feedback from those whom he directs. He lets staff members
know what is expected from them and he also gives a patient hearing from them
if they have something to say.

Gaba (1989) viewed organizational climate as the interpersonal relationship
within a group, between the group and its leader.

**SCHOOL AS A COMPLEX ORGANIZATION**

School as a complex organization has two specific structures- the formal and
the informal. The formal structure of the organization has a fabric of roles;
these roles are played by the individuals who behave in accordance with the
roles prescribed for them. In such an organization the structure of roles remains
constant though there will be personnel changes due to transfer or retirement or
other reasons. Secondly, the complex organization has its organizational charts,
which describe the authority of one role over another, and it also describes the
boundaries of administrative units.

Besides formal structure every organization also has an informal group
structure, which is related to the formal structure of the organization. The
complex organization is comprised of two or more informal organizations,
which affect the functioning of formal organization.
A great deal of research on informal organizations have been conducted by Roethlishbarger and Dickson (1942), Stouffer et al (1949), Festinger, Schachter and Back (1950), Lipset, Trow and Coteman (1956) Griffiths et al (1962) and Lannaconne (1964). The facts reveal that although the formal structure and different roles such as the principal role, the teacher role etc. works under its jurisdiction according to the prescribed instructions. Yet the persons who have their unique personalities and social needs fill these roles. In order to get the organizations' work done, the people in various roles (i.e. the role incumbents) must meet face to face and interact, they must plan, communicate, make decisions etc. This requires interaction between individuals and interactions between roles. Thus in the school, a teacher is much more than what is indicated in his job description. He is a human being and tries to seek friendship group with the teachers of the same grade level or in the same department or whose work place is close to his, in addition to his professional application with the formal organization. Lannaconne (1964) considers that the informal organizations have greater power than the legal power and authority of the formal organization. The informal groups in the organization set the behavioral norms for those who occupy teachers' role.
SCHOOL AS A SOCIAL SYSTEM

"The school is to be a reflection of larger society outside its walls, in which life can be learnt by living, but it is to be a purified, simplified and better balanced society."

- John Dewey

"There is a great need for school in society. It is the place where education is imparted according to the need of the society. Society as it affects education also affects the school, its management, its equipment and several other equipments and several other aspects, school therefore occupies a very important place in the society."

Since late 1950's the system theorists started describing the school as a social system. Davis has observed, "A school system may be conceptualized as a complex set of human values and relationships mutually interacting in an infinite number of ways." Griffiths (1964) states, "A system is the complex of elements in mutual interaction." He considers the environment in which organization or system exists as Supra system (including community) and the administrative apparatus within the organization as the sub system known as an open school system and levels of interaction of the individual and organization as stated by Griffiths.
He writes that system may be divided into two classes - open and close. Open system interacts with the environment but closed system does not interact with their environment. A school is described as an open social system when it is characterized by an input-output relationship with its physical and social environment. While a closed system is neither related nor does it exchange matter with its environment. Further a closed system is characterized by an increase in entropy, while an open system tends towards the steady state. Entropy is a measure of ignorance, disorder, dis-organization, randomness or chaos. Thus maximum entropy is zero organization and zero entropy is maximum organization.

The school as a social system has a number of faculty members who differ in age, sex, qualification, experience, work expectations, assignments, temperaments, attitudes, skills and values. In addition to human elements there are other system components as well, these include formal and informal organization, status, role expectancy system and the physical environment of work. These system components are inter-related with each other there is continuous interaction between them and within them in the operation of school system. When there are viewed as a whole, it constitutes the school system. The school as a social system is a part of a particular community and the nature of educational roles and the character of the Principal-teacher and teacher-teacher
interaction are integrally related to other aspects of the community. The quality of institutional roles and individual personalities in the school system is related to the expectation and personal need-disposition to its values. On the one hand the expectation of the school drives from the values of the culture in which the school is situated and on the other hand the need disposition of the teachers are also inter-relation of the values of the culture in which the teacher has been reared from.

From above discussion it is evident that there are two main elimination of behaviour in a social system, the one conceived as arising in institutional goals in fulfilling role expectations, the other is individual goal and fulfilling personality disposition. The cultural background of the society influences both. These two dimensions interact and interaction gives rise to a third dimension-the informal group, its climate and norms and all the three dimensions result in behaviour observed in the social system. A good deal of attention has been paid by researcher to the desirability and possibility of attaining congruence of the personal needs of individual and the demands that organizations make upon them.

Argyris (1957) who has an impressive background of research and practical experience in organizational facets of business, industry and government has pointed out that needs of the individual cannot be totally congruent with the
demands of the organization. It is important to find ways to manage the individual conflict and keep it within no tolerable bond.

Etzioni (1961) pointed out that the situation of need-demands congruence might not be so simple. In his compliance theory he contends that “fit between individual needs and organizational demands will depend to a considerable extent upon how the organization attracts participants and keep them involved.” He classifies organization as “coercive”, “utilitarian” and “normative”. Coercive organizations are those which force an individual to join and then through force, keep him there as a participant for example.

Owens (1970) has rightly pointed out that,“ these representative efforts of Argyris, Etzioni provide us with generalities about the social environment of organizational life.” Thus it is the influence of role theory, social system theory and compliance theory, which motivated the researchers of school administration to conceptualize the organizational climate more systemically and methodically.

**THE TEACHER AND THE SCHOOL**

The destiny of India being shaped in classrooms. Indeed, the teachers are the architects of the future of the nation. The teacher has an important and vital role to play in relating education to national development and social change. A teacher is the heart and soul of any educational institution. Without proper and
qualified teachers, even the best building, richest curricula, upto date library and the most expensive equipments are of no use, whereas a good teacher with even poor equipments is of greater help to make education worth imparting. School can’t be thought of without teachers. Teacher is the most important human component of school who affects the academic achievements of the student through his teaching. The organizational objectives of a school rest upon the talent, efforts and contribution of the individual teachers.

It is interesting to note the role of the teacher as reported in Kothari Commission (1964). “Of all different factors which influence the quality of education and its contribution to national development the quality, competence and character of teachers are undoubtedly the most significant.”

In a developing country like India the efforts to improve school infrastructure are important. Planners have also begun to emphasize qualitative improvement of education. It may be assumed that four major determinants contribute to the stability and efficiency and functioning of an educational institution. The traditions and the quality of the campus, the institutional facilities and financial soundness and above all the staffing pattern of the school hold the key to its successful existence. The achievement of the organizational objectives of school rest upon the talent, efforts and contribution of the individual teachers. Good and efficient teaching depends upon his teaching, depends upon his
freedom to follow a particular treatment of the subject matter and to act in accordance with some ideal relationship with his principal.

He would like to seek truth for himself and others, as he perceives it, without fear and anxiety. This is possible only when the teacher is motivated by high deeds in his relationship with the principal. It is but natural that the teacher would prefer to remain deeply individualistic in his attitudes towards regulations on matters concerning education. He will exhibit tendency to resist organized authority and dogmatism when it is concerned with curriculum development and teaching. In the interest of the school system, there is a pressing. A good teacher will certainly abide by the rules as long as they are consistent with his values, integrity and personal judgment.

THE PRINCIPAL AND THE SCHOOL

The school principal is in a leading role where he can be instrumental in releasing the human potential of the school. Through his decisions, planning and discussions with teachers, parents, pupils, and others, he plays a significant role in maintaining a desirable learning environment in the school.

Many educators believe that the school principal is a significant agent in promoting or retarding change and school improvement. Considerable evidence exists to indicate that the principal behaves has an effect on certain staff conditions, such as teacher’s morale and professionalism. Some researchers
even suggest that teacher’s performance may serve as a link between the
leadership practice and the academic performance of students.

A good school is characterized by the high standing of its leader on the
initiating structure and consideration (Halpin 1966).

The principal is responsible for exercising the expertise in the management and
leadership of school affairs.

The school principal is eager to do personal favour of individual staff members.

As Halpin and Winnor (1952) have put it in their tool L.B.D.Q. He does little
things to make it pleasant to be a member of the staff.

According to Culbertson (1963) effective leadership involves responsibility and
authority and the main leadership acts planning, initiating, managing,
delegation, coordinating, decision making, communicating and evaluating. In
solving any particular problem the principal might use several of these acts of
leadership.

The functions of a leader that have been identified by Mackensic and Corey
(1954) are as follows-

(i) Co-operation in the identification of common goals.

(ii) Motivating individual, making decisions, taking actions, and evaluating
the work of the group.
(iii) Developing favorable and healthy climate for individual and group efforts.

(iv) Guiding individual and group for immediate and long-range activities.

(v) Becoming a friend, philosopher and guide from time to time.

(vi) Coordinating the efforts of others.

Carrying out effectively any responsibility for action that has been accepted and expected of him by the group.

Leadership has been broadly defined as “influence process affecting the interpretation of events for the [school] to motivate [teachers and students] to achieve the objectives and the maintenance of cooperative relationship and team work. (Yukl 1994)

**THE PRINCIPAL, TEACHER AND THE SCHOOL**

The schools are ever growing institutions. It is a place full of human interactions. The interactions include the Principal-Teacher interactions, Teacher-Teacher interactions and the Teacher-Pupil interactions. This interaction between the principal and teachers has been described as a “sweeping back and forth of energy”. The interactions are carried on through communication behaviour. The teacher and the principal should be considered as communicators and they communicate through words and gestures. The
major interactions are transacted through communications. These interactions generate the climate of the school.

Besides teacher, and Principal the organizational climate of school is another important factor. The different schools can feel the organizational climate of school.

**ORGANIZATIONAL CLIMATE**

The organizational climate of a school is the interaction between administrator and teacher, teacher and teacher. It can be measured and has been revealed in various studies that organizational climate of school affects achievements of schools as well as students. In brief the results of studies are that organizational climate of schools and academic achievements of students are related positively. (Gupta 1984, Puranic 1985, Sharma 1983).

One school presents a relaxed personality, a quietly confident and competently running institution, at another school one is overwhelmed by a feeling of tension, frenzy and noise. In another set there is underlying current of formality, correctness, impersonality. Each has a particular Psychology to its environment. The quality can be said to describe the climate of each organization i.e. its organizational climate. Therefore one may assume that dealing with sensitive area of the "atmosphere" of a school that what is not said often speaks louder than what it is.
Although the term organizational climate is thought to have first been used in 1955, the concept has demanded attention of educational administrators for much longer. Known in Australian schools mainly as ‘tone’ or ‘atmosphere’, theorists have labeled the organization concept as ‘Institutional Personality’ (Good Land 1965, Tye 1974), organizational health (Miles 1965), school climate and social climate (Finlayson 1971, 1973, Rees 1974) and interpersonal value and task climate (Evan 1968).

Recently some have preferred the term ‘Institutional Climate’ to distinguish school climate from the climate of other types of organizations such as business, industry, public administration etc.

Different writers have attempted to define the term organizational climate in different ways as –

Bernard (1938) defined it as – Organization simple or complex is always an interpersonal system of coordinated efforts, always there is purpose as the coordinating and unifying principles, always there is the indispensable ability to communicate, always the necessity for personal willingness and for effectiveness and efficiency in maintaining the integrity of purpose and continuity of contribution.

Argyris (1958) used the term organizational climate in a discussion of research concerned with the behaviour of role participants in a bank. He explained that a
person who conducts research on human behaviour in organization is faced with the problem of ordering and conceptualizing a confusion of simultaneously existing, multi-level, mutually interacting variables. These variables were described as (1) formal organizational variables such as policies, practices and job descriptions inducing the members of the organization to be having as it desires in order that it may achieve its objectives, adapt to its external environment and maintain itself internally, (2) personality variables such as needs, abilities, values, self concept, and defences inducing participants to behave in such a way that they may express their personalities; and (3) informal variables that have arose out of the participants continuing struggle to adapt to the formal organization so that the later achieves its objectives while simultaneously, the individuals obtain at least a minimal amount of self expression. Argyris went on to explain that the three variables are not discrete, but are mixed beyond classification and form a pattern in which each plays a functional role feeding back and upon the others to maintain itself and the pattern. He referred to this fourth level as a living complexity, and defined it as ‘the climate of the organization’.

It is quite obvious that the concept of organizational climate has been differently discussed by various authors. Gibbs (1960) says, when the new observer comes into a group for the first time he is able to sense a feeling about
the group, which we might call an atmosphere or a climate. Further he discusses this climate in terms of supportive climate and defensive climate. He says that the key determiner of the supportive climate is the attitude of willingness to share in a problem at fairly deep levels is one of the skills for implementing such a climate. The behaviour that produces what has been called a supportive climate is shared problem solving attitude; feeling of acceptance and sympathy towards other group members. The behaviour that produces what has been called a defensive climate is advice giving, censoring, persuasion, controlling, punishing etc. towards other group members. Cornell (1955), Halpin and Croft (1963) define organizational climate and emphasize its complexity by analogy with personality.

Organizational climate can be construed as the personality of the school; figuratively personality is to the individual as what climate is to the organization.

Cornell (1955) and Argyris explained organizational climate in terms of interaction among persons in the organization, and they isolated and discussed briefly the variables, which they believed have an effect on this interaction. This phenomenon of interaction can be thought of as occurring in a system of interdependent forces, each of which can be analyzed and set in the perspective of other forces.
According to Lonsdale (1964) 'organizational climate' might be defined as the global assessment of the interaction between the task achievement dimension and the needs satisfaction dimension within the organization or in other words, of the extent of the task-needs integration.

Sargent (1967) observes –

Organizational climate is the concept, which embraces the milieu of personalities, principal and teachers interacting within the sociological and psychological framework of an institution such as the public high school.

To summarize, organizational climate of the school is the product of relationship between principal and his staff and among his teachers. The interaction takes place within the sociological and psychological framework of the school.

Taguiri (1968) gave the following definition for the organizational climate-

"Organizational climate is a relatively enduring quality of the internal environment of the organization that-

(a) Is experienced by its members and

(b) Can be described in terms of the values of particular set or characteristics (or attributes) of the organization."

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For Forehand (1968) the term ‘organizational climate meant the interaction between the environmental and personal variables of the members of the group or groups, who operate in an organization.

The organizational climate is the resultant accumulated effect of the way in which the principal interacts with the teachers and teachers interact among themselves and with the principals. The pattern of functioning of the school principal who is above all teachers operating in the schools in the hierarchy, affects the functional and behavioral pattern of the teachers. The impact transmitted through perceptions and information shared by teachers.

Sharma (1971) after analyzing the definition given by different authors says-

Organizational climate may be defined in terms of interaction that takes place between organizational members as they fulfill their prescribed roles while satisfying their individual needs. Interaction is the process where, upon contact men influence each other’s behaviour. Furthermore he specifies that it is the resulting condition within the school of social interaction among the teachers and between the teachers and the principal.

Sharma (1973) observes –

The distinct climate or atmosphere or personality perceived by a person in particular building is result of the manner in which actors at each hierarchal level of the organization interact with each other and with the incumbents of
their hierarchal level. The feeling that results from the interaction of role participants at the various hierarchal levels of the organization housed in a particular building is often referred to now as the organizational climate.

Attempts to quantify organizational climate in school date from the pioneering efforts of Halpin and Croft (1963), their development of the O.C.D.Q provide the instrument that was to gain widespread use in the U.S.A and many other countries. Numerous instruments have subsequently been produced e.g.- the high school characteristics index (Stern 1970), school climate scale (Finlayson 1970-71), profile for school climate questionnaire (McMillan 1978), In Australia refactored versions of O.C.D.Q. (Thomas and Slater 1972) and school climate scales (Finlayson and Deer 1979, Lane, Crane and Thomas 1982) have been applied in measurements of organizational climate and instrument developed by Rees (1977). School climate profile and Rantoul and Fraser (1983) school level environment questionnaire.

Just as the S.O.C.D.Q (Sharma) has been the most widely applied instrument, so too the impression has been created the two foci of this particular measure – principal and teachers represent the significance of the phenomenon of organizational climate. Definitions of dimensions (subtests) for diagnosing school organizational climate the four characteristics about the dimensions that need to be understood are –
(a) They are conceived and presented operational terms

(b) They constitute two categories of behaviour viz. (i) the group i.e. teacher’s behaviour and (ii) the leader i.e. principal’s behaviour.

(c) In case of each set of four behaviour, two of them are negative and the other two are positive behaviour. It is the complex web of this interactive negative and positive behaviour on the part of teachers and principal that creates the variation in the climate and gives significance to each interacting behaviour.

(d) The high average and low levels of behaviour manifested under each dimension go to build up variation in school climate typology, which have been discussed at a later stage.

Factor structure of Sharma (1973) compared with the subtest of Halpin and Croft (1963) subtest four factors namely ‘disengagement’, ‘esprit’, ‘intimacy’ and ‘production emphasis’ was identical to original study but the remaining four factors ‘hindrance’, ‘aloofness’, ‘thrust’ and ‘consideration’ were renamed and redefined the new factors. Definitions along with the explanation of all the eight factors are given below. The conclusions drawn by Sharma were very similar to those of Mehra (1968) sample was drawn from Indian schools, and Pyra (1965) conducted his study on schools from Canada.

The study of organizational climate began in U.S.A. where Halpin and Croft undertook the pioneering study in 1963 that made the tool organization climate
description questionnaire. This study reveals direct relationship between the organization climate and its several components e.g. School leadership, staff morale, teacher innovation as well as academic performance and aspiration.

They identified six types of 'organization climates' viz. (i) open, (ii) autonomous, (iii) controlled, (iv) familiar, (v) paternal and (vi) closed climates.

**Openness** of the organizational climate refers to teacher-teacher and teacher-principal interactions which are genuine and authentic i.e. behaviour emerge freely and without constraint. A school with great deal of openness is dynamic organization, which is moving towards its goals while simultaneously providing satisfaction to be teacher’s social needs satisfaction, but satisfaction from both emerges freely. **Autonomous climate** is described as one in which leadership acts emerge primarily from the group. The leader exerts little control over the group members; high esprit results primarily from task achievement is also present but to a lesser degree. **Controlled climate** is characterized best as impersonal and highly task oriented. The group’s behaviour directed primarily to task accomplishment while relatively little attention is given to behaviour oriented to social need satisfaction. This climate lacks openeness or authenticity of behaviour because the group is disproportionately pre-occupied with task achievement. **Familiar climate** is highly personal but uncontrolled. The group members satisfy their social control in respect of task accomplishment.
Accordingly, esprit is not extremely high, simply because the group members secure little satisfaction from task achievement. Hence much of the behaviour within that climate can be construed as ‘inauthentic’. **Paternal climate** is characterized best as one in which the principal constraints the emergence of leadership acts from the group and attempts to initiate most of these acts himself, little satisfaction is obtained in respect of either achievement or social needs; hence esprit among the members is low. **Closed climate** is characterized by a high degree of apathy on the part of all members of the organization. The organization is not ‘moving’. Esprit is low because the group members secure neither social need satisfaction nor the satisfaction that comes from task achievement. The members’ behaviour can be construed as inauthentic; indeed the organization seems to be stagnant.

**THE CLIMATE CONTINUUM**

“Organizational climate is the interaction that takes place between the members of the organization where they fulfill their prescribed roles while satisfying their individual needs.”

Specified to a school, “organizational climate is the resulting condition, within the school, of social interaction among the teachers and between the teachers and the principal.”
Sharma (1973) using both R-technique and Q-technique identified six types of school organizational climates. One significant difference between Sharma (1973) and Halpin and Croft (1963), which may be noted is that, the former has reported the familiar climate as belonging to the open type climate group and controlled climate as belonging to the closed type climate group. Whereas Halpin and Croft reported just other way round. The replicated study of Sharma (1973) under Indian conditions, for Indian schools have been used for the present research; accordingly, the identifications of six climates are given below.

1. OPEN CLIMATE—open climate refers to a state of environment in which members of group or the organization enjoy high 'morale' in general and high
'Esprit' in specific. The teachers work as strong unit with respect to the task without bickering and griping. As such disengagement is low. Members of group feel emotional association with the group and organization. Emotional distance between the group and the leader as well as among the group members is very small of then feel themselves as apart of the whole. The principal has integrity in that he is "all of a price" and therefore can function well in either situation. He is not aloof, nor are the rules and procedure that he sets up inflexible and impersonal. This is such an environment 'alienation' is found to be low. On the whole the teachers enjoy social needs satisfaction as well as job satisfaction on account of high 'Esprit'. They feel sufficiently motivated towards accomplishment of the task and keep to the organization 'moving'. The teachers are proud to be associated with their school. As such social needs satisfaction emanates from 'Esprit' hence the teachers do not feel the need for an extremely high degree of intimacy and hence in such an environment 'Intimacy' is average.

In open climate school the behavior of a principal represents an appropriate interrogation between his own personality and the role he is required to play as principal. His behavior can be characterized as 'Genuine'. Genuineness refers to the behavior of an individual by which he enhances his sense of self and other-awareness and acceptance in such away that others can do the same. Here,
he attempts to motivate the teachers through the examples, which he can personally set. He does not ask the teachers to give of themselves any more than they willingly give of themselves (Production emphasis is average). The principal does not burden the teachers by mountains of busy work. He attempts to frame policies which facilitates the teachers’ accomplishment their task (psycho-physical hindrance is low). He is sensitive to human aspect of teachers and feed back from the staff. He is not highly bureaucratic in his behavior. He believes in the democratic procedures of control of organizational behavior of the teachers (Controls is low). The behavior of the principal though unmistakably task oriented (production emphasis average) but at the same time it is characterized by an inclination to treat the teachers humanly to try to do a little something extra for them in humanistic terms (High Humanized Thrust). (Sharma 1973 Pg. 252)

2. **AUTONOMOUS CLIMATE** – Autonomous climate depicts a situation in which principal gives complete freedom to teachers. The situation provides a chance to the teachers for their own structure-for-action. Neither he stimulates the teachers by personally getting example nor he emphasis production (Low Humanized Thrust and Low Production Emphasis). Though he appears satisfied to let the teachers work at their own speed. He exercises average control over their activities and their organizational behavior. This behavior of principal is
perceived in terms of hindrance and is characterized as high on Psycho-Physical Hindrance. The ‘morale’ of teachers is high but not as high as in open climate. Social needs satisfaction stems largely from the extremely high Intimacy, which is the distinguishing feature of this climate. Esprit is quite high and the group enjoy quite high job satisfaction. Hence, when the teachers are together in a task-oriented situation they work as a united group and they achieve their goal easily and quickly. They do not pull in different directions with respect to the task (Low Disengagement). As has already been mentioned that the principal tries to provide full freedom to the teachers, which causes average Alienation in the environment. And, the aloofness on the part of the principal leads to average Controls.

In short, Autonomous climate refers to an environment in which the teachers enjoy friendly relationship and enjoy a high degree of group morale. Teachers are free to structure their organizational behavior the way they like. They satisfy their social needs and enjoy a high degree of job accomplishment.

Absence of active leadership mixed with average controls on the part of the principal is perceived as an element of psycho-physical hindrance. (Sharma 1973,p.254-55)

3. FAMILIAR CLIMATE – Familiar climate is characterized by conspicuously friendly behavioral manner of both the principal and the
teachers. The teachers have established personal friendships among themselves, and socially, at least, every one is a part of a big happy family. Social needs satisfaction that is extremely high stems from Intimacy. The principal does not burden the teachers with mountains of routine work; in fact, he attempts to make it as easy as possible for them to work. Hence Psycho-Physical Hindrance is Low. Esprit is average which mainly emanates from social-needs satisfaction. But, in Indian situation it cannot be described as 'one sided' as has been described by Halpin and Croft. Because according to them in such a climate very little is done to control or direct in group's activity towards goal achievement. In Indian situation the principal though allows high Intimacy among teachers, he does not applies high control and never tries to hinder their group socialization but he provides leadership in an indirect manner and tries to keep the production in satisfactory state. His behavior is job-oriented which is characterized by the group in terms of high Production Emphasis. It does hinder the social needs satisfaction on the part of the teachers. But, according to Halpin and Croft Production Emphasis is negative in spirit and according to them it is found in Low Familiar Climate. According to present author Production Emphasis need not to be interpreted always necessarily in negative terms. Because production can be emphasized through example setting behavior which is not perceived to be undesirable. Therefore, in Indian conditions in familiar
climate type of schools ‘Emphasis Production’ is high but Humanized Thrust is found to be low. Because social needs satisfaction eminates from high Intimacy and average ‘Esprit’ followed by high ‘Production Emphasis’. Croft said that ‘Disengagement’ is high in Familiar climate. But it does not seem to be justified because when there are extremely high friendly relations among the teachers high ‘Disengagement’ cannot be expected. And this investigation shows that in familiar climate type of school, there is low Disengagement. ‘Alienation’ is perceived to be high it may be due to high Production Emphasis or average controls which the principal applies In order to control the Organizational behavior of the teachers.

The principal exercises leadership in an indirect manner and tries 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, p.256-57)

4. CONTROLLED CLIMATE— control climate is marked as Halpin Croft (1963) has said a press for achievements at the social needs satisfaction. This climate weights towards task accomplishment under established Controls and Directives. Therefore, the teachers perceive the behavior of their principal high on Production Emphasis and Controls dimensions, respectively.

Group ‘morale’ is average which amanates from task accomplishments (Average Esprit). There is an excessive amount of busy routine work and
general Hindrance, which get in the way of the teachers' task accomplishment (Average Psycho-Physical Hindrance) teachers get rare chance for socialization and establishment of friendly relations among themselves. This situation gives rise to social isolation. There is no scope for genuinely warm relations among teachers (Low Intimacy). As the teachers are completely engaged in the task and due to heavy controls on the part of the principal the cannot pull in different direction with respect to the task because they are there to get the job done. Therefore, Disengagement is low. Teachers of such a climate type of school perceive their principal highly dictatorial in his behavior who plays the role of a 'straw boss'. His way of communication tends to go in only one direction and he is not sensitive to feedback from the staff. He attempts to keep himself emotionally at distance from the teachers (Average Alienation). Principal is somewhat aloof and highly impersonal on his behavior. He says "my way of doing it is best and to hell with the way peoples". He never cares about how the people feel. His main aim is to get the job done and only in his way. And, he never tries to satisfy the group members' social needs. He never attempts to motivate the teachers by personally setting example by working hard himself but he sees that everything runs properly (Low Humanized Thrust).

In conclusion, it can be said that this climate refers to an environment, which can be characterized as highly task-oriented at the cost of the social needs
satisfaction of the teachers. Secondly, leadership acts as stem from only one side and in 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.

5. PATERNAL CLIMATE – The paternal climate, according to Halpin and Croft (1963), is characterized by the ineffective attempts of the principal to control the teachers as well as to satisfy their social needs. In such a climate the teachers do not work well together, the gripe and bicker among themselves. They pull in different direction with respect to the worth (high disengagement). Again, group maintenance could not be established because of the principal’s inability to control the activities of the teachers (low controls).

High disengagement and loose group maintenance hinder in the way of establishment of friendly relationships among the group members. Principal’s behavior is perceived as highly dominated by “Psycho-Physical Hindrance” which does not encourage socialization among the teachers group and therefore, the members cannot satisfy their social needs (low Intimacy). Principal’s behavior may be designated at the “monitoring” in character. He always tries to be away from the group in terms of emotional distance (Average Alienation) group morale is always low (low Esprit).
Though surprising but not unexpected the principal of such climate type school takes care about the human aspect of the members of the group. He emphasizes production by setting examples by himself working hard (High Humanized Trust). But he does not let the teachers perform their activities in the best way they desire. His view is that “Daddy knows best”. Neither he allows the members of the group drive minimal social needs satisfaction nor does he drive minimal social needs satisfaction outside his professional role. He is considerate. As such here present investigator differs from Halpin and Croft. According to them teachers of such climate type school perceive their principal as non considerate (low Consideration). It may be because of cultural difference between the two countries. In Indian situations the principal plays the role of a father of the school faculty. And, on the one hand he wants that everything should be done only in the way he thinks proper and on the second hand he cannot completely ignore the interests of the faculty.

Summing up the discussion it can be said that this climate refers to situation in which there is very little scope for the members to satisfy their social needs and derive their job satisfaction. The faculty has to work in the way the principal wants but at the same time the principal as a parental guardian of the school faculty does not ignore the individual interest and hence his behavior is perceived as highly considerate in character. (Sharma 1973 pg. 264)
6. CLOSED CLIMATE – Closed climate is characterized by a high degree of apathy on the part of all members of the organization. The organization is not moving. Teachers do not work together in-group spirit. They gripe and bicker among themselves. They pull in different directions with respect to the organizational task (High Disengagement). The teachers secure neither social needs satisfaction nor the satisfaction that comes from task achievement. Esprit is very low. In other words ‘group morale’ is very low. This results in high degree of Alienation, which depicts a situation in which behavior of the principal is formal and highly impersonal. He prefers to ‘go by book’ and never attempts to motivate the teachers through setting example by working hard himself. His behavior is highly task oriented (Low Humanized Thrust). He burdens the teachers with unnecessary busy work and never tries to facilitate teachers to accomplish their task (High Psycho-Physical Hindrance). This climate lacks in “authenticity” of behavior. The principal believes in giving dictatorial directives in order to get the work done. He does not encourage the socialization (Low Intimacy). It can be concluded that this climate lacks in ‘authenticity’ of behavior. The principal constrains the emergence of leadership acts from the group. The group members secure neither social need satisfaction nor job satisfaction that stems from task accomplishment. In short, the organization is not ‘moving and it seems to be stagnant. (Sharma 1973 pg. 266)
Diagrammatically the description of these six organizational climates can be presented as given in the table given below.

**TABLE-1**

**DIGRAMMATIC DESCRIPTION OF ORGANIZATIONAL CLIMATES**

<table>
<thead>
<tr>
<th>CLIMATE</th>
<th>GROUP BEHAVIOR CHARACTERISTICS</th>
<th>LEADER BEHAVIOR CHARACTERISTICS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Disengagement</td>
<td>Alienation</td>
</tr>
<tr>
<td>Open</td>
<td>L</td>
<td>L</td>
</tr>
<tr>
<td>Autonomous</td>
<td>L</td>
<td>M</td>
</tr>
<tr>
<td>Familiar</td>
<td>L</td>
<td>H</td>
</tr>
<tr>
<td>Controlled</td>
<td>L</td>
<td>M</td>
</tr>
<tr>
<td>Paternal</td>
<td>H</td>
<td>M</td>
</tr>
<tr>
<td>Closed</td>
<td>H</td>
<td>H</td>
</tr>
</tbody>
</table>

**INDEX:**

L: LOW  
M: MEDIUM  
H: HIGH

For further details about administration and scoring of S.O.C.D.Q. (School Organizational Climate Description Questionnaire) developed under this
investigation and interpretation of climate profile one may like to refer to technical handbook for S.O.C.D.Q.

Findings of some studies have confirmed that open and closed nature of organization (school) play an important role in bringing about change to change through the mentality of teachers.

Guest (1962) found that open climate should be promoted for introducing productive change.

Adzman (1966) found more favorable teaching situation in the given climate than in the closed climate school.

Sargent (1967) found that school involved with open climate had high teachers satisfaction and effectiveness as compared to closed climate school.

Laverne (1968) found that school involved in innovation had open climate.

Hemberger (1970) found significant positive relationship between openness of organizational climate and introduction and utilization of innovativeness.

Parikh (1972) found that teachers of different climate type differed in their morale scores.

Pillai (1973) found better pupil performance in open and autonomous climate schools than the other climate schools.

Francis (1976) found a significant and linear relationship between openness of climate and total innovations.
Open climate of school has the positive effect on academic achievements of students. (Pillai 1978, Adereunmu 1979, Kaufman 1980 and Chopra 1983).

**OBJECTIVES**

The study was designed to achieve the following objectives:-

1. To study the organizational climate of higher secondary schools in Sagar district.

2. To study the comparison between the dimensions of organizational climate of rural and urban higher secondary schools of Sagar district.

3. To study the comparison between dimensions of organizational climate of government and privately managed higher secondary schools in Sagar district.

4. To study the comparison between dimensions of organizational climate of Boys and Girls higher secondary schools of Sagar district.

**HYPOTHESES**

In order to achieve these objectives, the following null-hypothesis needs a test:-

1. Higher secondary schools do not differ in their organizational climate.

2. Higher secondary schools whether rural or urban areas do not differ in respect of dimensions of organizational climate.

3. The higher secondary schools whether government or private do not differ in respect of eight dimensions of organizational climate.
4. The boys’ higher secondary schools do not differ from girls’ higher secondary schools in respect of dimensions of organizational climate.

**DEliminations of the study**

As the field of research in “organizational climate of schools” is broad, the researcher has thought of some delimitations of the study.

(i) Geographically, the researcher has selected Sagar district of M.P. as the area of investigation. It is a backward region of the state of M.P., which is the heartland of India. This district comprises of 8 Tehsils and 11 Blocks e.g. Sagar, Rahatgarh, Jaisinagar, Kesli, Rehli, Banda, Shahgarh, Malthon, Khurai, Bina and Deori have been covered for the comparative aspect of the study.

(ii) Higher secondary school level is chosen for the study.

(iii) The teachers have been covered in the study.

**Definitions of the important terms**

**Appraisal:** Valuation- to estimate the worth of something.

**Organizational Climate:** It is the resultant of the mutual interactions among the various components of school system including the headmaster.

**Open Climate:** Schools are characterized by functional, Flexibility, Authenticity of relationship and Group’s task need satisfaction.
Closed Climate: Schools are characterized by functional Rigidity, status stereotype relationship and lack of group’s task-need satisfaction.

Higher Secondary Schools: Schools having classes from 9th to 12th are called Higher Secondary Schools.

Government Schools: The schools, which are managed by the state government, are called government schools.

Private Schools: Schools, which are managed by private bodies, local bodies or by any person or trust.

Boys’ School: A school is a ‘school for boys’ if boys are admitted to all classes and admission of girls is restricted to some specific classes only.

Girls’ Schools: A school is a ‘school for girls’ if boys are admitted to all classes and admission of boys is restricted to some specific classes only.

Urban Areas: All areas, which were identified as ‘urban’ at the time of the 1991 census or subsequently notified to be, so, are to be treated as urban.

Rural Areas: All areas, which were not identified as ‘urban’ at the time of the 1991 census or subsequently notified to be, so, are to be treated as rural
ORGANIZATION OF THE REPORT

The present investigation has been reported in three parts.

➤ PART-I

CHAPTER-I ⇒ OVERVIEW

CHAPTER-II ⇒ REVIEW

➤ PART-II

CHAPTER-III ⇒ PLAN AND PROCEDURE

CHAPTER-IV ⇒ DATA ANALYSIS AND INTERPRETATION

➤ PART-III

CHAPTER-V ⇒ FINDINGS AND DISCUSSION

Part first has two chapters. In the first chapter an overview of the study has been presented.

In the second chapter recent literature on organizational climate of schools and issues have been reviewed and described.

In part two there are third and fourth chapters. The third chapter describes plan and procedure of the study and explains the procedure of the research tools.

In the fourth chapter the data has been analyzed and interpreted.

In part three there is only fifth chapter. In this chapter findings & discussions, conclusions and suggestions about further research have been briefed.