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Chapter I
Problem and Its Importance

1.1 Introduction
The main objectives of education are:
(a) to prepare individual for to-day and tomorrow,
(b) to make them good citizens,
(c) to make them efficient producers, and
(d) to make them increasingly learning members of the society,
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\(^1\) proclaims that it is time to make "DESCOLLING OF SOCIETY" on operative moto. This means that school is no longer a medium for which it was nurtured in the society. The school lost its aroma and utility as an institution. This excuseation reflects the situation which points to effectiveness of the teacher, though teacher is a vital and costly input of education, its effectiveness is not so much stressed.

An excellence in achievement is never a product of accident but always a result of the implementation of many factors by the ablest persons in the organization. The learning by a pupil happens in school because of many things
united in purpose for their deliberations. These are teachers, principal, the school climate and the teacher's morale.

The educational productivity is the function of teacher effectiveness which in turn depends on the organizational climate and the teacher morale of the institution. Adequate number of teachers having essential paper qualifications for the job is no guarantee for the productivity in education. Without positive teacher morale and school climate that induces the effectiveness of the teachers, a nation is at risk. To redeem a nation from such a risk, the aspects of teacher morale should be studied in the context of school climate and the professional zone of acceptance and the defects found, should be corrected.

There are various inter-relationships among the variables such as -

1. School climate affects teacher morale
2. School climate affects professional zone of acceptance
3. Teacher morale induces professional zone of acceptance

1, 2 and 3 together make Effective School Education.

Effective School education is the result of many factors.
1.2 Professional Zone of Acceptance of Teachers

A basic challenge facing all administrators is the expansion of zone of acceptance of subordinates, particularly in the professional domain, that is finding ways to extend the span of willing readiness of the subordinates to accept the decisions made for them on matters which involve judgement on professional matters. In other words, the degree to which subordinates comply with the directives, especially, directives involving professional matter issued by the super ordinates is a major issue faced by all first line supervisors.

The school is a socio-psychological system in which the organizational behaviour is a function of homothetic dimensions. The homothetic dimension spells out the structure needed to attain goals created by school. To make the institution effective, roles are assigned to its members. Role expectations are the rights and duties assigned to a role. They define the expected behaviour of the role of incumbent. Within these organizational administrators and their subordinates interact in such ways as to determine the efficiency and effectiveness of the organization's operation. A foundation for such operation is the willing compliance by the subordinates with their administrator's directives.

Concern regarding the limits of administrative authority seems prevalent in formal organization; indeed, the formal organisational structure of the schools necessitates
careful study of administrator's authority and subordinate's willingness to comply with this authority. Teacher's probable degree of compliance with their principal's directives within the professional discretion area is conceptualized as the "professional zone of acceptance" of teachers.

1.3 ORGANIZATIONAL CLIMATE:

School's 'feel' different. As one moves from school to school, each has a "personality" of its own. It is this feel of personality that Halpin and Croft use to explain analogously the idea of organizational climate; that is, "personality is to individual what organizational climate is to the school".

School climate is the teacher's perceptions of the work environment. More specifically, climate is a set of measurable properties of the work environment of teachers and administrators based on their collective perceptions. These perceptions are strongly influenced by the teacher's morale.

Climate has a major impact on organizational performance because it affects the motivations of individuals. Interpersonal relationships among teachers and between principals and teachers directly shape motivation and behavior. The task of conceptualizing and classifying different climates is not an easy one. Again, there are important dimensions of school climate that motivate behaviour. Halpin and Croft define eight dimensions of
teacher - teacher and principal - teacher interactions. All eight dimensions are measurable, and describe the school situation and differentiate among schools.

In brief, the concept of organizational climate can be summarized as a relatively enduring quality of the school environment that (a) is affected by the teacher morale, (b) is experienced by teachers, (c) influences member’s behaviour, and (d) is based on collective perceptions.

1.4 TEACHER MORALE

Morale is a complex concept. It is related to individual as well as group. It is also a related rather than absolute concept. It connotes predisposition, attitudes, feeling of belongingness, identification or ego involvement in one’s job, satisfaction and maximum adjustment.

American Association of School Administrators describes 'morale' from an administrative point of view that, a disposition on the part of persons to behave in ways which contribute to the fulfilment of purpose of the enterprise.

Morale can be described in terms of congruence between individual’s perception of himself and what he would wish himself to be. It can be high in certain fields and low in others. Good morale is important not only because it is pleasanter but also because it is conducive to more and better work and learning.

Morale is subjective and individual. It consists of feelings that the members have about their work, and
therefore, it is difficult to measure and easy to ignore, however, the head of the institution cannot afford to ignore it. When teachers are enthusiastic, their morale is high and when they are disheartened, their morale is low. Outward behaviour of teachers gives little evidence of how they feel inwardly about the school.

Morale is not a permanent feature of individuals. It changes from time to time. It changes according to the changed circumstances in a situation as a whole. So morale is collective as well as individual. A principal cannot satisfy every need of every teacher and there is bound to be little dissatisfaction among the teachers.

Staff morale is a significant responsibility that rests mainly in the hands of the principal. It depends on the relationships developed comparatively by the principal with his staff.

1.5 MORALE AND ITS RELATION WITH ORGANIZATIONAL CLIMATE OF THE SCHOOLS:

Morale, as it is conceived of here, assumes first of all, that one's basic needs for economic and 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 assumption, 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. But the work is beautiful and creative when he pours his heart in doing the things. Such persons are called craftsmen because they love to work. The craftsmen can be artist if they use their heads in doing things. Teacher's profession belongs to the artist where he has to use his hand, heart and head to be effective. Many a gem in 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 fruictified. This calls for high leadership qualities in a person called principal. He is a fountain head of inspiration. He is not doing the 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 students are carried into the flushing stream of educational activities whole-heartedly. So every thing in a school hinges round the leader and the teacher morale.
1.6 STATEMENT OF THE PROBLEM:

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

"A STUDY OF THE RELATIONSHIP AMONG SCHOOL CLIMATE, PROFESSIONAL ZONE OF ACCEPTANCE OF TEACHERS AND TEACHER MORALE IN THE CONTEXT OF TEACHER'S ORGANISMIC VARIABLES".
1.7 DEFINITION OF TERMS:

1. School Climate:

Halpin and Croft (1963) refer climate as "the personality of the school". The meaning of organization 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 behavior and principal's perceived behavior. "The climates on the continuum are: Open, autonomous, controlled, familiar, paternal and closed".

2. Professional zone of Acceptance of Teachers:

There are limits of administrative authority in formal organizations. The formal organizational structure of schools necessitates careful study of administrators authority and subordinate's willingness to comply with this authority. Teacher's probable degree of compliance with their principal's directives within the professional discretion area is conceptualized as the "professional zone of Acceptance" of teachers. This variable is measured by the zone of Acceptance Inventory developed by D.W. Kunz.

3. Teachers Morale:

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

4. **Teachers Organismic Variables**:

These arise from ways in which teachers may be classified and from the observations and measurements of physical, physiological, and psychological characteristics of the teachers. They are characteristic ways in which the particular group of teachers under observation vary.

1.8 **OBJECTIVES OF THE STUDY**:

1. To identify and study the organizational climate of secondary schools of Central Gujarat.
2. To identify and study the morale of teachers in Secondary Schools of Central Gujarat.
3. To assess the professional zone of acceptance of teachers and categorize the teachers into narrow and wide zones of acceptance.
4. To investigate the relationship between professional zone of acceptance of teachers and the perceived organizational climate of the schools.
5. To investigate the relationship between the morale of the teachers and the school climates.
6. To investigate the relationship between the school climate and the professional zone of acceptance of teachers.
To categorize schools into open and closed climates schools on the basis of O.C.D.Q. scores.

1.9 LIMITATIONS OF THE STUDY:
There are limitations of the study which are as under:

(1) This study is limited to the selected schools of Central Gujarat only.

(2) The study has been carried out on the basis of the responses of the teachers from the Secondary Schools.

1.10 PHASES OF RESEARCH STUDY AND THEIR VARIABLES:
The study envisages three phases pertaining to three important variables of school climate, Teacher morale and Professional zone of acceptance of teachers.

A OCDQ Measures

The first phase of the study would emphasize the OCDQ measures. In order to study the different behaviours of the teachers as well as principals of open and closed schools, the following hypotheses would be formulated and put to F-Test.

(1) Ho : There is no significant mean difference between the Dis-engagement scores of open and closed climate schools.

(11) Ho : There is no significant mean difference between the Hindrance scores of open and closed climate schools.
(iii) Ho : There is no significant mean difference of Esprit scores of open and closed climate schools.

(iv) Ho : There is no significant mean difference of Intimacy scores of open and closed climate schools.

(v) Ho : There is no significant mean difference of Aloofness scores of open and closed climate schools.

(vi) Ho : There is no significant mean difference of Production Emphasis scores of open and closed climate schools.

(vii) Ho : There is no significant mean difference of Thrust scores of open and closed climate schools.

(viii) Ho : There is no significant mean difference of Consideration scores of open and closed climate schools.

(ix) Ho : There is no significant mean difference of Openness scores of open and closed climate schools.

E. OCDQ Measures Vis-a-Vis Teacher Morale with Teacher’s Organismic Variables

The second phase of the research under consideration would deal with the relationship that existed between the OCDQ measures and the teacher morale. Here the school climate would act as an independent variable operating at two levels while the teacher morale would operate at ten levels in factorial design. The following hypotheses would be formulated and put to F - Test:
(i) Ho: The school climate has no significant impact upon the teacher morale when each T-M factor is taken into consideration.

(ii) Ho: There is no significant mean difference between the teacher morale scores of male and female teachers.

(iii) Ho: There is no significant interaction between the teacher morale scores of the male and female teachers serving in schools having open and closed climates.

(iv) Ho: There is no significant difference between the teacher morale scores of teachers differing in their ages.

(v) Ho: There is no significant interaction between the teacher morale scores of the teachers under various age categories, serving in different schools having differing climates.

(vi) There is a definite linear trend in the teacher-morale scores across the various teacher's age categories.

(vii) Ho: There is no significant difference between the teacher morale scores of teachers belonging to different salary slabs.

(ix) Ho: There is no significant interaction between the teacher morale scores of the teachers belonging to three salary slabs and serving in the schools having different school climates.
Ho: There is no significant difference between the teacher morale scores of teachers belonging to different levels of qualifications and serving in open and closed climate schools.

Ho: There is no significant interaction between the teacher morale scores of the teachers belonging to high and low levels of qualifications and serving in the open and closed schools.

C. School Climate, Teacher Morale and Professional Zone of Acceptance of Teachers

The nature of principal's behaviour separated from OCDD measures such as Aloofness, Consideration, Production Emphasis and Thrust often studied within the framework of secondary schools. Within these schools, administrators and their subordinates interact in such ways as to determine the efficiency and effectiveness of schools operation. A foundation for such operation is the willing compliance by the subordinates with their administrator's directives. In this study teacher's probable degree of compliance with their principal's directives within the professional discretion area was conceptualized as the "professional zone of acceptance" of teachers.

The school differs in teacher morale category factorwise. This would affect their morale as a whole which would be reflected in the composite morale score. The issue at this juncture would be to know whether different schools
differed in their morale status based on individual factors. For this the following general null hypothesis would be formulated which would concern itself with each of the ten factors of teacher morale.

(i) $H_0$: There is no significant difference in the morale status of schools with regard to morale factors. Moreover, this study would also focus on the investigation of relationships between the professional zone of acceptance and the perceived principal behaviour of their principals.

The following hypothesis were formulated for this phase:

(ii) Teachers who perceive their principal as being strong in principal behaviour factors will tend to have the widest professional zone of acceptance.

(iii) The schools having high teacher morale will tend to have the widest professional zone of acceptance.

(iv) There will be significant interaction between the principal behaviour and teacher morale in the production of scores of professional zone of acceptance of teachers.

The research design for the third phase would be factorial design. The statistical technique would be analysis of variance. The first hypothesis would be tested against $\chi^2$. 
1.11 instruments:
The following instruments would be employed for data collection:

(1) Organizational climate Description questionnaire would be used for assessing school climate. The original authors of O.C.D.O. were Halpin and Croft (1963). The instrument has been developed by Dr. M. T. Patel of S. P. University, Vallabh Vidyanagar for the State of Gujarat.

(2) The Purdue Teacher Opinionnaire (PTO) would be employed to assess teacher morale of the teachers of secondary schools. The original authors of this instrument were R. R. Bentley and A. M. Rempel. The instrument has been adapted by Dr. N. L. Pandya of S. P. University, Vallabh Vidyanagar in 1985.

(3) The operational measure used to determine the professional zone of acceptance of teachers would be the Professional Zone of Acceptance Inventory (PZAI). It was developed by Kunz (1973).

1.12 sample:
The sample of the present study was drawn from the Secondary Schools of Central Gujarat.

A stratified random sample of 100 secondary schools has been drawn from the various schools of Central Gujarat. The research tools were administered to teachers of the schools.
All the above mentioned tools were sent to the schools for the responses of the teachers. The duly-filled forms are pouring and their scoring is in full swing.

1.13 **STATICAL TECHNIQUES:**

(I) ANOVA Technique would be utilized for one-way or Two-way analysis.
To locate the significance of means of more than two groups, NewmanKeul's Sequencial Range Test would be employed. This test is very conservative and is recommended by Cochran, Winer, Edwards and Dayton.

(II) Chi-squared technique would be used to test the hypothesis of teacher morale status of the school.

(iii) Correlational technique can also be favourably used for testing hypothesis.

1.14 **CHAPTERIZATION OF THE THESIS:**

The first chapter would deal with the importance of the problem in which the relation between/among the different variables of the problem would be described and the felt need for further investigation would be arrived at.

The second chapter would deal with the explanation and measurement of Organizational Climate, Teacher Morale and Professional Zone of Acceptance of Teachers.

The third chapter would be a critical study of the researches done in past. The stress would be laid on those researches which include the pertinent variables of the present study.
The fourth chapter would deal with the planning and procedure of the study. Various phases of the research and their hypothesis would be described. The research design, sample, and the details of various instruments would be described.

The fifth chapter would deal with the analysis and interpretation of the data collected.

The sixth chapter would describe the observations, conclusions and suggestions for further research in future.

The thesis would have number of tables for data, graphs and charts. At the end of each chapter, references would be given and at the end detailed Bibliography would be given. Appendices for essential tools used and information for schools would be given.
REFERENCES


5. D. W. Kunz et al "Leadership Style of Principals and the professional zone of Acceptance of Teachers" Ednal Administration Quarterly, vol.12, No.3 1976, PP 49-64