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CHAPTER II

Conceptual Understanding of the Variables

2.1 Introduction

The topic under consideration has the following variables which would be narrated in this chapter:

1. School Climate
2. Teacher Morale
3. Professional Zone of Acceptance of Teachers.

The total atmosphere of any organization gives color to all happenings in it. All Organizations have a pervasive inbuilt quality in it which is known as a climate of the organization. Schools feel different. As one moves from school to school, each has a personality of its own. It is this feel or personality that Halpin and Croft use to explain analogously the idea of organizational climate: that is, "Personality is to the individual what organizational climate is to the organization". It is an accepted fact that each organization has a distinctive personality which wirepulls all the individual actions in the organization.

2.2 The Concept of School Climate and Its Dimensions

The climate may be pictured as a personality sketch of an institution. As personality describes an individual, so climate defines the essence of an institution. So 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 collective perceptions. These perceptions are strongly influenced by the leadership practices of administrations, indeed, the single most important individual in affecting the climate of the school is the principal. It is the principal who is given control of the formal organization, and it is the principal whose leadership practices set the stage for the normative and behavioural structure of the informal organization. Climate also refers to the environment. Environment is the "skin" of the organization. Thus, everything is within the organization, the culture or environment may influence the organization. Hence, the climate plays an important role in any formal organization.

Hence, the term climate refers to the "organizational climate" prevailing in a particular school during a particular period or conditions. It refers to a general flow of behaviour and feeling within a group of teachers in a school. 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 behaviour. The task of conceptualizing and classifying different climates is not an easy one; in fact, because of their perceptual nature, these may be an infinite variety of organizational climates. What are the important dimensions of school climates that motivate behaviour?
Again, there are no simple answers, but Halpin and Croft provide one answer; they define eight dimensions of teacher-teacher and principal teacher interactions. All eight dimensions are measureable 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 principal's leadership,
(b) is experienced by teachers,
(c) influences member's behaviours and
(d) is based on collective perceptions.

Halpin in collaboration with Don Croft collected evidences which showed that "four behaviours of teachers and four behaviours of principals were specially responsible for creating school climate. For teachers these behaviours were disengagement, 'hindrance', 'esprit' and 'intimacy' and the four behaviours of principals were: 'aloofness', 'production emphasis', 'thrust' and 'consideration'".

In the context of the present investigation, the definitions of these terms are accepted as given by Halpin.

The behaviour described by each characteristic is briefly mentioned below:
**Disengagement** indicates that teachers do not work well together. They pull in different directions with respect to the task; they gripe and bicker among themselves.

**Hindrance** refers to the teacher's feeling that the principal burdens them with routine duties and other requirements which they construe as necessary work.

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

**Intimacy** refers to the teacher's enjoyment of friendly social relations with each other.

**Allofness** refers to behaviour by the principal which is characterized as formal and interpersonal. He "goes by the book" and prefers to be guided by rules and policies rather than to deal with the teachers in an informal, face-to-face situation.

**Production Emphasis** refers to behaviour by the principal which is characterized by close supervision of the staff. He is highly directive and task-oriented.

**Thrust** refers to behaviour marked not by close supervision of the teacher, but by the principal's attempt to motivate the teachers through the example which he personally sets. He does not ask the teachers to give off themselves anything more than he willingly
gives of himself; his behaviour, though starkly task-oriented, is nonetheless viewed favourably by the teachers.

Consideration refers to behaviour by the principal which is characterized by an inclination to treat the teachers "humility" to try to do a little something extra for them in human terms.

The first four dimensions measure teacher characteristics while the remaining four represent principal characteristics. In addition, Halpin and Croft conceptualized social interactions of professional personnel of schools in terms of a more general factor, "Openness". The openness of the school refers to actions which emerge freely and without constraint; that is, the behaviour of the group members is genuine or authentic. Leadership acts are readily initiated from both the principal and teachers, and the group is not inordinately concerned with either task achievement or social-needs satisfaction. Satisfaction on both counts emerges easily and almost effortlessly.

The concept of openness in organizational behaviour seems highly compatible with a humanistic pupil control orientation. If pupil control is a salient feature of the organizational life of schools, it seems reasonable to hypothesize that "humanistic" schools will be significantly more open in teacher-principal interactions than "custodial" schools.
2.3 The Rationale of School Climate Measurement

The concept of organizational climate has now gone beyond the "feel" and attempts to give a normative base which would enable comparison of one school with another have been made. Research on organizational climate has provided 'dimensions' along which measurement of certain factors which make up the climate of an organizational environment can be taken and normative data which could enable one to determine more accurately where a given school stands in comparison with others.

By late 1960, two general techniques for assessing and describing the organizational climate of schools have been developed. One is largely credited to Andrew Halpin and the other to George Stern.

Halpin and Croft in their research in "Organizational climate, deal with both dimensions of the Getzel theory. In fact, an open climate is defined as "one in which there is attention to both task achievement and social needs". The 'closed' climate is defined as "one which makes a situation in which the group members obtain little satisfaction in respect to either task achievement or social needs". "In short, it is a situation where the leader is ineffective in directing the activities of the staff and at the same time, he is not inclined to look after their welfare".
The idea of 'Openness' and 'Clossness' had been discussed and explained by Kurt Leroi (1955) and Rokeach (1060).

According to Barnes (1960) closeness and openness in external systems reflect themselves differently in the internal system of a group in terms of member, job autonomy (activities), interaction opportunities (interactions) and upward influences (sentiments). In the relatively closed system, external concepts of bureaucratic administration dominate. These serve to discourage subordinate autonomy, interactions and upward influences. In the more open system, external system values and goals tend to emphasize technical expertise, quality and developmental work. These serve to encourage subordinate autonomous interactions and upward influences.

Halpin and Croft (1963) have identified six climates from 'open' at one end of a continuum to 'closed' at the other. They found that a school possessing an open climate, which they deemed as the most effective was a lively organization moving towards its goal, while at the same time, providing satisfaction to the members of the organization. By far, the most popular and widely used technique for assessing the organizational climate has been the organizational climate description questionnaire (OCDQ) partly because of the clarity with which Halpin has described the concept of
organizational climate and partly because of the relative simplicity with which the OCDQ assessment technique can be used in practical school situation. This technique has been employed repeatedly by researchers, many of whom wished to determine whether certain types of climates were found in schools with principals having certain characteristics.

The rationale underlying the OCDQ assumes first that something actually exists which can properly be called as the organisational climate. It is also assumed that the organizational climate is closely related to the perceived behaviour of teachers and principals.

The term 'perceived behaviour' is significant. It portrays the sensitive territory of selective perception in which people 'see' in the psychological sense what they are prepared to see. In dealing with inter personal relationships which are bound up in organizational behaviour, the truism that much of behaviour, like beauty, is in the eye of the beholder should be remembered.

Halpin and Croft carried out an exploratory inquiry on the impact of behaviour of teachers and the principal on the organizational climate of the school. The main aim of their investigation was to develop a tool to help in determining the organizational climate of schools as well as of other
similar establishments or organizations.

The constructed a Likert type questionnaire of 64 items which teachers and principals could use to describe the climate of their school. The questionnaire was constructed on a four point scale: rarely occurs, sometimes occur, often occurs and very frequently occurs.

The questionnaire could be administered in a group situation and required not more than 30 minutes for administration. The climates of 100 elementary schools chosen from six different regions of the United States were analyzed. The 64 items of the OCDQ were assigned to eight sub-tests which had been delineated by factor analytic methods. The first four of the sub-tests pertain to the characteristics of the principal as a leader. From the score on these eight sub-tests, a profile or psychograph depicting the organizational climate of the school was constructed. By comparing the profiles of different schools, the distinguishing features of their respective organizational climates were spotted.

The Eight Sub-tests were called:

Disengagement, hindrance, esprit, intimacy, aloofness, production emphasis, thrust and consideration.

The above dimensions have been described in detail in para 2.2 above.
The climate dimensions scores on the OCDQ would yield climate scores which permit a school’s organizational climate in being identified as open. Autonomous, controlled, familiar, paternal and closed. These climates are ranked in respect of openness versus closeness. They describe the behaviour which characterize the school principal and the teachers. Halpin remarks that the score on the dimension of Esprit is best single indicator of the staff morale. Teacher’s and principal’s behaviour in the school under the two climate categorise, at both the extreme ends of the continuum e.g. open climate and closed climate.

The OCDQ is composed of 64 Likert-type items which teachers and principals may use to describe various aspects of social interaction in their schools. By factor analysis, Halpin and Croft sub-divided the OCDQ into eight dimensions as described earlier, each with a corresponding sub-test.

Further factor analysis of school profiles led to the identification of a general openness factor. Openness scores for schools can be computed by summing the Esprit and Thrust sub-test scores and then subtracting the disengagement score. Mathematically openness can be expressed below:

\[
\text{Openness} = \text{Scores of Esprit} + \text{Scores of Thrust} - \text{Scores of Disengagement}
\]

More the score, the more open climate it has and
consequently such schools are called "Humanistic" schools. If the openness scores are low, such schools should be termed as "custodial" schools.

It could be said that in schools having open climate, teachers work well without bickering and internal conflict, they are not over burdened with routine work. Their task achievement is facilitated by the principal's policy, the teachers as a group enjoy friendly relations so much. So that they do not feel the need of a high degree of intimacy, they obtain considerable job satisfaction, they are sufficiently motivated, they possess the incentive to work things out and they are proud to belong to such a school.

As regards the principal's behaviour, it can be said that it reflects integration between his personality and the expected role. He sets an example by working hard himself. He goes out of his way to help his colleagues in the hour of need.

He displays personal flexibility. He can either control or direct or give freedom necessary for job satisfaction. He does not have to emphasize output. It occurs automatically and teachers do produce easily and freely. He knows how to get work done from teachers. He genuinely provides leadership for his staff.
As against the behaviour of teachers and principals in an open-climate-school described above, it presents altogether a diverse and converse picture in a school belonging to the closed climate category. Here, the teachers obtain little satisfaction in respect to either task achievement or social needs. Their personal welfare is not being cared for by the principal. The teachers are altogether disengaged and there is "not working together" attitude among them. There is no group feeling. Group achievement is the lowest. There is considerable amount of routine type of work forced on teachers, they perform mostly 'house keeping' duties. Their task accomplishment is not at all facilitated by the principal. The teacher morale is very low. There is very little job satisfaction and fulfillment of social needs. However, they derive some satisfaction from friendly relations with their colleagues. Quite an appreciable number of teachers leave the school job and go to other schools. The principal's behaviour in this type of climate, of school is characterized, by high emphasis of work and production. The school functions under the dead weight of set rules and regulations. The principal's work is hollow. He says one thing and does another. He does not appear to be a genuine person. His behaviour is characterized by poor thrust. He is incapable of motivating other teachers by setting an admirable example of hard and sincere work himself. He cares little for the needs of his teachers. He expects everyone else to take the initiative. He gives no freedom to the
teachers. He provides practically no leadership. Teachers view him as 'phony'.

2.4 **Types of School Climate**:

After Halpin and Croft had identified the eight dimensions of school climate, they attempted to classify schools into one of six climate types based on the schools' profile of scores. School climates were conceived along a continuum of open to closed - open climates distinguished by functional flexibility and closed climates marked by functional rigidity. The meaning of the "middle" climates is however vague.

Eight sub-tests which constitute the six prototype profiles are described as Organizational climate Patterns.

In order to discriminate organizational climates, profiles of the schools were analysed with the help of the score. The climate of the schools to be located are stated and described as follows:

(1) **The Open Climate**:

The open climate depicts a situation in which the members enjoy extremely high Esprit. The teachers work well together without bickering and griping (Low Disengagement). They are not burdened by mountain of busy work or by routine reports, the principal policies facilitate the teachers' accomplishment of their tasks (Low Hindrance). On the whole, the members of the group enjoy friendly relations with one
another, but they apparently feel no need for an extremely high degree of Intimacy. The teachers obtain considerable job satisfaction, and are sufficiently motivated to overcome difficulties and frustrations. They possess the inventive to work things out and to keep the organization 'moving'. Furthermore, the teachers are proud of being associated with their schools.

The behaviour of the principal plays a great role in portraying the organizational climate of the school. The principal in open climate sets an example by working hard himself but depending upon the situation he can either criticize the section of the teachers or go out of his way to help a teacher. Leadership acts average easily and appropriately from both the groups and the leader. The members are pre-occupied disproportionately with neither the task achievements nor social needs satisfaction. The main characteristics of this climate are authenticity of the behaviour that occurs among all the members.

In a nutshell, the teacher’s and principal’s behaviours in Open Climate:
Teacher's Behaviour:
1. High Esprit
2. Low Disengagement
3. Low Hindrance
4. Average Intimacy
5. Average Aloofness
6. High Consideration
7. Low Production Emphasis
8. High Thrust

(ii) **The Autonomous Climate:**

The distinguishing feature of this organizational climate is the almost complete freedom that the principal gives to teachers to provide their own structure for interaction so that they can find ways within the group for satisfying their social needs. As one might surmise, the scores lean slightly more toward social needs satisfaction than toward task achievement (relatively high scores on Esprit and Intimacy).

When the teachers are together in a task-oriented situation, they are engaged in their work. They achieve their goals easily and quickly (Low Disengagement). There are a few minority pressure groups, but whatever stratification does not prevent the group as a whole from working well together. The essential point is that the teachers do work well together and accomplish the tasks of the organization.
The teachers are not hindered by administrative paperwork and they do gripe about the reports that they are required to submit. The principal has set up procedures and regulations to facilitate the teachers' task. A teacher does not have to run to the principal every time he needs supplies books, projectors and so on. Adequate controls have to be established to relieve the principal as well as the teachers of these details (Low Hindrance). The morale of teachers is high, but not as high as in the open climate. The high morale probably stems largely from the social needs satisfaction which the teachers receive (Esprit would probably be higher if greater task accomplishment also occurred within the organization).

In a nutshell, the teacher's and principal's behaviour in the Autonomous climate:

Teacher's behaviour:
1. High Esprit
2. High Intimacy
3. Low Disengagement
4. Low Hindrance

Principal's Behaviour:
5. High Aloofness
6. Low Production Emphasis
7. Average Consideration
8. Average Thrust

(iii) The Controlled Climate:

The controlled climate is characterized best as
impersonal and highly task oriented. The group's behaviour is
directed primarily to task accomplishment while relatively
little attention is paid to behaviour oriented social needs
satisfaction. Every one works so hard that there is little
time for friendly relations. Esprit is fairly high but it
reflects achievement at some expense to social needs
satisfaction. The climate is over-weighted towards task-
orientation. It totally neglects social needs satisfaction.
Teachers do not find fault with the principal's directives.
The principal is dominating and directive and cares more for
getting the job done and in his way. He allows little
flexibility within the organization.

In a nutshell, the teacher's and principal's behaviour
in the Controlled Climate:

Teacher's behaviour:
1. Low disengagement
2. High Hindrance
3. Low Intimacy
4. Esprit Slightly above average

Principal's behaviour:
5. High Production Emphasis
6. Average Aloofness
7. Low Consideration
8. Average Thrust

(iv) The Familiar Climate:

The familiar climate is highly personal but under
controlled. The members of the organization satisfy their
social needs but pay relatively little attention to social control in respect to task accomplishment. There is high disengagement in a task oriented situation and the principal expects little control in directing the activities. Esprit is average and this means more social needs satisfaction. The attitude of the principal seems to be "let us all be a happy family" and is reluctant to emphasize production or guide the teachers as to how things should be done. The principal is neither aloof nor impersonal but official in his manner. He is very considerable and so the teacher attribute arrange thrust to him. No one works to full capacity, no one is ever wrong and no one is criticized.

In a nutshell, the teacher's and principal's behaviours in the Familiar Climate:

Teacher's behaviour:
1. High Disengagement
2. Low Hindrance
3. High Intimacy
4. Average Esprit

Principal's behaviour:
5. High Consideration
6. Low Aloofness
7. Low Production Emphasis
8. Average Trust

(v) The Paternal Climate:

This climate is characterised best by the ineffective attempts of the principal to control the teachers well as to
satisfy their social needs. His behaviour is perceived by the teachers as non-genuine and non-motivating. The teachers do not work well together. They are split into fractions. The principal tries to interfere in all activities and the teachers do not even try to show their initiative; they get inadequate satisfaction in respect to both task accomplishment and social needs. Hence, Esprit among the members is low. The leadership skills within the group are not used to supplement the principal's leadership acts. This climate is partly closed one.

In a nutshell the teacher's and principal's characteristics in the Paternal Climate:

Teacher's behaviour
1. High Disengagement
2. Low Hindrance
3. Low Intimacy
4. Low Esprit

Principal's behaviour
5. Low Consideration
6. Low Aloofness
7. High Production Emphasis
8. Low Thrust

(vi) The Closed Climate:

The closed climate marks the situation in which the group members receive little satisfaction in respect to either task achievement or social needs. The teachers are disengaged; they do not work well together, there is very
little job satisfaction or social needs satisfaction as the principal is ineffective in directing their activities and nor does he show any interest in their welfare. The principal gives little freedom to perform any leadership acts by the group members. The organization is not moving. The Esprit is very low because satisfaction is achieved neither from social need nor from task achievement. The principal does not facilitate the task accomplishment of the teachers. The principal is highly impersonal and tries to control through rules and regulations, the organization indeed seems to be stagnant and not moving towards its goals.

In nutshell, the teacher's and principal's behaviours in the Closed Climate:

Teacher's:
1. High Disengagement
2. High Hindrance
3. Low Esprit
4. Average Intimacy

Principal's:
5. High Aloofness
6. High Production Emphasis
7. Low Thrust
8. Low Consideration

They are presented in the following chart for quick review:

2.5 Measurement of School Climate - Some Approaches

This section is discussed on the basis of Sharma, Buch
and Rai in their monograph, "Diagnosing School Personality" (1973)\textsuperscript{5}.

The problem of measurement of organizational climate is similar in some respects to that of studying individual behaviour. The problem may involve construction of tests for organizations and hence systematic observation of organizations becomes possible. The approaches which have been used to study organizational climate include (i) field approach, (ii) observational approach, (iii) experimental approach and (iv) perceptional approach.

(i) **Field Approach**

Intensive observations of the practical expenditure involved are the main disadvantage of this approach.

(ii) **Observational Approach**:

This approach affords the possibility of studying a wide variety of organizations and of the conclusions driving at generalizations at the same time. Here one is supposed to study organizational variables which effect the organizational behaviour. Organizational variables may include size of the organization, union representations, extent of employee participation in incentive and profit-sharing plane, pro-test issues on the campus, degree of hierarchical organizational conditions, personnel behaviour etc. The major difficulties of this approach are the same as those confronted by the researcher studying individual
personality. There the variable which may be examined or studied are unlimited and too specific to be readily interpreted. The same is true for any living organization which is composed of individuals having complex behaviour. If one tries to examine the organizational characteristics in isolation with each other the inter-relationship of the other characteristics in organizational functioning remains unexamined.

(iii) Experimental Approach

As has already been discussed earlier, organizational climate is multi-dimensional and built upon factors beyond the researcher's control. As such, it is quite obvious that we are talking about discovering rather than creating climate and there seems the possibility of selecting climates in order to maximize the benefit. Furthermore, identifying relevant dimensions of climate and verifying them systematically has appealed to researchers and administrations. The "Human relations" tradition in engagement has contributed a lot to this idea. Ingenious methods of varying organizational climate have been devised in attempts to demonstrate the relative superiority or inferiority of democratic as well as automatic administrations. The most detailed work on the experimental control of social variable has involved small groups.

In such experimental studies, simulation has been mostly used. Simulation offers a useful opportunity to vary some aspects of an organization while holding other constant, and
for observing the effects of such variation on behaviour.

(iv) **Perceptual Approach:**

The rationale behind this approach which is to assess the organizational climate by means of participant's perception is that such perceptions are based upon experiences that are more intensive as well as extensive as compared to outside observer. As such, it is more dependable and valid. Greater emphasis is given on the role of perception of organizational properties in relation to individual behaviour as interactive variables.

"As an illustration, Likert's (1961) model of interaction influence assigns central importance to organizational characteristics as they interact between casual variables such as structure, objectives, supervisory practices etc., and individual personality. Therefore, it is only through perceptions that the relationship between casual and end result variables may be understood. Hence, this point again strengthens the approach of measurement of organizational climate through the perceptions of the individuals whose behaviours are being studied.

In conclusion, it can be said that research efforts in this direction are greatly significant for promoting administrative efficiency, organizational effectiveness and therefore better teaching learning situations. In most of the studies undertaken in India, probably all the researchers have used OCDG as standard tool for the reliable and valid assessment of organizational climate of the school. Hence,
the present researcher also inclined to use OCDQ for assessing the organizational climate for his research activity.

2.6 Morale

Previously, the term 'morale' was referred to the satisfaction in performance of any organization. The study of morale is aimed to find out the ways to earn more production in the business and industry. It is called theory of performance and satisfaction. The researchers like Crockett, Herzberg, Mausner, Peterson, Campwell, Vroom, Scott, Dewis etc., proposed many models of 'satisfaction and performance'. The variables concerned with the job satisfaction like motivation, reward, punishment, salary, benefit and so on were also studied by many scholars and the domain of research in morale then spread to other field of organization.

Halpin and Croft (1963) used the word 'esprit' in their OCDQ instrument to determine the morale of organization as well as business and other organizations.

In the year 1970, Bentley and Rampel constructed PTO instrument to assess the morale of individual and group in organization. This instrument is adopted in the present study.

However, this section is an attempt to clarify and explain the term 'morale' for the present study.
2.6.1 Concept of 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.

Webster's New Collegiate Dictionary defines the term 'morale' as prevailing mood and spirit conductive to willing and dependable performance, steady self-control and courageous, determined conduct despite danger and privations, based upon a conviction of being in the right and on the way to success.

For Shillard⁶, 'morale' refers to series of attitudes that influences one towards a given situation.

Blum defines 'morale' as a group phenomenon with four components: (1) group solidarity, (2) group goal, (3) observable process towards the goal, and (4) individual's participation in reaching the goal.

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. The details of description can be quoted as
"Morale is a disposition on the part of the persons engaged in an enterprise to behave in ways which the enterprise exists for. When this position is strong, morale is said to be high. It manifests itself in a tendency to subordinate personal consideration to the purpose of the enterprise, to work as a member of the team for the accomplishment of common goals and to satisfaction from achievements of the organizations. When the position towards the achievement of the common purposes is weak, morale is said to be low. Low morale is characterized by behaviour that is obstructive or non-contributory to the common purposes, by failure to derive personal satisfaction from group achievement and by a tendency to elevate personal interest above the purposes of the enterprise". (1955, P.15).

Getzels and Guba: 'morale' means triangular approach; (1) belongingness, (2) identification, and (3) relationship for goal achievement.

Keith: 'morale' is the attribute of the individuals and groups towards their work environment and towards voluntary co-operation to the fullest extent of their ability to the best interest of organization.

Guba defines the 'morale' as a predisposition to exert
extra effort to carry out institutional tasks. In the same year Vanee says that 'morale' is the prevailing mood or spirit which is conducive to willing and dependable performance tasks requisite to the attainment of organizational objectives.

Moreover, Yoder, Heneman, Turbull and Stone give the concept of 'morale' that, morale is sometime used to describe the degree of frustration felt by the group of employees. Harrell defines 'morale' as the combination of attitude toward job, company and immediate superior.

In the year 1959, Yoder\textsuperscript{8} defines the 'morale' in his book, "Personal Management and Industrial Relation" that morale is an overall 'tone' or 'climate' vaguely sensed among the members of a group, society and association.

Burtt\textsuperscript{9} : 'morale' is a tendency to work enthusiastically for a common purpose.

Stogdill\textsuperscript{10} gives the meaning of 'morale' that, the degree of freedom from restraint exhibited by a group in working hard towards a goal objective.

Hay and palmer\textsuperscript{11} give a compact word to define the term 'morale' that morale is the general enthusiasm of a group, it's esprit-de-corps.

Monroe gives one word definition of mental hygiene as morale where personal relationship is the pivot for mental health.
Lane and his group describe the term 'morale' that, morale is composed of a complex of factors, which range from satisfaction with the material and the non-material aspects of the job and with interpersonal relations, to specific work behaviours, such as efficiency, productivity and dependability of workers. However, underlying all of these are vitality and enthusiasm for the task, which are fundamental of moral. The level of this vitality and enthusiasm is strongly dependent upon the degree of meaning that a man finds in his work, the extent to which he contributes to, and identifies with, a goal of his job.

For cleugh, morale can be described in terms of the 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. He says that good morale is important not only because it is pleasant but also because it is conducive to more and better work and learning.

For Caplow, morale is satisfaction with an organization, not with life in general. An organization has high morale when most of its members (1) accept its goal, (2) obey its important rules and (3) continue to participate in this programme. These conditions are favorable to the happiness of the participating individuals.
However, a persisting belief is that if an individual is satisfied or his morale is high, then his performance will be higher than that of an individual who is unsatisfied or whose morale is low. Hence the central concept of morale is identification of the personnel of an organization with its goal or goals. Such an identification generates in individuals with remarkable energy to more whole-heartedly towards the targets on goals set to the group for achievement.

Again, the meaning of 'morale', psychologists and social scientists have been interested for long in the study of the worker's effectiveness and its improvement. They have come to the conclusion that the worker's disposition or attitude towards his job determines his productivity as well as production. They have called it 'morale' or the indicator of the 'level of aspiration' of the individual. Morale is considered an important dimension in the description of groups. "Morale has come to be regarded as the prime requisite for an efficient and effective organization in education as well as in business". Of many definitions of morale, a few of which are the following:

According to Tead, morale is the group's awareness or of itself as a working entity", and imposition "by itself on itself those standards of individual and group behaviour which it finds necessary to improve in the interests of group effectiveness in carrying on its work".
Viteles says, "obedience to external circumstances having as its source of authority the mean or the groups constitutes morale". It is the product of a direction of the individual feelings and intellect towards a common objective that serves the purpose of the entire organization.

For Zeleny, morale is the shared feeling of "likes" among members of a group.

Tiffin regards attitudes and morale closely related because "the productivity of a man is determined very largely by the way he feels about his job, and his attitude towards the company that employs him".

According to Krech and Crutchfield "Morale refers to the level of group functioning, the unity and solidarity of the group, its esprits de corps".

Staff Relations in School Administration, "from the viewpoint of administration, morale is a disposition on the part of persons engaged in an enterprise to behave in ways which contribute to the purposes for which the enterprise exists".

Wiles says, "Morale is the emotional and mental reaction of a person to his job".

"Morale is, says Schneiders, the general attitude or outlook of an individual or a group towards a specific situation... Morale may very seriously affect both well being and performance, and is closely related to what is called "esprit de corps"."
From these and other similar definitions we conclude that:

Morale is -
(1) an individual's general emotional and mental disposition or attitude and feeling, towards his job or any other specific situation,
(2) the mainspring of an individual's behaviour towards his fellow-workers and the organization or institution of which he is a part,
(3) the prompter of efforts and pursuits for the realisation of group goals,
(4) the determinant of the individual's productivity and production,
(5) the promoter of the health and well-being of the individual and the group.

2.6.2 Teacher Morale

Morale is subjective and individual. It consists of the 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 rest mainly in the hands of the principal. It depends on the relationships developed comparatively by the principal with his staff.

2.6.2.1 Characteristics of Teachers with High Morale

Generally, high morale is found in people who are secure, unafraid, productive and loyal. Teachers are co-operative. They are eager to get on with their work, to take part in the staff meetings, or to do some little extra chore for someone on the staff. They are constantly improving themselves, their methods, and their knowledge, through a variety of means. They initiate studies, look for problems that need solutions, design experiments in methodology and use reports on educational research.

In schools in which faculty morale is high, teachers make excellent use of all the auxiliary service because they know the process of instruction is thereby enriched. They all encounter with principals and supervisors and constantly approach them for ideas on improvement.
2.6.2.2 **Characteristics of Teachers with Low Morale**

Teachers with low morale are normally those that tend to be absent from work, committee meeting, faculty meeting appointments with staff members.

They are frequently out of the building during free periods, and late with corrections and the distribution of grade given by them are either too high or too low. They are frustrated and hostile towards the school—wasting class time, and do not prepare and place their work. They have a general negative teacher reaction and constantly criticise colleagues or supervisors. They make, unfavourable comments on school and community and avoid meetings or keep silent at them. They have personal problems and shows a lack of personal responsibility for property, duties etc.

2.6.2.3 **Factors Affecting the Teacher Morale**

Cleugh describes about factors affecting the teacher's morale that, there are some of the factors that appear to be relevant in considering the state of teacher morale at any one time, they are:

1. **Public Esteem**: How far teachers, as teachers, are respected by the general public.
2. **Salaries**: To some extent repeated salary claims are not only for money but also for a higher place in public esteem. Money is regarded as yardstick of this, and where salaries are low they are resented not only in themselves,
but as a sign that the general status of teachers is not as high as teacher would wish.

(3) The way in which the total amount available (high or low) is allocated. Graded posts are a fruitful source of controversy, arguments and jealousies. There is evidence that they increase mobility between schools beyond the optimum, as teachers move from school to school in search of high allowances, and staffing instability results.

(4) Wastage: The very high figures that are sometimes quoted in press articles may overstate the position, since many of the women who leave to raise a family will return to teaching later, and movement to other posts in the educational service (e.g. to administration) is included as wastage but when these points are allowed for the number of those who start teaching and then give it up can be regarded as an index of job satisfaction.

(5) Staff Turnover: Schools in some districts are notoriously more difficult to staff than others, but in 'good' districts some schools have a constantly changing staff.

(6) Staff Absence: Happy people tend to be less ill than unhappy one and when they are ill, are more likely to make the effort to turn up at work. If very large schools, for example, were found to have higher absence rates than smaller ones, it could be an important index of teacher morale there.
(7) Early Retirement: The number of those who retire as early as they can and sooner than must is a sign of work morale.

(8) The Growing Complexity of Schools: It means a greatly increased burden of administration. It has been said, "If you double in size of a school, you quadruple the administration". The time table becomes immensely complicated and the cumbersome structure tends to be unwieldy and not easily adaptable to meet necessary changes.

(9) As schools become more impersonal, it becomes less easy for teachers to see the effectiveness of their work. When it is harder to see who is responsible for what, the less conscientious can get by, the more conscientious resent this, and the able become discouraged.

(10) With earlier maturity on average resentment as populace grows and children become more difficult to control, so that more time is spent by the teacher in setting disturbances, with all round dissatisfaction among both teacher and children.

(11) Condition in schools have improved considerably over the last 20 years. Buildings are better, much more money is spent on equipment, and more technical help is available to look it. Teachers work in more pleasant physical surroundings than they used to do.

Wick and Begg in "Evaluation for Decision Making in Schools" point out, while discussing the importance of
decision making, the factors, such as given below, affecting staff morale, staff attitude and staff relationship.

(1) Work Environment and Morale: If the work environment includes interpersonal relationship with other teachers and with administrations, then interpersonal relationship affects morale; factors associated with morale are adequate equipment and supplies, physical facilities and salary.

(2) Teacher Characteristics and Morale: A potential source of job satisfaction, freedom to plan one's own work, desire for professional status, working with teacher who had a professional attitude and high work standards are the factors affecting morale.

(3) Decision-Making; expectation and morale: Teacher morale would be higher if the teachers know who is responsible for making decisions. Also if they are able to influence at least the decision which legitimately belong within his sphere of responsibility.

(4) Curriculum Development and Morale: Teacher morale is related to staff judgements of the success of curriculum development programme. The programme are successful where the relationship with the superior and teachers are good. Hence it is the principals who foster high morale. However the high degree of satisfaction is not conducive in bringing out changes in the programme.

(5) Student-Teacher Relationship and Morale: No amount of pleasant colleague relation, good working condition, high salary or decision making could really boost up the morale of
teachers unless they are interested in and satisfied with the age group of students they teach.

(6) Salary and Morale: A poor salary can lead to job satisfaction but a good salary does not necessarily lead to job satisfaction.

(7) Performance and Morale: The greatest significance to job-satisfaction and morale is that of its relationship of job performance. The administrator should insure that his best teachers are the most satisfied teachers and thus maximizing the relationship between satisfaction and productivity, because performance is the function of interaction between reward system and the individual expectations for reward for superior work.

Unruh has described some factors affecting morale as follows:

(1) Social Climate: It influences morale because teachers are affected by social interaction. If this interaction is intellectually and culturally high the morale will be high. Teachers who are active in organization often have high morale than those who are inactive. Isolation is an important factor involving morale.

(2) Economic Factor: As the teacher grows older, economic security becomes more important. If this security is threatened or affected, his morale gets lowered down.

(3) Intellectual Factor: For teachers the intellectual basis for morale is highly important. Most teachers value a
satisfying intellectual climate.

(4) Poor Leadership: It depresses the morale of the professional groups like teachers very much.

(5) Working Conditions: If the school schedule and job, utilize so much of a teacher's working hours that he has little or no time for cultural pursuits or recreation, his morale will sag. Inadequate instructional supplies, aids and equipment, clerical work, extra assignments and routine chores day-after-day also bring the morale down.

Bentley and Rampel18 concluded 10 factors that may affect the teacher morale. They are:

1. Teacher rapport with the principal
2. Satisfaction with teaching
3. Rapport among teachers
4. Teacher salary
5. Teacher load
6. Curriculum issues
7. Teacher status
8. Community support of education
9. School facilities and services
10. Community pressure

These ten factors are undertaken in present study. The details of each factor will be described in chapter IV.

2.6.3 Measurement of Morale

Morale is still an imprecise although highly important term. Some authorities consider morale to be the emotional
and mental reaction of a person to his job. It may best be conceived of as a continuous variable. The level of morale is then determined by the extent to which an individual's needs are satisfied, and the extent to which the individual perceives satisfaction as coming from the total job situation. High morale is evident when there is interest in and enthusiasm for the job. What is important in morale is what the person believes and feels, rather than the conditions that may exist as perceived by others.

Bentley and Rampel define the term 'morale' that, morale refers to the professional interest and enthusiasm that a person display toward the achievement of individual and group goals in a given job situation.

This definition recognizes the satisfaction of both individual of group needs and these effective harmonization as a basis for morale. Given a certain task to be accomplished by the group, morale pertains to the factors in the individual's life that bring about a hopeful of energetic participation on his part so that his efforts enhance the effectiveness of the group in accomplishing the task at hand.

Many different instruments and devices to measure morale and job satisfaction have been developed. Some supposedly, have general application to many kind of job; others have been prepared appropriate to a particular occupation, e.g. nursing, rail road work, governmental
employment etc. A few scale have been developed designed more specifically to measure teacher morale, but they have had limited use since they seem to have unknown validity and reliability.

In general, two basic approaches have been used. In one approach, the individual estimates his own morale or job satisfaction. This was the technique used by Hoppock in his comprehensive study of job satisfaction of teachers in 1935.

The other approach consists of asking the individual to make qualitative judgements and express his feelings about himself or herself and things in his/her environment that may be related to his/her morale. These responses are appropriately weighted and qualified so that, a total score or index can be assigned. It was this approach that was used in the present study.

2.7 Professional zone of acceptance of Teachers:

The nature of leadership is a complex phenomenon often studied within the framework of modern formal organizations. Within these organizations, administrations and their subordinates interact in such ways as to determine the efficiency and effectiveness of the organization's operations. A foundation of 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 organizations; indeed, the formal organizational structure of schools necessitates careful study of administrator's authority and subordinates' willingness to comply with this authority. In the present study, 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. It is also known as "professional zone of Indifference" of teachers. The variable was measured by zone of acceptance Inventory (ZAI).

2.7.1 Explanation of "Zone of Indifference".

The phrase "Zone of indifference" may be explained as follows: If all the orders for actions reasonably practicable be arranged in the order of their acceptability to the person affected, it may be conceived that there are a number which are clearly unacceptable, that is which certainly will not be obeyed; there is another group somewhat more or less on the neutral line, that is, either barely acceptable or barely unacceptable; and a third group unquestionably acceptable. This last group lies within the "zone of indifference." The person affected will accept orders lying within this zone and is relatively indifferent as to what the order is so far as the question of authority is concerned. Such an order lies within the range that in a general way was anticipated at time of undertaking the connection with the organization. For example, if a soldier
enlists, whether voluntarily or not, in an army in which the men are ordinarily moved about within a certain broad region, it is a matter of indifference whether the order be to go to A or B, C or D, and so on; and goings to A, B, C, D, etc., are in the zone of indifference.

The zone of indifference will be wider or narrower depending upon the degree to which the inducements exceed the burdens and sacrifices which determine the individual's adhesion to the organization. It follows that the range of orders that will be accepted will be very limited among those who are barely induced to contribute to the system.

Since the efficiency of organization is affected by the degree to which individuals assent to orders, denying the authority of an organization communication is a threat to the interest of all individuals who derive a net advantage from their connection with the organization, unless the orders are unacceptable to them also. Accordingly, at any given time there is among most of the contributors an active personal interest in the maintenance of the authority of all orders which to them are within the zone of indifference. The maintenance of this interest is largely a function of informal organization. Its expression goes under the names of "public opinion," "organization opinion," "feeling in the ranks," "group attitude," etc. Thus the common sense of the community informally arrived at affects the attitude of
individuals, and makes them, as individuals, loath to question authority that is within or near the zone of indifference. The formal statement of this common sense is the fiction that authority comes down from above, from the general to the particular. This fiction merely establishes a presumption among individuals in favor of the acceptability of orders from superiors, enabling them to avoid making issues of such orders without incurring a sense of personal subserviency or a loss of personal or individual status with their fellows.

Thus the contributors are willing to maintain the authority of communications because, where care is taken to see that only acceptable communications in general are issued, most of them fall within the zone of personal indifference; and because communal sense influences the motives of most contributors most of the time. The practical instrument of this sense is the fiction of superior authority, which makes it possible normally to treat a personal question impersonally.

The fiction of superior authority is necessary for two main reasons:

1. It is the process by which the individual delegates upward, or to the organization, responsibility for what is an organization decision — an action which is depersonalized by the fact of its coordinate character. This means that if an instruction is disregarded, an executive's risk of being
wrong must be accepted, a risk that the individual cannot and usually will not take unless in fact his position is at least as good as that of another with respect to correct appraisal of the relevant situation. Most persons are disposed to grant authority because they dislike the personal responsibility which they otherwise, especially when they are not in a good position to accept it. The practical difficulties in the operation of organization seldom lie in the excessive desire of individuals to assume responsibility for the organization action of themselves or others, but rather lie in the reluctance to take responsibility for their own actions in organization.

(2) The fiction gives impersonal notice that what is at stake is the good of the organization. If objective authority is flouted for arbitrary or merely temperamental reasons, if, in other words, there is deliberate attempt to twist an organization requirement to personal advantage, rather than properly to safeguard a substantial personal interest, then there is a deliberate attack on the organization itself. To remain outside an organization is not necessarily to be more than not friendly or not interested. To fail in an obligation intentionally is an act of hostility. This no organization can permit; and it must respond with punitive action if it can, even to the point of incarcerating or executing the culprit. This is rather generally the case where a person has agreed in advance in general what he will do. Leaving an organization in the lurch is not often tolerable.
The correctness of what has been said above will perhaps appear most probable from a consideration of the difference between executive action in emergency and that under "normal" conditions. In times of war the disciplinary atmosphere of an army is intensified—it is rather obvious to all that its success and the safety of its members are dependent upon it. In other organizations, abruptness of command is not only tolerated in times of emergency, but expected, and the lack of it often would actually be demoralizing. It is the sense of the justification which lies in the obvious situation which regulates the exercise of the veto by the final authority which lies at the bottom. This is a commonplace of executives experience, though it is not a commonplace of conversation about it.

2.7.2 The System of Coordination

Up to this point we have devoted our attention to the subjective aspect of authority. The executive, however, is predominantly occupied not with this subjective aspect, which is fundamental, but which the objective character of a communication which induces acceptance.

2.7.3 Authority

Authority has been defined in part as a "characters of a communication in a formal organization" A "superior" is not in our view an authority nor does he have authority strictly speaking; nor is a communicating authoritative except when it
is an effort or action of organization. This is what we mean when we say that individuals are able to exercise authority only when they are acting "officially," a principle well established in law, and generally in secular and religious practice. Hence the importance ascribed to time, place, dress, ceremony, and authentication of a communication to establish its official character. These practices confirm the statement that authority relates to a communication "in a formal organization." There often occur occasions of compulsive power of individuals and of hostile groups; but authority is always concerned with something within a definitely organized system. Current usage conforms to the definition in this respect. The word "authority" is seldom employed except where formal organization connection is stated or implied (unless, of course, the reference is obviously figurative).

These circumstances arise from the fact that the character of authority in organization communications lies in the potentiality of assent of those to which they are sent. Hence, they are only sent to contributors or "Members" of the organization. Since all authoritative communications are official and relate only to organization action, they have no meaning to those whose actions are not included within the cooperative system. This is clearly in accord with the common understanding. The laws of one country have no authority for citizens of another, except under special circumstances. Employers do not issue directions to employees of other
organizations. Officials would appear incompetent who issued orders to those outside their jurisdiction.

A communication has the presumption of authority when it originates at sources of organization information—a communications center—better than individual sources. It loses this presumption, however, if not within the scope or field of this center. The presumption is also lost if the communication shows an absence of adjustment to the actual situation which confronts the recipient of it.

Thus men impute authority to communications from superior positions, provided they are reasonably consistent with advantages of scope and perspective that are credited to those positions. This authority is to a considerable extent independent of the personal ability of the incumbent of the position. It is often recognized that though the incumbent may be of limited personal ability his advice may be superior solely by reason of the advantage of position. This is the authority of position.

But it is obvious that some men have superior ability. Their knowledge and understanding regardless of position command respect. Men impute authority to what they say in an organization for this reason only. This is the authority of leadership. When the authority of leadership is combined with the authority of position, men who have an established connection with an organization generally will grant authority, accepting orders far outside the zone of indifference. The confidence engendered may even make
compliance an inducement in itself.

Nevertheless, the determination of authority remains with the individual. Let these "positions" of authority in fact show ineptness, ignorance of conditions, failure to communicate what ought to be said or let leadership fail (chiefly by its concrete action) to recognize implicitly its dependence upon the essential character of the relationship of the individual to the organization and the authority if tested disappears.

This objective authority is only maintained if the positions or leaders continue to be adequately informed. In very rare case persons possessing great knowledge, insight, or skill have this adequate information without occupying executive position. What they say ought to be done or ought not to be done will be accepted. But this is usually personal advice at the risk of the taker. Such persons have influence rather than authority. In most cases genuine leaders who give advice concerning organized efforts are required to accept positions of responsibility; for knowledge of the applicability of their special knowledge or judgement to concrete organization action, not to abstract problems, is essential to the worth of what they say as a basis of organization authority. In other words, they have an organization personality, as distinguished from their individual personality, commensurate with the influence of their leadership. The common way to state this is that there cannot be authority without corresponding responsibility. A
more exact expression would be that objective authority cannot be imputed to persons in organization positions unless subjectively they are dominated by the organization as respects their decisions.

It may be said, then, that the maintenance of objective authority adequate to support the fiction of superior authority and able to make the zone of indifference an actuality depends upon the operation of the system of communication in the organization. The function of this system is to supply adequate information to the positions of authority and adequate facilities for the issuance of orders. To do so it requires commensurate capacities in those able to be leaders. High positions that are not so supported have weak authority, as do strong men in minor positions.

Thus authority depends upon a cooperative personal attitude of individuals on the one hand; and the system of communication in the organization on the other. Without the latter, the former cannot be maintained. The most devoted adherents of an organization will quit it, if its system results in inadequate, contradictory, inept orders, so that they cannot know who is who, what is what, or have the sense of effective coordination.

This system of communication, or its maintenance, is a primary or essential continuing problem of a formal organization. Every other practical question of effectiveness or efficiency - that is, of the factors of survival depends upon it. In technical language the system of communication of
which we are now speaking is often known as the "lines of authority."

2.7.3 Controlling Factors of Authority:

It has already been shown that the requirements of communication determine the size of unit organizations, the grouping of units, the grouping of groups of unit organizations. We may now consider the controlling factors in the character of the communication system as a system of objective authority.

(a) The first is that channels of communication should be definitely known. The language in which this principle is ordinarily stated is, "The lines of authority must be definitely established." The method of doing so is by making official appointments known; assigning each individual to his position; by general announcements; by organization charts; by educational effort, and most of all by habituation that is by securing as much permanence of system as is practicable. Emphasis is laid either upon the position or upon the persons; but usually the fixing of authority is made both to positions and less emphatically, to persons.

(b) Next, we may say that objective authority requires a definite formal channel of communication to every member of an organization. In ordinary language this means "everyone must report to someone" (communication in one direction) and "everyone must be subordinate to someone" (communication in the other direction). In other words, in formal organizations
everyone must have definite formal relationship to the organization.

(c) Another factor is that the line of communication must be as direct or short as possible. This may be explained as follows: Substantially all formal communication is verbal (written or oral). Language as a vehicle of communication is limited and susceptible of misunderstanding. Much communication is necessary without preparation. Every communications that are carefully prepared require interpretation. Moreover, communications are likely to be in more general terms the more general—that is, the higher—the position. It follows that something may be lost or added by transmission at each stage of the process, especially when communication is oral, or when at each stage there is combination of several communications. Moreover, when communications go from high positions down they often must be made more specific as they proceed; and when in the reverse direction, usually more general. In addition, the speed of communication, other things equal, will be less the greater the number of centers through which it passes. Accordingly, the shorter the line the greater the speed and the less the error.

(d) Another factor is that, in principle, the complete line of communication should usually be used. By this is meant that a communication from the head of an organization to the bottom should pass through every stage of the line of
authority. This is due to the necessity of avoiding conflicting communications (in either direction) which might (and would) occur if there were any "jumping of the line" of organization. It is also necessary because of the need of interpretation, and to maintain responsibility.

(e) Again, the competence of the persons serving as communication centers, that is, officers, supervisory heads, must be adequate. The competence required is that of more and more general ability with reference to the work of the entire organization the more central the office of communication and the larger the organization. For the function of the center of communication in an organization is to translate incoming communications concerning external conditions, the progress of activity, successes, failures, difficulties, dangers, into outgoing communications in terms of new activities, preparatory steps, etc., all shaped according to the ultimate as well as the immediate purposes to be served. There is accordingly required more or less mastery of the technologies involved, of the capabilities of the personnel, of the informal organization situation, of the character and status of the subsidiary organizations, of the principles of action relative to purpose, of the interpretation of environmental factors, and a power of discrimination between communications that can possess authority because they are recognizably compatible with all the pertinent conditions and those which...
will not possess authority because they will not or can not be accepted.

(f) Again, the line of communication should not be interrupted during the time when the organization is to function. Many organizations function intermittently, being closed or substantially so during the night, Sundays, etc. Others, such as army, police, railroad systems, telephone systems, never cease to operate. During the times when organizations are at work, in principle the line of authority must never be broken; and practically this is almost, if not quite, literally true in many cases. This is one of the reasons which may be given for the great importance attached to hereditary succession in states, and for the elaborate provision that is made in most organizations for the temporary filling of offices. (except possibly small "personal" organization) for the temporary filling of offices automatically during incapacity or absence of incumbents. These provisions emphasize the non-personal and communication character of organization authority, as does the persistent emphasis upon the office rather that the man that is a matter of indoctrination of many organizations, especially those in which 'discipline' is an important feature.

The necessity for this is not merely that specific communications cannot otherwise be attended to. It is at least equally that the informal organization disintegrates very quickly if the formal "line of authority" is broken. In
organization parlance, "politics" runs riot. Thus, if an office were vacant, but the fact were not known, an organization might function for a considerable time without serious disturbance, except in emergency. But if known, if known, it would quickly become disorganized.

(g) The final factor is that every communication should be authenticated. This means that the person communicating must be known actually to occupy the position of authority concerned; that the position includes the type of communication concerned that is it is "within its authority", and that it actually is an authorized communication from this office. The process of authentication in all three respects varies in different organizations under different conditions and for different positions.
References


3. Ibid., P. 4


15. Ibid P. 49.


