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CHAPTER - I

THE PROBLEM AND ITS SETTINGS

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CHAPTER - I

THE PROBLEM AND ITS SETTINGS

An organisation is a planned coordination of the activities of a number of people for the achievement of some common, explicit purpose or goal, through division of labour and functions and through a hierarchy of authority and responsibility.

From the point of view of an organisation, therefore, it is sufficient to spell out the activities or roles which must be fulfilled in order to achieve the goal. In business organization, someone purchases the raw material, someone designs the product and someone builds and produces it, whereas someone sells it. Thus an organization spun the mentally pattern of role and a blue-print for their coordination.

An organization in view of the sociologist is known as formal organization, which is different from the social and informal organization. Social organizations are patterns of coordination that arise spontaneously or implicitly out of the interaction of people without involving rational coordination for the achievement of explicit of common goals. The informal organization means the patterns of coordination that arise among members of a formal organization which are not called for by the blue-print.

The problem of increasing production and also making work more pleasant, whether in case of an industry or any
school, has been approached through the introduction of changes in the working environment. In the school environment, the working conditions, if become pleasant, then the organizational aspect, administrational aspect as well as the outcome will improve. The unfavourable environmental conditions contributes to slow down of the activities of employees and the outcome of the result. There is no doubt that people generally prefer pleasant to unpleasant surrounding and that when attention is paid to creating a favourable working environment as well as to actual job performance methods, overall pleasantness prevails. When working environment is changed then at least two things happen, (1) there is a changed environment, (2) there is a response to change in general. The change in response is due to the better working conditions.

In the late 1920 a study was conducted in Western Electric Country Hawthorne Illinois in which some women were chosen for the study, were placed in a special room under one supervisor's observation. It was observed that those women who were selected had developed high morale. Secondly the women developed good relationships between one another and divided the work among themselves willingly and enthusiastically. The findings of Hawthorne studies (1927-45) revealed that within a organizational structure relating with the human considerations on the part of the management bring
about very surprising change in the bulk performance and total output. By this study it was realised that the members like the work and they are involved personally to organizational goals, and become creative in the service of these goals. This study has become very influential in industries.

The organization has a linkage system between the superiors and subordinates. The recent researchers have shown that horizontal linkage may be of extreme importance in the successful operation of any organization especially in the case of team work. Dubin (1959) has pointed out three types of basic linkage patterns - (1) Serial linkage, (2) Radial linkage, (3) Circular linkage. The more complex linkage can be formed by the combination of these three.

An organization is a dynamic entity and the organizational structure and environment which is also known as climate at some places, develops through the interaction of individuals performing various operating roles in the work groups.

The organisation essentially rests on 3 elements the structure, the process and the attitudes of the pupil. Each element effects each of the other two and gets affected by them in turn thereby forming an integrated whole.

The structure is the basic element of an organization, where the total task of the organization is divided into
various "roles" according to functions and levels. On the basis of the structure which provides the foundation, the 'process' or operating activities of the organization sets in - in terms of speed of performance, result orientation and extent of control.

The interaction of structure and process invariably gives rise to attitudes of the participant in the affairs of the organization.

In an organization the first key part is the "operating core". The operating core carries out the main work of organization which is mainly concerned with the output and input in a production. The Chief Executive Officers, General Managers, Directors, Secretaries, their assistants and the personnel who are attached to the top executives form the second key part which is known as "strategic apex". The main function of the strategic plans, try to find out the resources, directs the organization and try to manage the relationship with the external environment. The "middle line" is the third key part of the organization. The middle line part executes the decision made by the strategic apex and keeps it informed about the operation supervises and make a coordination between the different key parts. "Techno-structure" is the main key part which is to be very effective in the organization. The techno structure designs the work procedure, planning work, developing and controlling
the standards. "Support staff" consists of organizational sub units or individuals who helped indirectly the other parts of organization. This key part is directly not involved in the work of operating core.

Classical Organization Theory: The ideal organization according to Classical Theorists is based on bureaucratic type of set up. In this high degree of role specialization, work simplification centralization of authority and formalization control were to be achieved through formal roles, prescription and work procedures. Any problems in the set up which is not covered by predetermined rules has to be referred to the high authorities who can take this decision.

Humanistic Organization Theory: Humanistic Organization Theory reflects the concern for physical and mental health and welfare of all individuals. Roethlisberger and Dickson (1939) revealed that the Classical Organization Theorists have ignored the last strata of the industry according to them the formal behaviour is vital for understanding the organizational process. Humanistic organization focussed on human relations and interactions between organizational structures and human characteristic.

McGregors Theory X and Y - McGregor (1960) stated Theory X and Theory Y. In this theory the lower level employees were found to be lazy, disliked work, have little
ambition, avoid responsibility, lack of creativity, were labelled under the Theory X. In Theory Y the people are motivated by other needs besides survival.

**Personality and Organization Theory** - Argyris (1957, 1964) proposed this theory with the central postulate that effective organization have a structure compatible with member characteristics. A person becomes less passive when he acquires the capacity for a greater variety of behaviour. In a bureaucratic organization structure forces most employees to be passive and dependent which creates frustration in the employees. For a better organization structure it was recommended by Argyris that organization should have flexible roles, open communication and self-reliance.

**Likert's System 1-4 Theory** - Likert he conducted a research to find out the difference between effective and ineffective managers and came with the conclusion that managers who followed classical organization theory were less effective than the managers who followed behaviour patterns. He also found that there was differences between effective and ineffective subunits with respect to several organizational process, it included leadership, communication, decision making, goal setting and control.

It is clear that the climate or the environment in any organization set up, whether industrial or social or school
is dependent upon the different factors which control and organise the set up.

It has generally been realised by all nations today whether big or small, communist or capitalist that their survival very much depends upon how effectively they mould their behaviour of their children because they are known as the future citizen of the country. The education and the school complex where the children are educated have a great impact on the children's learning, thinking, development of scales, and the attitude. The school complex cannot be kept aloof because this complex has a major role in the harmonious development of child.

A school complex has many ingredients which directly or indirectly affects the organization, administration and the school environment or climate. These ingredients are managers, who run the educational institutions, Principals who organizes the various activities and work environment which can fulfill the needs and objectives of the children as well as of the society; teachers who plays a leading role in the education of the children as well as in forming the climate of the school. The environment or the climate of the school depends largely upon coordination and interaction of these three ingredients. If the coordination is better then a congenial, healthy and purposeful environment will be formed in the school which will promote the educational
aspect. The environment largely depends upon the Principals, organization and administration as well as by the cooperation of teachers and managers. After paying visits to different schools and studying the environmental conditions it was found that different schools have different setups, organizations and administrations. In some schools it was found that the Principals were very active, energetic i.e. zestful and exude confidence in their work. They find pleasure in doing work. They always engage themselves for the improvement of the school environment. This behaviour is transmitted to the teachers as well as students. The teachers also become very active and cooperate with the principal in making the environment of a school, a better environment. In other schools the brooding discontent of teachers is palpable, the Principal in such types of institution tries to hide his incompetence and his lack of sense of direction behind a cloak of authority. In such types of institution the congenial environment is lacking and the cooperation between teachers and Principals was not found. The psychological sickness of such institution spills over on the students who in return get disinterested in the teaching-learning interaction.

The interaction of the teacher and children is one of the most essential aspects of the educative process. To some extent, the type and quality of interaction determines not
only the effectiveness of the learning situations but the attitudes, interests and impart even the personality of the pupils. It can be concluded that the school or climate plays an important role in the teaching learning interaction as well as in the development of all aspects of pupils. We all know that for better relationship between the managers and the workers in an industrial set up or in between the managers, principals and teachers in school set up a leadership is necessary in any group of effective functioning of any organization.

Any organizational structure according to Stephan (1981) has two effective parts. The foremost place is of 'planning'. Planning is a "purposeful preparation culminating in a decision which serves as the basis for subsequent action". Thus planning has occupied the most important place in any organizational structure. The second place is occupied by 'execution'. A careful execution of a thoughtful planning is bound to result in a good organization which is also termed as a good administration. Any organization does not take any structure or shape unless and until the planners and executers involved in the organization are not in cooperative arrangement with each other and are prepared to contribute to their best for joint venture. Schein (1973) has rightly said that "Managers or organization, whether they may be in a business or schools
must be aware not only of the complexities of human instruction but the dynamic processes which occur as person enters into and pursues a career within an organization. Thus an administration depends largely upon the leader who takes leading part in the planning of an organizational structure. In a school complex Principal or Managers play a key role in the planning and principal and teachers jointly execute the thinking for having a better school climate which directly has an impact on the developmental aspect of pupils. This impact also improve the output and the pupils also can have the ability and skill to adjust in the social norms. Thus broad responsibility of the principal and teachers are to translate ideas and planning into action. Principal is the main person who gets things done through his own efforts as well as of others. He becomes an effective person when he establishes his leadership over his men by mobilising their efforts towards task and by developing proper interpersonal relationships. Leadership is a role relationship between the Principals in the role of a leader and his teachers in the role of followers.

Throughout the numerous studies in the area of school organizational structure trend seems to be confirmed that the type of leadership provided to a work group is the most important single factor in the determination of its behaviour and outcome. However, which type of leadership is effective
for a work group depends on the norms of behaviour in the society in which it function. Thus, it is said that school is a miniature of the society. The leadership style in any school forms the climate of the school.

It is easy to relate leadership to the kind of atmosphere or climate of any institution because the Principal, who is the leader of the group, establishes interrelationship within the group. Bradford and Lippitt (1945) has referred three types of leadership style. The first type of leadership is Autocratic type. This type of leadership has two types of special characteristic. In this the leader is of the opinion that praise will spoil the environment resulting in decrease of output. He is status minded and does not trust the employees initiative. He is a rigid disciplinarian.

In this autocratic type of climate the group reaction is submissive and the members are resentful. This type of autocratic leadership style is known as hard boiled autocrat. The other type of autocrat is called as Benevolent Autocrat. In this, autocrate dominates all the employees. Failure in either organization or administration makes the leader feel hurt and angry. The reaction of the group is submissive and lethargic and there is a great dependancy upon the leader.

Laissez-faire leaders often busy themselves in paper...
work and thus they keep themselves aloof from the group such
a leader makes no decision and is unable to set any goal.
The group has scape-goating, instability and sloppy low
output.

Democratic leadership shares group discussions, group
decisions, give reasons for decision and devotes more time to
planning, which enhance enthusiasm and satisfy the basic
needs of their members. The confidence and security are
found more in the leader as well as their members.

Besides these three leadership style Bonner (1959) has
proposed two more leadership styles. These are Bureaucratic
and charismatic. According to Bonner Bureaucratic leaders
are those who are the incumbent in a bureaucratic office and
who exercises their leadership. Their style is typically a
combination of autocratic, democratic and laissez faire. In
a bureaucratic atmosphere the bureaucratic leader integrates,
blends, balances and adjusts the components of his style in
harmony with their situation and the group which will
determine his impact as a leader in the school.

A few administrators can be of charismatic style of
leaders which work for the personal charm and inner
spiritualness. Most of the psychologist as well as
educationist have used authoritative type of leadership in
place of autocratic. Thus it can be concluded that
authoritative word is used in place of autocratic because they
have the same meaning.

**Knickerbocker (1948)** has proposed four methods for a leader for having an organization. The first one is the force, second is Paternalism, third is bargain and fourth is mutual means.

In the force leader uses his control of means to force the choice of certain activities which he desires as a means.

In Paternalism the leader provides means and hopes for acceptance of his leadership out of loyalty and gratitude.

In Bargain the leader may arrive at a bargain, a more or less voluntary choice made by each party to furnish certain means in return for certain means.

In mutual means the leader creates the situation in which certain activities of his and of the group, if performed together will serve as mutual means, means for all to satisfy their own (perhaps different) needs.

**Jensen et.al (1967)** have developed six leadership concepts. These are central figure concept, Group Goal Determiner’s concept, Sociometric Choice Concept, Group Dimension Determiner’s Concept, Leadership Behaviour Concept and Role Image Concept. In Central figure concept the leader is a central figure in any given group. In Group Goal Determiner Concept has a leader in relation to group determination of goal. The leader is the person who leads the group in determining the objectives. Sociometric Choice Concept
applies in cases where the leader is chosen by the group. This concept suggests that an individual is selected to the leader because he conforms to group stereotypes regarding leadership qualities. The fourth type of concept is more sophisticated than the previous concepts the leader attempts to ascertain the dimensions. Leadership behaviour concept is a behavioural phenomenon which is defined in terms of leadership behaviours. The person who volunteer the most suggestion in a group discussion learning resource was assigned the leadership goal in the group. In Role Image Concept the behaviour of the person is combined with the image of the expectancy of his role by those in the group.

One of the earliest and classic studies on different types of leader behaviour has been reported by White and Lippit (1956). They formed four groups of five 10 yrs. old boys as their subjects. These groups met after the school to engage in hobby activities like paper mask, book craft etc., Four adult leaders were trained in three distinct style of leadership the "authoritarian, democratic and laissezfaire" types. The boy's group used to function under each of these adults for a successive six week period, practising, in turn different leadership styles. The important findings are (1) that in laissezfaire and democratic leadership boys prefer democratic leadership style, where as in laissez-faire style poor work was done and irrelevant task and playful activities
were more, whereas in democratic style of leadership more origination and initiations were taken by the members. In Authoritarian leadership style the work output was more but much hostility and aggression were found among the members against the leader who is executing the schemes. The democratic groups were more friendly and group minded. This type of leadership style was preferred by most of the boys.

The administration depends largely upon the type of leadership style and decision making attitude of the leader. It can be said that decision making is the core process of administration. Litchfield (1956) described administration as a cycle of activities which begins and ends with decision making. This cycle is called as administrative cycle. All people in an organisation make decisions. Simon (1958) pointed out that in schools for better administration "division of labour" is also one important factor. Teachers make social decisions which actually determine to a large extent the impact the school will have on the learner. The Principal being a leader and planner forms the image of the school.

The research of Whitman School Study (1962) concluded that Principal who is seen effective by his superiors and teachers will tend to emphasize frequent and full communication and devote careful attention to his relationships to others in the organisation. Such a
principal will be sociable, relaxed, sensitive, confident and will have considerable verbal fluency.

Now a days the school has become a complex set up because the schools require to increase their ability to cope with changing environment. Although the crisis in the schools, in urban areas are deepening in particular, the need for adequate, appropriate change is pressing in every where. Indeed school should strengthen their ability to do more than survive the changes and pressure to which they are being subjected by their environment. The school has to increase their effectiveness to make them more adequate by anticipating the change and even in creating changes. Experienced principals are quick to 'sense' or 'feel' the individuality of the school. This individuality is termed as atmosphere of the school, others label it as 'tone' of the school. Halpin and Craft (1963) have named it as 'climate' of the school.

Much evidences have been gathered from observations that in some schools the climate was formed congenial. The members of the group, i.e. Principal and teacher are having good relationships a sense of confidence within themselves are relaxed.

In another school a great tension was found in teachers as well as in Principals. Such type of schools were not having congenial environment. Some schools were found noisy and 'on edge' and often the teachers in these schools shout
at each other and pulling leg of others. In some schools the principals show their authority and take all the credits. Whereas in some schools principals show themselves awfully busy and do not give any personal attention. Halpin (1966) stated that organizational climate of the schools is the image of the organization of that school.

The only useful way, in an education, is to view the organizational behaviour of different schools to understand it better by categorising the schools on the basis of school organizational climate. The terms organizational climate has been given some what more precise meaning in the recent years through the contributions of a number of researches. Chris Argyris (1957-64) is generally credited with the first attempt to describe systematically the factors which comprise organizational climate, in a study of organizational relationship in bank. The main emphasis of recent researches supports the view that organizational behaviour can be seen as a functions of dynamic inter relationship between the needs of the individual person and the needs of the organization as they are expressed by demands on the individual. The Getzel Guba Model is a good attempt to explain the inter connection between the dimensions and organizations. In some schools high priority is given by administrator to create the kind of school situation in which teachers would find themselves relaxed as per their needs.
It is obvious from the above that leadership affects the climate of the school. The leadership and the climate of the school are the outcome of inter-relationship between the different ingredients of the school. The different climate of the school forces the teachers differently to act accordingly. The task or the assignment allotted to the teacher is completed by the teacher as he perceives about the environment. The environment tries to change the attitude of the teachers towards the act which sometimes is resisted by some teachers in schools whereas some times it is not by the teachers. In some schools the teacher cannot adjust themselves as they cannot (tone) partial adjustment themselves according to the climate of the school. The lack of adjustment sometimes create hinderance in the academic environment of the school and sometimes this also affect the teachers teaching efficiency.

Cox & Brockley (1984) have concluded from their study that occupational stress in teachers affects the satisfaction with work resulting in the decrease in the academic achievement of the student and the output of the teachers.

Franklin (1975) has conducted a study in organizational climate and teachers morale in college of education in Gujrat and found that different organizational climate affects the teachers morale while in another study Tripathi (1978) concluded 'disengagement' showed significant negative
relationship with attitude towards classroom teaching and teachers.

From the above researches it is presumed that the organizational climate of the school affects the teachers' behaviour. If the teachers' behaviour is not in accordance with the climate of the school, the teacher will be stressed and anxiety will be formed. The teachers in such cases will fail to adjust themselves in different school organizational climate. In another words it can be represented that the school organizational climate may affect the behaviour of the teachers, pupils and the non-academic persons. The climate directly affects the academic achievement of the pupils and total output of the school. Thus it has become imperative to study the effect of SOC on the Academic Achievement.

1.2 Statement of the Problem

Children are considered as the future citizens of the country on whom the progress of the country depends. If the children are not getting proper school climate then they may not be able to achieve their goal. It is because the school climate is affecting the achievement of pupil.

In the present study there is an attempt to study the different school organizational climates of different schools of Durg District. It will also be studied about the relation of academic achievement of XI class pupils in Physics & Chemistry of different school climates. Thus the present
problem taken under study is stated as below -

"A study of Academic Achievement of pupils of Class XI in Physics and Chemistry as related to school organizational climate".

1.3 Purpose of the Study

However, different studies have been conducted by different researches by taking different variables along with the school organizational climate which have been mentioned in the chapter II of the thesis. But none of the studies have been conducted by anybody by taking Physics & Chemistry subjects as the Variables.

The following objectives have been formulated to conduct the research for getting an accurate and reliable finding:

1. To know eight different dimensions of each Govt., Govt. aided, private and Govt. of India undertaking schools.
2. To assign six different climates to schools taken under study on the basis of their dimensions.
3. To prepare two Academic Achievement test in Physics and Chemistry for class XI students.
4. To know the Academic Achievements of Class XI students in Chemistry and Physics subjects.
5. To study the relationship of Achievements in Physics and Chemistry of different school organizational climate.
6. To study the effect of climate of the school on the
achievement of the pupils.

1.4 Hypotheses:

1) There exists a significant difference between the Academic Achievement of XI class pupils in different school climates with reference to Physics and Chemistry.

2) There would be a significant difference on Academic Achievement Test between the pupils of high educated and low educated parents in Physics and Chemistry.

3) There exists a significant difference between the pupils of XI class on Academic Achievement in Physics and Chemistry whose parents are categorised in high and low income groups.

4) There would be a significant difference on the Academic Achievement of class XI pupils of different types of schools.

1.5 Delimitations:

1. This study is confined to XI class pupils only.

2. This study is limited to those pupils who opt Physics and Chemistry as their subjects.

3. This study is limited to schools of Durg District.

4. This study is confined to School Organizational climate of Urban, semi-urban and rural schools of Durg District.
5. The pupils other than the Science discipline have not been considered.

6. This study is a differential study.

1.6 Conceptual Framework and Operational Definition:

The present study is centered around the School Organizational Climate Description Questionnaire which is treated as an independent variable whereas Academic Achievement is taken as dependent variable.

For a scientific study it has become necessary to define the variable taken under study. This will also permit the researcher to distinguish it from other phenomenon. Voltaire (1968) has rightly said that "if we are going to have a discussion on any point, let us define what we mean". Thus for a clarity in the terminology a few terms which has been used in this study of different stages have been defined here to facilitate the understanding of the concept.

1.61 Organisational Climate:

Various terms have been used in this study for understanding the concept of Organizational climate. In other words at some places they are termed as synonyms.

Different environments are prevailing in different schools. This environment is totally dependent upon the body which runs the school, the Principal who execute the planning the teachers who help in maintaining the discipline and in
forming a particular type of climate in the school and the students of the school. Sometimes the environment of the school are termed as "atmosphere" of the school. The atmosphere of the school depends upon the experience and personality of the Principal. Some may term the atmosphere of the school as the tone of the school but now a days the atmosphere is largely termed as "school climate".

Many evidences show that the atmosphere of one school differ from that of another in such a way it can be concluded that the school climates varies from institution to institution. In some schools the faculty members appear to be relaxed with respect to each other. They feel a sense of confidence and their behaviour are cooperative, their teaching is effective and their work is creative. In a few institutions the school climate is slightly different from the previous ones in such schools teachers are found to be in tension. Their behaviours are reflected which results in non-cooperative, loosing the confidence and less creative. There are some schools which are very noisy and "on edge" and the teachers in their school shout a great. There are some institutions in which the schools climate is totally dependent upon Principals activity. The Principal appears to exercise his autocratic attitude and status. In such type of school climate the members of the climate are formal to each
other. In some other school climate the Principal gives the impression of being too busy but there are some institutions in which the relationship between the Principal, teachers, students and the Management Personnel are very congenial. The develop a good relationship with each other. The difference in the "climate" or "environment" of the schools are the domain of the organizational climate. Halpin (1966) states what personality is to individual, organizational climate is to the organization. It can be generalised that these are analogous. Argyris (1957) has pointed out that psycho-social environment as "living system" of organization. According to Halpin & Crofts (1963) the organizational climate can be termed as the "Organizational Personality of the school". As previously said, Personality is to individual where as Organizational climate is to organization, (Halpin 1966).

Forhand and Gilmer (1964) for instance defined Organization climate as a set of characteristic that described as Organization and that (a) distinguish the organization from other organizations (b) are relatively enduring overtime and (c) influence the behaviour of the people in the organization.

After analysing and generalising the definitions and meanings by different psychologists and educationist the
researcher has come to the conclusion that the organizational climate can be defined as an interaction between the members of the organizational climate.

There are two distinct concepts namely the school climate and Academic climate. Many researches show that external indication of the school climate have yielded a very encouraging and fruitful results. But looking to the internal conditions the results are not good and the condition are very frustrating. In a study Bobb (1973) reported that the school climate has a very high score externally but the scores on the internal conditions show a very low score Bobb interpreted it as a variance in the method of testing and concluded that in every institutions two distinct areas can be safely assumed. The strict environment authoritarian attitude, and autocratic administration were found in the external area. Where as group sharing of ideas and in-behaviour constitute the inner area of academic climate of an institution. It can be presumed from the above that the climate of the school is an output of the interaction of the different factors.

Thus the external and internal academic climate of an institution constitute the school organizational climate.
1.62 **Academic Achievement**:

Academic Achievement is of paramount importance particularly in the Socio-Economic and cultural context. In the present circumstances a great emphasis is given on the Academic Achievement right from the beginning in the formal education.

The school has developed a systematic hierarchy which is completely based on achievement and performance rather than the quality. The student strained to except the hierarchy based education and the school performs the function of selection and differentiation among students on the basis of their scholastic achievement. This opens out the avenues for the advancement of the pupils. In general terms the achievement refers to the scholastic or attainment of the students at the end of the educational programmes.

Academic Achievement is a concept related to learning outcomes, which an individual acquires during the learning process. It is a psychological term and often been used with some other terms such as scholastic attainment educational attainment, educational achievement, scholastic achievement, educational performance or academic performance. The attainment and achievement are treated as synonyms of each other. The academic achievement reflects the learning of the individual in the school hierarchy. The learning of
individual. Ability of the individual is the capacity of the individual in learning which may or may not be used by the individual. The academic achievement has been conceptualized as the acquired excellence by an individual in a particular branch of knowledge. After obtaining and retaining certain units of instructions, training and learning on a particular and prescribed curriculum given for a certain time and duration.

The marks obtained by an individual in the different subjects are treated as the achievement in that particular subject. The average or the total marks obtained by the individual indicates the academic achievement of the individual.

In the present study the academic achievement in chemistry and physics has been measured by the researcher by assigning the scores on the said subject. The percentage has been calculated to make the scores for the individual.

The next chapter presents a systematic review of the relevant literature on School Organizational Climate and Academic Achievement.