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THE PROBLEM

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CHAPTER I

THE PROBLEM

1.1 Introduction

Teachers are considered to be nation builders and children as the future citizens of the country on whom the progress and betterment of the country depend. Unless there is a congenial, healthy and purposeful atmosphere in the schools, the aim of education will not be fulfilled and our country will not be able to keep pace with other nations of the world. Therefore, maximum effort is essential to create an academic climate in schools in which children can acquire the desired skills and temperament and also the desired ways of living in the society. Thus, a school environment plays an important role in achieving the goals framed for the children; because the school environment has maximum impact on their thinking, reasoning, problem solving, behaviour, achievement, attitudes and values.

The above factors make the study of school environment all the more important. Schools are the symbols of progress and centres of the past and present values, where students acquire academic competence, technical skills and where they develop a number of qualities to chalk their future career.
Just by living, pupils go through millions of experiences and pick up knowledge as they go along. The behaviour of an individual depends on the manner in which he experiences the stimulus. Psychologists are aware that the attitude of an individual is an important factor in determining the way in which he experiences a stimulus situation. The special job of the school is to focus these experiences by its syllabi and teaching methods. It helps to organize and compile information and it cultures the emotions and sharpens thinking and judgement. In the words of Kohn (1972), "... the school prepares an environment conducive of learner for guidance, expanding and understanding experiences and skills which a child will naturally develop in the course of his growth."

The foremost place in an educational structure is of "planning." Stephen (1981) describes planning as "purposeful preparation culminating in a decision which serves as the basis for subsequent action." As such, planning occupies the most important place in any educational structure. Thus, "planning" in schools is the organisation of the curriculum with its diverse co-curricular activities, each of which is related to an aim and its objectives with the intent of attaining the goals meant for education.

American Association of School Administrators in Staff Relations in School Administration observes that "planning
involves (a) the definition and clarification of purposes and scope of operation; (b) investigation to reveal conditions affecting the achievement of purpose; (c) analysis to determine the meaning of the facts and to forecast effects of possible courses of action on achievement of purpose and; (d) decision making to set up the course of the enterprise as indicated by the process of purpose defining investigation and analysis."

"Organisation" occupies the second place in any organised body or systematic structure. A careful execution of a thoughtful planning is bound to result in a good organisation which is an essential aspect of good administration. Thus, organisation is an essential aspect of administration. An organisation, of course, does not automatically take place. It takes shape, when the persons involved in it are in co-operative arrangement with each other and are prepared to contribute their best to the joint activity. Their talents and energies are effectively utilised.

Schein (1973) has pointed out that "Managers of organisation, whether they may be of business or schools, must be aware not only of the complexities of human motivation but the dynamic processes which occur as person enters into and pursues a career within an organisation."
The work of output of a member of an organisation is a relatively consequence of an interaction of various factors. Numerous interacting variables in a school organisation, such as teachers, principals, students, managers and other members of the society help in structuring and restructuring the cognitive ingredients, attitudes, motivation and morale of the students which ultimately influence the performance of the students.

Roethlisberger and Dickson (1939) found an inference that an organisation performs two main functions: (i) production, and (ii) satisfaction among the employees of the organisation. Gulick and Urwick (1937); Urwick (1943); Monney and Reiley (1939); Dennison (1931) have observed that organisational system has on one hand economy and on the other adaptive social structure.

Henderson (1935) has stated that social organisation is synonym of social system. "System" means something as a whole which bears a relationship of interdependence between its parts.

According to Griffiths (1959), an organisation is "an assembly of individuals who perform inter-related and coordinated functions in order to complete the tasks. Whereas Lorsch (1965) has stated that an organisation is a socio-technical system in which behaviour is influenced by a number of inter-related factors including the individual
predisposition of members, social structure, formal organisations and the systems of external environment.

Stogdill (1967) has stated organisation as an input process in output system. According to Getzel and Guba (1958), "an organisation is a social system which involves two classes of phenomenon: one is sociological and the other is psychological." According to him the interaction of these two classes formulate the behaviour in a social system.

The concept of organisation has aroused considerable interest amongst the administrative personnels which had instigated the psychologists to consider and formulate the theories on organisation. Various theories have been developed which are stated below:

The first and foremost theory is Classical Organisation Theory. Taylor (1911) is generally acknowledged to be the founder of the Scientific Management Movement. He made an intensive study and developed a 'scientific' approach to management. According to this theory 'planning' is to be differentiated from 'doing'. Observation, measurement and comparison are among the principal methods of science and they can be applied to the problems of management. Taylor assumed that high wages should result in higher productivity.
Fayol (1929) proposed a theory in which he emphasized on the 'functional' approach. By this, Fayol implied that managers should show their decision making authority with their subordinates. He suggested that managers should "sacrifice personal vanity" and permit subordinates the "experience" of authority. He was against a high turnover of personnel suggesting that it was detrimental to the general health of the organisation.

Monney and Reiley (1939); and Urwick (1940) have given stress on "systematic" approach to management, whereas Weber (1947) stressed the "bureaucratic" organisation.

The behavioural science approach to management concerned the application of methods and findings of psychology, social psychology and sociology for the purpose of understanding organisational behaviour. Actually the first significant use of the behavioural science approach to management problems occurred in the famous series of studies referred to as Howthorne Studies in 1930. It is also known as Mayo's Study since Elton Mayo was the head of the team. This study by Mayo (1930) yielded the tentative finding that social interaction patterns both within and between selected work groups were the key factors in shaping the ultimate output of the affected groups. This study laid emphasis on "social system" organisation. The success of this type of organisation depends upon the appropriate application of behavioural science.
Humanistic Organisation Theory reflects the influence of human, its movements, its concerns for mental and physical health and welfare of the individuals. The famous studies of Roethlisberger and Dickson (1939) revealed the existence of an informal organisation. Research confirmed that employees have motives besides the need for economic subsistence and job security. The informal behaviour is vital for understanding organisational process. These theorists have laid importance on human relations and the interaction between the organisation, structure and human characteristics.

McGregor (1960) labelled "Theory X" to those classical theorists who have negative views of human nature and "Theory Y" to those who regulate the behaviour of lower level employees by motivating them.

Likert's theory (1967) is based on research conducted during 1950s to discover differences between effective and ineffective managers. Likert et al. (1958), concluded from this research that managers who acted in accordance with the classical organisation theory were less effective than managers who followed behavioural pattern designed to develop cohesive groups with high performance, goals. Likert devised the typology with four categories of systems.

From the above discussion, it can be inferred that an organisation is highly complexed social system composed of many ingredients. Each ingredient of this social system
has a great role to which are associated a set of behav-
ioural expectations. Trist and Bomborth (1951) and later Rice (1958) have concluded that it is the nature of the task that determines the social organisation of work.

School is treated as a social system in which the manager, teachers, principal or head of the institution interact as organisational members.

Griffiths (1964) has concluded that there are two types of school systems—open and closed. A closed system is independent of its environment and does not describe the school system as organisations. In an open system, there is an input-output relationship with its environment. It maintains itself in steady state and is self regulating.

Thus, generally, schools have open school system and have an interaction between the social and physical environments. They respond to inputs of energy and stimuli from their environments and affect their environments with their output.

The school environment has a very powerful influence. It has a pivotal and very important role in developing the behavioural expectations of students. The school environ-
ment is the outcome of the interaction between the ingre-
dients. These gradients have more impact on school system.
One might think that school systems would have a high degree of internal flexibility, since one of their major goals is to equip children with the skills necessary to cope with an ever changing environment. Such flexibility would require an adaptable organisation that could easily adjust to new societal demands and to the needs of the community it serves. However, there is considerable evidence that schools and school systems in general are extremely slow to change and have a low degree of flexibility, because they have three stages of organisation: (i) structural, (ii) functional, and (iii) operational.

Every school system has a number of sub systems. These sub-systems are again composed of a number of facilitating processes. These sub-systems and processes are inter-related making a school system less flexible.

In a school complex, the organisation is governed by three most important variables and these are - Principal, teachers and students. Besides these variables or ingredients, there are two more variables which indirectly affect the organisation of the school, namely, managers and the members of the society. Thus, we can conclude that there are three stages of administration which affect the organisation of the schools. These are Manager's stage, Principal's stage and Teacher's stage. At all these stages the behaviour of the individual counts very much in forming a school climate or academic climate. The leadership behaviour changes the environment. According to Selznic
(1966), "the art of the creative leader is the art of institution building, the reworking of human and technological materials to fashion an organism that embodies new and enduring value."

If the manager is the principal or the teacher of a school, an autocratic or authoritarian, then he will be found to be conservative, rigid and would tend to maintain status quo. It is because the persons who are autocratic, are supposed to be 'super egoistic'. These types of persons assume that people would behave properly only when some person has the power to punish or reward. In times of difficulty an authoritarian principal, manager or teacher will be rigid and inflexible in his attitudes and behaviour. If there is democratic type of set up in an institution, either by the manager, principal or teacher, in that the person will respect the individuality of other persons of the organisation.

In another set up, which is termed as Laissez-Faire, there is no guidance or direction but the individuals are free to act.

In India, the environment differs from institution to institution. In some institutions the manager exercises complete power, in some the principal and in others one or more teachers. But there are some conditions that appear to be common in many schools and are reflected
partly in attitudes developed by school personnel towards innovation and outside authorities. Their cumulative effect influences every facet of school life.

Nowadays schools are governed by powers outside themselves. Bureaucratic central offices send out impersonal memos to be transmitted into action by the principals. Even those few individuals who have the most power in the central office are controlled by a Board of Education, which in many large cities is politically motivated and interfere in the routine of the institutions and try to impose their own ideas not conducive to the progress and better climate of the school.

In many other institutions, the average teacher is isolated from problem solving and decision making functions that influence the school as a whole, while occasionally acting in an advisory capacity to higher administration, the teacher usually lacks information and skill and political influence necessary to affect meaningful change internally. Unions of teachers have changed this situation to some degree, although individual teacher's participation in decision making beyond the classroom is still limited.

In another facet, most teachers see the classroom as the one area in which their autonomy is guaranteed and in which they are monarchs of all they survey. Within this domain, even external dictates often fail to make an impact.
This tendency towards job specialisation and isolation further reduces faculty interdependence resulting in a poor organisation. Within a school, rewards are given in two ways—higher salaries and promotion to higher positions. Once tenure is gained, a higher salary and other benefits are almost automatic. However, advancement into other echelons of the system or special favours (such as convenient scheduling) are distributed by a few key people and are usually based on highly subjective factors affecting the school climate and causing jealousy among other teachers.

In another pattern official meetings are characterised by formality. Usually self expression and disagreement are limited and most individuals are observers. The resulting decision making process is highly inefficient with participation being strictly limited. Restricted participation is an issue at every level of school life. It is a dominant theme between teachers and pupils and between teachers and administrators. Often the issue is discussed among individuals of a single group but not between two groups.

Since many of the needs of teachers are not met in the formal teaching situation, they divert much of their energy into more satisfying informal groups outside the school. These groups are usually based on common beliefs or on race, age, religion, and so on. Besides this, students
seldom have a choice in the selection of their schools or teachers and teachers are often limited in their choice of institutions.

These conditions are in direct contrast to those described by social scientists as being essential for the growth and health of any organisation and the individuals working within it (McGregor (1960), Argyris (1957, 1964), Likert (1963), Watson(1967)). Thus interdependence, open communication and co-operative decision making are overshadowed by individualism, dependence on outside authority and subgrouping in the school organisation. The narrow definition of one's job and organisational responsibility limits the desire for organisational self examination and innovation. So the individual tends to be passive rather than active in his response to the needs of the organisation and his involvement, beyond the narrow boundaries of class-room responsibilities, is restricted (Argyris et al. 1957). Those with little influence in the decision making often become disinterested or frustrated and those unable to verbalize opinions and unwilling to express their emotions in the face of authority, may experience inner conflict and feeling of inadequacy.

Thus, the climate of a school is influenced by a number of factors pertaining to the organizational setup, administrative structure, principal's attitude, social emotional and physical factors related to the school. It
is this environment which determines to a significant extent, the achievements of a student and standard of the school. Some scholars, namely, Bloom (1968), Bayley (1957) and Pace (1968) regard environment as a powerful determinant of behaviour.

There are many types of schools available in our social setup. They are Public Schools, Central Schools, Government Schools and Private Schools. Each of these different types of schools has its own unique organizational problem and its own particular structural arrangement which influence the school environment, level of job satisfaction of the teachers, students' achievement of that school. The organizational climate of a school includes the type of management, working style of the principal, teacher-student ratio, teachers' working load, modes of teaching, teachers' grouping, their interaction with students, etc.

The Head of a school is responsible for creating a particular climate for education. His leadership style may be authoritarian, nurturant, task oriented or participatory. An authoritarian principal due to his need for power and dominance may make the teacher dissatisfied with his behaviour, which will dampen the effectiveness of his teachers and in turn of the students. In a study, Bigalow (1971) found that in the school where principals exerted power over teachers, the teachers in turn exerted power
over students. A democratic or participative principal on the contrary, will show warmth and understanding towards teachers and students and hence would be conducive to the overall progress of the school. On the contrary, a task oriented principal is considerate to his teachers, guides and provides support to them and is keen to obtain the fullest co-operation of his staff for the betterment of the school (Wiggin 1974).

Various arguments are advanced by the public in general and parents and guardians in particular, that Government Schools are not as good as the Private Schools. Therefore, it seems to be significant to compare the different types of climate of the various schools.

Argyris (1957) was the first educationist who attempted to describe the factors which comprise organisational climate.

The recent researches conclude that the organisational behaviour can be seen as a function of dynamic interrelationship between the needs of the individual person and the needs of the organization.

According to Getzels (1958), there are two dimensions which are significant factors in producing organizational behaviour: the "personal dimension" and the "organizational dimension." The general model used in educational administration is generally known as "Getzels Guba Model." How
the two dimensions interact and what proportion of each dimension is present in organizational behaviour depends on the individual and on the institutional role and is best expressed as a function of interplay between the two dimensions. Getzels and Guba (1958) give us these general equations to express the organizational behaviour:

\[ B = f(R \times P) \]

Where, \( B \) = Observed Behaviour;
\( R \) = Institutional Role;
\( P \) = Personality of the Role Incumbent; and
\( f = \) function of interplay between two dimensions.

Traditionally, organizations have been evaluated in terms of the goal which has been set for them. This type of evaluation is described as the "Good Model" of organizational evaluation. In practical terms organizations are usually evaluated on the basis of two dimensions: (i) performance (profit, production, rate sale, etc); and (ii) human factors (attitudes, morale, motivation, group cohesiveness, etc.). But Helpin and Crofts (1963) enunciated four common dimensions: (i) Disengagement, (ii) Espirit, (iii) Intimacy, and (iv) Production Emphasis. The four new dimensions stated by Sharma (1973) are: (i) Psychophysical Hindrance, (ii) Alienation, (iii) Controls, and (iv) Humanized Thrust. Regarding common dimensions, definitions given by Halpin and Crofts
(1963) were accepted and the remaining four dimensions have been defined by Sharma (1973). These dimensions have further been grouped under two categories: "Group Behaviour Characteristics" and "Leader Behaviour Characteristics."

Thus, the organizational climate can be construed as the organizational personality of the institution and is a result of the interaction between the group and the leader, and also within the group itself (Halpin and Croft, 1963). Forehand and Gilmer (1969) concluded that behaviour is a function of the interaction between personal characteristics and environmental factors. The main participants in the interactions are individuals, groups and the leader. Halpin and Croft (1969), on the basis of their research into organizational climate, identified organizations with six types of climates namely, open, autonomous, parental, familiar, controlled and closed.

There is nothing to deny the fact that among the above six climates that influence the scholastic attainment of the pupils, the job satisfaction of teachers is also important. The effectiveness of a worker depends upon his satisfaction in his job. Satisfied teachers are more successful than dissatisfied ones (Hoppock 1935). Dissatisfaction at any professional level is undesirable and may be harmful as well. Job satisfaction helps the teachers to function at the highest level of their efficiency. Brookover and Lezotte (1979) suggested that the
behaviour which the students learn and their attainment vary among schools. This variation can be explained by differences among schools in inputs (quality of teachers and students), social structure and climate.

For a comprehensive study of Job Satisfaction, it is necessary to go into the theories underlying it. Lock (1969) proposed the Discrepancy Theory. According to this theory, a person will be satisfied if there is no discrepancy between desired and actual goals. A person will be dissatisfied if he gets less than the desired amount of job characteristics. The greater the deficiency, the greater will be the dissatisfaction. As such, it is essential that there should be the minimum amount of discrepancy between the desired amount and the goal in view.

According to Need Hierarchy Model, Maslow (1943) proposed that the most basic of all needs are the physiological ones. Once these primary needs are fulfilled, man tries to fulfil his second need for safety. In this need, the individual tries to protect himself from any danger, threat or deprivation. These two categories of needs comprise the deficiency needs. When the deficiency needs are satisfied, the individual is able to move to the next higher level of need for affection. That means, now the individual tries to have a social life. Next in order are esteem needs. The individual looks for recognition and regard from the peers. At the highest level are the self
actualisation needs. These concern the individual's need for self fulfilment.

Herzberg (1966) proposed a two-factor theory called "Motivator Hygiene Theory." According to this assumption, an individual is born with certain needs that must be satisfied. The individual tries to satisfy his two basic needs, which are Hygiene needs and Motivator Needs. The hygiene needs provide a conducive environment for work. They include the salary, working conditions, organization and administration policies, etc.; whereas the second need is of a higher order need which distinguishes humans from animals.

It is evident from the above theories that if the working conditions fulfil the needs of the individual, then the individual will be satisfied. Thus, it can be inferred that if the job conditions are provided according to the abilities of the individual, then satisfaction will be more in the individual and working conditions as well as productivity will improve.

The psychological abilities of the human beings can be moulded or guided in the performance of work. The aim of guidance to the persons is to fit in for the right jobs. The emphasis on improving the several skills demanded by the different jobs available in the field led to the search for better abilities as they will have more satisfaction
towards their jobs. The other factors, in addition to their abilities and skills, play a significant part in the performance. Therefore, motivational factors came to be recognized as of great significance.

The level of satisfaction is also affected by a number of factors in which the environment of a school plays an important role. The teachers working in present day schools are also giving some indication of their dissatisfaction with the work-condition in the form of recurring strikes and in the form of non-co-operation with the members. This has become one of the most serious problems for the educational units in the present day society. The lowering down of the standard of education may be due to the fact that the teachers have less satisfaction with their job conditions.

The level of job satisfaction of the teachers in different types of organizational climate is not alike. The climate in turn influences the job satisfaction of teachers, for example, a teacher who is well adjusted and satisfied as well in an open climate under the considerate and democratic behaviour of his principal, may perform better than those who are in a repressive and dictatorial type of administrative climate. Plexon found a strong relationship (.61) between teachers' satisfaction and climate. A knowledge of attitudes of the teachers,
principals, colleagues, etc. may contribute to the reactions of the pupils. It is a fact that environment is affected by the attitudes. The attitudes towards teaching as a career may be expected to reflect job satisfaction of the teachers. Himelstein (1975) found that teachers who were more committed to education as a vocation were more satisfied in comparison to those who were less committed to education as a vocation. However, there are some teachers who are self contented by nature. They do not weigh their work with the emoluments they receive. They regard work as worship and can be regarded as Ideal Gurus, but the number of such teachers is very small and fails to serve as an example to others. The tendency nowadays is to shirk work and try to get a better salary.

It is a fact that Job Satisfaction creates inner contentment in the teacher which in turn produces a feeling of pleasure in the performance of his duties and thus work becomes a kind of worship to him. Haung (1977) also found that employment satisfaction of home economists was positively and significantly related to their professional attitudes.

The recent development in educational administration have brought a change in the physical environment, cultural values and psycho-social behaviour of teachers and learners. So the educational administration is taught
in the department of education but often, being less formally structured and known simply as a "programme," the contents of these courses and the ways in which they are taught are usually developed independently and they have little or no reference with the present set up of educational organisation or administration. Later Taylor (1911) developed a principle of scientific management which had become enormously popular not only in industry, but also in the managements of all kinds of organisations. Fayol (1949) believed that a trained administrative group was essential to improve the organisations which were becoming increasingly complex.

Weber (1943) was convinced that in a well-run bureaucratic setup, efficiency would be high for a number of reasons, especially because bureaucrats are highly trained technical specialists. According to Weber (1943) et al., the bureaucratic personnel would be very impersonal, minimizing irrational personal and emotional factors. The learning bureaucratic personnel is free to work with a minimum of friction and confusion. This would result in an unbiased service to the organisation.

Obviously other factors, in addition to these, play a significant part in performance whether it may be in an industry or in an educational environment.
The motivational factors came to be recognized to be of great significance. Howthorne and Horwood's studies highlighted the importance of working conditions on the one hand, and social environment on the other, which affects human performance. The former led to the studies emphasizing the importance of motivational factors within the individual worker, and the latter to the study of organizational and environmental climate of the work situation.

Etzioni (1964) opened a whole new vista of administrative theory and viewed it as a combination of the "Classical" concepts and "human relation concepts." This viewpoint is a prescriptive teaching of "how to succeed in administration by applying techniques." It also equips with organisational environment in greater depth. In school organisation the important reference groups are pupils; teachers; parents and Central Office personnel. How they relate, interact, perceive, affect and communicate with one another as groups is important for an administrator to foresee.
1.2 **Significance of the Problem**

This study would not be only diagnostic and correlative, but it will help the institutions and their personnel to improve the organisational behaviour which directly or indirectly helps in raising the standard of schools and the performance of the children.

The results obtained by this research work may help towards the improvement of the climate of schools. It will also help in promoting the mental and physical hygiene of the teaching personnel as well as the learning personnel.

This study would also guide in promoting the cordial relationship between the principals and teachers. It will also activate the participation of the teachers in the class-room interaction and help in achieving the educational goals.

This study would be helpful to the administrators in creating such type of school climate which can enhance the performance and develop abilities in the students because students spend much time in schools for formal education. This study will also help the teachers in developing job satisfaction.
1.3 **Statement of the Problem**

The Education Commission (1964-66) has given a respectable status to teachers. It has been observed that teachers are nation builders. If the proper school climate is not provided, dissatisfaction among students, teachers and other functionaries of the school is bound to arise. The dissatisfaction will affect the efficiency and proficiency of the teachers and indirectly the educational attainments of the students.

The present study is an attempt to study the job satisfaction, school climate and its effect on the educational attainment of the pupils. Thus, the present investigator studied the educational attainment as a function of school organizational climate and job satisfaction.
1.4 Objectives of the Study

The major objectives of the present study are as follows:

(1) To find out the educational attainment of the pupils in different types of educational climate.

(2) To measure the different dimensions of organizational climate of schools.

(3) To classify schools on the basis of different types of climate.

(4) To find out the job satisfaction of teachers of schools of different types of organisational climate.

(5) To find out the relationship that exists between job satisfaction of teachers and educational attainment of students in different school organizational climate.

(6) To measure the intelligence of students of different school organisational climate.

(7) To compare the high academic achievers and low academic achievers in different organisational school climate.

(8) To compare the job satisfaction of teachers of different school climate.
1.5 Formulation of Hypotheses

On the basis of the related researches in the area, the following hypotheses have been formulated:

H-1 A positive high relationship exists between the job satisfaction of the teachers and educational attainment of the students in an open school climate.

H-2 Job satisfaction of school teachers and educational attainment of students have positive relationship.

H-3 In a familiar type of school climate, the educational attainment of students is the result of job satisfaction in teachers.

H-4 In a controlled type of school climate there would be no positive relationship between job satisfaction of the teachers and educational attainment of pupils.

H-5 In a paternal type of school climate, there would be no positive relationship between Job Satisfaction of teachers and Educational attainment of students.

H-6 In a closed type of school climate, there is negative relationship between the educational attainment of the pupils and job satisfaction of teachers.

H-7 There is significant difference in the Educational Attainment of students of different school climate.
H-8 "There is a significant difference in the job satisfaction of teachers of different school climate."

H-9 "There exists a significant difference between the job satisfaction of male and female teachers of schools in different school climates."

H-10 "There exists no significant difference between the job satisfaction of teachers of different kinds of schools."

H-11 "There exists no significant difference between the job satisfaction of male teachers belonging to B.S.P. schools, Government Schools and Private Schools."

H-12 "There exists no significant difference between the job satisfaction of female teachers of different kinds of schools."

H-13 "The indices of correlation between scores on the test of job satisfaction of teachers and Educational Attainment of pupils with relatively longer experience would be higher than those having shorter teaching experience in Open type of Climate."

H-14 "The more experienced teachers of Autonomous type of School Climate will score better on job satisfaction and will have a high positive relationship with
educational attainment of pupils than those who have shorter teaching experience."

H-15 "Teachers having longer teaching experience are likely to have high positive relationship between the job satisfaction and Educational Attainment in Familiar type of School Climate than the other groups of teachers."

H-16 "The group of teachers having longer teaching experience will have a significant relationship between job satisfaction and educational attainment of pupils in Controlled type of School Climate as compared to the groups of less teaching experiences."

H-17 "The increase in length of service of the teachers in a Paternal type of Climate will not increase job satisfaction of teachers and will not have a significant relationship with the educational attainment of pupils."

H-18 "The group of highly experienced teachers will have a high correlation between job satisfaction and educational attainment of pupils in Closed type of School Climate."
1.6 Delimitation of the Study

The present study includes the school teachers and students of Bilai and Durg only. This is due to the limited resources of the investigator.

The study is confined to variables such as job satisfaction, school organizational climate and educational attainment only.

The study is also confined to Higher Secondary School teachers of Bilai Steel Plant schools, teachers of private and Government schools of Bilai township and Durg city.

This study does not include the teachers teaching middle or primary classes as the primary and middle schools are having separate organization and setup.

Further, the present study includes the Educational Attainment of students in all the subjects and the job satisfaction of teachers in the region mentioned above.
1.7 Conceptual Frame-work and Operational Definition

The present study is centered around school organizational climate, description questionnaire and job satisfaction as independent variables and educational attainment as a dependent variable.

A prerequisite to a scientific study of any phenomenon is a definition which will permit researcher to distinguish it from other phenomenon. Voltaire (1968) reminds, "If we are going to have a discussion, let us first define what we mean." Thus, in the interest of clarity, a few terms which have been used in the present study at different stages, are defined to facilitate the understanding of the concept underlying the investigation.

1.71 Organizational Climate

Several terms have been used for understanding the concept of organizational climate. Various organisational patterns (structures) are prevalent in different types of schools. It may be in their architecture or in its characteristics, such as the ethnic composition of their student population. The individuality of the school depends on the experience and personality of its Principal. Sometimes this individuality is called the "Atmosphere" of the school.
Others may label it as the "tone" of the school. Sometimes, it is termed as "school climate" or its "personality." Though these phrases appear to be synonymous, they are not identical in semantics. Whatever evidence we actually have is that the atmosphere of one school differs from that of another.

Many of the evidences come from the observations of the behaviour of the pupils in different schools. In one school, faculty members appear to be relaxed and at ease with each other; they may have a sense of confidence in them that is why they seem to be effective and creative. In other school, teachers are found in tension which is reflected in their behaviour. Some schools seem to be very noisy and "on edge" and the teachers in these schools shout a great deal. In some schools the principals appear to exercise their authority and status. They are very formal with others. In some other schools the principals give the impression of being too busy to give personal attention to others. Yet, in many school the principals behave naturally without any formality and they establish rapport with their staff. They develop good human relations with others. The differences in the characteristics or the psycho-social environment of the schools are the domain of organisational climate. These characteristics or the psycho-social environment have been termed as "living system" of organization by Argyris (1957). Emphasizing the significance of the organisational climate
Halpin (1966) states: "What personality is to the individual, organizational climate is to the organization." These are analogous. We must not stress the analogy between organizational climate and personality too far, for our interest is confined to schools and their organizational behaviour. One useful way of viewing organizational behaviour in schools is, perhaps, to understand it better and possibly to direct and control it more effectively through the concept of organizational climate.

For a long time, the term "climate" has been rather generally and imprecisely used to describe the "feeling" "tone," or the "atmosphere" of the organization.

According to Halpin and Crofts (1963), the "organizational climate" can be construed as the organizational "personality of a school." Analogously, "personality" is to the individual what organizational climate is to the organization. After analysing the definitions given by different authors, the researcher has come to the conclusion that though different authors used different terminology in defining this complex concept, almost all agree that organizational climate can be defined in terms of interaction that takes place between members of the organization when they fulfil their prescribed roles while satisfying their individual needs. Furthermore, to operationalize the concept in the context of a "school", the
researcher thinks it proper to specify the school climate as the resulting condition of social interaction among the teachers and between the teachers and the principal.

In a common parlance, there are two distinct concepts namely, the school climate and academic climate. Instances have been found where external indication of school climate have yielded very encouraging results, but the internal conditions are highly frustrating. Bobb (1973) reported a study in which the scores on school climate were enormously high but the scores on the depth interview measures of interpersonal trust test, group participation and democratic atmosphere were very low. He interpreted it as the variance in the method of testing but in reality in every institution two distinct areas can be safely assumed. The external area which gives a look of peace because of strict law and order provision, authoritarian administration and fear oriented control. The inner area which is characterised by intimate relationship, inter-personal trust, group sharing of ideas and ideals, is basic which constitutes the academic climate of an institution. So it was presumed that school climate, if really effective, should be an output of the interacting units of academic climate.

Thus, the external and internal areas together go to constitute the school organizational climate.
Definitions of Dimensions (Sub-Tests)

I. Group Characteristics

(1) Disengagement refers to the teachers' tendency to be "not with it." This dimension describes a group which is "going through the motions" a group that is "not in gear" with respect to the task at hand. It corresponds to the more general concept of anomie as first described by Durkheim. In short, this sub-test focuses upon the teachers' behaviour in a task-oriented situation (Halpin, 1969).

(2) Alienation refers to the behaviour patterns among the group (faculty), including the leader (the principal) which are characterized as highly formal and impersonal. It reveals the degree to which the principal "goes by the book" and adheres to policies rather than dealing with the teachers in an informal, face to face situation. It also indicates the emotional distance between the group and the leader, and at the same time among the group members (Sharma, 1973).

(3) 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 (Halpin, 1969).
(4) Intimacy refers to the teachers' enjoyment of friendly social relations with each other. This dimension describes a social need-satisfaction which is not necessarily associated with task-accomplishment (Halpin, 1969).

II. Leader Behaviour Characteristics

(5) Psycho-physical Hinderance refers to the feeling among the group members that the principal burdens them with routine duties, management demands and other administrative requirements which they consider as unnecessary. At the same time they perceive the principal as highly dictatorial in his behaviour. He is not adjusted to feedback from the staff, his style of communication tends to be unidimensional (Sharma, 1973).

(6) Controls refer to the degree to which the principal's behaviour can be characterized as bureaucratic and impersonal in nature; although task-oriented in behaviour, the extent to which he tries to raise the group work towards the common goal by providing adequate operational guidance and secretarial services (Sharma, 1973).

(7) Production-emphasis refers to behaviour by the principal which is characterized by close supervision of the staff. He is highly directive and plays the role of a "straw boss." His communication tends to go in only one
direction, and he is not sensitive to feedback from staff (Halpin, 1969).

(8) Humanized thrust refers to the behaviour of the principal which is marked by his attempts to motivate the teachers through personal example. He does not ask the teachers to give themselves any more than they willingly give by themselves. The behaviour of the principal, though unmistakably task-oriented, is at the same time characterized by an inclination to treat the teachers humanly and tender-heartedly. He attempts to do something extra for them in humanistic terms, and consequently his behaviour is viewed favourably by the teachers (Sharma, 1973).

Sharma (1973), using both the R-technique and the Q-technique, identified six types of climates which have been defined hereafter. One more significant difference between Sharma (1973) and Halpin and Crofts (1963) which may be noted here is that the first has reported "Familiar Climate" as belonging to open type climate group "Controlled Climate" as belonging to closed type climate group; whereas Halpin and Crofts reported just the other way round.
Definitions of Climates

(1) Open climate refers to an environment in which teachers obtain social needs satisfaction as well as job satisfaction and enjoy a sense of accomplishment in their jobs. They perceive their principal (leader) as highly considerate and democratic in behaviour and hence the group members as well as the principal feel "all of a piece." So the group enjoys a high degree of integration and authenticity of behaviour (Sharma, 1973).

(2) Autonomous climate refers to an environment in which the teachers enjoy a friendly relationship and a high degree of group morale. They satisfy their social needs to a great extent moderate and enjoy a degree of job-accomplishment. Absence of active leadership mixed with average controls on the part of the principal is perceived as an element of Psycho-Physical Hindrance (Sharma, 1973).

(3) Familiar climate is characterized by the conspicuously friendly behaviour of both the principal and the teachers. The teachers establish personal friendship among themselves and socially, at least, every one is a part of a large happy family. Social needs satisfaction is extremely high. The principal exercises leadership in an indirect manner and tries to keep production satisfactory. His behaviour is job oriented but does not hinder
the social needs satisfaction on the part of the teachers (Sharma, 1973).

(4) Controlled climate refers to an environment which can be characterized as highly task-oriented at the cost of social needs satisfaction of the members (teachers). Leadership in this case acts from only one side and in a dictatorial manner. Group involvement is never encouraged. The human aspect of the individual is neglected and communication is always one sided. Teachers get little job satisfaction out of task-accomplishment (Sharma, 1973).

(5) Paternal climate refers to a situation in which there is very little scope for the members to satisfy their social needs and derive job satisfaction. The faculty has to work in the way the principal wants but at the same time the principal as a paternal guardian of the school faculty does not ignore the individual interest, and hence his behaviour is perceived as highly considerate (Sharma, 1973).

(6) Closed climate is characterised by a high degree of apathy on the part of all members of the organization. The organization is not moving. This climate lacks authenticity of behaviour. The principal constrains the emergence of leadership acts from the group. The group members secure neither social needs satisfaction nor job satisfaction stemming from task-accomplishment (Sharma, 1973).
1.72 Job Satisfaction

In industrial psychology, job satisfaction is a widely studied topic. Different psychologists have explained job satisfaction from different angles. But a conceded opinion has emerged from the discussions of the psychologists that the job satisfaction is pleasant and positive attitude possessed by an employee towards his life. Blum and Naylor (1968) hold that "job satisfaction is the result of various attitudes the employee holds towards his job, related factors and towards life in general," whereas, according to Sinha and Agrawal (1971), "it occurs as a persistent affective state which has arisen in the individual as a function of the perceived characteristics of his job in relation to his frame of reference."

In the early decades of the present century, it was found that human has different abilities. This led to the general belief that different individuals perform differently owing to differences in their physical and psychomotor abilities. The performances vary from person to person on the basis of psychological abilities. The abilities may be improved by giving a particular type of training
or providing educational or vocational guidance. This makes the person 'fit' or 'match' between the abilities of the individual and several skills demanded by the different job opportunities. The person employed in any field has some needs which he wants to fulfil. If the needs are fulfilled by taking the job, then it is commonly said that the person has 'job satisfaction.' Thus, job satisfaction is a pleasurable state resulting from the perception of one's job fulfilment or allowing the fulfilment of one's important job values, provided these values are in accordance with the needs.

Job satisfaction is indeed a complex and many-sided concept. Smith and his associates (1969) took the position that job satisfaction is a feeling or effective response towards discriminable aspects of job situation.

Guion (1958) defined job satisfaction as the extent to which the individual's needs are satisfied and the extent to which the individual perceives that satisfaction as stemming from his total job situation. According to Vroom (1978), the term 'job satisfaction' and 'job attitude' are used interchangeably, and both refer to the effective orientations on the part of the individuals towards the work roles they are occupying at the time. Brown (1972) defined job satisfaction as the favourable feeling or psychological conditions of a person towards his job.
According to Bullock (1952), job satisfaction may be defined as "an attitude which results from a balancing summation of many specific likes and dislikes, experienced in connection with the job." Gilmer (1966) disclosed job satisfaction or dissatisfaction as a result of various attitudes the person holds towards his job, towards related factor and towards life in general. The job satisfaction, therefore, can be defined as "the attainment of a good fit between what an individual expects in a work situation and what he thinks, he achieves regarding such expectation."

The term "Job Satisfaction" has been used in various ways. Job satisfaction is pleasurable or positive emotional state resulting from the appraisal of one's job experiences. Job satisfaction is related to but distinguishable from moral and job involvement. Since a job is not an entity or physical thing, but a complex of inter-relationships of likes roles, responsibilities, interactions, incentives and rewards, job satisfaction has to be intimately related to all of them.

The efficiency is some-how related with the satisfaction, but they are totally different terms. The job efficiency is an efficiency in the job which is related with a particular job. The job efficiency is an overall assessment of the work role of a job holder by his immediate supervisor.
1.73 **Educational Attainment**

Educational attainment is a concept related to learning outcomes which an individual acquires during the learning process. It is a psychological term and has often been used with such other terms as Scholastic Attainment, Academic Achievement, Educational Achievement, Scholastic Achievement, Educational Performance etc. The attainment and achievement are synonym of each other. The attainment reflects what is learned in the schools. This is dependent on the ability of the individual. Ability is a capacity to learn which may or may not be used by the individual. The distinction between ability or aptitude and attainment is not categorical, but is best conceived of as falling on a continuum. The Educational Attainment has been conceptualized as the acquired excellence by an individual in a particular branch of knowledge after having received certain units of instruction and training on a particular curriculum given for a certain time.

The marks obtained by an individual in the different subjects, after the assessment, is the attainment of the individual in that particular subject. The total of the marks indicates the future success of the individual which is a form of educational attainment of that individual.
Nowadays, educational attainment has occupied a great importance as the majority of the educationists at all levels are of the opinion that the assessment of educational progress is essential to the effective education. With this in view, the researcher has thought it fit to take educational attainment as one of the variables for the study.

In the present study, the Educational Attainment has been measured by the average scores on one external and one internal examination. The percentage has been calculated in the external and internal examinations to make scores for that individual. The external examination was conducted by the Board of Madhya Pradesh, whereas the internal examination was conducted by the school authorities. Then the average was calculated and has been treated as the educational attainment of the individual.

The next chapter presents a systematic review of the relevant literature on school organisational climate, job satisfaction and Educational Attainment.