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CHAPTER - I

INTRODUCTION

1.1 INTRODUCTION

A revolutionary change, uprooting the old educational belief has taken place in the educational sphere. Education never ends. It is an essential human virtue. Man becomes man through education. Etymologically, ‘Education’ is derived from the Latin word ‘Educatum’ which means ‘to bring up’ or ‘to nourish’. The new system of education retains classes like the traditional educational system but their ideals and equipment’s have changed vastly in the organization of schools. Educationists lay great stress on an all-round development of the child and it has become the dominating trend of modern education. Voices are now being raised against standardisation in education. Hence the modern system of education tries to improve the quality of education.

The Report of International Commission (1996) lays emphasis on the development of human beings through learning and training for moulding their behaviour, conceptions of life and the content of their knowledge. The Indian Education Commission (1966) has given the following aims of education in India:

- Training for leadership
- Education for sound development of the personality
- To make individuals economically efficient
- Education for citizenship
- Education for leisure- time activities
- Education for promoting the worthy membership of home, national integration and international understanding
- Gathering and utilisation of knowledge in suitable channels

According to UNESCO, the fundamental aim of education is the development of physical, intellectual, emotional and ethical integration of an individual into a complete man. Though these aims are directed towards the
Nowadays education is becoming an issue and everyone thinks that education is responsible for the present situation of the country. But education seems to be a failure in India due to certain factors. Some of them are listed below:

- Unemployment
- Vague curricula
- Lack of utility value
- Lack of productivity
- Malpractice
- Lack of values and patriotic feelings

Presently in India, various efforts are being taken by the Central and State Governments to overcome the quality issues in education. These issues comprise the following:

- The people working in the field of education
- The policy makers
- The politics and the changing requirements
- The fast growing technology
- The methodology of teaching
- The accountability of teachers

Therefore, there is need for restructuring the aims and objectives of education. These objectives should be stated simple and should be evaluated and measured in terms of achievement. Thus, the school organization and the teachers need to adopt suitable methodologies to achieve these objectives.

1.2 HIGHER SECONDARY EDUCATION

Investment in education is beneficial in a multiplicity of ways, both for individuals and for society as a whole. Higher secondary education is a vital part of a virtuous circle of economic growth within the context of a globalized knowledge economy. Though the aims and objectives of education in India emphasize on the development of full potentials among individuals, they lack
in the elimination of individual differences in educational achievement. The significant challenge for the school organization is to provide learning opportunities for all students irrespective of their school backgrounds. Thus, consideration of higher secondary education must address the issues related to educational achievements. It is essential to check whether organizational variables or teachers are responsible for the lack in educational achievements.

Since higher secondary education coincides with a critical phase in students’ lives, their engagement in the learning process in the school organization is a vital component of academic achievement. Teachers and principals must actively participate in the quality enhancement. In order to get better achievement, the higher secondary schools must create a good organizational structure, suitable climate and committed teachers. Therefore, access to good higher secondary education entails having a system in which students have real opportunities to play meaningful roles in the enterprise of their own educational achievement.

1.3 ORGANIZATION

Man is a social animal and cannot live in isolation. Interaction is essential for the survival of every individual. In this regard, all humanity is coordinated. The word ‘Organization’ is derived from the Greek word ‘Organon’ which means a ‘tool’. An organization comes into existence when two or more people work together to attain some common goals. Our society is an organizational society. The progress and welfare of a society depends on organizations. The members of a society work and play their part in various organizations. So it may be said that organizations play a dominant role in human lives. People are involved in organizations as employees, students, clients, patients and citizens. Organizations are essential to the way the society operates. In industry, education, health care and defence, organizations are engaged to raise the standard of living and worldwide image. Four elements are universally recognized for a good organization, that is, men, money, methods and material. Out of these the single most important common element amongst organizations is human being.
An ‘Organization’ is a structured group of interacting people equipped with skills and material resources, working together with the objectives to fulfil certain needs of the society. An ‘Organization’ is a social arrangement which pursues collective goals, controls its own performance and has a boundary for separating it from its environment.

Organizations are social entities that are goal directed, deliberately structured activity systems with a permeable boundary. The term ‘Organization’ is used in multiple ways both in daily and scientific English. Organization means to bring into existence. Organization is directly connected with planning efforts made by the people. Execution occurs at the organizational level with the coordinate activities of a group of persons constituting the organization to lead the common goal.

A successful organization has clear-cut objectives. Its members pursue goals and objectives that can be achieved efficiently and effectively by determined effort. So organizations are essential to the way human society operates (Gibson and Ivancevich, 1997).

1.3.1 NATURE AND CHARACTERISTICS OF ORGANIZATION

The nature of organization is of a complex phenomenon. It seems that organization always involves a group of people working together, or individually, towards some professed purpose. The process of an organization is basically a question of how the organizational tasks are to be carried out. It is a process of elaboration of methods and skills for the attainment of goals. Competence, effectiveness and efficiency are the main concerns of the process. The first refers to the competence of expertness of the members, the second to the degree to which the process realizes organizational goals and the third to the cost at which the goals were attained. Thus the process of an organization is an end – mean relationship.

A concern for the end-product of the organizational activities is basically a question of who gets what, when and how. It is a process of elaboration of organizational activities which has psychological significance for the members of an organization. It appears that every organization
concerns itself with these three major factors. The degree to which it concerns itself with any one of the three may vary from one organization to another. The following are the important characteristics of an organization.

- Division of work and specialization
- Orientation towards goals
- Composition of individuals and groups
- Differentiated functions
- Continuity

The purposes of an Organization are listed below:

- Helps to achieve organizational goals
- Optimum use of resources
- Performs managerial functions
- Facilitates growth and diversification
- Human treatment of employees

1.4 SCHOOL ORGANIZATION

Schools are social institutions (Getzel and Guba, 1970). School Organization is the act of organising all available physical and human resources in an organised manner to attain the objectives of education. School organization facilitates the achievement of organizational goals and also maintains the organization for the progress of education.

School education is in a constant process of change. There is always a need to facilitate student learning in a specified direction in this changing process. School organization includes the management of teaching, planning, and supervision of instruction. It can help the learners to achieve the educational goal. School organization also helps the teachers and others who are concerned with school education to continuously examine and evaluate the progress of education in a changing society. The aims and objectives of school organization are given below:
• To provide efficient social life to the students and thus to prepare them in the art of living together
• To bring school and community close to each other
• To prepare the students for vocation according to their interests and abilities
• To help the pupils in the unfolding and blossoming of their personality
• To enable the students to have the right type of philosophy of life
• To conserve all the good practices and conventions of the past
• To help in the realization of objectives of education as laid down by educational experts
• To bring harmony between the plans and the tasks
• To make maximum use of all educational facilities in order to attain the desired objectives and to help minimise the wastage
• To provide healthy atmosphere for experimentation and research
• To develop a permissive atmosphere

In order to achieve the objectives, each organization creates an organizational structure to coordinate human activities in the organizational system.

1.5 ORGANIZATIONAL STRUCTURE

Every organization has simple or complex structure. Structure is the framework of an organization. It is a tool of management to achieve plans, and as the plan changes, the organizational structure should be responsive. Organizational structure refers to the established pattern of relationship among the parts of an organization. The structure cannot be seen, but is understood from the actual operation and behaviours of the members in the organization. From this framework the organization is defined, how tasks are divided, and resources are deployed and departments are coordinated. Organizational structure must be flexible, with an emphasis on holistic processes as opposed to isolated tasks.

The structure of an organization is basically a question of who does what. It is a system of roles graded by authority. It determines who is in authority, how much power he exercises and over whom, and who makes
decisions concerning the goals and methods. Thus structure of an organization determines the social distance between positions in an organization which are configured to attain the goals.

Organizations aim to determine as to how to organize their structure, their control mechanisms, their communications, their innovations, their interdepartmental relationships, their decision-making and their overall guiding principles to allow for optimum performance. By considering these contextual variables and how they are different within the organizational paradigms, schools can better determine the effect the variables have on their structure.

Organizational structure enables the distribution of authority (Suttle, 2010) and this distribution is vital in facilitating processes such as delegation and collaboration across networks. Organizational structure is also important for evaluating employee performance, and it is employees performances that determine success in terms of how much and how well, efficiency and the effectiveness. Organizational structure is particularly important in achieving goals and results.

Organizational structure fosters teamwork, where everyone in the department works towards a common goal. “A organization’s organizational structure determines the rights, responsibilities, and obligations of firm owners with respect to each other and to society in general” (Gonzalez, Johnson and Lundy, 2006). This also helps to shape the response of subordinates to superiors or followers to leaders and determines the conduciveness of developing.

The organizational structure of an institution affects the type of pedagogical approach or approaches within that structure toward transmission of knowledge and values. Organizational structure and pedagogy are essential as part of the competitive strategic approach that learning institution, schools, colleges, and universities take to organizing and operating in the 21st century. There is no doubt that both organizational structure and pedagogical approach are important to and define schools.
The whole structure takes the shape of a pyramid. The structural organisation in a school implies the following things:

- The formal relationships with well-defined duties and responsibilities;
- The hierarchical relationships between superior and subordinates within the organisation;
- The tasks or activities assigned to different persons and the departments;
- Coordination of the various tasks and activities;
- A set of policies, procedures, standards and methods of evaluation of performance which are formulated to guide the people and their activities.

The arrangement which is deliberately planned is the formal structure of school organisation. But the actual operations and behaviour of people are not always governed by the formal structure of relations. Thus, the formal arrangement is often modified by social and psychological forces and the operating structure provides the basis of the organisation.

1.6 ORGANIZATIONAL CLIMATE

Organizational climate is the institutional climate characterized by the teacher-taught, teacher-administrator and students-administrator interactions, their feelings, behaviour, values and approaches, their actions and reactions. Every educational organization has a climate that distinguishes it from other schools and influences behaviour and feelings of teachers and students for that school (Sergiovanni and Starratt, 1988). Among the various interactions taking place in the school system, the interaction between the principal and the teachers decides or contributes to a large extent in determining the atmosphere or the climate. This climate affects the behaviour of the individual living and working in the environment which in turn influences their performance. Thus the environment of an organization is an important factor, which influences the behaviour and activities of the role participants.
Climate is interchangeable with the term psychological environment and is concerned with the structure, autonomy, reward structure, tolerance and conflict, need for innovation, warmth, support, consideration, job stress, job satisfaction, leadership style etc. Organizational climate is the term frequently employed to describe the psychological structure of organization and their sub units. Every educational institution has a personality uniqueness or climate of its own.

Organizational climate serves as a measure of individual perceptions or feelings about an organization. Organizational climate includes management or leadership styles, participation in decision making, provision of challenging jobs to employees, reduction of boredom and frustration, provision of benefits, personnel policies, and provision of good working conditions and creation of suitable career ladder for academics (Nicholson and Miljus, 1992). Organizational climate comprises of cognate sets of attitudes, values and practices that characterize the members of a particular organization.

In school settings organizational climate is of interest to administrators, teachers, parents and students as it has been found to affect many teacher outcomes, including affective behaviour, values and professional growth and satisfaction. School organizational climate refers to the overall atmosphere of the school that one can sense almost immediately on entering the building, which appears to be the key factor in determining a school’s success or failure as a place of learning.

The establishment of an appropriate organizational climate of a school determines to a large extent, its tone and performance. Indeed, the overall quality of the school is greatly affected by its organizational climate. Organizational climate has obvious implications for improving the quality of work life. Schools that are characterized by a great deal of togetherness, familiarity, and trust among teachers will be more effective. In this sense, climate is a form of organizational energy whose telling effects on the school depend on how this energy is channelled and directed. Some of these groups use their climate energy to help make the school work better, but other groups
may use the same energy to promote and cause school problems and difficulties. The climate is viewed as a condition representing a school’s capacity to act effectively and efficiently. School improvement and enhanced school effectiveness will not be accomplished on a sustained basis without the presence of a favourable school climate. This climate must be felt by all those who are directly involved in the organization (Sergiovanni, 1991).

The destiny of India is now being shaped in her classrooms (The Education Commission, 1964-66). The quality of the educational institutions and their organizational climate shape the destiny of classrooms. Therefore, importance must be given to the quality management of educational institutions to produce the desired outcomes. The school, having a good climate should also have professionally committed teachers to attain the stated goals and objectives.

1.7 PROFESSIONAL COMMITMENT

Higher education in modern society seeks to preserve, transmit and advance knowledge. The task of a nation building depends on the quality and number of persons coming out of the educational institutions. At the basic foundation, it is the teacher who is to be committed and dedicated to produce quality students in his classroom.

Professional commitment is the willingness of a teacher to exert a high level of effort on behalf of the institution, strong desire to stay with the institution, the degree of belongingness or loyalty to the institution, the acceptance of major goals and values and positive evaluation of the institution. Thus commitment improves job performance, job satisfaction and greater involvement on the part of the teacher to produce high quality output.

Teacher commitment has assumed a great importance in the realm of education throughout the world. It is recognized as a natural ingredient of teaching profession. It plays a decisive role in the effective teaching. Very recently, the National Council for Teacher Education (1998) also stressed that commitment should be the major component of teachers’ training for qualitative education.
Commitment comes when one experiences responsibility for the outcomes of one’s work. Commitment plays a vital role in effective teaching. The more a teacher is committed, more he would acquire competencies and more he would tend to be performing teacher. A committed teacher would certainly respond to most of the issues through his professional expertise and appropriate utilization of relevant competencies. Changing teacher commitments should prove important in efforts to spread newly developed images of good teaching. Recent research suggest that good teaching is a complex undertaking that requires careful planning as well as the capacity to adjust one’s performance according to student responses.

Apparently, committed teachers may have strong psychological ties to their school, their students or their subject areas. Committed teachers should be internally motivated. Teacher commitment may be directed towards a number of entities; for example, to the occupation of teaching, to student success, to specific programs, or to the school as an organization. Schools can become effective when there are committed teachers.

1.8 ORGANIZATIONAL EFFECTIVENESS

Organizational effectiveness is the concept of how effective an organization is in achieving the outcomes the organization intends to produce. According to Richard et al. (1997), organizational effectiveness captures organizational performance plus the myriad internal performance outcomes normally associated with more efficient or effective operations and other external measures that relate to considerations that are broader than those simply associated with economic valuation, such as corporate social responsibility.

An organization’s effectiveness is also dependent on its communicative competence and ethics. The relationships between these three are simultaneous. Ethics is a foundation found within organizational effectiveness. An organization must exemplify respect, honesty, integrity and equity to allow communicative competence with the participating members. Along with ethics
and communicative competence, members in that particular group can finally achieve their intended goals.

Determinants of Organisational Effectiveness

Several factors influence the organisational effectiveness.

1. Managerial Policies and Practices

Managerial policies and practices integrate the entire organisation, maintain balance among the interest groups in the organisation, and accommodate them with the external environment. Managerial policies and practices have a direct bearing on the organisational effectiveness. The major managerial policies and practices are as follows:

- **Strategy**: A strategy is a plan for interacting with the competitive environment to achieve organisational goals. Goals define where does the organisation want to go and strategies define how will the organisation reach there. In other words, strategy is the determination of basic long term goals of the organisation, the adoption of the courses of action and the allocation of resources necessary to achieve them. The strategy is the most important factor of an organisation which decides the future course of action for the organisation. New strategy is often selected based upon environmental needs, and then the top management attempts to redesign the organisation to achieve those ends.

- **Leadership**: It is the process of influencing members towards the achievement of organisational goals. It is said that managers are people who do things right and leaders are people who do the right thing. Leaders facilitate the identification of organisational goals. They initiate the development of vision for their organisation.

- **Decision-making**: Decision-making is choosing among alternatives. It has close relationship with all traditional management functions. The decision that management makes has a profound impact on the success of an organisation.
• **Rewards:** Organisational success to a large extent depends on how is management able to gain support of its team by way of compensating them for the efforts they are making for the achievement of organisational goals. It is primarily meant to sustain employee morale and improve or maintain productivity.

• **Communication:** It is the linkages among members of the organisation whereby they exchange information. The organisational structure has to provide for a perfect communication among different members of the organisation. Organisational communication is the grease that enables any organisational change.

2. **Environmental Characteristics**

Organisational effectiveness is influenced to a great degree by the external environmental characteristics. It is dependent on how is the external environment predictable, complex and hostile to the organisation and its activity. The major characteristics are as follow:

• **Predictability:** Predictability refers to how certain or uncertain an organisation may be towards supply of various resources; human, raw material etc. It is an element of external environment.

• **Complexity:** Environment complexity refers to the heterogeneity and range of activities which are relevant to an organisation’s operations. How many diverse groups from external environment the organisations have to deal with.

3. **Hostility:** A hostile environment is one in which the foundation of the organisation is threatened. How is an organisation viewed by the people at large?

4. **Employee characteristics**

The characteristics of the human resource could make or break an organisation. It is employee characteristics, which is reflected in the success or failure of an organisation. The major characteristics are stated below:
• **Goals**: Goals define where the organisation wants to go. Goals are intentions that individuals or an organisation would like to achieve in the course of their working. Goals provide a directional nature to people’s behaviour and guide their thoughts and actions.

• **Skills**: Skill is the ability to engage in a set of behaviour that are functionally related to one another and that lead to a desired performance in a given area. The skill can be technical, managerial, behavioural etc.

• **Motives**: A motive is an inner state of a person that energizes activates, or moves and directs towards the achievement of a pre-defined goal. The motivated employees have high motives to perform better and achieve the targets.

• **Attitudes**: Attitudes are evaluative statements- either favourable or unfavourable concerning objects, events, or people. Attitudes influence job behaviour and hence organisational effectiveness.

• **Values**: Values represent basic convictions or a specific mode of conduct. It generally influences an individual’s attitude and behaviour. The value that a person holds influences his or her motivation and subsequently behaviour.

5. **Organisational Characteristics**

Organisational characteristics refer to the general conditions that exist within an organisation. Various organisational characteristics influence organisational effectiveness. The major characteristics are given below:

• **Structure**: An organisational structure defines the job tasks formally divided, grouped and coordinated. For organisational effectiveness, six elements need to be addressed while designing organisational structure. These are: work specialisation, departmentalization, chain of command, span of control, centralisation and decentralisation, and formalization.

• **Technology**: The term ‘technology’ refers to how organisations transfer its inputs into outputs. Every organisation has at least one
technology for converting financial, human and physical resources into products or services. The choice of technology and its use influences organisational effectiveness.

- **Size:** In a narrow sense organisational size refers to the number of people in an organisation. But, if one takes a broader view, size refers to the physical capacity of the organisation, the personnel available to the organisation, the organisational inputs or outputs and the discretionary resources available to an organisation. It is the size which influences the structure which in turn influences organisational effectiveness.

**Benefits of organisational effectiveness**

- Structures and behaviours are aligned with business needs.
- Disruption to business is minimised which reduces operational risk.
- Employee morale is sustained which maintains productivity.
- The right employees and talents are retained.
- Employees objectives and rewards are aligned to business goals.

**1.9 INFLUENCE OF ORGANIZATIONAL STRUCTURE, ORGANIZATIONAL CLIMATE AND PROFESSIONAL COMMITMENT ON ORGANIZATIONAL EFFECTIVENESS**

The concept of the school's effectiveness is difficult to conceptualize since it is multi-dimensional. Factors to be considered for school's effectiveness are administrative functioning, leadership behaviours, teacher morale, level of trust, culture and climate, parental involvement, community support, teachers' efficiency and commitment, loyalty and satisfaction of teachers and students' academic performance. There are two underlying dimensions of school's effectiveness - instrumental activities and expressive activities. Instrumental activities help to bring about organizational effectiveness - like students' achievement which is related to social-emotional growth of students, satisfaction of teachers, efficient use of resources, innovativeness, adaptability and goal accomplishment. These activities help
the school to adjust to external demands like set goals, and mobilise the resources necessary for response.

The study of organisational structure is necessary to understand organisational effectiveness. In simple terms better the structure of an organisation, more effective would be the organisation and vice versa. Some organisations perform better and grow more rapidly than other. On the extreme side, some organisations perform badly and within a short period of time go out of business.

Climate has much to do with 'social needs satisfaction'. The role assigned to different personnel of a school system has achieving effectiveness as its ultimate goal. It also has dimension of need satisfaction without which role performance and goal achievement in terms of school effectiveness are difficult. A school has its own distinct personality. The patterns of socio-psychological behaviour and interaction of principal and teachers taking place in a school can affect its effectiveness.

Social scientists and management personal have stated to concentrate on work environment to study the organizational effectiveness and efficiency i.e. the nature of workplace is studied to describe the work effectiveness and work efficiency. Study of this kind is referred to or labelled as organizational character, and organizational climate and culture (Hoy, 1999). Organizational climate has been defined as the “relatively enduring quality of the internal environment of an organization that a) is experienced by its members, b) influences their behaviour, and c) can be described in terms of the values of a particular set of characteristics (or attitudes) of the organization.”

There is a marked co- relation between school climate and achievement of students. It is observed that when a school climate has certain expectations from a student, students perform their best to meet those expectations. A conducive and open climate which allows pupils’ freedom of thoughts and expression would amply reflect in the positive attitude and performance of pupils in all aspects.
In a nutshell, to make a school as an effective organization, there has to be free flow of communication - vertically as well as laterally, from top to bottom and bottom to top, and in parallel forms from teachers to teachers and by defining the goals in tangible and realistic terms with the full consent and cooperation of teachers who will be given a chance to participate in making decision concerned with strategies or goals to be achieved. The management and the principal should work in such a way that teachers develop positive attitude towards their work and show a real concern for goal fulfilment. Effectiveness in this sense is the extent to which the set goals or objectives of a school programme are accomplished and such effectiveness can be seen in term of above discussed factors.

To make a school effective, organizations require:

- Open climate
- Free flow of communication
- Clarity of goals
- Goals should be realistic and tangible
- Full cooperation of teachers and their participation in decision-making.

Organizational climate for the effectiveness of an organization is very important. Climate is indicative of how well the organization is realizing its full potential. High-performance organizations tend to make optimal use of everyone's capabilities. An accurate assessment of the climate can identify the unnecessary obstacles to employees contributing their best (LDR-Organizational Climate, 2002). Thus, it is of vital importance for managers to measure organizational climate factors, which affect employees positively and negatively in order to create a climate, in which job satisfaction and effectiveness are supplied in an organizational environment.

The teacher is the soul of the school. A teacher is a friend and guide to his pupils, who suggests and inspires and gets lessons learnt, not by force but by creating interest among students and motivating them to learn. He must adopt the profession of teaching with dedication and spirit of service. The
success of the teacher is measured on the basis of the achievement of the aims of education.

1.10 ACHIEVEMENT IN TERMS OF LOW AND HIGH ACHIEVING SCHOOLS

The quality of education is measured by student achievement in the public examination. Educators and the general public have time and again expressed concern over factors that influence student performance in examinations. The most outstanding factor has to do with the organizational management of schools. One of the core functions of schools is to take human raw materials (students) and convert them into something more valuable, as in employable adults.

High academic achievement was influenced by a combination of various variables, namely organizational skills and participation in academic activities. A majority of schools which display good results each year have adequate facilities and good human resources. Organizational skills and participation in academic activities depend on the headmaster, how he creates organizational structure, organizational climate and makes the teaching faculty as committed members and eventually determined the kind of results. An effective headmaster ensures that he employs organizational skills which lead to effective teaching resulting into high academic achievement. Organizational skills that influence academic achievement include the headmasters’ organizational strategies, quality improvement measures, and skills in curriculum based establishment and teamwork.

A clear vision for the schools is obligatory for giving instructional leadership, arrangement of resources and execution of activities. Lack of vision in the management of schools often leads to imbalance in the allocation and use of resources. This is why poor results in education are related to the resources allocated to education. If this parameter is not recognized, it becomes very difficult to understand why a school continues to perform poorly in the public examination.
The school factors that influence on students’ behaviour and scholastic achievement include amount of teaching and degree of academic emphasis; the professional commitment of teachers; the extent and nature of ability groupings; teacher expectation; styles of teaching and classroom management; size of the school; structure of the school; patterns of discipline and characteristics of school climate.

The majority of schools fall short of providing for the learning needs of their students, leading to poor academic performance. The poor standards are due to unpreparedness among members of the teaching community, extensive absenteeism, poor organizational structure and climate. Something is wrong as far as teacher competency and instructional matters are concerned and only those teachers who are keen on good performance will resolve this problem.

School effectiveness may be viewed in the perspective of school climate. The three ways classification of schools could be most effective, effective and least effective. Most effective schools have open climate and least effective schools have closed climate. More of the effective schools have relatively more open climate in comparison to less of the least effective schools. Few of the most effective schools and more of the least effective schools have closed climate. In the open climate category, the degree of openness gets decreased as one move from 'most effective' to 'effective' to 'least effective'. More of the least effective schools have more of closeness.

Education is responsibility of the state but in democratic countries, private sector as its social responsibility contributes substantially in quantitative expansion as well as qualitative improvement of education system. The public and private sector educational institutions generate an atmosphere of healthy competition, among students, teachers and administration for meaningful learning. Furthermore, private sector is contributing significantly towards educational development and economic development of the country. Since Independence in 1947 till the promulgation of National Policy on Education, 1986, the private sector played an important role in quantitative expansion and qualitative improvement of education.
system. The National Policy on Education concluded that government alone cannot carry out the burden of the whole educational process and made conditional provisions for participation of private sector in the development of education. Therefore, high and low achievements of higher secondary schools are also based on public and private sector educational institutions. The schools can be categorized as High and Low achieving schools on the basis of academic achievement of learners at public examinations.

1.11 STATEMENT OF THE PROBLEM

Education is an important determinant of economic and social development of a nation. Quality of education in a country indicates the quality of its human resource development. The developing countries cannot meet the needs of quality education only by public education. Private sectors have to share this burden. Therefore, both the public and private sectors are engaged in providing education to the masses. The need for the involvement of private sector to meet the expanding needs of educational facilities was realised in India.

Under these conditions, there is a growing concern of how far the school organizations have different elements which are centrally and immediately crucial for goal achievement. In an organization, a number of activities are performed. These activities are required to be coordinated. It is said that the teachers are under pressure, stress and exhaustion due to the poor work conditions (organizational climate) and bureaucratic administrative system (organizational structure). Organizational structure is designed for division of tasks, grouping of activities, coordinating and controlling the tasks of the organization. But all these activities under organizational structure are not carried out successfully.

In the same way, climate is typically thought of as a general construct that applied unilaterally to all schools in the same fashion. Yet, gaps are found in achievement based on student background and differences in school environment. Studying differences in climate can bring new insights. It is important to know and differentiate between the elements of climate and their
effect on education. It is crucial to analyse this differentiation because the achievement gap is a complex. In order to close the gap, schools need to utilize available data to develop strategies that will involve changes in school climate (Elmore, 2004).

Moreover, the school teachers are affected by the bad conditions of their schools that would ultimately decrease the level of their commitment, and consequently decrease the students’ success and achievement. Earlier researches suggest that there is a significant relationship between teachers’ organizational commitment and their students’ academic achievement. In other words, the demands for getting motivated, students need efficient teachers who need motivating conditions from the organization to perform their tasks effectively and faithfully. This study is believed to be amongst the earliest attempts to address the above mentioned issues in this region.

The purpose of this research is to examine the relationship among organizational structure, organizational climate and professional commitment of teachers working at secondary level. Although many researchers have focused independently on Organizational structure, Organizational Climate and Professional Commitment of teachers, the research takes a novel step of jointly addressing the influence of these variables on academic achievement of learners.

1.12 NEED FOR THE STUDY

Educational organizations have unique requirements which are different than those of commercial enterprises. Formal organizations arise when someone expends resources and establishes procedures for their use to achieve a goal. The development of an organization is determined by the degree to which resources are stored in specific or general form and the degree to which procedures are specified in the organization. The greater the specificity of resources and procedures, the more bureaucratic the organization is. The complete bureaucracy and the decentralised bureaucracy, as well as the variation of the two, provides the theoretical context for analysing structure in higher secondary schools.
Sound Organisational structure is a pre-requisite to Organisational health. Choudhury (2007) emphasizes the importance of organisational structure as it is designed to minimize or at least regulate the influence of individual variations on the organisation. Organisational structure ensures that individuals confirm to the requirements of the organisation. Structure is the setting in which power is exercised, decisions are made and organisational activities are carried out. Appropriate structure is an important determinant of organisations functioning effectively.

Organisation structure influences the division of the tasks, grouping of activities, coordinating the activities and the overall accomplishment of the tasks. Since organisation structure relates to relatively stable relationship and process of the organisation, all influencing factors must be analysed for designing the organisational structure.

Lemoine (2004) states that an organizational climate will determine its effectiveness such as academic achievement. Most educators believe that organizational climate is an important influence on students’ academic achievement. Climate is indicative of how well the organization is realising its full potential. High performance organizations tend to make optimal use of everyone’s capabilities. An accurate assessment of the climate can identify the unnecessary obstacles to teachers contributing their best. Thus, it is of vital importance to measure organizational climate, which affect teachers positively and negatively, in an organizational environment in order to create a climate so as to develop professional commitment and in turn lead to effectiveness of an organization.

The progress of a country depends upon the quality of its teachers and for this reason, teaching is the noblest among all professions and the teachers are called the nation builders. But, a teacher cannot perform his or her multifarious task and responsibilities until he or she is not updated professionally and personally.

The Indian Education Commission (1964-66) observes that all the factors that determine the efficiency and effectiveness of an educational
institution, no doubt, the quality, skills, competencies and capabilities of teachers are of utmost important. Therefore, any research on teacher component in the educational organization is relevance and meaningful in ensuring good climate, proper organization structure and academic achievement of learners. In this perspective, the present study is more relevant in the present educational system.

To sustain their energy and enthusiasm for the work, teachers need to maintain their personal commitment to their job (Day, 2003). This concept of ‘commitment’ as investment of personal resources has long been associated with the professional characteristics of a teacher. It is widely recognised that the role of the teacher has intensified and teachers are expected to adapt to ‘bureaucratically driver escalation of pressures, expectations and controls concerning what teachers do and how much they should be doing within the teaching day’ (Hargreaves, 1994). At a time when education is in constant flux, teachers are expected to incorporate reforms on a number of levels into their daily practice. The reform agenda has created an environment where those who wish to survive and thrive must become involved in an ‘increased rate of personal adaption and professional development’ (Day, 2003). Teachers must be willing to experience steep learning curves and invest personal time and energy to translate the on-going reforms successfully into effective practice. Professional commitment appears to be highly influential for not only a teacher’s success during time of change, but also for systems in seeking to bring about change in academic achievement.

The quality of teaching depends a great deal on the level of teachers’ involvement in relation to the profession exerted, to the organization one is a part of and the professional satisfaction that one feels. The teacher establishes good relationships with students; the nature of the teaching activity and the work carried on in the professional community, the relation with peers, superiors, students and parents lead to professional achievement and indirectly, it reflects into the achievement of one’s students. In recent years, many researchers have investigated the effect of climate in various organizations. This study intends to examine the professional commitment of
teachers, organizational climate and organizational structural factors which are acting as contributing factors for students’ achievement.

1.13 SIGNIFICANCE OF THE STUDY

The significance of this study sprung from the importance of enhancing teachers’ level of professional commitment and the strong intention to develop and improve the students’ outcome.

This study is also to document changes that may have occurred in the climate of high and low achieving higher secondary schools in response to pressure created by policies designed to hold schools and teachers. Climate has been largely considered as a general construct. This study is significant because it describes and analyses the element of organizational climate in higher secondary schools and the impact that the climate and its component elements have on student academic achievement (Du Four and Eaker, 1998). The climate of a school has a major impact on the organizational structure within the school and the administrators can have a considerable influence on the development of the climate in the school.

The organizational structure contributes to the efficient functioning of organization in the following ways.

Clear-cut Authority Relationships

Organization structure allocates authority and responsibility. It specifies who is to direct whom and who is accountable for what results. The structure helps an organization member to know what is his role and how does it relate to other roles.

Pattern of Communication

Organization structure provides the patterns of communication and coordination. By grouping activities and people, structure facilitates communication between people centred on their job activities. People who have joint problems to solve often need to share information.
Location of Decision Centres

Organization structure determines the location of centres of decision-making in the organization. A departmental store, for instance may follow a structure that leaves pricing, sales promotion and other matters largely up to individual departments to ensure that various departmental conditions are considered.

Proper Balancing

Organization structure creates the proper balance and emphasizes on coordination of group activities. Those more critical aspects for the success of the enterprise may be given higher priority in the organization. Research in a pharmaceutical company, for instance, might be singled out for reporting to the general manager or the managing director of the company. Activities of comparable importance might be given, roughly equal levels in the structure to give them equal emphasis.

Stimulating Creativity

Sound organization structure stimulates creative thinking and initiative among Organizational members by providing well defined patterns of authority. Everybody knows the area where he specialises and where his efforts will be appreciated.

Encouraging Growth

An organizational structure provides the framework, within which an enterprise functions. If it is flexible, it will help in meeting challenges and in creating opportunities for growth. A sound organization structure facilitates growth of the enterprise by increasing its capacity to handle increased level of activity.

Making use of Technological Improvements

A sound organization structure which is adaptable to change can make the best possible use of latest technology. It will modify the existing pattern of
authority-responsibility relationships in the wake of technological improvements.

The teacher, who is the main agent of change through education, undergoes so many strains and stresses during the discharge of his duties. Organizational climate or environment of a work place is one of the factors that explicitly or implicitly influence the level of professional commitment of teachers which, in turn, is likely to have bearing on their performance. An attempt was made to establish interrelationship between organizational climate and its effect on performance of the teachers on the basis of best instruments available after proper modification in this regard which in turn will make some change in the future education system.

Creating a positive school climate can be a great help to make teachers committed. School heads and administrators need to know the factors that are related to school climate. Thus, the school management should be responsible in playing a vital role in creating a conducive working environment for the teachers; hence, it would lead to improvement of students’ behaviour and scholastic achievement. In order to achieve the educational goals, potential of the teachers must be realized to the maximum.

Adversity quotient is understood to be the ability to handle adverse situations. Today, the number of hardships faced by any student is greater than earlier times. This is because of the difficulties posed by the environment in terms of the inadequate infrastructure, transportation, climate, psychological factor which lead to stress among students, stress and storm period of adolescence itself, social factors like poor peer relationships, tension between parents at home and fear of school authorities, teachers. Besides this, cut-throat competition today has created more adversities and the complex nature of most things like the admission procedures, entrance exams adds to it.

Based on the theoretical frame work, and the results of the present study, the ministry of education, directorates of education, administrators, and school principals will benefit from the useful suggestions to ameliorate the
teachers’ conditions including student achievement. In secondary schools, teachers’ commitment is directly linked to students’ success. Commitment is considered as one of the most important factors in the success of Higher Secondary Education.

The researcher hopes that when the findings of this research will be disseminated, it will create awareness about the need for developing skills to face future challenges. She hopes that her effort will encourage schools to identify its organizational structure, organizational climate and professional commitment of teachers. She hopes that her work will throw open a sea of ideas for research and development in enhancement of the organization for a better and brighter future.

1.14 RESEARCH QUESTIONS

The following research questions are set forth for studying the present investigation:

1. What is the organizational structure of the high and low achieving schools in Pondicherry Union Territory?

2. What is the organizational climate prevailed in low and high achieving schools in Pondicherry Union Territory?

3. Is the professional commitment of teachers a variable in influencing the academic achievement of the 12th standard students?

1.15 OBJECTIVES OF THE STUDY

The following are the major and specific objectives of the study:

Major Objective of the Study

The major objective of the study is to find out the Organizational Structure, Organizational Climate and Professional Commitment of Teachers working in High and Low achieving Higher Secondary Schools in Pondicherry Union Territory.
Specific objectives of the study

The following are the specific objectives of the study:

1. To classify the Higher Secondary Schools in Pondicherry Union Territory as High and Low achieving schools on the basis of their academic achievement.

2. To study the Organisational Structure of High and Low achieving Higher Secondary Schools in Pondicherry Union Territory.

3. To study the organisational structural patterns of Government and Private Higher Secondary Schools in Pondicherry Union Territory.

4. To study the Organisational Climate of High and Low achieving Higher Secondary Schools in Pondicherry Union Territory.

5. To study the level of Professional Commitment of teachers working in Higher Secondary Schools in Pondicherry Union Territory.

6. To study whether the high and low achieving schools differ in terms of professional commitment of teachers.

7. To find out whether the male and female teachers working in High and Low achieving Higher Secondary Schools in Pondicherry Union Territory differ in their Professional Commitment.

8. To find out whether the teachers working in High and Low achieving Higher Secondary Schools in Pondicherry Union Territory differ in their Professional Commitment on the basis of their age.

9. To find out whether the teachers working in the Government and Private Higher Secondary Schools in Pondicherry Union Territory differ in their Professional Commitment.

10. To find out the significance of difference between the teachers working in rural and urban Higher Secondary Schools in Pondicherry Union Territory in their Professional Commitment.

11. To find out whether the teachers working in High and Low achieving Higher Secondary Schools in Pondicherry Union Territory differ in their Professional Commitment on the basis of their experience.
12. To find out whether the teachers working in Girls’ and Co-education High and Low achieving Higher Secondary Schools in Pondicherry Union Territory differ in their Professional Commitment.

13. To find out the significance difference in Professional Commitment of teachers working in High and Low achieving Higher Secondary Schools in Pondicherry Union Territory on the basis of in-service training attended by them.

14. To employ factor analysis technique to find out the underlying factors that determine the professional commitment of higher secondary school teachers.

1.16 SCOPE OF THE STUDY

The present study aims at finding out the professional commitment of higher secondary school teachers based on the organizational structure and organizational climate.

The present study aims at finding out whether the three organizational variables namely organizational structure, organizational climate and professional commitment of teachers are the contributing factors of academic achievement of learners. The Higher Secondary schools in Pondicherry Union Territory are classified as high and low achieving schools based on the academic performance of higher secondary students in the public examination for the last six years with the help of percentile scores. Then the comparison is made between the low and high achieving schools in terms of three selected organizational variables.

An attempt is also made to find out whether the high and low achieving schools differ in their organizational structure and professional commitment of teachers on the basis of certain institutional and teacher related variables.

Further, the study aims at understanding the underlying factors of the professional commitment of teachers in order to gather an organized body of knowledge in the variables selected.
The outcomes of the present investigation may be fruitful to design an appropriate organizational structure and climate for better student achievement. It is also useful to carry out appropriate staff development programmes based on the analysis of professional commitment of teachers.

1.17 CONTRIBUTION OF THE STUDY TO KNOWLEDGE

Educational research can play three major roles – i) a ‘Leading’ role in which research leads to decision – making policy, ii) a ‘Supporting’ role in which research contributes to existing policies and practices and iii) a ‘Following’ role in which research follows on the lines of the findings. (“Improving Linkages between Research and Education Reform”; Report of Regional Seminar 1990, International Cooperation in Education, NIER, Japan).

The findings of the present study may contribute to knowledge in the above three directions.

i) Leading Role

The present study aims at finding out the organizational structure, organizational climate and professional commitment of teachers working in high and low achieving higher secondary schools in Pondicherry Union Territory. No doubt, organization plays a crucial role in shaping the educational system of a nation. It is expected that the teachers having more professional commitment will contribute to greater extent in the process of learning. It is also observed that the educational system has been revolutionized based on the organizational structure, organizational climate and professional commitment of teachers. It is pointed out that educational objectives could easily be achieved through this type of organizations.

It is stated that the development of a nation depends upon its educational policy formulated from time to time. This can be reflected in area of higher secondary education also. The present higher secondary education requires such an organization that aims at promoting good educational
practices, creating desirable learning environment and achieving desired
goals and objectives.

In this respect, the present study will help the secondary education board in India
to evolve needed organizational changes related to higher secondary education. Such a step on the part of the statutory bodies may ensure academic excellence in the portals of higher secondary educational institutions.

ii) Supporting Role

The outcome of the present study will help the secondary board authorities, curriculum planners and the Government to realize the role of professional commitment of teachers in the higher secondary education system. As a quality assurance measure, the study may enable the higher secondary schools to understand the nature of organizational structure and organizational climate prevailed in higher secondary schools thereby they can take appropriate measures to create needed environment so as to facilitate attainment of goals in general and academic achievement of learners in particular. This is also true in the case of professional commitment of teachers. The study may highlight the present level of professional commitment of teachers which in turn will lead to adaptation of appropriate measures by authorities to strengthen teacher education in India.

This kind of feedback may help the management of the Higher Secondary Schools to chalk out appropriate strategies in creating a congenial environment for better achievement of learners.

iii) Following Role

The present study can provide scope for promising research in the selected variables such as organizational structure, organizational climate and professional commitment of teachers. The present study will provide scope for exploration of research in organizations in terms of its conceptualization and replication of the study in other places and at the primary school and secondary school levels. The present study will help in evolving a body of
organized knowledge in organizational variables and provide scope for further exploration of research activities in the field.

1.18 ORGANISATION OF THE DISSERTATION

The present research report is organized into six chapters followed by bibliography and appendices.

Chapter I gives an Introduction to the study. In this Chapter, an attempt is made to state the problem in the right perspective. The dependent and the independent variables of the study are identified and their relationships are discussed. The significance of the problem, the need for the study, the objectives of the study, the research questions of the study, the scope of the study and the likely contribution of the study to knowledge have been dealt within this chapter.

Chapter II deals with the Conceptual Framework of the Study. In this Chapter, the selected variables of the study are conceptualized in a right perspective to facilitate meaningful measurement.

Chapter III deals with Literature Scanning. In this Chapter, the studies done in India and abroad are reviewed with the purposes of identifying the research gap of the study, understanding the relationship between the variables, conceptualizing the selected variables and avoiding the duplication work.

In Chapter IV, the Methodology adopted for the present study is discussed. The planning of the study and its execution are also discussed in this chapter.

Chapter V deals with the Analysis and Interpretation of the Data. The application of descriptive, differential and factor analysis techniques help in the systematic analysis and tabulation of data.

The last Chapter VI is the Summary and Conclusions of the Study. In this Chapter, a brief summary of the study is presented. Finally, the
implications of the study and the scope for further research in this area are discussed.

1.19 CONCLUSION

The effectiveness of an educational organization depends on many variables. Of these variables, structural aspects, organizational climate and commitment of teachers are important components that influence organizational outcome. A growing number of education reformers, policy makers and researchers have argued that many of the well published shortcomings of the secondary system in India are due to inadequacies in the working conditions, resources and support afforded to school teachers and students. The key to improving the quality of schools, these critics claim, lies in upgrading the status and quality of teaching and learning.

Organizational structure places the responsibility and accountability as the primary focus on academic achievement. Organizational structure promotes instruction which is child-centred rather than subject-centred. Every organization concerns with different factors. These factors may vary from one organization to another and they exert influence on academic achievement of students.

Organizational climate is a necessary link between organisational structure and teacher commitment. The formal characteristics of schools have an important influence on the way in which teachers perceived the climate clearly and the climate represents a composite of the mediating variables that intervene between the structure of an organisation and the style and other characteristics of leaders and teacher performance and satisfaction.

Many studies have been conducted on climate that distinguishes it from other schools and influences teachers’ commitment and academic achievement of students. Climate represents a composite of the mediating variables that intervene between the structure of an organization and the style and other characteristics of teachers. The highly structured organizations tend to make optimal use of capabilities of teachers and students.
From the analysis, there is no evidence for the combination of these three variables for research analysis. Thus, in this study an attempt is made to study the organizational structure, organizational climate and professional commitment of teachers in the light of academic achievement of learners at the higher secondary level.

This study provides insight into organizational factors which would help the Secondary Board of Education and Higher Secondary Schools to improve the quality, to cope up with the challenges of the education system and to satisfy the societal needs of this century. Further on the next chapter would deal with the conceptual framework of the study.