CHAPTER I

CONCEPTUAL FRAME WORK

1.10 OVERVIEW

This chapter deals with the conceptual frame work of the study. It consists of twelve sections. The first one gives the overview. The second one deals with Education. The third one deals with the organization and its types. The fourth section focuses the organizational climate. The fifth one deals with Dimensions of organizational climate. The sixth section deals with the types of organizational climate. The seventh one describes the importance of organizational climate. Eighth one deals with Morale and Teacher morale. The ninth one deals with basic principles for developing good morale. The tenth section discusses the factors influencing Teacher morale. The eleventh section focuses the five dimensions of morale and the twelfth section deals with Need for the study.

1.2 Education:

Education is the third eye of a person. Education nourishes us like a mother. It directs us to the proper path like father. It guides us to reach our destination (Aggarwal, J.C.2000). The Education commission began its reports
with these words, "The destiny of India is now being shaped in the classroom." The International commission on Education (IEC) appointed by UNESCO proposed the four pillars of Education.

"Learning to know
Learning to do
Learning to Live – together.

Learning to be" which reveals the need and importance of education. The process of learning is considered more important than what is learnt. Now a days the concept of Education has been changed from teacher centered to child centered.

Education is a life long process which begins in the womb and ends in the tomb. It includes all influences social, cultural, domestic and geographic. In the narrow sense, education is a tri polar process, Where in the educator, the educant and the community in which educator and educant are affect the modification of the public. Community influences the teacher and he in turn influences the student.

According to Sampath.k.etal (1990) education refers to any act or experience that has a formative effect on personality of an individual. Dewey defines education as "the process of living through a continuous reconstruction of experiences". Various agencies such as home, society, religion, school, press, radio, library, Television, etc. impart education. Teacher occupies a key position in the world of Knowledge and education.
TEACHER

Teaching, in an Educational Institution is taken up, generally with the aim of promoting learning in the pupils. So the teacher has a pivotal place in Society for educating all the youngsters who are the future citizens of a nation. Teacher was regarded as a holy person in ancient India. The relationship between the teacher and his pupils was regarded as filial in character. He was regarded as the spiritual and Intellectual father of his students. It was the function of the teacher to bring the students from darkness of Ignorance to the light of knowledge. The teacher was also compared to a lamp which would continue to burn by lighting the other lamps to burn.

Teacher has to socialize, judge, select, and classify the students, present equality of opportunity, impart training in democracy, sensitive to the needs and expectations of the modernizing society of the present and future (Anand, et al., 1983). The goodness of an educational programme is determined to a large extent by the teaching. The duties and function of a teacher is Planning, Educating Organising, Supervising, Guiding, Recording Evaluating and Maintaining good relations. According to Tagore, "A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame."
TEACHER EDUCATION

Teacher Education is the professional preparation, in pedagogy, of those who want to enter the profession of teaching. This may be traditional or closed type with objectivevist orientation, which focuses on the product of learning and the progressive or open type with an orientation of subjectivity of the pupils focusing on the process of learning (Sheela Mangla, 2003). International encyclopaedia of teaching and teacher education (1987) has observed that, “enjoying the social status and prestige as all those who eminently serve society, today’s or tomorrow’s teacher must be a professional, whose educational programme and level should be more and more comparable with the physician’s education.”

The need and Importance of Teacher Education is

- To educate teachers in organizing learning resources.
- To accomplish them for effective curriculum teaching strategies like developing episodes, lesson plans, instructional units, sequences etc.
- To quality them to conduct effective interaction during classroom teaching to promote individual and group learning.
- To make them competent to cater to the special needs of disabled and gifted children.
- To endow them the quality to organize and participate in programmes of community service and development.
To educate them to organize and guide a variety of co curricular activities designed to facilitate the all round development of the learners

To prepare them to participate in and contribute to parallel and complimentary educational service systems like non-formal education, adult literacy, workers education etc.

1.3 ORGANIZATION

Organizations are social systems and activities, there in are governed by social laws. Organization is a man made system which is designed deliberately. It differs in many respects — such as its goals, ethic composition of its population etc. According to Corwin (1996) an organization can be defined (i) stable patterns of interactions ii) among conditions or groups having a collective identity iii) pursuing interests and accomplishing given tasks and iv) co-ordinated through a system of authority.

We are born in organizations and most of us spend much of our lives working for organization (Sudha, 1993). The word organization thus denotes both a process and state of being in which two or more people co-ordinate their efforts and pool their resource to achieve given purposes. Character that are common to all organization is i) Purpose ii) Co-ordinated efforts and iii) Regulated behavior.
Allen (2000) defines "Sound organization can contribute greatly to the continuity and success of the enterprise by facilitating the administration, facilitating the growth and diversification permitting optimum use of resources and by stimulating creativity."

Every organization in this universe is unique. Each one is different from others in its culture, traditions and methods of actions and they all constitute climate for its people organizations are complex systems made up of Psychological, Sociological, technical, and economic factors which require intensive investigations. In order to understand modern organizations, analysis and interpretations "Organizational environment" is essential.

TYPES OF ORGANIZATION

i) Formal Organization

The formal organizations are economic organization, political organizations, Integrative organizations, Pattern maintenance Organizations, Mutual Benefit Associations, Business Organizations, Profit organizations, Government organizations, Protective organizations, Religions Organizations, Social Organizations, and Educational Organizations and so on.
ii) Informal Organization

In the informal organization interaction between participants arise spontaneously and are not prescribed by the formal structure nor can they be completely controlled by formal activity.

EDUCATIONAL INSTITUTION IS AN ORGANIZATION

For educating the members of societies, Educational institution has been established. Educational Institutions are also organizations because they are organized bodies which transmit knowledge, culture and so on from generation to generation. These institutions had been set up to achieve well defined goals. These goals are social, cultural and vocational. Schools, colleges, universities and professional training centers of a country are unique form of organization.

Educational Institutions is a socio psychological system. The climate of the school, or college is the resulting condition from the interaction between the teachers and the head of the institution and all other components of the many forces like parents, attitudes, and expectations, socio-economic environment of the family, community , close friends, and mass media of communication acting on the student life.
The atmosphere can distinguish one institution from another. Beautiful surrounding generate a congenial atmosphere for work. The general appearance of the educational institutions should be so attractive that students and teachers should be proud of it.

1.4 ORGANIZATIONAL CLIMATE

The term organizational climate was first introduced by Cornell in 1955. The term “Organizational climate” refers to “the feel” “the atmosphere” “the environment”, “the tone” ”the morale” of an institution. Organizational climate is created by the interaction, with one another of the organizational components, namely culture, structure, system, leadership behaviour and psychological needs of the members of the organization.

CONCEPT OF ORGANIZATIONAL CLIMATE

- According to Halpin (1963) it refers to “the social climate among principals and teachers, including both formal and informal patterns of interaction.
- Boo cock (1972) uses the term “social context”. For climate he says “The characteristics and attitudes of the individuals whose roles comprise the school combine to form its “social context” or “climate”
To Seth et al (1983) it refers to as the employee's subjective impressions or perceptions of their organization.

Organizational climate is the sum total of interacting, closely related internal variables which affect the working behaviour of its members (Moshal, 2002)

According to Bowditch and Buono, "Organizational culture is concerned with the nature of beliefs and expectations are being fulfilled" (Sudan, 2003)

**1.5 DIMENSIONS OF ORGANIZATIONAL CLIMATE**

Organizational climate, according to Halpin consists of two dimensions, namely Teacher Behaviour and dimensions consists of the four components and the Principal Behaviour also consists of the four components. All components are described below.

**TEACHER’S BEHAVIOUR COMPONENTS**

i) Disengagement:

It 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. This is the negative behaviour on the part of teachers. It refers to the degree to which teachers are involved and committed to achieving the goal of the institution.
iii) Hindrance:

It refers to the teachers feeling that the principal burdens them with routine duties, committee demands and other requirements which the teachers construe as unnecessary “Busy work”. The teachers perceive that the principal is hindering rather than facilitating work. It is a negative behaviour.

iii) Esprit:

It refers to the morale of the teachers. 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. It is a positive behavior.

iv) Intimacy:

It refers to the teachers enjoyment of friendly social relations with each other. This dimension describe a social needs satisfaction which is not necessarily associated with task accomplishment. It is a positive behaviour.

PRINCIPAL’S BEHAVIOUR COMPONENTS

i) Aloofness:

It refers to behavior by the principal which is characterized as formal and impersonal. He “goes by the book” and prefers, to be guided by rules and policies rather than to deal with the teachers in an informal face to face situation. He keeps himself at least emotionally at a distance from staff. It is a negative behaviour.
ii) Production Emphasis:

It 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 one direction and he is not sensitive to feedback from the staff. It is a negative behaviour.

iii) Thrust:

Thrust refers to behaviour by the principal which reflects the evident effort in trying to “More the organization”. It is marked not by close supervision, but by the principals attempt to motivate the teachers through the hardworking example which personally sets. It is a positive behaviour.

iv) Consideration:

It refers to behaviour by the principal which is characterized by an inclination to treat the teachers “humanly” to try to do a little something extra for them in human terms.

1.6 TYPES OF ORGANIZATIONAL CLIMATE:

Halpin and craft administered the Organizational Climate Description Questionnaire (OCPQ) in 71 elementary schools in various parts of the country and predictably the schools varied in their climate profiles in their national wide sample of schools, they were able to identified six school profiles called six types of climate ranging from open to closed. They are
1) Open Climate:

This climate includes high trust, high morale and low disengagement. It refers to an environment in which teachers obtain social needs satisfaction as well as job satisfaction and enjoy a sense of accomplishment in job. In this environment both the principal and staff are genuine in their behavior.

2) Autonomous Climate:

It has high intimacy, high spirit and low production emphasis. It refers to an environment in which the teacher enjoy a friendly relationship and high degree morale. Teachers are free and independent enough to do what they think best.

3) Controlled Climate:

It has high hindrance, high spirit, high production emphasis; low intimacy and consideration. Teachers feel they are burdened with heavy non academic work teachers do not enjoy friendly relationship with each other, close supervision by the headmaster and no warm, relationship between the principal and the staff.
4) **Familiar Climate:**

It has high disengagement, high consideration and low production emphasis. Teachers carry on their work with no involvement. The teachers have established personal friendship among themselves and no close supervision or strict adherence to regulations.

5. **Paternal Climate:**

This climate has high engagement and production emphasis, low hindrance and aloofness. Teachers work without commitment. Close supervision and detailed guidance from the principal. The facilities have to work in the principal wants.

6. **Closed Climate:**

It has low thrust, low esprit and high disengagement. It is characterized by degree of a partly on the part of all members of the organization. The principal stress the routine trivial unnecessary non academic work. Teachers are not satisfied with the job, close supervision and direction by the leader.

**Measurement of Organizational Climate:**

Trying to measure organizational climate is an attempt to capture the essence, environment, order, and pattern of an organization, or a subunit. Survey Questionnaire is designed to measure climate. Usually the questions are
answered on some form of a scale which may from one point to six points or from one point to ten point scale. The numerical scale is normally accompanied by certain descriptive terms for each point on the scale.

**Significance of Organizational Climate:**

To create a better organizational climate, the teacher must identify with instructional goal, to interact with fellow teachers, to avoid neglecting the allotted work to avoid hostile feelings towards the principals. Similarly to create organizational climate, the principal must treat the teacher humanely, to avoid close supervision and to avoid aloofness.

1.7 Importance of Organizational Climate:

- Organizational climate is directly related to the attainment of institutional goals.
- Organizational climate is directly related to the motivation of the teacher.
- Organizational climate is directly related to job satisfaction.
- Organizational climate depends upon the “Introduction” “human relations” and “emotions” of the principal and the staff. School in confined to the social climate among the teachers and principal only. Students behavior is not included perhaps, this may be due to fact students behavior or climate completely depends on both teachers and principal.
Limitation of Organizational Climate:

Halpin and Croft believe that the idea of organizational climate in the school is confined to the social climate. Among the teachers and principal only. Students' behaviour is not included perhaps, this may be due to the fact that student behaviour or climate completely depends on both teachers and principal.

1.8 MORALE

Morale is defined as "a composite of feelings, attitudes and sentiments that contribute to general feelings of satisfaction. The term "morale" is frequently used in organizational success for it reflects the attitude and sentiments of an individual or of a group towards the organizational objectives. These feelings and sentiments largely affect the productivity satisfaction of individuals.

CHARACTERISTICS OF MORALE

- Morale is a fundamental Psychological concept.
- Morale is a Multidimensional concept.
- Morale is a group phenomenon consisting of pattern of attitudes of the members of the group.
- Morale is different from team work.
- Morale is the state of attitude of the members in a group whereas team work is a condition.
Mostly morale is regarded as a long term condition. It may be high or low.

Morale is different from motivation and it is contagious.

TEACHER MORALE

Morale has been thought of variously as a feeling, a state of mind, a mental attitude and an emotional attitude (Mendel 1987). When a healthy school environment exists and teacher morale is high "Teachers feel good about each other and at the same time, feel a sense of accomplishment from their jobs (Hog and Miskel, 1987).

FACTORS THAT AFFECT TEACHER MORALE

- Healthy school environment
- Teacher autonomy.
- Good student behaviour
- Professional satisfaction.
- Stress –

CONCEPT OF TEACHER MORALE:

Bhum (1956) Considered morale as a global concept embracing the individual work attitudes and job satisfaction, but not able to reduce either of them worm work attitudes contributes to job satisfaction and job satisfaction to morale.
Guion (1950) defined morale as the extent to which an individual needs are satisfied and the extent to which the individual perceives that satisfaction as stemming from his job satisfaction.

Mathis (1959) defined morale is a feeling of general well being and psychological comfort relative to attitude about one’s self and work environment.

According to Rao (1960), Competence of teacher depends not only on the personal factors but also on the working conditions. Teachers are handicapped by lower salary, lower status, longer hours of work load and lesser facilities. Bent lay and Rempel (1970) summed up teacher morale from the following components teacher rapport with principal satisfaction with teaching rapport among teachers, attitudes towards salary, workload, school facilities and services community support of educational curriculum issue, status and community pressures on teacher.

Teacher morale is the over all result of his job involvement and job satisfaction that contributes to the quality and quantity of educational output Bertlein and Sarma (1974).
According to S. Beach Dale, “Morale is the total satisfaction a person derives from his job, his work group, his boss, his organization and his environment”, A few studies have supported that the teacher morale has its important contribution towards healthy classroom interaction.

To develop high morale among the teaching staff there must be a strong positive feeling action, and belief of each individual that the problem at hand is the important problem to be solved. If an individual teacher is to have good morale, he must have a feeling of “belonging to of being” “a part of” the total school organization low morale usually comes from poor personnel relationship.

1.9 Basic Principles for Developing good morale :

The American Association of School Administration in its twenty second year book, morale for a free world, lists ten fundamental principles which may serve as a guide for an administrator in developing high morale among the instructional staff.

Staff must

• Have faith in the intrinsic importance of the work they are doing and its contribution to the aims of the organizations.
• Have the right and opportunity to contribute their ideas to the improvement of the system so far as they are able and willing to do it.

• Know what then responsibilities are

• Have sufficient confidence in the integrity and loyalty of co-workers and superior officers to contribute to effective team work in the prosecution of the common task.

• Feel that their best work will bring its just reward, thus challenging them to give this best efforts to their daily tasks.

• Be dealt with as human beings eager to find opportunities for self realization.

• Be given the opportunity to grow and to achieve promotion by recognition of achievement.

• Be give arraignments of work in which they have an opportunity to succeed.

Be consulted before decisions are made. Which affect the conditions under which they work.

**Factors Indicative of Morale:**

The nature of staff morale is one of the best indications and means of judging a level of achievement. Factors which are closely related to morale is a feeling on the part of each person that his contribution is accorded merit by the group feeling that the organization to which he belongs is making a worthy contribution to the welfare of society, feeling that he is becoming increasingly
competent, a feeling that all members of the group are being fairly treated, Assurance that the channels of communication are free and open a feeling on the part of each person that he is participating in all aspects of a job.

1.10 FACTORS INFLUENCING TEACHER MORALE

There are several factors which influence the morale of the teacher.

- **External Factors**:
  
  Organizational goals, nature of work, working conditions, management philosophies, compensation and groups to play an important role in determining the morale of the teacher.

- **Internal actors**
  
  Personality of the individual employee psychological makeup level of Intelligence, Physical health, Family background and relation with social groups and friends.

1.11. DIMENSIONS OF TEACHER MORALE

**Individual Characteristics**:

Morale in determined by the individual characteristic in the sense that how one’s attitude reflects in this behaviour. If a teacher in provided with a better climate he may have a positive state of mind and it will reflect in each and every situation in the organizational set up. He may approach any problem
with a calm mind, he finds joy in teaching he shows enthusiasm and always tries to develop his professional knowledge. Training and any kind of work in the institution may be a pleasant experience.

**Behavioural characteristics:**

How the teacher behaviour in the institution affects the morale prevailing in that organization. If the teacher in showing satisfaction and pleasure, enjoy freedom in carrying out his academic activities without interference always eager to watch and solve the students problems the morale will be high and vice versa.

**Group Spirit**

Morale is highly influenced by interpersonal relations and we- feeling Teachers co-operation is the group feeling of oneness among the group members, priority for institutional goals than personal goals, democratic set up in administrative matters tolerance, professional improvement facilities recognition obtained from authorities , a positive and describe relationship with principal and management , commitment to the profession etc. affect directly to the morale of teachers.
4. **Attitude towards the job :**

   Teacher morale depends on the attitude towards the job because if the teacher has a favourable attitude towards his job, that will bring better results in student achievement and the overall condition of the organization. The attitudes may be formed from the satisfaction he gains from the job, the suitability of the curriculum, his personal benefits including income, the cooperation from teachers, principals and parents, the availability of material facilities for transacting the curriculum, the number of students in the class, the freedom and opportunity to take responsibilities, satisfaction of personal and academic needs etc.

5. **Community involvement :**

   An educational institution cannot exist without the support from the community. The community may directly or indirectly influence the activities in the college. The teacher should get due respect from the community. Parents' interference must be in a desirable way. Every programme must get cooperation from the community and if the teachers are being blamed for poor performance of students, this morale will be lowered. Teachers must provide the freedom to correct the misbehavior of students through proper punishment. If the parents' involvement is unnecessary, the teacher may be influenced negatively and this will often reflect in their productivity.
Need for the Study

The role of the teacher as a dispenser of knowledge only, does not seem to be relevant. Teaching children is a challenge. The level of teaching should be brought down to the level of the younger minds. If the classroom climate is conjugal there will be effective learning. For better classroom climate the better organizational or the institutional climate is essential. If the institutional climates is conjugal there will be close raport among the members of the organization. Good support between the superordinate and subordinate, therefore between the management and head of the institution and among the staff to a large extent influence the teaching learning process. The investigator is to find out the organizational climate of the colleges of Education leads better climate among their and also among the prospective teachers.

Teacher morale is an important variable in the social context. Electronics and computer assisted instructions have made education almost a technology. It is said that teaching is an Art. “A Teacher is born, not made,” Plato, Aristotle, and Gurus of the ancient days had the attributes of born teachers. The teacher has lost the dignity and status. This can be achieved by the involvement of teachers in this teaching work.

It is found that there is degradation in the morale of the teachers at present. In those days the teachers had a high esteem and they were considered
as a person next to the parents. Even the God came next to the teacher. The teacher was considered as a person who could change the life, character, and everything of the learner. The absence of teacher’s morale in several institutions has been visualized by the investigator and hence it became a deep desire on the part of the researcher to carry out a research study on teachers morale.

Organizational climate and teacher morale play a vital role in the educational process. Organizational climate and teacher morale influence each other and help to sustain healthy climate for effective learning. With this assumption, the investigator has selected this title entitled as “Organizational climate and morale of teacher educators of colleges of education affiliated to Manonmanium Sundaranar University”.

The proceeding chapter deals with review of related literature.