Chapter - 2
CHAPTER – II

CONCEPTUAL UNDERSTANDING OF THE VARIABLES

CONTENTS:

2.1 : Concept of leadership
2.2 : Dimensions of leadership
   2.2.1 Ohio state leadership studies
   2.2.2 Survey Research Center studies
   2.2.3 Studies at the Research Center for Group Dynamics
   2.2.4 Linkert’s New pattern of management
2.3 : Morale
   2.3.1 Concept of morale
   2.3.2 Measurement of morale
2.4 : Concept of organization
   2.4.1 The Concept of Organizational Climate and Its Dimension
   2.4.2 The Rationale of Organizational Climate Measurement
   2.4.3 Types of Schools Climate
   2.4.4 Measurement of Organizational Climate—Some Approach
2.5 : The meaning of Responsibility
   2.5.1 Qualities of a Good Teacher
   2.5.2 Concept of Responsibility
   2.5.3 The Responsibility of the Teacher in Guidance
   2.5.4 The primary School Teacher as a Sole Guide
   2.5.5 The School Teacher as an Administrator

Chapter References
2.1 Concept of leadership

Leadership is so important to group accomplishment that mankind has been concerned about it since the beginning of recorded history. The quality of organization is often judged by the perceived quality of the leadership. Leader is an outstanding member of the group. He tends to have somewhat higher intelligence than the average of their followers, have broad interests and activities and strong personal motivation to keep accomplishing something.

Bass\(^1\) (1965) defines that, when the goal of one member, A is that of changing another member, B, or when B's change in behavior will reward A or reinforces A's behavior, A's effort to obtain the goal is leadership.

Good\(^2\) (1945) defines the term 'leadership' in his dictionary of Education that, the ability and readiness to inspire, guide, direct or manage others.

Barnes\(^3\) (1928) defines leadership as a process of focusing the attention and releasing the energies of people in a desired direction.

Smith\(^4\) (1935) speaks of leadership as the management of interpersonal tensions.
Gurney (1936) and la Pierre and Farnworth (1949) define 'leader' as agents of change, as persons whose acts effect other people more than other people affect them. Leadership is conceived as an interaction between leader and members rather than morally an act by leader, because whether or not leader reaches his involves activity or inactivity by members. Subordinate's activity will reinforce leader's behavior, modify leader's subsequent actions.

Mary Fillet (1941) reports that 'leader' and 'teacher' are synonymous term, and also Herald (1947) conceives teachership as leadership in which the teacher assists students to express their needs, participates as a member of the classrooms group, guides students to define and organizes course, aims, objectives and appraisals. Since teaching is leading, it is not surprising to find that leading party involves teaching.

Gibb (1950) considers leadership as an interaction between members of group.

Mackenzie and Corey (1954) say the conception of leadership can probably best understood if leadership is viewed as a natural accompaniment of the goal-seeking behavior of human beings.

For Hemphill (1954) leadership acts are limited to those concerning alternation of consistent patterns of interaction within a group. Excluded are signals, task analyses, expressions of attitudes, information giving or asking, request for suggestions, proposals to accept or reject earlier suggestions, each of these acts generally will be regarded as
leadership by their definition, although it will depend on the function of the specified acts.

From last decade the leadership has been delegated to behaviour instead of traits. The particular situation and the ways that leader solves problems have been concentrated. It will be greatly increased in our understanding of leadership phenomena, if we abandon the notion of leadership as a traits, and concentrated instead upon an analysis of the behavior of leaders (Halpin, 1966).

Leader behavior is focused on motivating other or initiating means for other to cope with their needs. The behavior of leadership is not constant, it varies widely from one leadership situation to another.

Sanford (1952) certainly summarizes 'leader' and 'situation' that, (1) there are either no general leadership traits or, if they do exist, they are not to be described in any of our familiar psychological or common sense terms, (2) in a specific situation, leaders do have traits which set them apart from followers but what traits set, what leader, apart from what followers, will vary from situation to situation.

Stogdill, Ralph (1959) mention five types of definition of leader behavior, (I) behavior involved in the execution of a given position, (ii) all the behavior of the individual selected as leader, (iii) any positive influence act, (iv) behavior of any individual that metes a difference in the behavior or characteristics of the group,

And (v) behavior of an individual when he is directing the activities of a group.
Gibe (1967) found from his 'in search of leader' that, the most effective leader is one who acts as a catalyst, a consultant and a resource to the group. His job is to help the group to grow, to emerge and to become freer.

In administration, leadership is behavior oriented to initiating new organizational structure or to changing the goals of the organization (Lipham, 1964). He argues that leadership and administration are incompatible since administration functions to maintain organizational equilibrium. Although equilibrium maintenance may require organizational change.

Leadership by definition involves a positive attitude toward innovation. Lipham (1964) has written:

'We may define leadership as the initiation of a new structure or procedure for accomplishing an organization's goals and objectives or for changing an organization's goals and objectives. Note that the emphasis here is upon initiating change.

Presumably, two routes are open to leader who would attempt to change established organizational relationships and goals. He may utilize delegated status and exert authority in terms of his role, or he may utilize achieved prestige and exert influence in terms of his individual personality. Perhaps both role and individual strength would be brought to bear. In either event, the leader is concerned with initiating changes in established structures, procedures, or goals; he is disruptive of the existing state of affairs.
The administration, on the other hand, may be identified as the individual who utilizes existing structures or procedures to achieve an organizational goal or objective. As in the case of the leader, the administrator may bring to bear the authority of his role or the influence of his personality in his relationship with other members of the organization. But the administrator is concerned primarily with maintaining rather than changing, established structures, procedures or goals. Thus, the administrator may be viewed as a stabilizing force. (Pp. 69-70)

Katz and Khan (1966) see no difference between leadership and administration. For them leadership may take place at any point in the organizational hierarchy. However leadership at different levels require different personality traits and intellectual skills and demand different behaviors by the leader. At the highest level the leadership described is identical to Lipham’s description. At lower levels of the organizational hierarchy, leadership is manifested in imaginative use of existing structure. According to Katz and Khan, leadership consists of all acts of influence which affect matters of organizational relevance with special emphasis on an increment influence which goes beyond that which formally accrues to a role incumbent. That is, a school principal who simply implemented school policy would not be considered, normally, to be performing a leadership act.

However the principal who supplemented on existing policy or who imaginatively interpreted such a policy might be thought to be exercising leadership.
For Unruh and Turner (1970) leadership may be defined as the discovering, exploring, releasing and stimulating of the talents, abilities and skills of the staff in their co-ordination and direction. Curt Campfire (1976) refers Greenburg's concept of leadership as:

"Leadership is the ability which enables an individual to get other people to do willingly what they have the ability to do but might not spontaneously do on their own. Leadership implies that an individual has a special effect on others which commands their respect, admiration or affection and causes them to follow him. In other words, leadership consists of getting a positive response to bring about a desired attitudes or course of action. This implies a certain amount of assertiveness in the sense that the leader projects some part of his personality of will on others. It does not mean aggress on or force, or coercion, whether the leader influences by personal example, persuasion or empathetic feedback, he wins others over by influencing their willingness to act rather than by forcing their compliance. He strives to become aware of the abilities of his subordinates or associates so that he can guide them only toward which realistically they are capable of attaining." (P.79)

2.2 Dimensions of Leadership

Leadership consists of behavior, it is behavior by one member of a group toward another member of the group, which advances some joint aim. Not all organizationally useful behavior in a work group is leadership; leadership behavior must be distinguished from the performance of non-interpersonal task that advance the goals of the organization. On a common sense basis then leadership is
organizationally useful behavior by one members of that same organizational family.

Defined in this manner, leadership amounts to a large aggregation of separate behaviors, which may be grouped or classified in a great variety of ways. Several classification systems from previous research have achieved considerable prominence and are described as:

2.2.1. Ohio State Leadership Studies.

In 1945, the Bureau of Business research at Ohio State University undertook the construction of an instrument for describing leadership. Form extended conversations with staff members of various disciplines, a list of nine dimensions or categories of leadership behavior were postulated. Descriptive statements were then written and assigned to one or another of the nine dimensions and were incorporated into the leadership behavior description Questionnaire.

The two factor analyses attempt to simplify its conceptual framework further. Hemphill and Coons interrelated and factor analyzed group mean scores for 11 dimensions for a sample composed largely of educational groups, and obtained three orthogonal factors.

(1) Maintenance of Membership Character

Behavior of a leader which allows him to be considered as good fellow by his subordinates; behavior which is socially agreeable to group member.
(2) **Objective Attainment Behavior**

Behavior related to the output of the group; for example, taking positive action in establishing goals or objectives, structuring group activities in a way that members may work toward activities in a way that members may work toward an objective, or serving as a representative of group accomplishment in relation to outside groups forces and so on.

(3) **Group Interaction Facilitation Behavior**

Behavior that structures communication among group members, encouraging pleasant group atmospheres and reducing conflict among members.

Halpin and Winner$^{16}$ (1957) made an analysis using data collected from air force crews, revising the original measuring instrument to adapt it to the respondent group. Only 130 items were used, with appropriate rewarding, and the number of dimensions was reduced to eight. Treatment of the data indicated that five to eight were sufficient for describing the entire roster, and the correlation of the 130 items with these five dimensions was regarded as a matrix of oblique factor loading. These items loading were then factor analyzed and the results rotated, producing four orthogonal factors.

(1) **Consideration**

Behavior indicative of friendship, mutual trust, respect and warmth.
(2) Initiating Structure

Behavior that organizes and defines relationship or roles, and establishes well-defined patterns of organization, channels of communication and ways of getting jobs done.

(3) Production Emphasis

Behavior which makes up a manner of motivating the group to the greater activity by emphasizing the mission or job to be done.

(4) Sensitivity (Social Awareness)

Sensibility of the leader to, and his awareness of social interrelationships and pressure inside or outside the group.

The Halpin and Winner analysis has been the more widely known and used. Because the investigators dropped the third and fourth factors as accounting for too little common variance. 'Consideration' and 'initiating structure' have become to some extent identified as "The Ohio State" dimensions of leadership.

2.2.2 Survey Research Center Studies.

Concurrent with the Ohio State studies was a similar programme of research in human relations at the University of Michigan Survey Research Center. Approaching the problem of leadership or supervisory style by locating clusters of characteristics which (1) correlated positively among themselves and (2) correlated with criteria of effectiveness. This programme developed two concepts called 'employee orientation' and 'production orientation' (Katz, Maccoly and Morse, 1950).
Employee orientation is described as behaviour by supervisor, which indicates that he feels that the 'human relations' aspect of the job is quite important, and that he considers the employee as human being of intrinsic importance, takes an interest in them, and accepts their individuality and personal needs. Production orientation stresses production and the technical aspects of the job, which employees as means for getting work done; it seems to combine the Ohio state dimensions of initiating structure and production emphasis.

Katz and Khan\(^{17}\) (1966), writing from a greater accumulation of findings, presented another conceptual scheme, with four dimensions of leadership.

(1) Differentiation of Supervisory Role

Behavior by a leader that reflects greater emphasis upon activities of planning and performing specialized skilled tasks, spending a greater proportion of time in actual supervision rather than performing the man's own task himself or absorption in impersonal paper work.

(2) Closeness of Supervision

Behavior that delegates authority, checks upon subordinates less frequently, provides more general, less frequently, provides more general, less frequent instruction about the work, makes greater allowance for individuals to perform in their own ways and at their own paces.
(3) Employees Orientation

Behavior that gives major emphasis to a supportive personal relationship, and that reflects a personal interest in subordinates; being more understanding, less punitive, easy to talk to, and willing to help groom employees for advancement.

(4) Group Relationship

Behavior by the leader that results in group cohesiveness, pride by subordinates in their work group, a feeling of membership in the group, and mutual help on the part of those subordinates.

Differentiation of supervisory role corresponds in part to what the Ohio State studies refer to as initiating structure or objective attainment Behavior, and clearly derives from the earlier concept of production orientation. Closeness of supervision, on the other hand, has something in common with maintenance of membership character, consideration and employee orientation, but also with objective attainment behavior, initiating structure and production orientation, employee orientation clearly corresponds to the earlier concept by the same name, while group relationship is to some extent similar to the interaction facilitation behavior and social sensitivity of the Ohio state Studies.

In still another conceptualization, combining theory with review of empirical data, Khan (1958) postulates four supervisory functions.
(1) Providing Direct Need Satisfaction

Behavior by a leader not conditional upon behavior of the employee, which provides direct satisfaction of the employee's ego and afflictive needs.

(2) Structuring the Path to Goal Attainment.

Behavior of the subordinates toward feeling personal needs through attaining organizational goals.

(3) Enabling Goal Achievement

Behavior that removes barriers to goal attainment.

(4) Modifying Employee Goals

Behavior that influences that actual personal goals of subordinates in organizationally useful directions.

Direct needs satisfaction clearly resembles consideration and employee orientation, enabling goal achievement seems similar to initiating structure the path to goal attainment and modifying employee goals are probably closer to the Ohio state production emphasis factor.

2.2.3 Studies at the Research Center for Group Dynamics

Cartwright and Zander (1960), at the Research Center, for group dynamics, on the basis of accumulated findings, described leadership in terms of two sets of group functions.
(1) **Group Maintenance Functions**

Behaviour that keeps interpersonal relations pleasant, resolves disputes, provides encouragement, gives the minority a chance to be heard, stimulate self-direction, and increases interdependence among members.

(2) **Goal Achievement Functions**

Behaviour that initiates action, keeps member's attention on the goal, develops a procedural plan, evaluates the quality of work done and make expert information available.

These descriptive terms clearly refer to broader constructs than consideration or initiating structure than consideration or initiating, for example, include what has been termed consideration, maintenance of membership, character, or employee orientation, but they also include functions concerned with relationships among group members not in formal authority positions. This concept is in some ways similar to group interaction facilitation behaviour in the Ohio State factor analysis of Hemphill and Coens. Goal achievement functions seem to encompass what the Ohio State studies referred to as initiating structure and production emphasis or objective attainment behaviour and what early Survey Research Centre studies called production orientation.

2.2.4 **Likert's New Pattern of Management**

Rensis Likert\(^{18}\) of the University of Michigan Institute for Social Research (1961), building upon many of the findings of the survey research center and the research center for group dynamics as well as upon
his own early work in the same area for the life Insurance agency Management Association, describes five conditions for effective supervisory behaviour.

(1) **Principle of Supportive Relations**

The leadership and other processes of the organization should be such as to ensure a maximum probability that in his interactions and his relationship with the organization, each member will, in the light of his background, values and expectations, view the experience as supportive, and as on that builds and maintains his sense of personal worth and importance.

(2) **Group Methods of Supervision**

Management will make full use of the potential capacities of its human resources only when each person in an organization is a member of one or more effectively functioning work groups that have a high degree of group loyalty, effective skills of interaction and high performance goals.

(3) **High Performance Goals**

If a high level of performance is to be achieved, it appears to be necessary for a supervisor to be employee-centered, and at the same time to have high performance goals and a contagious enthusiasm as to the importance of achieving these goals.
(4) Technical Knowledge

The (effective) leader has adequate competence to handle the technical problems faced by his group, or he sees that access to this technical knowledge is fully provided.

(5) Co-Ordinating scheduling Planning

The leader fully reflects and effectively represents the views, goals, values and decision of his group in those other groups where he is performing the function of linking his group to the rest of the organization. He brings to the group of which he is the leader the views, goals and decision of those other groups. In this way he provides a linkage whereby communication and the exercise of influence can be performed in both directions.

2.3 Morale

Previously, the term ‘morale’ was referred to the satisfaction in performance of any organization. The study of morale is aimed to find out the ways to earn more production in the business and industry. It is called theory of performance and satisfaction. The researchers like crockett, herzberg, Mausner, Peterson, Campwell, Vroom, Scott, Dewis etc., proposed many models of ‘satisfaction and performance’. The variables concerned with the job satisfaction like motivation, reward, punishment, salary, benefit and so on were also studied by many scholars and the domain of research in morale then spread to other field of organization.
Halpin and Croft (1963) used the word ‘esprit’ in their OCDQ instrument to determine the morale of organization as well as business and other organizations.

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

However, this section is an attempt to clarify and explain the term ‘morale’ for the present study.

### 2.3.1 Concept of Morale

Morale is a complex concept. It is related to individual as well as group. It is also a related rather than absolute concept. It connotes predisposition, attitudes, feeling of belongingness, identification or ego involvement in one's job, satisfaction and maximum adjustment.

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

For Shillard (1949), 'Morale' refers to series of attitudes that influences one towards a given situation.

Blum (1949) defines 'Morale' as a group phenomenon with four components: (1) group solidarity (2) group goal (3) observable process towards the goal and (4) individual's participation in reaching the goal.
American Association of school administrators describes 'Morale' from an administrative point of view that a disposition on the part of persons to behave in ways which contribute to the fulfilment of purpose of the enterprise. The details of description can be quoted as:

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

Getzels and Guba (1968): 'morale' means triangular approach; (1) belonging ness, (2) identification and (3) relationability for goal achievement.

Keith (1957): 'morale' is the attribute of the individuals and groups toward their work environment and toward voluntary co-operation to the fullest extent of their ability to the best interest of organization.

Guba (1958) defines the 'morale' as a predisposition to exert effort to carry out institutional tasks. In the same year vanee (1958) says that 'morale' is the prevailing mood or spirit which is conducive to willing
and dependable performance task requisite to the attainment of
organizational objectives.

Moreover, Yoder, Hencman, Turhbull\textsuperscript{24} give the concept of
'morale' that, morale is sometime used to describe the degree of
frustration felt by the group of employees. Harrell (1958) defines 'morale'
as the combination of attitude toward job, company and immediate
superior.

In the year 1959, Yoder\textsuperscript{25} defines 'morale' in his book, "Personal
Management and industrial Relation" that morale is an overall 'tone' or
'climate' vaguely sensed among the member of a group, society and
association.

Burtf\textsuperscript{26}: 'morale' is a tendency to work enthusiastically for a
common purpose.

For Guion extent to which an individual's needs are satisfied and
the extent to which the individual perceives the satisfaction stemming
from his total job situation.

Stogdill\textsuperscript{27} gives the meaning of 'morale' that, the degree of
freedom from restraint exhibited by a group in working hard towards a
goal objective.

Kay and Palmer\textsuperscript{28} (1961) give a compact word to define the term
'morale' that morale is the general enthusiasm of a group, it's esprit-de-
corps.

Monroe (1969) gives one word definition of mental hygiene as
morale where personal relationship is the pivot for mental health.
Lane and his group (1967) describe the term ‘morale’ that, morale is composed of a complex of factors, which range from satisfaction with the material and the non-material aspects of the job and with interpersonal relations, to specific work behaviors, such as efficiency, productivity and dependability of workers. However, underlying all of these are vitality and enthusiasm for the task, which are fundamental of morale. The level of this vitality and enthusiasm is strongly dependent upon the degree of meaning that a man finds in his work, the extent to which he contributes to, and identifies with, a goal of his job.

For Cleugh (1970), morale can be described in terms of the congruence between individual’s perception of him and what he would wish himself to be. It can be high in certain fields and low in others. He says that good morale is important not only because it is pleasanter but also because it is conducive to more and better work and learning.

For Callow (1976), morale is satisfaction with an organization, not with life in general. An organization has high morale when most of its members (1) accept its goal, (2) obey its important rules and (3) continue to participate in its programme. These conditions are favourable to the happiness of the participating individuals.

However, a persisting belief is that if an individual is satisfied or his morale is high, then his performance will be higher than that of an individual who is unsatisfied or whose morale is identification of the personnel of an organization with its goal or goals. Such identification generates in individuals with remarkable energy to move whole – heatedly towards the targets on goals set to the group for achievement.
Again for the meaning of 'morale', psychologists and social scientists have been interested for long in the study of the worker's effectiveness and its improvement. They have come to the conclusion that the worker's disposition or attitude towards his job determines his productivity as well as production. They have called it 'morale' or the indicator of the 'level of aspiration' of the individual. Morale is considered an important dimension in the description of groups. "Morale has come to be regarded as the prime requisite for an efficient and effective organization in education as well as in business". Many definitions of morale, a few of which are the following:

According to Tead, morale is the group's awareness or of itself as a working "entity", and imposition "by itself on itself those standards of individual and group behaviour which it finds necessary to improve in the interests of group behaviour which it finds necessary to improve in the interests of group effectiveness in carrying on its work".

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

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

Accordingly to Krech and Crutchfield, "Morale refers to the level of group functioning, the unity and solidarity of the group, its esprits decorps".
Staff Relations is school Administration, "from the view point of administration, morale is a disposition on the part of persons engaged in an enterprise to behave in ways which contribute to the purposes for which the enterprise exists".

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

"Morale is, says Schneiders, the general attitude or outlook of an individual or a group toward a specific situation...Morale may very seriously affect both will-being and performance, and is closely related to What is called "espirit de corps".

From these and other similar definitions we conclude that:

**Morale is –**

1. an individual’s general emotional and mental disposition, or attitude and feeling, towards his job or any other specific situation,
2. the mainspring of an individual’s behavior towards his fellow-workers and the organization or institution of which he is a part,
3. the prompter of efforts and pursuits for the realization of group goals,
4. the determinant of the individual’s productivity and production,
(a) Characteristics of Teacher with High Morale

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

In schools in which faculty morale is high teachers make excellent use of all the auxiliary service because they know the process of instruction is there by enriched? They all encounter with principals and supervisors and constantly approach them for ideas on improvement.

(b) Characteristics of Teachers with Low Morale

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

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

(c) Factors Affecting the Teacher's Morale

Cleugh (1970) describes about factors affecting the teacher's morale that, there are some of the factors that appear to be relevant in considering the state of teacher morale at any one time, they are:

1. Public Esteem: How far the general public respects teachers, as teachers, are respected by the general public.

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

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

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

5. Staff Turnover: Schools in some districts are notoriously more difficult to staff than others, but in ‘good’ districts some schools have constantly changing staffs.

6. Staff Absence: Happy people tend to be less ill than unhappy one and when they are ill, are more likely to make the effort to turn up at work. If very large schools, for example, were found to have higher absence rates than smaller ones, it could be an important index of teacher morale there.

7. Early Retirement: The number of those who retire as early as they can and sooner than must in sign of weak morale.

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

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

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

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

Wick and Beggs33 (1971) in “Evaluation for Decision Making in Schools” point out, while discussing the importance of decision making, the factors, such as given below, affecting staff morale, staff attitude and staff relationship.
(3) Intellectual Factor: For teachers the intellectual basis for morale is highly important. Most teachers value a satisfying intellectual climate.

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

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

Bentley and Rampel (1970) concluded 10 factors that may affect the teacher morale. They are:

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

These ten factors are undertaken in present study. The details of each factor will be described in Chapter IV.
2.3.2. Measurement of Morale

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

Bentley and Rampel\(^{36}\) (1970) define the term ‘morale’ that, morale refers to the professional interest and enthusiasm that a person display toward the achievement of individual and group goals in a given job situation.

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

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

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

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

2.4 Concept of Organization

The total atmosphere of any organization gives colour to all happenings in it. All organizations have a pervasive unbolt quality in it, which is known as a climate of the organization. Schools feel different. As one moves from school to school, each has a personality of its own. It is this feel or personality that Halpin and Craft use to explain analogously the idea of organizational climate: that is, “personality is to the individual what organizational climate is to the organization”.

2.4.1 The Concept of Organizational Climate and Its Dimensions

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

Here, the term climate refers to the "organizational climate" prevailing in a particular school during a particular period or conditions. It refers to a general flow of behavior and feeling within a group of teachers in a school. Climate has a major impact on organizational performance because it affects the motivations of individuals. Interpersonal relationships among teachers and between principals and teachers directly shape motivation and behavior. The task of conceptualizing and classifying different climates is not an easy one; in fact, because of their perceptual nature, these may be an infinite variety of organizational climates. What are the important dimensions of school climate that motivate behavior? Again, there are no simple answers, but Halpin and Craft provide one answer; they define eight dimensions of teacher-teacher and principal teacher interactions. All eight dimensions are measurable and describe the school situation and differentiate among schools.
In brief, the concept of organizational climate can be summarized as a relatively enduring quality of the school environment that:

(a) is affected by the principal’s leadership,

(b) is experienced by teacher,

(c) influences member’s behaviors and

(d) is based on collective perceptions.

Halpin (1966) in collaboration with Don Craft collected evidences, which showed that “four behaviors of teachers and four behaviors of principals were specially responsible for creating school climate. For teachers these behaviours were disengagement, ‘hindrance’, ‘esprit’ and ‘intimacy’ and the four behaviours of principals were: ‘aloofness’, ‘production emphasis’, ‘thrust’ and ‘consideration’.”

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

The behaviour described by each characteristic is briefly mentioned below:

(i) **Disengagement** indicates that teachers do not work well together. They pull in different directions with respect to the task; they gripe and bicker among themselves.

(ii) **Hindrance** refers to the teacher’s feeling that the principal burdens them with routine duties and other requirements, which they construe as necessary work.
(iii) **Esprit** refers to "morale". The teachers feel that their social needs are being satisfied, and that they are, at the same time, enjoying a sense of accomplishment in their job.

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

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

(vi) **Production Emphasis** refers to behavior by the principal, which is characterized by closed supervision of the staff. He is highly directive and task-oriented.

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

(viii) **Consideration** refers to behavior by the principal which is characterized by an inclination to treat the teachers "humility" to try to do a little something extra for them in human terms.
The first four dimensions measure teacher characteristics while the remaining four represent principal characteristics. In addition, Halpin and Croft conceptualized social interactions of professional of schools in terms of a more general factor, "Openness". The openness of the school refers to actions, which emerge freely and without constraint; that is, the behavior of the group members is genuine or authentic. Leadership acts are readily initiated from both the principal teachers, and the initiated from both the principal and teachers, and the group is not inordinately concerned with either task achievement or social needs satisfaction. Satisfaction on both counts emerges easily and almost effortlessly.

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

2.4.2 The Rationale of Organizational Climate Measurement

The concept of organizational climate has now gone beyond the "feel" and attempt to give a normative base which would enable comparison of one school with another have been made. Research on organizational climate has provided 'dimensions' along which measurement of certain factors which make up the climate of an organizational environment can be taken and normative data which could enable one to determine more accurately where a given school stands in comparison with others.
By late 1960 two general techniques for assessing and describing the organizational climate of schools have been developed. One is largely credited to Andrew Halpin and the other to George Stern.

Halpin and Craft (1963) in their research in "Organizational climate, deal with both dimensions of the Getzel theory. In fact, an open climate is defined as "one in which there is attention to both task achievement and social needs". The 'closed' climate is defined as "one, which makes a situation in respect to either task achievement or social needs". In short, it is a situation where the leader is ineffective in directing the activities of the staff and at the same time, he is not inclined to look after their welfare'.

The idea of "Openness" and "closeness" had been discussed and explained by Kurt Leirin (1955) and Tokeach (1960).

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

Halpin and Craft (1965) have identified six climates form 'open' at one end of a continuum to 'closed' at the other. They found that a
school processing an open climate, which they deemed as the most effective was lively organization moving towards its goal, while at the same time, providing satisfaction to the members of the organization. By far the most popular and widely used technique for assessing the organizational climate has been the organizational climate description questionnaire (OCDQ) partly because the concept of organizational climate and the OCDQ assessment technique has been employed repeatedly by researchers, many of whom wished to determine whether certain types of climates were found in schools with principals having certain characteristics.

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

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

Halpin and Craft carried out exploratory inquiry on the impact of behavior of teachers and the principal on the organizational climate of the school. The main aim of their investigation was to develop a tool to help in determining the organizational climate of schools as well as of other similar establishments or organizational.
They constructed a Likert type questionnaire of 64 items which teachers and principals could use to describe the climate of their school. The questionnaire was constructed on a four point scale—rarely occurs, sometimes occurs, often occurs and very frequently occurs.

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

The eight sub-tests were called:

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

The above dimensions have been described in details in para 2.10 above.

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

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

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

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

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

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

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

He displays personal flexibility. He can either control or direct or give freedom necessary for job satisfaction. He does not have to emphasize output.

It is an accepted fact that each organization has a distinctive personality, which wireless all the individual actions in the organization.

It occurs automatically and teachers do produce easily and freely. He knows how to get work done for teachers. H genuinely provides leadership for his staff.

As against the behavior of teachers and principals in an open-climate—school described above, it presents altogether a diverse and converse picture in a school belonging to the closed climate category. Here, the teacher obtains little satisfaction in respect to either task achievement or social need. The principal is not caring for their personal welfare. The teachers are altogether disengaged and there is ‘not working together attitude among them. There is no group feeling. Group achievement is the lowest. There is considerable amount of routine type of work forced on teachers; they perform mostly ‘house keeping’ duties. The principal not at all facilitates their task accomplishment. The teacher morale is very low. There is very little job satisfaction and fulfillment of social need. How ever, they derive some satisfaction from friendly relation with their colleagues. Quite an appreciate number of teacher leave the school and go to other schools. The principal’s behavior in this type of climate, school is characterized, by high emphasizes work and production.
The school functions under the dead weight of set rules and regulations. The principal’s work is hollow. He says one thing and does another. He is incapable of motivating other teachers by setting an admirable example of hard and sincere work himself. He cares little for the needs of his teachers. He expects every one else to take the initiative. He gives no freedom to the teachers. He provides practically no leadership. Teachers view him as ‘phony’.

2.4.3 Types of Schools Climate

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

Eight sub-tests, which constitute the six prototype profiles, are described.

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

(1) The Open Climate

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

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

In a nutshell, the teacher's and principal's behavior in Open Climate:
### Teacher’s Behavior
1. High Esprit
2. Low Disengagement
3. Low Hindrance
4. Average Intimacy

### Principal’s Behavior
5. Average Aloofness
6. High Consideration
7. Low Production Emphasis
8. High Thrust

(3) **The Controlled Climate**

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

In a nutshell, the teacher’s and principal’s behavior in the controlled climate
Teacher’s behavior
1. Low disengagement
2. High Hindrance
3. Low Intimacy
4. Esprit Slightly above average

Principal’s Behavior
5. High Production Emphasis
6. Average Aloofness
7. Low consideration
8. Average Thrust

(4) The Familiar Climate

The familiar climate is highly personal but under controlled. The member of the organization satisfy their social needs but pay relatively little attention to social control in respect to task accomplishment. There is high disengagement in a task-oriented situation and the principal expects little control in directing the activities. Esprit is average and this means more social need satisfaction. The attitude of the principal seems to be 'let’s all be a happy family’, and is reluctant to emphasize production or guide the teachers as to how things should be done. The principal is neither aloof nor impersonal but official in his manner. He is very considerable and so the teacher attribute arrange thrust to

(6) The closed Climate

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

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

**Teacher’s Behavior**
1. High Disengagement
2. High Hindrance
3. Low Esprit
4. Average Intimacy

**Principal’s Behavior**
5. High Aloofness
6. High Production Emphasis
7. Low Thrust
8. Low Consideration

### 2.4.3 Measurement of Organizational Climate - Some Approaches

This section is discussed on the basis of Sharma Buch and Rai in their monograph
The problem of measurement of organizational climate is similar to some respects to that of studying individual behaviour. The problem may involve construction of tests for organizations and hence systematic observation of organizations becomes possible. The approaches which have been used to study organizational climate include (I) field approach, (ii) observational approach, (iii) experimental approach and (iv) perceptual approach.

I Field Approach

Intensive observation of the practical expenditure involved is the other disadvantages of this approach.

II Observational Approach

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

(III) Experimental Approach

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

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

(IV) Perceptual Approach

The rationale behind this approach which is to assess the organizational climate by means of participant's perception is that such perception are based upon experiences that are more dependable and valid. Greater emphasis is given on the role of perception of organizational properties in relation to individual behavior as interactive variables.
"As an illustration, Likert's (1961) model of interaction influence assigns central importance to organizational characteristics as they interact between casual variables such as structure. Objectives, supervisory practices etc., and individual personality. Therefore, it is only through perceptions that the relationship between casual and end result variables may be understood. Hence, this point again strengthens the approach of measurement of organizational climate through the perceptions of the individuals whose behaviors are being studied.

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

2.5 The Meaning of Responsibility

Every teacher should know the peculiarities of his profession and the responsibility assigned to him in the educational system. This is essential because, he has to meet the new challenges of his profession. The present day educational system is quite different from the ancient educational system. The present day teacher is made to live in an atmosphere, which is creating some grave problems for him such as overcrowded classes, the militant students in the examination hall etc. Unless the teacher understands the nature and dimensions of these problems, his
profession would be hardly pleasant. Therefore, all the teachers should know the responsibility or role assigned to them. As rightly observed by P.D. Sukla "His role today, under the stress of change and in the context of knowledge becoming absolute in a very short time, is not what it was in an earlier and a more placid era. In the modern world, the teacher is a senior partner with the student partaking of the joy of the pursuit of learning and of the adventure of seeking ever new and newer knowledge. Therefore, it is now impossible for the teacher to function successfully unless he keeps himself abreast of the latest advances in his field of speciality, the aspirations, attitudes and requirements of teaching, and attitudes in the methodology of teaching, and the aspirations, attitudes and requirements of his pupils. He has also to make contributions in the educational reconstruction of the country so as to bring it in greater harmony with the needs of self-study as a continuing life-long process.

About the function of a good teacher who is aware of his job Gandhiji wrote: "A good textbook at its best, can be linked to a good photograph but just as a painting – even the best photograph so would a good teacher excel the best textbooks. He leads a student into the heart of the subject, is able to create in him love for it, and enables him to understand it intelligently himself.""44

Before specifying the meaning of the responsibility of a teacher, it is essential to discuss qualities of a good teacher. The teacher should master his subject thoroughly. A teacher who fails to develop command over his subject hardly inspires his students and hardly earns respect from them. He should also be a strict disciplinarian and respect academic disciple. At the same time, he should possess the power to understand and
identify the specific problems of such a student. He should try to acquire real scholarship, not merely mastery over the subject matter he teaches. A teacher ought to be a psychologist because he comes across the daily problems of pupils of different physical strength, aptitudes and attitudes. He should know something about the children and the way they develop. He should also possess professional efficiency, knowledge of the methods used in teaching, and skill in applying them. He should also thoroughly penetrate the educational system and also be aware of the desired directions in which it should change. Above all, he should possess a very good personality, faith, enthusiasm, and the power to encourage and stimulate. He should consider his work a profession, a vocation and priest-hood. An ideal teacher is one who dedicates himself of his profession. As a psychologist, the teacher has to maintain a reasonable distance from the pupils to ensure necessary respect from them. The teacher has to advise and guide the pupils in their general behavior. Teachers must be much careful in their behavior because children have a tendency to imitate the elders. As is rightly observed by B.U.Shah, "he is expected to practise virtues like correct dress, correct speech, regularity in class and impartiality in treatment to pupils and avoid vices of any type. This may be due to the fact that the teacher is dealing with the children who are going to be the future members of the community and therefore the most precious possession of the community." 4

2.5.1. Qualities of a Good Teacher

The following qualities in teachers are considered to be desirable:
(a) **Mastery over the subject matter**

Since the teacher has to take care of a certain subject or a segment of knowledge, he must possess sufficient mastery over the same. For, unless a teacher himself has drunk deep at the fount of knowledge, he is not in a position to inspire others in the love of learning. Nor can he kindle the minds of others with the flame of knowledge unless the same flame burns within himself.

(b) **Abundance in General Knowledge**

In modern education, when emphasis on the subject matter has given place to core studies or areas of learning it is desirable that the scholarship of the teacher would not be limited to his narrow field of specialization. When the knowledge has to be integrated with living experience, it is necessary that the teacher should be able to integrate the study of the subject with allied studies. This he cannot do unless he has a fund of general knowledge.

(c) **Effective Speech and Superb Teaching Skill**

Since most of the work of a teacher is based on communication of ideas, it is imperative that he should possess power to speak effectively. It is not a natural gift as is generally supposed. Through proper education and training, it is possible to develop this skill to a high degree. But excellent power of speech alone does not make a good teacher. He should also possess teaching skills. This depends upon the ability of sense, the needs and requirements of the pupils. Knowledge of psychology of
growth, proper understanding of their social and cultural background, ability to win confidence as well as co-operation, and the ability to plan and organize the lessons of the subjects in such a way as assures effective and necessary learning experience. In a sense, what is expected of a teacher has undergone some changes as a result of the new philosophy of education. The real function of the teacher is not to teach but prepare situation where pupils will learn effectively.

**(d) Adequate Professional Training**

Professional training would provide teacher with necessary techniques and practices needed to become a good teacher. It will provide him with the required philosophy of education, the philosophy of childhood and learning, various teaching methods and aids used in schools, the means of discipline and control techniques and techniques of evaluation. All these are available to a teacher who has taken the course of studies at a teacher’s training college.

**(e) Keen Sense of Justice and Integrity**

Nothing estranges young pupils more than partial or discriminatory treatment. The pupils are willing to bear strictness on the part of the teacher if it is accompanied by impartiality. So he needs to develop a sense of fairness for all those who come into contact with him. He should have the reputation of being fair and just or there would be many disciplinary problems, and the pupils would lose faith in him and would have no respect for him.
(f) **Devotion to Truth**

A good teacher must be so devoted to truth that what he says and what he does bear the imprint of his attitude. Unless he is a seeker of truth, he cannot develop respect for truth among the students. The best way to instill into the students the zest for intellectual integrity is to put him near a teacher who is himself selflessly devoted to truth, so that a spark from the teacher will, leap across the desk into the classroom, kindle within the students the flame of intellectual integrity.

(g) **Faith in Children and Sense of Humor**

A teacher needs to have unlimited and abiding faith in the powers and abilities of the pupils. They need to be made to feel important and wanted. They must be made to feel that they have a vital role to play in the school programme. He should know how to laugh away any conflict on tension which their conduct, precipitates. He should know how to laugh with the pupils and how to let them laugh with him. He should know how to deal with unpleasant situations so that instead of causing tension, he would do well to hold a perpetual smile on his face.

(h) **Good Example**

He should exhibit all those attitudes and habits which he expects the pupils to develop. Young people unconsciously imitate their elders or supervisors and without the teacher knowing it, they may be influenced by his mannerisms, habits and attitudes. They
will not learn to be upright, honest, frank, punctual, hard working or kind, if they do not see these qualities in their teachers.

(i) **Satisfactory Emotional Life**

The emotional life of a person forms the background of one’s behavior. If the emotional life is not satisfactory, there is tension, there is tension, there is conflict, and there is strain and stress. This results into maladjustment. Maladjustment leads to inefficiency and inefficiency leads to discontent and frustration and in this way the vicious circle goes on. A man who is easily upset, irritated, enraged or depressed will breed similar attitudes in others. A teacher should maintain a satisfactory emotional life.

(ii) **Good Leader and a Good Follower**

A teacher should not be an autocrat or a despot whose duty is to issue orders and exact implicit obedience, whose duty is to tell the pupils what to learn and how to learn, whose duty is to tell what to do and what not to do. On the contrary he must lead the pupils with their willing co-operation into the adventures of learning. And this he cannot do unless he is able to win the trust and respect of the pupils. He should have inexhaustible fund of love and affection for the young people and unending concern about their welfare.

He has to play another role as well; the role of the follower. He knows when to curb his personal needs and desires in the wider interest of the institution. He knows when to differ and when to drawn the differences so that concerted action may follow. He
knows how to rub out the angularities of his personality to be able
to live harmoniously with his colleagues, who are engaged in the
common objective of education for the youth.

(k) **Sense of Vocation**

A good teacher must be in love with his job. He should not
be in the school because he has not been able to find a better job,
or because it is a good stop gap arrangement until something
better may turn up. He should be there because his whole being
wants to be there. He is more at home in the classroom than
anywhere else. He is fully conscious of his noble role as the
creator or the artist who is to mould and shape the lives and careers
of the young people.

2.5.2 **Concept of Responsibility**

No one has yet set clear limits or boundaries to responsibilities for
the public school teacher. As a consequence, the responsibility of the
teacher has expanded far beyond the areas of professional competence.
The teacher is caught not only in the dilemma of role conflicts but is
continually frustrated in attempting to reach goals that are both impossible
and professionally illegitimate.

The community naturally wants the teacher to prepare all pupils to
be worthy citizens who vote intelligently and participate in the democratic
process at the local, state and the national levels. In addition, the concepts
of inter-cultural education and world citizenship are now widely accepted
and impose on the teacher the responsibility of conducting a sort of UNESCO program in social studies.

In our society, so well described by Karen Horned and David Risen, the teacher is expected to fortify his pupil’s ego with a positive mental health program so that he can accept himself and others. He is to be educated to avoid the psychological tragedy of our time, emotional immaturity and social maladjustment.

Two prominent authors who have analyzed the teacher’s responsibility with respect to mental hygiene have discovered that the teacher has the following 14 responsibilities:

1. Representative of society (inculcator of moral precepts).
2. Judge (gives marks and ratings).
3. Resource person (for knowledge and skills).
4. Helper (provides guidance for pupils).
5. Referee (settles disputes for pupils).
6. Detective (finds rule-breakers).
7. Object of identification (serves as a model for traits).
8. Limiter of anxiety (helps pupil’s control over anxiety).
10. Group leader (sets climate, aids in setting goals and reaching them).
11. Parent surrogate (for young pupils).
12. Target for hostilities (object of hostility towards authority).
14. Object of affection (emotional needs of some pupils are met).

The teacher's functions are enormous. Teacher's profession differs basically from other professions. Other professions have to deal with non-living things, while the teaching profession has solely to deal with the living beings. The teacher deals with individual pupils and his class, he has also to deal with the administration and the society. Hence thinking of responsibility of teachers in various areas of his functions has to be well understood.

The concept of responsibility however is very complex and highly important for the behavioral science. The term responsibility has been defined differently by different writers - in social science and literature. Some define it as, "What the society expects of an individuals occupying a particular social position. The former refers to the standard of behavior expected of the individual by the society and the latter 'to actual behavior' of the individual.

Havinghurst and Magnetron (1962) define the concept of role as follows:

"A social role is defined as a coherent pattern of behavior common to all persons who fulfil the same position or place in society and a pattern of behavior 'expected' by other members of society".

Every person occupies a whole set of social roles: A teacher has the roles of a worker, husband or wife, parent, church, member and citizen. In describing the social responsibilities of teachers, however, we shall deal not with the various responsibilities shouldered by teachers as
persons, but instead, with the various responsibilities borne by persons when they are teachers.

The responsibility of a teacher is made up of a cluster of sub-responsibilities some that refer primarily to the teacher's behavior in relation to the wide community and others that refer primarily to the teacher's behavior in relation to pupils.

The concept of responsibility, as has been indicated, involves both behavior and expectations regarding behavior. To ask, therefore, what is the teacher's responsibility in the community is at least in part to ask, what are the social expectations that the community has of the teacher?

Keith Davis (1967) writes:

"Role is the pattern of actions expected of a person in his activities involving others. It arises as a result of the position he occupies in the social structure as he interacts with other people." In order to be able to co-ordinate his work with others in an organization, he needs some way to anticipate their behavior as he interacts with them.

One person performs the occupational responsibility of worker, the family responsibility of father or mother, the social responsibility of club-president and many others. In his various responsibilities he is buyer and seller, boss and subordinate, a father and a son, and an advisor and a seeker of advice. Each responsibility calls for different types of behavior. Within the work environment alone, a worker has more than one responsibility.
Undoubtedly responsibility is the most complexly organized response pattern of which a human-being is capable. Activities of manager and workers alike are guided by their responsibility perceptions, that is, how they think and are supposed to act in a given situation.

A responsibility is determined by the role norms or prescriptions of appropriate behavior, and the role expectations or conceptions of how people behave in such positions determine a responsibility. The person filling a responsibility is termed as the role incumbent and these other form his responsibility set, defined as incumbents of all those responsibilities which are interdependent on that of the focal person. A responsibility does not usually involve precisely specified behaviors, which are acceptable in any particular context. Furthermore, the range of behaviors acceptable to different members of the responsibility set may be different, and norms may differ considerably from expectations. There is a general, though not universal, tendency for the responsibility behavior of incumbents to conform the norms. Among the basic concerns of responsibility theory are the explanations of the means whereby the discovery of which factors determine who exerts such and who does not.

A responsibility is not dependent upon the personality of its incumbent. Just as the personality of an individual is conceived as being constant over the various responsibilities, which he feels, so the responsibility associated with a position is conceived as being the same for the various individuals who may feel it.

Responsibility behavior is thus a product of the responsibility and the personality of its incumbent. Personality and responsibility are not
always, however, entirely unrelated. On the one hand, individuals may be attracted towards a particular responsibility because they perceive it to be one which will satisfy their responsibility over a period of time may be that the individual's personality is influenced by his behavior in that responsibility.

The teacher has an important vital responsibility to play in effort to relate education to national development and social change. It is the responsibility of the teacher to guide and inspire his students, to enrich his discipline, to inculcate values, which are in consonance with our cultural heritage and our social objectives. This involves the transmission of knowledge through research, investigation and inquiry. In order to do justice to this very challenging task, the teacher has to be actively involved in programs of community development, extension education, curricular and extra-curricular activities, natural and emotional integration and social service, various educational innovations like the restructuring of courses, introduction of examination reforms, making programs relevant to social environment and community needs, developing new and emerging areas of studies can be brought about successfully only if the teacher accepts a progressive outlook on education.  

Thus responsibility is a two-way concept. Any responsibility covers the set of values and expectations of a particular in a social system from the point of view of both the occupants of the position and those with whom he interacts.

The responsibility of the teacher in the infant school will not be the same as that of the secondary school teacher.
The society or the community in which he works shapes many aspects of a teacher's responsibility. Those relationships with other members of the community which are particularly significantly for him vary according to cultural, geographical significant for him vary according to cultural, geographical and administrative features of the context in which he is teaching. For example, a private tutor, a teacher who is the only teacher in a small rural community, and a teacher in a large city school have different responsibility sets from one teacher, and their relationships with members of their responsibility sets are likely to be very different.

2.5.3 The Responsibility of the Teacher in Guidance

The modern school is a complex organization and the activities of the teacher in such a school are many and varied. As he faces such diverse responsibilities as planning for group activity in the classroom, writing anecdotal records, studying test scores, to plan work appropriate to pupils of different levels of ability, acting as a sponsor of club, leading Red Cross drive, discussing with parents his children's growth, working with other teachers on a committee, to improve "citizenship education", he may envy the school master and maintaining "discipline" by methods appropriate to a rugged pioneer community.

Guidance is an important and inevitable part of the teacher's responsibility, directly related to the provision of conditions necessary for effective learning. The relationships of the teacher with other school personnel are important. Every teacher is a guidance worker.
The teacher can give better guidance by establishing a good rapport with the pupils and their parents. Teacher should not label the child as dull or useless. By providing proper motivation and encouragement the dull student also can come up to his expectations. Below average and above average students are not properly taken care of by the teacher, as it properly taken care of by the teacher, as it should be done. Each group should be studied closely and appropriate methods should be developed to minimize the differences in their existing behavior. The teacher has to follow informal small group approach to develop the talents of the students. Teacher has to think in terms of what one can do for the backward pupil.  

2.5.4 The Primary School Teacher as a Sole Guide

The children going to primary schools are very receptive. Their teacher is the sole guide who is his only torchbearer and whom he tries to follow. He follows the example set by the teacher and not the precept. It means that what the teacher does go home to the child, more easily and more deeply than what he says. It is, therefore, the genuine love for the children entrusted to the care of the teacher and genuine faith in the importance of the contribution of the teacher that would bear fruitful results.

The deep impact of the teacher on the parents as well as the child can act as a useful responsibility in bringing about social change. He is, no doubt, the key person in the whole process of education. The responsibility of the primary teacher in shaping the life of the child is greater than that of the supervisors, secondary school, college and
university teachers. In fact, he alone has to play basically the Key role in bringing up the right kind of citizens. Thus, if one really wants him to serve effectively as an instrument of social change, it is necessary for the society not only to concentrate on improving his economic status but also on providing him with opportunities to keep himself abreast of the recent developments in education. He should get orientation in the contents as well as in methods of teaching and other related aspects. In the classroom the teacher should closely observe his pupils, their inclinations and their capabilities. He has to pay individual attention to his pupils in order to guide them in the right direction. His inspiration to, and understanding of, the child's mind will work more than his instruction. His main work, therefore, is to evolve a program for each pupil, in accordance with individual needs of the students, with sympathy, understanding and patience. The teacher has to set an example of social equality, treating all the children equally, irrespective of their economic status, social background and religious faith.

As primary education lays the real foundation for the development of the complete personality of a child, the responsibility of the primary school teacher becomes all the more important. Therefore, it becomes absolutely necessary to select and appoint very competent teachers, who have real love for children and who feel proud of their profession. Rabindranath Tagore noted in his Jivan Smriti, "I have found that the children learn more quickly the attitude of the teacher than the knowledge imparted by him. I learn about all the justice, impatience, anger and partiality underlying the process of instruction, more easily than my lesson."
2.5.5 The School Teacher as an Administrator

The primary school teacher is a multipurpose teacher. He has to perform his responsibility in many ways. He is a subject teacher. He has to teach all the subjects. Not only that but he has to manage his class also. He has to act as a class room administrator. He has to help his head in administration of the whole school. So he should know the techniques of administration also. He is directly responsible to the education department. Hence he has direct concern with the administrative staff also. He has to run and share all the school activities. In the administration of all these activities and festivals he has to work as an active agent of the class.

2.5.6 Teacher's Responsibility in Modern Society

In modern societies as against the traditional ones, the responsibility of the teacher and the characteristics of his responsibility have changed. In modern complex societies, the number of those seeking education has increased; simultaneously knowledge has grown and has become highly diversified as a consequence of explosion of knowledge and industrialization has increased the needs of a person.

The teacher is the most vital single factor in the system of education. It is the teacher who matters as far as the quality of education is concerned. A significant change in the educational process is governed by the extent of his receptivity and initiative. The teacher plays an important role not only in education but also in shaping and moulding the habits, tastes, manners, attitudes, beliefs and above all the character of the students. He is the backbone of the society, particularly in remote villages. He stands as an outstanding personality among the illiterate and
semiliterate families. He is friend, philosopher and guide. He actively
shares the responsibility of restructuring the social order, values and
traditional beliefs of which are being ordered by the surge of new ideals
and practices. He has to be an agent of social change. In most of the
Indian school systems, imperceptibly teachers are even assuming the
responsibility of counsellors to the community, mediating not merely
between pupil and pupil but also between teacher and teacher, between
pupils and parents and even in the domestic affairs of the families, because
parents give life but as parents they give no more, while a teacher affects
eternity, he can never feel when his influence stops. This indicates that
the teacher is fast becoming a social change agent.

Thus the teacher has number of responsibilities to undertake. These
responsibilities may be of primary, secondary or higher education, if undertaken
effectively will help to achieve the aims and objectives of education.
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