Chapter-1

Introduction
CHAPTER-1
INTRODUCTION

1.1. ROLE OF EDUCATION

Education is an instrument for the all round development, especially economic, social and political development of nation has been acknowledged by all the national leaders and educationists since independence. In the words of Adiseshiah (1963), as quoted by Rana (1992), “Education is a powerful instrument for change in society. The progress of the country can be measured with quality and quantity of the school. In India attention has been directed towards quantitative aspects of educational planning only and the expansion of the educational facilities at all stages”. This indicates that the qualitative, aspects of planning seems to be neglected or given less importance. Unless and until qualitative improvement is made successfully, education cannot be used as a potent force of change.

Qualitative education, the cry of the modern age, is determined by the quality of schools and in turn school teachers. In a way it is the institutional environment which reflects in a big way the quality education imparted in a particular school, besides their willingness to innovate the attitude and behaviour of the faculty among themselves. Individual personalities interact to produce a climate that can be significant both to the students and organization. Institutional climate varies from institution to institution depending upon the attitude of the staff and the relation
between the institutional faculty and the administration.

1.2. SCHOOL AND ITS ROLE

The school may be viewed as an organization that receives the types of inputs from its environment: (i) students and (ii) teachers, materials and buildings to transform uneducated children into socialized, self actualizing, skilled young adults which it then returns to the environment to enter economic, occupational organizations. As an organization, the school is characterized by a role structure and certain norms and values. Perhaps the most challenging objectives of educational organizations is the development of their personal resources and to the experiencing of joy and fulfillment in their lives.

School being a social organization can be said to have its own culture emanating from its role expectations and functions. Society sends its children to school so that they learn, accumulate knowledge and develop skills. School are also expected to develop the interests, attitudes, intellectual ability, creativity level, personality make up, value system, habits and character of their students. These objectives cannot be achieved if the school system pursues a laissez faire policy.

School through recreational and other group activities provides an opportunity for socialization. Co-curricular activities such as dramatic, cultural programmes, social services, NCC and NSS programmes lead to the satisfaction of social needs of belongingness, acceptance, recognition, participation and affiliation.
Schools are social units specially vested with a service function, the socialization of the young. The objectives of the school as a social institution are restricted to cognitive behaviour i.e., learning but include a wide range of social, emotional, physical and in some cases moral behaviour. Schools are people-developing or people-changing institutions.

"Learning is dependent on experience... the nature and quality of educational experience are largely determined by the characteristics of the learner’s environment. By viewing the school atmosphere in terms of the aspects that are significant of the growth and development of the learner, we can extract and classify important portions of the environment in which the student lives" (Dewey, 1938).

The school is an active and specialized agency of education which has become quite important in the growing complexity of culture and civilization. It is special environment where certain types of activities are provided for child’s development of potentialities in desirable Channels.

It is true that schools differ from one another in terms of their environment. Every school has its own ‘personality’ in a sense that various aspects of the school life give rise to a unique organization which is more than a mere totality of different aspects.

In one school the teachers and the Principal are zestful and find pleasure in working with one another and this pleasure is transmitted to the students.
In other schools, the brooding discontent of the teachers is palpable. The principal tries to hide his incompetence behind a cloak of authority and the teachers also try to hide their inefficiency. Hence the psychological sickness of such a faculty spills over on the students who, in their own frustration, feed back to the teachers and the principal a mood of despair but the hollow ritual. Here one gets the feeling of watching an elaborate charade in which teachers, principal, and students alike are acting but parts. The action is smooth, even glib, but it appears to have a little meaning for the participants. In this way, when one moves to other school, one finds that each of the school appears to have a ‘personality’ of its own. It is this ‘personality’ that is described here as “organizational climate” of the school. Analogously, personality is to the individual what organizational climate is to the organization.

1.3. SCHOOL CLIMATE

School climate has been studied with a number of variables, methodologies, theories, and models, resulting in a body of research which is not easily defined. Deer (1980) reported that over the last two decades, workers in several countries have shown increasing interest in conceptualization, assessment, and study of development and quality of school life in relation to development of certain characteristics like personality, attitudes, values, and adjustment among students. Thus, difficulty of defining school climate is reflected in the diversity of climate typologies that have evolved, despite their common roots. However, school climate research is clearly the step of both organizational climate research and school
effects research, having inherited instruments, theory and method from both research paradigms. Despite this relationship school climate research can be distinguished as a separate area of inquiry.

School climate can be constructed as the organizational ‘personality’ of a school, and is the result of interaction between the group and the leader, and within the group itself.

It may be defined as a set of properties of the work environment, which are specific to a particular organization, that may be assessed by the way the organization deals with its employees and its societal and task environments. This definition views the climate as an entity generated by some unique way of interaction of a particular organization with its boundaries. However, the assessment of those particulars may entail methodological questions because the nature of assessment would likely to be dependent upon what specifically is being assessed and also upon what measures of assessment are being employed. There have been mutually competing definitions and approaches to the organizational climate.

Halpin and Croft (1936) used this analogy. According to them “personality is to the individual what ‘climate’ is to the organization”. Thus, they defined climate as the personality of an organization. School climate as the ‘personality of a school has been described in terms of the social interaction between the teachers and the principal and among members of the teaching staff. The climate of an institution means the interpersonal relationship within the group and between the groups and its leader (i.e. staff
personnel and head of the institution) respectively. It is the social milieu, the human behaviour or social atmosphere that pervades all activities in the institution. In fact, "school climate" was defined as one which was attention to students and teachers marked a situation in which the group members obtained the satisfaction with respect to their task achievement or social needs.

Cratty (1973) pointed out that there are some theories that attempted to explain human behaviour and human achievement with reference to the culture and environment in which the individual finds himself. He confirmed that environment is a forceful factor to develop certain personal characteristics among individual.

Quality and school life as Tye (1974) describes, is a set of factors which gives each school a personality, a spirit, values, a cultural and an achievement.

Taniugare (1987) has defined institutional climate or environment as a relatively enduring quality of the internal environment of an institution in the shape of facilities that are experienced by its members, and that influence their behaviour and achievement. It can be described in terms of the values or a particular set of characteristic of the institution.

Dressel (1976) uses school climate interchangeably with 'school environment'. School climate is seen as all the physical, social and psychological factors, conditions, circumstances, and influences which interact to give the school a unique and peculiar visible or perceived image. Such factors include facilities, ground,
and architecture, types of school traditions, previous achievement, value orientations, socio-economic standard of the school, standard or level of discipline, standard of performance, and sense of duty of members of the school community. Also included are organizational structure, characteristics of the principal, staff and student’s, quality of material and activities available.

The school climate definitions and a model for a larger setting were framed by Keefe and others (1985). They defined climate as the relatively enduring pattern of shared perceptions about the characteristics of an organization and its members.

Taylor (1989) reported that climate was generally defined as the prevailing conditions affecting life and activities. For effective schools, a humane, healthy school climate affecting the life and activities, of students and staff was a necessity. Because school climate influences the effective domain, it is difficult to isolate climate from the skills, knowledge and attitude that students gain through their academic studies.

According to Lindelow (1989) ‘school climate may be defined as the feelings an individual get from experiences within a school system. More specifically, climate is the compositive of norms, expectations and beliefs characterizing the school system as perceived by its members.

Thus school climate is a combination of all the organizational factors and of all the personality characteristics of the members of the organization. Differences in climate can have serious effects on students intellectual and creative level attitude, personality make
up, values, student achievement and accomplishment of school’s objectives.

1.4. TYPE OF SCHOOL CLIMATES

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 griping (low disengagement). They are not burdened by mountains of busy work or by routine reports; the principal’s policies facilitate the teacher’s accomplishment of their tasks. On the whole, the group members enjoy friendly relations with each other, 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 frustrations. They possess the incentive to work things out and to keep the organization “moving”. Furthermore, the teachers are proud to be associated with their school.

The behaviour of the principal represents an appropriate integration between his own personality and the role he is required to play as principal. He sets an example by working hard himself. He can either criticize the actions of teachers or go out of his way to help the teacher, depending upon the situation. He is not aloof nor are the rules and procedures which he sets upon inflexible and impersonal. He does not have to emphasize production. He does not do all the work himself because he has the ability to let appropriate leadership acts emerge from the teachers. He is in full control of the situation, and he clearly provides leadership for the staff.
The Autonomous Climate

The distinguishing feature of this organizational climate is the almost complete freedom that the Principal gives to teachers to provide their own structure for interaction so that they can find ways within the group for satisfying their social needs. When the teachers are together in a task-oriented situation they are engaged in their work, they achieve their goals easily and quickly. The essential point is that the teacher's do work well together and accomplish the tasks of the organization.

The teacher are not hindered by administrative paper work, and they do not gripe about the reports that they are required to submit. The principal has set up procedure and regulations to facilitate the teacher's task. The morals of the teachers is high, but not as high as in the open climate. The high morale probably stems largely from the social needs satisfaction which the teachers receive.

The principal remains aloof from the teachers, for he runs the organization in a businesslike and a rather impersonal manner. He does not personally check to see that things are getting done. He does not force people to produce, nor does he say that "we should be working harder." Instead he appears satisfied to let the teachers work at their own speed; he monitors their activities very little. He is considerate, and he attempts to satisfy the social needs of the teachers as well as most principals do. He is genuine and flexible, but his range of administrative behaviour as compared to that of the principal in the open climate, is somewhat restricted.
The Controlled Climate

The controlled climate is marked, above everything else by a press for achievement at the expense of social-needs satisfaction. Everyone works hard, and there is little time for friendly relations with others or for deviation from established controls and directives. This climate is overweighted towards task-achievement and away from-social-needs satisfaction. Since moral is high, this climate can be classified as more opened than closed.

The teachers are completely engaged in the task. They do not bicker, find fault, or differ with the principal's directives. They are there to get the job done, and they expect to be told personally just how to do it. There is an excessive amount of paper work, routine reports, busy work, and general hindrance which get in the way of teacher's task accomplishment. Teachers have little time to establish very friendly social relations with each other. In fact, social isolation is common, there are few genuinely warm relations among teachers, job satisfaction found in this climate results primarily from task accomplishment, not from social needs satisfaction.

The principal is described as dominating and directive, he allows little flexibility within the organization and he insists that everything be done “his” way. He is somewhat aloof. He prefers to publish directives to indicate how each procedure is to be followed. The principal says, “My way of doing is best and to hell with the way people feel.” Principal becomes dogmatic. He cares little about how people feel. He wants the job done in his way. He does not seek
leadership acts emanate chiefly from himself, rather than from the group.

**The Familiar Climate**

The main feature of this climate is the conspicuously friendly manner of both the principal and the teachers. Social needs satisfaction is extremely high, while *in fact very* little is done to control or direct the group's activities towards goal achievement. The teachers are disengaged and accomplish little in a task-oriented situation, primarily because the principal exerts little control in directing their activities. The principal does not burden the teachers with routine reports. Procedural helps are available. The teachers have established personal friendships among themselves, and socially, everyone is part of a big happy family; job satisfaction is average but it stems almost entirely from social-needs satisfaction.

The behavioural theme of the principal is, essentially, "let's all be a nice happy family". He wants everybody to know that he, too, is one of the groups. The principal is not aloof and not impersonal and official in his manner. He does not emphasize production. In short, little is done either by direct or by indirect means to evaluate or direct the activities of the teachers. However, teachers do attribute thrust to the principal. But, in this context this probably means that they regard him a "good guy" who is interested in their welfare and who "looks out for them".
The Paternal Climate

The paternal climate is characterized by the ineffective attempts of the principal to control the teachers as well as to satisfy their social needs. His behaviour is nongenuine and is perceived by the teachers as nonmotivating. The climate is, of course, a partly closed one.

The teachers do not work well together; they are split into factions. Group maintenance has not been established because of the principal’s inability to control the activities of the teachers. The teachers do not enjoy friendly relationships with each other. Few hindrances burden the teachers in the form of routine reports, administrative duties, and committee requirements mainly because the principal does a great deal of this busy work himself.

The principal is the very opposite of aloof; he is everywhere at once, check in, monitoring and telling people how to do things. He must know everything that is going on. He is always emphasizing all the things that should be done, but somehow nothing does get done. The principal gets up such items as schedules and class changes, personally, he does not let the teachers perform any of these activities. His view is that “Daddy knows best”.

The school and his duties within it are the principal’s main interests in life; he derives only minimal social needs satisfaction outside his professional role. He is considerate, but his consideration appears to be a form of seductive over-solicitousness rather than a genuine concern for the concern for the social needs of others.
The Closed Climate

The closed climate marks a situation in which the group members obtain little satisfaction in respect to either task-achievement or social needs. In short, the principal is ineffective in directing the activities of the teachers; at the same time, he is not inclined to look out for their personal welfare. This climate is most closed. The teachers are disengaged and do not work well together, consequently group achievement is minimal. To secure some sense of achievement, the major outlet for the teachers is to complete a variety of reports and to attend to a host of “Housekeeping” duties. Esprit is low because the group members seem neither social need satisfaction nor the satisfaction that comes from task achievement. The salient bright spot that appears to keep the teachers in the school is that they do obtain satisfaction from their friendly relations with other teachers.

The principal is highly aloof and impersonal in controlling and directing the activities of the teachers. He emphasizes production and frequently says that “we should work harder”. He sets up rules and regulations about how things should be done, and these rules are usually arbitrary. He does not do two different things. He is not genuine in his actions. He is not concerned with the social needs of the teachers; in fact he can be depicted as inconsiderate. His cry of “Let’s work harder” actually means “You work harder”. He expects everyone else to take the initiative, yet he does not give them the freedom required to perform whatever leadership acts are necessary. Moreover, he himself does not
provide adequate leadership for the group. For this reason the teachers view him as not genuine, indeed, they regard him as a “phony”.

In the present study organizational climate is operationally defined as the characteristics of the schools and its members alongwith scales (sub-tests) namely principal's leadership styles; teachers attitude towards work, students’ academic self-concept, inter-relation among students, students attitude towards learning, students’ perception of school and social environment.

The job situation of a teacher in education system is well regulated and highly cultural reality. It is neither a happen instance nor a appendage of the cultural environment where a person spends from fixed hours daily and then reenters his real culture for gratification's of his various needs through their work. It becomes necessary, therefore to know the relative contributions of the job situation to overall satisfaction or dissatisfaction in an individual life.

Every individual has a different idea about a dream job. A dream job is nothing more than a job that gives individual a reasonable level of security, a decent environment to work, the change and to grow in professional setting. A dream job is expected to give a reasonable sense of self-esteem and self-fulfillment and of course salary taken care of adequately.

Though there are number of factors which may be considered extremely important, on the basis of personal experience and relate
studies, the researcher has considered job stress, job satisfaction and adjustment of senior secondary school teachers as related important areas to be focussed for the investigation. The basic problem lies that teachers employed in the schools of Chandigarh and its satellite town of Panchkula and Mohali are working in different types of schools managed by different organizations e.g. government, public and private schools. The service conditions and environment of these schools are different from one another. Therefore, the spectrum and the purpose of study is enlarged to obtain maximum informations in the area.

1.5. STATEMENT OF THE PROBLEM

The study is entitled as “A Study of Job Stress, Job Satisfaction and Adjustment of Senior Secondary School Teachers in Relation to Organizational Climate”.

1.6. DELIMITATION OF THE STUDY

The study has been delimited to male and female senior secondary school teachers working in Govt., public and private schools of Chandigarh and its satellite towns of Panchkula and Mohali. Only those schools were considered which are affiliated to C.B.S.E. New Delhi.

1.7. OBJECTIVES OF THE STUDY

The present study was conducted on the basis of following objectives:

1. To find the relationship between the organizational climate with the job stress, job satisfaction and adjustment of senior
secondary school teachers.

2. To find and compare the job stress, job satisfaction and adjustment of senior secondary school teachers teaching in different organizational climate.

1.8. NEED AND SIGNIFICANCE OF THE STUDY

India is a developing country. Its destiny is being shaped in her classrooms. The teacher is of paramount importance in any national system of education and the very progresses of the nation depends upon the quality of its teachers. Teacher plays the pivotal role in the social reconstruction and the transmission of knowledge and experience of one generation to another. A teacher is the custodian of the culture critic of social weakness interpreter of change that are taking place; pioneer of reform and guide of the efforts of people. Children who are the real potential wealth of the nation, are exposed to the teacher’s influence. According to Hindus, the child receives second birth at the hands of the teacher. The teacher is the real maker of history. He is known as “nation builder”.

No system of education is better than its teachers. The quality of education and the standard of achievement are inseparably inter-related with the quality of teachers.

For bringing about functional improvement in teacher education institutions and consequently in school education, the quality of teacher education is very important. A teacher should always be a model to his students. It is however, not only the
knowledge of subjects and mostly the methods of teaching which are necessary for the teacher to be effective, but there are other factors too, his satisfaction on the job, he should be free from job stress, let she should be well adjusted socially and emotionally.

Satisfaction of teachers play an important role in every society. If he is not satisfied he will produced frustrated individuals, if he is not well adjusted, he will not produce balanced personality. In this regards, it seems appropriate to study the level of job stress, job satisfaction and adjustment of male and female teachers and hopefully to make improvement in that direction.

Present study was undertaken because of its urgency. As such there are limited numbers of researches done in this area. Therefore attempt was made fill this gap of research.

It is expected that findings of the present study will guide the administrators, to make certain changes in their set up on the basis of results of this study so that teaching profession becomes more rewarding an academically and professionally more challenging, attractive and appealing to the youth.

1.9. ORGANIZATION OF RESEARCH REPORT

Chapter one deals with the objectives of the study while theoretical view points about different variables are presented in second chapter. Chapter three deals with the review of related studies and hypotheses whereas method and procedure used in the present study are given in fourth chapter. Chapter five presents the details of data analysis, interpretation of results while in sixth
chapter summary, conclusions and suggestions for further research are given.

Bibliography and appendices are given at the end of research report.