A COMPARATIVE STUDY OF TEACHERS’-STUDENTS’ PERCEPTION ON ORGANIZATIONAL CLIMATE
6.1 Problems of educational planning in a system of dynamic general equilibrium

Most of the colonial countries, including India, got their political freedom after Second World War. Transfer of political power into the hands of national leaders gave them an opportunity to concentrate their efforts and energies on attempts to eradicate the poverty of the people and the backwardness of their national economies of Japan and some West European nations also faced the problems of economic reconstruction. This aroused a keen interest in the theory and problems of economic development among the economists. The study of the problems of economic development of the economy as a whole, as against the study of the problems of its particular part(s) belongs to general rather than partial equilibrium analysis. The system of general equilibrium, however, has been studied in its stationary aspects so far. For the last few decades, attempts are being made to study its dynamic aspects also.

Numerous theories of economic development have been propounded in the recent past. Different factors have been identified as agents of growth in different growth models. According to some descriptive theories of economic growth, a purely structural change will raise the level of per capita income when there is a shift from sectors of the
national economy, which require more labour per unit of output to sectors that require less of it, other things being equal.

Other theories consider capital as the main key to development. The process of capital accumulation is interacting and cumulative: once the process gets started, it feeds itself on its own steam. Keynes’ static analysis pinpointed investment as the determinant of income and employment. Subsequently, the role of investment as the generator of employment and income in a static frame was easily converted into the role of the leading factor of growth in a dynamic setting.

The modern economists emphasize the catalytic role that the technological changes play in the growth of the economy. The empirical work of some economists shows that the economic growth of the developed countries like the United States of America cannot be explained in terms of capital formation alone when the technical attributes of labour and capital are assumed to have remained constant. This has brought about an appreciation of the role of technological changes as the primary mover of economic growth. In developed countries, research has been institutionalized and the technological advances take place in quick succession. Consequently, the techniques of

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5 M. Abramowitz, Resources and Output Trends in the United States Since 1870, American Economic Review, Papers and Proceedings, May 1956, p.6
production change very quickly in the advanced countries. Imitation and adaptation of the techniques of production evolved and adopted by the advanced countries provide a short cut to the developing economies for initiating and furthering economic growth. The new capital goods are emphasized as the carriers of more advanced and efficient techniques of production than those embodied in the old capital goods. In the narrow sense, in which most of the economists have used the term, technology stands for capital goods and equipment and their structure.

Technological change, therefore, stands for the changes in the historically acquired capital structure and the problem of economic growth is then the problem of accumulating a given amount and type of capital. Technological change brings about an increase in per capita income either by reducing the amount of inputs per unit of output or by yielding more output for a given amount of inputs. Technological transformation of an economy, therefore, refers to changes in the input output relations of production activities.

When the economy moves from less to more efficient technology, there is a chain of changes in the system that occurs in a causative circle. This necessitates the accumulation of, not only the right type and amount of material capital but also the requisite type and amount of human capital. Labour force must possess the skills that are required for the successful operation of the new technological processes of production.

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Actually, technological transformation of the traditional economies into the modern and developed ones\(^9\) implies different and much higher levels of skills and knowledge on the part of manpower than those currently prevail. So, the problem of manpower planning is to plan for such differences in the levels and structure of manpower so that, the economy grows without let up or hindrance. For this, the labour row in a traditional input and output table is required to be broken into a number of sub-rows so that, the detailed manpower requirements are inter-woven into the general system to exhibit the effects of changes that are brought about by the technological transformation of the economy.

Formal education plays a leading role in the formation of human capital. In fact, one of the main functions of the educational system is to supply qualified manpower to meet the demands of the national economy and thereby contribute to its growth. But, the role of education in the developing countries like India is not merely to supply educated manpower to meet the demands of development. Investment in education in such countries is undertaken for development. Investment in education precedes rather than follows or synchronizes with investment in other factors of production\(^10\). It is because many religious, cultural, sociological and psychological factors happen to be the barriers to development in traditional economies. Ignorance and illiteracy are considered to be the factors at the back of most of these barriers. Education along with economic pressures and demonstration effect can weaken such barriers to change. So education has to play


\(^10\) Government of India, Planning Commission: Second Five Year Plan, 1956, p.146
the role of an agent of social and economic change\textsuperscript{11}. It is because of such consideration that one of the major aims of the Indian planning has been to expand and intensify the educational effort so that education becomes the focal point of planned economic and social development of all branches of national life\textsuperscript{12}.

But it is not enough to train a handful of entrepreneurs and business executives to meet the demands of development. The requirement is for the vocationalization of education to a large extent. This can be achieved only against the background of rising literacy and ever increasing primary schooling. It is a problem of mass education\textsuperscript{13}.

Therefore, the educational system has attracted the attention of educationists, economists, administrators and politicians alike. Numerous attempts have been made to analyse the role, functions and problems of the educational system. These attempts are, however, either in a setting of a partial equilibrium model in which the role of education is merely to supply pre-determined requirements of educated manpower or in a static frame to determine the rates of return to investment in education at some given point of time\textsuperscript{14}. Problems associated with the effects of the interactions of a developing economy, in a state of flux, and its educational sector in setting of general dynamic equilibrium have remained, by and large, neglected.

\textsuperscript{11} A suitably oriented system of education can facilitate and promote social change and contribute to economic growth, not only by training skilled manpower, for specific tasks of development but what is perhaps even more important, by creating the requisite attitudes and climate, ‘Fourth Five Year Plan, 1969-74, Govt. of India, Planning Commission, 1970, p.352
\textsuperscript{12} Planning Commission, Govt. of India: Third Five Plan, (Summary), 1962, p.148
\textsuperscript{13} Strategy of the Third Plan, In ‘Problems in The Third Plan, Publications Division, Govt. of India, 1961, p.34. Also See Myrdal, Alva: Education in Economic Plans, In Problems, in the Third Plan, pp.183-186
\textsuperscript{14} For first type of studies, see, for example, Correa and Tinbergen, Kyklos, Vol.15,1962. For the second type of studies, see for example, Nalla-Gounden, A.M.: Education and Development: A study of Human Capital Formation and its Role in Economic Development in India, Journal of Human Resources, 1967
Perception of Students and Teachers of organizational climate of self-financing schools in Chennai.

In the table 6.1, the t-test analysis was done to find out the relationship between the opinion of students and teachers and organizational climate.

Table 6.1

Respondents’ opinion about organizational climate on the basis of groups

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t-value</th>
<th>LS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>1300</td>
<td>65.87</td>
<td>6.97</td>
<td>32.42</td>
<td>0.01</td>
</tr>
<tr>
<td>Teachers</td>
<td>780</td>
<td>232.35</td>
<td>15.469</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Primary Data

Hy: Respondents’ differ in their opinion about organizational climate of self-financing schools on the basis of their groups.

The above table reveals that the Mean, SD and t-value of respondents’ opinion about organizational climate of self-financing schools on the basis of their groups. The calculated t-value is 32.42, which is significant at 0.01 level. Therefore, Teachers have better opinion when compared to students groups. Hence, the stated hypothesis is accepted.
Regression analysis

The results of regression analysis such as cumulative $R^2$, $\Delta R^2$, step t and P value have been given in the table 5.2. An attempt was made to find out whether the respondents' educational qualification and groups would be the possible predictors of organizational climate of self-financing schools.

Table 6.2

The Stepwise regression analysis for predicting organizational climate of self-financing schools

<table>
<thead>
<tr>
<th>Sl.No</th>
<th>Step/Source</th>
<th>Cumulative $R^2$</th>
<th>$\Delta R^2$</th>
<th>Step t</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Educational qualification</td>
<td>0.074</td>
<td>0.058*</td>
<td>4.842</td>
<td>0.01</td>
</tr>
<tr>
<td>2.</td>
<td>Groups</td>
<td>0.091</td>
<td>0.075*</td>
<td>-3.542</td>
<td>0.01</td>
</tr>
</tbody>
</table>

Constant value = 21.824

The results indicate that the two variables are very significant in predicting the organizational climate of self-financing schools. The respondents' educational qualification is poised to predict the organizational climate of self-financing schools to an extent of 0.074, which is found to be statistically significant at 0.01 level. The second variable, groups with the respondents are able to predict the organizational climate of self-financing schools to a higher level of 0.091. (significant at 0.01 level). Therefore, there is a difference in the opinion about the organizational climate between the teachers and students (groups).
Correlation analysis

Correlation analysis was done to find out the relationship between opinion about organizational climate of self-financing schools and Groups.

Table 6.3
The correlation between the opinion about organizational climate of self-financing schools and Groups

<table>
<thead>
<tr>
<th></th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>0.354**</td>
</tr>
</tbody>
</table>

** Significant at 0.01 level

The above table reveals the relationship between the groups and the organizational climate of self-financing schools, which is positively and significantly related to groups (0.354) at 0.01 level. It shows a positive relationship with teachers’ and students’ opinion about organizational climate of self-financing schools.
Table 6.4

Respondents’ opinion about facing problems and their groups

<table>
<thead>
<tr>
<th>Groups</th>
<th>Opinion about facing problems</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly Agree</td>
<td>Agree</td>
</tr>
<tr>
<td>Students</td>
<td>0</td>
<td>538 (41.38%)</td>
</tr>
<tr>
<td>Teachers</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Source: Primary Data

\[ \chi^2 = 467.4, \text{ DF} = 3, \text{ Table value at 5 per cent level of significance} = 7.815. \]

H0: There is no association between the teachers’ and students’ opinion about facing problems in their schools and their groups.

Table 6.4 explains about the association between the teachers and students facing problems in the schools and their groups.

Accordingly, the majority of the students with 41.38 per cent have agreed that, they face problems in their schools, where as no teachers responded that they face problems in their schools. Instead, 45.13 per cent of the teachers have disagreed, which is the majority and 34.49 per cent of the teachers have strongly disagreed to the opinion of facing problems in their schools.

As the calculated chi-square value is greater than the table value, the stated null hypothesis is rejected and it is concluded that, there is an association between the teachers’ and students’ opinion about facing problems in their schools and their groups.