CHAPTER-V

SUMMARY AND CONCLUSION
CHAPTER-V

SUMMARY AND CONCLUSION

The scheme of Sainik Schools was launched in 1961 as a National Project to achieve certain strategic objectives; civil as well as military. As a democratic and sovereign country, India had to plan a policy for the composition of it Armed Forces and especially of the officer cadre. During the pre-independence era people from the aristocratic, noble or feudal families joined the Armed Forces not as a profession but as sheer passion to experience thrill and adventure. The essence of democracy lies in providing equal opportunity to all citizens, common or otherwise. As a newly born democracy, Indian had the biggest task of preparing the ‘common man’ to take over the reigns of the system of country’s rule; civil and military. The military certainly was on the top of this agenda as it was directly concerned with the safety, security and integrity of the country.

During the pre-independence period officers came from certain regional pockets like Punjab, Kumaon, Coorg and Garhwal. The high representation of these regions had given the concept of ‘marshal race’, which is detrimental to the motivation, and morale of others. The Govt
had thus made ‘removal of the regional imbalance’ in the officer cadres as one of the highest priority agenda.

As the officer cadre of the Armed Forces was generally the product of Residential Public Schools, which were out of the reach of the common man, the Govt thought to provide the public school education to the wards of common man through the schemes of Sainik Schools.

Thus, Sainik Schools emerged as the ‘residential public schools with military bias’ to function under the supervision of a body under the MOD. Their routine and curriculum was to follow the models of reputed residential public schools with wholesome objectives of education i.e. career, future utility and personality development. The military bias is created not only for its future utility and career in the Armed Forces, but in routine administration also. The routine administration of Sainik Schools is carried out by three serving officers of the Armed Forces.

Under the scheme of Sainik Schools, 18 Schools were opened spreading over all regions of the country with the primary aim of preparing boys academically, physically, psychologically to join the National Defence Academy.
For the first few years of their inception, Sainik Schools have done a fairly good job in meeting their primary objective i.e. preparing boys for the entry into the National Defence Academy. Later, the number of boys joining the National Defence Academy was reduced considerably. The present study was undertaken with a view to establish the causes of deterioration in the output.

One of the major causes for organisational failures is poor or inappropriate leadership. Leadership is an environmental factor. The other strong cause is incompetence of the workers due to lack of aptitude, attitude or training. The third factor may be the pattern of interaction or perception of the environment by the workers. With these premises in hand the investigator selected two important variables i.e., attitude and organisational climate. While the attitude is a system that comprises of knowledge, emotion and action of an individual towards any object, the organisational climate is the sum total of the perception of leadership by the employees of any organisation. Style of leadership, personality of the leader, the priorities and tolerance of leader and a host of many such factors are responsible for a 'pattern of perception of the leadership-the organisational climate'.
The investigator proceeded with the hypotheses that due to the training and the functional environment of the Armed Forces, which supply the leaders in the Sainik Schools, the organisational climate of these schools will be of *closed, paternal or controlled* types. These organisational climates adversely affect the morale of the employees. As this result into less job-satisfaction the output is certainly lesser than the optimum. Further, that the organisational climate is also responsible for the attitudinal growth of the individual. The stronger positive attitudes result into more job satisfaction and job output.

As of now a teacher enters into the profession of teaching as a last option for his career. His attitudes towards his profession are mildly positive only. As a person settles down in his profession, his attitudes grow from less to more positive degree. But due to factors like least chances of promotion and upward mobility and a dictatorial style of leadership, the attitudes of teachers towards their own profession in Sainik Schools do not grow significantly. The poor output of Sainik Schools can be attributed to these two factors. The study began with this assumption. The hypotheses framed reflect this assumption.

The present study is a survey research. Tools used in the study are 'Teacher Attitude Inventory' developed by Dr. S.P. Ahluwalia and
School 'Organisational Climate Description Questionnaire' developed by Dr. Motilal Sharma.

Teacher Attitude Inventory is a Likert type inventory, which contains 90 items concerning the teachers' area of interaction. The area has six sub-factors i.e. teaching profession, classroom teaching, child-centered practices, pupils and colleagues. The respondent has to show his agreement or disagreement to the statements in positive or negative form. The response categories are strongly agreed, agreed, undecided and strongly disagreed.

The School Organisation Climate description Questionnaire contains 64 Likert type items and the respondent has to his agreement or disagreement to the extent to which the statement occurs in his organisation. The responses are rarely occurs, sometimes occurs, often occurs, and very frequently occurs. The data from the response sheets was pooled and subjected to further statistical operations to obtain the Teachers' Attitudinal scores and the Organisational Profile of each School.

Responses were asked from all the eighteen Sainik Schools. However teachers from thirteen schools only responded to the inventories. The investigator visited the Schools of Manipur, Assam,
Madhya Pradesh, Orissa and Haryana. Questionnaires were sent to other Schools. The investigator liaised with the Principals and Headmasters of other schools and well explained the method of administration of the tests though the booklets containing the instructions are self-explanatory.

In all 230 teachers responded which is 41% of the population. For the purpose of studying the shift or growth of attitudes, teachers were divided into three groups according to their service length of up to 5 years (Group-I), 5 to 15 years (Group-II) and above 15 years (Group-III). For the purpose of making the organisational profile, responses of all teachers from a school were utilised.

The results confirmed the hypotheses. Organisational Climate of 53% of the schools was found to be unfavourable. There was no significant growth from the initial attitude scores of the teachers. All the three groups showed only mild positive attitude scores.

The study was undertaken with a view to find out the ‘wrongs’ in the system that may be held responsible for the poor output of the Sainik Schools. While it has established the role poor attitudinal structure and the unfavourable organisational climates prevalent in majority of the Schools, it opens the way of further investigations into the pattern of human interaction and professional skills. The study is first of its own
kinds as far as Sainik Schools are concerned and makes a greener pastor for those who are interested to find out the peculiarities of civil-military equation of leader and follower.