CHAPTER - I

INTRODUCTION

1.1 Introduction
1.2 Importance of the studies
1.3 Statement of the problem
1.4 Definition of the term
   1) Higher secondary schools
   2) Higher secondary school climate
   3) Role perception
   4) Leadership behaviour
1.5 Objectives of the study
1.6 Hypothesis
1.7 Limitations of the study
1.8 Scheme of chapterisation

Chapter-I Introduction

Chapter-II Higher secondary school : Scheme, organization and management
Chapter-III  Review of related literature

Chapter-IV  Planning of the present

Chapter-V  Analysis and interpretation of the data

Chapter-VI  Major findings and suggestions
1.1 Introduction:

In 1919 under the leadership of Saddler, the than Vice-Chancellor of Leeds University (U.K.) which is popularly known as Saddler Commission pointed out that in the context of rightness of student's age, it was desirable that a bifurcation in school system be made, it was suggested therefore that intermediate stage after the matriculation, be considered adequate for college admission.

In continuation to this thinking Dr. Radhakrishnan as a Chairman of University Education Commission specifically suggested that the age of 18 was more suitable for college entry for young students. This was the first suggestion made, when the country achieved the independence, thereafter in 1952, Muddaliar commission stressed the importance of Secondary Education. However a specific and positive step in the totality of entire education system was suggested by Kothari commission in 1964, without touching a specific age aspect, the commission suggested a bifurcation in school system and thereby putting a entire formal education system into a definite formula namely 10+2+3. This formula was accepted by all the ministers of the state and finally approved by Central Advisory Board of Education and adopted as a Education Policy by the Government of India. This was stressed by 1986 Education Policy and again re-eterated by Rammurty Commission 1992, while revising some of the component of 1986
policy. Thus $(10+2+3)$ as a formula came into existence in all the states, including Gujarat. Kothari Commission in this context strongly pointed out that in terms of the post-adolescence stage, plus two, psychologically is a distinct stage and further to enable a student at this age, to prepare himself either for life or for higher education, +2 stage is more convenient.

This gives in an opportunities to introduce a diversified curriculum including vocational education to the pupils.

Higher secondary stage has got enormous importance in the career of students future academic achievement because it is the turning point for his career for higher education and life. In the world there is explosion of knowledge, which should reach formally or informally at higher secondary level, so that students can be prepared for the future life.

The basic fundamental fact of individual differences, should be kept in mind because education should provide and match the need of the different student’s, individual interests, attitude and aptitude and basic psychological need of adolescence stage should also bear in mind. To fulfill this need different streams at this stage are provided because students of different interests can grow and build up their career according to their choice. By education students must have an achievement as well as the personality...
signifying National character for our country. Of course, it is an ambitious long sight of the policy but with the beginning of the emphasis on the value-orientation from the formal education stages.

The Secondary Education Commission, 1964, popularly known as a Kothari commission and National policy on Education 1986 has also recognized the special need of this stage in their document. The same has been reflected in the policy of Higher Secondary Education, 1976 in Gujarat State and present system is also moulded accordingly with respect to curriculum formulation, Text book production, various teaching methods, need of guidance services at this stage etc.

Almost two decades has passed after introduction of higher secondary stage in Gujarat, whether the objectives are fulfilled of the same, and whether the specific functions of the stage has been systematized? with this type of inquiry questions, investigator inspired to have an inquiry for this particular stage of education system. Over and above an investigator had an opportunity to work at this level as a subject expert for some years and have some special visit of higher secondary schools and face to face discussions with the principals as well as the teachers and a conscious duty of an investigator committed to have special research study for this particular stage.
1.2 Importance of the studies:

Increasing complexity of the society has direct influence on educational system, because of education system itself is sub-system as well as an open system, with regard to this reality. Our National policy on Education 1986 has been decided with some specific aspects as follows:

- Emphasis on participative management is given to enhance teaching and learning standards of education in class-room teaching.

- The programme will be formulated to provide basic facilities of secondary/higher secondary education in remote areas.

- The quality of education will be strengthen by providing qualified teachers, class-room, laboratory facilities, play ground, sufficient finance etc.

- The vocational education will be provided at +2 stage, so that the students can enter into world of work directly or can be self-employed.

- Curriculum material development, teaching methods and objective evaluation system will be developed to enhance the quality of education.
By this policy there is a new demand on the part of and for the role of school organizers, teachers, guardians, students as the active part and partial of educational system by education students must have an achievement as well as the personality signifying National character for our country. Of course, it is an ambitious long sight of the policy but with the beginning with the emphasis on the value orientation from the formal education stages.

The function of the educational institute is to translate the goals of the National Policy into the practice and systematise processes, sum total of the practice, processes and interaction within the institution will shape or create a climate and climate can provide continuous motivation towards the realization of the goals of the institutions, development of the resources namely, physical and human and to fulfill the clientele needs of the students as well as parents.

With this conceptual assumption an investigator has decided to actualise the study with the area of climate, role perceptions of the teachers, head-master and school organizers.

The below mentioned comment, of the fourth survey of Research in Education 1983-86, has inspired the investigator to conduct this study with non-conventional method, than other studies in the climate.
“These type of studies - design tools, statistical analysis were initiated in the early 70's at the Centre of Advanced studies in Education, Baroda. Except for changes in the names of authors and the years of the completion of the studies, one hardly comes across any development in the formulation of the problems, scope and methodologies of the studies during the last 13 to 15 years”.

The stagnation seems to be true even in the centre that pioneered such research. This would be evident from the reviews in the previous three surveys (Buch 1974, 1979, 1986) and studies now included in this volume.

To derive a more comprehensive and systematic frame of organizational behaviour, studies are needed alongwith the leadership, organizational climate, on decision making, motivation in work situations, group dynamics and team building, conflict management, interpersonal relationship and communications in organization studies. On the most of these critical problems are totally absent.

In light of the above considerations the present investigation has been accepted.
1.3 Statement of the problem:

A study of Higher Secondary School Climate and Role Perception of Teachers, Head Masters and School Organizers of Gujarat State.

1.4 Definition of the term:

The statement of the problem has been further defined for the conceptual clarity and the comprehensive explanation of an important terms of the statement. For this study the following definition has been accepted with the study of different definition and review of past literature.

1. Higher Secondary Schools: Means a school having std. VIII to XII and having distinctive stage of +2 stage under (10+2+3) pattern of education recognized by the Higher Secondary Education Board or competent authority.

2. Higher Secondary School Climate: Means a general flow of behaviour and feeling with in a school community which is the outcome of continuous interaction between the principals and his teachers as well as of the interaction among different teachers of the school. The process of interactions creates a pattern of climate which gives to the school a distinctive personality.
3. **Role Perception**: Mean constructive beliefs about one’s own performance with regard to his organizational behaviour.

4. **Leadership behaviour**: Means the behaviour of higher secondary school principal. It is expected that principal should be a leader rather than an administrator in the narrowest sense of the term i.e. he should be an innovator with regard to the goals of the school and will not be merely concern himself with keeping the school ticking over. He should also be interested in the organizational and professional development of teachers working under him. As it leaders in all situations the principal have envisaged as seeking to perform two basic functions viz. (i) he must be task oriented i.e. he must establish and seek to fulfill certain goals and (ii) he must also be “person oriented” i.e. he must try to meet the personal needs of his staff members.

1.5 **Objectives of the study**:

The major objectives of present study are described in the lines to follow:

1) To examine the infrastructure of the higher secondary schools in Gujarat State.

2) To study the higher secondary school climate with respect to different aspects.
3) To suggest remedial measures for the improvement of different aspects of the study on the basis of the data base findings.

4) To study the factors that contributes in the school climate.

5) To study the role perception of the teachers in higher secondary school.

6) To study the role perception of the Head-masters in the higher secondary school.

7) To study the role perception of the school organizers of higher secondary school.

1.6 Hypothesis:

Keeping the above objectives in the mind following hypothesis have been formulated for the detail study:

H0-1: There will not be significant difference between the responses about knowing the organizational goal.

H0-2: There will not be significant difference in the responses about the contribution to achieve the organizational goal.

H0-3: There will not be significant difference about the achievement of the organizational goal.
H0-4: There will not be significant difference in responses about provision of well constructed school building and spacious class-rooms.

H0-5: There will not be significant difference in responses about availability of sufficient furniture suitable to higher secondary students.

H0-6: There will not be significant difference in responses about availability of well equipped laboratory facilities.

H0-7: There will not be significant difference in responses about provision of library facility having sufficient books and reference books.

H0-8: There will not be significant difference in responses about availability of teaching aids for different subjects.

H0-9: There will not be significant difference in responses about introduction of educational technology in the school.

H0-10: There will not be significant difference in responses about availability of qualified staff in respect to higher secondary curricula.

H0-11: There will not be significant difference in responses about allotment of teaching work according to their qualification.
H0-12: There will not be significant difference in responses about development of mechanism to nurture the special ability of the teacher.

H0-13: There will not be significant difference in responses about planning for covert and overt curriculum.

H0-14: There will not be significant difference in responses about development of feed back mechanism.

H0-15: There will not be significant difference in responses about observation of class-room teaching.

H0-16: There will not be significant difference in responses about quoting few examples of observation.

H0-17: There will not be significant difference in responses about discussions of observations with the teachers.

H0-18: There will not be significant difference in responses about observations of class-room teaching and domination of the teacher.

H0-19: There will not be significant difference in responses about involvement of students in class-room teaching.

H0-20: There will not be significant difference in responses about receipt of Government grant or financial assistance.
H0-21: There will not be significant difference in responses about sufficiency of the government grant.

H0-22: There will not be significant difference in responses with regard to acceptance of donations from students/parents.

H0-23: There will not be significant difference in responses about obtaining loan from financial institutions.

H0-24: There will not be significant difference in responses about purpose of loan.

H0-25: There will not be significant difference in responses about development of programmes to generate income.

H0-26: There will not be significant difference in responses with regard to availability of qualified teachers for academic subjects.

H0-27: There will not be significant difference in responses with regard to utilization of talent of available teachers work load in relation to healthy educational requirement of any institutions.

H0-28: There will not be significant difference in responses regarding availability of teaching aids of all the subjects and its utilization during class-room teaching.
H0-29: There will not be significant difference in responses regarding availability of library facilities available to the students and teachers beyond school hours.

H0-30: There will not be significant difference in responses about provision of library work in time-table for students and teachers.

H0-31: There will not be significant difference in responses with regard to availability of well equipped laboratories of Physics, Chemistry and Biology.

H0-32: There will not be significant difference in responses about suggested plan for utilization of laboratory for teachers.

H0-33: There will not be significant difference in responses about results of public examinations.

H0-34: There will not be significant difference in responses about encouragement of self-learning at +2 stage.

H0-35: There will not be significant difference in responses about utilization of library facilities by students by students and teachers for self-learning.

H0-36: There will not be significant difference in responses about preparation of term paper, project work and Book review by the students of std. XI.
H0-37: There will not be significant difference between responses with regard to self-learning as a valuation technique.

H0-38: There will not be significant difference with regard to utilization of available local resources or self-learning of the students.

H0-39: There will not be significant difference in responses about formulation of specific organizational goal.

H0-40: There will not be significant difference in responses with regard to provision of sufficient help for achievement of institutional goals.

H0-41: There will not be significant difference about orientation to teachers in respect to institutional goals.

H0-42: There will not be significant difference in responses about contribution of teachers in formulation of institutional goals.

H0-43: There will not be significant difference with regard to conflict between individual goals of teachers and institutional goals.

H0-44: There will not be significant difference in responses about conflicting situations in respect to organizational goals.
H0-45: There will not be significant difference in responses about quoting specific incident of conflict.

H0-46: There will not be significant difference in responses about joining a field of education voluntary.

H0-47: There will not be significant difference in responses about the prior engagement of the principals with field other than educational institute.

H0-48: There will not be significant difference in responses about the efforts for career opportunities in respect to the principal.

H0-49: There will not be significant difference in responses about devotion of full time to perform the duties.

H0-50: There will not be significant difference in responses about social service of his interest.

H0-51: There will not be significant difference between the responses about job satisfaction among principals.

H0-52: There will not be significant difference with regard to changes in role in context with the changing time.

H0-53: There will not be significant difference in responses about situations cause for frustration.
H0-54: There will not be significant difference in responses about motivation by management as a positive feedback.

H0-55: There will not be significant difference in responses with regard to work performance and sense of achievement among principals.

H0-56: There will not be significant difference in responses about availability of leisure time and hobbies.

H0-57: There will not be significant difference in responses about association with professional organization.

H0-58: There will not be significant difference in responses about membership of academic organization.

H0-59: There will not be significant difference in responses about involvement in leisure time activity of interest.

H0-60: There will not be significant difference in responses about contribution of leisure time activities in the performance as a principal.

H0-61: There will not be significant difference in the responses about consultation with teaching staff in decision making process regarding school work.
H0-62: There will not be significant difference in responses about consideration of the views of the pupils in decision making process which affects them.

H0-63: There will not be significant difference in responses about consultation of parents, employees and general community in educational decisions.

H0-64: There will not be significant difference in responses about exercising on authority, in case of different opinions on a particular issue.

H0-65: There will not be significant difference in responses about avoiding decisions in case of different opinions among colleagues.

H0-66: There will not be significant difference in responses about avoiding conflicting situations.

H0-67: There will not be significant difference in responses about try to overcome conflicting situations.

H0-68: There will not be significant difference in responses with regard to awareness with latest information in the subjects with reference to higher secondary curricula.

H0-69: There will not be significant difference in responses about contribution in actual teaching regularly.
H0-70: There will not be significant difference in responses about requirement of special preparation before going to the class.

H0-71: There will not be significant difference in responses about providing guidance to the students.

H0-72: There will not be significant difference in responses about preference to be recognize as a good administrator.

H0-73: There will not be significant difference in responses about preference to be recognize as a teacher.

H0-74: There will not be significant difference in responses about procurement of any award because of service.

H0-75: There will not be significant difference in responses about getting co-operation from community for various programmes of the school.

H0-76: There will not be significant difference in responses with regard to invite parents to participate in various educational programmes of the school.

H0-77: There will not be significant difference in responses about cooperation of management in implementing programmes in the school.
H0-78: There will not be significant difference in responses about cooperation of the teachers for any educational activities.

H0-79: There will not be significant difference in responses about conducting the programmes with the association of community, parents, teachers and management.

H0-80: There will not be significant difference in responses about joining the field of education voluntarily.

H0-81: There will not be significant difference in responses about service in any organization other than school.

H0-82: There will not be significant difference in responses with regard to efforts for betterment of career after joining the school.

H0-83: There will not be significant difference in responses about contribution of total energy and time in performing duties.

H0-84: There will not be significant difference in responses about involvement in social service of interest.

H0-85: There will not be significant difference in responses about subscription to any educational magazine.

H0-86: There will not be significant difference in responses about aspiration of starting independent magazine.
H0-87: There will not be significant difference in responses about desire to take up educational project.

H0-88: There will not be significant difference in responses about aspiration to rise higher in the profession.

H0-89: There will not be significant difference in responses about job satisfaction among teachers.

H0-90: There will not be significant difference in responses about change in positive role in the career.

H0-91: There will not be significant difference in responses about circumstances which creates frustration.

H0-92: There will not be significant difference in responses about getting encouragement from the principal to inspire for more work.

H0-93: There will not be significant difference in responses with regard to undertake the experiments in class-room teaching.

H0-94: There will not be significant difference in responses about feedback from the superiors to undertake experiment.
H0-95: There will not be significant difference in responses about availability of leisure time to undertake the activities of interest.

H0-96: There will not be significant difference in responses with regard to membership of professional organization.

H0-97: There will not be significant difference in responses with regard to the membership of academic organization.

H0-98: There will not be significant difference in responses about involvement in leisure time activities of his interest.

H0-99: There will not be significant difference in responses about participation in leisure time activities contributing towards strengthening the performance as a teacher.

H0-100: There will not be significant difference in responses about colleagueship among staff in planning educational activities.

H0-101: There will not be significant difference in responses about considering the views of the students.

H0-102: There will not be significant difference in responses about involvement of class in a particular issue.
H0-103: There will not be significant difference in responses about considering the views of the students while taking disciplinary measures.

H0-104: There will not be significant difference in responses about providing help to their colleague in planning school activities.

H0-105: There will not be significant difference in responses with regard to discuss student’s weak performance with the parents.

H0-106: There will not be significant difference in responses about exercising an authority while taking decisions regarding students questions.

H0-107: There will not be significant difference in responses about avoidance of controversy in case of different views.

H0-108: There will not be significant difference in responses about keeping up to date knowledge of the subject.

H0-109: There will not be significant difference in responses with regard to maintain the level of students while teaching the class-room.

H0-110: There will not be significant difference in responses about availability for students guidance.
H0-111: There will not be significant difference in responses about well preparedness in the class-room.

H0-112: There will not be significant difference in responses about planned presentation in the class-room.

H0-113: There will not be significant difference in responses about punctuality and regularity in the class-room.

H0-114: There will not be significant difference in responses about showing favouritism among students in the class-room.

H0-115: There will not be significant difference in responses about knowledge of modern evaluation techniques.

H0-116: There will not be significant difference in responses with regard to obtain the award or recognition as a successful teacher.

H0-117: There will not be significant difference in responses about motivating students for interaction.

H0-118: There will not be significant difference in responses about encouraging discussions in the class.

H0-119: There will not be significant difference in responses about freely participation of the students.
H0-120: There will not be significant difference in responses with regard to the development of skills of correlating subject matter effectively.

H0-121: There will not be significant difference in responses about diagnosing students' performance.

H0-122: There will not be significant difference in responses with regard to remove their difficulties.

H0-123: There will not be significant difference in responses about utilization of instructional material besides text books.

H0-124: There will not be significant difference in responses about requirement of further guidance for improvement of understanding of the subject.

H0-125: There will not be significant difference in responses with regard to tendency to dominate the class.

H0-126: There will not be significant difference in responses about adoption of approaches to stimulate the students.

H0-127: There will not be significant difference in responses with regard to perform the role of catalyst to encourage self-learning in the students.
H0-128: There will not be significant difference in responses with regard to participative behaviour in the class-room.

H0-129: There will not be significant difference in responses with regard to students involvement in class-room teaching.

H0-130: There will not be significant difference in responses about evaluation of (a) Term paper (b) Book review and (c) Project work of the students.

H0-131: There will not be significant difference in responses about utilization of feedback mechanism to test students understanding.

H0-132: There will not be significant difference in responses with regard to follow up of the assignment.

H0-133: There will not be significant difference in responses about possession of good communication skills.

H0-134: There will not be significant difference in responses about possession of quality of hard working.

H0-135: There will not be significant difference in responses about possession of quality of maintaining human relation.

H0-136: There will not be significant difference in responses about possession of quality of initiative for task assigned.
H0-137: There will not be significant difference in responses about possession of quality of interest in the people.

H0-138: There will not be significant difference in responses about possession of quality of taking right judgement in conflicting situation.

H0-139: There will not be significant difference in responses about possession of quality of good organizing ability.

H0-140: There will not be significant difference in responses about knowledge of institutional goal.

H0-141: There will not be significant difference in responses about contribution in achieving the institutional goal.

H0-142: There will not be significant difference in responses about confidence to realize the institutional goal.

H0-143: There will not be significant difference in responses about reflection of institutional goal in behaviour pattern.

H0-144: There will not be significant difference in responses about conflict between personal goal and institutional goal.

H0-145: There will not be significant difference in responses with regard to priority to personal goal, when it is not conflicting with organizational goal.
H0-146: There will not be significant difference in responses about acceptance of responsibilities of running the school voluntarily.

H0-147: There will not be significant difference in responses about providing guidance in day to day administration of the school.

H0-148: There will not be significant difference in responses about discussion of detail school programme with the head masters and teachers.

H0-149: There will not be significant difference in responses about satisfaction with the institutional goal.

H0-150: There will not be significant difference in responses about realization of institutional goal.

H0-151: There will not be significant difference in responses about objectives of the institute.

H0-152: There will not be significant difference in responses with regard to full time service to school management.

H0-153: There will not be significant difference in responses with regard to interest in any professional organization.
H0-154: There will not be significant difference in responses with regard to leisure time activity of interest.

H0-155: There will not be significant difference in responses with regard to contribution of leisure time activities towards better educational management.

H0-156: There will not be significant difference in responses about membership of any academic organization.

H0-157: There will not be significant difference in responses about getting cooperation from principal for various programmes of the school.

H0-158: There will not be significant difference in responses about parents participation in various educational programmes of the school.

H0-159: There will not be significant difference in responses about contribution of government in solving the financial problem of the management.

H0-160: There will not be significant difference in responses about contribution of community in solving the financial problem.

H0-161: There will not be significant difference in responses about parental co-operation in solving the financial problem.
HO-162: There will not be significant difference in responses about frequently complain of principal against his staff.

HO-163: There will not be significant difference in responses with regard to provision of orientation to the principal and teaching staff to achieve institutional goals.

HO-164: There will not be significant difference in responses about providing on assistance to the staff in achieving institutional goal.

HO-165: There will not be significant difference in responses about conflicting situation of teachers with institutional goal.

HO-166: There will not be significant difference in responses with regard to realization of institutional goal or on the right path to achieve institutional goal.

1.7 Limitations of the study:

The following are the limitations of the present study.

1. The study based on the qualitative-descriptive research approach for the present study.

2. The study is limited to the area of Gujarat state.

3. The higher secondary schools affiliated to CBSE has been excluded from this study.
4. The higher secondary schools managed by self-finance policy has been excluded from the study, because of few numbers of above schools.

1.8 Scheme of chapterisation:

Chapter - I: Introduction:

Introduction of the subject, Importance of studies, Problems of the studies, Objectives of the studies, Limitation of the studies etc. are included in this chapter.

Chapter - II: Higher Secondary School: Scheme, Organization and Management:

Introduction - Higher Secondary School, Historical perspectives, Schemes, Aims, Policy - Theoretical perspectives etc.

Chapter - III: Review of Related literature:


Chapter - IV: Planning of the Present:

Introduction - Research tools, Methodology for Research, Preparation of tools, Questionnaires and Interview Schedules, Sample - Administration of the tools, Scheme of data analysis etc.
Chapter - V : Analysis and interpretation of the data:

Introduction - Techniques, qualitative techniques and statistical techniques and interpretation according to the techniques.

Chapter - VI : Major findings and suggestions:

After analyzing the data - data based major findings and suggestions are included in this chapter.