

CHAPTER IX

ORGANIZATIONAL GOALS - A COMPARATIVE ANALYSIS

INTRODUCTION

The goal structure of each school has highlighted many important issues, regarding each institution. It has provided an insight into the direction in which the institution is moving, the areas in which it is still stagnant, as also the thrusts that are seen as important for the school concerned, by the participants. It has provided theoretical interpretations regarding educational organizations.

A comparative study of the five schools will be undertaken in this chapter. The analysis will be done at two levels.

- A) The first part of this chapter will be an analysis across schools, identifying features common to all the five schools and the differences that exist between one school and the other.
- B) In the second part the analysis will be within each school, taking the differential perception of goals by the staff and the

students of the school concerned.

The highest and lowest ranking goals of the aggregate include, to a large extent, the top goals and the lowest goals of all the five schools in most cases, and four, or at least three schools out of the five in some instances. The order of the ranking may not be the same for all the schools concerned but they fall within the range of the highest and lowest ranking goals on the whole.

For the sake of analysis the goals have been divided into seven categories and these have been grouped under four areas: those concerned with the students, with the staff, with the institution as a whole and with the community or society.

Across School Comparison - Perceived Goals

The goals with a common high rating at the "is" level in the aggregate, which are most characteristic of all the schools are presented in Table 56.

The student-oriented output goals unambiguously stand out as reflecting the Apostolic Carmel Objectives of Education:-

TABLE: 56 COMMON HIGHEST RANKING PERCEIVED GOALS - ALL FIVE SCHOOLS
MOST CHARACTERISTIC GOALS - AGGREGATE

Goal No.	Goal	Rank on 'IS'					Aggregate
		Delhi	Jamshedpur	Calicut	Mangalore	Goa	
4.	<u>A. Student Oriented</u>						
	Character Formation	5	6	9	6	9	4
3.	Discipline	9	8	4	7	8	5
6.	Religious and Spiritual Orientation	6	7	12	8	3	6
34.	Co-curricular Activities	4	2	6	11	21	7
1.	Intellectual Formation	10	9	11	9	14	9
	<u>B. Staff Oriented</u>						
33.	Security Job-service condition	15	30	3	4	5	8
32.	Academic Freedom	11	10	25	10	12	12
	<u>C. Institution Oriented</u>						
37.	Institutional Prestige	1	1	1	2	11	1
38.	Institutional Character	2	5	7	1	2	2
36.	High Exam Results	3	3	5	5	10	3
24.	Within frame work of Education Department	19	17	18	12	13	10
39.	Position-competition	7	15	2	13	27	11
25.	Admission of Highest	8	4	22	20	40	13

- a) Character formation that includes a religious and spiritual orientation.
- b) Discipline
- c) Intellectual formation
- d) Co-curricular activities for developing an all-round personality.

The staff-oriented goals indicate that the basic rights of the staff as teachers are respected and safeguarded on the whole, in the Apostolic Carmel schools.

The institution-oriented goals are very revealing of the Apostolic Carmel schools. The most outstanding emphasis is on goals that are related to position and prestige of the institution. Prestige accrues to organizations in a wide variety of ways. It conveys as Gross points out "ideas of leadership, of power and above all of excellence."¹ The high ranking assigned by the respondents to these goals is a clear indication that it is an over-riding concern of the schools. The schools that have achieved it, consider it important to uphold and maintain it and the schools with lower prestige seek to acquire it. Prestige in educational

1. Gross and Grambsch. Op., Cit., p.123.

institutions, particularly schools, seems to be of greater significance than in other organizations, as the quality of its output or products, is not easily measurable and prestige appears a satisfying measure. Prestige is also important to attract the best human resources for an educational institution. The importance accorded to support goals show that the Apostolic Carmel schools have been highly institutionalized. There is an effort to preserve the institutional character.

By and large, these schools seem to operate within the frame work of the affiliating Body, with an academic constraint and with lesser opportunity for institutional change and educational innovation.

The least characteristic goals of Table 57 exhibit more or less the same features. Most of the lowest student-oriented goals are those of a social aspect. Possibly some of the explanation lies in the constraints of the educational system and partly perhaps because of the traditional way of viewing a person, more as an independent individual, rather than a social being. The role of education too is viewed as developing the intellect and character and not necessarily as training to be better members of the society at large.

TABLE: 57 COMMON LOWEST RANKING PERCEIVED GOALS - ALL FIVE SCHOOLS
LEAST CHARACTERISTIC GOALS - AGGREGATE

Goal No.	Goal	Rank on 'IS'					Aggregate
		Delhi	Jamshedpur	Calicut	Mangalore	Goa	
28.	<u>A. Student Oriented</u>						
9.	Participation in Management	38	34	36	37	30	39
16.	Training for Social Position	37	37	37	31	34	38
30.	Job Preparation	36	31	35	38	38	37
15.	Non-academic courses	32	14	40	32	18	35
8.	Skills for Home	35	32	33	30	36	34
2.	Emotional Integration	26	26	34	28	33	30
	Develop Creativity	24	22	32	33	32	29
	<u>B. Staff Oriented</u>						
29.	Participation in Management	38	34	36	37	30	39
31.	Professional Advancement	31	35	31	27	23	32
	<u>C. Institution Oriented</u>						
26.	Pioneer Educational Reforms	16	19	38	35	28	28
	<u>D. Society Oriented</u>						
19.	Cultural Leadership	40	36	39	34	31	40
14.	Social Change	39	38	30	36	25	36
17.	Extension Courses	34	33	15	39	39	33
18.	Adult Literacy/Dropouts	25	40	21	40	35	31

The involvement of the staff is seen to be more in academic matters, with very low participation in the administrative and decision-making functions. The role of the teacher is presented as a limited one, confined to matters of teaching and co-curricular activities with few opportunities for human development and increasing competence in one's field.

The institution-oriented section confirms the earlier observation of a general inertia towards change and innovation.

The place assigned to the society-oriented goals by all the schools is of significance in evaluating to what extent the recent thrust of the Apostolic Carmel Institute, of instilling social awareness in the students and making them agents of social change, has been operative in reality. The lowest rating assigned to these goals makes it evident that these goals still remain as ideals. There doesn't seem to be any visible concerted movement in this direction. The idea of the school being a 'temple of learning' still seems to prevail, with a minimum of school-community interaction. There is evidence of competition being valued, above co-operation.

Across School Comparison - Preferred Goals

The student-oriented output goals of intellectual development and character formation, which express the Apostolic Carmel educational objectives emerge as both, the most characteristic and the most desirable goals as indicated in Table 58. The staff and students of the school show a wider vision in showing their preference for the socially-oriented output goals which are seen as least characteristic of the schools.

A clamour for a more democratic participative administration for policy and involvement in decision making and a more flexible humanistic atmosphere is seen in the goals that are faculty-oriented. The position goals of prestige are corroborated by the high preference given by the respondents to the institution goals that are also perceived as important. The goal aspiration of the participants exclude the society-oriented goals of service to the community. They are not desired as being necessary for the school. This reflects an attitude towards education as being for the development of the individual and not as service to the community and society.

Table 59 shows that the least desired output goals relating to the students are the ones that outline social concern and social change, these have least appeal to the

TABLE: 58

HIGHEST RANKING PREFERRED GOALS - AGGREGATE

MOST DESIRABLE GOALS - AGGREGATE

Goal No.	Goal	Rank on 'Should Be'						Aggregate
		Delhi	Jamshedpur	Calicut	Mangalore	Goa	Aggregate	
	<u>A. Student Oriented</u>							
1.	Intellectual Formation	4	3	8	7	21	3	
4.	Character Formation	11	17	5	1	5	4	
34.	Co-curricular Activities	12	28	6	4	2	5	
10.	Leadership Training	7	11	13	15	15	6	
28.	Participation in Management	5	5	19	16	32	9	
15.	Skills for Home	16	14	12	12	18	10	
35.	Humanistic Atmosphere	15	12	26	8	16	11	
9.	Social Position	6	8	23	28	25	13	
2.	Creative Thinking	9	4	24	29	34	14	
	<u>B. Staff Oriented</u>							
28.	Participation in Management	5	5	19	16	32	9	
35.	Humanistic Atmosphere	15	12	26	8	16	11	
32.	Academic Freedom	18	15	14	14	22	15	
	<u>C. Institution Oriented</u>							
36.	High Exam-results	3	2	2	3	7	1	
37.	Institutional Prestige	2	1	7	6	9	2	
34.	Co-curricular Activities	12	28	6	4	2	5	
28.	Participation in Management	5	5	19	16	32	9	
35.	Humanistic Atmosphere	15	12	26	8	16	11	
40.	High quality Instruction	8	9	25	23	36	16	

TABLE: 59
 LOWEST RANKING PREFERRED GOALS - AGGREGATE
 LEAST DESIRABLE GOALS - AGGREGATE

Goal No	Goal	Rank on 'Should Be'					Aggregate
		Delhi	Jamshedpur	Calicut	Mangalore	Goa	
14.	<u>A. Student-Oriented</u>						
	Social Change	38	36	29	38	11	36
13.	Social Awareness	30	29	18	24	19	33
12.	Co-operation	32	31	15	33	10	32
11.	Nationalism	10	23	22	35	38	30
	<u>B: Staff-Oriented</u>						
	Nil						
	<u>C. Institution-Oriented</u>						
22.	Adaptation to influential persons	40	40	39	40	40	40
30.	Non-prescribed courses	35	20	40	39	37	39
29.	Conflict Resolution	28	27	36	10	35	31
23.	Favour of Education Department	21	34	28	11	23	29
39.	Position-competition	24	25	17	27	27	27
	<u>D. Society-Oriented</u>						
19.	Cultural Leadership	39	39	37	37	6	38
18.	Adult Literacy	33	37	38	34	20	37
17.	Extension Courses	36	35	30	36	8	35
21.	Admission of Disadvantaged	37	38	35	22	4	34

students of the four schools, except the one in Goa. The goals relating to the faculty do not appear among the lowest rated preferred goals. The institution-oriented goals are seen as assigning undue importance to competition and the support of the validating Body. The rating given to the goals of service to society seem to confirm the comparatively low position accorded to these by the schools.

Common areas of Satisfactory Performance

The areas of satisfactory performance is a relative rather than an evaluative concept. Competition and ensuring favourable judgement of the validating Bodies, emerge as areas that are given undue over-emphasis as is evident from Table 60.

It is interesting to note, that though the goals, of 'social awareness', 'admission of disadvantaged', 'uplift project', 'nationalism' and 'co-operation' are perceived as low or medium goals, they receive more importance relative to the preferences of the participants. The Apostolic Carmel policy of making education a means of service to society appears to have a small start in the schools. The goal aspiration of the staff and students and motivation in this area appears to be rather low.

TABLE: 60
COMMON AREAS OF SATISFACTORY PERFORMANCE
GOALS OVER-EMPHASISED (AGGREGATE)

Goal No.	Goal	Rank on IS	Rank on SHOULD BE	Size of Rank Difference
	<u>Student-Related</u>			
13.	Social Awareness	18	33	15
3.	Discipline	6	21	15
12.	Co-operation	20	32	12
11.	Nationalism	21	30	9
6.	Spiritual Orientation	4	12	8
	<u>Staff- Related</u>			
33.	Security job conditions	8	22	14
	<u>Institution-Related</u>			
23.	Favour of Education Department	10	29	19
39.	Position-competition	11	27	16
	<u>Society-Related</u>			
20.	Uplift Project	17	26	9
21.	Admission of Disadvantaged	16	34	18

'Discipline' and 'religious and spiritual orientation' which are Apostolic Carmel objectives receive more prominence than expected, by the individuals.

Common Areas for Improved Performance

The areas for improved performance as seen in Table 61 are of great significance as they have policy implications. They highlight the areas that need attention and action. The student-expressive output goals of developing creativity, developing human values and the student-instrumental goals of training for leadership, social position, home management skills, and vocational skills, are put forward as needing improvement.

The staff related goal of providing in-service training for increasing their competence and institution-oriented goals of institutional innovation, providing high quality instruction and a humanistic atmosphere are identified as areas that need improvement.

Goal Congruence - Aggregate

The congruent goals at the aggregate level spell out the areas of organizational stability, in the sense that the organization is perceived as fulfilling the expectations of the participants in these areas.

TABLE: 61
COMMON AREAS FOR IMPROVED PERFORMANCE
GOALS UNDER-EMPHASISED (AGGREGATE)

Goal No.	Goal	Rank on IS	Rank on SHOULD BE	Size of Rank Difference
28.	<u>Student-Related</u>			
9.	Participation in Management	39	9	30
15.	Social Position	39	9	30
16.	Skills for Home	34	10	24
2.	Job Preparation	37	19	18
10.	Creative Thinking	29	14	15
5.	Leadership Training	23	11	12
	Human Values	15	8	7
	<u>Staff-Related</u>			
26.	Pioneer Educational Reforms	39	9	30
31.	Professional Advancement	32	24	8
	<u>Institution Related</u>			
28.	Participation in Management	39	9	30
26.	Pioneer Educational Reforms	19	6	13
35.	Humanistic Atmosphere	23	11	12
31.	Professional Advancement	32	24	8
40.	High Quality Instruction	24	16	8
	<u>Society- Related</u>			
15.	Skills for Home	34	10	24
16.	Job Preparation	37	19	18

However it is difficult to interpret stability. The congruence would imply an absence of conflict. Conflict is seen as a positive factor by organizational innovators. Blau and Scott rightly insist that "Organizational change is a dialectic process because of the inherent dilemmas an organization must confront. New problems are internally generated in organizations in solving old ones."² This process will give rise to a dilemma between stability and flexibility in the organization. Goals could be interpreted more satisfactorily after a study of the organizational structures.

It is interesting to note from Table 62 that 'character formation', 'prayer and concentration' and 'emotional integration' goals have a high degree of goal congruence, as also the goals that reflect social concern and social change. The support goals of position once again emerge as being very stable and could thereby prove as barriers to institutional innovation.

2. Peter M. Blau and W. Richard Scott. Formal Organizations, p. 250.

TABLE: 62 COMMON AREAS OF ORGANIZATIONAL STABILITY
 CONGRUENT GOALS (AGGREGATE)

Goal No.	Goal	Rank on IS	Rank on SHOULD BE
	<u>Student-Related</u>		
14.	Social Change	36	36
8.	Emotional Integration	30	28
7.	Prayer and Concentration	20	22
34.	Co-curricular Activities	7	5
4.	Character Formation	5	4
	<u>Staff-Related</u>		
	Nil		
	<u>Institution-Related</u>		
27.	Ensure Efficiency	26	25
24.	Within frame work of Edn. Dept.	14	17
38.	Institution Character	4	6
34.	Co-curricular Activities	7	5
37.	Institutional Prestige	1	2
36.	High Exam-Results	3	1

Correlation Across Schools - Perceived Goals

Table 63 shows that there is a very strong correlation of perceived goals between the following pairs of schools.

- i) The city schools of Delhi and Jamshedpur
- ii) The town schools of Mangalore and Calicut

The correlation between the pairs of schools mentioned below is strong.

- i) The schools in Delhi and Mangalore
- ii) The schools in Delhi and Calicut
- iii) The schools in Jamshedpur and Mangalore
- iv) The schools in Mangalore and Goa
- v) The schools in Calicut and Goa

The correlation between another set of schools is moderate.

- i) The schools in Delhi and Goa
- ii) The schools in Jamshedpur and Calicut

Finally the correlation between the school in Jamshedpur and the one in Goa is seen to be a weak one.

TABLE: 63

RANK ORDER CORRELATION OF PERCEIVED GOALS
ACROSS SCHOOLS

Schools	Correlation Coefficient	Level of Significance
Delhi - Jamshedpur	0.86	.001
Delhi - Calicut	0.66	.001
Delhi - Mangalore	0.74	.001
Delhi - Goa	0.49	.01
Jamshedpur - Calicut	0.47	.01
Jamshedpur - Mangalore	0.69	.001
Jamshedpur - Goa	0.30	.01
Calicut - Mangalore	0.75	.001
Calicut - Goa	0.62	.001
Mangalore - Goa	0.69	.001

Correlation Across Schools - Preferred Goals

The correlation of preferred goals in the ordered pair of schools is indicated in Table 64. It follows more or less a similar pattern.

The correlation between Delhi and Jamshedpur schools is very strong.

The Mangalore and Calicut schools exhibit a strong correlation.

The correlation between Delhi - Mangalore, Jamshedpur - Mangalore, Delhi - Calicut and Jamshedpur - Calicut seems to be moderate and the correlation between the four schools with the school in Goa is a weak one, showing that this school situated in a rural area stands out as being different from the other schools.

Comparison Across Schools - Patterns of Differentiation

Though there seems to be a striking similarity in the goal structure of the schools, a close examination reveals a few points and patterns of differentiation.

The first criteria of differentiation is based on the locality of these schools. Delhi and Jamshedpur are city schools, Mangalore and Calicut schools are situated in towns

TABLE: 64

RANK ORDER CORRELATION OF PREFERRED GOALS
ACROSS SCHOOLS

Schools	Correlation Coefficeint	Level of Significance
Delhi - Jamshedpur	0.80	.001
Delhi - Calicut	0.33	.01
Delhi - Mangalore	0.44	.01
Delhi - Goa	0.43	.01
Jamshedpur - Calicut	0.29	.01
Jamshedpur - Mangalore	0.36	.01
Jamshedpur - Goa	0.37	.01
Calicut - Mangalore	0.59	.01
Calicut - Goa	0.22	.01
Mangalore - Goa	0.29	.01

and the school in Goa has a rural setting.

The city schools place a relatively high emphasis on intellectual development, are seen to be more keen on developing creativity in the students and assign a low priority to goals of 'social awareness', sense of 'co-operation' and 'social change', 'the society-oriented' goals are totally absent in these schools and admission tends to be very selective. Influential parents seem to exercise some indirect control, while the influence of the education department is rather minimal. These schools exhibit comparatively greater readiness for change and educational reforms and set a higher premium on high quality instruction even at the cost of being elitist. They give great importance to institutional prestige and maintaining a position seems to be of importance to these schools.

When we examine the preferred goals structure, a similar distinction is evident. The two city schools, have a higher priority for intellectual formation and for developing creativity and set a much lower value on discipline, indicating their preference for a more liberal, flexible and less structured atmosphere. A tendency towards secularism, in youth particularly in cities, is revealed in the high priority given to human values in preference to religious and spiritual orientation, which is undervalued. The need for developing

emotionally well integrated personalities is seen as important in addition to human values. Training for position in society and for leadership are seen as means of preserving a high status in society, while 'co-operation', 'social awareness' and particularly 'social change' are perhaps looked upon as undesired society values. Skills for home are considered significant but skills for employment are considered unimportant, because of a desire for further studies and professional careers. The society-oriented goals are not subscribed to by the respondents. Innovation and change are more keenly desired than in the other schools. The goals associated with prestige and position are found to be of the greatest importance to the participants.

The Mangalore and Calicut schools situated in towns present a similar pattern, with a relatively medium emphasis for 'developing creativity'. A comparatively greater importance is assigned to prayer and concentration and religious orientation, than human values. They exhibit fewer signs of educational innovation. These schools are seen to be less prestigious than the city schools and are not as selective in admitting students as the other two schools. The preferred goals too more or less reflect the same pattern on the whole.

The rural school in Goa, has a lower emphasis on intellectual formation and developing creativity. It presents a strong image of being religiously oriented with lesser concern for human values. It sets lesser value to 'training in leadership' and to 'co-curricular activities'. The students appear to be lacking in national consciousness but desirous of social change. The values of social concern and co-operation are visible to some extent in the school, by the completely open door policy in admission. This school is characterised as catering to the economically disadvantaged section. Its prestige level is rather low as compared to the other schools and it appears to be free from competition which establishes a position and prestige.

At the preferred level the Goa school stands out as being very different from the other schools. The individuals show a strong preference for a job-oriented education which will enable them to better their position on completing their school education. A strong desire for social change as evinced in the high rating given to this goal reflects a tendency towards upward social mobility. A spiritual and religious orientation is found meaningful by the staff and students. Developing national consciousness is under-emphasised. The school is seen as a centre for community development, by the prominence given to the society oriented goals. Prestige and elitism are undervalued. The respondents

show a much lesser value for participation in management and for training for social position.

The second criteria for categorization is the financial support of the educational department. The three aided schools stand apart from the two unaided schools in Delhi and Jamshedpur. The differentiation is more in the case of the support goals rather than the output goals. The three aided schools operate more within the frame work of the education department, are seen as less innovative and provide lesser academic freedom to the staff. They provide better job and service conditions to the staff, are subject to the control of the education department to a greater extent and place a high value on the favourable judgement of the validating body. The same pattern is re-inforced at the preferred level. The unaided schools show greater flexibility and openness to change. They operate more freely outside the constraints of the educational department and set greater value on the favourable judgement of influential parents. These schools provide greater academic freedom to the staff but lesser financial security and benefits to them.

Between the two city schools, the school in Delhi, could be differentiated from the one in Jamshedpur in some respects. The Delhi school projects greater national

consciousness, a lesser degree of elitism than Jamshedpur being less selective and gives some attention to the 'admission of the disadvantaged.' It is seen as providing greater benefits to the staff. It appears to be of greater service to the community by the importance given to adult education. It manifests greater readiness in introducing educational innovations. The school in Jamshedpur presents a greater emphasis on co-curricular activities, while at the preferred level the individuals under estimate this and are desirous of a highly academic orientation. The school is seen as admitting students of the higher sections of society. While the school under emphasises community-oriented goals, great attention is given to non-academic courses organized for the students of the school. The job and service conditions provided to the staff, emerge as unsatisfactory from the ranking given to it at both levels.

Certain unique characteristics of the school in Calicut which distinguish it from the school in Mangalore are also outlined in the goal structures. A greater sense of social concern is reflected in the former by the relative importance, given to the goals of 'social awareness', 'co-operation', 'extension courses' and 'literacy for dropouts', The importance given to 'discipline' is remarkable in this school.

The Mangalore school has a relatively lower emphasis on discipline and service to society. However it is more favourable to admitting students from disadvantaged sections of society than the Calicut school. It gives a comparatively lower emphasis to cultural activities and to acquiring a position through competitive activities.

The unique features of the school in Goa are outlined earlier.

COMPARISON WITHIN SCHOOLS

Differential Perception of Staff and Students

In drawing up the goal structures of the schools, the ratings given by both the staff and students were lumped together. It is presumed that there would be some difference in both, the perceptions and preferences of the staff and students owing to the differences in age, experience, roles in the institution, interest and values. The weightage given to the goals by these two important sections of the school community need to be compared.

Differential Perception - Perceived Goals

A very strong correlation between the staff and student perceptions of goals is evident in Table 65 . This ensures greater objectivity and reliability regarding the data collected, from the ratings assigned by the respondents, to the perceived goals, in all the schools.

The goal preferences of the staff and students too exhibit a strong correlation, as found in Table 66. However it is of a lower degree than at the perceived level. The preferred goals reflect the values, interests and aspirations of each group, which would necessarily be different to some extent.

The differential perception as indicated in Table 67 reveals a very close proximity in the ranks assigned to the perceptions of the staff and students. There is a considerable difference in the rating but the relative emphasis is practically the same, in the school at Delhi.

A considerable difference in ranking is noted for a few goals in the school at Jamshedpur. The students rate discipline, quite high, while the staff rates it much lower. 'Training for social position', 'emotional integration', 'nationalism', 'high quality instruction', are ranked lower by the students. Once again the students state that greater

TABLE: 65

RANK ORDER CORRELATION OF PERCEIVED GOALS
BETWEEN STAFF AND STUDENTS OF EACH SCHOOL

School	Correlation Coefficient	Level of Significance
Delhi	0.61	.001
Jamshedpur	0.80	.001
Calicut	0.67	.001
Mangalore	0.74	.001
Goa	0.84	.001

TABLE: 66

RANK ORDER CORRELATION OF PREFERRED GOALS
BETWEEN STAFF AND STUDENTS OF EACH SCHOOL

School	Correlation Coefficient	Level of Significance
Delhi	0.93	.001
Jamshedpur	0.92	.001
Calicut	0.80	.001
Mangalore	0.87	.001
Goa	0.87	.001

importance is given to 'non-prescribed courses', 'within frame work of education department', 'providing a humanistic atmosphere' and 'position through competition.'

The students of Calicut school rate 'discipline' 'social awareness', 'extension courses', 'adult literacy', 'position through competition', considerably higher than the staff, while 'intellectual formation', 'character formation', 'professional advancement of staff' and 'skills for home' are perceived as being of lesser importance.

The perceptions of students and staff has very little variance in the school at Mangalore. 'Prayer and concentration', 'skills for home' and 'professional advancement of staff' are ranked higher and 'high quality instruction', is assigned a much lower place by the students than by the staff.

Discipline occupies a higher place according to the perceptions of the students of Goa school, as compared to those of the staff. 'High exam-results', 'efficiency in management' and 'academic freedom' too are rated comparatively higher by the students.

TABLE: 67 DIFFERENTIAL PERCEPTION OF GOALS BY STUDENTS AND STAFF - PERCEIVED GOALS

Output Goals	Delhi						Jamshedpur						Calicut						
	Students			Staff			Students			Staff			Students			Staff			
	Rank	Mean	S.D.	Rank	Mean	S.D.	Rank	Mean	S.D.	Rank	Mean	S.D.	Rank	Mean	S.D.	Rank	Mean	S.D.	
INDIVIDUAL ORIENTED																			
A. <u>Edn. of Intelligence</u>																			
1. Intellectual Formation	6	3.34	.67	6	3.70	.60	15	2.98	.64	10	3.31	.74	18	3.00	.60	8	3.98	.63	
2. Creative Thinking	22	2.39	.69	22	2.71	.75	27	1.95	.75	21	2.35	.66	32	1.65	.61	26	2.92	.77	
3. Discipline	19	3.77	.55	19	2.90	.62	6	3.77	.51	14	2.85	.71	3	3.96	.62	6	4.00	.75	
B. <u>Edn. of Character</u>																			
4. Character Formation	2	3.58	.60	2	4.13	.65	7	3.64	.60	6	3.56	.88	11	3.38	.65	5	4.11	.74	
5. Human Values	14	3.13	.71	13	3.23	.69	14	3.01	.65	11	3.08	.98	21	2.49	.55	11	3.60	.56	
6. Spiritual Orientation	8	3.68	.60	8	3.64	.48	9	3.53	.65	8	3.42	.78	14	3.12	.69	10	3.74	.67	
7. Prayer & Concentration	21	2.88	.54	21	2.77	.58	10	3.24	.60	17	2.60	.60	12	3.25	.78	16	3.43	.53	
8. Emotional Integration	28	2.02	.59	27	2.23	.62	25	1.96	.62	9	3.41	.78	34	1.53	.55	27	2.85	.68	
C. <u>Edn. of Social Dimension</u>																			
9. Social Position	33	1.40	.62	33	1.41	.49	37	1.32	.51	16	2.60	.60	36	1.47	.63	32	2.58	.73	
10. Leadership Training	10	3.18	.72	10	3.59	.65	19	2.21	.74	26	2.04	.67	20	2.69	.74	21	3.21	.65	
11. Nationalism	11	2.90	.59	12	3.50	.54	24	2.02	.71	18	2.48	.67	15	3.10	.79	15	3.47	.54	
12. Co-operation	27	1.76	.69	28	2.31	.85	29	1.91	.64	30	1.89	.68	17	3.03	.67	19	3.28	.59	
13. Social Awareness	32	1.88	.64	32	1.51	.67	28	1.93	.57	20	2.37	.45	9	3.51	.55	17	3.42	.56	
14. Social Change	37	1.31	.53	38	1.36	.48	38	1.31	.55	38	1.29	.69	30	1.94	.65	31	2.72	.81	
D. <u>Society Oriented</u>																			
15. Skills for Home	30	1.41	.67	30	1.92	.66	33	1.36	.56	34	1.60	.58	35	1.52	.64	23	3.13	.95	
16. Job Preparation	35	1.46	.78	35	1.39	.61	32	1.72	.69	31	1.77	.28	31	1.65	.63	33	2.56	.68	
17. Extension Courses	36	1.66	.61	36	1.38	.54	31	1.77	.41	39	1.08	.19	7	3.59	.49	28	2.84	.71	
18. Adult Literacy	20	2.33	.67	20	2.85	.69	40	1.13	.33	40	1.04	.47	13	3.20	.63	38	1.69	.94	
19. Cultural Leadership	38	1.22	.48	37	1.35	.66	34	1.34	.58	35	1.35	.46	37	1.42	.55	39	1.66	.64	
20. Uplift Project	25	2.52	.58	25	2.59	.71	26	1.96	.72	22	2.31	.46	16	3.03	.68	18	3.36	.62	
21. Admn. of Disadvantaged	23	2.46	.71	23	2.70	.60	39	1.17	.43	37	1.27	.44	22	1.44	.51	36	2.00	.75	

TABLE: 67 (Contd.) DIFFERENTIAL PERCEPTION OF GOALS BY STUDENTS AND STAFF - PERCEIVED GOALS

Output Goals (Contd.)	Mangalore						Goa					
	Students			Staff			Students			Staff		
	Rank	Mean	S.D.	Rank	Mean	S.D.	Rank	Mean	S.D.	Rank	Mean	S.D.
<u>INDIVIDUAL ORIENTED</u>												
A. <u>Edn. of Intelligence</u>												
1. Intellectual Formation	9	2.65	.53	9	3.00	.51	15	2.44	.49	11	2.71	.54
2. Creative Thinking	31	1.41	.53	27	1.56	.49	30	1.36	.58	30	1.52	.49
3. Discipline	7	2.69	.56	7	3.30	.54	6	3.32	.46	20	2.05	.58
B. <u>Edn. of Character</u>												
4. Character Formation	6	3.11	.62	4	3.48	.49	10	2.64	.60	6	3.43	.58
5. Human Values	22	1.88	.57	20	2.26	.44	21	1.79	.67	14	2.38	.58
6. Spiritual Orientation	8	2.66	.60	8	3.00	.58	5	3.56	.59	4	3.67	.47
7. Prayer and Concentration	15	2.19	.64	22	2.21	.50	14	2.45	.51	12	2.52	.58
8. Emotional Integration	29	1.45	.49	28	1.47	.49	29	1.37	.58	32	1.43	.49
C. <u>Edn. of Social Dimension</u>												
9. Social Position	32	1.39	.48	26	1.69	.46	37	1.21	.52	21	1.90	.53
10. Leadership Training	16	2.19	.74	16	2.39	.57	28	1.40	.56	17	2.11	.35
11. Nationalism	25	1.61	.58	29	1.43	.49	24	1.45	.64	35	1.33	.47
12. Co-operation	21	1.95	.67	30	1.43	.49	8	3.09	.69	7	3.43	.48
13. Social Awareness	23	1.87	.62	24	2.00	.58	7	3.11	.82	8	3.29	.45
14. Social Changes	33	1.36	.59	39	1.17	.37	25	1.43	.49	19	2.09	.68
D. <u>Society Oriented</u>												
15. Skills for Home	28	1.46	.62	35	1.35	.48	32	1.31	.46	36	1.24	.42
16. Job Preparation	37	1.29	.45	36	1.34	.48	39	1.12	.36	38	1.19	.39
17. Extension Courses	38	1.25	.48	38	1.26	.44	40	1.08	.27	40	1.09	.29
18. Adult Literacy	39	1.17	.39	40	1.13	.33	34	1.28	.47	29	1.52	.49
19. Cultural Leadership	34	1.36	.50	31	1.43	.49	31	1.37	.56	31	1.47	.49
20. Uplift Project	17	2.18	.66	21	2.22	.51	13	2.41	.69	15	2.38	.57
21. Admn. of Disadvantaged	19	2.06	.61	14	2.61	.48	1	4.29	.74	1	4.48	.59

TABLE: 67 (Contd.)

DIFFERENTIAL PERCEPTION OF GOALS BY STUDENTS AND STAFF - PERCEIVED GOALS

Support Goals	Delhi				Jamshedpur				Calicut									
	Students		Staff		Students		Staff		Students		Staff							
	Rank	Mean S.D.	Rank	Mean S.D.	Rank	Mean S.D.	Rank	Mean S.D.	Rank	Mean S.D.	Rank	Mean S.D.						
<u>INSTITUTION ORIENTED</u>																		
<u>A. Adaptation</u>																		
22. Adaptation to Influential persons	34	1.79	.78	34	1.40	.54	13	3.03	.59	15	2.61	.78	25	2.23	.76	37	1.92	1.02
23. Favour of Edn. Department	17	2.70	.85	17	3.08	.76	22	2.09	.67	29	1.97	.62	6	3.75	.67	12	3.58	.74
24. Within frame work of Edn. Department	18	2.69	.69	18	3.05	.71	23	2.04	1.24	13	2.89	.68	19	2.82	.74	9	3.77	.83
25. Admission of Highest	15	3.23	.72	15	3.21	.78	4	4.28	.79	2	4.27	.81	23	2.44	.64	20	3.26	.70
26. Pioneer Ednl. Reforms	24	2.59	.78	26	2.60	.62	36	1.36	.56	32	1.64	.59	39	1.26	.46	34	2.30	.72
<u>B. Management</u>																		
27. Ensure efficiency	26	1.69	.64	24	2.08	.49	17	2.68	.83	19	2.43	.57	24	2.32	.62	24	3.05	.87
28. Participation in Management	31	1.23	.49	31	1.69	.75	35	1.36	.69	33	1.60	.90	38	1.37	.62	29	2.83	.98
29. Conflict Resolution	40	2.68	.90	40	1.21	.46	20	2.21	.64	28	1.91	.70	26	2.15	.67	34	2.11	.62
30. Non-prescribed courses	29	1.34	.52	29	2.02	.66	16	2.75	.74	27	2.04	.64	40	1.26	.46	40	1.24	.54
<u>C. Motivation</u>																		
31. Professional Advancement	39	1.89	.64	39	1.33	.47	30	1.86	.66	36	1.31	.46	33	1.55	.59	13	3.57	1.20
32. Academic Freedom	7	3.19	.75	7	3.69	.56	11	3.16	.38	7	3.34	.47	29	1.97	.70	22	3.18	.99
33. Security-job oriented	16	3.04	.71	16	3.20	.76	21	2.12	.53	24	2.21	.61	5	3.86	.62	3	4.30	.58
34. Co-curricular Activities	5	3.80	.63	5	3.87	.52	2	4.56	.55	5	4.04	.61	4	3.87	.59	14	3.56	.56
35. Humanistic Atmosphere	13	2.66	.67	14	3.23	.53	8	3.82	.38	23	2.29	.53	27	2.13	.75	25	2.98	.56
<u>D. Position</u>																		
36. High Exam-results	4	4.17	.66	4	3.97	.69	3	4.40	.66	4	4.15	.61	8	3.53	.59	2	4.34	.55
37. Institutional Prestige	1	4.58	.55	1	4.64	.53	1	4.65	.58	1	4.58	.67	2	4.46	.55	1	4.36	.72
38. Institute Character	3	4.25	.61	3	4.08	.66	5	4.09	.53	3	4.21	.61	10	3.51	.69	4	4.19	.82
39. Position-competition	9	3.60	.71	9	3.62	.54	12	3.04	.59	25	2.14	.64	1	4.62	.56	7	3.99	.81
40. High Quality Instruction	12	2.67	.74	11	3.35	.48	18	2.31	.73	12	2.95	.73	28	2.12	.81	30	2.77	.79

TABLE: 67 (Contd.) DIFFERENTIAL PERCEPTION OF GOALS BY STUDENTS AND STAFF - PERCEIVED GOALS

Support Goals (Contd.)	Mangalore				Goa				
	Students		Staff		Students		Staff		
	Rank	Mean S.D.	Rank	Mean S.D.	Rank	Mean S.D.	Rank	Mean S.D.	
<u>A. Adaptation</u>									
22. Adaptation to Influential Persons	13	2.23 .58	15	2.43 .58	36	1.22 .45	34	1.33 .89	
23. Favour of Edn. Department	1	4.02 .69	1	4.35 .48	4	3.65 .66	2	4.14 .83	
24. Within frmae work of Education Department	12	2.27 .67	12	2.69 .54	17	2.25 .59	9	3.09 .61	
25. Admn. of Highest	14	2.22 .67	13	2.65 .47	38	1.13 .44	39	1.19 .49	
26. Pioneer Ednl. Reforms	35	1.35 .49	37	1.30 .46	27	1.49 .62	33	1.43 .49	
<u>B. Management</u>									
27. Ensure Efficiency	18	2.16 .56	19	2.26 .43	16	2.35 .53	24	1.86 .56	
28. Participation in Management	36	1.32 .58	34	1.35 .63	33	1.28 .62	23	1.86 .77	
29. Conflict Resolution	24	1.85 .62	17	2.39 .48	18	2.24 .62	16	2.19 .59	
30. Non-prescribed Courses	30	1.44 .49	32	1.43 .49	35	1.24 .46	37	1.24 .52	
<u>C. Motivation</u>									
31. Professional Advancement	26	1.64 .50	33	1.38 .48	22	1.74 .64	22	1.90 .68	
32. Academic Freedom	11	2.44 .62	10	2.95 .46	12	2.48 .53	26	1.71 .45	
33. Security-Job Oriented	2	3.18 .57	5	3.43 .49	3	3.89 .68	3	3.95 .89	
34. Co-curricular Activities	10	2.59 .63	18	2.30 .46	20	1.85 .74	18	2.09 .68	
35. Humanistic Atmosphere	27	1.61 .59	23	2.04 .69	19	2.04 .73	25	1.81 .58	
<u>D. Position</u>									
36. High Exam-results	5	3.22 .64	3	3.61 .48	9	2.73 .63	13	2.52 .58	
37. Institutional Prestige	3	3.74 .62	6	3.35 .76	11	2.58 .69	10	2.81 .49	
38. Institute Character	4	3.66 .65	2	3.74 .67	2	3.93 .69	5	3.48 .73	
39. Position-competition	20	2.05 .64	25	1.91 .58	26	1.49 .73	27	1.67 .56	
40. High Quality Instruction	40	1.02 .61	11	2.74 .53	23	1.70 .82	28	1.52 .49	

Differential Perception - Preferred Goals

The goal preferences of the two groups reveal the self-interest and expectations of these groups

As seen in Table 68 the students desire less discipline than the teachers of Delhi. 'Character formation', 'operating within the frame work of the education department', and 'institutional character' are considered to be of lesser importance by the students. The motivation goals reflecting staff interests, 'professional advancement', 'academic freedom' and 'security of job and service conditions', seem to be of much greater importance to the staff than to the students. Goals which are associated with student-interests; 'training for social position' 'leadership training', 'skills for home', 'co-curricular activities' and 'high exam results', seem to be of much greater significance to the students, than to the staff.

The same pattern of differential goal perception, emerges in Jamshedpur school - The same goals that are associated with student interests, are valued as being of greater importance by the students. 'Intellectual formation' is of top importance to the students, 'non-prescribed courses' are seen to be more useful by the students than by the

teachers and 'discipline' is given greater prominence by the staff. Once again the motivation goals that spell out staff concerns are of lesser consequence to the students.

The school in Calicut exhibits the same trend with a slight variation. Each group gives greater preference to the goals that espouse their own interests. Spiritual orientation and prayer and concentration are expressed as more meaningful goals by the students. 'Position through competition' seems to be of much lesser value to the students.

The students of the school in Mangalore show greater preference for character formation and spiritual orientation than the staff. Once again the same pattern could be traced out. The staff have assigned a much higher rating to the goals that concern them and the students have upheld their own interests, by emphasising the goals that involve them directly. 'conflict resolution' and a more 'humanistic atmosphere', is highly emphasised by the students as compared to the staff. This perhaps points to a lack of personal interest in the students by the staff, 'Institutional prestige', is of much greater concern to the staff.

DIFFERENTIAL PERCEPTION OF GOALS BY STUDENTS AND STAFF - PREFERRED GOALS

TABLE: 68

Output Goals	Delhi						Jamshedpur						Calicut					
	Students			Staff			Student			Staff			Students			Staff		
	Rank	Mean	S.D.	Rank	Mean	S.D.	Rank	Mean	S.D.	Rank	Mean	S.D.	Rank	Mean	S.D.	Rank	Mean	S.D.
<u>INDIVIDUAL ORIENTED</u>																		
<u>A. Edn. of Intelligence</u>																		
1. Intellectual Formation	5	4.26	.51	5	4.23	.48	1	4.62	.53	4	4.31	.58	8	3.68	.60	7	4.06	.56
2. Creative Thinking	11	3.89	.64	13	3.67	.61	4	4.40	.55	6	4.21	.61	22	2.95	.67	28	3.21	.73
3. Discipline	20	3.03	.62	8	4.12	.55	26	2.48	.62	18	3.42	.49	5	4.06	.62	5	4.24	.57
<u>B. Edn. of Character</u>																		
4. Character Formation	13	3.55	.67	1	4.48	.55	17	2.96	.56	12	3.63	.52	6	3.87	.56	4	4.38	.48
5. Human Values	3	4.43	.52	3	4.38	.54	9	4.10	.57	7	4.06	.59	19	3.15	.56	12	3.73	.62
6. Spiritual Orientation	26	2.60	.67	26	2.92	.69	34	1.70	.64	19	3.21	.61	4	4.07	.58	10	4.00	.54
7. Prayer and Concentration	27	2.57	.61	28	2.85	.66	30	2.35	.60	21	3.17	.55	14	3.25	.59	20	3.45	.60
8. Emotional Integration	17	3.19	.77	21	3.17	.81	15	3.47	.56	24	3.04	.41	33	2.44	.58	32	2.96	.72
<u>C. Edn. of Social Dimension</u>																		
9. Social Position	1	4.47	.56	27	2.87	.76	6	4.26	.75	13	3.62	.67	20	3.15	.62	33	2.81	.55
10. Leadership Training	6	4.18	.66	16	3.58	.54	7	4.16	.77	17	3.42	.53	11	3.38	.61	25	3.33	.61
11. Nationalism	16	3.44	.57	18	3.51	.49	19	2.74	.62	23	3.08	.64	25	2.86	.59	19	3.49	.53
12. Co-operation	34	1.94	.72	17	3.56	.49	32	2.22	.74	25	3.02	.59	13	3.27	.63	22	3.42	.52
13. Social Awareness	28	2.46	.49	30	2.66	.69	25	2.51	.75	31	2.54	.78	15	3.22	.56	24	3.34	.55
14. Social Change	39	1.39	.49	38	1.51	.55	38	1.24	.48	36	1.45	.61	32	2.68	.55	31	2.98	.63
<u>D. Society Oriented</u>																		
15. Skills for Home	14	3.52	.63	22	3.10	.59	12	3.67	.58	26	3.00	.58	12	3.29	.59	17	3.53	.49
16. Job Preparation	23	2.80	.61	24	3.03	.66	29	2.41	.72	27	2.97	.74	28	2.78	.61	14	2.57	.57
17. Extension Courses	35	1.91	.75	35	1.92	.79	35	1.32	.53	34	1.91	.77	27	2.86	.68	18	2.53	.60
18. Adult Literacy	31	2.31	.81	34	2.38	.62	36	1.26	.55	38	1.37	.59	38	1.48	.64	38	1.45	.53
19. Cultural Leadership	38	1.41	.55	40	1.31	.56	40	1.14	.40	40	1.23	.42	36	2.15	.64	37	1.81	.61
20. Uplift Project	33	2.02	.69	32	2.46	.67	24	2.54	.58	32	2.37	.69	10	3.47	.61	23	3.38	.59
21. Admission of Disadvantaged	37	1.53	.74	36	1.59	.81	39	1.20	.43	35	1.47	.73	29	2.78	.64	36	1.81	.64

TABLE: 68 (Contd.) DIFFERENTIAL PERCEPTION OF GOALS BY STUDENTS AND STAFF - PREFERRED GOALS

Support Goals (Contd.)	Mangalore				Goa							
	Students		Staff		Students		Staff					
	Rank	S.D.	Rank	S.D.	Rank	S.D.	Rank	S.D.				
<u>INSTITUTION ORIENTED</u>												
<u>A. Adaptation</u>												
22. Adaptation to Influential Persons	40	1.27	.66	38	1.35	.63	40	1.17	.47	40	1.09	.29
23. Favour of Edn. Department	12	3.33	.60	8	3.78	.51	25	2.60	.63	19	3.48	.72
24. Within frame work of Edn. Department.	6	3.68	.65	4	4.06	.58	23	2.66	.63	28	2.76	.68
25. Admission of Highest	32	2.27	.96	19	3.09	.58	39	1.20	.58	37	1.95	.68
26. Pioneer Ednl. Reforms	28	2.39	.58	30	2.52	.50	29	2.35	.64	26	2.90	.61
<u>B. Management</u>												
27. Ensure Efficiency	22	2.57	.51	13	3.34	.48	30	2.32	.64	32	2.57	.66
28. Participation in Management	17	2.89	.59	10	3.73	.53	35	2.05	.65	17	3.46	.73
29. Conflict Resolution	7	3.67	.56	27	2.61	.49	34	2.08	.65	33	2.43	.73
30. Non-prescribed Courses	39	1.68	.75	40	1.22	.41	37	1.85	.66	39	1.57	.49
<u>C. Motivation</u>												
31. Professional Advancement	29	2.39	.61	9	3.77	.59	32	2.24	.68	13	3.52	.58
32. Academic Freedom	14	3.16	.61	14	3.26	.44	26	2.60	.69	12	3.57	.49
33. Security-job Oriented	25	2.48	.54	3	4.09	.58	13	3.34	.62	4	3.86	.56
34. Co-curricular Activities	2	3.19	.56	17	3.13	.54	3	3.98	.59	9	3.66	.64
35. Humanistic Atmosphere	4	3.75	.63	21	2.82	.48	14	3.32	.66	20	3.49	.49
<u>D. Position</u>												
36. High exam-results	5	3.73	.70	2	4.17	.48	6	3.63	.70	5	3.76	.68
37. Institutional Prestige	9	3.48	.53	1	4.39	.49	10	3.45	.69	6	3.71	.63
38. Institute Character	13	3.19	.70	12	3.35	.48	15	3.30	.57	8	3.67	.64
39. Position-competition	27	2.45	.62	24	2.69	.55	24	2.63	.74	35	2.29	.62
40. High Quality Instruction	21	2.62	.67	20	2.96	.55	36	1.79	.47	34	2.42	.78

TABLE: 68 (Contd.) DIFFERENTIAL PERCEPTION OF GOALS BY STUDENTS AND STAFF - PREFERRED GOALS

Support Goals	Delhi				Jamshedpur				Calicut			
	Students		Staff		Students		Staff		Students		Staff	
	Rank	Mean S.D.	Rank	Mean S.D.	Rank	Mean S.D.	Rank	Mean S.D.	Rank	Mean S.D.	Rank	Mean S.D.
<u>INSTITUTION ORIENTED</u>												
<u>A. Adaptation</u>												
22. Adaptation to Influential Persons	40	1.25 .48	39	1.33 .47	37	1.24 .50	39	1.29 .53	40	1.36 .60	39	1.43 .65
23. Favour of Edn. Department	30	2.37 .65	29	2.76 .53	33	1.90 .65	33	2.04 .67	31	2.75 .67	15	3.57 .73
24. Within frame work of Edn. Department	22	2.93 .59	14	3.64 .48	23	2.54 .65	22	3.13 .56	9	3.56 .62	8	4.02 .59
25. Admission of Highest	12	3.82 .76	11	3.74 .84	8	4.12 .71	8	4.06 .80	35	2.36 .55	26	3.32 .61
26. Pioneer Ednl. Reforms	10	4.01 .67	23	3.08 .69	10	4.07 .69	15	3.58 .67	30	2.76 .56	35	2.51 .74
<u>B. Management</u>												
27. Ensure Efficiency	19	3.10 .61	19	3.23 .53	20	2.65 .76	20	3.21 .61	23	2.95 .61	21	3.45 .57
28. Participation in Management	8	4.13 .59	6	4.15 .53	5	4.28 .63	2	4.44 .76	18	3.18 .60	27	3.23 .60
29. Conflict Resolution	25	2.67 .61	31	2.61 .66	27	2.47 .81	29	2.75 .55	37	2.05 .69	34	2.58 .53
30. Non-prescribed courses	32	2.27 .95	37	1.54 .63	18	2.81 .59	37	1.44 .49	39	1.40 .59	40	1.21 .41
<u>C. Motivation</u>												
31. Professional Advancement	29	2.46 .96	10	4.03 .80	21	2.64 .68	9	4.04 .61	34	2.44 .59	9	4.04 .61
32. Academic Freedom	21	2.94 .67	7	4.13 .56	16	3.07 .73	11	3.96 .61	16	3.22 .56	13	3.60 .56
33. Security-job Oriented	36	1.79 .61	4	4.30 .60	31	2.24 .67	3	4.39 .43	17	3.19 .61	2	4.45 .53
34. Co-curricular Activities	7	4.16 .61	25	2.95 .75	28	2.44 .61	28	2.87 .56	3	4.13 .60	16	3.56 .53
35. Humanistic Atmosphere	15	3.49 .74	20	3.18 .55	14	3.53 .72	16	3.54 .58	24	2.93 .56	30	3.06 .68
<u>D. Position</u>												
36. High exam results	2	4.44 .54	9	4.10 .68	2	4.58 .53	5	4.27 .67	2	4.15 .58	3	4.45 .57
37. Institutional Prestige	4	4.36 .54	2	4.41 .59	3	4.49 .61	1	4.50 .50	7	3.79 .60	6	4.45 .57
38. Inst. Character	24	2.78 .84	12	3.69 .61	13	3.58 .78	10	3.96 .57	1	4.32 .58	1	4.51 .58
39. Position-competition	18	3.11 .61	33	2.41 .74	22	2.56 .71	30	2.73 .57	21	3.06 .89	11	3.77 .77
40. High Quality Instruction	9	4.12 .67	15	3.59 .59	11	3.87 .65	14	3.61 .52	26	2.83 .61	29	3.08 .54

TABLE: 68 (Contd.) DIFFERENTIAL PERCEPTION OF GOALS BY STUDENTS AND STAFF - PREFERRED GOALS

Output Goals (Contd.)	Mangalore						Goa:					
	Students			Staff			Students			Staff		
	Rank	Mean	S.D.	Rank	Mean	S.D.	Rank	Mean	S.D.	Rank	Mean	S.D.
INDIVIDUAL ORIENTED												
A. Edn. of Intelligence												
1. Intellectual Formation	8	3.35	.49	5	4.09	.50	21	2.73	.59	22	3.29	.54
2. Creative Thinking	30	2.39	.53	26	2.61	.71	33	2.14	.64	31	2.67	.64
3. Discipline	10	3.46	.54	6	4.07	.50	12	3.36	.79	21	3.33	.56 ⁿ
B. Edn. of Character												
4. Character Formation	1	3.96	.56	7	3.96	.55	7	3.61	.56	2	4.19	.58
5. Human Values	18	2.84	.64	18	3.13	.61	28	2.36	.62	35	2.12	.56
6. Spiritual Orientation	3	3.88	.67	11	3.61	.57	4	3.91	.64	3	4.00	.53
7. Prayer and Concentration	26	2.47	.61	29	2.52	.50	11	3.41	.01	18	3.43	.49
8. Emotional Integration	31	2.37	.59	31	2.43	.50	31	2.23	.58	29	2.71	.55
C. Edn. of Social Dimension												
9. Social Position	16	2.98	.64	33	2.35	.48	22	2.67	.66	34	2.10	.58
10. Leadership Training	15	3.04	.73	15	3.25	.53	16	3.28	.57	11	3.57	.49
11. Nationalism	35	1.88	.64	34	2.09	.50	38	1.54	.66	38	1.95	.57
12. Co-operation	33	2.07	.69	22	2.78	.51	19	3.11	.58	14	3.52	.49
13. Social Awareness	23	2.56	.57	28	2.57	.50	27	2.58	.71	27	2.76	.53
14. Social Change	38	1.70	.93	37	1.43	.71	8	3.56	.49	24	3.00	.81
D. Society Oriented												
15. Skills for Home	11	3.34	.58	16	3.30	.55	18	3.23	.66	23	3.23	.78
16. Job Preparation	19	2.77	.58	32	2.40	.49	1	4.15	.56	1	4.24	.53
17. Extension Courses	20	2.70	.61	25	2.61	.49	9	3.54	.71	10	3.62	.48
18. Adult Literacy	34	2.01	.76	35	1.83	.56	20	3.05	.67	15	3.50	.57
19. Cultural Leadership	37	1.81	.73	39	1.30	.44	5	3.65	.64	7	3.67	.89
20. Uplift Project	24	2.51	.64	23	2.78	.50	17	3.25	.76	16	3.47	.59
21. Admission of Disadvantaged	36	1.83	.95	36	1.52	.65	2	4.05	.71	25	2.90	.60

The differential perception in Goa, is in the same areas as mentioned in the other schools. However it is very striking to note that the students strongly desire 'social change', while the staff gives much lower importance to it. Once again 'admission of the disadvantaged' is highly favoured by the students, whereas the staff sets a lower value on it. The students are less concerned about 'participation in management', as different from the other four schools.

CONCLUSIONS

A few significant findings emerge from, the within school analysis:-

- i) There is a high degree of correlation between the goal perceptions of staff and students in the case of perceived goals, which ensures objectivity in the responses to the questionnaire.
- ii) The preferences of the staff and students approximate each other in most of the areas, particularly, regarding individual-oriented output goals. This indicates that the common

doctrine, philosophy and values of these institutions have gained some acceptance by the members and that there has been some degree of internalization.

- iii) The areas of differential perception between the staff and students follow the same pattern in all the schools, with minor differences. The goals that directly affect the students 'training in skills for home', 'co-curricular activities' and 'high exam results' are given a much higher emphasis by students, whereas the goals that express staff interests; 'professional advancement of staff', 'academic freedom', 'security of job and service conditions', are indicated as being more important by the staff.
