

CHAPTER X

ORGANIZATIONAL STRUCTURES - I

INTRODUCTION

A study of the organizational goals of the schools with respect to each institution and a comparative study of the goal emphasis and goal preferences, has provided many significant results and has revealed several patterns and inter-relationships which unify and differentiate these schools. These findings are explored further through a study of the second component of organizations, namely the structures that embody institutional goals.

Structures as Selznick interprets are "the institutional embodiment of purpose."¹ The goals are abstract realities that give purpose and direction to the organization. These abstractions have to be translated into action, so that the goals are institutionalized. The goals have to be built into the social structure of the organization. So that the goals become concrete. The structures constitute the

1. Philip Selznick. Leadership in Administration.

base of a function. The two are unseparable. Structures can be identified by their actual functioning.

For the purpose of analysis the structures are divided into two parts: the structures embodying output goals and those that embody support goals.

STRUCTURES EMBODYING OUTPUT GOALS

(The same Categories are used as output goals)

I. Education of Intelligence

The indicators of intellectual training are listed in Table 72, they can be classified as follows:-

1. The courses, academic programmes and other creative activities
2. Library and laboratory facilities
3. The competence and quality of teachers
4. Handling of discipline
5. Self-study and class room research

The courses and other educational programmes organized are ranked highest in Delhi school, followed by Calicut. Jamshedpur ranks third followed by Mangalore and the school in Goa seems to have the lowest self-rating. Library and laboratory facilities follow the

TABLE: 72 OUTPUT STRUCTURES - EDUCATION OF INTELLIGENCE

(4 point scale)

Structures	Delhi		Jamshedpur		Calicut		Mangalore		Goa		Aggregate	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Choice of Courses	2.21	.57	2.25	.87	2.20	.65	2.10	.62	2.16	.67	2.18	.78
Academic Programmes	2.95	.62	2.46	.76	2.16	.72	2.00	.71	1.92	.74	2.30	.84
Library - Education - Aids	2.76	.78	2.16	.65	2.21	.68	2.16	.58	1.64	.48	2.19	.68
Creative - Activities	1.95	.86	1.54	.85	1.23	.56	1.94	.43	1.72	.62	1.68	.82
Laboratory Facilities	2.81	.88	1.89	.55	1.89	.66	2.42	.37	1.54	.71	2.11	.75
Staff Competence	2.88	.56	1.95	.43	2.21	.54	2.15	.46	1.85	.53	2.21	.54
Handling Discipline	2.62	.77	2.65	.33	3.32	.45	3.06	.64	2.96	.34	2.91	.63
Self Study	2.12	.68	2.06	.86	2.56	.71	2.88	.58	2.95	.76	2.51	.52
Classroom Research	2.45	.75	1.96	.61	1.44	.56	1.64	.66	1.56	.58	1.81	.48

same pattern. The number of volumes in the library, the teaching aids available in each school and the laboratory equipment, reflect the importance given to this aspect, by the different schools. The staff competence too varies slightly in a similar way from Delhi to Goa.

Creative activities and class room research are shown as unsatisfactory. The handling of discipline is seen to be satisfactory in all the institutions. The Calicut and Mangalore schools are seen as more disciplined. The students of Delhi and Jamshedpur participate in inter-school activities, which are of a literary and intellectual nature. The students of Calicut and Mangalore have greater participation at inter-school level, in cultural activities. The school in Goa has inadequate library and laboratory facilities and fewer opportunities for participation in inter-school activities of an intellectual nature.

Table 73 gives the social background of the teaching staff. The staff members of the schools in Jamshedpur and Delhi, are a cosmopolitan group, with a smaller number of localites and a large number are English speaking. The majority of the teachers of the schools in Calicut, and Goa speak the state language, and in Mangalore, the state language or any other local Indian language. This indicates that the staff of these three schools are localites.

TABLE: 73 SOCIAL BACKGROUND OF TEACHING STAFF

Social Background	Delhi N=40	Jamshedpur N=48	Calicut N=53	Mangalore N=28	Goa N=22	Aggregate N=191
1. Language:						
State Language	41.03	28.08	92.45	16.67	76.25	56.15
Neighbouring State Language	5.13	10.42	1.89	5.56	0.00	5.86
Other Indian Language	20.51	20.83	1.89	72.23	0.00	18.38
Foreign Language	33.33	40.67	3.77	5.54	23.75	19.61
2. Religion:						
Hindu	69.23	50.00	15.09	38.89	6.25	38.51
Muslim	0.00	0.00	0.00	0.00	0.00	0.00
Christian	25.64	35.42	84.91	61.11	93.75	56.32
Parsee	0.00	8.33	0.00	0.00	0.00	2.30
Jain	0.00	0.00	0.00	0.00	0.00	0.00
Sikh	5.13	4.17	0.00	0.00	0.00	2.30
Any other	0.00	2.08	0.00	0.00	0.00	0.57
3. Caste Group:						
Brahmin	0.00	22.92	0.00	11.10	31.25	10.34
Middle Caste	58.97	52.08	69.80	5.56	62.50	55.17
Backward Caste	-	-	13.20	27.78	-	6.90
Scheduled Caste	-	-	-	-	-	-
None	41.03	25.00	17.00	55.56	6.25	19.54

TABLE: 73 (Contd.)

SOCIAL BACKGROUND OF TEACHING STAFF

Social Background	Delhi N=40	Jamshedpur N=48	Calicut N=53	Mangalore N=28	Goa N=22	Aggregate N=191
<u>4. Region of Origin:</u>						
Same State	12.82	18.75	100.00	100.00	93.75	57.47
Neighbouring State	30.77	16.67	0.00	0.00	6.25	11.49
Any other Ind. State	56.41	64.58	0.00	0.00	0.00	30.46
<u>5. School Attended:</u>						
Ind. Language Medium	28.21	41.67	83.02	77.78	12.50	52.30
English Medium	71.79	58.33	16.98	22.22	87.50	47.70
<u>6. Favourite Entertainment:</u>						
Indian (Films, Plays, Novels, Music etc.)	60.66	39.98	90.56	65.95	13.75	59.77
Western (Films, Plays, Novels, Music etc.)	39.34	60.02	9.44	35.05	86.25	40.23
<u>7. Religious Practices:</u>						
Go to Church, Temple etc. regularly	64.10	64.58	83.02	94.44	93.75	75.86
Do not go to Church, Temple Etc. but pray regularly	15.38	20.83	13.21	5.56	6.25	14.37
Only belief in God	20.51	12.50	1.89	0.00	0.00	8.62
No belief in God	0.00	2.08	0.00	0.00	0.00	0.57

The staff of the schools in Calicut, Mangalore and Goa are predominantly christians with a few Hindus. In Delhi and Jamshedpur the majority are Hindus with a large number of Christians and a small sprinkling of Parsees and Sikhs. Caste wise they mostly belong to the middle caste with a few Brahmins, particularly in Jamshedpur. The Christians have not specified any caste on the whole, except in Goa and in Calicut. The place of origin once again confirms the observation made earlier, that the staff of the two schools in the north are more cosmopolitan and of the other three schools are of the same state.

A westernized culture is seen in the staff of Jamshedpur, Delhi and Goa, according to their educational background and entertainment preferences. In Goa which was a portugese colony till quite recently, the westernized culture seems to predominate, particularly among the Christians. The entire staff of this school are Christians. The English medium schools in the north are mostly associated with westernized culture and elitism. The Calicut and Mangalore staff are appreciative of a local culture.

A summary of the professional activities of the teachers is indicated in Table 74 . In general the staff of the schools are qualified for their job from an Indian University. Those in Delhi have had better opportunities

TABLE: 74

PROFESSIONAL ACTIVITIES OF TEACHERS

	Delhi N=40	Jamshedpur N=48	Calicut N=53	Mangalore N=28	Goa N=22	Aggregate N=191
A. <u>Professional Degree</u>						
Local College	38.46	35.42	69.81	88.89	93.75	48.28
Any other College in India	61.54	52.08	28.30	11.11	6.25	37.36
Foreign University	0.00	2.08	0.00	0.00	0.00	0.57
B. <u>Specialized Training</u>	58.97	14.58	24.53	5.56	0.00	25.29
C. <u>School Activities</u>	85.35	75.62	70.30	60.25	55.55	69.41
D. Member of School Academic Committee	73.32	25.15	N.A.	N.A.	N.A.	
E. Member of Staff Council	45.35	N.A.	N.A.	N.A.	N.A.	
F. Member of Managing Committee	25.25	N.A.	N.A.	N.A.	N.A.	
G. Member of Staff/National Education Committee	5.00	-	-	-	-	
H. <u>Receiptment of Teacher Award:</u>						
National						
State	2.56	0.00	0.00	3.5	4.5	
Local	2.56	2.08	1.09	3.5	4.5	
I. Contribution of Book/Articles on Education	29.05	0.00	14.25	12.23	0.00	

for gaining further training in their subjects. The majority of the staff is involved in school activities with little or no involvement in Management or policy making. A very small percentage have written books or articles of an educational nature. From the social, educational and professional background of the teachers we can conclude that the teachers of these schools are fairly competent, with no outstanding merit or achievement to their credit. They belong mostly to the middle-class society and have an academic orientation.

The academic standards can be judged from the responses of the staff and students who have assigned a high rating to academic standards, to question (1) in Table 77. This is affirmed further in Table 77 where academic excellence, examination results and discipline emerge as distinctive signs of the schools.

The structures of education of intelligence corroborate the findings of the analysis of goals of the same category. Judging from the courses and educational programmes organized in the school, the facilities for reading, the teaching aids available, the competence of the staff and the academic standards maintained by these schools, it could be said that they give importance to the intellectual formation of the students.

II. Character Formation Structures:

The structures of character formation are rather difficult to identify and still more difficult to measure. However we refer to the Apostolic Carmel goals of education, to develop a few indicators that would measure this aspect.

- i) Religious and Spiritual orientation
- ii) Prayer and Concentration
- iii) Human Values
- iv) Self-control through discipline
- v) Emotional balance and integration
- vi) Social manners and polite behaviour
- vii) Morally inspiring and dedicated teachers

As given in Table 75 religious and value education are given great importance in all the schools, by the time allotted to it and the methods used. This is confirmed further by the programmes for religious and spiritual renewal organized in the school both for the staff and students as rated in Table 75 . The distinctive identity of the schools as outlined in Table 90 is indicated as being religious rather than secular. Religious and moral instruction is expressed as the subject receiving greatest importance in all the five schools as seen in Table 76.

TABLE: 75 OUTPUT STRUCTURES - EDUCATION OF CHARACTER

(4 point scale)

Structures	Delhi		Jamshedpur		Calicut		Mangalore		Goa		Aggregate	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Religious and Value Education	2.98	.76	2.86	.64	3.22	.66	3.14	.82	3.25	.44	3.09	.38
Prayer Services and Religious Festival Celebration	2.76	.68	2.52	.58	3.11	.58	2.82	.71	2.81	.38	2.80	.71
Dedication - Life members	2.81	.54	2.62	.47	2.76	.47	2.52	.64	2.61	.72	2.65	.64
Orientation and Spiritual Renewal Programmes	2.92	.47	2.31	.38	1.98	.72	1.86	.61	2.98	.81	2.41	.55
Personal Interest in Students	2.54	.38	1.98	.46	2.01	.44	1.72	.62	1.96	.72	2.04	.62
Guidance and Counselling Services	2.95	.44	1.95	.55	1.82	.45	1.64	.58	1.42	.71	1.96	.51
Personality Development Sex and Family Life Education	2.32	.56	1.94	.48	2.02	.52	1.94	.47	1.36	.64	1.92	.66
Good manners, Politeness and Courtesy	2.12	.72	2.01	.72	2.24	.64	1.84	.52	1.52	.68	1.95	.72
Recognition for value practice	1.98	.61	1.64	.61	1.58	.72	1.47	.48	1.26	.54	1.59	.82

TABLE: 76 SUBJECT GIVEN GREATEST IMPORTANCE IN SCHOOL
(4 point scale)

Subject	Delhi		Jamshedpur		Calicut		Mangalore		Goa		Aggregate	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
English	3.25	.85	3.42	.88	2.75	.76	2.55	.82	2.65	.76	2.41	.72
Religion and Moral Science	3.15	.76	3.02	.72	3.11	.65	3.05	.75	3.28	.74	2.51	.65
Mathematics	2.83	.72	2.45	.56	2.96	.58	2.65	.62	2.12	.68	2.07	.58
Science	2.66	.68	2.25	.68	2.64	.48	2.85	.76	1.85	.54	1.88	.76
Social Studies	2.44	.54	2.45	.81	2.43	.66	2.45	.68	2.20	.66	1.90	.81
Indian Languages	1.58	.49	1.42	.55	2.96	.72	1.85	.65	1.85	.86	1.56	.77

The daily prayer before and after class, the prayer services conducted for important occasions and events, and the training in prayer techniques during the religion classes for the Christians and moral instruction classes for the non-Christians, are indicative of the attention given to this aspect. 'Training in prayer and concentration' is pointed out as one of the signs of distinctiveness of the school by the respondents as Table 77 suggests.

Value education through instruction and recognition, stands out as a concern in the schools. Training in consideration, good manners and politeness form part of the value education programmes in the schools.

The guidance and counselling services seem to be inadequate. However as Table 75 column (6) gives it there is an awareness regarding the need of helping students to be emotionally well integrated. The emphasis on discipline as seen earlier is associated both with helping in intellectual training and in maintaining an emotional balance. The staff and students express satisfaction in the personal help received by the students as column (5) of Table 75 shows.

The Apostolic Carmel guidelines for a teacher holds that 'the A.C. Teacher should be another Christ'. 'She

SIGNS OF DISTINCTIVENESS OF SCHOOLS

(4 point scale)

Signs of Distinctiveness	Delhi		Jamshedpur		Calicut		Mangalore		Goa		Aggregate	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
	1. Academic Excellence	2.92	.85	2.86	.75	2.72	.55	2.61	.67	2.05	.62	2.63
2. Character Training	3.25	.72	3.22	.76	3.56	.58	3.12	.71	3.25	.58	3.28	.87
3. Examination results	3.12	.76	3.01	.78	3.02	.62	2.85	.82	1.85	.86	2.77	.72
4. Discipline	3.03	.68	3.00	.86	3.20	.71	3.11	.84	3.15	.72	3.10	.65
5. Social Service	2.46	.57	2.12	.85	2.89	.75	2.45	.65	2.48	.49	2.48	.54
6. Innovation and Creativity	2.23	.76	1.86	.88	1.38	.53	1.48	.55	1.96	.87	1.79	.48
7. Training in Prayer and Concentration	2.96	.88	2.82	.66	2.95	.48	2.98	.51	3.02	.76	2.94	.44
8. Cultural and other Activities	3.11	.64	3.48	.65	3.52	.35	3.01	.48	2.41	.62	3.11	.48
9. Relationships - Staff, Students, Parents	2.75	.65	1.85	.54	2.75	.55	2.45	.57	1.51	.61	2.19	.45
10. Education for Women	1.26	.58	1.43	.58	1.56	.51	1.48	.52	1.52	.71	1.45	.58

TABLE: 77

should proclaim Christ's message through her life, word and work. While it is difficult to measure the inspiration provided by the teachers, the presence and influence of the life members, who have been dedicated to a life of profoundly religious values and who have received training for this, would be one of the aspects to be taken into consideration in this respect. The influence of the life members is reflected in Table 81. They are seen to receive respect and to convey a high degree of dedication in their work, while it is felt that they are a little isolated, from the rest of the staff body.

56.32% of the staff in the aggregate as shown in Table 73 are Christians, whose lives are influenced to some extent by the life and teachings of Christ and who are religiously oriented. As indicated in Table 73 the majority of the teachers pray regularly, attend places of worship and express belief in God. 97.88% of the students too express belief in God and the majority of them have the practice of regular prayer.

The all round development of the student forms her personality and character. Importance is given to cultural activities, that provide opportunities to the students,

to receive a more liberal education and develop their talents and potentialities. Column 4 of Table 87 and that of Table 89 , give us the high degree of satisfaction expressed by the staff and students of all the schools except the one in Goa, with regard to extra-curricular activities. Once again this appears a highly distinctive sign of these four schools as seen in Table 77 Column (8).

The greatest sign of distinctiveness of the schools as shown in Table 77 is 'character training', which confirms the emphasis revealed in the output goals.

Though it has been difficult to assess the embodiment of character training in the structures, an effort to infuse value into the structures is visible in the indicators that we have outlined. These structures seem to create the conditions and the support necessary for the goal of character formation to be expressive in the students.

III. Social Education Structures

The Apostolic Carmel approach to education was individual-oriented to a large extent, with a heavy emphasis on intellectual development, training in English language skills, character formation through religious and spiritual orientation and training in a few skills of needle craft and music. The social concern was more in the direction of providing relief and free education to the poor. The schools that were started up to 1940 were all situated in rural areas, chiefly along the west coast, some of which have now developed into towns. The schools maintained a good educational standard, but catered to all classes, chiefly to middle-class society. They were not associated with elitism. When schools were opened in the north and west, in metropolitan and industrial towns and cities, they attracted children from the upper and middle sections of society, with a few of the lower income group. Preference was given to Christians, who were a very small number, many of whom were economically disadvantaged. These schools gradually took on elitist tones.

From 1968 onwards there has been a greater social awareness, and a slow move to make the students aware of the social situation and their responsibility of service to the country and the underprivileged.

In order to identify and assess the social education structures, we use the indicators from the Apostolic Carmel social goals of education.

- i) The admission policies
- ii) Training for responsible citizenship and co-operation
- iii) Training for leadership and social responsibility
- iv) Programmes for social uplift and social concern
- v) Students organizations for social service.

The admission policy of the schools in Delhi and Jamshedpur are selective, students who have a certain academic standard according to the entrance test, obtain admission. However preference is given to the students of the catholic community. The Delhi school has 10% of the seats reserved for the disadvantaged. The school in Jamshedpur does not abide by any policy that gives preferential admission to the economically and socially disadvantaged. Fee concessions and other amenities are given to the poorer students studying in these schools. The school in Calicut is aided and non-fee levying. Preference is given to the children of the Catholic community. It follows an open door policy on the whole. Entrance tests are administered, in order to restrict the numbers and to ascertain that those admitted have a basic capacity. The Mangalore school is government aided

and non-fee levying, because of the great demand for education in the English medium, it follows a process of selection for the English section, but the vernacular section is non-selective and includes many children of the disadvantaged sections of society. The school in Goa being situated in a rural area, benefits the backward and economically disadvantaged children of the immediate locality.

A number of non-academic programmes are organized to develop leadership and social awareness, in the schools. Youth camps rate highest in Delhi and in Calicut. There have been a few attempts to inculcate social awareness through the curriculum. Relief work during various natural calamities, are used as means for awakening social responsibility in the students. Uplift programmes are organized by Delhi, Jamshedpur, Calicut and Mangalore. Providing shelter to a few needy people has been undertaken by the school in Calicut. Very few opportunities are provided for training for social position. This seems to be a lack in the schools.

Girl guiding and N.C.C. are conducted in all the schools, these are active units which foster responsible citizenship and national integration. Social service committees are organized in Delhi, Jamshedpur, and in Mangalore. Calicut has the SALT - social action for

leadership training programme. Critical appraisal of social evils is done rarely in the schools as seen in Table 78.

The distinctive identity summarised in Table 90 reveals that the Delhi and Jamshedpur schools project an elitist image, while the schools in Calicut and in Mangalore have a touch of elitism and the school in Goa has a totally non-elitist identity. A similar idea is conveyed in the attitudes and opinions of the students; Jamshedpur is seen as catering to the rich to a very great extent, Delhi to a great extent, and Mangalore and Calicut in a smaller measure. In Goa the rich are a very negligible percentage in the school. In Table 77 which depicts the signs of distinctiveness of the schools, 'social service', emerges as a medium sign. It is manifested a little more strongly in Calicut.

The structures of social education exist in the schools but their effect seems to be minimal. A strong thrust to vitalize these and to motivate the staff and students, seem to be necessary, in order that the social goals of making students agents of social change and fostering a genuine and active social concern are translated into action.

TABLE: 78 OUTPUT STRUCTURES - EDUCATION OF SOCIAL DIMENSION

(4 point scale)

Structures	Delhi		Jamshedpur		Calicut		Mangalore		Goa		Aggregate	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Aptitude Testing and Developing Talents	2.56	.66	2.10	.55	1.86	.72	1.72	.76	1.64	.62	1.96	.61
Leadership Camp, Youth Dynamics	2.98	.58	2.24	.67	2.96	.54	2.32	.69	1.86	.71	2.47	.66
N.S.S., Guiding, National Intergration	2.40	.72	1.96	.78	1.89	.48	1.98	.78	1.46	.66	1.94	.58
Group Activity and Team work	1.70	.76	1.64	.82	1.86	.42	1.92	.86	2.12	.68	1.85	.51
Critical Appraisal Social Evils	1.10	.61	0.96	.91	0.93	.38	0.86	.64	0.91	.62	0.95	.72

IV. Structures of Direct Service

The role of the school as centre for community service rather than, an ivory tower of learning and knowledge, is a more recent trend in education. The school-community interaction could be effected in several ways and the school could benefit society in various ways. We take only a few important relevant areas.

1. Training in skills for better homes for girls
2. Training in job-oriented vocational skills
3. School-community programmes
4. community service

Though the Apostolic Carmel education is for girls, there do not seem to be any specific structures, or policies to gear education to the needs of the girls and to prepare them for their important future role in society. Needle craft is taught in the schools. Column (1) of Table 79 shows that the home management skills receive very little attention at the secondary school level. Column (2) of the same table indicates that there is a lack of job-oriented training in the schools. The time allotted to 'socially useful and productive work' in the schedule is utilized for training in computer science in Jamshedpur and in Delhi. The school in Calicut has training in craft and extension

TABLE: 79 OUTPUT STRUCTURES - SOCIETY ORIENTED

(4 point scale)

Structures	Delhi		Jamshedpur		Calicut		Mangalore		Goa		Aggregate	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Training in Cooking, Home Management, Sewing	0.64	.78	0.72	.55	1.42	.71	0.52	.77	0.48	.38	0.47	.86
Work Experience, Job oriented skills	0.58	.65	1.62	.56	1.23	.82	0.86	.64	0.45	.68	0.62	.78
Inter - School Meeting, Programmes	1.62	.84	0.41	.67	1.98	.46	1.22	.86	0.22	.54	1.09	.92
School Resources - Used by Community	1.21	.86	0.21	.68	1.82	.77	0.62	.71	0.51	.92	0.87	.88
Organized Community Service	1.66	.72	1.42	.71	1.42	.61	1.81	.48	0.85	.85	1.43	.72
Activities Promoting Dignity of Women	0.82	.61	0.23	.66	0.42	.53	0.34	.56	0.42	.66	0.45	.65
Remedial Classes and help to disadvantaged	2.12	.58	.34	.56	.45	.42	1.86	.61	3.12	.58	1.58	.58

courses in tailoring and sewing. Various activities are organized by the school in Mangalore. The students of all the schools except the one in Goa, as seen in Table 107 are desirous of further studies and professional training. At the school stage there does not seem to be a real need or scope for vocational training in these schools, except a basic practical orientation. However this is a great need for the school in Goa, where many of the students would profit from self-employment immediately after their schooling.

The school-community interaction is seen to be rather negligible except in Calicut, where extension courses are organized to benefit the drop-outs and other girls of the locality. The physical facilities of the school are made available to the community in Delhi, Calicut and in Goa. Programmes are arranged occasionally for the parents. However the idea of cultural leadership and centre of service for the community is very minimal. There are no structures to support this goal, which is both seen and desired, as being of little importance in all the schools except in Goa, where it is rated high at the preferred level.

The community service programmes arranged in the schools are intended to inculcate awareness in the students. Well organized and co-ordinated programmes of social uplift do not seem to exist in any school.

The structures of direct-service to the community emerge as very weak structures in the schools, corroborating the low priority assigned to these goals.

CONCLUSIONS:

An overall analysis of the output goal structures of the schools suggest that:-

1. The schools taken as a whole give the greatest support to character formation.
2. They give considerable support to intellectual formation.
3. The social education structures, particularly in the direction of making the institutions agents of social change and fostering a genuine and active social concern among the staff and students, receives little support.
4. The community service aspect receives the least support, the following guidelines given in the Apostolic Carmel statutes, 1979:-

"Our institutions should gradually grow into community centres for cordial sharing, service programmes and social uplift, where we cooperate with the

staff, students and the public, learning mutually how to serve one another and the neighbourhood in a more effective way.", 2

have not found support, or been translated into practical action, in any of the schools, studied.

5. The findings correspond to what was highlighted in the analysis of the perceived output goals of the school.

In an organization with multiple goals that make conflicting demands, particular goals will be emphasised, while others will receive the minimum attention.

2. The Apostolic Carmel Statutes 1979. p. 13.
