CHAPTER · XI

ORGANIZATIONAL STRUCTURES - II

INTRODUCTION

The system goals are institutionalized by an organization, through it structures. The basic parsonian support functions of an organization are adaptation, management, motivation and position. The structures relating to these imperative support functions will be examined in this chapter.

STRUCTURES EMBODYING SUPPORT GOALS

I. ADAPTATION STRUCTURES

The adaptation function entails the need of the school to come to terms, with the environment in which it is located to secure resources both human and material, to pursue its objectives and to validate the activities of the school with the Bodies, that are in a position to affect the school.

We consider the structures that enable and affect these functions:-

    1. Resources

        a) Human

        b) Material and Financial

2. Validating Bodies

    a) Educational Department

    b) Influential parents and
       community leaders

3. Innovation and change

Human Resources:-

The human resources are the staff and students. The staff is more related to the function of adaptation, than the students, hence we deal with the characteristics of the staff body in the schools. The students will be considered with regard to the social base of the school. The social background of the staff members is outlined in Table 73 and their academic status in Table 80.

The staff of these schools are totally female.

Language wise:-

The majority of the staff of the aggregate group, belong to the state language group. This is very remarkable of the schools in Calicut and Goa. In Mangalore the Indian language, though not a state language is the local language. The schools in Jamshedpur and Delhi have a large number of teachers speaking other Indian languages and foreign languages. This reflects the language composition of the locality in which these schools are situated. The staff of

TABLE: 80

ACADEMIC STATUS OF TEACHERS

Academic Status	Delhi N=40	Jamshedpur N=48	Calicut N=53	Mangalore N=28	Goa N=22	Aggregate N=191
A. School Section:						
High School	59.23	52.08	47.17	53.33	62.50	53.45
Primary School	35.77	39.58	45.28	40.67	31.25	40.38
Pre-Primary	5.00	6.25	5.66	6.00	6.25	5.85
B. Age Group :						
Below 25	5.13	8.33	7.55	5.56	21.25	9.20
26 - 30 Years	15.38	20.83	15.09	16.67	28.75	16.67
31 - 35 Years	12.82	12.50	16.98	16.67	31.25	16.09
36 - 40 Years	17.95	22.92	5.66	16.67	15.50	15.52
41 - 45 Years	15.38	18.75	11.32	16.67	0.00	13.79
46 - 50 Years	25.64	10.42	15.09	11.11	6.25	14.94
51 - 55 Years	7.69	2.08	26.42	16.67	3.25	12.07
56 - 60 Years	0.00	4.17	0.00	0.00	0.00	1.15
C. Years of Experience in same School:						
1 - 5 Years	41.03	39.58	20.75	16.67	50.00	32.76
6 - 10 Years	23.08	18.75	26.42	16.67	6.25	20.69
11 - 15 Years	12.82	16.67	7.55	27.78	31.25	15.52
16 - 20 Years	10.26	18.75	11.32	5.56	12.50	12.64
21 - 25 Years	7.69	0.00	16.98	22.22	0.00	9.20
26 - 30 Years	5.13	4.17	15.09	11.11	0.00	8.05
31 - 35 Years	0.00	0.00	1.89	0.00	0.00	0.57
36 - 40 Years	0.00	0.00	0.00	0.00	0.00	0.00

Jamshedpur and Delhi are a cosmopolitan group whereas those of the other three schools are predominantly of the same state.

By Religion:-

At the aggregate level most of the teaching personnel are Christians. This is very remarkable in Goa, Calicut and to some extent in Mangalore. The religious community that ranks next are Hindus. Delhi and Jamshedpur have a large number of Hindus with a few Parsees and Sikhs. While the proportion of the staff composition is related to the religious composition of the locality, it is not representative of it. The preference given to Christian teachers, in recruitment of staff is reflected in the pattern of staff belonging to different religious communities.

Caste:-

The staff of the schools belong predominantly to the middle-caste, with a very small number of the backward caste. On the whole the group seems to be caste-conscious particularly the teachers in Goa, Calicut and Jamshedpur. The staff of Mangalore and Delhi reveal less caste consciousness. The small number of the Brahmin caste, belong to the Jamshedpur school.

The region of origin, once again confirms the pattern of the language groups. Taking the aggregate, the majority

are localites. This is most remarkable regarding the three schools in the south, while a large number of the Delhi and Jamshedpur staff are from different states.

The School Background:-

The majority of the teachers of Delhi, Jamshedpur and Goa are the products of English medium schools, while those from Calicut and Mangalore are from vernacular medium schools.

The preferences for entertainment are equally divided between Indian and western. At Jamshedpur and Goa, the preference is for the western while at Calicut it is mostly Indian. The Delhi and Mangalore school staff indicate greater interest in Indian entertainment.

The religious practices mark out the staff as being religious in their outlook on the whole, expressing belief in God and the practice of regular prayer.

The general characteristics of the teaching personnel that emerge from the data regarding their social background, is that they are a blend of the cosmopolitan and the localite , of predominantly Christian and Hindu religion, traditional and modern, rather caste conscious. Westernised and Indian, with an entertainment taste for both the Indian

and western and as being deeply religious. These findings correspond to the image, the staff and students have, of their schools as expressed in the distinctive identity, Table 90 .

Life Members on the Staff:-

The staff consists of the Apostolic Carmel religious sisters and the lay teachers. The life members are religious sisters who have taken the vows as explained earlier. They reside in the convent situated on the campus. The management and administration of the schools is in the hands of the religious sisters. They have dedicated their lives to the mission of the institute, which is training of youth through education. The characteristics of the life members are enumerated in Table 81. The staff and students have stated that the life members receive respect, they show a high degree of dedication, but that they are isolated from the lay staff to a certain extent.

The number of life members in each school is rather small. The decline in the number of members and the retirment of the older ones, perhaps poses a further problem of maintaining even the existing number.

TABLE: 81

LIFE MEMBERS ON THE STAFF

(4 point Scale)

	Delhi		Jamshedpur		Calicut		Mangalore		Goa		Aggregate	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Life members receive respect	3.12	.86	2.88	.76	3.32	.77	2.98	.71	3.11	.55	3.08	.81
Life members show high degree of dedication	3.05	.85	2.98	.68	3.25	.58	2.95	.59	3.15	.72	3.10	.86
Life members are isolated from general staff body	2.95	.84	2.96	.64	2.85	.62	2.76	.66	2.65	.66	2.78	.72

Material Resources:-

The staff and students have expressed satisfaction of the physical facilities, teaching aids and laboratory facilities as given in column (2) of Table 72 and Table 82 except in the case of the school in Goa. They express further, that the school has adequate finances. The non-aided schools in Delhi and Jamshedpur obtain their finances from school fees. The rate of fees is rather high in Delhi, but the salaries and benefits provided to the staff and facilties to the students are very satisfactory. The Jamshedpur school charges a comparatively lower rate of fees and in turn is not able to give adequate salaries and benefits to the staff and better facilities to the students. The three aided schools of Calicut, Mangalore and Goa, receive government grant for salaries, but a very low maintenance grant, which is inadequate for the purpose. The construction of buildings and maintenance is the management's contribution to the schools, The financial constraints are experienced both in the aided and unaided schools, as expressed by the respondents.

Support of Validating Bodies:

The parent-teacher associations are powerful units in Calicut, Delhi and in Mangalore Schools. The school in Jamshedpur has an informal association. The parents ' influence is felt strongest in this school. Regular school

TABLE: 82

SUPPORT STRUCTURES - ADAPTATION

(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.
Parent-school contact	2.81	.87	2.25	.67	2.11	.85	1.86	.66	.32	.77	1.67	.66
Influential Leaders, Organization School contact	1.54	.76	2.22	.72	1.46	.64	1.32	.58	.26	.76	1.36	.48
Visits, Inspection - Education Department	1.32	.63	1.25	.86	2.89	.72	2.96	.47	2.81	.78	2.25	.53
Innovations, In evaluation and Organization	1.42	.56	1.32	.34	.94	.66	1.12	.82	1.21	.64	1.02	.67
Innovations in curriculum, Methodology	2.25	.82	1.86	.48	.66	.34	1.01	.76	1.23	.63	1.40	.72
Cosmopolitan	3.22	.76	3.02	.56	.52	.48	.44	.62	.34	.68	1.51	.86
Elitist	3.01	.54	3.41	.62	1.24	.52	1.12	.58	.32	.74	1.82	.72
Westernized	3.12	.38	3.33	.77	1.54	.56	1.62	.58	1.16	.58	2.15	.86
Physical Facilities	2.98	.46	2.01	.82	2.52	.86	2.11	.76	1.02	.56	2.13	.69
Adequate Finances	3.14	.67	2.86	.68	2.74	.78	2.56	.86	1.16	.48	2.49	.58

inspection and visits by educational authorities and accountability to this body, specially in the aided schools, is indicative of a high degree of influence and control by the Education Department.

Innovation:-

Change, is the capacity to generate and solve problems. An educational innovation, if it has to be effective has to take root in the institution. Adaptation implies change to meet the needs of the environment to institutionalize the change. Educational innovation according to OECD is a deliberate attempt to improve practice, in relation to desired objectives. Organizational innovations in the areas of administration and evaluation are not introduced in any of the schools. New methods and approaches to teaching at the primary level have been experimented in Delhi and partly in Jamshedpur. The three aided schools do not have educational approaches or practices that are new.

The cosmopolitan, elitist and westernized nature of the schools, which are remarkable in the two city schools the reflection of the features of the cities in which they are situated and of the personnel of these schools.

The adaptation structures are weak in certain areas and strong in other areas. This reinforces the perceptions regarding adaptation goals by the respondents. The city schools which are also unaided have greater openess to the enviroment and a larger capacity for adaptation to the organizational environment.

II. MANAGEMENT STRUCTURES

The management function is of central value in an organization. The important decisions relating to the actual implementation of the goals, the priorities to be assigned to particular goals in a given situation, the resolution of conflict and the distribution of roles and power is associated with management. The management structures include the management functions enumerated by Drucker; planning, organizing, recruiting staff, mobilising resources, controlling, communicating and co-ordinating.

The management structures will be analysed at two levels; the policy making structures and the executive structures.

i) Policy Making Structures:

Each of the five schools is under the management of an Educational Society, registered under the Societies Registration Act. They owe their legal entity to the

Registered Societies which conduct them.

Besides the legal dependence on the educational
society, each school is also related to the Educational
Board to which it is affiliated and from which it receives
its recognition as a secondary school. In addition to these
two Bodies, each school is closely related to the Apostolic
Carmel Institute that established the school and provided
the Apostolic Carmel members to conduct the school. It
sponsors it with material and financial resources and above
all supports these schools with the inspiration of its
educational philosophy. The link with the Apostolic Carmel
Institute is through the Provincial Superior of the province
in which the school is situated. The Superior General
or the Provincial Superior is the President of the Governing
Body of the Society. The Provincial Superior with her
council assigns the Apostolic Carmel personnel to the school
and appoints the Principal of the school. The directives
and policies of the Institute are transmitted through the
provincial and the local superior. The major educational
policies pertaining to the whole institute are made at
the General Chapter or by the General Council. The policies
pertaining to an individual province are framed by the
Provincial Chapter or the Provincial Council. In matters
of greater importance these have to be approved by the
General Council. Minor policies relating to an individual

educational institution are made by the local council or the governing body of the educational society. Those of a greater consequence have to be approved by the Provincial Council or the General Council, whichever the sanctioning body for the particular policy may be.

The schools are also closely related to the Education Board, to which they are affiliated. It prescribes the syllabus to be taught and provides certification for the courses taught. The school in Delhi is affiliated to the Central Board of Secondary Education. The Jamshedpur school to the Indian Council of Secondary Education. The school in Calicut to the Kerala Education Board, the one in Mangalore to the Karnataka Board of Education and the school in Goa to the Goa Board of Education. The Mangalore, Calicut and Goa schools are aided by the Government of the state in which they are situated. The courses are recognised by the same body. The selection of teachers, leave and other benefits, admission of students etc., are subject to the regulations of the Education Board. The Delhi and Jamshedpur schools being unaided have greater freedom and flexibility. The syllabus and courses of study are prescribed by the affiliating board.

The education society of the Apostolic Carmel Institute belonging to each state has the legal control over the schools of the state concerned. The governing body of the

society has the following important powers in the management and administration of the schools.

1. Appointment and dismissal of staff
2. Approving large expenditures and the budget
3. Proposing minor policies of the school
4. Planning programmes of educational and cultural interest.
5. The maintenance and development of the buildings and other facilities.

In addition to the governing body some of the schools have a managing body which has an advisory function, it includes staff representatives and parents and a few members for legal and expert guidance. The managing body suggests changes in fee structure, staff salary scales etc., in the unaided schools. It helps in solving the problems that confront the school.

Figure 13 represents the policy making structures in relation to the schools. The dotted lines denote structures which are of an advisory nature.

ii) Executive Structures:

Figure 14 represents the Executive structures in an Apostolic Carmel School. The Manager, who is the local Superior, transmits the policies of the Institute and those of the Province to the Principal and the religious

FIGURE 13
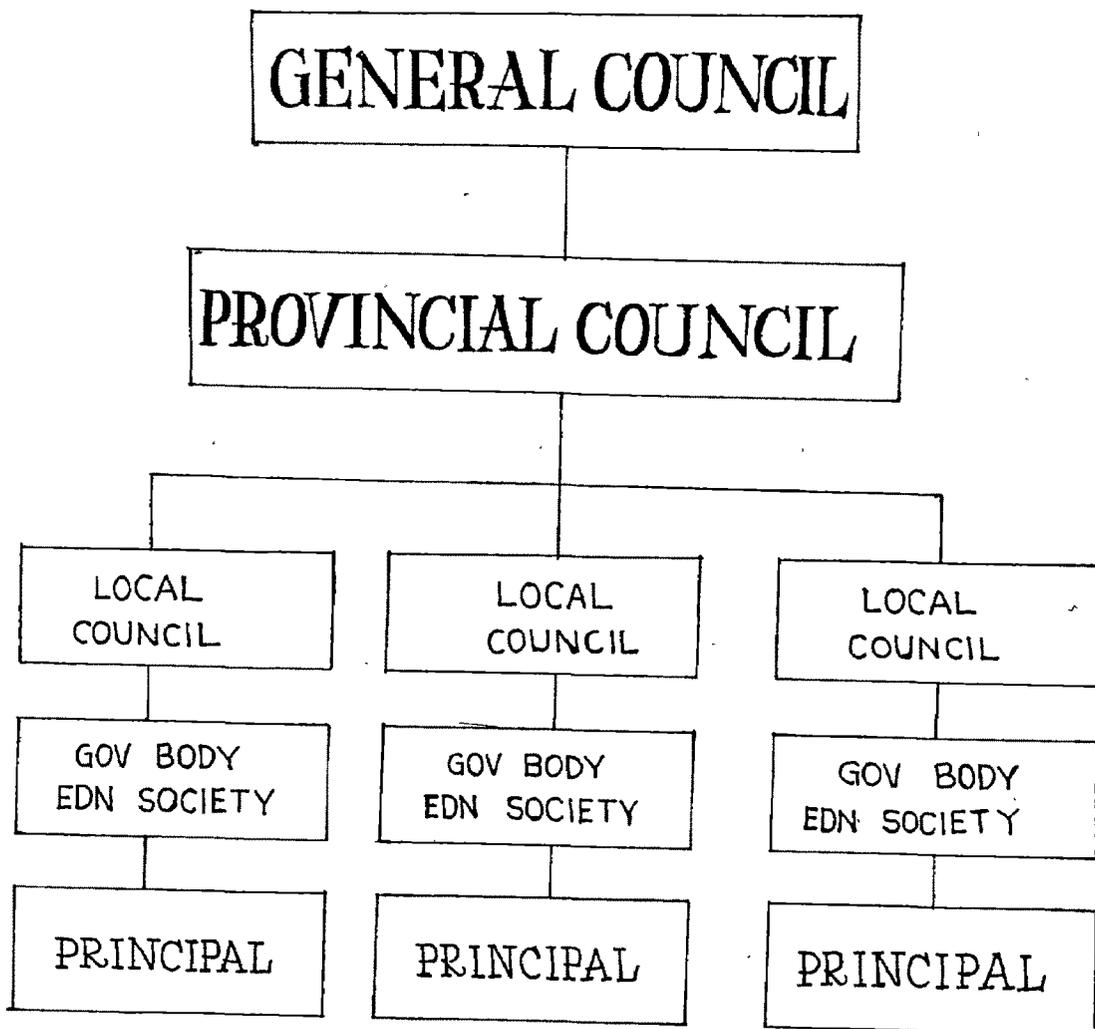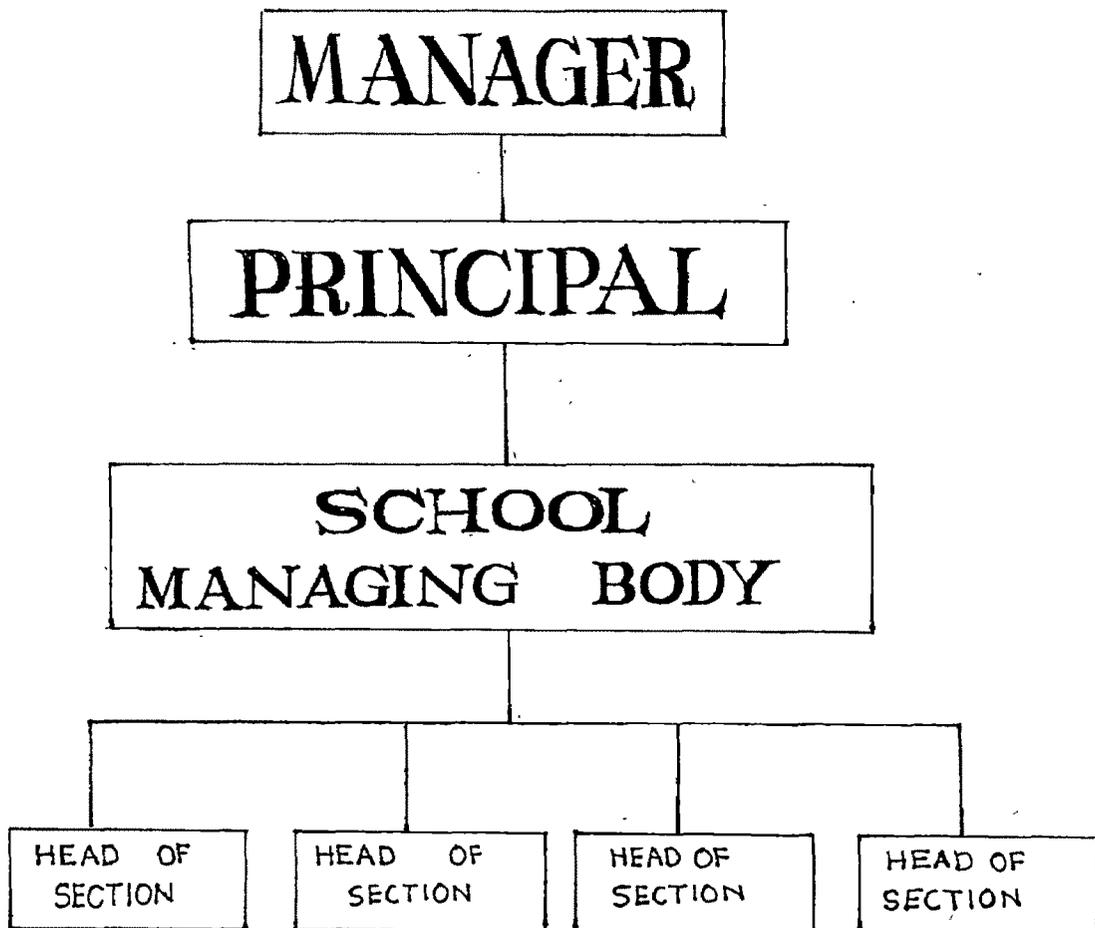
POLICY MAKING STRUCTURES IN APOSTOLIC CARMEL SCHOOLS

GENERAL COUNCIL

PROVINCIAL COUNCIL

LOCAL COUNCIL	LOCAL COUNCIL	LOCAL COUNCIL
GOV BODY EDN SOCIETY	GOV BODY EDN SOCIETY	GOV BODY EDN SOCIETY
PRINCIPAL	PRINCIPAL	PRINCIPAL

FIGURE 14

EXECUTIVE STRUCTURES IN APOSTOLIC CARMEL SCHOOLS

| MANAGER |

| PRINCIPAL |

| SCHOOL MANAGING BODY |

| HEAD OF SECTION | HEAD OF SECTION | HEAD OF SECTION | HEAD OF SECTION |

sisters. The main executive functions of the school are the responsibility of the Principal.

a) <u>Planning</u> with the help of the Managing Body, the parent-teacher association and the staff, the Principal plans out the various academic, cultural and social programmes for the students, staff, parents and the community. She together with the treasurer, prepares the budget of expenditure, allocates resources and finances for the various activities of the school and plans ways of procuring financial and other resources.

b) The Principal <u>organizes</u> the life and activities of the school with the help of various groups. The staff participates in the organization of work and the school programmes.

c) The Principal plays the key role in <u>recruitment of staff</u> and their professional and human development, settlement of conflicts and motivation.

d) The <u>admission of students</u> according to the rules and regulations of the education department or the admission policies outlined for the school, is one of the important functions of the Principal.

e) The Principal directs and co-ordinates the various groups involved in the administrative and the other functions of the school. She guides the members of the staff, initiates them into their work, and with the help of the staff directs the students.

f) The Principal is mainly responsible for checking the performance of the staff, evaluating and with the help of the supervisors, for supervising the work and lessons of the teachers. She maintains discipline and handles cases of misconduct and indiscipline in the school.

g) She is largely responsible for communicating decisions plans, programmes, to the students and the parents and for public relations. Regular staff meetings facilitate communication with the staff and parent-teacher meetings serve for effective communication with parents.

The Principal's Influence

As indicated in Table 83 the Principal and the management emerges as the most influential group in making decisions and in implementing policies in the school. The staff body has very little influence in policy and decision making. The parents through the parent-teacher association are seen to have a small measure of influence. The students are completely out of the picture.

TABLE: 83

MOST INFLUENTIAL GROUP

(4 Point Scale)

Group	Delhi		Jamshedpur		Calicut		Mangalore		Goa		Aggregate	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Principal and Management	3.86	.76	3.89	.87	3.75	.62	3.82	.77	3.85	.58	3.82	.65
Entire Staff	2.52	.54	1.44	.76	1.86	.49	1.32	.81	1.25	.43	1.47	.58
Group of Teachers	1.05	.43	1.98	.54	1.42	.58	1.25	.38	1.10	.21	1.39	.47
School Cabinet	0.00		0.00		0.00		0.00		0.00		0.00	
Group of Students	0.00		0.00		0.00		0.00		0.00		0.00	
P.T.A. or Parents	1.58		1.36	.32	1.85	.56	1.45	.40	0.25	.86	1.26	.72

TABLE: 84

SUPPORT STRUCTURES - MANAGEMENT

(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.
Dynamic Leadership - Principal	2.15	.72	2.12	.72	2.48	.91	2.32	.86	2.26	.34	2.34	.66
Principal - Undisputed Leader	3.23	.78	3.23	.61	3.24	.65	3.22	.71	3.25	.48	3.24	.81
Authority - Authoritarian	3.11	.68	3.34	.58	3.21	.48	3.18	.68	3.36	.98	3.28	.72
Authority - Unbiased	2.42	.65	2.17	.54	2.33	.59	2.21	.54	2.02	.54	2.26	.61
Long range planning, Evaluation, Regular meetings	2.11	.64	1.86	.62	1.56	.72	1.86	.58	1.95	.23	1.75	.58
Committies with staff, Student Representation	1.22	.58	1.22	.71	1.12	.66	1.04	.52	1.05	.44	1.11	.47
Rules Procedures - Recruitment, Grievance etc.	3.12	.49	1.87	.86	2.81	.82	2.98	.46	2.32	.65	2.78	.55
Sharing Responsibility	2.82	.38	2.34	.71	2.46	.76	2.32	.65	2.21	.52	2.31	.58
Communication Channels (Formal and Informal)	2.41	.62	2.16	.54	2.10	.54	2.11	.81	1.89	.42	2.16	.62

: 359 :

The leadership qualities of the Principal is given in
Table 84 . There is a strong agreement, on the principal
being the undisputed leader in the schools. This is further
confirmed by the strong agreement expressed in all the
schools that the school authorities are authoritarian.
The Principal is seen as providing a dynamic leadership,
to some extent. The school authorities are seen to be
unbiased to some extent. Planning, evaluation and staff
and student participation structures are as Table 84
gives it are rather weak. The communication channels, rules,
procedures for recruitment and selection of staff are shown
as satisfactory structures and those for sharing responsi-
bility with the staff and students are considered inadequate.

The management structures, though not well defined
emerge as 'being powerful'.

1. The structures that link the school with Apostolic
   Carmel Institute are basic and vital to its existence.
   The philosophy and doctorine of the institute is
   infused into the school through these structures.
   They provide the Ethos and inspiration for the
   institution.

2. The Apostolic Carmel Educational Societies of each
   state, where the Apostolic Carmel schools are situated
   are the legal intities vested with the management of

the schools in the particular state.

3. The important management functions are governed and controlled by the structures laid down by the affiliating body, particularly in the aided schools.

4. The school Managing Committee, and parent-teacher association serve as advisory bodies.

5. The principal holds a key position and her role is central to the school.

6. Authority is experienced as being strongly authoritarian, undisputed and rather non-participative.

The centralised form of authority is perhaps conducive to preserving the institutional character and for infusing the institution with the management's philosophy and educational values.

A lack of a very dynamic leadership could be associated with a traditional, non-innovative approach to management and leadership which is remarkable, on the whole.

Both these findings are consistent with the analysis of organizational goals.

III. MOTIVATION STRUCTURES

Motivation structures are of great importance to an organization, in order to ensure a high degree of satisfaction and morale among its members, so as to increase their level of goal aspiration and indentification with the objectives of the organization. Motivation besides satisfaying legitimate human needs consistent with the goals and values of the organization, offers opportunities for acheivement, recognition, and responsibility.

In a school, both the teachers and students need to be motivated, in order to maximise their acheivement of the goals of the organization. We consider the structures that reinforce motivation:

> a) for the staff
> b) for the students.

The staff being the employees of the organization play a pedagogical and professional role. The Hackman and Oldham model has identified characteristics involved in job satisfaction and motivation. They state that satisfaction and motivation are controlled by providing conditions for,meaningfulness of the work, responsibility for the outcomes of work and knowledge of the result of the work. Improved working conditions would as Herzbeng suggests, decrease dissatisfaction among the employees.

As suggested in Table 85 the acceptance of school goals by the staff appears satisfactory on the whole, which indicates that the goals are meaningful to them. The staff meetings seem to help towards building some solidarity towards the goals. The salary and other benefits too are seen to be strong incentives in all the schools, except the one in Jamshedpur. The staff of all the schools feel treated with personal concern and the atmosphere is seen as humanistic, excluding the school in Jamshedpur. The opportunities for self-expression and self-improvement are provided and individual initiative encouraged to some extent. The teachers have indicated the fact that their experience in the organization has given them some degree of fulfillment in their task.

The various motives for the choice of the school by the staff are presented in Table 86 . A good reputation of the school and its being a convent school, seen as the strongest motive in the schools for the choice of the school by the staff. Attractive salaries and benefits too are seen as fairly high incentives in three out of the five schools. The social class of students catered to is seen to be related to the prestige of the school and become one of the motivating factors of the three schools.

TABLE: 85

SUPPORT STRUCTURES - MOTIVATION - STAFF

(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.
Staff Meetings, Seminars	2.23	.58	1.98	.58	1.85	.68	1.72	.72	1.65	.72	1.82	.92
Acceptance Goals Staff	2.86	.75	1.85	.67	3.12	.83	1.95	.75	2.25	.86	2.65	.78
Opportunities	1.84	.86	1.85	.86	1.95	.85	2.82	.52	1.85	.81	2.01	.68
Treated with personal concern	2.56	.84	1.96	.77	2.66	.78	2.96	.48	2.98	.96	2.72	.71
Experience - Fulfilling	2.72	.58	2.05	.62	2.85	.68	2.75	.81	2.72	.48	2.56	.82
Atmosphere - Humanistic	2.68	.67	1.98	.58	2.78	.66	2.98	.72	2.72	.82	2.56	.92
Salary satisfaction benefits	3.12	.48	1.55	.47	3.45	.72	3.25	.66	3.15	.71	3.05	.88
Individual Initiative Encouraged, Recognized	2.15	.65	2.05	.56	1.95	.54	2.12	.56	2.05	.68	2.01	.96

TABLE: 86

REASONS FOR CHOICE OF SCHOOL - STAFF

(4 Point Scale)

Reason	Delhi N=40	Jamshedpur N=48	Calicut N=53	Mangalore N=28	Goa N=22	Aggregate N=191
Good Reputation	3.12	3.25	3.45	2.85	2.25	3.01
Academic Standards	2.85	2.75	2.95	2.65	2.25	2.65
Upper Social class of Students	3.10	3.45	2.85	2.65	1.22	2.75
Convent School	3.32	3.45	3.42	3.41	3.26	3.38
Pay scales and benefits	3.05	2.76	3.42	3.34	3.25	3.28
Other	1.86	1.54	0.82	1.46	1.85	1.55

The student motivation goals are enumerated in Table 87.
The students express satisfaction regarding student-services
provided by the schools of Delhi, Jamshedpur and Calicut.
Sports and activities are a high motivating factor for the
students of all the schools, except the one in Goa. The
students experience a basic humanistic atmosphere and being
treated with personal concern. There is a general awareness
of the school goals, by the students. The choice of the
school by the parents reflected in Table 88 reveals the
factors for the choice. Good reputation, good academic
standards as judged by the school results, extra-curricular
activities and the social class of the students are expressed
as strong motivators in four out of the five schools.

As given in Table 86 the students of Delhi, Jamshedpur,
Calicut and Mangalore show a fairly high degree of satis-
faction, while the students of Goa show a much lower degree
of satisfaction with the school as a whole. The reasons for
dissatisfaction are varied but they are not very significant.

The staff and students feel proud to belong to their
school, as Table 110 gives it and the majority of the
students had some of their family members studying in the
same school as seen in Table 109 both these factors
reveal a high degree of morale.

TABLE: 87

SUPPORT STRUCTURES – MOTIVATION – STUDENTS

(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.
Student Services	2.76	.76	2.15	.66	2.16	.76	1.85	.66	1.44	.86	2.05	.86
Facilities for Entertainment	2.11	.86	2.15	.49	1.75	.54	1.96	.86	1.32	.61	1.96	.88
Acceptance Goals Students	2.12	.77	1.95	.72	3.05	.75	2.26	.86	2.32	.66	2.41	.65
Sports and Activities	1.89	.76	2.98	.78	2.96	.89	2.72	.66	1.65	.55	2.36	.56
Treated with personal concern	2.35	.58	1.75	.68	2.75	.72	2.15	.85	2.85	.76	2.35	.62
Atmosphere – Humanistic	2.52	.75	1.82	.62	2.45	.58	2.06	.81	2.32	.56	2.35	.48
Performance Recognized	2.02	.68	2.21	.81	2.15	.76	2.05	.65	1.95	.62	2.18	.52

TABLE: 88   REASONS FOR CHOICE OF SCHOOL BY STUDENTS OR PARENTS

Reasons for Choice	Delhi N=40	Jamshedpur N=48	Calicut N=53	Mangalore N=28	Goa N=22	Aggregate N=191
High Academic Standards	2.95	2.75	2.68	2.50	2.25	2.46
Upper Social Class Students	3.12	3.44	2.25	1.96	0.66	2.74
Good Reputation	3.15	3.42	3.01	2.85	1.66	2.75
Useful for Admission to Colleges	2.86	2.95	2.66	2.75	1.34	2.35
Extra Curricular Activity	3.10	3.32	3.42	2.85	1.76	3.01
Family members in same school	1.55	2.85	2.95	1.85	1.96	1.96

There is a general awareness and acceptance of the
organizational goals by the staff and students. The
motivation structures that provide basic working conditions
and satisfaction of human needs exist in the schools.

The structures that provide opportunities for growth,
greater acheivement, participation, indentification and
innovation are seen as those that need improvement. These
findings corroborate the level of motivation manifested
in the analysis of motivation goals.

IV. STRUCTURES OF POSITION

The position structures of the school are essential
for creating a good image before the public, in order to
attract the best students and maintain the level of prestige
in the face of external pressures that threaten to change
the position or survival of the organization.

The criteria for measuring prestige are varied. We
analyse the position structures in relation to three types
of prestige -

      i) Academic Prestige

     ii) Social Prestige

   iii) Power Prestige

Academic Prestige:-

Academic standards are a very important measure for increasing and maintaining the reputation of an educational institution.

The students studying in the secondary schools are eager to secure entrance into the best colleges for further studies. 'High results' by and large are the most visible, measurable and reliable criteria for the public to gauge academic excellence. The schools concerned give great importance to good results, with a high percentage of passes. The evaluation structures and the reward systems of the school are strongly geared towards the achievement of these objectives. Table 89 indicates that the results of these schools are much higher than the average results of the state. The four schools are considered to be among the first five schools in the city/town as regards educational standards and examination results.

Participation in various inter-school activities at a competitive level and securing a position particularly in activities of an academic nature, places the school at a definite advantage above the other achools. The schools in Delhi, Jamshedpur and Calicut are seen to participate in many competitions at inter-school and state level.

TABLE: 89   SUPPORT STRUCTURES - POSITION

(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.
Within first five schools in City/Town/State Educational Standards	3.25	.65	3.51	.65	3.12	.68	3.01	.45	1.82	.55	2.98	.86
Within first five schools in City/Town/State Physical Facilities	2.86	.86	3.12	.58	3.05	.72	2.81	.71	1.96	.53	2.65	.75
Within first five schools in City/Town/State Prestigious	2.84	.63	3.10	.82	3.05	.81	2.66	.62	1.84	.64	2.78	.66
Outstanding in City/Town/State Sports	1.86	.72	2.24	.71	2.41	.58	2.36	.58	1.05	.86	1.87	.58
Outstanding in City/Town/State Cultural and other Activities	3.06	.58	3.52	.55	3.68	.66	3.01	.86	1.12	.71	3.10	.67
Outstanding Examination Results	3.08	.49	3.12	.61	3.18	.48	2.92	.71	2.14	.72	2.84	.58
Proud as Staff member of School	3.15	.82	2.75	.71	3.45	.81	2.95	.81	2.98	.88	2.91	.46
Proud as Students of School	2.95	.71	3.25	.68	3.35	.72	2.88	.72	1.65	.65	2.87	.65

The type of activities and courses organized by the school earns prestige for the school. The schools are active and alive with various extra-curricular activities as is evident from the high rating assigned to it so frequently.

Discipline is closely associated with the academic standards and is a pre-requisite for intellectual development. Handling indiscipline is assigned importance and discipline has emerged as one of the distinctive features of the schools.

Social Prestige:-

Prestige accrues to an organization, in particular to a school, by the socio-economic status of its staff and of the students. The type of students the school caters to, affects profoundly, its position in society. The Delhi and Jamshedpur, schools having English as medium of instruction, which is patronised by the higher classes of society, attract the higher and middle sections of society. The students coming from higher socio-economic sections, are undoubtedly at an advantage, academically over the others.

A close examination of Table 103 which gives the SES pattern of the three schools, reveals very strongly the close connection between SES and prestige attached to the

institutions. The Jamshedpur school has 89% of the high
level and 3.37%of the low SES group, while the order is
reversed with respect to the school in Goa, which has 1.33%
of the high level and 57.33% of the low level. Delhi school
has 61.46% of the higher level, Calicut 34.55% and
Mangalore 22.77%. The rating of prestige matches very
closely with the SES pattern of the students in these
schools.

The two city schools having students predominantly
of the upper class emerge as socially elitist. The town
schools with students mostly of the middle class and a few
of both the upper and lower class, are moderately elitist,
whereas the school in Goa which has a large number of the
low class and a few of the middle class, is seen as non-
elitist. This is confirmed by Table 90 which gives the
distinctive identity of the schools.

Judging from the social background of the staff of each
school, as given in Table 72 , the staff belong to the
middle-class society, varying slightly from Jamshedpur to
Goa. The social image of the school presented by the
students is reinforced by that of the staff.

Prestige of Power:-
The influence a particular organization has over
similar organizations in its environment and the power

TABLE: 90

DISTINCTIVE IDENTITY OF SCHOOLS

Identity	Delhi N=136 Percentage	Jamshedpur N=137 Percentage	Calicut N=163 Percentage	Mangalore N=129 Percentage	Goa N=97 Percentage	Aggregate N=662 Percentage
Religious	85.56	75.56	82.66	86.46	99.46	87.14
Secular	12.21	23.24	11.34	13.22	6.00	12.00
Liberal	28.25	18.25	4.25	9.45	8.68	13.78
Conservative	70.21	21.75	95.45	90.56	91.26	73.85
Traditional	71.26	78.65	96.32	94.23	96.66	87.42
Modern	27.12	21.35	2.46	5.46	3.32	11.95
Democratic	9.65	7.25	5.44	6.28	5.72	6.87
Authoritarian	90.35	91.75	94.23	91.71	94.26	92.66
Elitist	68.25	96.35	26.55	30.35	0.00	44.30
Non-Elitist	31.75	3.55	72.34	69.65	100.00	55.45
Westernised	85.22	97.25	33.42	71.55	95.48	76.58
Indian	14.78	2.75	66.45	28.45	4.56	22.99

it exercises by setting trends and normative patterns for other organizations, strengthens its power prestige.

Some of the ex-students of the schools in Jamshedpur , Delhi and Calicut, occupy prestigious positions in society. The staff does not have any outstanding personalities to its credit, but the image created by the students is significant before the public. This is further reinforced by the physical lay out, buildings, grounds etc., which are quite impressive compared to other schools in the locality as Table 82 indicates. The position structures corroborate the prominence given to position goals. The structures of social prestige being the most powerful followed by those of academic prestige and lastly of power prestige.

CONCLUSIONS

An analysis of the support structures clarifies the following issues:-

1. The position structures of prestige particularly social prestige, emerge as being very powerful in Delhi and Jamshedpur, moderately strong in Calicut and in Mangalore and weak in Goa. Prestige becomes a very powerful measure for differentiating the schools.

2. The motivation structures too receive considerable emphasis creating a basic satisfaction and high morale among the staff and students of the schools, on the whole.

3. The management structures though not well defined emerge as strongly authoritarian and non-participative. These are perhaps conducive to the institutional embodiment of the management's goals and objectives in education.

4. The adaptation structures identify the control exercised by the validating bodies and financiers of the school. The structures of innovation are given little importance.

5. The pattern that emerges regarding the similarities and differences between the schools, from an analysis of its goals is strongly affirmed by the analysis of its structures.

6. The analysis of the structures corroborate the relative emphasis given to particular aspects of the school as revealed in the analysis of the goals.

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