

CHAPTER XIV

REVIEW, MAJOR FINDINGS AND EDUCATIONAL IMPLICATIONS FOR POLICY AND FURTHER RESEARCH

INTRODUCTION:

The aim of the study was an internal organizational analysis, of a few representative Apostolic Carmel secondary schools for girls in India. The study covered a range of issues that had theoretical significance for the functioning of educational organizations and policy implications for re-structuring secondary school education for girls, particularly in the Apostolic Carmel schools. The variables may have seemed a little disparate but in the light of the analysis and interpretations with the help of the theoretical model, they form a unified whole.

In this chapter a brief review of the entire study will be done. The principal findings of the study will be highlighted. The theoretical and educational implications of the relevant findings will be indicated. A few policy recommendations and suggestions for further research on the basis of the study undertaken will be made by the researcher.

Rationale for the study

The secondary schools constitute a very vital and crucial sector of education in India. In a country where higher education is the monopoly of a very small privileged section of society, the secondary school becomes the terminal stage of education, particularly for girls.

The Apostolic Carmel runs 51 secondary schools for girls in different parts of the country and has invested its material and human resources in the development of women through education, for a period of nearly 115 years. The analysis of secondary schools would be of benefit to it, in re-structuring its educational policies, allocating resources and developing priorities in education.

The periodic national commissions on education, national policies, governmental surveys on education and individual case studies have established the relationship of education to society and have expatiated the instrumental role that education has to play in the development of the nation. Educational re-construction has become a cliché and mere rhetoric, as it ignores the frame work within which education operates. The institution remains the most crucial unit for analysis and reform. Educational innovation has to take root in the organization in order to produce

significant and lasting effects.

Much of the research in education is concentrated on the class-room. The organizational research tends to be directed towards a few aspects like organizational climate, leadership behaviour, studies on innovations introduced, evaluation studies etc. Studies which investigate the functioning of institutions, through a systematic organizational analysis, are rather rare. Such studies would give a wider perspective to understanding the process of education and help in identifying specific areas that need change.

There are over two lakh secondary schools that operate within the frame of the Indian education system. These share a number of common features and at the same time, each has its own distinct identity. The similarities and differences arise chiefly from important social factors like age of the school, type of management and the local setting in which these schools operate.

The study therefore was undertaken of a few schools started at a particular period of time, in different parts of the country, by a single management, the Apostolic Carmel. It has attempted to investigate how the schools resemble each other owing to their common management and the educational

system within which they function and also their unique features owing to the different localities in which they are situated. The research study has tried to explore the organizational purpose and distinctive character of these Apostolic Carmel schools. The schools are more or less representative of the other secondary schools run by the same management.

Objectives of the study

The main purpose of this study was to determine the organizational purpose and distinctive character of the Apostolic Carmel secondary schools for girls in India.

1. To explore the common features of the Apostolic Carmel secondary schools for girls situated in different socio-cultural settings and to investigate whether and which of these similarities could be attributed:
 - a) to their common sponsors, the Apostolic Carmel
 - b) to the Indian education system within which they operate

2. To identify the distinct characteristics of each school and see whether these could be a reflection of the specific features of the city or locality in which they are situated. This entailed the internal organizational analysis of the schools using the Selznick model.

The purpose also was, to make an in-depth study of:

- a) The goals of the school and goal-related processes
- b) The structures that embody the goals
- c) The social base of each school, through which it pursues the goals and sets up the structures.

This identified and outlined a distinct profile of each school with areas of striking similarities. It offered a comparative picture of the schools with reference to the attainment of the goals and objectives and surfaced some of the conditions for the furtherance of particular goals. The study has revealed the salient features of the context within which the schools operate. It has provided an insight into certain organizational phenomena with reference to schools.

Sample for the Study

A preliminary general information questionnaire was sent to the principals of all the 51 Apostolic Carmel Secondary Schools for girls in India.

Since the age of the school is an important factor. The secondary schools were divided into three categories according to their year of establishment as follows:-

- i) The schools established between 1870-1930
- 9 schools
- ii) The schools established between 1931-1957
- 28 schools
- iii) The schools established from 1958 onwards
- 14 schools

In order to keep the age of the institution within a certain limit the schools in the middle age group were considered for the study. This category contained more than half the number of schools and had a link between the other two categories. The schools in this group were further sub-divided according to the locality in which they were situated into:-

- i) Metropolitan or large city schools - 5
- ii) Industrial city or town schools - 5
- iii) Small city or town schools - 12
- iv) Rural schools - 6

Initially a sample of two schools from each of the above mentioned categories were selected, so as to represent widely differing regions. However after the pilot study, it was discovered that the study would be too unwieldy, hence the sample was reduced to five schools, two from the third category and one each from the other

three. The schools selected for study were:

1. Carmel School, Delhi - Metropolitan/large city school
2. Sacred Heart School, Jamshedpur - Industrial city/
Town school
3. Providence school, Calicut - Small city/Town school
4. St. Mary's School, Mangalore - Small city/Town school
5. Holy Rosary School, Nuvem, Goa - Rural School

The participating schools were most co-operative in providing all the information needed.

The closed-ended questionnaire on Organizational goals was administered to ninety to hundred percent of the staff of the schools by the researcher.

Since the schools in Delhi, Jamshedpur and Mangalore had about 200 Students in classes nine and ten. The questionnaire was given to about 50 per cent of the students of these classes, chosen at random. The questionnaire was administered to about 40 per cent of the students of the school in Calicut, as the number was about 300 and to cent per cent of the students of the school in Goa, as the total number was small. The questionnaire covered 191 staff members and 471 students in the aggregate of all the schools. The staff members

responded to all the questions. About 2 per cent of the students indicated lack of information on the questions relating to the staff.

There were about 15 open-ended interviews in each school, which were dispersed across a wide spectrum of interests of administrators, staff and students. The findings of these were very revealing and helpful in clarifying and corroborating the data collected through the questionnaire and documents.

Instrumentation and Data Collection

A closed-ended questionnaire on organizational goals was constructed by the researcher. This was based on Gross's questionnaire for determining the goals of American Universities. The Apostolic Carmel objectives of education and the objectives of secondary education as given in the national policies of education, were taken into consideration in drawing up the goal statements. There were 40 goal statements. They were by no means exhaustive. The researcher tried to include the different aspects of secondary education that were important and relevant. The questionnaire was finalised in consultation with three experts in the field of sociology, education and management, and after a pilot study conducted in the Carmel Secondary

School, Bangalore. The goal statements were presented in a random order in the questionnaire. Each statement was rated by the respondents on a five point scale ranging from 1 to 5. They indicated their choice for each goal statement at two levels, the importance actually given to the particular goal in the school and the importance they thought, should be given to it. The questionnaire obtained data on the structures of the school rated on a four point scale, as also data regarding the social characteristics of the staff and students.

The general information questionnaire designed by the researcher was sent to all the heads of the Apostolic Carme Institutions.

The interviews were unstructured and were not uniform. They were directed towards gaining insights into goal-related processes, goal aspiration and goal-displacement in particular.

The researcher visited the schools personally and spent a considerable amount of time in observing the actual functioning of the schools.

The data collected through the techniques above mentioned , some of which was purely qualitative and much

of it was quantifiable. Quantitative data was given preference for greater precision and to avoid personal bias in interpreting it. The summary of the data was presented in the various tables.

The school documents, Annual Reports, School Magazines, School Prospectus, Log Books etc. were examined extensively. The documents pertaining to the history of the Apostolic Carmel was studied in detail by the researcher. The material regarding the local settings was reviewed, to select relevant information. The educational documents and history of Indian education were surveyed for obtaining the material required.

Analysis of Data

The data was processed with the help of the computer. It was aggregated at the institutional level. The arithmetic mean and standard deviation was calculated for each statement. Ranking of goals was done on the basis of the mean scores. The goals were divided according to the ranks into; top, medium and low goals in each school. The analysis both within and across schools was done mostly with reference to the 14 top ranking and 14 lowest ranking goals. The middle-ranking goals were used very rarely.

Correlation coefficients were used in determining relationships between schools and between the staff and student responses. A detailed analysis was done with respect to goals, structures and the social base of each school taken individually, comparatively and as an aggregate.

Limitations of the Study

Since the Apostolic Carmel Schools are concentrated in certain geographical regions, the sample selected could not represent all the regions, as the study would be too unwieldy.

The contextual dimensions, particularly the Indian education system and the regional local settings, were too vast to be studied in depth or detail, hence the study had to be limited to a few aspects.

The data collection and analysis was very time consuming, as there were many variables and being a field study, the variables studied had to be investigated from different perspectives. Perhaps the study could have been limited to three schools. However this would not have provided an adequate sample that was representative of the schools situated in different settings, hence the findings would have limited applications and generalizations. The data had to be interpreted throughout the analysis, as

it was a field study approach.

Since the educational organization was the unit of analysis, it was set in a sociological perspective. The psychological variables that affect organizational interaction and behaviour, were dealt with indirectly, only in relation to the study.

Since the study was first of its kind on schools, with regard to its approach, it could not be directed towards formulating and proving any specific hypothesis but it helped in confirming certain broad assumptions made at the outset of the study and to gain an insight into certain organizational phenomena.

Several findings emerged in the course of the study which have been given in the conclusions under each chapter, as they seemed more relevant there. Only the important investigations and observations which have a direct bearing on the objectives outlined at the outset of the study and those which have major policy implications for the Apostolic Carmel and the education system will be considered here.

MAJOR FINDINGS AND CONCLUSIONS

I. The Schools and their contexts

1. The individual - oriented output goals and structures of education of character and education of intelligence, which are the expectations of the social base and which form the core of the organization, reflect the ethos of the sponsors - The Apostolic Carmel.
2. The output goals and structures of social education are more strongly influenced by the regional-local settings of each school. The school situated in the capital city has the greatest national consciousness. Co-operation and social awareness is emphasised more strongly in the town school with a similar local environment. Social awareness and social change take on great importance in the school with a rural setting. Leadership and training for social position are the aspirations of the city school students.
3. The society-oriented output goals and structures, have a very low emphasis in the way they actually operate in the schools. These are desired as most significant by the social base of the rural school, indicating the influence of the local setting on their choice.

4. The support goals and structures of adaptation are very strongly geared towards the education system. The school benefits from its support but the constraints and limitations of the system affect the schools adversely, in the pursuit of their aims.
5. The management goals and structures have a strong link with the traditional, efficient but non-participative and centralised pattern of administration and management of institutions, in the Apostolic Carmel.
6. The healthy motivation goals and structures, indicate the concern of the management to maintain a high morale, among the Staff and Students of the Schools. It is a reflection of its objective of fostering the total development of the person in a healthy environment.
7. The reputation and prestige associated with the Apostolic Carmel over the years, is reflected in the great importance given to maintain the institutional prestige and preserve the institutional character of the school. This is seen in the high emphasis given to the goals and structures of position.

8. The social base of each school is closely connected with the local environment. The schools differ considerably in terms of the characteristics of the student population, with respect to language, culture and socio-economic status. The attitudes and beliefs of the students also differentiate the schools.

These findings lead to the following conclusions:-

- i) The ethos of a parent organization which constitutes the management of the schools, can be strongly reflected in the individual schools situated in different settings, through the goals they pursue, the structures they set up to embody the goals and the expectations of the social base it selects, if:
 - the ethos of the management has a clear set of ideological principles that have universal application.
 - They are backed up by religious motivation and traditions that have established prestige.
 - The ethos and the principles have been internalised by the members.
 - The organization is knit together with bonds of fraternal love and a common commitment.
 - The organization has efficient ways of communicating its ethos.

ii) The educational system sets the conditions for the functioning of the schools, by the strong influence it exercises in the adaptation of the school to the courses and rules and regulations it prescribes, and the certification and financial aid it offers. It proves functional in the advantages it offers of its support, through direction, funds and certification. It proves dysfunctional through the limitations and constraints of the system that affect the schools, through:

- a lack of academic freedom to draw up the curricula
- the constraints of a heavy syllabus, with courses that are irrelevant at times and not up-dated.
- the administrative controls it imposes
- the financial strait - jacket position in which the schools are placed.

iii) The social base is an important aspect of the school through which it achieves its goals and sets up its structures. This is closely related to the local environment which has an intervening influence in modifying the expression of particular goals and structures in the schools.

II. Organizational Character

In the process of responding to the demands of the educational system, the Apostolic Carmel schools are infused with value. This is effected through an interplay of the organizational purpose and ethos of the Apostolic Carmel and the characteristics of the contextual setting of each school. This infusion of value gives the schools a distinctive organizational character.

III. Goal-related Processes

1. A goal-conflict is seen to arise in the following cases:-

- the demands made by the individual-oriented goals and the society oriented goals.
- maintaining academic excellence and institutional prestige, and giving high priority to admission of the disadvantaged.
- functioning within the frame work of the educational system and introducing educational reforms.
- giving a high degree of intellectual training and imparting an adequate training in work skills.

In the case of conflict regarding the above mentioned goals, a compromise seems unpracticable, as the demands made by the pair of goals is irreconcilable. The schools therefore are responding by giving greater priority to one of the two alternatives and playing down the other.

2. The support goals and structures emerge as being most prominent in the schools which results in the displacement of output goals by support goals. This has an unfortunate effect on the educational performance of the schools. A preoccupation with institutional prestige and survival displaces the need for a balanced pedagogy, service to the society and educational relevance to the present situation, to some extent.
3. The following factors were identified as inducing high goal-aspiration among the staff, through the individual interviews.
 - a sense of achievement of measurable goals.
 - a challenging environment
 - high staff morale
 - a sense of identification with the organization
 - a participative, human-relations oriented style of management
 - recognition for goal performance
 - honest feed back on performance, in relation to goals.

IV. The school as a social organization

1. The Selznick model for conceiving the school as an organization, gives a coherence to the analysis, and the components can be operationalised easily. However the structures include both the educational activities and the educational technologies. For a greater clarity these could be dealt as distinct components. The interaction of one component with the other is not considered in the Selznick model. An alternate organizational model for studying schools is suggested by the researcher, which is given in Figure 15.

2. The elements of the external environment and the school have a mutual interaction. The parents and similar educational institutions in the neighbourhood, form important aspects of the school environment. An alternate model for the linkage of the school with the external environment is proposed by the researcher in Figure 16.

3. The outputs of the school as an organization which give an idea of the success in attaining the goals, are rather vague to identify, conceptualise and measure. It is difficult to assess the organizational effectiveness of a school. Evolving goal

FIGURE - 15

THE SCHOOL AS AN ORGANISATION PROPOSED MODEL

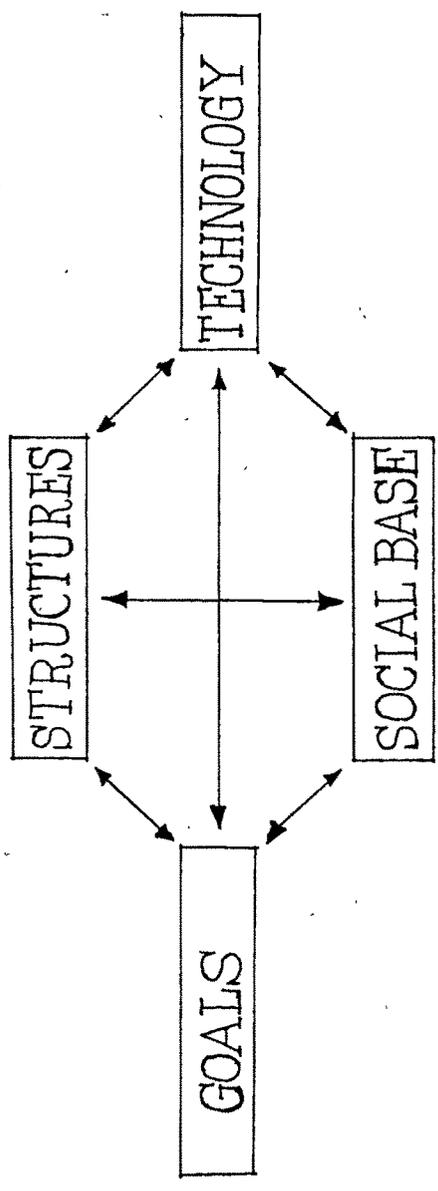
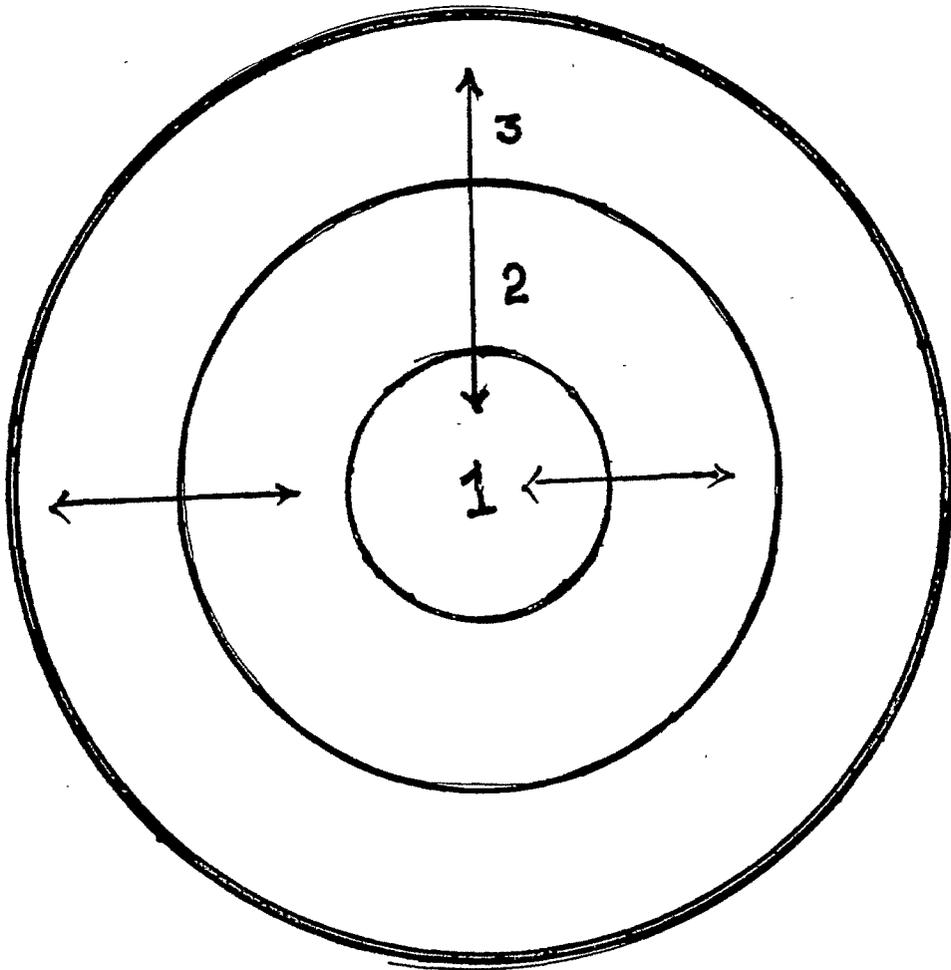


FIGURE - 16

LINKAGES OF THE SCHOOL WITH ITS ENVIRONMENT PROPOSED MODEL



1. SPONSORS (DOCTRINE & PHILOSOPHY)
2. SCHOOL COMMUNITY (STUDENTS & STAFF)
3. LOCAL SETTING & EDUCATION SYSTEM

areas and indicators of performance for schools is an area that is unexplored.

4. The phenomena of circular causality is evident in a school as an organization. The ability of a school to be selective in admissions, depends mostly on the number and quality of its applicants. This in turn is a function of its institutional prestige and reputation, which in turn is determined by performance in examinations and other competitive activities. There is a self-selection process between the better students and the more prestigious schools. This works advantageously for the schools that are ahead and puts the schools that are behind, at a definite disadvantage. The schools stratify the society to some extent, through this process.

5. The school as an organization can survive, even when it is irrelevant and obsolete in meeting the challenges of the environment, as it can function in isolation from the community and the goods it produces are not distributed directly to the society. Organizational innovation will be a slower process in schools than in other product-oriented organizations.

6. The pheomena called over - measurement by Etzioni or "number magic" by Betram Gross, is evident in the functioning of the school as an organization. Organizations tend to concentrate their energies around activities (goals) that are easily quantified. In the case of schools, examination results and positions in inter-school competitions of various kinds, are easily quantifiable indicators of performance, hence these are over-stressed and the actual output goals become reflected towards the achievement of the easily measured aspect. In an extreme case this could be dysfunctional, defeating the purpose of the school.

POLICY IMPLICATIONS

A. For the Apostolic Carmel Institute

1. The study has revealed that the ethos of the management is reflected in the individual schools and that communication of the Organization's purpose and special aims of education, creates goal awareness and goal aspiration in the staff. This will require an inspiring organizational philosophy of education with clear cut objectives which are periodically revised and up-dated, in order to be relevant to the situation.

A well conceived, phased out plan to communicate goal awareness and deepen goal aspiration among the staff, will ensure the formation of a committed institutional core, that will help in perserving the integrity of the values of the institution. The decreasing number of Apostolic Carmel Sisters on the staff will further necessitate the sharing of the ethos of the Institute with the staff.

2. While the goals of character formation and intellectual development seem to have received sufficient emphasis, the society - oriented goals, of preparing students to be agents of social change seem to receive little priority in the actual operating policies of the school.

The goal conflict here needs to be resolved by

- establishing a definite priority between institutional prestige and preferential admission of the poor
- having an open-door policy for admissions, without selectivity
- restructuring the school policies to meet the needs of the disadvantaged students
- allocating human and material resources to educate the poorer students to their optimum level.

Where this is not possible alternate programmes will have to be envisaged and developed to educate the students of the upper strata of society, regarding their responsibility towards the lesser-privileged sections. The rural schools could be developed into centres of learning for the community.

3. The issue of relevance in the type of education imparted, has been highlighted in the study.

An education which empowers the woman to be aware of her rightful place in society and a training that enables her to fulfill her special role in the society, needs to be given special consideration and attention.

Training in skills for self-employment, and jobs which will enable the school-leavers to be employable, needs to be given special priority in the rural schools, where there are very few opportunities for technical and professional jobs.

The traditional methods of teaching need to be replaced by new pedagogical methods that develop and promote creativity, original thinking and self-learning.

4. Long range planning for generating and mobilizing resources and for training personnel in new techniques and approaches to education will be necessary to meet the future challenges.

5. Participation in management, has emerged as an area that needs special attention, in the analysis. A broad based participation in educational planning and reform at the institutional level is indispensable. This will ensure both support and continuity in the ongoing process of change.

B. For the Educational System

1. Educational reform is a dialectic process that implies deliberation, direction and newness. It has to take root in the institution, if it has to be effective. Individual institutions need to develop the capacity for appraisal and renewal. The Pace setter institutions are uniquely important because of the influence they exert on the education system. Such institutions need academic freedom and financial support to develop their own curriculum and pioneer educational reforms.
2. Universal and uniform policies of educational reform, prove ineffective, as each institution has its specific character and constraints. The needs of schools

situated in different localities are to be studied at a micro-level and these should be linked with the developmental needs of the people of the locality, before implementing changes.

3. Identifying areas in which educational reform is needed and deciding on priorities for action, would ensure more effective implementation, than having a comprehensive approach, which scatters the resources. A participative planning involving the teachers from various educational institutions would provide a wider consultation in the matter. Educational research should be linked with actual needs of development in different sectors.
4. A centralized uniform syllabus of studies and examination system for all the schools, would exclude the disadvantaged from being the beneficiaries of the educational system. A diversified multi-faceted system would provide equal opportunities of development to all, according to their needs and capacity.
5. The quantitative expansion of education needs to be balanced with a concern for improving quality of life and making education more functional; by meeting the

learning needs of deprived and disadvantaged populations, inter-linking education and productive work, and training leaders for the development of the nation.

6. In order to encourage national values, the lack of which was identified in the study, the imported model of education needs to be supplanted by an indigenous one, which is closely linked with national, social, cultural and economic development of the country.

SUGGESTIONS FOR FURTHER RESEARCH

1. Evolving goal areas of performance and developing indicators of performance for secondary schools.
2. A study of organizational goals and organizational effectiveness of secondary schools.
3. Studying the mutual interaction between the secondary school and the important dimensions of its external environment.
4. An organizational analysis of secondary schools, using the systems model.
5. An internal organizational analysis of secondary schools,

using the action model.

6. A comparative analysis of the goals of secondary schools run by different managements.
7. An analysis of goals of secondary schools and a study of the factors that affect goal conflict and goal displacement.
8. A study of organizational goals, organizational climate and level of goal aspiration of the staff of secondary schools.
9. A study of organizational change in secondary schools with reference to goal adaptation and goal succession.
10. Organizational Health and Organizational Development of a few Secondary Schools.

CONCLUSION

"Out of the interplay of purpose, structure and setting comes a powerful legend." ¹ The legend of a school with its own distinctive character and it is the school which is the starting point for the much desired educational revolution.

1. Burton Clark, The Distinctive College. p.384.