CHAPTER I

PROBLEM AND PROCEDURE

INTRODUCTION

Education in a developing country like India, is
considered to be a powerful means for the upward mobility
of the individual and an instrument for rapid social change
for the nation.

Being essentially a socialization process which is
socio-psychological, it could be approached from different
perspectives. The sociological approach is taken here,
as this provides an understanding of the context within
which the aims of education are pursued.

As a process of socialization, education is all that
goes on in society, which involves learning and teaching,
both what is intended and unintended. As society becomes
more productive, there is a growing dependence on delib-
erately organized means of preparing children for adult
life, and imparting skills which are basic to the pursuit
of occupations in the present society. Modern society to a

great extent depends on organizations as the most rational and efficient form of social grouping. The organization is a powerful tool for understanding organised group process. The education system can be best described as one of social groups; schools linked by administrative procedures and professional ideologies.

Most of the present education takes place within an institutional frame-work, hence the focus will be on institutionalised formal education, as carried out by distinctive organizations, in this case, secondary schools. The secondary school is an appropriate stage for developing personal and social values. At this stage the youth are exposed to the differentiated roles of arts and science. Youth culture patterns are formed and influenced during this period.

This stage of education is of special significance to girls. They discover their role, identity and responsibility and make important decisions, which affect their future adult roles, during this period. The importance of education of girls in India cannot be over estimated. The hope of India lies in the education and liberation of the woman, who plays a vital role in accelerating the development of the nation.

The present study deals with the Apostolic Carmel
schools for girls in India, managed by a Religious Institute
committed to the education of girls in the country for over
a century and of which the researcher is a member.

RATIONALE OF THE STUDY

The nearly two lakh secondary schools, which operate
within the education system of the country, share a number
of common features and at the same time differ in their
individual district characters. These similarities and
differences arise from several sources, both external and
internal to the institution. The important social factors
are; the age of the institution, the type of management and
the local setting within which the schools operate.

The present study deals with a few secondary schools
for girls, started at a particular period, in different parts
of India by a single management, the Apostolic Carmel.
It tries to explore how they resemble each other because of
a common management, and functioning within the same Indian
education system. It also seeks to investigate how the
schools differ among themselves, on account of the widely
differing regional and local settings in which they are
situated.

The study is of pragmatic and educational significance.
On the pragmatic side, a management which has committed
itself to the education of girls in the country for over a
hundred years, and has invested its human and material
resources in the cause of education, would be able to use
profitably, the knowledge and insights it gains regarding the
character of the institutions it runs. The study will help
in ascertaining, how the educational objectives of the organ-
ization have been fulfilled in the various schools it conducts.
The findings of the study could be of help to the management,
to evaluate its educational efforts in terms of its object-
ives and to see how they have been operative in the different
schools. The sponsors could assess the relative importance
given to different goals in the schools, and ascertain
whether the schools continue to be relevant to the needs of
the community it serves and the aspirations of the internal
school community of staff and students. The study could
further reveal where one school has succeeded where the other
has failed and the reasons for such success or failure.
It could serve as an organizational diagnosis, which may prove
helpful in initiating organizational development of the
schools and in re-ordering the educational policies of the
schools.

On the theoretical side, it would throw light on the following issues, regarding the sociological aspects of educational institutions:-

i) how a school functions as a social organization;

ii) how an organizational approach could be used for assessing educational institutions;

iii) the various expressions of the common objectives of education in different institutions arising from varying local situations;

iv) indetermining which factor is more influential, the ethos of the sponsors or the contextual differences of a school;

v) in discovering the ways in which the influence of the validating body, proves functional, or dysfunctional to the management's philosophy;

vi) the important goal areas in secondary school education, which will be of help in developing indicators of performance for the schools and instruments for evaluation;

vii) approaches to institutional innovation by replacing old goals that have become obsolete or irrelevant by new ones, and strengthening particular goal areas;

viii) this together with similar studies of educational institutions of different levels and categories would prove helpful in developing and building up an organizational theory of educational institutions.

DEFINITION OF THE PROBLEM

The problem in focus is "A STUDY OF THE ORGANIZATIONAL PURPOSE AND DISTINCTIVE CHARACTER OF APOSTOLIC CARMEL SECONDARY SCHOOLS FOR GIRLS IN INDIA."

EXPLANATION OF TERMS

School Goals:- A desired state of affairs based on the aim for which the school is founded and the aspirations of the participants of the school and society, which it tends to realise.

Output Goals:- The goals of the school which immediately or in the future are reflected in some product, service, skill or orientation which will affect and is intended to affect society.

Support Goals:- These are maintenance activities. They set the conditions for the attainment of output goals.

Official Goals:- The general purposes of the organization as stated in the prospectus, annual reports and found in historical traditions.

<u>Operative Goals</u>:- The ends sought through the actual operating policies of the organization, which tell us what the organization is actually doing.

<u>Goal Conflict</u>:- An institution has multiple goals which are pursued simultaneously, goal conflict arises when two or more of these goals are mutually incompatible. Goal conflict can also arise, if the personal goals of individuals, are greatly at variance with the organizational goals.

<u>Goal Displacement</u> is said to take place when the organization actually pursues different or even contrary goals to those actually intended, or if the support goals become more important than the output goals.

<u>Goal Adaptation and Succession</u> is a modification in the original goals, to meet the internal or environmental needs for change. The change may be in content or emphasis. In an extreme case the original goals may be totally supplanted by new ones in which case it is called goal succession.

<u>Goal Aspiration</u> is the commitment of the participants to the goals of the organization and their desire to achieve them.

<u>School Structures</u> are the institutional embodiment of school goals. These could be formal structures which are deliberately set up by the school and informal structures, which evolve in the process of interaction of the members.

<u>Social Base</u> is the school personnel consisting of the students and the staff.

<u>Organizational Character</u>: The organization which is a goal-oriented and a structured system is conditioned by the responsive interaction of persons and groups. This inter-action is patterned in the course of time. The patterning reflects the specific experiences of the particular organization. It helps the organization to adapt itself to its internal and external environment and generates new and active forces. In this process the organization becomes infused with value. This infusion produces a distinct identity for the organization which is its character.

<u>Organizational Context</u>: The important elements of the external enviroment in which the organization operates.

MAIN OBJECTIVES OF THE STUDY:

1. To explore the extent to which the Apostolic Carmel
   Secondary Schools for girls in India are influenced
   by their contextual dimensions.

   a) The Sponsors   - the Apostolic Carmel
   b) The Supporters   - the Indian Education System
   c) The beneficiaries - the local, regional community

2. The similarities between Apostolic Carmel Secondary
   Schools for girls in India situated in different
   socio-cultural environments, which reflect.

   a) The characteristics of the sponsors
      i.e. the Apostolic Carmel Institute.

   b) The features of the supporters
      i.e. the Indian education system.

3. The dissimilarities between the Apostolic Carmel
   secondary schools for girls in India, situated in
   different environments. Could these be explained
   in terms of their diverse regional and local settings?

4. The study of the distinctive character of the Apostolic
   Carmel schools for girls in India.

Sub- Objectives of the Study:-

1. An internal organizational analysis of a few Apostolic
    Carmel Secondary Schools, started at the same time,
    but situated in different regional settings of India
    with reference to organizational goals, organizational
    structures and the social base of the school.

2. A comparative analysis of the schools selected for
    study, with reference to goals, structures and social
    base; to determine the relative emphasis placed on
    different objectives of education, in the schools
    under study.

3. To study goal related processes

        a) Goal formulation and awareness

        b) Goal conflict

        c) Goal displacement

        d) Goal aspiration

4. To explore the conditions which prove more functional
    for emphasising particular goal areas.

5. To explore the main features of the major contextual
    dimensions of the environment of the schools.

6. To explore ways of re-structuring and re-orienting educational policies of the Apostolic Carmel schools, for greater effectiveness in pursuing relevant goals and for introducing organizational innovations.

7. To explore organizational behaviour and organizational phenomena as applied to educational institutions, as a means of building up data for further investigation, refinement and formulation of organizational theory of educational institutions.

PROCEDURE

Methodology:-

The theoretical model of conceiving an organization, as given by Selznick, serves as a guiding frame work for the study. In order to operationalise the empirical part of the study some concrete methods of sociological studies of organizations have to be chosen.

It is primarily a descriptive study; trying to potray the characteristic features of the schools, determining the frequency of different occurrences and their interrelationships and attempts to evolve common and deviant patterns of organizational behaviour and character- istics of schools.

The study is also _exploratory_, seeking to gain new
insights into organizational phenomena and investigating
particular aspects of the school as an organization, trying
to explore linkages between the schools and their context.

As the study is descriptive and exploratory in nature
and because of a lack of proper conceptualization of
organizational dimensions of educational institutions,
the study does not formulate or test clear hypothesis.
There are no previous studies that have used a well conceived
theoretical model for an organizational analysis of schools.
Sociological studies of industrial and business organizations
have highlighted certain phenomena, observations and
relationships. These provide certain broad expectations
that will help to focus the study in certain directions.

The researcher intends making an in-depth study of
each individual school selected, with reference to its goals,
structures and social base and a few contextual dimensions
of its environment. These findings will be used for a
comparative analysis of these schools, situated in different
socio-cultural settings, and for explaining the linkages of
the school with its contextual dimensions. The _Field Study_
approach is adopted as being most conducive to this research.
The field study work facilitates intensive investigation of
a complex social situation.

The field study approach, which combines qualitative, with quantitative research and integrates field work with survey methods, is a modern trend in sociological research. Trow and Zelditch (1962) were the first to introduce such an approach which mediates field work with survey methods.[1] Lazarsfeld and Sieber (1972) adopted a study design which combined field work with survey in their investigation of the organization of research in schools of education.[2]

The field work assists in the analysis and interpretation of survey data in the following ways:-

i) The theoretical structure that guides the analysis can be based on qualitative field work.

ii) The survey result can be given persuasive plausibility by recourse to observations and informant interviews.

iii) Statistical relationships can be interpreted by reference to field observations.

iv) The selection of the survey items and construction of the tool can be based on field observations.

v) Provocative and unanticipated data obtained through the questionnaire can be clarified by resort to field notes.

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1. Sam Sieber. Integration of field work and Survey methods, p.444.

2. Ibid. p. 446.

The field work too in turn can take advantage of survey techniques as:-

i) A survey can improve the design of field work by identifying both representative and unrepresentative cases, the former serving the goal of generalizability and the latter the function of theory refinement.

ii) Surveys correct for the elite bias in interpretation of events and provide information about the subjects who were overlooked.

iii) They provide leads for interviews and observations. Surveys can contribute to the understanding of field observations by

- correction of the holistic fallacy

- demonstration of the generality of even a single observation

- verification of field interpretations

- casting new light on field observations

Considering the above mentioned advantages of integrating field work with survey method and keeping in mind the purpose of the study, the field study method will be used for the investigation.

Sample Design:-

A preliminary survey will be conducted of all the Apostolic Carmel Secondary schools for girls in India through a general information questionnaire. With the help

of the information collected, the schools will be divided
into three categories according to their year of estabish-
ment as follows:-

    i)   The schools established between 1870-1930

    ii)   The schools established between 1931-1955

    iii)   The schools established from 1955 onwards.

Since the age of an institution is an important factor,
inorder to keep it constant to some extent, the schools
from the middle - group, i.e. the schools established either
just before or after independence will be chosen for study.
These schools will have a link between the past and the
future.

The schools in the middle group will be classified
further according to the locality in which they are situated,
into

    i) metropolitan city schools

    ii) industrial city/town schools

    iii) small city/town schools

    iv) rural schools

A purposive sample of five schools will be selected
so as to cover one or two schools from each of the above
mentioned categories, depending on the number that will fall

into each section and from widely differing regions in the
country.

The questionnaire will be administered to 50 per cent
to 100 per cent of the students of classes IX and X of
each school and the entire staff of each school. The choice
of students of classes IX and X is based on the supposition
that they will have a wider and deeper experience of the
school. The unstructured informant interviews will be held
for a small representative sample; about 10 students and
5 staff members from each school.

Instrumentation:-

1. A general information questionnaire for obtaining basic
   information from all the Apostolic Carmel Schools and
   institutions will be designed. This information will
   help in the study of the context of Apostolic Carmel
   schools and to select the sample for study.

2. A questionnaire on organizational goals of secondary
   schools, will be designed. The questionnaire will be
   divided into three parts. The first part of the
   questionnaire will be directed towards obtaining data
   regarding the socio-cultural and economic background
   of the staff and other important aspects of the social

base. The second part of the questionnaire will be for
ascertaining the perceived goals and the preferred goals of
the schools: This will be based on Gross's questionnaire
for determining the goals of American Universities. The
questionnaire will be adapted to suit the secondary school
and the Indian situation. The educational objectives of the
Apostolic Carmel schools and the National objectives of
secondary education will be taken into consideration in
drawing up the goal statements. Each statement will be rated
by the respondents on a five point scale ranging from
1 to 5. The respondents will be asked to rate each goal
statement at two levels:-

    i)   How important they think the goal IS
        in their school

   ii)   How important they think the goal SHOULD BE
        in their school.

The third section of the questionnaire will be for the
institutional embodiment of goals i.e. the structures.
These will be rated by the respondents on a four point scale.
The formal structures corresponding to the goals as also the
informal structures based on interaction of members will be
presented in this section. Questions that will enable the
participant to recognise the distinct identity of the school,
too, will be included here. The preliminary questionnaire

will be tested through a pilot study of one of the
Apostolic Carmel Secondary Schools.

3. The interviews will be unstructured. The questions will
    be directed towards obtaining clarity and in-depth
    information regarding particular aspects to be explored
    further, which will be highlighted in the responses to
    the questionnaire on organizational goals.

Data Collection Strategies

Direct Observation:- The researcher will visit the schools
personally and observe the functioning of each of the schools
in its various aspects, activities, the physical facilities
and the personnel of the schools.

Closed Ended Questionnaires:- The data will be collected
by a closed-ended questionnaire which will be administered
by the researcher. The questionnaire will be based on the
one used by Gross and Grambsch for studying the goals of
American Universities. It will be administered by the
researcher to the staff and students separately in groups.

Open-ended Interviews:- A few issues that will be highlighted
through the questionnaire will be studied in greater depth by
interviewing a few persons in each school, by the researcher.

Records on File:- The school documents, i.e. the school
histories as given in the Silver and Golden Jubilee Souvenirs,
the school magazines., school log books, prospectus and
diaries, statements of accounts and other records will be
examined. For the historical reveiw of the Apostolic
Carmel Institute, the documents from the Apostolic Carmel
Institute archives giving the history, the centenary
publications, biographical sketches of particular members
will be studied. The study of the social regional setting
in which the schools are located will be made with the help
of the literature and documentation available in the places
concerned. The Indian education system will be reviewed
by using the educational documents and statistics collected
from different sources.

Levels of Analysis:

The five schools will be the units of study throughout.
Where data will be collected from individuals, they will
serve as informants regarding the institution. Individuals
and groups will be analysed only in view of the organization.

Statistical Techniques:

In order to present the data in a concise and meaningful
way and to explore interrelationships and patterns in
organizational behaviour within and across the schools, simple

statistical techniques will be used. In order to reduce
the bulk of data, mean and standard deviation and ranking
will be used, while tabulating and interpreting data.
The rank order correlation co-efficients will be worked out ·
for within and across school comparisons.

DELIMITATION OF THE STUDY

Out of the 51 Apostolic Carmel Secondary schools for
girls in India, only four or five schools will be selected
for study, in order to enable the researcher to do an
in-depth organizational study of the schools. It is necessary
to control for environmental variations. However considering
the vast diversity of a country like India, the study would
be unwieldy or superficial if the environmental factors were
controlled statistically. This would result in a few vague
generalizations. In so far as the schools chosen for study
are representative of the other Apostolic Carmel schools,
they would be of relevance to these schools too.

The time of origin of the school being an important
factor, the Apostolic Carmel schools will be classified into
three groups according to their year of establishment as
follows:-

a) Those established before 1930

b) Those started between 1931-1957

c) The schools begun after 1958

The schools for study will be chosen from the second category. This is to keep the age factor within a certain range, those established immediately before or after independence. Both, the schools belonging to the older age group and the more recent schools will not form part of the sample selected. The middle-age schools are preferred by the researcher as these have a link with the schools of the other two categories and are more representative of the other schools.

Since the study is intended to explore the linkages between the schools and their contexts, much of the variation in these schools comes from their different settings. The Apostolic Carmel Secondary schools belonging to the middle age group will be further divided into the following categories with respect to the local settings in which they are situated.

  i. Metropolitan City Schools

  ii. Industrial City Schools

  iii. Small City/town schools

  iv. Rural Schools

A purposive sample of five schools from widely differing regions will be selected to represent each of the above mentioned categories.

The important factors which spell out the similarties and differences between schools are

    1. The type of Management

    2. The age of the school

    3. The local contexts

In order to have the type of management of the schools the same, the study will be confined to secondary schools under a single management, namely the Apostolic Carmel, which belong to the category of missionary public schools. The government schools, the private schools under other managements and the missionary schools managed by other religious institutes are excluded from the study. Further only the secondary schools for girls form part of the study.

The entire study will be limited to five Apostolic Carmel Secondary Schools for girls in India, which are situated in different socio-cultural and political settings of the country.