

CHAPTER III

REVIEW OF RELATED LITERATURE

INTRODUCTION

A survey of the research work in educational sociology, educational administration and educational management, reveals that there are very few organizational studies, of the school as a Social System. Emile Durkheim defined a school as "micro-cosmic social facts," with its own structural and cultural integrity. The school was discussed as a social system by him in several of his papers published between 1903 to 1925. Waller's study (1932) is the first qualitative study of the school as a social institution. Gordon (1957) and Parson (1959), have made investigations with respect to the educational organization as an academic social system. The significant studies are by Thistlethwaite, Coleman (1961) Beeker and others (1961). The functioning of the school as a selective agency, was investigated by Flout (1957) and the influence of the school as an organization by Halpin and Croft (1963), Barker and Gump (1964) Corwin (1966). The school was analysed as a social system of roles and relationships by Siegel (1955), Gordon 1957 and Gross 1958.

The first Indian study was by Angade (1957) followed by Aggarwal (1959).

There have been a considerable number of studies, relating to the sociological aspect of education. These studies are mainly in the area of educational innovation, organizational climate, Leadership behaviour and its correlates and evaluation studies.

The goal concept has been utilized in several organizational studies of business organizations and a few educational organizations.

As the studies that are related to the present study, are just a few, a brief survey of organizational studies on secondary schools, is undertaken in this chapter.

STUDIES ON ORGANIZATIONAL INNOVATIONS IN SECONDARY SCHOOLS

While there have been several studies relating to educational innovations, those which are connected with secondary schools, will be considered here.

The first comparative study of promotion or inhibition of educational innovations in secondary schools, in Gujarat and Andhra Pradesh, was by Subba Rao 1967.

Subba Rao (1967) revealed that the innovations in secondary education were in the field of syllabi, classroom instruction, hobby clubs, examination reform, evaluation and internal assessment.

Jhaveri (1969) found that the innovative practices were adopted in schools in the areas like the headmaster and social relations, school building, co-curricular activities, examination system, school organization and students role in decision making.

Bhogle (1969) investigated the influence of socio-psychological and organizational factors that cause readiness for change in secondary schools. The organizational climate characteristics that were conducive to introducing innovations were studied by Bennet (1968). Chauhan (1971) located a few innovative secondary schools of Baroda.

Thaker (1973) reported that innovative practices were being adopted in secondary schools, in the following areas: (a) Administration; (b) Organization; (c) Co-curricular activities; (d) Classroom teaching; (e) Examination; and (f) Evaluation. Buch (1973) located thirty innovations scattered over various areas of education that

were being implemented in Gujarat, secondary schools.

Chawla (1975) revealed that the factors which hinder the introduction of innovative practices in schools, in order of weightage were as follows: (a) lack of time, (b) excessive load of work of teachers; (c) traditional outlook of authority.

The organizational change in schools took on two different perspectives. One was based on the social structure of the school and the second, on a particular aspect concerning the school.

Pillai (1973) found that higher staff morale and openness of climate make the social structure of the schools more conducive to adoption of innovation, Mukhopadhyay (1974) revealed that a school with, a social structure that is characterised by personnel with higher enthusiasm, change proneness, awareness, democratic leadership of the principal, supporting academic peer ascribed internship from teachers, low cohesive friendly groups and openness of climate, is more congenial for installation, implementation and institutionalization of innovation. Agarwal (1973) found that teacher morale, teacher rapport with principals, satisfaction with teaching, teaching salary, community support of education, school facilities and services,

predicted innovative practices. Trivedi, et.al, (1972) revealed that the value system of the institution and its financial position played a considerable role in the change process of innovative schools. The prestige of the school in the community was found to affect diffusion process of innovations outside the school, to a considerable extent. Sharma (1973) studied the factors affecting growth and development of central schools from the point of view of innovation and change. He concluded that among the agencies responsive for change in central schools were: (a) the team spirit of teachers, and (b) the effective leadership of the principal. The effective leadership and clear planning of innovative designs helped the change process in central schools. The lack of communication by change agent, lack of interest in the students, lack of tune and above all lack of change agents in the adoption process hindered the change process in the central schools.

Buch (1972) studied forty-nine different variables pertaining to the principal's characteristics and his perceptions as predictors of school adaptability. She found that out of the forty-nine variables as many as eleven variables were significantly related to school adaptability.

The major study on teacher characteristics has been done by Rai (1972). She studied thirty different characteristics of teachers as predictors of teacher's acceptance of innovations, under the broad heads; demographic variables, institutional categories, socio-economic, organizational climate and psychological and personality variables.

Purushothaman (1978), isolated various factors connected with innovation in his case studies of innovative secondary schools in Tamil Nadu. Bakshi (1979) investigated into the factors that hindered school improvement programmes. Satyavati (1980) studied the process of adoption and discontinuance of innovations in secondary schools. Viniatheerthan (1981), has found the relationship of some organizational variables to the process of innovation dissonance in secondary schools. Krishna Murthy (1982), has explored the effects of innovations introduced by the Department of School Education in the secondary schools of Andhra Pradesh.

The most significant study on organizational innovation is the one conducted by CERI, Paris (1973). This is an in-depth study of the innovations that have taken root in four schools. The process has been studied both at the institutional level and the central level. The study takes into account the original purpose and goals of each

school and tries to trace out the patterns of diffusion and institutionalization of the change process in education.

STUDIES ON ORGANIZATIONAL CLIMATE AND ORGANIZATIONAL HEALTH

The Indian studies on organizational climate of secondary schools are: Mehra 1970, Bauate 1970, Sharma (71,72,73), Sharma, Buch, Rai (1971), Kumar (1972), Vinodini Pareekh (1972), Madhu Patel (1972), Lulla (1972), Pillai 1973, 1974, Dalseikh Pandya (1975), Franklin (1975), Reddy (1922). They mostly used the OCDQ of Halpin and Croft and classified the schools according to the variables of their climate.

Studies done by Motilal Sharma (1972), Kumar (1972), B.N. Patel (1973), Pandya (1975), Neela Shelat (1975), Gandhi (1977), Kothai Pillai (1973), Darji (1975), Sat Paul Gupta (1976), Chokshi (1976) also follow the same trend, as they used the same tools. They provided a comparative picture of school climate.

Motilal Sharma (1972), established the positive significant relationship between climate type and leadership pattern. Neela Shelat (1975) supported it with coefficient of contingency = 0.50 which is also significant.

Organizational climate and teacher morale are positively and significantly related by the following researchers: Kothai Pillai (1973), Ivy Franklin (1975), K.T. Mehare (1976), Anjani Mehta (1977), B.M. Patel, Samrong Pengnu (1976), Mahendra Choskshi (1976), Dharji (1975).

A close relationship was observed between the organizational climate and measure of effectiveness of institutional programme by Motilal Sharma (1972), Kothai Pillai (1973), supported it while Ivy Franklin (1976), Neela Shelat (1975), B.N. Patel (1973), D.G. Pandya (1975). Mahendra Choskshi (1976) studied the effectiveness of institutional programme on Organizational climate.

Amarnath (1980), has conducted a comparative study of organizational climate of government and privately managed higher secondary schools, wherein it was found that the schools did not differ significantly with reference to their organizational climate. There was no positive relationship between organizational climate and academic achievement of students. Sainik schools having a good educational environment exhibited better academic results in the study by Khera (1980). Students were more satisfied in an autonomous and open climate than in closed and paternal climate. Urban students were found to be less

satisfied than rural students (Rastogi, 1981). There was no impact of school climate on self concept, as researched in the study conducted by Shah (1981). The climate in convent schools was better than that in other private schools (Marie de Sales, 1978).

In the area of educational management, few of the researchers worked on organizational health. Organizational health or well being is dependent on the interaction of the collective internal and external forces that intervene to fulfill the purpose of the organization (Wanger, 1977). Organizational health is also dependent upon the creation of balance between the organizational health and organizational effectiveness of a small task group.

In a study, Matthai Parrek and Rao (1978) found out that higher the dissatisfaction due to under participation less the organizational health perceived.

Thrasher (1980) examined the relationships between an administrator's ability to cope with stress and the health of the organization.

STUDIES ON LEADERSHIP BEHAVIOUR IN SECONDARY SCHOOLS

Sharma (1973) studied relationships among secondary school principal's leadership behaviour, school climate and teacher satisfaction. The sample of the investigation comprised 95 secondary schools drawn from 10 randomly selected districts of Rajasthan.

Patel (1974) studied instructional leadership behaviour as well as leadership behaviour of secondary school principals in relation to teacher morale and school climate. The sample for the study comprised 160 schools of Valsad, Surat and Panchmahals districts of Gujarat.

Darji (1975) studied principals' leadership behaviour in relation to school climate and teacher morale. OCDQ and teacher Morale Scale by Robert Coughlan were used to identify school climate and teacher morale respectively.

Gupta (1978) studied leadership behaviour of secondary school principals in relation to the climate of their schools. The sample for the study comprised 100 secondary schools of Rajasthan.

Mahant (1978) studied administrative behaviour of secondary school principals in relation to school climate.

Rajeevalochna (1981) studied principals' administrative behaviour in relation to school climate and teacher morale.

Chase (1953) studied the relationship between school principals' administrative behaviour and teacher morale.

Bidwell (1955) studied the relationship between school principals' administrative behaviour and teacher satisfaction.

Linder (1955) studied secondary school principal's behaviour in relation to teacher morale .

Keller and Andrews (1963) examined leadership behaviour of secondary school principals in relation to teacher morale and student achievement.

Gross and Herriott (1965) studied elementary school principals' EPL behaviour in relation to student achievement.

Maxwell (1967) studied leadership behaviour of secondary school principals in relation to school climate and student achievement in reading.

Kumar (1972) studied school climate and administrative behaviour in relation to students' achievement. A random sample of 70 secondary schools in Gujarat was taken for the study.

Pillai (1973) studied relationships among school climate, leadership behaviour, teacher morale and student achievement. The sample for the study consisted of 190 secondary schools of Tamil Nadu.

Shelat (1975) studied leadership behaviour of secondary school principals of Baroda District of Gujarat. The sample for the study comprised 100 schools.

Darji (1975) studied leadership behaviour of secondary school principals of Panchmahals District of Gujarat.

Dekhtawala (1976) studied teacher morale in relation to student achievement. The sample for the study comprised 100 secondary schools of Gujarat.

Rasmussen (1976) studied principal's leadership behaviour in relation to school performance, 996 California elementary schools were screened to identify unusually successful and unsuccessful schools on the basis of student achievement.

Rutter, et al., (1979) conducted a longitudinal study of 12 London secondary schools, from 1970 to 1974, to study the relationship between school climate and student achievement.

Ahmad (1981) studied relationships among principals' leadership behaviour, school climate, and student achievement.

Mamota Das (1983) made a study of the different aspects of administrative behaviour of principals of the secondary schools of Baroda.

Evaluation Studies of Secondary Schools

Some of the Sociological Studies of educational institutions are mainly evaluation studies.

Field studies on the sociology of education were conducted by the NCERT (1974). The sample consisted of

secondary schools from Andhra, West Bengal, Gujarat, Maharashtra, Mysore, Orissa, Punjab and Rajasthan.

The factors studied were the social and economic characteristics-staff, social characteristics of students, roles and images of students. Socio-cultural back ground and attitudes and values of staff and students.

An organizational study of a few public schools in India was conducted by R.P. Singh with respect to various aspects of secondary education.

Sukumaran D. (1980) has conducted an evaluation study of the English medium secondary schools in Maharashtra. Wankadia (1980) has investigated the problems pertaining to secondary schools run by some industrial concerns in Maharashtra. An evaluative study of the Jesus and Mary Schools with special reference to innovation and investment was undertaken by Rodrigues, M. (1982). The study of values manifested in principals with reference institutional efficiency was conducted by Sister Stella Lobo.

The evaluation studies that have been conducted are mainly comparative studies, they are not based on any theoretical conceptualisations or theoretical models for understanding the functioning of organizations.

ORGANIZATIONAL STUDIES USING GOAL CONCEPT

A considerable number of studies on organizational goals have been conducted with respect to service organizations, that seek to determine the conditions under which goals are served in contrast to the conditions under which they are neglected or adapted. These studies have attempted to clarify the mechanisms through which goals are formulated and changed and to establish the effects of goal changes on the organization's structure and its relation to the social environment.

Sills (1964) studied the national foundation for infantile paralysis which, when it came close to realizing its major goal, had to decide whether it ought to disband or whether it should persist and work toward a new goal. Since it became evident through Sills' research that the members' commitment to the organization itself was high, the organization was in a position to pursue new though similar goals, without risking the loss of its membership.

Sills reviews a number of self-evaluation studies of voluntary associations conducted in 1969. He has examined the conditions under which organizations abandon

old goals and develop new ones. Whereas the successful attainment of the goal was a major factor in bringing about a change of goal in the case of the National Foundation for Infantile Paralysis (1968), the lack of success in recruiting membership, funds, prestige, and public support in the case of the Woman's Christian Temperance Union and the Townsend Organization, led to an abandonment of the goal. Other organizations, such as the Y.M.C.A., the Red Cross, and the Planned Parenthood Federation, increased or renewed their public appeal by retaining their old goals.

Thompson and McEwen examine the effect of interaction between organizations and their environment or organizational goals. He shows how each form of interaction affects the way the environment influence the selection of organizational goals. Competition eliminates organizations which insist on catering to goals that society is not willing to accept. Bargaining means that representatives of the environment become actual partners in the decision-making process with the organization. Co-operation enables the organization to control those who are supposed to control it and therefore opens avenues for arbitrary or unilateral decisions. Coalition reduces the organization to the level of a committed partner in a larger unit and therefore curtails its freedom of decision.

Studies on institution building use the goal concept in investigating the doctrine of the institution. Thomas et.al., (1973) in their study of the Indian Institutes of Management, India, have utilized the concept of doctrine, centred on goals, as one of the aspects of the study. Harbans Bholra, (1976) has made a case study of the Indian Education Project, exploring the phenomena of educational change, with the help of the goal concept.

Burton Clark (1968) has used the Selznick model in making a detailed study of a few colleges. His study concludes that the purpose and the local setting of the college, gives the college its distinct identity. Gross and Grambsch (1968), have traced out the patterns of changes in the American University Organization, over a period of six years, through an analysis of the goals of the universities. The study has identified the emphasis on goals in universities with different environments. Different patterns of differentiation which stratify universities emerge from their study. The goals are correlated with power structures in the universities and the main social changes in the universities over a period of six years are identified by the study.

Heredia (1981) in his study of the General Education Colleges of Bombay university, has used the goal concept. The questionnaire designed by Gross and Grambsch, in their study of the American universities is used by him. He has delineated a distinct profile of the colleges and has pointed out the phenomena of goal-displacement, with the support goals receiving undue prominence in the colleges. This supplements and corroborates the findings of his analysis of the colleges using the systems model.

Khanduwal (1977) in his study of the Canadian firms has dealt with goal hierarchies and goal aspiration. He has related certain organizations features to goal achievement.

Macia (1984) has attempted an organizational analysis of a few Jesuit colleges in India with the help of a theoretical frame work using the Selznick model. His questionnaire is based on the classification of organizational goals by Gross and Grambsch. The study has highlighted certain important features relating to these colleges, which have a bearing on the

educational objectives of the organization. The study has also revealed goal-displacement and goal-conflict in these colleges.

CONCLUSIONS

Most of the organizational studies on schools deal with particular aspects of the school. The studies do not establish the mutual relationship that exist between different units. The variables correlated are not mutually independent in some cases.

The perusal of the studies which consider the school as a social organization, reveal, that no organizational study has been undertaken so far, in which the different aspects of the school as an organization and its interaction with the environment is investigated, with the help of a theoretical model. Such micro studies would certainly give a better understanding of the educational process and a deeper insight into formal education, which takes place within the institutional frame work.

The present study of organizational analysis of schools with the help of the Selznick model is the first of its kind. It is an attempt to investigate in-depth the three important subsystems of the school, namely the goals the school pursues, the structures that embody these goals, and the social base through which the goals are pursued. It tries to establish linkages between the school and the important components of its external environment i.e. the sponsors, the supporters and the beneficiaries. More studies in this direction would help in arriving at certain patterns of organizational behaviour of schools and identifying organizational phenomena that are prevalent in educational organizations. These could be further investigated and conceptualised more clearly. Such research would help in facilitating the educational process, much of which takes place within an organizational frame work.
