

CHAPTER - 4

ANALYSIS AND INTERPRETATION OF THE DATA

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4.1 Introduction

This chapter will be devoted to the discussion of the analysis and interpretation of the data collected by administering the four research tools described in the previous chapter. The data are collected from the responses of 300 teachers; educators belonging to the 35 sampled colleges of education of Gujarat. In most of the cases the data were collected by the investigator herself visiting the sampled colleges, staying at each place for a couple of days, meeting the staff members individually and informally and trying to find out what they feel about one or more dimensions included in the research tools. Though the analysis of the data is mostly based on the responses of the respondents, a feed-back from the meetings with the teacher-education is at times reflected in the discussion of one or more influencing factors on climate, morale, leadership or effectiveness of teacher education.

In the next section, the procedure for analysing the different research tools will be described and how results are arrived at will be shown. In doing this, some repetition is likely to occur. But that will be in the form of recall emphasis or further clarification of some pertinent points involved in the analysis.

The analysis and interpretation of the data will be hypothesis-wise.

4.2 Identification of the Organizational Climate of Colleges of Education in Gujarat.

The first Hypothesis is worded as under :

"Organizational Climate of Colleges of Education would show marked variations."

(Hypothesis I)

As stated earlier, six organizational climates on a continuum can be expected to be prevailing in educational institutions, viz., the Open Climate, the Autonomous Climate, the Controlled Climate, the Familiar Climate, the Paternal Climate and the Closed Climate. It is hypothesised that all the six types would be found in all the 35 teachers' colleges sampled in the study.

In the study the OCDQ was used. The tool has 64 items. The scale against which the respondent indicated the extent to which each statement characterized his college of education was defined by four categories, viz., 'rarely occurs' (1 point), 'sometimes occurs' (2 points), 'often occurs', (3 points) and 'very frequently occurs' (4 points). Thus, the maximum possible score that each respondent can have is 256.

The 64 items were distributed over eight dimensions or sub-tests as under :

Table 4.1 : Distribution of Items of the OCDQ Dimension-wise

Classifi- cation	Dimensions (sub-tests)	Item Nos.	Total Items
Teachers' Behaviour	(1) Disengagement	2,6,9,13,17,21,25, 29,37,58	10
	(2) Hindérence	4*,11,15,19,23	5
	(3) Esprit	3,7,10,14,18,20,22, 26,30,34	10
	(4) Intimacy	1,5,8,12,16,24*,54	7
	(5) Aloofness	33,39,43,49,51*,52, 55,56,61*	9
Princi- pal's Behaviour	(6) Production Emphasis	38,42,45,46,59,62,64	7
	(7) Thrust	27,31,35,40,47,50,53, 60,63	10
	(8) Consideration	20,32,36,41,44,48	6
Total Items			64

N.B.: Items 4,24,51 and 61 were scored negatively i.e. in the order of 4,3,2 and 1.

The respondent's score was computed for each subtest by summing up the scores on respective items. The eight sums thus obtained were divided by the respective number of items of the subtests. To construct the college profile, a college mean - subtest score for each of the eight subtests was computed. These scores define the average response of teachers for each respective sub-test. Hence, the profile of scores

shows how most of the teachers in a college of education characterize the organizational climate of their particular college. Specifically, the scores indicate how often certain types of behaviour "occur" among the teachers and with the principal.

The 35 profiles were now in terms of raw scores. These raw scores were converted into standard scores first normatively and then ipsatively. Normative standardization was done across the sample of 35 colleges so that each of the eight sub-test scores could be compared on a common scale. Thus, each sub-test was normatively standardized according to the mean and standard deviation of the total sample for that sub-test.

Ipsative standardization was done with respect to the mean and standard deviation of the profile scores for each colleges of education. For both standardization procedures, a standard score system based upon a mean of 50 and a standard deviation of 10 was chosen.

These standardized scores indicated two things: first, a score above 50 on a particular sub-test indicated that the given college of education scored above the mean of the sample on that sub-test and second, that the score on that sub-test was above the mean of the college's other sub-test scores. The converse, of course, indicated scores below 50. The distri-

bution of the college mean-standard scores is presented in Appendix II .

The next step was the classification of the 35 colleges with respect to organizational climate. For this the prototype profiles for each of the six climates ranked in respect of Openness Vs. Closedness computed by Halpin and Croft's (1966) was used.

The prototypic profiles are given in Table 4.2. Each of the 35 colleges' profiles was compared, in turn, with each of the six prototypic profiles and the profile similarity scores were computed by finding out the absolute differences between each subtest score in a college profile and the corresponding sub-test score in the first prototype profile given by Halpin. The same procedure was used in the second prototypic profile and so on. In each case, the sum of the absolute differences between the profile scores was computed. A low difference between the sum of the sub-test scores on each college profile and the prototype profile given by Halpin indicate the profiles are highly similar and a large-difference indicates that the profiles are dissimilar. Each of the 35 colleges was assigned to the set defined by that prototypic profile for which its profile similarity score was the lowest.

Table 4.2 : Prototypic Profiles For Six Organizational Climates Ranked in Respect of Openness Vs. Closedness.

Climates	Group Characteristics			Leader's Characteristics		
	Disengagement	Hindrance	Intimacy	Alloofness	Production Emphasis	Thrust Consideration
Open	43**	43	63	42	43	61
Autonomous	40	41	55	61	39	53
Controlled	38	57	54	55	63	51
Familiar	60	42	50	44	37	52
Paternal	65	46	45	38	55	51
Closed	62	53	38	55	54	41

** The numbers represent double-standardized scores (both normatively and ipsatively), with a mean of 50 and standard deviation of 10.

Appendix III shows the profiles for the 35 colleges grouped in respect to profiles which are similar. The profile similarity scores are shown in the last column and the colleges which depicts each climate has been ranked in order from the lowest similarity score to the highest similarity score.

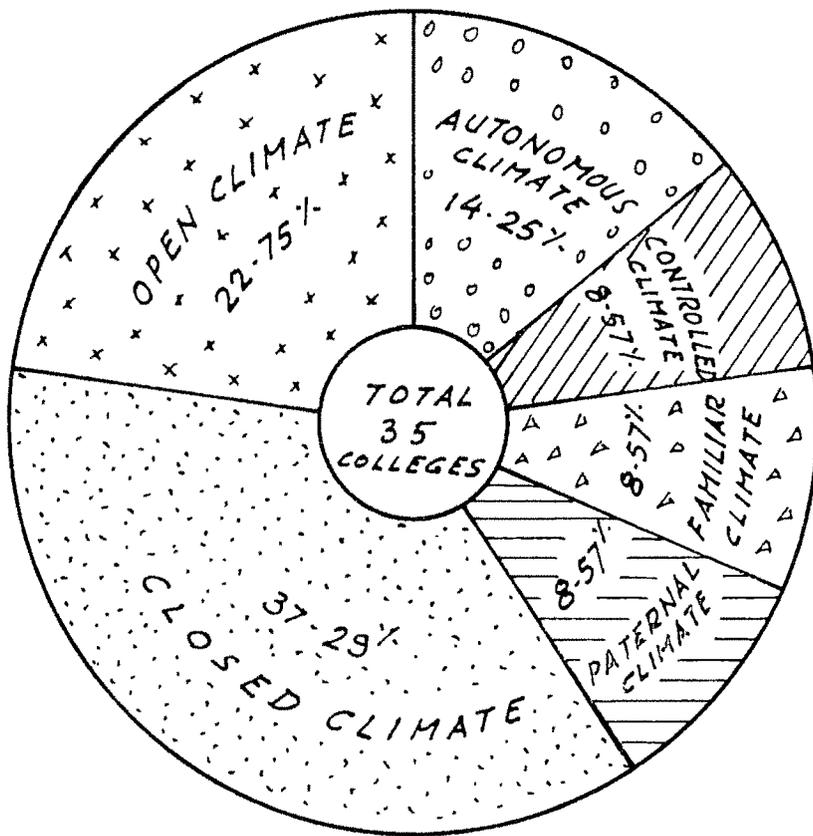
The analysis indicates that out of the 35 colleges of education in Gujarat State 8 fall under Open Climate, 4 under Autonomous climate, 3 under Controlled climate, 3 under Familiar climate, 3 under Paternal climate and 14 under Closed climate. The closed climate claiming the most followed by Open and Autonomous showing the percentage given below :

Table 4.3 : Distribution of Organizational Climates in Colleges of Education. N = 35.

	Open	Autono- mous	Control- led	Familiar	Paternal	Closed
Number	8	4	3	3	3	14
Percent- tage	22.75	14.25	8.57	8.57	8.57	37.29

It would thus be seen that the colleges of education studied in Gujarat exhibit all types of organizational climate, from openness to closedness. There are more Closed type climate colleges (37.29 per cent) than the Open type climate colleges. This supports the hypothesis formulated for the study and presented at the beginning of this section (Chart VII).

DISTRIBUTION OF COLLEGES OF EDUCATION
OF GUJARAT ACCORDING TO CLIMATE TYPES



The results of the present study reveals almost the same trend of studies done so far on the organizational climate of secondary schools of Gujarat. This will be evident from Table 4.4 which gives the percentages of high schools identified with different climates in each study.

The Table 4.4 clearly shows that trend revealed by earlier studies (which excepting No.1 were all doctoral studies) is also seen reflected in the present study. Like most of the studies on secondary schools in Gujarat, colleges of education reveal highest percentage for Closed climate and comparatively lower percentage for Open climate. Thus, the cluster of climate type is the thickest at both the ends of the climate continuum.

In all the climate studies done in Gujarat as well as in India, one similarity that stands out is that the least number of schools are found to be under the category "Familiar Climate"; this obviously indicates that such a climate with high intimacy and low production emphasis does not and most probably can not exist in an organizational system like the school.

In some studies done in some States of India, as the one done by Mehra (1967) in the state of Delhi, 'Closed' seems to be the most frequent perceived type followed by "Open" and then "Paternal".

Table 4.4 : Percentage Distribution of Secondary Schools Climate-wise as Revealed in Some Previous Studies on Organizational Climate of Schools in Gujarat.

Sr. No.	Investigator	Area of the Sample	Percentage Distribution of Schools Over the Six Climate Types					
			Open	Autonomous	Controlled	Familiar	Paternal	Closed
1.	M.L.Sharma, P.B.Buch and Kamala Rai(1971)	Gujarat as a whole	21.57	11.76	18.63	9.80	15.69	22.55
2.	Kuldip Kumar (1972)	Baroda City	22.8	10.0	21.4	8.5	15.7	21.6
3.	B.N.Patel(1973)	South Gujarat Districts (Surat & Valsad)	17.30	15.39	15.39	15.39	19.23	17.30
4.	Neela Shelat (1974)	Baroda District	19.0	15.0	17.0	7.0	14.0	28.0
5.	D.G. Pandya (1975)	Central Gujarat (Kheda and Panchmahals districts)	15.7	17.8	14.2	14.6	13.3	24.4
6.	D.R.Darji(1975)	Panchmahals District	17.0	10.0	16.0	10.0	12.0	35.0
7.	<u>Present Study</u> (1975)	<u>Gujarat</u> (<u>Colleges of</u> <u>Education</u>)	<u>22.75</u>	<u>14.25</u>	<u>8.57</u>	<u>8.57</u>	<u>8.57</u>	<u>27.29</u>

In the study by Pillai (1972) a slight reverse was found, with, 'Open climate' being the most frequently perceived, followed by 'Closed' and 'Familiar' bringing the rear end. Thus, schools under study both in Gujarat ^{and} in some other States stand out on two extreme ends of the continuum of the climate.

In the study by Kumar (1972) although the 'Open' climate exceeds the rest of the five climates the 'Closed' and 'Controlled' climates have an equally significant weightage. While the 'Familiar' climate is the least like other studies done in India.

Sharma (1972) in his study of 95 schools of Rajasthan found more schools having the 'Paternal' climate.

Shelat (1974) in her study of 'Organizational Climate, Teacher Morale, and Pupil Motivation Towards Institution in Secondary schools of Baroda District found more schools having closed climate and the least number of schools falling under the "Familiar" type of climate.

Patel's (1974) study based on 162 high schools of South Gujarat found more schools in 'Closed' and 'Paternal' types of climates.

The present section on identification of organizational climate of colleges of education in Gujarat State can be concluded with reiteration of the conclusion that the

Hypothesis No.1 to the effect that colleges of education vary among themselves in the matter of climate types is sustained. A further conclusion is that the result of the present study reflects, more or less, the trend revealed in earlier studies done on secondary schools in Gujarat State and elsewhere in the country.

4.3 Morale Categories of Teacher Educators in Gujarat

The Second Hypothesis in the study pertains to the morale of the teacher educators of the colleges of education in Gujarat. It is hypothesised that the teacher educators would stand between high and low on morale. The investigator was led to formulate the Hypothesis by the experience she had in seeing, talking and discussing the state of affairs in colleges of education with some of their staff members during her personal visit to the colleges.

The second Hypothesis is stated as under :

"The morale of Teacher educators would be 'average' rather than 'high' or 'low'. (Hypothesis II)

The Purdue Teacher Opinionnaire was administered to 300 teacher educators of the sampled colleges of education.

The Purdue Teacher Opinionnaire is a 100 item instrument with the items distributed under 10 factors (Table 4.5).

Table 4.5 : Distribution of Items in the P.T.O.

Factor No.	Name of Factors	No.of Items	Max. Scores
1	Teacher Rapport with Principal	20	80
2	Satisfaction with teaching	20	80
3	Rapport among teachers	14	56
4	Teacher salary	7	28
5	Teacher load	11	44
6	Curriculum issues	5	20
7	Teacher status	8	32
8	Community support of education	5	20
9	School facilities and services	5	20
10	Community pressures	5	20
Total Factors=10		Total No.of Items = 100	Max.Scores =400

The PTO does not only yield a total score indicating the general level of a teacher's morale but it also provides meaningful sub-scores which break down morale into its ten dimensions. The factor scores were obtained by summing the weights assigned to the items belonging to a given factor. The total score is obtained by summing the factor scores.

The faculty morale score for each college was computed by finding the average total score and the average total scores for each of the ten dimensions. This total score for a college

gives one an idea as to what the average morale of the teachers of a particular college is. To interpret the score, i.e. to decide whether the score is indicative of 'high', 'average' or 'low' morale, the scores were converted into stanine scores i.e., scores which range from 1 (low) to 9 (high) with a mean of 5 and a standard deviation of 2. The stanine score, though crude enough to present a single digit to represent each class, it is precise enough for a practical and statistical comparison. As the stanines are equally spaced steps in a scale, level of morale in one college can be easily compared with the level of morale in another college.

Table 4.6 given on the next page shows the raw to stanine conversion table.

From the classification of scores given in Table 4.6, the following picture of morale category of the teacher educators of Gujarat emerges (chart VIII).

Table 4.6 : Distribution of Colleges under Morale Categories and Their Percentages.

Morale Category	No. of colleges	Percentage
High	5	14.28
Average	24	68.58
Low	6	17.14
No. of Colleges	35	100.00

DISTRIBUTION OF TEACHER EDUCATORS
(N=300) UNDER MORALE CATEGORIES

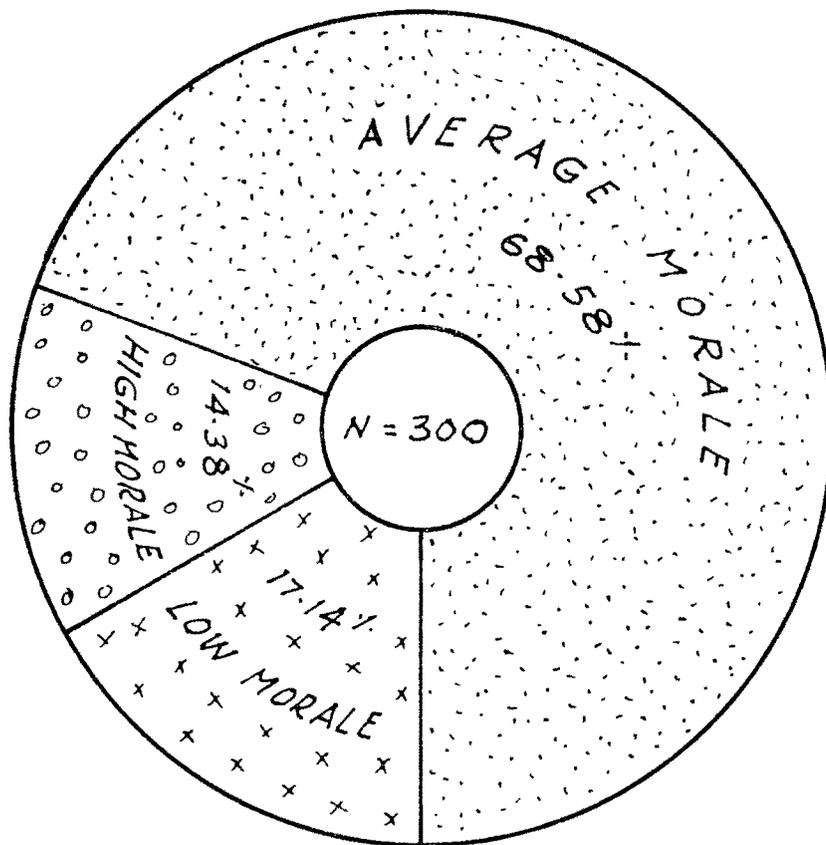


Table 4.7 : Raw-to-Stanine Score Conversion Table for Purdue Teacher Opinionnaire Scores.

Sta- nine	1	2	3	4	5	6	7	8	9	10	Total	Sta- nines
9	80	80	55-56	28	44	20	32	20	20	20	375-400	9
8	77-79	78-79	53-54	26-27	42-43	19	30-31	20	19	20	359-374	8
7	74-76	76-77	51-52	23-25	40-41	18	28-29	18-19	17-18	19	343-358	7
6	69-73	73-75	49-50	21-22	38-39	16-17	26-27	16-17	15-16	18	325-342	6
5	62-68	69-72	44-47	18-20	34-37	15	23-25	15	13-14	16-17	305-324	5
4	54-61	64-68	41-43	15-17	31-33	12-14	20-22	13-14	11-12	15	284-304	4
3	45-53	59-63	37-40	12-14	28-30	11	17-19	10-12	9-10	14	264-283	3
2	35-44	52-58	31-36	9-11	24-27	8-10	14-16	8-9	7-8	12-13	241-263	2
1	20-34	20-51	14-31	7-8	11-23	5-7	8-13	5-7	5-6	5-11	100-240	1

It would be seen that 68.58 per cent of the teacher educators belong to the 'Average Morale' category. Among the first category of 'High Morale' and the last category of 'Low Morale' the percentages are slightly higher (17.14) than in the first category of 'High Morale' (14.28).

The results of Table 4.7 clearly show that the teacher educators of the colleges of education in Gujarat belong largely to the Morale Category of 'Average'. This further supports the Hypothesis formulated in this regard. (Appendix IV)

4.4 Leadership Behaviour Patterns of Principals of Colleges of Education in Gujarat (Hypothesis III)

In order to identify the leadership behaviour of the principals of the colleges of education in Gujarat, the tool LBDQ was used. The LBDQ was devised by the Personnel Research Board at the Ohio State University, (Halpin, 1966). It measures, as already indicated before, two specific dimensions of leader behaviour, viz., the "Initiating Structure" and "Consideration". There are 15 items for each of the dimensions, making the questionnaire of 30 items in all.

The total score on the tool is worked out by the summation of the item scores. This was obtained for each individual principal separately for the 'Initiative Structure' and 'Consideration' components of leadership behaviour. Institutions were

labelled as 'High' or 'Low' on the basis of their mean score position above or below the grand mean of the respective scores. Thus four different patterns of leadership viz., HH, LH, HL and LL have been obtained by combining the levels of 'Initiative Structure' and 'Consideration' factors.

Patterns of Leader Behaviour

	<u>Consideration</u>	
Initiative Structure	HH	HL
	LH	LL

In regard to leadership behaviour of principals of colleges of education, the following Hypothesis is formulated :

"More College principals would exhibit the HH or the LL Pattern than the LH or the HL Pattern of leadership behaviour, and even between the HH and the LL Patterns, the proportion of the LL Pattern would be more than the former".

(Hypothesis III)

The Hypothesis stipulates that more college principals would be found displaying lower, rather than higher, Initiating Structure and Consideration, but the percentages of principals showing either high Initiating Structure and Consideration or low Initiating Structure and Consideration would be greater than those who would be exhibiting either higher Initiating Structure and lower Consideration or higher Consideration and lower Initiating Structure.

The scores of the responses of the 300 teacher educators, when analysed in the manner indicated at the beginning of this section, yield the following results (Chart IX).

Table 4.8 : Distribution of Principals of Colleges of Education Under Leadership Behaviour Patterns.

	The HH Pattern	The HL Pattern	The LH Pattern	The LL Pattern	Total
No. of Colleges of Education	14	6	4	11	35
Percentage	40.00	17.14	11.42	31.44	100.00

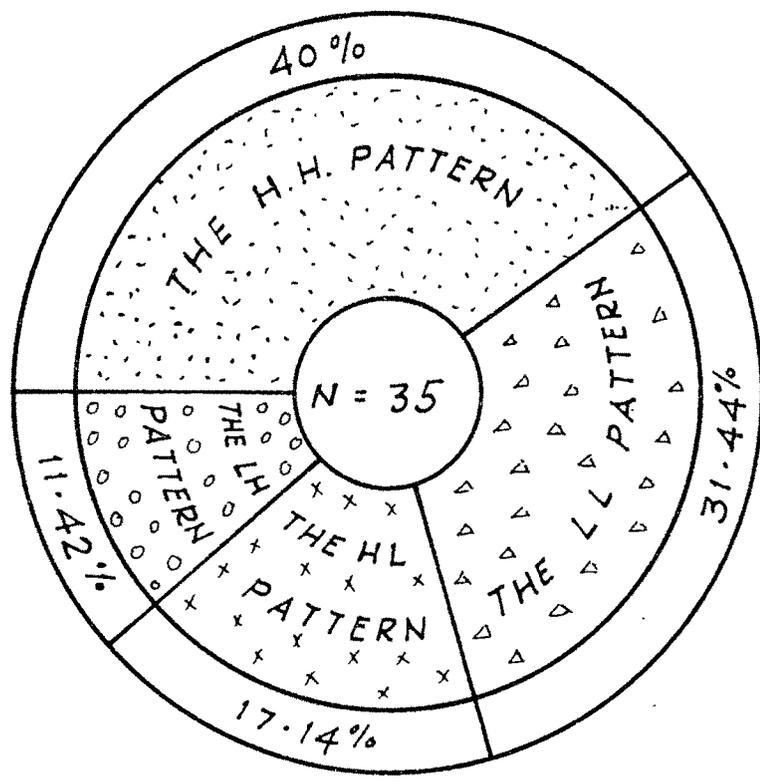
The table given above clearly shows that the percentage of principals exhibiting the HH Pattern of leadership behaviour is higher than those exhibiting the LL Pattern. This result, thus, fails to support the second part of the Hypothesis. But the first part of the Hypothesis is amply supported by the results. The total percentages of the college principals exhibiting the HH or LL Patterns of leadership behaviour are higher (they are 71.44) than those exhibiting the HL or LH Patterns.

Thus, the Hypothesis III is partly supported and partly rejected.

4.5 Relationship Between Organizational Climate and Teacher Morale in Colleges of Education

After having obtained a general picture of the organizational climate, teacher morale and leadership behaviour

DISTRIBUTION OF COLLEGE PRINCIPALS
ACCORDING TO THEIR LEADERSHIP BEHAVIOUR PATTERNS



in the colleges of education in Gujarat, an attempt will now be made to examine and discover the relationship, if any, among these three major variables. The present section, would deal with relationship between climate and morale in colleges of education.

The Hypothesis is worded as under :

"Organizational Climate" and "Teachers' Morale
in Colleges of Education would be closely
related.

(Hypothesis IV)

The two variables in this study are "Organizational Climate" and "Teachers' Morale" in the colleges of education in Gujarat State. Here, the 'Climate', indicates as clarified earlier, the functioning pattern of an organization, while the 'morale' gives the index of the esprit - de - corps of the group in that organization. One obvious approach to the domain of organizational climate is the attempt to encapsulate everything important to be said about the climate within the single global concept of morale. With this approach the best that can be hoped is to estimate how high or how low the morale of a given organization is. (Halpin, 1966, p.141). With this approach the investigator has made an attempt to determine the relationship between the organizational climate (OC) and teachers' morale (TM) in colleges of education in Gujarat.

To investigate such a relationship between OC and TM

the identification of organizational climate and teacher morale done earlier (and shown in Sections 4.2 and 4.3) would be useful.

It may be recalled here that the sampled 35 colleges of education revealed the following climate types. The Table 4.3 shows that 37.29 per cent (14 colleges) of the total population fall in the category of 'Closed' climate; 22.75 per cent (8 colleges) fall in the 'Open' climate; 14.25 per cent (4 colleges) in 'Autonomous' climate and 8.57 per cent (3 colleges each) under 'Controlled', 'Familiar' and 'Paternal' climates respectively.

Since the climate categories devised on a continuum do not possess porcelain perfection (Halpin, 1966), the investigator had grouped the climate categories with two main groups, namely, climates showing open tendency and climates showing closed tendency. The climate categories of 'Open', 'Autonomous', and 'Controlled' are grouped into one, showing open tendency while 'Familiar', 'Paternal', and 'Closed' climates in the other group showing closed tendency. Grouping the obtained frequencies of the climate categories, the result indicates that around 54 per cent of the colleges of education fall into the classification of closed tendency ^{and} around 46 per cent fall into the classification of open tendency of climates. This indicates that out of 35 colleges of education in Gujarat state more colleges have an organizational climate with a closed tendency than open.

As the climates in the colleges of education was identified,

it was appropriate also to measure the morale of the teacher educators in order to calculate the relationship between these two variables.

The teachers' morale was measured by adopting the Purdue Teacher Opinionaire (PTO) and the results are presented in Tables 4.6 and 4.7. Table 4.9 given below throws further light on the performance of the colleges of education on the morale measurement tool.

Table 4.9 : Frequency Distribution of Colleges into Morale Categories on the Stanine.

Stanine	Very High	High	Above Average	Little above average	Average	Little below average	Below average	Low	Very Low
College Frequencies	0	0	5	9	7	8	3	3	0

The table indicates that the spread of the frequencies of teachers' morale on the stanine is clustered towards the middle of the continuum.

This morale score distribution on the stanine ranging from 'Very High' to 'Very Low' into nine classifications gives a micro classification of the morale categories. However Table 4.7 gives a clear, simple and a comprehensive picture of morale to a common human mind. Therefore for the benefit of making the

results more clear, the same raw score - stanine - conversion Table 4.6 has been applied separately to all the ten factors of morale included in the instrument, the Purdue Teacher Opinionnaire (PTO). Thus, the morale level for each of the ten dimensions is measured.

The morale scores on each of these ten factors are then converted into the stanine scale (charts $\bar{X}-A, \bar{X}-B$).

Table 4.11 gives an overall picture of morale of the teacher educators of 35 colleges in Gujarat with respect to each of the 10 factors on Purdue Teacher Opinionnaire.

The table indicates that out of the 10 factors measuring teachers' morale, the measurement of morale in nine factors spread over the stanine points of 4, 5 and 6, meaning thereby that the morale in respect to these factors spread from the "little above average" to "average" and "little below average" morale categories. Only on one factor i.e. "Community Pressure" the measurement scale goes down to point 3 i.e. "below average" category, touching the upper level of "low" morale category.

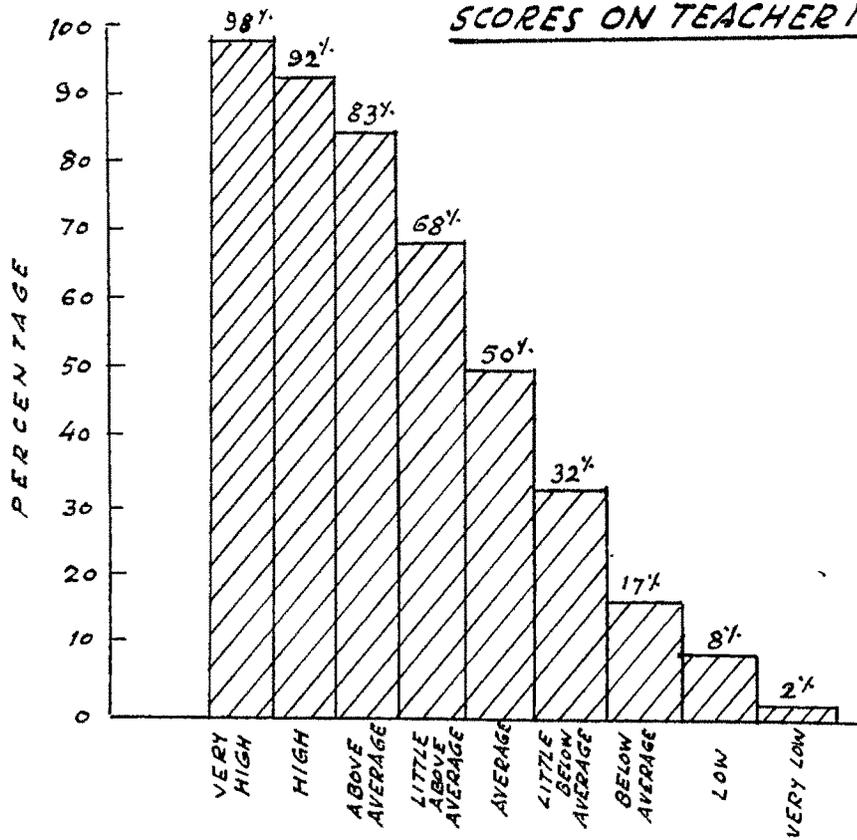
Therefore, it is concluded that the morale of the teacher educators in colleges of education ranges from "above average" to "below average" categories of morale classification on the Stanine. On the whole, morale of the teacher educators in Gujarat is average.

Table 4.10 : Meaning of Stanine Scores

Stanine	9	8	7	6	5	4	3	2	1
Description of the score	Very High	High	Above average	Little above average	Average	Little below average	Below Average	Low	Very Low
Per cent in each stanine	4	7	12	17	20	17	12	7	4
T-Score Equivalent	75	65	60	55	50	45	40	35	25
Percentile Equivalent	98%	92%	83%	68%	50%	32%	17%	8%	2%

PERCENTILE EQUIVALENT TO STANINE
SCORES ON TEACHER MORALE

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PERCENTAGE DISTRIBUTION OF MORALE OF TEACHERS
EDUCATORS IN GUJARAT

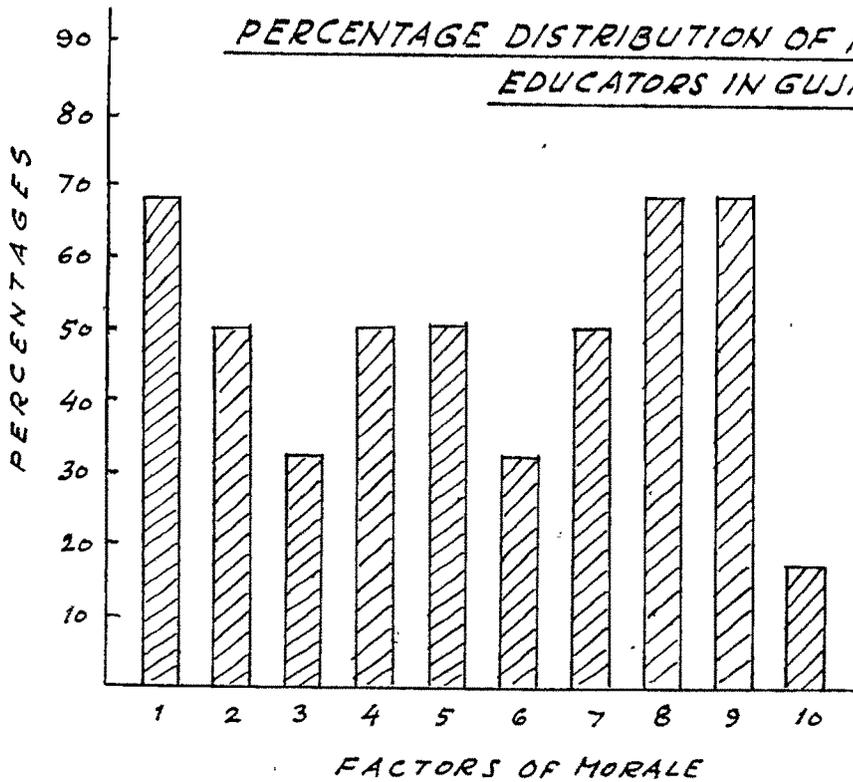


Table 4.11 : Stanine Distribution Under Each Factor of Morale.

Factors of Morale	1	2	3	4	5	6	7	8	9	10
Stanine	6	5	4	5	5	4	5	6	6	3
Percenta- ges	68	50	32	50	50	32	50	68	68	17

Once the climate was identified and the morale was measured on the same sample of colleges of education, the correlation between the two variables viz., "Organizational climate" and "Teacher's morale" could easily be computed. As it is evident from the Tables 4.3 and 4.7 the two variables under study are classified into a number of categories, namely, open, autonomous, controlled, Familiar, Paternal and Closed (six) categories for organizational climate and High, Average and Low (three) for Teachers' morale. The contingency coefficient of correlation (c) was applied to determine the significance of relationship between the two variables, with Yets' correction.

To compute the contingency coefficient between the scores of these two variables, a contingency table (Table 4.12) was prepared by arranging the frequencies into rows and columns.

Table 4.12 : Contingency Table - Climate Categories

Morale Categories	Climate						Total
	Open	Auto- nomous	Control- led	Fami- liar	Pater- nal	Clo- sed	
High	(1.25) 2	(0.62) 0	(0.31) 2	(0.31) 0	(0.31) 0	(2.18) 1	5
Average	(0.75) 6	(3.00) 4	(1.50) 0	(1.50) 2	(1.50) 2	(10.50) 10	24
Low	(0.75) 0	(0.37) 0	(0.18) 1	(0.18) 1	(0.18) 1	(1.31) 3	6
Total	8	4	3	3	3	14	35

The table is a 6 x 3 contingency table, where the climate frequencies are into six groups viz., Open, Autonomous, Controlled, Familiar, Paternal and Closed; and the morale frequencies are grouped as High, Average and Low. The expected frequencies within parantheses for each cell is determined by multiplying the two marginal totals common to that cell and then dividing this product by N, the total number of cases.

The Chi-square was then obtained in order to see the significance of C. 'C' and chi-square (X^2) have the relationship of

$$C = \frac{X^2}{X^2/N^2 + X^2}$$

From the Table 4.12 the value of C = .799

$$\text{value of } X^2 = 56.488 \text{ (df = 10)}$$

The Chi-square value is found significant at .01 level of confidence with 10 degrees of freedom. Hence 'C' is significant through its relation with the χ^2 . Therefore it can be concluded that the relationship between the two variables, viz., organizational climate and teachers' morale is significant and positive. This result indicates that the two variables, "Organizational climate" and "Teachers' morale" are related. Therefore the hypothesis that "Organizational climate" and "Teachers morale" would be closely related is accepted.

From the Table 4.12 showing the observed frequency distribution of morale categories under the six climate categories, it is also indicated that

- (1) the colleges of education with 'open' climate have 'average' morale with a tendency towards the higher morale category.
- (2) The colleges of education with 'open' climate do not have 'Low' teachers' morale.
- (3) In the 'closed' climate the teachers' morale extending is towards the low Morale.
- (4) In all the climate categories except 'controlled' climate, there is a fair distribution of average morale.
- (5) On the whole the morale of the teacher educators in colleges of education in Gujarat is Average.

A number of research studies showing the relationship of organizational climate and teachers' morale have been conducted in other countries and a few in India as well, where a significant relationship is indicated between these two variables. A few of ^{these} studies are mentioned here :-

Studies of Eberlain (1968), Pettibone (1970), Cleugh (1971), Grassie and Carr (1972), Clayton (1973), Ellenburg (1973), Smith (1973), Pillai (1972) and others concluded that teachers' attitude was positively related to the perception of climate. The studies of Bayti (1970), Kumar (1972), Pillai (1972), and Sharma (1973) also identify the organizational climates of schools in different states of India. Hoagland (1968), Turner (1969), Friedlander (1969), Sharma (1971), Houruchi (1973), Morris (1973), Buch (1972), Shelat (1974) and others have also confirmed that teacher satisfaction variable was found positive and significantly related to openness of climate.

4.6 Variation in Relationship Between Climate Dimensions and Teacher Morale.

The results of the previous Hypothesis IV indicate a significant relationship between the organizational climate of colleges of education and the teacher morale of the teacher educators working in them in Gujarat at .01 level of significance with 10 degrees of freedom.

However, it must be remembered that organizational climate is a global concept comprising of eight dimensions viz., Disengagement, Hindrance, Esprit, Intimacy, Aloofness, Production Emphasis, Thrust and Consideration. The query posed by the investigator was, which of the eight dimensions of the OCDQ are contributing to either in raising the morale of the teachers or bringing it down. For this, the result was further and differently examined. The mean of morale scores on all the 10 factors of the Morale opinionnaire (the PTO) were summated to give an overall morale score for colleges falling under the six climate categories.

The results indicate that the colleges having Open, Autonomous and Controlled climates, which show a tendency towards openness, the morale of the teacher educators is 'above average'. However, the colleges having 'Familiar' and 'Paternal' climates the morale of the teachers is 'average'; while colleges having 'closed' climate the morale of the teachers is 'below average' touching the 'low morale' category. This led to the formulation of Hypothesis V which, in fact, grows out of the Hypothesis IV. It reads as under :

"There exist marked variations in relationship between different dimensions of Organizational Climate and the global Morale Score of teacher educators."

(Hypothesis V)

This variations in the morale category of the teacher educators according to the variations in the organizational climate type of the colleges further confirms the theory expounded by Halpin and Croft (1966, p.162), namely, that as one moves towards the open climate end of the continuum, the morale index goes high. The converse is the case when one moves away from the open end but towards the close end. Therefore, the query which dimension or dimensions of the OCDQ are adversely affecting the morale of the teachers was further put to test. The colleges having high morale with Open, Autonomous and Controlled climates were, however, not tested.

The coefficient of correlation by the Product Moment Method between the scores obtained on the eight dimensions of the OCDQ viz., Disengagement, Hindrance, Esprit, Intimacy, Aloofness, Production Emphasis, Thrust, Consideration and the total morale scores of the teacher educators under the 'Familiar', 'Paternal and Closed' climate categories having average and low morale was computerized.

Table 4.13 shows the correlation results between the scores of the teacher educators on eight dimensions of OCDQ and the morale scores under the climate categories viz., 'Familiar', 'Paternal', and 'Closed'.

Table 4.13 : Showing the Correlation Between the Eight Dimensions of OCDQ and Morale Scores of the Teachers Under Familiar, Paternal, and Closed Climate Categories.

Climate Categories	Disengagement	Hindrance	Esprit	Intimacy	Alloofness	Production Emphasis	Thrust	Consideration
Familiar df 26	r=-.469*	r=-.147	r=.607**	r=.336	r=.182	r=-.384*	r=.629**	r=.626**
Paternal df 12	r=-.680**	r=-.655*	r=.311	r=.459	r=-.800**	r=-.024	r=.560**	r=.663**
Closed df 79	r=-.423**	r=-.423**	r=.354**	r=.183	r=-.229	r=.147	r=.562**	r=.434**

** Significant at .01 level of confidence

* Significant at .05 level of confidence

Familiar Climate

The morale score of the teacher educators under Familiar Climate is average. The correlations between the eight dimensions of the OCDQ and the morale scores of the teacher educators in this climate are as follows :

(1) Disengagement : Correlation between the scores on 'disengagement' and 'morale' of the respondents ($r = -.469$ with $df 26$) is significant at .05 level. The negative correlation indicates that since the morale of the teacher educators under 'Familiar' climate is 'average' the disengagement on the part of the teacher educators is not so low. The teachers are accomplishing something in task-oriented situation, although they do not feel fully one- with the college

(2) Hindrance : Correlation between the scores on 'hindrance' and 'morale' scores of the respondents ($r = -.147$ with $df 26$) is not significant.

(3) Esprit : correlation between the scores on 'esprit' and the 'morale' scores of the teachers ($r = .607$ with $df 26$) is significant at .01 level. This indicates a corporate life among the teachers contributing to the maintenance of the morale.

(4) Intimacy correlation between the scores on 'Intimacy' and 'morale' scores of the respondents ($r = .336$ with $df 26$) is not significant.

(5) Aloofness correlation between the scores on 'Aloofness' and 'morale' scores of the respondents ($r = -.182$ with $df\ 26$) is not significant.

(6) Production Emphasis correlation between the scores on 'production emphasis' and 'morale' scores of the respondents ($r = .384$ with $df\ 26$) is significant at .05 level. This means that the production emphasis on the part of the principal is contributing to the maintenance of the morale of the teachers.

(7) Thrust : The correlation between the scores on 'thrust' and the 'morale' scores of the respondents ($r = .629$ with $df\ 26$) is significant at .01 level. This indicates that thrust from the principal is taken as an attribute by the teacher and so the morale is maintained.

(8) Consideration : The correlation between the scores on 'consideration' and 'morale' of the respondents ($r = .626$ with $df\ 26$) is significant at .01 level. This indicates that consideration on the part of the principal is contributing to the maintenance of the morale of the teachers.

On the whole the results indicate that there is no disengagement on the part of the teachers, the corporate life among the teachers is maintaining their morale as a group; the principal is also a help in the task-oriented situations, and is considerate in social needs situations. However, there is no intimacy among the teacher educators. Probably, the principal

is also a bit aloof, impersonal and official. Procedural helps to the teachers are not available. The conspicuous friendly manner of the principal as well as the teachers both, is missing. The teachers have not developed an inter-personal relationship like a big happy family and the principal is equally indifferent toward them. Therefore, it can be concluded that the colleges of education in Gujarat need to develop a friendly and helping atmosphere. The principals need to be more humane and concerned with the social as well as academic welfare of the teachers, in order to make the morale of the teacher high.

(b) Paternal Climate

The morale score of the teacher educators under Paternal climate is average. The correlations between the eight dimensions of OCDQ and the morale scores of the teacher educators in this climate are as follows :

(1) Disengagement: The correlations between the scores on 'disengagement' and 'morale' scores of the respondents ($r = -.680$ with $df 12$) is significant at .01 level. The negative correlation indicates that when morale scores are high or average the disengagement on the part of the teachers is low, meaning thereby that the teachers work well together and are busy and cooperation in the task achievement of the college and the activities of the teachers are well under the control of the Principal.

(2) Hindrance : The correlation between the scores on 'Hindrance' and 'morale' scores of the respondents ($r = -.655$ with $df\ 12$) is significant at .05 level. The negative correlation here indicates that there is low hindrance on the teacher activities, there is no burden of routine reports, administrative duties and committee requirements because the principal takes care of these things himself.

(3) Esprit : The correlation between the scores on 'esprit' and 'morale' scores of the respondents ($r = .311$ with $df\ 12$) is not significant.

(4) Intimacy: The correlation between the scores on 'intimacy' and 'morale' scores of the respondents ($r = .459$ with $df\ 12$) is not significant.

(5) Aloofness : The correlation between the scores on 'aloofness' and 'morale' scores of the respondents ($r = -.800$ with $df\ 12$) is significant at .01 level. This indicates that the principal's behaviour is not completely aloof. He is very much present in the activities of the college and checking on things without being inter^uvasive.

(6) Production Emphasis : The correlation between the scores on 'Production emphasis' and 'morale' scores of the respondents ($r = -.024$ with $df\ 12$) is not significant.

(7) Thrust : The correlation between the scores on

'thrust' and 'morale' scores of the respondents ($r = .560$ with $df 12$) is significant at .01 level. This indicates that thrust is provided by the principal but without motivating the teachers as he personally does not provide an example.

(8) Consideration :

The correlation between the scores on 'consideration' and 'morale' scores of the respondents ($r = .663$ with $df 12$) is significant at .01 level. This indicates that the principals are considerate, Therefore the morale level of the teachers is average.

On the whole, the results indicate that the principal is considerate and helpful both in the task-oriented situation and the social needs situation and he is not aloof from the teachers. Therefore, there is no hindrance from the principal and no disengagement on the part of the teachers. But the dimensions esprit, intimacy and production emphasis have no significant correlation with morale scores of the teachers. Therefore, these dimensions are not contributing to morale level. Since the intimacy and friendliness among the teachers is missing, the group morale of the teachers i.e. *esprit de corps* is also missing which is affecting the morale adversely. The production emphasis on the part of the principal is absent or even when it is partly there, the work does not seem to be got across because the teachers are not motivated.

Therefore, the colleges of education need to establish a good rapport among the teachers to maintain the group morale. The principals need to emphasise production and also to see that the things are got done. Aloofness on the part of the principal resulting into a situation where things are not got done is not helping to motivate the teachers and therefore, affecting the morale adversely. The principals of colleges of education in Gujarat need to emphasise task-achievement by setting the examples himself.

(c) Closed Climate

Morale Scores of the Teacher Educators under Closed climate is below average, touching the low morale category. The correlations between the eight dimensions of OCDQ and the morale scores of the teacher educators in this climate are as follows :

(1) Disengagement : The correlation between the scores on 'disengagement' and 'morale' scores of the respondents ($r = -.423$ with $df 79$) is significant at .01 level. This indicates that the disengagement on the part of the teachers is high. They do not work well together, the group achievement is minimum and they do not feel one with the college.

(2) Hindrance : The correlation between the scores on 'hindrance' and 'morale' scores of the respondents ($r = -.423$

with df 79) is significant at .01 level. This means that the hindrance on the part of the teacher is high and the principal does not facilitate task accomplishments.

(3) Esprit : The correlation between the scores on 'esprit' and 'morale' scores of the respondents ($r = .354$ with df 79) is significant at .01 level. This indicates that the group morale of the teachers is low.

(4) Intimacy : The correlation between the scores on 'intimacy' and 'morale' scores of the respondents ($r = .183$ with df 79) is not significant.

(5) Aloofness : The correlation between the scores on 'aloofness' and the 'morale' scores of the respondents ($r = -.229$ with df 79) is not significant.

(6) Production Emphasis : The correlation between the scores on 'production emphasis' and the 'morale' scores of the respondents ($r = .147$ with df 79) is not significant.

(7) Thrust : The correlation between the scores on 'Thrust' and 'morale' scores of the respondents ($r = .562$ with df 79) is significant at .01 level. This indicates that the emphasis made by the principal, on production and task-achievement is not motivating as the principals themselves do not work hard.

(8) Consideration : The correlation between 'Consideration' and 'morale' scores of the respondents ($r = .434$ with $df 79$) is significant at .01 level. This indicates that since the morale scores are low the consideration shown by the principal is also low. He is not concerned with the social needs of the teachers.

On the whole, the results indicate, that dimension 'intimacy', 'aloofness', and 'production emphasis' are not significantly related with morale scores. Probably the absence of friendliness and rapport among the teachers and aloofness on the part of the principal and his low concern for the social needs of the teachers and their job satisfaction and task-achievement needs are not satisfied, and, therefore, the morale of the teachers in colleges of education is towards the 'low' category of morale.

The conclusions based on the correlations between the scores on the eight dimensions of OCDQ and 'morale' scores of the teacher educators in colleges of education in Gujarat are as follows :

- (1) The morale of the teacher educators under 'Familiar and 'Paternal climate categories is 'average' because -
 - (a) interpersonal relationship among the teachers and a rapport between the teachers and the principal is missing.

- (b) The principals are aloof although at times they show concern for the social as well as academic needs of the teachers. But this is done at the whims of the principal who considers his judgements to be the right and appropriate to satisfy the needs of the teachers; very similar to the attitude of the daddy or father who thinks he knows the needs of the children best. (Paternal).
- (c) Esprit or the group morale is absent. This probably is due to the lack of friendly relationships among the teachers as well as with the principals. The teachers have given up trying. They let the principal take care of things as best he can. The result is that the teachers obtain inadequate satisfaction in respect to both task-accomplishment and social-needs.
- (2) The morale of the teacher under the 'closed' climate is towards the 'low' category because :
- (a) There is low intimacy among teachers.
 - (b) There is aloofness on the part of the principal.
 - (c) Production emphasis is pointed out by the principal by setting up rules and regulations about things in an arbitrary way.

Thus, the Hypothesis V stands substantiated by the results yields by correlations between different dimension mean scores and morale mean score.

The findings of the present study in the three general factors of organizational climate viz., social needs, esprit, and social control - describing the types of behaviour that occur among members of the school teachers (Halpin, 1966) are quite similar to the college situation. The findings seem to be more in affinity with Schultz's (1958) three factors of interpersonal needs which are also parallel to the three factors identified in OCDQ. They are Affection, Inclusion and Control, where 'affection' refers to satisfaction of the interpersonal need for affection, 'inclusion', is the satisfaction of the interpersonal need for inclusion referring to behaviourism that connotes 'belongingness', 'communication' and 'togetherness' and 'control' is for the satisfaction of interpersonal need through control i.e. dominance, authority and the rule practiced by the principal in order to meet individuals needs and thereby obtain satisfaction.

4.7 Correlation between Individual Factor of Morale and Organizational Climate.

So far the present study has made an attempt to determine the relationship between "Organizational climate" and "teachers' morale", and has encapsulate everything important to be said about the climate within the single global concept of morale. And with this approach an estimate of High, Average and Low morale of the teacher educators was made. This reading

on the thermometer of morale, classified under the climate categories gave the relationship between the variable "Organizational climate" and Teachers morale".

But this assumption in organizational climates is not correct.

The difficulty in this approach is the assumption that a single dimension - that is, morale, can usefully summarize the essence of variations that occur in organizational climates. This approach is untenable, for research on morale has yielded, above all, one unequivocal finding viz., morale, whatever it may be or may not be, is not unidimensional in its structure. Whatever is being described by the term 'morale' is multifaceted; any attempt to describe this "something" as if it had a single face does violence to the phenomena that one seeks to understand." Halpin (1966).

Therefore a further analysis of the variable 'morale', with its 10 facets given in the PTO and 'Organizational climates' of colleges of Education classified into six categories has been made. The instrument the Purdue Teacher Opinionnaire (PTO) gives 10 factors of morale taking care of the ten important aspects of the educational institutions. These are :

- (1) Teacher rapport with the principal
- (2) Satisfaction with teaching

- (3) Rapport among teachers
- (4) Teacher salary
- (5) Teacher load
- (6) Curriculum issues
- (7) Teacher status
- (8) Community support of Education
- (9) School facilities and services
- (10) Community pressures.

Therefore, another related Hypothesis was formulated.

It reads as under :

"There also exists marked variations in relationship between different factor-constituents of morale of teacher educators and different types of climates of colleges of education."

(Hypothesis VI)

The relationship between each of the ten morale factors on the one hand and the six climate categories on the other.

The technique applied for analysis is the analysis of variance. This simple composite test will compare all the mean scores of morale, classified into six climate categories simultaneously and will indicate whether or not a statistically significant difference exists somewhere in the mean scores of morale. This will also answer the question whether the variability between groups is large enough to compare with the variability

in with/groups, to justify the inference that the means of the population from which the different groups were sampled are not all the same. In other words, if the variability between group means is large enough, one can conclude that they probably come from different populations and that there is a statistically significant difference in the data.

The formula applied for testing the 'F' ratio is :

$$F = \frac{\text{Between group variance}}{\text{Within group variance}}$$

If 'F' ratio is significant, a post-Hoc 't' test is applied to find the difference between the mean scores of the pairs made on the classification of six climate categories.

ANOVA tables are thus prepared for each of the 10 factors of morale scores classified into six categories of organizational climate.

(1) Teachers Rapport with the Principal : The morale scores on "Teacher Rapport with the Principal" classified into six categories of organizational climate show a significant relationship. 'F' ratio is 4.74 which is significant at .01 level with the degree of freedom 5/184 (Table 4.14).

Table 4.14 : Morale Scores on "Teacher Rapport with the Principal" Classified into Six Climate Categories.
(ANOVA Table I)

Sources of Variance	df	ss	MS(v)	F
Between Mean	5	4946.60	989.32	4.74
Within conditions	184	38355.70	208.45	
Total	189	43302.30		

$$F, (5, 184) = 4.74^{**}$$

** significant at .01 level

The Table 4.15 given on the next page shows that -

- (1) The difference between the mean morale scores of the teacher educators on "Open" climate with "Familiar" climate category is 9.728 in favour of the 'Open' climate and the 't' ratio is 2.751 indicates a significant relationship at .01 level of significance df, 67. This means that the 'teacher rapport with the principal' in 'Open' climate is more than in colleges having Familiar climate.
- (2) The difference between the mean morale scores of the teacher educators on the 'Open' and 'Paternal' climate categories is 9.442 in favour of the 'Open climate' and the 't' ratio is 2.122 which is significant at .05 level of significance. (df = 53), meaning thereby that the

Table 4.15 : The Morale Scores on "Teacher Rapport with Principal" and the Mean Difference Between Climate Groups.

Groups	Mean Difference	t value	df
1 Vs 2	0.217	0.054	58
1 Vs 3	2.165	0.388	47
1 Vs 4	9.728	2.751**	67
1 Vs 5	9.442	2.122**	53
1 Vs 6	11.647	4.252**	119
2 Vs 3	2.382	0.391	25
2 Vs 4	9.511	2.221*	45
2 Vs 5	9.225	1.815	31
2 Vs 6	11.730	3.187*	97
3 Vs 4	11.893	2.053**	34
3 Vs 5	11.607	1.816	20
3 Vs 6	13.812	2.575*	86
4 Vs 5	0.286	0.060	40
4 Vs 6	1.919	0.607	106
5 Vs 6	2.205	0.527	92

** Significant at .01 level

* Significant at .05 level

N.B.: The numericals of climate groups stand for the following:

- 1 - Open, 2 - Autonomous, 3 - Controlled, 4 - Familiar,
5 - Paternal and 6 - Closed.

'teacher rapport with the principal is more in colleges of education having 'Open' climate than the 'Paternal' climate.

- (3) The difference between the mean morale of the teacher educators on the 'Open' and 'Closed' climate categories is 11.647 in favour of the 'Open' climate. The 't' ratio is 4.252 which is significant at .01 level of significance (df = 119). This means that the 'teacher rapport with the principal' in 'Open' climate colleges is more than in the 'closed' climate colleges.
- (4) The difference between the mean morale scores of the teacher educators on 'Autonomous' and 'Familiar' climate categories is 9.511 in favour of the 'Autonomous climate. The 't' ratio is 2.221 which is significant at .05 level of significance (df = 45). This means that the 'teacher rapport with the principal is more in colleges having 'Autonomous' climate than 'Familiar'.
- (5) The difference between the mean morale scores of the teacher educators on 'Autonomous' and 'closed' climate categories is 11.730 in favour of autonomous climate. The 't' ratio is 3.187 which is significant at .01 level (df = 97). This indicates that the 'teacher rapport with the principal' is more in Autonomous climate colleges than in 'closed' climate ones.

- (6) The difference between the mean morale scores of the teacher educators on the 'Controlled' and 'Familiar' climate categories is 11.893 in favour of the 'controlled climate'. The 't' ratio is 2.053 which is significant at .01 level of significance (df = 34); This means that the teacher rapport with the principal in the colleges of education having 'controlled' climate is more than the 'Familiar' climate.
- (7) The difference between the mean morale scores of the teacher educators on 'controlled' and 'closed' climate categories is 13.812 in favour of 'controlled' climate. The 't' ratio is 2.575 which is significant at .05 level (df = 86). This means that the teacher rapport with the principal in colleges of education having 'controlled' climate is more than 'closed' climate.

In conclusion, it can be stated that in colleges of education having climate with a tendency towards openness have a significant rapport established between the teacher educators and the principal than in colleges having a climate with a tendency towards closedness.

- (2) Satisfaction with Teaching : The morale scores on "satisfaction with teaching", classified into six categories of organizational climate show a significant relationship .

'F' ratio is 4.72, which is statistically significant at .01 level with df 5/184 (vide Table 4.16).

Table 4.16 : Morale Scores on "Satisfaction with Teaching"
Classified into Six Climate Categories.

(ANOVA TABLE II)

Sources of Variance	df	ss	MS(v)	F
Between mean	5	1331.10	266.22	4.72
Within conditions	184	10376.38	56.39	
Total	189	11707.48		

$$F (5,184) = 4.72^{**}$$

** significant at .01 level.

Table 4.17 given on the next page shows that -

(1) The difference between the mean morale scores of the teacher educators on the 'Open' and 'Controlled' climate categories is 6.174 in favour of the 'Controlled' climate. The 't' ratio is 2.130, which is significant at .05 level of significance, (df = 47). This means that the satisfaction with teaching is more in the teachers' colleges where there is 'Controlled' climate than 'Open'.

(2) The difference between the mean morale scores of the teacher educators on the 'Open' and 'Closed' climate categories is 2.951, in favour of the 'Open' climate. The 't' ratio is 2.071,

Table 4.17 : The Mean Difference of Morale Scores on "Satisfaction With Teaching" Between Climate Groups.

Climate Types (Groups)	Mean Difference	t value	df
1 Vs 2	4.049	1.943	58
1 Vs 3	6.174	2.130*	47
1 Vs 4	1.299	0.706	67
1 Vs 5	0.737	0.318	53
1 Vs 6	2.951	2.071*	119
2 Vs 3	2.125	0.671	25
2 Vs 4	2.750	1.234	45
2 Vs 5	4.786	1.810	31
2 Vs 6	7.000	3.655**	97
3 Vs 4	4.875	1.618	34
3 Vs 5	6.911	2.078	20
3 Vs 6	9.125	3.271**	86
4 Vs 5	2.036	0.829	40
4 Vs 6	4.250	2.584*	106
5 Vs 6	2.214	1.017	92

** Significant at .01 level

* Significant at .05 level

which is significant at .05 level of significance, (df = 119). This means that the satisfaction with teaching is more in the colleges of education where there is 'Open' climate than 'closed' climate.

(3) The difference between the mean morale scores of the teacher educators on the 'Autonomous' and 'Closed' climate categories is 7.000, in favour of the 'Autonomous' climate. The 't' ratio is 3.655, which is significant at .01 level of significance (df = 97). This means that the satisfaction with teaching is more in the colleges of education where there is 'Autonomous' climate than 'Closed' climate.

(4) The difference between the mean morale scores of the teacher educators on "Controlled" climate and 'Closed' climate categories is 9.125, in favour of the 'Controlled' climate. The 't' ratio is 3.271, which is significant at .01 level of significance, (df = 86). This means that the satisfaction with teaching is more in the colleges where there is 'Controlled' climate than 'Closed'.

(5) The difference between the mean morale scores of the teacher educators on the 'Familiar' and 'Closed' climate categories is 4.250, in favour of 'Familiar' climate. The 't' ratio is 2.584, which is significant at .05 level of significance, (df = 106). This means that the satisfaction with teaching is more in the colleges where there is "Familiar" climate than 'Closed'.

In conclusion, it can be stated that the teacher educators are satisfied with teaching in colleges of education where there is 'Controlled' climate in comparison to 'Open' climate, whereas in comparison to 'Closed' the satisfaction with teaching is more in 'Open' climate. Also, 'Autonomous' climate indicates more satisfaction in teaching than 'Closed' and 'Familiar' more than 'Closed'.

Therefore, the "satisfaction with teaching" derived by the teacher educators, according to climate categories come in the order of Controlled, Open, Autonomous, Familiar and Closed. The 'Controlled' climate as first in the series of climate categories for "satisfaction with teaching" indicates that teacher educators are more satisfied with teaching in colleges where there is 'Controlled' climate. This depicts a typical characteristic of the Indian situation, which is culturally oriented towards the "Controlled" pattern in this country.

With controlled type of climate, the teacher educators find an easy availability of certain teaching materials such as books in the library, audio-visual aids and equipments for teaching through which the teachers get teaching satisfaction in their job.

Similar result has been indicated while calculating the mean differences between the morale scores on "Esprit" and the 4th Factor of 'effectiveness of the teacher education programme',

which is in favour of the "less" effective colleges, indicating that the esprit of the teacher educators is making the teacher education programme less effective because of probably the inadequate supplies of books and reading material and non-availability of the audio-visual aids and equipments.

Therefore, it can be stated that adequate supplies and availability of books in the library and the use of audio-visual equipments and material is much needed in the colleges of education in Gujarat in order that the teacher education programme has a fair chance to be effective.

3. Rapport Among Teachers : The morale scores on "rapport among teachers" classified into six categories of organizational climate show a significant relationship. 'F' ratio is 7.26 which is statistically significant at .01 level with df 5/184 (vide Table 4.18).

Table 4.18 : Morale Scores on "Rapport Among Teachers"
Classified into Six Climate Categories
(ANOVA TABLE III)

Sources of Variance	df	SS	MS (v)	F
Between Mean	5	1175.98	235.19	7.26
Within conditions	184	5956.24	23.37	
Total	189	7132.22		

$$F(5, 184) = 7.26^{**}$$

** Significant at .01 level.

The Table 4.19 given on the next page shows that -

(1) the difference between the mean morale scores of the teacher educators on 'Open' and 'Familiar' climate categories is 4.730, in favour of the 'Open' climate. The 't' ratio is 3.393, which is significant at .01 level of confidence, (df,67). This means that the rapport among teacher educators is more in the colleges with 'Open' climate than 'Familiar' climate.

(2) The difference between the mean morale scores of the teacher educators on 'Open' and 'Paternal' climate categories is 3.730, in favour of the 'Open' climate. The 't' ratio is 2.127, which is significant at .05 level of confidence (df,53). This means that the rapport among teacher educators is more in the colleges with 'Open' climate than 'Paternal' climate.

(3) The difference between the mean morale scores of the teacher educators on 'Open' and 'Closed' climate categories is 5.230, in favour of the 'Open' climate. The 't' ratio is 4.847, which is significant at .01 level of confidence, (df,119). This means that the rapport among teacher educators is more in the colleges with 'Open' climate than 'Closed' climate.

(4) The difference between the mean morale scores of the teacher educators on 'Autonomous' and 'Familiar' climate categories is 5.790, in favour of the 'Autonomous' climate.

Table 4.19 : The Mean Differences of Morale Scores on "Rapport
Among Teachers" between Climate Groups.

Groups	Mean Difference	't' value	df
1 Vs 2	1.060	0.671	58
1 Vs 3	1.890	0.861	47
1 Vs 4	4.730	3.393**	67
1 Vs 5	3.730	2.127*	53
1 Vs 6	5.230	4.847**	119
2 Vs 3	2.950	1.229	25
2 Vs 4	5.790	3.430**	45
2 Vs 5	4.790	2.391*	31
2 Vs 6	6.290	4.335**	97
3 Vs 4	2.840	1.244	34
3 Vs 5	1.840	0.730	20
3 Vs 6	3.340	1.580	86
4 Vs 5	1.000	0.538	40
4 Vs 6	0.500	0.401	106
5 Vs 6	1.500	0.910	92

** Significant at .01 level

* Significant at .05 level

The 't' ratio is 3.430, which is significant at .01 level of confidence, (df,45). This means that the rapport among teacher educators is more in the colleges with 'Autonomous' climate than 'Familiar' Climate.

(5) The difference between the mean morale scores of the teacher educators on 'Autonomous' and 'Paternal' climate categories is 4.790, in favour of the 'Autonomous' climate. The 't' ratio is 2.391, which is significant at .05 level of confidence, (df, 31). This means that the rapport among teacher educators is more in the colleges with 'Autonomous' climate than 'Paternal' climate.

(6) The difference between the mean morale scores of the teacher educators on 'Autonomous' and 'Closed' climate categories is 6.290, in favour of the 'Autonomous' climate. The 't' ratio is 4.335, which is significant at .01 level of confidence, (df, 97). This means that the rapport among teacher educators is more in the colleges with 'Autonomous' climate than 'Closed' climate.

In conclusion, it can be stated that colleges of education in Gujarat having 'Open' and 'Autonomous' climates show more rapport among teacher educators than controlled, Familiar, Paternal and Closed Climates.

4. Teacher Salary : The morale scores on "Teacher Salary" classified into six categories of organizational climate show a significant relationship. 'F' ratio is 4.80, which is statistically significant at .01 level of confidence, with df 5,184. (Vide Table 4.20).

Table 4.20: Morale Scores on "Teacher Salary" Classified into Six Climate Categories. (ANOVA TABLE IV).

Sources of Variance	df.	S.S.	M.S. (v)	F
Between Means	5	397.35	79.47	F=4.80
Within conditions	184	3045.00	16.54	
Total	189	3442.35		

$$F (5,184) = 4.80^{**}$$

** Significant at .01 level.

The Table 4.21 given on the next page shows the mean differences of Morale Scores on the factor 'teacher Salary' between the six climate groups.

The Table 4.21 shows that -

(1) The difference between the mean morale scores of the teacher educators on 'Open' and 'Familiar' climate categories is 2.882, in favour of the 'Open' climate. The 't' ratio is 2.894, which is significant at .01 level of confidence at df,67.

Table 4.21 : The Mean Differences of Morale Scores on
'Teacher Salary', Between Climate Groups.

Group	Mean Difference	't' value	df
1 Vs 2	0.350	0.310	58
1 Vs 3	1.560	0.994	47
1 Vs 4	2.882	2.894**	67
1 Vs 5	2.775	2.215*	53
1 Vs 6	2.848	3.694**	119
2 Vs 3	1.915	1.116	25
2 Vs 4	2.532	2.100*	45
2 Vs 5	2.425	1.693	31
2 Vs 6	2.498	2.409*	97
3 Vs 4	4.447	2.725**	34
3 Vs 5	4.340	2.410*	20
3 Vs 6	4.413	2.921**	86
4 Vs 5	0.107	0.080	40
4 Vs 6	0.034	0.038	106
5 Vs 6	0.073	0.062	92

** Significant at .01 level

* Significant at .05 level

This means that the satisfaction with salary on the 'Open' climate is more than with 'Familiar' climate.

(2) The difference between the mean morale scores of the teacher educators on 'Open' and 'Paternal' climate categories is 2.775 in favour of the 'Open' climate. The 't' ratio is 2.215, which is significant at .05 level of confidence with df,53. This means that the satisfaction with salary is more on the 'Open' climate than 'Paternal'.

(3) The difference between the mean morale scores of the teacher educators on 'Open' and 'Closed' climate categories is 2.848, in favour of the 'Open' climate. The 't' ratio is 3.694, which is significant at .01 level of confidence with df,119. This means that the satisfaction with salary is more on the 'Open' climate than 'Closed' climate.

(4) The difference between the mean morale scores of the teacher educators on 'Autonomous' and 'Familiar' climate categories is 2.532, in favour of the 'Autonomous' climate. The 't' ratio is 2.100 which is significant at .05 level, df=45, which means that the satisfaction with salary is more on the 'Autonomous' climate than 'Familiar'.

(5) The difference between the mean morale scores of the teacher educators on 'Autonomous' and 'Closed' climate categories is 2.498, in favour of the 'Autonomous' climate. The 't' ratio is 2.409, which is significant at .05 level of

confidence with df,97. This means that the satisfaction with salary is more on 'Autonomous' climate than 'Closed' climate.

(6) The difference between the mean moral scores of the teacher educators on 'Controlled' and 'Familiar' climate categories is 4.447, in favour of the 'Controlled' climate. The 't' ratio is 2.725 which is significant at .01 level of confidence with df,34. This means that the satisfaction with salary is more on 'Controlled' climate than 'Familiar'.

(7) The difference between the mean morale scores of the teacher educators on 'Controlled' and 'Paternal' climate categories is 4.340, in favour of the 'Controlled' climate. The 't' ratio is 2.410 which is significant at .05 level of confidence with df,20. This means that the satisfaction with salary is more on 'Controlled' climate than 'Paternal'.

(8) The difference between the mean morale scores of the teacher educators on 'Controlled' and 'Closed' climate categories is 4.413, which is in favour of the 'Controlled' climate. The 't' ratio is 2.921 which is significant at .01 level of confidence with df,86. This means that the satisfaction with salary is more on 'controlled' climate than 'Closed'.

In conclusion, therefore, it can be stated that teacher educators have satisfaction with salary in the colleges of education that have Open, Autonomous and Controlled climates

(showing a tendency of openness) than colleges having organizational climate of closed tendency.

(5) Teacher Load : The morale scores on "Teacher Load" classified into six categories of organizational climate show a significant relationship. 'F' ratio is 3.70, which is statistically significant at .01 level of confidence at df 5,124 (Vide Table 4.22 given below).

Table 4.22 : Morale Scores on "Teacher Load" Classified into Six Climate Categories (ANOVA TABLE V).

Sources of Variance	df.	S.S.	M.S. (v)	F
Between Means	5	544.74	108.94	
Within conditions	184	5418.53	29.44	3.70
Total	189	5963.27		

$$F (5,184) = 3.70^{**}$$

** Significant at .01 level

The Table 4.23 given on the next page shows that -

(1) The difference between the mean morale scores of the teacher educators on 'Open' and 'Closed' climate categories is 3.514, in favour of the 'Open' climate. The 't' ratio is 3.411, which is significant at .01 level of confidence at df,119. This means that the satisfaction on "Teacher load" is more in the colleges with 'Open' climate than 'Closed'.

Table 4.23 : The Mean Difference of Morale Scores on
"Teacher Load" between Climate Groups.

Groups	Mean Difference	't' value	df
1 Vs 2	0.982	0.652	58
1 Vs 3	0.314	0.149	47
1 Vs 4	1.082	0.814	67
1 Vs 5	1.511	0.903	53
1 Vs 6	3.514	3.411**	119
2 Vs 3	1.296	0.566	25
2 Vs 4	2.064	1.281	45
2 Vs 5	2.493	1.304	31
2 Vs 6	4.496	3.248**	97
3 Vs 4	0.768	0.352	34
3 Vs 5	1.197	0.498	20
3 Vs 6	3.200	1.587	86
4 Vs 5	0.429	0.241	40
4 Vs 6	2.432	2.045	106
5 Vs 6	2.003	1.273	92

** Significant at .01 level

* Significant at .05 level

(2) The difference between the mean morale scores of the teacher educators on 'Autonomous' and 'Closed' climate categories is 4.496, in favour of the 'Autonomous' climate. The 't' ratio is 3.248, which is significant at .01 level of confidence at df, 97, This means that the satisfaction on 'Teacher load' is more in colleges with 'Autonomous' climate than 'Closed' climate.

Therefore, it can be concluded that the teacher educators are more satisfied in respect of the work load in colleges having 'Open' and 'Autonomous' climate than in any other type of climates. It seems that the work load is fairly and equally distributed among the Teacher educators in colleges having Open and Autonomous climates.

(6) Curriculum Issues :

The morale scores on "Curriculum issues" classified into six categories of organizational climate does not show a significant relationship on any of the groupings. The 'F' ratio is 2.07, which is statistically not significant with df, 5, 184. (Vide Table 4.24).

Table 4.24 Morale Scores on Morale Factor "Curriculum Issues", Classified into Six Climate Categories (ANOVA TABLE VI)

Sources of Variance	df	S.S.	M.S. (v)	F
Between Means	5	71.63	14.32	2.07
Within conditions	184	1269.34	6.89	
Total	189	1340.97		

F (5, 184) is not significant.

Therefore, it is concluded that as far as the satisfaction of the teacher educator on 'Curriculum issues' is concerned there is no significant relationship between the morale scores on the "Curriculum issues" and Climate types.

This is so, because, the curriculum and courses of study are outlined by the Board of studies at the University level in India; and it is followed in all the colleges of education, which are either at the University itself as Department of Education or affiliated with one University or the other of Gujarat State. The teacher educators, perhaps, find it satisfactory and therefore no difference is observed on the morale scores in any of the climatic categories of the colleges.

(7) Teacher Status : The morale scores on "Teacher Status" classified into six categories of organizational climate show a significant relationship. 'F' ratio is 2.57, which is statistically significant at .05 level of confidence, at df 5,184 (Vide Table 4.25 below).

Table 4.25 : Morale Scores on "Teacher Status", Classified into Six Climate Categories. (ANOVA TABLE VII)

Sources of Variance	df	S.S.	M.S. (v)	F
Between Means	5	442.09	88.41	2.57*
Within conditions	184	6321.96	34.35	
Total	189	6764.05		

$$F(5,184) = 2.57^*$$

* Significant at .05 level.

The Table 4.26 shows that -

(1) The difference between the mean morale scores of the teacher educators on 'Open' and 'Closed' climate categories is 2.502, in favour of the 'Open' climate. The 't' ratio is 2.250, which is significant at .05 level of confidence at df, 119. This means that the satisfaction on "Teacher status" enjoyed by the teacher educators is more in colleges having 'Open' climate than 'Closed'.

(2) The difference between the mean morale scores of the teacher educators on 'Autonomous' and 'Familiar' climate categories is 4.037, in favour of the "Autonomous" climate. The 't' ratio is 2.321, which is significant at .05 level of confidence at df, 45. This means that the satisfaction on 'Teacher status' is more in colleges having 'Autonomous' climate than 'Familiar' which is more on the Open side of climate.

(3) The difference between the mean morale scores of the teacher educators on 'Autonomous' and 'Closed' climate categories is 4.494, in favour of the 'Autonomous' climate. The 't' ratio is 3.008, which is significant at .01 level of confidence of df, 97. This means that the satisfaction on 'Teacher status' is more in colleges having 'Autonomous' climate than Closed.

Table 4.26 : The Mean Difference of Morale Scores on
"Teacher Status" Between Climate Groups

Groups	Mean Difference	't' value	df
1 Vs 2	1.992	1.225	58
1 Vs 3	0.848	0.374	47
1 Vs 4	2.045	1.424	67
1 Vs 5	1.331	0.735	53
1 Vs 6	2.502	2.250*	119
2 Vs 3	1.144	0.462	25
2 Vs 4	4.037	2.321*	45
2 Vs 5	3.323	1.609	31
2 Vs 6	4.494	3.008**	97
3 Vs 4	2.893	1.230	34
3 Vs 5	1.999	0.770	20
3 Vs 6	3.350	1.538	86
4 Vs 5	0.714	0.372	40
4 Vs 6	0.457	0.355	106
5 Vs 6	1.171	0.689	92

** Significant at .01 level

* Significant at .05 level

This indicates that the satisfaction of the teacher educators on status they enjoy is more in colleges having 'Open' and 'Autonomous' climates.

(8) Community Support of Education : The morale scores on "Community Support of Education" into six categories of Organizational climate show a significant relationship. 'F' ratio is 3.54, which is statistically significant at .01 level of confidence, at df, 5,184 (vide Table 4.27 below).

Table 4.27 : Morale Scores on "Community Support of Education",
Classified into Six Climate Categories.
(ANOVA TABLE VIII).

Sources of Variance	df	S.S.	M.S. (v)	F
Between Means	5	199.15	39.83	3.54**
Within conditions	184	2068.62	11.24	
Total	189	2267.77		

$$F(5,184) = 3.54^{**}$$

** Significant at .01 level.

Table 4.28 given on the next page shows that -

(1) The difference between the mean morale scores of the teacher educators on 'Open' and 'Familiar' climate categories is 1.799, in favour of the 'Open' climate. The 't' ratio is 2.191, which is significant at .05 level of confidence

Table 4.28 : The Mean Difference of Morale Scores on the Factor "Community Support of Education" Between Climate Groups.

Groups	Mean Difference	't' value	df
1 Vs 2	0.861	0.925	58
1 Vs 3	0.809	0.625	47
1 Vs 4	1.799	2.191*	67
1 Vs 5	0.477	0.461	53
1 Vs 6	1.754	2.757**	119
2 Vs 3	0.052	0.036	25
2 Vs 4	2.660	2.676*	45
2 Vs 5	1.338	1.133	31
2 Vs 6	2.615	3.058**	97
3 Vs 4	2.608	1.939	34
3 Vs 5	1.286	0.866	20
3 Vs 6	2.563	2.083*	86
4 Vs 5	1.322	1.205	40
4 Vs 6	0.045	0.061	106
5 Vs 6	1.277	1.314	92

** Significant at .01 level

* Significant at .05 level

at df,67. This means that the 'Community support of education' given to the teacher educators is more in colleges having 'Open' climate than 'Familiar' climate.

(2) The difference between the mean morale scores of the teacher educators on 'Open' and 'Closed' climate categories is 1.754, in favour of the 'Open' climate. The 't' ratio is 2.757 which is significant at .01 level of confidence at df,119. This means that the "Community support of Education" given to the teacher educators is more in colleges having 'Open' climate than 'Closed' climate.

(3) The difference between the mean morale scores of the teacher educators on 'Autonomous' and 'Familiar' climate categories is 2.660, in favour of 'Autonomous' climate. The 't' ratio is 2.676 which is significant at .05 level of confidence at df, 45. This means that the 'Community support of Education' given to teacher educators is more in colleges having 'Autonomous' climate than 'Familiar' climate.

(4) The difference between the mean morale scores of the teacher educators on 'Autonomous' and 'Closed' climate categories is 2.615, in favour of 'Autonomous' climate. The 't' ratio is 3.058 which is significant at .01 level of confidence at df, 97. This means that the "Community support of Education" given to teacher educators is more in 'Autonomous' climate than 'Closed' climate.

(5) The difference between the mean morale scores of the teacher educators on 'Controlled' climate and 'Closed' climate categories is 2.563, in favour of 'Controlled' climate. The 't' ratio is 2.083 which is significant at .05 level of confidence at df, 86. This means that the 'Community support of education' given to the teacher educators is more in colleges having 'Controlled' climate than 'Closed' climate.

Thus, the conclusion is, that colleges having open, Autonomous, and controlled climates receive more community support than colleges having climates towards closed tendency i.e. Familiar, Paternal and Closed.

(9) College Facilities & Services : The morale score on "College Facilities and Services" into six categories of organizational climate show a significant relationship. 'F' ratio is 5.16, which is significant at .01 level of confidence at df, 5,184 (vide Table 4.29).

Table 4.29 : Morale Scores on "College Facilities and Services", Classified into Six Climate Categories (ANOVA TABLE IX).

Sources of Variance	df	S.S.	M.S.(v)	F
Between Means	5	286.22	57.24	5.16**
Within conditions	184	2040.00	11.08	
Total	189	2326.22		

$$F(5,184) = 5.16**$$

** Significant at .01 level

The Table 4.30 given on the next page shows that -

(1) The difference between the mean morale scores of the teacher educators on 'Open' and 'Closed' climate categories is 2.590, in favour of the open climate. The 't' ratio is 4.098, which is significant at .01 level of confidence at df, 119. This means that the 'College facilities and services' provided to the teacher educators in colleges of Education having 'Open' climate is more than 'Closed' climate.

(2) The difference between the mean morale scores of the teacher educators on 'Autonomous' and 'Closed' climate categories is 2.400, in favour of the 'Autonomous' climate. The 't' ratio is 2.830, which is significant at .01 level of confidence at df, 97. This means that the 'College facilities and services' provided to the teacher educators in colleges of Education having 'Autonomous' climate is more than 'Closed' climate.

This result indicates that the colleges of Education having 'Open' and 'Autonomous' climate are the colleges which provide facilities and services to the teacher educators.

Table 4.30 : The Mean Differences of Morale Scores on
"College Facilities and Services" between
Climate Groups.

Groups	Mean Difference	't' value	df
1 Vs 2	0.190	0.206	58
1 Vs 3	1.690	1.315	47
1 Vs 4	1.190	1.460	67
1 Vs 5	1.410	1.374	53
1 Vs 6	2.590	4.098**	119
2 Vs 3	1.500	1.068	25
2 Vs 4	1.000	1.013	45
2 Vs 5	1.220	1.041	31
2 Vs 6	2.400	2.830**	97
3 Vs 4	0.500	0.374	34
3 Vs 5	0.280	0.190	20
3 Vs 6	0.900	0.728	86
4 Vs 5	0.220	0.202	40
4 Vs 6	1.400	1.920	106
5 Vs 6	1.180	1.223	92

** Significant at .01 level

* Significant at .05 level.

(10) Community Pressures : The morale score on "Community Pressures" into six categories of organizational climate show a significant relationship. 'F' ratio is 2.47, which is significant at .05 level of significance with df, 5,184 (vide Table 4.31)

Table 4.31 : Morale Scores on "Community Pressures" Classified into Six Climate Categories (ANOVA TABLE X)

Sources of Variance	df	S.S.	M.S.(v)	F
Between Means	5	178.45	35.69	
Within Conditions	184	2653.92	14.42	2.47*
Total	189	42925.00		

$$F(5,184) = 2.47$$

* Significant at .05 level

The Table 4.32 given on the next page shows that -

(1) The difference between the mean morale scores of the teacher educators on 'Open' and 'Paternal' climate categories is 2.640, in favour of the 'Open' climate. The 't' ratio is 2.274 which is significant at .05 level of significance with df, 53. This means that the "Community Pressure" is felt in colleges where there is 'Open' climate than 'Paternal'.

(2) The difference between the mean morale scores of the teacher educators on 'Controlled' and 'Paternal' climate

Table 4.32 : The Mean Difference of Morale Scores on
"Community Pressures" between Climate Groups.

Groups	Mean Difference	't' Value	df
1 Vs 2	0.500	0.474	58
1 Vs 3	2.580	1.767	47
1 Vs 4	0.430	0.462	67
1 Vs 5	2.640	2.274*	53
1 Vs 6	0.770	1.069	119
2 Vs 3	3.080	1.923	25
2 Vs 4	0.930	0.826	45
2 Vs 5	2.140	1.601	31
2 Vs 6	0.270	0.279	97
3 Vs 4	2.150	1.410	34
3 Vs 5	5.220	3.105**	20
3 Vs 6	3.350	2.374*	86
4 Vs 5	3.070	2.471*	40
4 Vs 6	1.200	1.444	106
5 Vs 6	1.870	1.698	92

** Significant at .01 level

* Significant at .05 level

categories at 5.220, in favour of the 'Controlled' climate. The 't' ratio is 3.105, which is significant at .01 level of confidence with df, 20. This means that the "Community Pressure" is felt in colleges where there is 'Controlled' climate than 'Paternal' climate.

(3) The difference between the mean morale scores of the teacher educators on 'Controlled' and 'Closed' climate categories is 3.350, in favour of the 'Controlled' climate. The 't' ratio is 2.374, which is significant at .05 level of confidence with df, 86. This means that the 'Community Pressure' is felt in colleges where there is 'Controlled' climate than 'Closed'.

(4) The difference between the mean morale scores of the teacher educators on 'Familiar' and 'Paternal' climate categories is 3.070, in favour of the 'Familiar' climate. The 't' ratio is 2.471, which is significant at .05 level of confidence with df, 40. This means that the "Community Pressure" is felt in colleges where there is 'Familiar' climate than 'Paternal' climate.

Therefore, it can be concluded that 'Community Pressure' is felt by the teacher educators in colleges where there is Open, Controlled and Familiar climate.

Table 4.33 : Significant Relationship of 10 factors of Morale
With Climate Categories.

No.	Factors on Morale	Climate Categories
1.	Rapport with the Principal	Open, Autonomous, Controlled.
2.	Satisfaction with teaching	Controlled, Open, Autonomous.
3.	Rapport among Teachers	Open and Autonomous.
4.	Teacher Salary	Open, Autonomous, Controlled.
5.	Teacher Load	Open, Autonomous.
6.	Curriculum issues	Not Significant.
7.	Teacher Status	Open, Autonomous.
8.	Community Support of Education	Open, Autonomous, Controlled.
9.	College Facilities & Services	Open, Autonomous.
10.	Community Pressure	Open, Controlled.

Conclusion :

The relationship of "Teachers' morale" on all the 10 factors of the Purdue Teacher Opinionnaire which measures an overall morale of the teachers on two components "task achievement" and "need satisfaction" with each of the six categories of the Organizational climates indicates that it is the Open, Autonomous and Controlled climate colleges, with a tendency toward Openness of the climate, show a significant relationship with the morale scores on all the nine factors

of morale, viz., Rapport with the Principal, Satisfaction with Teaching, Rapport among Teachers, Teacher salary, Teacher load, Teacher Status, Community Support of Education, School Facilities and Services, and Community Pressures. It is on "Curriculum issues" that the Morale scores do not show any significant result.

Therefore, the hypothesis "Here exists marked variations between different factors constituents of morale of teacher educators and different types of climate" stands only in the case of one factor, viz., 'the Curriculum Issues' and in the case of other nine factor - constituents of morale, it falls. It further supports the fact that the organizational climate of colleges of education and morale in the teacher educators colleges would be closely related, is further endorsed. In the colleges of education in Gujarat where the organizational climate has a tendency towards openness, there does exist a significant relationship with the morale of the teacher educators.

Similar findings have been indicated by Shelat (1974) in her study of Organizational Climate, Teacher Morale and Pupil motivation towards institutions in secondary schools of Baroda District. To quote - "A considerable number of schools have Open and Autonomous Climate having high and average level of Morale; Paternal and Closed climates with average and Low level of morale of the teachers".

4.8 Relationship Between Morale of Teacher Educators and Leadership Behaviour of College Principals

Under this section, the Hypothesis formulated reads as under :

"It is hypothesized that Teachers' Morale and Leadership Behaviour would show a definite relationship with each other."
(Hypothesis VII)

In all social systems like educational institutions, the principal holds the key position. It is by virtue of this position that the principal delegates certain responsibilities to the staff members and manipulates them into a work group. But here the question that comes to the mind is : How successful is he in operating the organization effectively with due consideration to the task-accomplishment and the social needs of the organization? How does he behave with his colleagues? What is the interaction between the work group and his leadership behaviour? How human is the leader in his approach towards the teachers in achieving the goals of the institution successfully? The answer to these questions will considerably depend upon the ability of the principal to take initiative in social situations and to plan and organize actions that evokes cooperation among the staff members. The "Initiative Structure" and "Consideration" on the part of the principal help the organization to achieve the task for which it is meant, as well as uphold the morale of the group.

It is with this assumption that the above hypothesis is formulated, viz., that the teachers' morale and 'leadership behaviour' would show a definite relationship with each other.

To assess the 'teacher behaviour' perceived by the teacher educators of colleges of education, the adaptation form of the questionnaire (viz. the LBDQ) devised by the Personnel Research Board at the Ohio State University, by Halpin and Winer is used. The tool identifies Initiating Structure and Consideration as two fundamental dimensions of leadership behaviour. It offers a means of defining these leadership behaviour dimensions operationally. Hence, it is all the more felt suitable to assess the leadership behaviour patterns in a group situation where the teachers and principal work together to accomplish the tasks and the goals of the college.

The analysis of the Leader Behaviour scores give the frequency distribution of colleges of education in Gujarat State, under the four patterns of leader behaviour (HH, HL, LH, LL). Table 4.34 gives a fairly clear picture of the leadership behaviour perceived by the teacher educators. On the sampled population, in 40 per cent of the colleges of education, the teacher educators perceive that their principal's leadership behaviour being high on 'Initiative Structure' as well as on 'Consideration' (the HH Pattern). While in 31.44 per cent of the colleges of education they perceive their leader behaviour to be low in both 'Initiative Structure' and

Table 4.34 : Quadrants showing Leadership Patterns of Principals of Colleges of Education of Gujarat.

<u>Below Mean</u>	<u>Above Mean</u>
<u>Quadrant IV</u>	<u>Quadrant I</u>
High Initiation Structure Low Consideration (The HL Pattern) <u>(17.14 per cent)</u>	High Initiating Structure and High Consideration (The HH Pattern) <u>(40 per cent)</u>
<u>Quadrant III</u>	<u>Quadrant II</u>
Low Initiating Structure Low Consideration (The LL Pattern) <u>(31.44 per cent)</u>	Low Initiating Structure High Consideration (The LH Pattern) <u>(11.42 per cent)</u>

N = 35 colleges of Education

'Consideration' (The LL Pattern). In 17.14 per cent of colleges the teacher educators perceive that the leadership behaviour exhibited by their principals is a combination of high 'Initiative Structure' and low 'Consideration' (the HL Pattern). Only in 11.42 per cent colleges of education the teacher educators perceive their principals to be low in 'Initiative Structure' and 'high in 'Consideration' (The LH Pattern).

However, if these four patterns of leadership behaviour are clubbed together into two categories of 'high' Initiative Structure (the HH and HL Patterns) and 'low' Initiative Structure (The LH and LL Patterns) the result shows that in 57 per cent of the colleges, the leadership behaviour perceived by the teacher educators on "Initiative Structure" is high and in 42 per cent of the colleges it is low, meaning thereby that in ^amajority of the colleges the principal's behaviour perceived by the teacher educators in relation to himself and the members of the work group is high and that the principal is endeavouring to establish well defined patterns of organization, channels of communication and methods of procedure in their colleges of education. It is only in a few colleges (9 per cent) that the 'Initiative Structure' is low on the leadership behaviour.

Looking at the second variable "Consideration" of the leadership behaviour, there is a marked evidence of the presence of this factor also. Fifty per cent of the teacher educators also perceive their principals to be exhibiting 'Consideration' in their leadership behaviour. Thus, it can be very clearly seen that a well balanced combination of both the variables "Initiative Structure" and 'Consideration' is present in the leadership behaviour of the principals of colleges of Education in Gujarat.

The resultant combination of the 'Initiative Structure' and 'Consideration' demonstrated by the principals is an encouraging fact, because it is on the combination of these two leadership behaviour dimensions that the effectiveness and the success of the leader will depend, which consequently will contribute to making the teacher education programme effective.

The above findings are well supported by Finnessy (1973). In his study he has identified the two dimensions of leadership behaviour, viz., "Initiative Structure" and "Consideration", and also the expectation of the teachers from the effective principals. The findings are that the teachers tested had significantly higher mean 'Initiating Structure' scores than 'Consideration' leadership behaviour scores. The conclusion of the study is that (1) teachers generally expect an effective principal to exhibit more initiating structure leader behaviour than consideration leader behaviour, and (2) while teachers expect more initiating structure leadership behaviour they also expect a principal to demonstrate consideration behaviour.

The findings of the investigator on the leadership behaviour of the principals in colleges of education perceived by the teacher educators indicate effective leadership behaviour. This finding has an implicit bearing to the present study where an attempt is also being made to investigate the effects of leader behaviour in making the teacher education programme effective. The global picture of leadership behaviour of the

principals of colleges of education that evolve out of this study is that in^a majority of the colleges the principals are effective leaders. If this is so, it is expected that the morale of the teacher educators in these colleges of education would also be high. It is, therefore, hypothesised that the teachers' morale and leadership behaviour in the colleges of education in Gujarat will show a definite relationship.

Once the patterns of leadership behaviour of the principals in colleges of education are determined, a further query becomes necessary to investigate as to what extent this leadership behaviour patterns of the principals contributes to the promotion of the morale of the teacher educators.

Do the colleges with effective leadership behaviour rated high on 'Initiative Structure' and 'Consideration' have high teachers', morale? Or, does the combination of low 'Initiative Structure' and low 'Consideration' demonstrated on the part of the principals in colleges of education bring the morale of the teacher educators down? The expected answer to the first question could be that the principals demonstrating high rating on both the dimensions of leadership behaviour would positively relate to high rating on the teachers' morale, thereby showing a significant relationship between the teachers' morale and leadership behaviour of the principals. On the other hand, the low rating on teacher behaviour will indicate low rating on the morale scale. In the present study, the

investigator's expected result would be that effective leadership of the principal leads to high morale of the teacher educators in the colleges of education in Gujarat.

To determine the relationship between the leadership behaviour of the principal and the morale of the teacher educators, the obtained morale scores on the morale instrument (the PTO), classified into three categories of High, Average and Low, are further grouped into four categories of leader behaviour patterns of High-High, High-Low, Low-High and Low-Low. Thereby obtaining four groups of leadership behaviour and three groups of teachers' morale variables, respectively. To find out the significance of correlation between these two variables, a contingency coefficient of correlation was applied.

To compute the contingency coefficient of correlation between the scores of these two variables, a contingency Table 4.35 was prepared by arranging the frequencies into rows and columns.

The Table 4.35 given on next page is 4 x 3 contingency table, where the leadership Behaviour frequencies are into form groups, viz., High-High, High-Low, Low-High, Low-Low and the morale frequencies are grouped as High, Average and Low. From the observed frequencies the expected frequencies were calculated.

Table 4.35 : Contingency Table - Morale Categories.

Leadership Behaviour Categories	High	Average	Low	Total
HH	(20.31) 5	(9.750) 9	(1.219) 0	14
HL	(0.781) 0	(3.750) 6	(0.469) 0	6
LH	(0.469) 0	(2.250) 4	(0.281) 0	4
LL	(1.719) 0	(2.250) 8	(1.031) 3	11
Total	5	27	3	35

The Chi-square was obtained to see the significance of 'C'. The formula showing the relationship of 'C' to Chi-square was applied.

From the table, the value of $C = .538$

Value of $X^2 = 13.04$

with 6 degrees of Freedom.

The Chi-square value is found to be significant at .05 level of confidence with 6 degrees of freedom. Hence 'C' is significant through its relation with the X^2 . Therefore, it can be concluded that the relationship between the two variables teachers' morale and leadership behaviour of the principal is significant and positive. This means that if the college

principals' leadership Behaviour is showing Initiative Structure and Consideration, the morale of the teacher educators will also be high. Therefore, the result confirms the hypothesis that there is a significant positive correlation existing between the teachers' morale and the leadership behaviour of the principals in colleges of education in Gujarat State.

However, another look at the Table 4.35 shows that -

- (1) The colleges of education falling under the category of high teachers' morale show that the leadership behaviour is 100 per cent high both in Initiative Structure and Consideration variables of the teacher behaviour.
- (2) The colleges of education falling under the category of low teachers morale show that the principal's leadership behaviour is 100 per cent low.

These two results further confirm the hypothesis that in colleges of education where the leadership behaviour of the principal is effective, with high Initiative Structure and high Consideration scores, the morale of the teachers is also high and vice-versa.

- (3) The colleges falling under the average morale category of teachers, however, indicate that 22.8 per cent of the colleges have an average morale inspite of the low initiative structure and low consideration of leader behaviour.

Around 23 per cent of the colleges have a combination of high initiative and low consideration leader behaviour, and around 11 per cent of the colleges with low initiative structure and high consideration combination of the leadership behaviour and around 23 per cent of the colleges having both initiative structure and consideration high.

A number of research studies have been conducted in this area where the relationship between the teachers' morale and the leadership behaviour of the principal have been established in other countries as well as in India; although the contribution of researches done in India on this line is very negligible. The investigator feels that there is much scope for research in the area of leadership behaviour of the principal in our country especially at the college level.

A few studies supporting the findings of the present study by showing a significant relationship between the leadership behaviour and the teachers' morale are : Cronback (1949), Blumberg (1968), Appleberry (1969), Gubsev (1969), Watkins (1969), Cleugh (1971), Chatterjee (1972), Bendiv (1973), Trone (1971), Bean (1973), Ellenburg (1973), Finessey (1973), Ryans (1973), Howell (1974), Sharma (1972), Patel (1974), Pillai (1972), Sharma and Parham (1972), Sharma and Shah (1972), Shelat (1974), Darji (1975), etc.

4.9 Impact of Climate and Leadership Behaviour on Morale of Teacher Educators.

On this issue, the Hypothesis formulated reads as
Under :

"Both Organizational Climate and leadership
behaviour affect morale of the teacher
educators."

(Hypothesis VIII)

The result of the present study indicates a significant relationship between the "Organizational Climate" and "Teachers Morale" at .01 level of confidence with df, 10 and also a significant relationship between "Teachers Morale" and "Leadership Behaviour" at .05 level of confidence with df, 6. Therefore it can be logically inferred that since organizational climate has a significant relationship with Teachers Morale, and Leadership Behaviour has a significant relationship with Teachers Morale, both the Organizational Climate and Leadership Behaviour of the principals would affect the morale of the teacher educators.

Therefore, the hypothesis that "both Organizational climate and Leadership Behaviour affect morale of the teacher educators is accepted. This is the natural emerging conclusion.

The relationship between leadership behaviour of college principals and morale of teacher educators could be investigated with greater clarity and in depth by formulating another rela-

ted Hypothesis which would affirm relationship between both the dimensions of leadership behaviour viz., the 'Initiating Structure' and 'Consideration' on one hand, and would show that the two dimensions directly contribute greatly to the morale of teacher educators.

The related Hypothesis is worded as under :

"Initiating Structure" and 'Consideration' of the principal would contribute greatly to the morale of the teacher educators. (Hypothesis XV)

The effectiveness of the leadership behaviour of the principal depends upon the way he initiates his group into action and getting things done by the group of teacher educators in the colleges of education. Since he accomplishes his purposes through the group, he must also see that he does it without jeopardizing the intactness or the integrity of the group. This he can do maintaining good human relations with the staff. In short, if the principal is to be successful, he must contribute to both initiative structure (goal achievement) and consideration (group maintenance), the two dimensions of the leadership behaviour.

To assess, whether 'initiative structure' on the part of the principal affects the morale of the teacher educators, the investigator has formulated the above hypothesis. Since the leadership behaviour is significantly related with the

morale of the teacher educator at .05 level of confidence in the present study, it is expected that both of the dimensions of leader behaviour 'Initiative Structure' as well as 'Consideration' would contribute greatly to the morale of the teacher educators.

To determine the relationship between the 'initiative structure' of the principal and the 'teachers' morale', a contingency coefficient of correlation was computed.

The frequencies of the two variables 'initiative structure' and 'Teachers' morale' were arranged in rows and columns. Table 4.36 gives a 2 x 3 contingency table, where the initiative structure is classified into two classifications 'High' and 'Low', and morale categories into High, Average and Low. The expected frequencies are then calculated (within parenthesis).

Table 4.36 : Contingency Table : The Initiating Structure.

Morale Categories	Initiative Structure Classification		
	High	Low	Total
High	6 (2.81)	0 (2.18)	6
Average	13 (13.50)	11 (10.50)	24
Low	0 (1.68)	5 (1.31)	5
Total	19	16	35

The Chi-Square was then obtained in order to see the significance of C. 'C' and Chi-square (χ^2) have the relation. From the Table 4.36 the value of C = .438 and the value of $\chi^2 = 7.579$ with df, 2. Thus, the χ^2 value is found significant at .05 level of confidence. Hence, 'C' is significant through its relation with the χ^2 . Therefore, it is concluded that the relationships between the two variables 'initiative structure' of the principal and the 'teachers' morale' is significant and positive, which means that if the 'initiative structure' of the principal is high, the morale of the teachers will also be high. Thus, accepting the hypothesis that initiative structure' of the principal will greatly contribute to the morale of the teacher educators. The table also shows that under the Low morale category, the Initiative Structure of the principal is 100 per cent low and under the High morale category the Initiative Structure of the principal is 100 per cent high. In conclusion, it can be stated that if the principal establishes a good relationship between himself and the members of his staff, and is endeavouring to establish well defined patterns of organization, channels of communication and methods of procedure, he is showing high 'initiative structure' and therefore the morale of the teacher educators is also high. And if the "initiative structure" of the principal is low the morale of the teacher educators is also low.

A few studies relevant to the above finding of the present

study are : Seashore (1954), Argyris (1962), Quraishi (1965) White and Hall (1970), Gorton (1971), Kavanaugh (1972), Goodworth (1973), ~~Unruh~~ (1971), Conway and Ables. (1973), Soar (1973), Sweet (1973) and Shelat (1974).

To determine the relationship between the 'Consideration' dimension of the principal and the 'Teachers' morale' another contingency coefficient of correlation was computed.

The frequencies of the two variables 'Consideration' and 'teachers' morale' were arranged in rows and columns. Table 4.37 gives a 2 x 3 contingency table, where the dimension 'consideration' is classified into two groups 'High' and 'Low', and morale categories into High, Average and Low. The expected frequencies are then calculated (within parentheses).

Table 4.37 : The Contingency Table : Consideration.

Morale Categories	Consideration Classification		
	High	Low	Total
High	6(2.50)	0(2.50)	6
Average	11(12.00)	13(12.00)	24
Low	0(1.50)	5(1.50)	5
Total	17	18	35

The Chi-square was then obtained in order to see the significance of 'C'. 'C' and chi-square (χ^2) have the relation. From the Table 4.37 the value of $C = .442$ and the value of $\chi^2 = 7.756$ with df, 2. Thus the χ^2 value is found significant

at .05 level of confidence. Hence, 'C' is significant through its relation with the χ^2 . Therefore, it is concluded that the relationship between the two variables 'Consideration' of the principal and the 'teachers Morale' is significant and positive, which means that if 'Consideration' of the principal is high, morale of the teachers will also be high, thus accepting the hypothesis that 'Consideration' on the part of the principal affects the morale of the teacher educators.

In conclusion it can be stated that if the principal's behaviour is indicative of friendship, mutual trust, respect, and warmth in the relationship between him and the members of his staff he is showing high 'Consideration' and therefore the morale of the teacher educators is also high.

Supporting the findings of the above hypothesis are the following studies: Clench (1971), Soar (1973), Ryan (1973), Hamilton (1973), Howell (1974), and Shelat (1974).

4.10 Relationship Between Climate and Effectiveness of Teacher Education Programme.

In this respect, the Hypothesis formulated is as under:

"The openness of the climate in colleges of education, in contrast to the closedness of climate leads to high effectiveness of the teacher education programme in colleges of education."

(Hypothesis IX)

The effective functioning of an institution depends upon the type of climate the organization has. An Open climate gives a permissive atmosphere for all concerned in the organization to contribute their best and make the organization effective. This statement presupposes the fact that in colleges of education in Gujarat, with an Open climate, the teacher education programme would be more effective, whereas with a Closed climate, the program would be less effective. Therefore it is hypothesised, in the present study that the openness of the climate in colleges of education in contrast to the closedness of climate, would lead to high effectiveness of the teacher education programme. And the expectation would bring out the result showing positive relationship between Open climate institutions and the effectiveness of teacher education programme in colleges of education in Gujarat.

At this stage it would be appropriate to define the terms 'Openness' and 'Closedness' used in the above hypothesis. It has been mentioned earlier in this study that the climates of the colleges of education in Gujarat were derived from the hierarchical and collegial interactions between the principal and the teachers in a college system. From this, six types of climates were obtained, viz., 'the Open climate', 'the Autonomous climate', 'the Controlled climate', 'the Familiar climate', and 'the Closed climate'. As the climates are arranged on a line of continuum with no rigid lines of demarcation, the

investigator has grouped these six climates into two groups, One group of the climates showing the "Openness" (Open, Autonomous and Controlled) and the other group showing "closedness" (Familiar, Paternal and Closed). This is also in keeping with the views of Halpin and Croft where they say:- "We have said that these climates have been ranked in respect to openness versus closedness. But we fully recognize how crude this ranking is. As is the case in most methods of ranking or scaling, we are much more confident about the climates described at each end of this listing than we are about those described in between " (Halpin, 1963).

The "openness of the climate" here refers to an environment in which teachers obtain social needs satisfaction as well as job satisfaction and enjoy a sense of accomplishment in their job. They perceive their leader as highly considerate and democratic in behaviour and hence the group members as well as the principal feel 'all of a piece', so the group enjoys a high degree of integration. Although at times an absence of active leadership mixed with average controls on the part of the principal is perceived as an element of psycho-physical hindrance.

The "Closedness of the climate" here is characterized by a considerable degree of apathy on the part of all the members of the organization. There is a lack of authenticity of behaviour. The principal constrains the emergence of leader-

ship acts from the group, although at times the paternal guardianship of the principal does not ignore the individual interest, and he is perceived as considerate in character. The group members secure neither social needs satisfaction fully nor job satisfaction stemming out from the task accomplishment to its maximum. In short the organization is not moving, it seems to be stagnant.

In such an environment there are more chances of letting the things go as they are which jeopardize the effective functioning of a college. To enumerate further, the investigator presumes that one would find some colleges of education in Gujarat State functioning more effectively while some other functioning less effectively.

With this classification in mind, the investigator has grouped the colleges of education into colleges of 'High effectiveness' and 'Low effectiveness'. This grouping is done by dividing the colleges as falling above or below the median effectiveness scores of each of the ten factors of the questionnaire 'Effectiveness of the Teacher Education Programme (the ETEP) (Appendix ~~X~~)

In the present study the effectiveness of the teacher education programme in colleges of education in Gujarat is judged by 10 criterion variables. ($F_1, F_2, F_3, F_4, F_5, F_6, F_7, F_8, F_9$ and F_{10}) which will be treated at this stage as

independent variables and the 8 dimensions of organizational climate will now be treated as dependent variables.

<u>Independent Variable</u>	<u>Dependent Variable</u>	
Effectiveness of the Teacher Education Program.	Organizational Climate Dimensions.	
F ₁ - Criteria for Admission	Disengagement	OC-1
F ₂ - Curriculum	Hinderance	OC-2
F ₃ - Teacher Educators	Esprit	OC-3
F ₄ - Physical Facilities, Audio-Visual aids, library	Intimacy	OC-4
F ₅ - Teaching techniques	Aloofness	OC-5
F ₆ - Leadership of the principal	Production Emphasis	OC-6
F ₇ - Democratic staff-student. Participation in administrative, academic decision-making	Thrust	OC-7
F ₈ - Staff professional growth.	Consideration	OC-8
F ₉ - Periodical Evaluation of the work of students and staff and their feed-back.		
F ₁₀ - Financial Adequacy and regularity.		

Testing the Hypothesis

As stated earlier the colleges of education have been classified into two groups indicating "High" and "Low" effectiveness in their teacher education programme. For testing

the hypothesis formulated in the present investigation, viz., that the colleges having 'Open' climate will be more effective than the colleges having 'closed' climate in implementing their teacher education programme, the design adopted is to test the significance of difference between the mean scores of 10 factors each ($F_1 - F_{10}$) on the effectiveness of the teacher education programme under these two classified groups (High and Low effectiveness) and the mean scores on each of the eight dimensions (Disengagement, Hindrance, Esprit, Intimacy, Aloofness, Production Emphasis, Thrust, and Consideration) organizational climate Description Questionnaire (OCDQ) respectively.

The mean score differences have been tested for significance by applying the 't' test. The formula applied with the eight dimensions (Disengagement, Hindrance, Esprit, Intimacy, Aloofness, Production Emphasis, Thrust and Consideration) on OCDQ, according to the classification of the colleges of High and Low effectiveness.

This programme was computerized for the purpose of accuracy and precision. The analysis of each variable using 't' test of significance with $df=188$ is discussed in the pages that follow :

Disengagement

In Table 4.38, the 't' values for the variable 'Disengagement' with all the 10 factors of Effectiveness of the teacher Education Programme treated separately does not show any significant relationship. Therefore, the disengagement tendency on the part of the teacher educators "not to be with it" does not influence the programme of the teacher education in Gujarat State, meaning thereby that even if the teacher educators are 'not in gear' with respect to the task at hand, it does not effect the programme of the teacher education significantly.

Hindrance

In Table 4.39, the 't' values for the variable 'Hindrance' with all the 10 factors of effectiveness of the teacher education programme treated separately does not show any significant relationship meaning thereby that the feelings of the teacher educators that the principal hinders in their work and burdens them with routine duties, committee demands, and other requirements which the teachers construe as unnecessary busy work is not significantly affecting the teacher education programme in Gujarat.

Esprit

Table 4.40 shows that 't' value for the variable "Esprit" on all the 10 factors of ETEP, treated separately. It does not indicate any significant relationship with any of the factors

Table 4.38 : The 't' Value for the Variable "Disengagement" on OCDQ and each of the 10 Factors of Effectiveness of the teacher Education Programme. df=188

Factors on effectiveness of teacher Education Programme	Group	Mean	S.D.	't' ratio	Significant level	
					at .05	at .01
F ₁	Low effectiveness	17.920	4.339	-0.873	-	-
	High effectiveness	18.471	4.324			
F ₂	Low effectiveness	18.081	4.389	-0.388	-	-
	High effectiveness	18.327	4.295			
F ₃	Low effectiveness	17.849	4.640	-1.143	-	-
	High effectiveness	18.567	4.600			
F ₄	Low effectiveness	17.573	4.344	-1.935	-	-
	High effectiveness	18.782	4.256			
F ₅	Low effectiveness	18.147	4.623	-0.217	-	-
	High effectiveness	18.284	4.036			
F ₆	Low effectiveness	18.043	4.414	-0.545	-	-
	High effectiveness	18.385	4.258			
F ₇	Low effectiveness	17.761	4.535	-1.347	-	-
	High effectiveness	18.608	4.123			
F ₈	Low effectiveness	18.154	4.501	-0.189	-	-
	High effectiveness	18.273	4.185			
F ₉	Low effectiveness	17.761	4.535	-1.347	-	-
	High effectiveness	18.608	4.123			
F ₁₀	Low effectiveness	18.253	4.372	0.117	-	-
	High effectiveness	18.179	4.307			

Table 4.39 : The 't' Value for the Variable "Hindrance" on
OCDQ and Each of the 10 Factors of Effective-
ness of Teacher Education Programme. df=188.

Factors on Effective- ness of Teacher Education Programme	Group	Mean	S.D.	't' ratio	Significant level	
					at .05	at .01
F ₁	Low effectiveness	8.341	2.584	0.744	-	-
	High effectiveness	8.039	2.954			
F ₂	Low effectiveness	8.128	2.667	-0.229	-	-
	High effectiveness	8.221	2.892			
F ₃	Low effectiveness	8.312	3.030	0.643	-	-
	High effectiveness	8.052	2.538			
F ₄	Low effectiveness	7.989	2.475	-0.883	-	-
	High effectiveness	8.347	3.036			
F ₅	Low effectiveness	8.253	3.023	0.364	-	-
	High effectiveness	8.105	2.540			
F ₆	Low effectiveness	8.032	2.486	-0.719	-	-
	High effectiveness	8.323	3.057			
F ₇	Low effectiveness	8.114	2.643	-0.299	-	-
	High effectiveness	8.235	2.914			
F ₈	Low effectiveness	8.330	3.056	0.714	-	-
	High effectiveness	8.040	2.518			
F ₉	Low effectiveness	8.114	2.643	-0.299	-	-
	High effectiveness	8.235	2.914			
F ₁₀	Low effectiveness	8.189	3.010	0.052	-	-
	High effectiveness	8.168	2.557			

Table 4.40 : The 't' Value for the Variable 'Esprit' on OCDQ and each of the 10 Factors of Effectiveness of Teacher Education Programme with df=188.

Factors of Effectiveness of Teacher Education Programme	Group	Mean	S.D.	't' ratio	Significance level	
					at .05	at .01
F ₁	Low effectiveness	28.136	4.630	0.853	-	-
	High effectiveness	27.529	5.100			
F ₂	Low effectiveness	28.151	4.589	0.874	-	-
	High effectiveness	27.529	5.122			
F ₃	Low effectiveness	27.882	4.667	0.196	-	-
	High effectiveness	27.742	5.108			
F ₄	Low effectiveness	28.708	4.611	2.407	*	-
	High effectiveness	27.020	5.005			
F ₅	Low effectiveness	28.042	4.735	0.653	-	-
	High effectiveness	27.579	5.044			
F ₆	Low effectiveness	28.138	4.937	0.915	-	-
	High effectiveness	27.490	4.837			
F ₇	Low effectiveness	28.352	4.575	1.424	-	-
	High effectiveness	27.343	5.113			
F ₈	Low effectiveness	27.681	4.662	-0.349	-	-
	High effectiveness	27.929	5.101			
F ₉	Low effectiveness	28.352	4.575	1.424	-	-
	High effectiveness	27.343	5.113			
F ₁₀	Low effectiveness	28.158	4.591	0.980	-	-
	High effectiveness	27.463	5.162			

* Significant at .05 level

on ETEP except F_4 . The value of 't' ratio is 2.407, which is significant at .05 level of confidence with df, 188. This means that the perceived behaviour of the teacher educators on "Esprit" (one dimension on OCDQ showing group behaviour) with the two categories of colleges of High and Low effectiveness is significantly related.

(Here 'Esprit' refers to morale (Halpin, 1966) of the teacher educators and F_4 refers to the library, audio-visual and other physical facilities provided to the teacher educators in colleges of education).

The difference between the mean scores of the two groups of colleges having 'high' and 'low' effectiveness on this variable is 1.688 in favour of the colleges of "low effectiveness".

This indicates that the physical facilities for common as well as personal use like staff-room, independent cabins for teachers, library facilities and other reading material for the subject areas in which the teacher educators teach, and an easy accessibility and use of the audio-visual equipments are not well planned and adequately supplied to the teachers.

Therefore, it can be concluded that it is the non-availability of the equipments as teaching aids, library resources, and other facilities which cause hindrance in accomplishing a sense of achievement among the teacher educators and thus

adversely affecting morale. Aebi's (1972) study and the Herzbergs Hygiene factors support the findings of the present study. Consequently, F_4 , is contributing to make the teacher education programme less effective.

A number of studies in India as well as in other countries have been made to investigate the morale of the teachers in schools as well as of the employees in the industrial organizations, in relation to the Herzbergs hygienic factors. The results indicate that the physical facilities, library, teaching equipments and other facilities of personal use in an organisation affect the morale of the employees, consequently affecting the achievement and the output of the organization.

The studies supporting the above findings are : Hunter (1955), Sharma (1971), Quraishi (1965), NelHavens (1973), Johnson (1973), Strickland (1973), Harap (1959), Thomas (1973), Munro (1971).

Intimacy

In Table 4.41, the 't' values for the variable 'Intimacy' with all the 10 factors of effectiveness of the teacher education programme, taken separately, does not show any significant relationship. This indicates that even though the teacher educators enjoy the friendly social relations with each other and their social needs are satisfied by the colleges of education, it does not show any significant effect on the effectiveness of the teacher education programme.

Table 4.41 : The 't' Value for the Variable "Intimacy" on OCDQ and each of the 10 Factors of Effectiveness of Teacher Education Programme. df=188.

Factors of Effectiveness on Teacher Education Programme	Group	Mean	S.D.	't' ratio	Significance level	
					at .05	at .01
F ₁	Low effectiveness	15.966	3.270	-1.322	-	-
	High effectiveness	16.588	3.206			
F ₂	Low effectiveness	16.058	3.134	-0.935	-	-
	High effectiveness	16.500	3.331			
F ₃	Low effectiveness	16.172	2.935	-0.532	-	-
	High effectiveness	16.423	3.523			
F ₄	Low effectiveness	16.427	3.211	0.506	-	-
	High effectiveness	16.188	3.281			
F ₅	Low effectiveness	16.126	2.932	-0.738	-	-
	High effectiveness	16.474	3.533			
F ₆	Low effectiveness	15.840	3.170	-1.947	-	-
	High effectiveness	16.750	3.266			
F ₇	Low effectiveness	16.250	3.142	-0.197	-	-
	High effectiveness	16.343	3.342			
F ₈	Low effectiveness	15.989	2.918	-1.270	-	-
	High effectiveness	16.586	3.505			
F ₉	Low effectiveness	16.250	3.142	-0.197	-	-
	High effectiveness	16.342	3.342			
F ₁₀	Low effectiveness	16.316	3.163	0.067	-	-
	High effectiveness	16.284	3.336			

Aloofness

In Table 4.42, the 't' values for the variable "Aloofness" on the part of the principal's behaviour and all 10 factors of effectiveness of the teacher education programme treated separately, does not show any significant relationship. This means that the formal and impersonal behaviour of the principal which is guided by the rules and policies rather than solving the situations face-to-face in an informal way does not show any significant effect on the effectiveness of the teacher Education Programme.

Production Emphasis

In Table 4.43, the 't' values for the variable "Production-Emphasis" on the part of the principal's behaviour and all the 10 factors of Effectiveness of the teacher education. Programme, treated separately does not show any significant relationship. This means that even if the Principal who believes in the Close supervision of the staff and tends to have his own way, the communication without being sensitive to the feedback from the staff makes no significant difference on the effectiveness of the teacher education programme.

Thrust

In Table 4.44, the 't' values for the variable "Thrust" on the part of the principal and all the 10 factors of

Table 4.42 : The 't' Value for the Variable "Aloofness" on OCDO and each of the 10 Factors of Effectiveness of Teacher Education Programme. df=188.

Factors of Effectiveness on Teacher Education Programme	Group	Mean	S.D.	't' ratio	Significance level	
					at .05	at .01
F ₁	Low effectiveness	17.977	3.272	-1.293	-	-
	High effectiveness	18.608	3.422			
F ₂	Low effectiveness	18.058	3.261	-0.961	-	-
	High effectiveness	18.529	3.439			
F ₃	Low effectiveness	18.258	3.376	-0.231	-	-
	High effectiveness	18.371	3.359			
F ₄	Low effectiveness	18.034	3.224	-1.087	-	-
	High effectiveness	18.564	3.471			
F ₅	Low effectiveness	18.579	3.529	1.080	-	-
	High effectiveness	18.053	3.177			
F ₆	Low effectiveness	18.383	3.486	0.272	-	-
	High effectiveness	18.250	3.247			
F ₇	Low effectiveness	17.955	3.278	-1.380	-	-
	High effectiveness	18.627	3.413			
F ₈	Low effectiveness	18.363	3.353	0.184	-	-
	High effectiveness	18.273	3.381			
F ₉	Low effectiveness	17.955	3.278	-1.380	-	-
	High effectiveness	18.627	3.413			
F ₁₀	Low effectiveness	18.516	3.500	0.820	-	-
	High effectiveness	18.116	3.218			

Table 4.43 : The 't' Value for the Variable "Production Emphasis" on OCDQ and each of the 10 Factors of Effectiveness of Teacher Education Programme. df=188.

Factors of Effectiveness on Teacher Education Programme	Group	Mean	S.D.	't' ratio	Significance level	
					at .05	at .01
F ₁	Low effectiveness	16.864	3.865	0.225	-	-
	High effectiveness	16.735	3.965			
F ₂	Low effectiveness	16.930	3.653	0.434	-	-
	High effectiveness	16.683	4.124			
F ₃	Low effectiveness	16.495	3.359	-1.036	-	-
	High effectiveness	17.082	4.371			
F ₄	Low effectiveness	17.112	3.737	1.052	-	-
	High effectiveness	16.515	4.053			
F ₅	Low effectiveness	16.895	3.558	0.352	-	-
	High effectiveness	16.695	4.248			
F ₆	Low effectiveness	16.766	3.760	-0.100	-	-
	High effectiveness	16.823	4.070			
F ₇	Low effectiveness	16.557	3.608	-0.778	-	-
	High effectiveness	17.000	4.159			
F ₈	Low effectiveness	16.846	3.406	0.173	-	-
	High effectiveness	16.747	4.338			
F ₉	Low effectiveness	16.557	3.608	-0.778	-	-
	High effectiveness	17.000	4.159			
F ₁₀	Low effectiveness	17.042	3.601	0.872	-	-
	High effectiveness	16.547	4.200			

Table 4.44 : The 't' Value for the Variable "Thrust" on OCDQ and each of the 10 Factors of Effectiveness of Teacher Education Programme. df=188.

Factors of Effectiveness of Teacher Education Programme	Group	Mean	S.D.	't' ratio	Significance level	
					at .05	at .01
F ₁	Low effectiveness	27.045	6.667	-0.506	-	-
	High effectiveness	27.520	6.251			
F ₂	Low effectiveness	26.919	6.402	-0.742	-	-
	High effectiveness	27.615	6.475			
F ₃	Low effectiveness	26.839	6.386	-0.967	-	-
	High effectiveness	27.742	6.483			
F ₄	Low effectiveness	27.573	6.604	0.548	-	-
	High effectiveness	27.059	6.304			
F ₅	Low effectiveness	27.337	6.446	0.079	-	-
	High effectiveness	27.263	6.457			
F ₆	Low effectiveness	26.628	6.832	-1.429	-	-
	High effectiveness	27.958	5.982			
F ₇	Low effectiveness	26.932	6.396	-0.732	-	-
	High effectiveness	27.618	6.482			
F ₈	Low effectiveness	26.824	6.391	-0.977	-	-
	High effectiveness	27.737	6.475			
F ₉	Low effectiveness	26.932	6.396	-0.732	-	-
	High effectiveness	27.618	6.482			
F ₁₀	Low effectiveness	27.568	6.532	0.574	-	-
	High effectiveness	27.032	6.359			

effectiveness of the teacher education programme, treated separately, does not show any significant relationship. This means that although the principal motivates the teacher educators by setting examples personally and is also viewed favourably by the teachers does not make any difference, on the effectiveness of the teacher Education Programme.

Consideration

In Table 4.45, the 't' values for the variable "Consideration" on the part of the principal's behaviour and all the 10 factors of Effectiveness of the teacher education programme, treated separately, are not significant. This means that the characteristic of the principal to be inclined towards humanistic and Psychological approach by doing something extra for them in human terms does not make any significant difference on the effectiveness of the programme of Teacher Education.

Principal's Behaviour

In Table 4.46, the 't' values between the scores of the "Principal's Behaviour" on OCDQ taken as the whole and each of the 10 factors of effectiveness of teacher education programme, each treated separately, does not show any significant relationship.

Table 4.45 : The 't' Value for the Variable "Consideration" on OCDQ and each of the 10 Factors of Effectiveness of Teacher Education Programme. df=188.

Factors of Effectiveness on Teacher Education Programme	Group	Mean	S.D.	't' ratio	Significance level	
					at .05	at .01
F ₁	Low effectiveness	14.750	3.656	-0.132	-	-
	High effectiveness	14.824	3.989			
F ₂	Low effectiveness	14.814	3.703	0.080	-	-
	High effectiveness	14.769	3.947			
F ₃	Low effectiveness	14.645	3.674	-0.508	-	-
	High effectiveness	14.928	3.985			
F ₄	Low effectiveness	15.101	4.014	1.054	-	-
	High effectiveness	14.515	3.655			
F ₅	Low effectiveness	14.947	3.640	0.567	-	-
	High effectiveness	14.632	4.021			
F ₆	Low effectiveness	14.532	3.886	-0.917	-	-
	High effectiveness	15.042	3.775			
F ₇	Low effectiveness	14.739	3.773	-0.170	-	-
	High effectiveness	14.833	3.893			
F ₈	Low effectiveness	14.714	3.605	-0.259	-	-
	High effectiveness	14.859	4.040			
F ₉	Low effectiveness	14.739	3.773	-0.170	-	-
	High effectiveness	14.833	3.893			
F ₁₀	Low effectiveness	15.116	3.847	1.176	-	-
	High effectiveness	14.463	3.803			

Table 4.46 : The 't' Value of the "Principal's Behaviour" on OCDQ and each of the 10 Factors of Effectiveness of Teacher Education Programme. df=188.

Factors on Effectiveness of Teacher Education Programme	Group	Mean	S.D.	't' ratio	Significance level	
					at .05	at .01
F ₁	Low effectiveness	76.409	13.108	-0.713	-	-
	High effectiveness	77.706	11.941			
F ₂	Low effectiveness	76.721	13.052	-0.385	-	-
	High effectiveness	77.423	12.037			
F ₃	Low effectiveness	76.237	12.556	-0.939	-	-
	High effectiveness	77.938	12.412			
F ₄	Low effectiveness	77.820	13.826	0.740	-	-
	High effectiveness	76.475	11.189			
F ₅	Low effectiveness	77.758	12.619	0.720	-	-
	High effectiveness	76.453	12.370			
F ₆	Low effectiveness	76.309	13.762	0.870	-	-
	High effectiveness	77.885	11.097			
F ₇	Low effectiveness	76.182	13.184	-0.947	-	-
	High effectiveness	77.902	11.844			
F ₈	Low effectiveness	76.747	12.410	-0.378	-	-
	High effectiveness	77.434	12.596			
F ₉	Low effectiveness	76.182	13.184	-0.947	-	-
	High effectiveness	77.902	11.844			
F ₁₀	Low effectiveness	78.242	12.939	1.258	-	-
	High effectiveness	75.968	11.962			

This indicates that the "Principal's Behaviour" of the colleges of education on the whole with its four dimensions viz., Aloofness, Production Emphasis, Thrust and Consideration on OCDQ, grouped together, does not show any significant relation in making the teacher education programme effective.

Group Behaviour

In Table 4.47, the 't' values of the "Group Behaviour" on OCDQ as one variable with all the 10 factors of Effectiveness of the teacher education programme, each treated separately, are not significant.

This indicates that the "Group Behaviour" of the teacher educators on the four dimensions of OCDQ viz., Disengagement, Hindrance, Esprit, and Intimacy grouped together does not show any significant relationship in making the teacher education programme effective.

Conclusion : An over-view of the colleges of education in Gujarat State in respect to all the eight dimensions of the OCDQ and their related differences in making the teacher education programme higher or low^{er} in effectiveness is as follows :

Table 4.47 : The 't' Value of the "Group Behaviour" on OCDQ and each of the 10 Factors of Effectiveness of the Teacher Education Programme. df=188.

Factors on Effectiveness of Teacher Education Programme	Group	Mean	S.D.	't' ratio	Significance level	
					at .05	at .01
F ₁	Low effectiveness	70.375	7.084	-0.229	-	-
	High effectiveness	70.618	7.426			
F ₂	Low effectiveness	70.430	7.041	-0.129	-	-
	High effectiveness	70.567	7.455			
F ₃	Low effectiveness	70.226	7.274	-0.519	-	-
	High effectiveness	70.773	7.257			
F ₄	Low effectiveness	70.708	6.988	0.361	-	-
	High effectiveness	70.327	7.506			
F ₅	Low effectiveness	70.579	7.229	0.140	-	-
	High effectiveness	70.432	7.311			
F ₆	Low effectiveness	70.064	7.477	-0.830	-	-
	High effectiveness	70.938	7.035			
F ₇	Low effectiveness	70.489	7.006	-0.029	-	-
	High effectiveness	70.520	7.491			
F ₈	Low effectiveness	70.165	7.308	-0.619	-	-
	High effectiveness	70.818	7.221			
F ₉	Low effectiveness	70.489	7.006	-0.029	-	-
	High effectiveness	70.520	7.491			
F ₁₀	Low effectiveness	70.926	7.429	0.800	-	-
	High effectiveness	70.084	7.884			

- (1) The dimensions of the OCDQ, viz., Disengagement, Hindrance, and Intimacy treated independently as well as combined together as a "group behaviour" does not make any significant difference in making the teacher education programme high or low in effectiveness.
- (2) One dimension on "Group Behaviour" in OCDQ, viz., 'Esprit' where the mean scores computed on the basis of colleges of 'High' and 'Low' effectiveness indicate a difference of 1.688 and the 't' ratio is 2.407, which is significant at .05 level in favour of the "low effectiveness" group.
- (3) The dimensions of the OCDQ, viz., Aloofness, Production emphasis, Thrust and Consideration, treated independently as well as combined together as "Principal's Behaviour", does not make any significant difference in making the teacher education programme High or Low in effectiveness.

Therefore, it is concluded that neither the "Openness of the climate" nor "Closedness of the climate" in the colleges of education lead to 'high' or 'low' effectiveness of the teacher education programme. It is the morale of the working group or the degree of frustration felt by the working group (Yoder and Heneman, 1958), that brings a negative effect to the programme. When the general enthusiasm of a group, its esprit-de-corps is marred, it shows its repercussions on the task performance of the group (Vance Stanlay, 1959). While

considering the simple word "morale" the meaning given in School Executive's Guide (1964) is that "morale is not an end in itself, but it is a mean of obtaining good results. Therefore if the morale of the college educators is thwarted by the absence of certain physical and task-oriented facilities its effect will be seen in the end result, i.e. lessening the effectiveness of the programme. To quote from Quraishi (1964)

"But morale is not something which can be bought or ordered or even pursued into existence. It can be created only by introducing into the work situation certain conditions which are favourable to its development."

Since the best simple indicator of morale is Esprit and Esprit as the key subtest for describing an organizational climate, where the loadings become increasingly smaller as one moves from the more Open to the more Closed climates (Halpin, 1966) it can be inferred here in the present study that since the Esprit scores are in favour of the 'Low' effectiveness of the teacher education programme indicating low morale in respect to physical facilities, library and audio-visual aids provided to the teacher educators, the Openness of the climate in colleges of education in contrast to the closedness of the climate does not lead to high effectiveness of the teacher education programme in colleges of Education. Thus the Hypothesis is accepted partly.

4.11 Bearing of Certain Morale Factors on Effectiveness
of Teacher Education Programme

Morale factors such as 'teachers' rapport with the principals', 'rapport among the teacher educators' teacher educators' job satisfaction, satisfaction with salary, satisfaction with status, satisfaction with workload, community support and pressure, the curriculum issues are presumed to have a bearing on the effectiveness of teacher education programme. This dimension is examined in this section. The following Hypotheses are formulated in this regard.

The teacher educators' rapport with the principals and the effectiveness of the teacher education programme would show a close relationship.
(Hypothesis IX)

The rapport among teacher educators would relate to the effectiveness by the teacher education programme.
(Hypothesis X)

The teacher educator's job satisfaction with salary, workload and status would show a significant relationship with effectiveness of the teacher education Programme.
(Hypothesis XII)

Community support and pressure in colleges of education would show a varying relationship with the effectiveness of the teacher education programme.

(Hypothesis XIII)

The 'Curriculum issue' factor of morale would have a significant bearing on the effectiveness of teacher education programme.

(Hypothesis XIV)

Each of these five Hypotheses would be examined serially in following pages.

Hypothesis X : It is as under :

"The teacher educators' rapport with the principals and the effectiveness of the teacher education programme would show a close relationship".

In the educational institutions a group of teachers with the principal as their leader work together in order to run the institution successfully. It is their conscious endeavour to make the existing education programme both efficient and effective. This team work on the part of the teachers and the principal makes it necessary to have a rapport established between them.

The organizational theory for educational institutions, expounded by Halpin and Croft (1966) also supports the above

statement, that it is in an organization with 'Open' climate that the functioning of an organization becomes efficient and effective. In such an organization, the teachers as well as the principal feel 'all a piece' and enjoy a high degree of of integration. The teachers obtain social need satisfaction as well as job satisfaction, and as a team, both principal and the teachers enjoy a sense of accomplishment in their jobs. This type of organizational climate enhances the productivity and the efficiency of the organization, resulting in the effectiveness of the programme which is being practised in that organization.

With the assumption, the investigator has formulated the above Hypothesis in the present study, namely, that the teacher educators' rapport with the principals and the effectiveness of the teacher education programme would show a close relationship. The expected result, obviously, would be that there is a relationship between the two.

To test the above Hypothesis in the present investigation, the 't' test technique was applied to test the significance of the difference between "teacher educators' rapport with the principal" and each of the ten factors of "Effectiveness of the Teacher Education Programme", treated separately.

The programme was computerized. The results obtained are shown in the Table 4.48.

Table 4.48 : The 't' Value for "Teacher Education Rapport with the Principals" on each of the 10 Factors of Effectiveness of the Teacher Education Programme With. df 188.

Factors of Effectiveness of Teacher Education Programme	Group	Mean	S.D.	't' ratio	Significance level	
					at .05	at .01
F ₁	Low effectiveness	63.739	12.296	0.119	-	-
	High effectiveness	63.520	13.032			
F ₂	Low effectiveness	63.500	12.856	0.120	-	-
	High effectiveness	63.721	12.563			
F ₃	Low effectiveness	65.032	12.277	1.509	-	-
	High effectiveness	62.268	12.944			
F ₄	Low effectiveness	65.573	12.692	2.010	-	-
	High effectiveness	61.901	12.451			
F ₅	Low effectiveness	64.958	12.302	1.459	-	-
	High effectiveness	62.284	12.943			
F ₆	Low effectiveness	63.021	13.431	0.645	-	-
	High effectiveness	64.208	11.906			
F ₇	Low effectiveness	64.352	12.805	0.738	-	-
	High effectiveness	62.990	12.569			
F ₈	Low effectiveness	64.242	12.361	0.647	-	-
	High effectiveness	63.051	12.972			
F ₉	Low effectiveness	64.352	12.805	0.738	-	-
	High effectiveness	62.990	12.569			
F ₁₀	Low effectiveness	65.116	12.126	1.634	-	-
	High effectiveness	62.126	13.073			

Comparing the 't' values shown in the Table 4.48, the variables "teacher educators' rapport with the principal" and each of the 10 factors of effectiveness of the teacher education programme, the result indicates a statistically significant relationship on F-4 (Physical facilities, Library, Audio-visual aids), while with other factors it does not show any significant relationship with the effectiveness of the teacher education programme.

With the two categories of colleges having "High" and "Low" effectiveness on the teacher education programme on factor-4, the value of 't' ratio is 2.010 which is significant at .05 level of confidence with df, 188. This means that the variable "teacher rapport with the principal" is positively related with Factor-4 (physical facilities, Library and Audio-visual aids) on the effectiveness of the teacher education programme.

However, the difference between the mean scores of the two groups (Higher and Low effectiveness) on Factor-4 is 3.672 which is significant at .05 level of confidence in favour of the 'Low' effectiveness. Therefore, the relationship of "The teacher educators' rapport with the principal" on Factor-4 is significantly related with 'Low' effectiveness of the colleges programme.

This indicates that the physical facilities provided to the teacher educators, as well as the library and other reading

resources needed by the teachers and the accessibility of audio-visual aids and teaching equipments to the teacher educators are neither supplied adequately nor its distribution well organized, which is showing its impact towards the low effectiveness of the teacher education programme in Gujarat.

Therefore, the Hypothesis of the study that "teacher educators' rapport with the principal and the effectiveness of the teacher education programme" would show a close relationship is only partly not accepted i.e. with Factor-4 of the tool on 'Effectiveness of the Teacher Education Programme'.

This partly accepted part of the hypothesis is doubly confirmed by the present investigation on the Hypothesis, where the 't' value tested between 'Esprit' as one dimension of organizational climate and F-4 (Physical facilities, Library and Audio-visual aids) on the ten factors of Effectiveness of Teacher Education Programme, show a significant relationship at .05 level of confidence, which indicates that the morale of the teacher educators is down as far as the availability and accessibility of the reading material in the library and audio-visual aids and other facilities of personal use are provided by the colleges is concerned.

In conclusion, it can be stated that on the whole the teacher educators' rapport with the principal and the effectiveness of the teacher education programme does not show a

significant relationship with the excepting of factor-4 of ETEP on the low effectiveness of the programme. Therefore teacher educators' rapport with the principal does not contribute to make the teacher education programme effective, Specifically, because of the policy adopted by the principals for the use of the library and other reading materials and audio-visual equipments. Certain physical facilities of personal use are also not provided. This relationship between the teacher educators and the principal in the colleges of education is jeopardizing the morale of the teacher educators and hence the 'low' effectiveness of the teacher education programme in Gujarat.

Watkin's study (1969) supports the findings of the present study by showing Teacher-Principal rapport negatively correlated with organizational effectiveness. Howell (1974) and Hamilton (1973) are also supporting the above findings. (Coohe, 1965, Ryan 1973).

Hypothesis XI : It is as under :

"The rapport among teacher educators would relate to the effectiveness of the teacher education programme".

One strong human characteristic found in man is the desire to be continuously associated with his fellows. The social

scientists also emphasize the fact that an individual in an organization is not an isolated individual forming a casual congregation. He is a part of the group and the group is the whole of this part. The colleges of education are also a social organization where the interaction of the members of the teaching group is a natural phenomenon. How effective the interaction is and how well the rapport is established among them will depend to a considerable extent upon the opportunity the teachers get to know each other, sit together and talk in their free time, and meet while working together. Such an opportunity of communication develops a feeling of awareness and sensitively to the needs of others, respect for others and togetherness for the purpose which is common to all.

Such a rapport established among teachers strengthens the force behind the group to accomplish the goals and purposes for which the organization is meant. This socially cohesive and cooperative characteristic of the group also enhances the group morale. Thus, upholding each other's morale, together they will make an effort to see that the educational programme adopted in their college also runs effectively and successfully.

With this assumption the investigator has formulated the above hypothesis that the "rapport among the teacher educators would be related to the effectiveness of the teacher education programme" adopted in the colleges of education in Gujarat.

Table 4.49 gives the 't' values for "rapport among teacher educators" on each of the 10 factors of the effectiveness of the teacher education programme.

While comparing the 't' values given in the table between the variable "rapport among teacher educators" and each of the 10 factors on "effective of teacher education programme", the result indicates that there is a significant relationship on F_4 , F_5 and F_{10} , while on the other factors viz., F_1 , F_2 , F_3 , F_6 , F_7 , F_8 and F_9 do not show any significant relationship with the variable "effectiveness of teacher education programme".

(i) Rapport Among Teacher Educators and F_4 on ETEP.

With the two categories of the colleges having "High" and "Low" effectiveness on F_4 , the 't' ratio is 3.248, which is significant at .01 level of confidence. This means that the variable "rapport among teacher educators" is positively related to F_4 .

However, the difference between the mean scores of the two groups (high and Low effectiveness) on F_4 is 2.815, which is in favour of the low effectiveness group. Therefore the "rapport among teacher educators" on F_4 is significantly related to the colleges of 'low' effectiveness of the teacher education programme.

Table 4.49 : The 't' Value for "Rapport Among Teachers Educators" on each of the 10 Factors of Effectiveness of the Teacher Education Programme with df, 188.

Factors of Effectiveness on Teacher Education Programme	Group	Mean	S.D.	't' ratio	Significance level at	
					.05	.01
F ₁	Low effectiveness	43.909	5.376	1.134	-	-
	High effectiveness	42.902	6.672			
F ₂	Low effectiveness	44.151	5.249	1.612	-	-
	High effectiveness	42.721	6.699			
F ₃	Low effectiveness	44.129	5.420	1.688	-	-
	High effectiveness	42.639	6.654			
F ₄	Low effectiveness	44.865	5.484	3.248	-	**
	High effectiveness	42.050	6.356			
F ₅	Low effectiveness	44.516	5.671	2.628	-	**
	High effectiveness	42.221	6.346			
F ₆	Low effectiveness	43.947	6.165	1.293	-	-
	High effectiveness	42.802	6.036			
F ₇	Low effectiveness	44.216	5.239	1.786	-	-
	High effectiveness	42.637	6.715			
F ₈	Low effectiveness	44.066	5.433	1.514	-	-
	High effectiveness	42.727	6.638			
F ₉	Low effectiveness	44.216	5.239	1.786	-	-
	High effectiveness	42.637	6.715			
F ₁₀	Low effectiveness	45.011	5.746	3.835	-	**
	High effectiveness	41.726	6.055			

This finding indicates that there is something missing in the formulation as well as the execution of the policy regarding the supply and distribution of the library, audio-visual equipments and providing facilities for personal use like independent cabins, work rooms, staff room etc., made by the principals of the colleges of education. Such a situation is either not giving the opportunity to the teacher educators to meet each other more frequently and establishing a rapport among them or the unfair distribution and availability of the books and other equipments for teaching purposes is brewing a feeling of discord and discontentment on the part of the teacher educators, consequently affecting the rapport among teacher educators negatively.

The finding of the present study in this Hypothesis also indicates the related finding (Table 4.48) where the result indicates that the rapport between the teacher educators and the principal tilt towards the less effectiveness of the programme on F_4 .

Therefore, it can be safely stated here that F_4 is not only negatively affecting the teacher education programme in establishing rapport between the teacher educators and the principal but also rapport among teachers in the colleges of education in Gujarat.

In conclusion, the Hypothesis that "the rapport among teacher educators would relate to the effectiveness of the

teacher education programme" is, therefore, accepted.

The research studies of Schein (1965), Seashore (1965), Ables and Conway (1973), Heck (1973), Chatterjee (1972), Argyris (1962), Wick and Begg (1971), Clough (1971), Soar (1973), Sayles (1958) are some of the studies emphasizing the interpersonal competence and organizational effectiveness, bearing some similarity or the other with the present finding.

(2) Rapport Among Teacher Educators and F_5 on the ETEP

(F_5 refers to teaching techniques applied by the teacher educators for theory, practice Teaching, tutorials, demonstration lessons, lesson planning, supervision work, and the evaluation in colleges of education in Gujarat.)

With the two categories of the colleges having "High" and "Low" effectiveness on F_5 , the 't' ratio is 2.268, which is significant at .01 level of confidence. This means that the variable "rapport among teacher educators" is positively related to F_5 .

However, the difference between the mean scores of the two groups (High and Low effectiveness) on F_5 is 2.295 in favour of the low effectiveness. Therefore the "rapport among teacher educators" on F_5 is significantly related to "Low" effectiveness of the teacher education programme.

At this juncture, it would be pertinent to elaborate a little on the nature of the work the teacher educators do in the colleges of education of Gujarat before any further interpretation or inferences are enumerated.

(a) In all the colleges of education, lecture method is adopted by all the teacher educators for the respective courses taught by them. However for practice teaching, tutorials, demonstration lessons, lesson planning, supervision work and evaluation the work load is distributed among the teachers in the ratio of 1: 10 which is prescribed by the universities in Gujarat. Thus, the groups are formed with the purpose of organization of work and efficiency and effectiveness of the teacher education programme. In this situation the possibility of occurrence would be that the teachers in charge of the respective groups would tend to get so engrossed with their work and the group that the chances of meeting, talking and sharing with their colleagues would be lessened, and the opportunity of communication which develops a feeling of awareness and sensitivity to the needs of others and togetherness will be minimized.

(b) Left with the sole responsibility of the group, in respect of lesson planning, supervision and evaluation and tutorials, there could be a tendency on the part of the teacher educators to lax, at times, which instead of bringing

efficiency and the effectiveness to the programme could make it less effective and less efficient.

(c) The techniques applied for teaching and supervision could be both up-to-date as well as "I did it in my days" used by the teacher educators which may or may not prove very effective as far as the total programme of teacher education is concerned.

With all the three possibilities of occurrence associated with the nature of the work of the teacher educators in the colleges of education to arrive at a conclusion that the "rapport among teacher educators" is related to the 'low effectiveness' of the teacher education programme is quite obvious.

In the present study the result indicates that the teaching technique adopted in the colleges of education are towards the less effectiveness and are effecting the rapport/established among the the teacher educators.

Therefore, the Hypothesis formulated above that the "rapport among teacher educators would relate to the effectiveness of the teacher education programme is accepted.

(3) Rapport Among Teacher Educators and F_{10} on ETEP

(F_{10} - refers to Financial Adequacy and Regularity adopted in the colleges of education)

With the two categories of the colleges having 'High' and 'Low' effectiveness on F_{10} , the 't' ratio is 3.835, which is significant at .01 level of confidence. This means that the variable "rapport among teacher educators" is positively related to F_{10} .

However, the difference between the mean scores of the two groups (High and Low Effectiveness) on F_{10} is 3.285 in favour of the low effectiveness. Therefore, the rapport among teacher educators on F_{10} is significantly related to low effectiveness of the teacher education programme.

The result indicates that the financial adequacy and regularity adopted in the colleges of education is related to the rapport established among the teacher educators on the low effectiveness of the programme of the teacher education colleges.

In conclusion it can be stated that :

The rapport among teacher educators is related to the low effectiveness of the teacher education programme with :

- (a) significant positive relation at .01 level of confidence with F_4 (Physical facilities, Library and Audio-visual aids) on the "Low Effectiveness" of the college of education programme.
- (b) significant positive relation at .01 level of confidence with F_5 (teaching techniques).

- (c) significant positive relation at .01 level of confidence with F_{10} (Financial adequacy and Regularity).

Hypothesis XII : It reads as under :

"The teacher educators' job satisfaction, satisfaction with salary, work load and status would show a relationship with the effectiveness of the teacher education programme."

The term 'satisfaction' as used here is more or less synonymous with 'contentment'. It should not be taken to include such additional concepts as agreement with institutional objectives or the feeling that institutional environment is upto the individual's standards of technical or professional adequacy. The sense of 'contentment' here is a satisfaction which results from the absence of role-personality conflicts i.e. the individual is not required to do anything he does not want to do. In the present terms, satisfaction may be said to be a function of the congruence, between individual needs and institution expectations.

In college the teachers take up their jobs with two different kinds of expectations. First, the desire and expectation to have responsibilities, achievements and an interest in their work. But, secondly, they also like to be recognized for their efforts and to be praised for their work. The attainment of these aspirations and expectations produce a feeling of

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satisfaction. The lack of attainment, or the frustration of these objectives causes people to be dissatisfied with their jobs.

Therefore, job satisfaction is here regarded as the composite of attitudes of the teacher educators towards their job. But the concept of job satisfaction is a many faceted one. Therefore in the Hypothesis given above the investigator, has, as well, included some of the other facets of satisfaction such as satisfaction with salary, work load and the status which the teacher educators expect from the colleges of education.

With the Hypothesis stated above, it is expected that the teacher educator's satisfaction with their job, salary, work load and status would show a relationship with the effectiveness of the teacher education programme.

For the purpose of analysis and interaction each of the four facets i.e. job, salary, work load and status are taken separately.

(A) Teacher Educators' Job Satisfaction

Comparing the 't' values shown in Table 4.50, the variables "teachers' job satisfaction" and each of the 10 factors of effectiveness of teacher education programme", the result indicates a statistically significant relationship

Table 4.50: The 't' Value for "Teacher Educators Job Satisfaction With Teaching", on each of the 10 Factors of Effectiveness of the Teacher Education Programme, with df, 188.

Factors of Effectiveness on Teacher Education Programme	Group	Mean	S.D.	't' ratio	Significance level at	
					.05	.01
F ₁	Low effectiveness	67.761	8.024	0.252	-	-
	High effectiveness	67.461	8.320			
F ₂	Low effectiveness	69.070	7.389	2.281	-	**
	High effectiveness	66.385	8.603			
F ₃	Low effectiveness	67.806	8.035	0.341	-	-
	High effectiveness	67.402	8.323			
F ₄	Low effectiveness	68.663	7.438	1.693	-	-
	High effectiveness	66.663	8.685			
F ₅	Low effectiveness	68.389	8.198	1.336	-	-
	High effectiveness	66.811	8.097			
F ₆	Low effectiveness	69.074	7.623	2.497	-	**
	High effectiveness	66.156	8.456			
F ₇	Low effectiveness	68.761	7.330	1.832	-	-
	High effectiveness	66.598	8.735			
F ₈	Low effectiveness	68.077	8.135	0.771	-	-
	High effectiveness	67.162	8.208			
F ₉	Low effectiveness	68.761	7.330	1.832	-	-
	High effectiveness	66.598	8.735			
F ₁₀	Low effectiveness	67.968	7.717	0.621	-	-
	High effectiveness	67.232	8.614			

on F_2 and F_6 , where F_2 refers to Curriculum and its impact on the students and F_6 refers to "leadership of the principal"; Other factors of effectiveness of teacher education programme i.e. F_1 , F_3 , F_4 , F_5 , F_7 , F_8 , F_9 and F_{10} the relationship has no significant value.

(1) Teachers' Job Satisfaction and F_2 on ETEP

With the two categories of colleges having 'high' and 'Low' effectiveness of the teacher education programme on Factor 2, the value of 't' ratio is 2.281 which is significant at .01 level of confidence with df, 188. This means that the variable "job satisfaction" is positively related with F_2 (Curriculum) on the effectiveness of the teacher education programme.

However, the difference between the mean scores of the two groups (High and Low) on Factor-2 is 2.685 which is in favour of the low effectiveness. Therefore, the relationship of the "teacher educators' on job satisfaction" on Factor-2 (Curriculum) is significantly related with low effectiveness of the teacher colleges programme.

This indicates that the whole attitude of the teacher educators towards their job as far as the implementation of the Curriculum and its effective impact on the students is concerned is not satisfactory. For example, the students' orientation

towards library and their reading habit, the idea of seminar and workshops for group mental exercise, practice of teaching to provide opportunity to implement theory into practice, and on the whole modifying the value system and attitudes among students, the purpose with which the curriculum of the teacher education programme is outlined and implemented, is not giving job satisfaction and a sense of achievement has not been fulfilled by the teacher educators in Gujarat. It lessens the effectiveness of the teacher education programme.

Therefore, the first part of the Hypothesis of the present study that "the teacher educators job satisfaction would show a relationship with the effectiveness of the teacher education programme is not rejected". However, the relationship is shown on the less effectiveness.

(2) Teachers' Job Satisfaction and F_6 on ETEP

(F_6 refers to the Leadership of the Principal in the colleges of education)

With the two categories of colleges having 'High' and 'Low' effectiveness of the teacher education programme of Factor 6, the value of 't' ratio is 2.497 which is significant at .01 level of confidence with df, 188. This means that the variable "job satisfaction" is positively related with F_6 (leadership of the principal) on the effectiveness of the teacher education programme.

However, the difference between the mean scores of the two groups (High and Low) on Factor 6 is 2.918 which is in favour of the "Low" effectiveness group. Therefore the relationship of the "teacher educators' job satisfaction" on Factor 6 (leadership of the principal) is significantly related with 'low' effectiveness of the teacher education programme.

This indicates that the principals' leadership with respect to staff involvement in academic decision-making, creating an academic atmosphere, distributing the responsibilities to the staff members according to their experience and training and other human factors satisfying social needs of the teacher educators is not encouraging and job satisfying in the colleges of Education in Gujarat. There is much need of academic orientation, staff involvement in academic decision-making, team work, fair distribution of choiced subjects, and less of routine administrative work.

(B) Teacher Educator's Satisfaction With Salary

Comparing the 't' values shown in Table 4.51, the variables "Teacher educators satisfaction with salary" and each of the 10 factors of "Effectiveness of the teacher education programme", the result indicates a statistically significant relationship on F_3 , F_7 and F_9 . With other factors it does not show any significant relationship.

Table 4.51 : The 't' Value for "Teacher Salary" on each of the 10 Factors of Effectiveness of the Teacher Education Programme, with df, 188.

Factors of Effectiveness on Teacher Education Programme	Group	Mean	S.D.	't' ratio	Significance level at	
					.05	.01
F ₁	Low effectiveness	21.136	3.862	1.126	-	-
	High effectiveness	20.441	4.545			
F ₂	Low effectiveness	21.221	3.922	1.355	-	-
	High effectiveness	20.385	4.479			
F ₃	Low effectiveness	21.462	4.063	2.246	*	-
	High effectiveness	20.093	4.329			
F ₄	Low effectiveness	21.742	3.951	3.046	-	**
	High effectiveness	19.901	4.329			
F ₅	Low effectiveness	21.295	4.122	1.735	-	-
	High effectiveness	20.232	4.322			
F ₆	Low effectiveness	20.787	4.341	0.077	-	-
	High effectiveness	20.740	4.171			
F ₇	Low effectiveness	21.511	3.986	2.281	*	-
	High effectiveness	20.118	4.375			
F ₈	Low effectiveness	21.187	4.003	1.321	-	-
	High effectiveness	20.374	4.442			
F ₉	Low effectiveness	21.511	3.986	2.281	*	-
	High effectiveness	20.118	4.375			
F ₁₀	Low effectiveness	21.274	4.100	1.665	-	-
	High effectiveness	20.253	4.348			

- F_3 - refers to teacher educators and their academic activities
- F_4 - refers to physical facilities, library and audio-visual aids
- F_7 - refers to democratic staff and student participation in administrative and academic decision making
- F_9 - refers to periodical evaluation of the work of the students and staff and their feedback.

B-(1) Teacher Educators' Satisfaction with Salary and F_3 on ETEP

With the two categories of colleges having 'High' and 'Low' effectiveness of the teacher education programme on F_3 , the value of 't' ratio is 2.246, which is significant at .05 level of confidence with df, 188. This means that the satisfaction in relation to 'salary' is positively related with F_3 (Teacher educators and their academic activities) on the effectiveness of the teacher Education Programme.

However, the difference between the mean scores of the two groups (High and Low) on Factor 3 is 1.369 in favour of the low effectiveness. Therefore the relationship on the teacher educators' satisfaction on salary is significantly related with the low effectiveness of the teachers' education programme in colleges of education in Gujarat.

This indicates that the variety of jobs in which the teacher educators are involved and are expected to do during the period of their employment in colleges of Education does not give them significant satisfaction in terms of the salary they are paid.

In Gujarat state a teacher educator teaching in a college affiliated to a University is employed on a pay scale of Rs.300-25-600-40-700 which is not satisfactory compared to the number of hours of work put in each day. During a certain part of the year when the practice teaching is carried on, the teacher educators go to the respective teaching schools in the morning and supervise the lessons taught by the student-teachers throughout the school working hours. Besides, the checking of lesson plans along with discussion and guidance given to the teacher trainees individually, is an extra time devoted by the teacher educators. Thus, a major part of the day is spent in preparing for and supervising the practice teaching lessons of the student-teachers.

With this "round the clock" nature of work and the pay scale adopted by the colleges of education under the University regulations is not satisfactory and therefore the mean difference of the scores between the "Teacher educators" salary and the Effectiveness of the teacher education programme is tilted towards the low effectiveness of the programme.

Therefore, the Hypothesis formulated above that "teacher educators satisfaction with salary" would show a relationship with effectiveness of the teacher education programme is not rejected. However, it can be stated in conclusion that the teacher educators are not satisfied with the salary paid in colleges of education in Gujarat State, resulting in low effectiveness of the teacher education Programme.

B-(2) Teacher Educators Satisfaction With Salary and F_4 on ETEP
(Table 4.51)

With the two categories of colleges having 'High' and 'Low' effectiveness of the teacher education programme on F_4 , the value of 't' ratio is 3.046 which is significant at .01 level of confidence with df, 188. This means that the satisfaction in relation to the salary in colleges of education is positively related with F_4 (Physical facilities, Library and Audio-visual aids) on the Effectiveness of the teacher education Programme.

However, the difference between the mean scores of the two groups (High and Low) on Factor-4 is 1.841 in favour of the low effectiveness. Therefore the relationship of the teacher educators' satisfaction on 'Salary' is significantly related with the low effectiveness of the programme in colleges of education in Gujarat.

Similar results are also found in the present study while dealing with the Hypothesis relating to "teacher rapport with the principal" and also Hypothesis on a "rapport among teacher educators" on effectiveness of the teacher education programme.

This indicates that the Library and reading facilities, audio-visual aids and equipments and other physical facilities of personal and common use are lacking in the colleges of Education in Gujarat.

In order to do their job effectively, expenses on books and other teaching aids pinch on the pockets of the teachers who can hardly make the bare necessities meet with the small pay packet they receive every month.

B-(3) Teacher Educators Satisfaction with Salary and F_7 on ETEP
(Table 4.51)

With the two categories of colleges having 'High' and 'Low' effectiveness of the teacher education programme on F_7 , the value of 't' ratio is 2.81, which is significant at .05 level of confidence with df, 188. This means that the satisfaction in relation to the "Salary" in colleges of education, is positively related with F_7 , (Democratic staff and student participation in administrative and academic decision making), on the effectiveness of the teacher education programme.

However, the difference between the mean scores of the two groups (High and Low) on Factor-7 is 1.393 in favour of the low effectiveness. Therefore, the relationship of the teacher educators' satisfaction on 'salary' is significantly related with the 'Low' effectiveness of the programme in colleges of education in Gujarat.

This means that there is a relationship between the teacher educators' satisfaction with salary and democratic staff and student participation in administrative and academic decision-making indicating the status difference of the teacher educators and their salary by which senior teachers have more participation in decision-making than the junior teachers.

B-(4) Teacher Educators Satisfaction with Salary and F_0 on ETEP
(Table 4.51)

With the two categories of colleges having 'high' and 'low' effectiveness of the teacher education programme on F_0 , the value of 't' ratio is 2.281, which is significant at .05 level of confidence with df, 188. This means that the satisfaction in relation to the "salary", in colleges of education, is positively related with F_0 . (Periodical evaluation of the work of students and staff and their feed-back) on the effectiveness of the teacher education programme.

However, the difference between the mean scores of the

two groups (High and Low) on Factor-9 is 1.393 in favour of the 'Low' effectiveness. Therefore the relationship of the teacher educators' satisfaction on salary is significantly related with the 'Low' effectiveness of the programme in colleges of education in Gujarat.

This indicates that the periodical evaluation of the work of students and staff is not acting as an incentive for the teachers in terms of increments or raises in the pay packets of the teacher educators. No extrinsic factor in the job satisfaction is being used by the colleges.

(C) Teacher Educators' Satisfaction With Status

Comparing the 't' values shown in Table 4.52, the variables "teacher satisfaction with status" and each of the 10 factors of "effectiveness of the teacher education programme", the result indicates a statistically significant relationship on F_4 , F_7 and F_9 . With other factors it does not show any significant relationship.

F_4 - Physical facilities, Library and Audio-Visual aids.

F_7 - Democratic Staff-student Participation in administrative and academic decision-making.

F_9 - Periodical evaluation of the work of students and staff and their feedback.

Table 4.52 : The 't' Value of "Teacher Educators Status",
on each of the 10 factors of Effectiveness
of the Teacher Education Programme, with
df,188.

Factors of Effective- ness on Teacher Education Programme	Group	Mean	S.D.	't' ratio	Significance level at	
					.05	.01
F ₁	Low effectiveness	24.250	3.448	0.356	-	-
	High effectiveness	24.039	4.535			
F ₂	Low effectiveness	24.523	3.490	1.195	-	-
	High effectiveness	23.817	4.467			
F ₃	Low effectiveness	24.570	3.667	1.444	-	-
	High effectiveness	23.722	4.381			
F ₄	Low effectiveness	25.067	3.801	3.030	-	**
	High effectiveness	23.317	4.122			
F ₅	Low effectiveness	24.421	3.565	0.965	-	-
	High effectiveness	23.853	4.500			
F ₆	Low effectiveness	24.372	3.716	0.791	-	-
	High effectiveness	23.906	4.376			
F ₇	Low effectiveness	24.909	3.685	2.468	*	-
	High effectiveness	23.471	4.263			
F ₈	Low effectiveness	24.198	3.446	0.198	-	-
	High effectiveness	24.081	4.568			
F ₉	Low effectiveness	24.909	3.685	2.468	*	-
	High effectiveness	23.471	4.263			
F ₁₀	Low effectiveness	24.505	3.685	1.253	-	-
	High effectiveness	23.768	4.390			

C-(1) Teacher Educator's Satisfaction With Their Status and
F₄ on ETEP

With the two categories of colleges having 'High' and 'Low' effectiveness of the teacher education programme on F₄, the value of 't' ratio is 3.030, which is significant at .01 level of confidence with df, 188. This means that the satisfaction in relation to "status" is positively related with F₄ (physical facilities, library and audio-visual aids) on the effectiveness of the teacher education programme.

The difference between the mean scores of the two groups (high and low) on F₄ is 1.750 in favour of the Low effectiveness. Therefore, the relationship of the teacher educator's satisfaction on "Status" is significantly related with the low effectiveness of the teacher education programme in colleges of education in Gujarat.

This indicates that as far as the use of library books, audio-visual equipments and gadgets are concerned, the policy formulated and expected by the principal is making a differentiation among the teacher educators on the basis of their status. Perhaps the senior teachers have more easy and free accessibility with regard to these facilities in comparison to the younger and junior staff members. This also throws light on the relationship of the principal and the rapport established between him and his colleagues. The result of the hypothesis relating to "teacher educators' rapport with the principal" and effectiveness

of the teacher education programme indicated the significant relationship between the two variables but on the low effectiveness group. Therefore, it can be concluded here that it is the principal's relationship with the teacher educators biased by the seniority and juniority of the teachers status that the teacher educators are conscious of their status, and consequently not satisfied with it.

Thus, the Hypothesis that "the teacher educators' satisfaction with their status" and effectiveness of the programme would show a relationship is not rejected. It can be stated here in conclusion that the teacher educators are not satisfied with their status in the colleges of education in Gujarat.

C-(2) Teacher Educators' Satisfaction with Their Status and F_7 on ETEP

With the two categories of colleges having 'High' and 'Low' effectiveness of the teacher education programme on F_7 , the value of 't' ratio is 2.468, which is significant at .05 level of confidence with df, 188. This means that the satisfaction in relation to "Status" is positively related with F_7 (Democratic staff-student participation in administrative and academic decision-making) on the effectiveness of the teacher education programme.

The difference between the mean scores of the two groups (High and Low) on F_7 is 1.438 in favour of low effectiveness group. Therefore, the relationship of the teacher educators satisfaction on "Status" is significantly related with the low effectiveness of the teacher education programme in colleges of Education in Gujarat.

This indicates that, in respect to democratic staff-student participation in administrative and academic decision-making, the difference in the status of the teacher educator is showing its influence. In matters of the administrative and academic decision-making, the senior teachers "say" is more recognized than of the junior teachers. This differentiation made by the principal is not an effective leadership given to the junior teacher educators. The result of this Hypothesis at an earlier stage has shown (Table 4.51) that the teacher educators' satisfaction with their job has a significant relation with ($F-6$) the leadership of the principal tilting towards the low effectiveness.

Therefore, it can be concluded that differentiation made by the principal with regard ^{to} democratic staff-student participation in administrative and academic decision making among the teacher educators status-wise would ~~relate~~ and the effectiveness of the teacher education programme is not rejected. However, the satisfaction in status is making the programme less effective.

C-(3) Teacher Educators' Satisfaction With Their Status
and F_9 on ETEP

With the two categories of colleges having 'High' and 'Low' effectiveness of the teacher education programme on F_9 , the value of 't' ratio is 2.468, which is significant at .05 level of confidence with df, 188. This means that the satisfaction in relation to "Status" is positively related with F_9 (Periodical evaluation of the work of students and staff and their feed-back) on the effectiveness of the teacher education programme.

The difference between the mean scores of the two groups (High and Low) on F_9 ^{is} 1.438, in favour of the low effectiveness group. Therefore, the relationship of the teacher educators satisfaction on "Status" is significantly related with the low effectiveness of the teacher education programme in colleges of education in Gujarat.

This indicates two things :

- (1) The periodical evaluation of the work of students made by the senior teachers is given more weightage than the periodical evaluation of the students made by the junior teachers, thus bringing in the difference of status among the teacher educators.
- (2) The periodical evaluation of the work of the teacher

educators by the principal is not indicative of any feedback by way of appraisal and recognition for the efforts. The expectation on the part of the teacher educators that their efforts will be recognized and their work would be praised is covered up by the senior teacher who is perhaps the man to shoulder the main responsibility.

Thus it can be concluded that teacher educators' satisfaction of "status" is positively related with effectiveness of the teacher education programme by making it less effective.

(D) Teacher Educators' Satisfaction with Work Load

Comparing the 't' Values shown in Table 4.53, the variables "Teacher Satisfaction with work load" and each of the 10 factors of Effectiveness of the Teacher Education Programme, The result indicates that -

The value of 't' is not significant on any of the factors of Effectiveness of Teachers Education Programme. This indicates that the distribution of the work load does not show any significant relationship to the Effectiveness of the teacher education programme.

"Teacher load" here means such matters as record keeping, clerical work, principal's demand on lectures' time, extra curricular load, and keeping up-to-date professionally. Therefore, it can be concluded that the work of the teacher educators is not

Table 4.53 : The 't' Value of "Teacher Work Load" on Each of the 10 Factors of Effectiveness of the Teacher Education Programme, with df, 188.

Factors of Effectiveness on Teacher Education Programme	Group	Mean	S.D.	't' ratio	Significance level at	
					.05	.01
F ₁	Low effectiveness	34.455	5.539	0.695	-	-
	High effectiveness	35.020	5.634			
F ₂	Low effectiveness	34.640	5.483	0.265	-	-
	High effectiveness	34.856	5.688			
F ₃	Low effectiveness	35.011	5.665	0.610	-	-
	High effectiveness	34.515	5.521			
F ₄	Low effectiveness	35.202	5.387	1.030	-	-
	High effectiveness	34.366	5.748			
F ₅	Low effectiveness	34.874	5.599	0.285	-	-
	High effectiveness	34.642	5.593			
F ₆	Low effectiveness	34.766	5.244	0.020	-	-
	High effectiveness	34.750	5.923			
F ₇	Low effectiveness	34.920	5.505	0.372	-	-
	High effectiveness	34.618	5.673			
F ₈	Low effectiveness	34.747	5.654	0.025	-	-
	High effectiveness	34.768	5.545			
F ₉	Low effectiveness	34.920	5.505	0.372	-	-
	High effectiveness	34.618	5.673			
F ₁₀	Low effectiveness	34.789	5.659	0.078	-	-
	High effectiveness	34.726	5.535			

loaded but fairly distributed for all the professional and extra curricular activities.

Hypothesis XIII : It is as under :

"Community support and pressure at colleges of education would show a relationship with the effectiveness of the teacher education programme."

In Tables ^{4.55} 4.54 given on the next pages, the value of 't' is not significant on any of the factors of effectiveness of the teacher education programme. This means that the 'community support and pressure at colleges does not show any significant relationship to any of the 10 factors of the effectiveness of the teacher education programme.

'Community support of education' here refers to the extent to which the society understands and is willing to support a sound educational programme and 'community pressure' refers to giving the special attention to the community's expectations with respect to the teacher's personal standards, his participation in the outside activities and his freedom to discuss controversial issues in the classroom.

The Hypothesis in this study, that 'Community support' and 'community pressure' would show a relationship with the effectiveness of the teacher education programme is, therefore, rejected.

Table 4.54: The 't' Value for "Community Support" on each of the 10 Factors of Effectiveness of the Teacher Education Programme, with df.188.

Factors on Effectiveness of the Teacher Education Programme	Group	Mean	S.D.	't' ratio	Significance level at	
					.05	.01
F ₁	Low effectiveness	15.455	2.884	0.441	-	-
	High effectiveness	15.255	3.292			
F ₂	Low effectiveness	15.616	3.016	1.087	-	-
	High effectiveness	15.125	3.170			
F ₃	Low effectiveness	15.581	3.224	1.015	-	-
	High effectiveness	15.124	2.982			
F ₄	Low effectiveness	16.135	3.339	1.618	-	-
	High effectiveness	15.376	3.121			
F ₅	Low effectiveness	15.463	3.168	0.513	-	-
	High effectiveness	15.232	3.049			
F ₆	Low effectiveness	15.585	2.948	1.045	-	-
	High effectiveness	15.115	3.246			
F ₇	Low effectiveness	15.773	3.111	1.765	-	-
	High effectiveness	14.980	3.065			
F ₈	Low effectiveness	15.429	3.131	0.345	-	-
	High effectiveness	15.273	3.091			
F ₉	Low effectiveness	15.773	3.111	1.765	-	-
	High effectiveness	14.980	3.065			
F ₁₀	Low effectiveness	15.463	3.231	0.513	-	-
	High effectiveness	15.232	2.982			

Table 4.55 : The 't' Value for "Community Pressure" on each of the 10 Factors of Effectiveness of the Teacher Education Programme, with df=188.

Factors on Effective- ness of the Teacher Education Programme	Group	Mean	S.D.	't' ratio	Significance level at	
					.05	.01
F ₁	Low effectiveness	14.727	2.687	0.385	-	-
	High effectiveness	14.873	2.508			
F ₂	Low effectiveness	15.023	2.478	1.057	-	-
	High effectiveness	14.625	2.672			
F ₃	Low effectiveness	14.849	2.573	0.230	-	-
	High effectiveness	14.763	2.612			
F ₄	Low effectiveness	15.157	2.521	1.771	-	-
	High effectiveness	14.495	2.616			
F ₅	Low effectiveness	14.926	2.510	0.644	-	-
	High effectiveness	14.684	2.669			
F ₆	Low effectiveness	15.085	2.461	1.480	-	-
	High effectiveness	14.531	2.689			
F ₇	Low effectiveness	14.875	2.516	0.344	-	-
	High effectiveness	14.745	2.645			
F ₈	Low effectiveness	14.989	2.492	0.939	-	-
	High effectiveness	14.636	2.672			
F ₉	Low effectiveness	14.875	2.566	0.344	-	-
	High effectiveness	14.745	2.615			
F ₁₀	Low effectiveness	14.884	2.294	0.420	-	-
	High effectiveness	14.726	2.860			

This indicates that the 'Community pressure and support' in making the teacher education programme effective is not felt at all by the teacher educators.

The finding in the present study can possibly be explained by the fact that there is no special involvement of the community, as such, with the colleges of education. The colleges are either managed by the private management or are attached to the universities as Department of Education. The way in which the community is involved in running the schools and colleges in eastern countries especially in the U.S.A. is absent in India. Although, in certain colleges with private management, there are people of influence and status, who are involved in the management do influence the colleges of Education.

Hypothesis XIV :

The 'Curriculum issue' would show a relationship to the effectiveness of the teacher education programme.

The term 'Curriculum issues' used in the present study means that the curriculum implemented in colleges of education solicits teacher reactions to the adequacy of the college programme in meeting the teacher trainees' needs, in providing for individual differences and preparing them for effective teachers for secondary schools.

With this approach it is hypothesised that the 'curriculum issues' would show a relationship with the effectiveness of the teacher education programme. Table 5.56 showing the 't' value for 'Curriculum Issues on each of the 10 factors of Effectiveness of the Teacher Education Programme, df.188.

Comparing the 't' values shown in the Table 4.56 the variables 'Curriculum issues' and each of the 10 factors of the 'effectiveness of the teacher education programme' the result indicates a statistically significant relationship on F_1 , F_2 , F_3 , F_4 , F_7 and F_9 respectively. Where -

- F_1 - refers to the criteria for admission adopted in the colleges of education
- F_2 - refers to the implementation of the curriculum, its effect on the students value system and attitudes.
- F_3 - refers to the teacher educators, their professional and academic activities and contribution to the education programme
- F_4 - refers to the physical facilities, audio-visual aids and library
- F_7 - refers to the democratic staff and student participation in administrative, academic decision-making.
- F_9 - Periodical Evaluation of the work of the students and staff and their feedback.

Table 4.56 : The 't' Value for "Curriculum Issues" on Each of the 10 Factors of Effectiveness of the Teacher Education Programme, with df, 188.

Factors on Effectiveness of the Teacher Education Programme	Group	Mean	S.D.	't' ratio	Significance level at	
					.05	.01
F ₁	Low effectiveness	14.534	2.241	2.248	*	-
	High effectiveness	13.676	2.911			
F ₂	Low effectiveness	14.558	2.111	2.318	*	-
	High effectiveness	13.673	2.976			
F ₃	Low effectiveness	14.495	2.326	2.165	*	-
	High effectiveness	13.670	2.882			
F ₄	Low effectiveness	14.787	2.003	3.588	-	**
	High effectiveness	13.446	2.983			
F ₅	Low effectiveness	14.389	2.403	1.080	-	-
	High effectiveness	13.758	2.853			
F ₆	Low effectiveness	14.340	2.684	1.376	-	-
	High effectiveness	13.813	2.603			
F ₇	Low effectiveness	14.682	2.092	2.999	-	**
	High effectiveness	13.549	2.963			
F ₈	Low effectiveness	14.374	2.338	1.501	-	-
	High effectiveness	13.798	2.892			
F ₉	Low effectiveness	14.682	2.092	2.999	-	**
	High effectiveness	13.549	2.963			
F ₁₀	Low effectiveness	14.421	2.342	1.818	-	-
	High effectiveness	13.726	2.896			

Here the term "Curriculum Issues" used in the present study means that the curriculum implemented in colleges of Education, solicits teacher reactions to the adequacy of the College Programme in meeting the student needs, in providing for individual differences and in preparing teacher trainees for effective teachers for Secondary Schools.

With this approach it is hypothesised that the "Curriculum issues" would show a relationship with the Effectiveness of the teacher Education Programme.

For the purpose of interpretation and better comprehension of the picture that would evolve out of the results obtained, each factor of effectiveness would be taken separately as follows :

(1) 'Curriculum Issues' and F_1 on ETEP

With the two categories of colleges having 'High' and 'Low' effectiveness on F_1 , the value of 't' ratio is 2.248, which is significant at .05 level of confidence with df.188. This means that the variable 'Curriculum Issues' is positively and significantly related with F_1 (criteria for admission) and the effectiveness of the teacher education programme.

However, the difference between the mean scores of the two groups (High and Low) on Factor-1 is .858, which is in favour of the 'Low' effectiveness. Therefore, the relationship between the 'Curriculum Issues' and the 'Criteria for admission' in the Colleges of education in Gujarat is significantly related on the 'Low' side of effectiveness.

This indicates that although the curriculum adopted in colleges of education is adequate in meeting the student teachers need, providing for individual differences and preparing them for efficient trained teachers for secondary schools, the criteria for admission formulated are making the education programme 'low' in effectiveness.

(2) 'Curriculum Issues' and F_2 on ETEP

Comparing the two categories of 'High' and 'Low' effectiveness on F_2 , the value 't' ratio is 2.318 which is significant at .05 level of confidence with df.188. This means that the variable 'Curriculum issues' is positively and significantly related with F_2 (curriculum) on the effectiveness of the teacher education programme.

However, the difference between the mean scores of the two groups (High and Low) on Factor-2 is .885, which is in favour of the 'Low' effectiveness. Therefore, the relationship between the 'curriculum issues' and the 'curriculum', 'its implementation and end result', in the colleges of education in Gujarat is significantly related on the 'Low' side of effectiveness.

This means that although the curriculum outlined for colleges of education is meeting the needs of the student-teachers and preparing them for professional career as teachers, the method of imparting the courses and training is not effective in changing the value system and attitude of the teacher trainees and therefore the teacher education programme is weighing more on the side of the 'Low' effectiveness of the programme.

(3) 'Curriculum Issues' and F_3 on ETEP

Comparing the two categories of 'High' and 'Low' effectiveness on F_3 , the value of 't' ratio is 2.165, which is

significantly at .05 level of confidence with df 188. This means that the variable 'Curriculum issues' is significantly related with F_3 (teacher educators) on the effectiveness of the teacher education programme.

However, the difference between the mean scores of the two groups (High and Low) on Factor-3 is .825 which is in favour of the 'Low' effectiveness. Therefore the relationship between the 'Curriculum issues' and 'Teacher educators' in the colleges of education in Gujarat is significantly related on the 'Low' side of effectiveness.

This indicates that although the curriculum adopted in colleges of education is well throughout and meeting the needs and expectations of the teacher-trainees for their professional training as teachers, the activities of the teacher educators in these colleges are not very much academic and professionally oriented, therefore, perhaps, the teacher education programme is more on the less effectiveness of the programme.

(4) 'Curriculum Issues' and F_4 on ETEP

Comparing the two categories of 'High' and 'Low' effectiveness on F_4 , the value of 't' ratio is 3.588 which is significant at .01 level of confidence, with df.188. This means that the variable 'Curriculum issues' is significantly related with F_4 (physical facilities, library and audio-visual aids) on the effectiveness of the teacher education programme.

However, the difference between the mean scores of the two groups (High and Low) on factor 4, is 1.341, which is in favour of the 'Low' effectiveness. Therefore, the relationship between the 'Curriculum Issues' and 'physical facilities, library and audio-visual aids' in the colleges of education in Gujarat is significantly related on the 'Low' side of effectiveness.

This result indicates that although the curriculum which is adopted in the colleges of Education is ~~an~~ balanced the teaching facilities like reading material and books in the library, teaching aids and audio-visual and other equipments which enhances, the effective teaching are not provided adequately in the colleges of education, therefore, instead of making it run effectively it is making it 'low' effective.

(5) 'Curriculum Issues' and F_7 on ETEP

Comparing the two categories 'High' and 'Low' effectiveness on F_7 , the value of 't' ratio is 2.999, which is significant at .01 level of confidence with df 188. This means that the variable 'Curriculum issues' is significantly related with F_7 (democratic staff and student participation in administrative and academic decision-making) on effectiveness of the teacher education programme.

However, the difference between the mean scores of the two

groups (High and Low) on F_7 is 1.133, which is in favour of the 'Low' effectiveness. Therefore, the relationship between the 'curriculum issues' and 'teacher educators' in the colleges of education in Gujarat is significantly related on the 'Low' side of effectiveness.

This means that the purpose with which the curriculum is formulated and adopted i.e. an attempt to bring out a change in the value systems and attitude of the teacher-trainees and preparing them for teaching in a democratic country like India is not being fulfilled. The democratic staff and student participation in administrative and academic decision making is not being practised, therefore, the effectiveness of the teacher education programme in colleges of education in Gujarat is towards the 'Low' effectiveness.

(6) 'Curriculum Issues' and F_9 on ETEP

Comparing the two categories 'High' and 'Low' effectiveness on F_9 , the value of 't' ratio is 2.999 which is significant at .01 level of confidence with df. 188. This means that the variable 'Curriculum issues' is significantly related with F_9 (periodical evaluation of the work of the students and staff and their feed-back) on effectiveness of teacher education programme.

However, the difference between the mean scores of the two groups (High and Low) on F_9 is 1.133, which is in favour of the 'Low' effectiveness. Therefore, the relationship between the 'Curriculum issues' and 'periodical evaluation of the work of the students and staff and their feed-back' in colleges of education, in Gujarat, is significantly related on the 'Low' side of effectiveness.

The result here indicates that with a well thought out curriculum, specifically aimed at fulfilling the goals and objectives of the teacher education programme the periodical evaluation of the work of the teacher trainees and the teacher educators, to bring about improvements in the existing teacher education programme, is not being done effectively. Therefore, the relationship between the two variables is on the 'low' side of effectiveness.

4.12 Morale of Teacher Educators in Relation to Certain Independent Variables.

It may be recalled that one of the conclusions of the present study drawn earlier that it is the morale of teacher educators rather than any other variables which contribute wholesomely to the effectiveness of teacher education programme. Therefore, the investigator has deemed it appropriate : to examine 'teacher morale' in relation to some independent variable such as urban-rural background of the teacher educators and

the number of years' experience they possess. This constitutes the fabric of Hypothesis XVI and Hypothesis XVII respectively.

Hypothesis XVI

It is hypothesised that there would be a significant difference in morale between teacher educators with an urban background and the teacher educators with rural background.

In this study, the investigator assumes that the teacher educators coming from an urban background would have higher morale than the teachers coming from the rural background because with an urban up-bringing there are more opportunities for receiving education in colleges with exposure to richer academic life. Also, living in an urban society, perhaps, they have better socio-economic status of the family. All these factors give an urban orientation to the teachers which develops confidence in them and kindles in them a desire to achieve bigger and better things in life and to be more competent, whereas, the teacher educators coming from rural background may be less exposed to both academic and social life of the urban civilization.

Therefore, in the present study it is Hypothesised that there would be a significant difference in morale between teacher educators with urban background and rural background.

Therefore, in the present study it is Hypothesised that there would be a significant difference in morale between teacher educators with urban background and rural background.

To test the significance of difference between the morale of the teacher educators with urban and rural background, the 't' test technique was applied.

The formula applied to find out the value of 't' is :

$$t = \frac{M_1 - M_2}{\sqrt{\frac{\sigma^2}{N_1} + \frac{\sigma^2}{N_2}}}$$

Table 4.57 : The Value of 't' on the Urban and Rural Groups.

Group	Mean	S.D.	't' Ratio	Level of Sig.
Urban	321.001	42.79	.97	X
Rural	317.746	6.34		

The value of 't' (.97) is not significant with df=228. Therefore, the hypothesis is rejected.

This means that the urban or rural background of the teacher educators does not contribute or affect the morale of the teacher educators in colleges of education in Gujarat.

This is some what contrary to the finding of some researches reported in the Encyclopedia of Educational Research (1955) .

In one study it was found that geographical districts, ancestral patterns, family culture, social stratification and cleavages affect the morale.

Hypothesis XVII

Here, it is hypothesised that morale would be positively related with the number of years of teaching experience of the teacher educators.

In this study, it was assumed by the investigator that as the teacher educators would show a seniority with the increase in number of years of service put-in in a college, they would also show an increase in the morale scale. With this assumption the present Hypothesis is formulated.

To find out the correlation between the two variables, 'morale' and 'teaching experience', a contingency coefficient of correlation was applied. In order to do this, four groups of the variable 'teaching experience' were made on a class interval of 5, The first group showing 0-5 years of teaching experience, second, 6-10, third 11-15 and the fourth 16 years and above. The frequencies under each of these groups were then tabulated and regrouped under the 'morale' score categories of High, Average and Low for the same sample of population.

To compute the contingency coefficient of correlation

between the two variables 'morale' and 'teaching experience' a contingency Table 4.58 was prepared by arranging the frequencies into rows and columns.

Table 4.58 : Contingency Table : Morale and Teaching Experience.

Morale Categories	Teaching Experience in years				Total
	0-5	6-10	11-15	16- Above	
High	33 (32.861)	17 (18.90)	9 (8.21)	4 (3.01)	63
Average	61 (62.60)	42 (36.00)	11 (15.65)	6 (5.73)	120
Low	26 (24.52)	10 (14.10)	10 (6.13)	1 (2.24)	47
Total	120	69	30	11	230

Table 4.58 is a 4 x 3 contingency table, where the frequencies of the variable 'teaching experience' are grouped into four groups and the morale frequencies into three, High, Average, and Low. From the observed frequencies the expected frequencies are calculated (in parentheses).

χ^2 was obtained to see the significance of 'C'. The formula showing the relationship of 'C' to Chi-square was applied.

From the table, the value of C = .174

the value of $\chi^2 = 7.183$ with df, 6.

The χ^2 value is not significant hence 'C' is not significant through its relation with the χ^2 . Therefore, it can be concluded that there is no relationship between 'Morale' and the teaching experience of the teacher educators in colleges of Education in Gujarat. Thus the hypothesis that 'Morale would be positively related with the number of years of teaching experience of the teacher educators' is rejected.

The result of the finding is supplemented by a study conducted at the M.Ed. level by Shukla (1973), investigating the teachers morale in high schools of Baroda. The study has shown that the teachers' morale is independent of the teaching experience.

However, Bender (1972) and Gubser (1970) indicate significant relationship between teachers morale and teaching experience.

4.13 Background Data of Teacher Educators and the Climate of their Colleges of Education.

Before concluding the present chapter on analysis and interpretation of the data, the investigator would like to try to relate some background data she could collect about teacher education to organizational climate types of the colleges of education in Gujarat. The last Hypothesis No. XVIII has been formulated to this end.

The Hypothesis reads as follows :

"The background data of the teacher educators would vary according to the organizational climate to which they belong".

(Hypothesis XVIII)

The Table 4.59 given on the next page seeks to relate some bio-data of the teacher educators in Gujarat Colleges of Education with six climate categories.

(1) Urban-Rural Up-Bringing

Comparing the urban and rural up-bringing of the teacher educators under the six climate categories, it is seen from the table that in all the six categories of organizational climate a higher percentage of the teacher educators have their upbringing in the urban rather than rural areas, and a lower percentage comes from the rural areas. However, a fairly high percentage (45 per cent) of rural background is found in the colleges with 'Paternal Climate'.

(2) Professional and Academic Background

The professional and academic background of the teacher educators under each of the six climate categories indicates a good qualified staff on the colleges of education in Gujarat. On an average 80 per cent of the professionally trained teacher educators are employed in colleges having Familiar, Open, Controlled, Closed and Autonomous climates. This indicates that

Table 4.59 : Bio-data of the Teacher Educators According to Climate Category.
(Figures indicate percentages)

Climate category	Urban	Rural	Professional qualification Academic Ph.D.	Teaching Experience (Yrs.) School College	Foreign Leadership visits	Leadership	Status	Motivation	Academic Ambition		
8 Open	81	19	94	2	9	5	6	38	9	6	52
4 Autonomous	64	36	67	3	10	4	8	25	-	-	45
3 Controlled	85	15	85	7	13	8	7	36	-	-	60
3 Familiar	59	41	95	50	10	11	15	27	9	9	50
3 Paternal	55	45	55	15	7	6	5	5	5	10	50
14 Closed	82	12	82	18	8	6	9	20	3	12	45

there is not much of difference between the teacher educators as far as their academic and professional qualification is concerned. Sixteen per cent of the teachers also have their doctorate degrees in education out of which the highest fall under the 'Familiar' climate (50 per cent). However, under the 'Paternal' Climate, the colleges have the lowest percentage (55 per cent) of the teacher educators professionally well qualified.

(3) Teaching Experience

The teaching experience^{of} the teacher educators both at school and college level indicates an average of 21 years under the 'Familiar' and 'Controlled' climate categories whereas in the other climate categories, it ranges from 13 to 14 years. Therefore it can be concluded that in all the climate categories of colleges, the range of teaching experience is 13-14 years.

(4) Foreign Visit

(A) The teacher educators who have been to other countries for further studies or teaching experience is the highest under 'Familiar' climate category (15 per cent). In other climate categories, it is below ten per cent.

(5) Leadership experience

(5) The leadership experience in the administrative side of the college that the teacher educators have show the highest (38 per cent) in the 'Open' climate category, and the lowest (5 per cent) under 'Paternal' climate.

(6) Motivation

The descriptions of the motivation given by the teacher educators with which they have joined the colleges of education show a number of motivating factors like security, chance of advancement, good working conditions, chance to serve society, work with young people, prestige, personal satisfaction, social contacts and others. For the convenience of calculation the only emphasis placed by the investigator in this study, is on status factor, money or economic security and the academic ambition. More than 50 per cent of the teacher educators have joined colleges of education with an academic ambition. Some of the sampled responses given by the teacher educator - for example, ^{are} 'to prepare good teachers for the country', 'interested in teaching profession', 'to be in touch with academic life', and 'to serve society' etc., etc.

On the whole, the picture that evolves out of the bio-data given by the teacher educators in colleges of education in Gujarat, does not show any marked difference under the six climate categories, with the exception that under 'Paternal' climate there are more teacher educators with rural background. This is quite relevant to their rural cultural orientation where paternal and authoritarian characteristic dominates.

Under 'Familiar' climate the percentages for each of the bio-data stands out: such as more or less equal combination of urban, rural background, highest academic, professional qualified staff, maximum number of years of teaching experience, highest

percentage of teachers who have been abroad, a good percentage showing leadership background and motivation to be teacher educators.

Thus, the Hypothesis is not rejected - it stands in some dimensions in more degree, in some less degree.

4.14 Conclusion

It would be seen that the present study has yielded some crucial data on teachers' colleges and their programme in Gujarat.

In 1973, there were 40 colleges of education having the provision of either B.Ed. degree programme or a programme leading to the diploma in Basic education. These teachers' training institutions at the Secondary school stage have manifested all climate and categories on the climate continuum - the highest percentage (37.29) of colleges having Closed climate at one end, and the next highest position (22.75 %) going to Open climate at the other end. On the morale scores, the standing of teacher educators' is largely in the average category which accounts for as high as 68.58 per cent of cases, with 14.28 per cent belonging to the 'high' category and 17.14 per cent to 'low' category. The leadership behaviour patterns of college principals is distributed on the four patterns in the following order, the HH Pattern 40.00 per cent, the LL Pattern 31.44 per cent, the HL Pattern 17.14 per cent and the LH Pattern 11.42 per cent.

Some other significant facts about relationship between climate of the colleges of education and morale of teacher educators have been brought to light. For instance, it is found that the colleges of education with 'Open' climate have a high percentage of teacher educators, on their staff having 'average' morale and in colleges with 'Closed' climate, teacher educators tend to manifest low morale.

The study has thrown some significant light on some of the factors affecting the effectiveness of teacher education programme in colleges of education in Gujarat. For instance, it is found that the disengagement tendency on the part of teacher educators does not materially affect the effectiveness of the teacher education programme. Similarly, the hindrance on the part of college principals in the work of the teacher educators also does not appear to be affecting the effectiveness of the programme. However, it is seen that non-availability of instructional materials and aids and inadequate physical facilities does affect seriously the effectiveness of the teacher education programme. Therefore, it becomes a crucial commitment on the part of the State Board of Teacher Education, State Government of Education and Professional Association of Teacher Educators to see that colleges of education are better equipped in the physical plant and in instructional materials and aids.

The crucial conclusion of the study is that staff morale

in colleges of education in Gujarat, tends towards being of 'average' category and physical facilities and instructional materials and aids in them are far from being satisfactory. Any programme of improving the effectiveness of teacher education programme in Gujarat should carefully provide for improvement and enrichment in these vital facets.

The next chapter, which is also the last chapter in this research report, will be devoted to conclusion and suggestions.