

CHAPTER - 5

MAJOR FINDINGS AND IMPLICATIONS

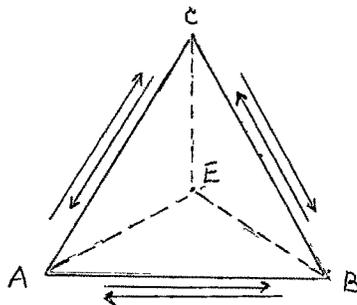
---

- 5.1 Introduction
- 5.2 The Major Findings
- 5.3 Implications
- 5.4 Suggestions for Improving Teacher  
Education Programme in Colleges of  
Education in Gujarat.
- 5.5 Conclusion

### 5.1 Introduction

In the preceding chapters a detail<sup>ed</sup> account of the purpose, related review of research studies and literature, methodology, analysis and interpretation of the present study on "Organizational Climate and Teachers' Morale of the Colleges of Education in Gujarat State" has been dealt with. This chapter covers the major findings and the implications of the study.

Thus far, the results have indicated that the effective functioning of an educational programme is the resultant of the three important variables, viz., (1) the climate of the colleges, (2) morale of the teacher/educators, and (3) the leadership of the principals. Each variable is of equal importance and of great significance like the three sides of an equilateral triangle. The effectiveness of the programme of teacher education depending upon the inter-acting result of the three variables ABC, the centre point of the triangle E, is also equidistant, pointing out that none of <sup>the</sup> three variables is less or more important in making the teacher education programme effective.



Therefore, while giving a detailed account of the colleges of education in Gujarat based on the major findings of the present study, the inter-dependence and inter-relationships of the three variables will be invariably shown, with a hope that a clear and comprehensive picture of the colleges in respect to organizational climate, teacher morale, leadership behaviour of the principal and the resultant impact of the three variables on the effectiveness of the teacher education programme in colleges of education will also evolve.

The first part of the present chapter will give the major findings. In the second part the discussion and implication will be organized on the four components of the present investigation, viz.,

- (1) Organizational climate
- (2) Teachers' morale
- (3) Leadership behaviour of the principal
- (4) Effectiveness of the Teacher Education Programme.

## 5.2 The Major Findings :

The results of the present investigation are summarized below in relation to the four major components of the research, viz., (a) organizational climate of the colleges of Education, (b) the teachers' morale, (c) the leadership behaviour patterns and (d) effectiveness of the teacher Education programme and

other related variables like Urban-rural background of the teacher educators, years of teaching experience, and the background data of the teachers. The summary of the results is as follows:

Major Findings :

- (1) Organizational climate and teachers' morale in colleges of education in Gujarat State is positively and significantly correlated at .01 level of confidence with 10 degrees of freedom.
- (2) Colleges having a "tendency towards openness" of the climate (Open, Autonomous and Controlled Climate categories) show a significant relationship with the morale scores of the teachers on nine factors of morale (the PTO) viz., teacher rapport with the principal, (.01 level), satisfaction with teaching (.01 level), rapport among teachers (.01 level), teacher salary (.01 level), teacher work load (.01 level), teacher status (.05 level), community support (.01 level), college facilities and services (.01 level), and community pressures (.05 level). However, on "curriculum issues" the morale scores do not show any significant relationship.
- (3) The morale of the teacher educators under 'Familiar' and 'Paternal' climate categories is average.

- (4) The morale of the teacher educators under the 'Closed' climate category is below average touching the low category of morale.
- (5) The teacher educators' morale and the leadership behaviour of the principal in college of education is positively and significantly related at (.05) level of confidence.
- (6) Both organizational climate and leadership behaviour of the principal affect morale of the teacher educators.
- (7) The morale of the teacher educators and the initiating structure of the principal are positively and significantly related at .05 level of confidence.
- (8) The morale of the teacher educators and the "consideration" behaviour of the principal are positively and significantly related at .05 level of confidence.
- (9) There is no significant difference in morale of teacher educators with an urban background and those with rural background.
- (10) Morale of the teacher educators is not significantly related with the number of years of teaching experience of the teacher educators.
- (11) The "Openness of climate" in contrast to the "Closedness of the climate" does not lead to "High' or "Low" effectiveness of the teacher education programme in colleges of education in Gujarat. Applying the 't' test technique

on the eight dimensions of OCDQ and 10 factors of ETEP the results show that -

- (a) 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.
  - (b) However, only one dimension on group behaviour in the OCDQ, viz., "Esprit, indicates a difference of 1.688 and 't' ratio is 2.407 which is significant at .05 level of confidence in favour of the "low effectiveness" group.
  - (c) The dimension 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.
- (12) The teacher educators' rapport with the principals (on the PTO) and the effectiveness of the teacher education programme show a significant relationship at .05 level of confidence on  $F_4$  of the ETEP (physical facilities, library and audio-visual aids) on the low effectiveness of the teacher education programme.

- (13) The rapport among teacher educators (on the PTO) 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) on the low effectiveness group.
  - (c) Significant positive relation at .01 level of confidence with  $F_{10}$  (financial adequacy and regularity), on the low effectiveness group.
- (14) Teacher's job satisfaction (on the PTO) is related to the low effectiveness of the teacher education programme on  $F_2$  (curriculum) and  $F_6$  (leadership of the principal) in colleges of education at .01 level of confidence and at .01 level of confidence respectively.
- (15) Teacher's salary (on the PTO) is related to the low effectiveness of the teacher education programme with :
- (a) significant positive relation at .05 level of confidence with  $F_3$  (teacher educators and their academic activities).

- (b) significant positive relation at .01 level of confidence with  $F_4$  (physical facilities, library and audio-visual aids).
  - (c) significant positive relation at .05 level of confidence with  $F_7$  (democratic staff and student participation in administrative and academic decision-making).
  - (d) significant positive relation at .05 level of confidence with  $F_9$  (periodical evaluation of the work of the students and staff and their feedback).
- (16) Teacher educators status (on the PTO) 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).
  - (b) significant positive relation at .05 level of confidence with  $F_7$  (democratic staff and student participation in administrative and academic decision-making).
  - (c) significant positive relation at .05 level of confidence with  $F_9$  (periodical evaluation of the work of students and staff and their feedback).
- (17) Teacher educator's satisfaction with workload (on the PTO) does not show any significant relationship with any of the factors of effectiveness of teacher education programme (the ETEP).

- (18) The community support and pressure (on the PTO) at colleges of education does not show any significant relationship with any of the factors of effectiveness of teacher education programme.
- (19) The "curriculum issues" (on the PTO) is related to the low effectiveness of the teacher education programme with :
- (a) significant positive relation at .05 level of confidence with  $F_1$  (criteria for admission adopted in the colleges of education).
  - (b) significant positive relation at .05 level of confidence with  $F_2$  (the implementation of curriculum, its effect on the student value system and attitudes).
  - (c) significant positive relation at .05 level of confidence with  $F_3$  (teacher educators, their professional and academic activities, and contribution to the education programme).
  - (d) significant positive relation at .01 level of confidence with  $F_4$  (physical facilities, audio-visual aids and library).
  - (e) significant positive relation at .01 level of confidence with  $F_7$  (democratic staff and student, participation in administrative, academic decision-making).

(f) significant positive relation at .01 level of confidence with  $F_9$  (periodical evaluation of the work of the students and staff and their feedback).

(20) The background data of the teacher educators in colleges of education in Gujarat does not show any marked difference under the six climate categories. However, more teacher educators have rural background under 'Paternal' climate. Under the Familiar type climate the percentage for highest academic and professionally qualified staff, years of teaching experience, experience of study and teaching abroad, with leadership background and motivation to be teachers are indicated.

These are the major findings of the present study.

### 5.3 Implications

At this stage an attempt will be made to give an overall picture of the present study based on the major findings of the investigation and bring out, wherever possible, the implication for improvement of the college of education in Gujarat. The discussion will be organized on the four components of the present investigation viz.,

- (1) Organizational climate of colleges of education
- (2) Teachers' morale
- (3) Leader behaviour patterns of the principal
- (4) Effectiveness of the Teacher Education programme.

(1) Organizational Climate of Colleges of Education

The major finding of the present study is that 37.29 per cent of the colleges of education in Gujarat state have 'Closed' organizational climate and 22.75 per cent have 'Open' climate. However, intermediate types of climates are also existing; like Autonomous 14.25 per cent, controlled 8.57 per cent, Familiar 8.57, per cent and Paternal 8.57 per cent.

The present finding relating to the colleges of education in Gujarat State is very much similar to the research findings of Sharma, Buch and Rai (1972), Patel (1974) and Shelat (1974) conducted at the school level in the state of Gujarat. The comparison confirms that a large number of schools and colleges in Gujarat state have 'Closed' climate followed by the 'controlled' type of climate in predominance.

The similarity between the findings of the present study and the above mentioned studies is quite evident from the Table 5.1 given on the next page.

The results significantly indicate the authoritative and controlled pattern of educational organizations in schools and colleges in Gujarat with culturally oriented society to authority and control.

However, it is not an ideal situation. A closed system attains entropy, if no material enters or leaves it.

Table 5.1 : Comparative Picture of Organizational Climate Yielded by the Present Study and Other Previous Studies. (Figures indicate percentages).

| Climate    | Present study | Study by Sharma, Buch & Rai(1972) in Gujarat | Study by Patel, (1974) South Gujarat | Study by Shelat,(1974) Baroda Dist. |
|------------|---------------|--|--------------------------------------|-------------------------------------|
| Open       | 22.75         | 21   | 13                                   | 19                                  |
| Autonomous | 14.25         | 12   | 10                                   | 15                                  |
| Controlled | 8.57          | 19   | 17                                   | 17                                  |
| Familiar   | 8.57          | 9  | 15                                   | 7                                   |
| Paternal   | 8.57          | 16   | 22                                   | 14                                  |
| Closed     | 37.29         | 23   | 23                                   | 28                                  |

(Bertalanffy, 1950). Similarly a college system with a Closed climate begins to stagnate. The morale of the teachers goes down and with it the efficiency and effectiveness of the whole teacher education programme.

The colleges of education hold a crucial place in the whole system of education, because on these colleges depend the very future of our country. It is the total 'feel' and the 'atmosphere' of the college which either enhances or thwarts the functioning of the group. How effective the teacher education programme is, will have its repercussions on the teacher trainees who will be teaching in the schools and giving education to the

pupils who are the citizens of tomorrow. Therefore a definite and conscious effort on the part of the teacher education colleges is needed to improve the organizational climate of their institutions. It is a big challenge, no doubt. To bring about this drastic change, that is to move from the 'Closed' type of organizational climate to the 'Open' type, the responsibility falls both on the teachers and the principals of the colleges of education in Gujarat along with their college managements.

In order to bring about these changes, it would be worthwhile to bear in mind the characteristics of Closed climate and Open climate and to identify which kinds of group behaviours and leadership behaviours should be brought about so that more of Openness and less of Closedness would result in the colleges of education in Gujarat.

The Closed climate marks a situation in which the teachers obtain little satisfaction in respect to either task-achievement or psychological satisfaction.

The teachers are highly disengaged in the work of the colleges. They do not work well together, Esprit is at nadir, consequently, group achievement is minimal and there is low job satisfaction as well as social-need satisfaction. The salient bright spot that appears to keep the teachers in the college is that there is little intimacy among the teachers.

In such a closed academic, as well as social environment it is speculated that the turn-over rate in the sense of teacher educators changing their colleges would be high, unless of course, the teachers are too old to move rapidly to another job, or are detained by the attraction of a retirement system, or the jobs are not readily available in other teachers' colleges.

The principal is ineffective in directing the activities of the teachers, and at the same time he is not inclined to look out for their personal welfare. He is highly aloof. He sets up rules and regulations about how things should be done and these rules are usually arbitrary. Hard work is emphasised but he himself possess little thrust and lack in motivating the teachers by setting a good personal example. Often, he is not genuine in his actions because what he says and what he does are two different things. He is not concerned with the social needs of the teachers. He is rather low in consideration. He expects everyone else to take the initiative, yet he does not give them the freedom to perform whatever leadership acts are necessary. Moreover, he himself, does not provide adequate leadership for the group. This climate characterizes an organization for which the best prescription is radical surgery (Halpin, 1966).

Whereas in the Open climate institutions, the situation is quite the opposite of closed climate. There is an atmosphere

of openness not only in the academic work but in the social and psychological aspect of work. Teachers enjoy high esprit and they work well together without complaints and griping. The group members enjoy friendly relations with each other without being too intimate. They obtain considerable job satisfactions and are sufficiently motivated to overcome difficulties and frustrations. They get the incentive to work things out and to keep the organization 'moving'. Further more, the teachers are proud to be associated with their college.

The principal's policies facilitate the teacher's accomplishment of their tasks. There is integration between his own personality and the role he is required to play. In this respect his behaviour can be viewed as genuine. Not only does he set an example by working hard himself, but depending upon the situation, he can also criticize the action of the teachers and go out of his way to help a teacher. He possess personal flexibility by controlling and directing the activities of others or show compassion in satisfying the social needs of individual teachers. He is not aloof, nor <sup>are</sup> the rules or procedures which he sets up inflexible and impersonal. He does not have to emphasize production nor does he need to monitor the teacher's activities closely, because, the teachers do work willingly and cooperatively.

He does not do all the work himself because he has the ability to let appropriate leadership acts emerge from the

teachers. Although he controls the situation, he clearly provides leadership to the staff (Halpin, 1966).

With such a liberal and optimistic atmosphere of the Open climate the above description emphasises the leader behaviour in which improvements need to be brought about in order to bring "openness" in the climate of colleges of education in Gujarat. The morale of the teachers individually as well as a group, and the morale of the principal as the group leader needs to be boosted up. If more involvement on the part of the teachers is brought about by giving them opportunity of leadership and responsibility with equal freedom to initiate and execute the activities planned, their morale will be kept high, by satisfying the group in their social and academic needs achievements and performance. Minimal hindrance by the principal in the teachers work, on the contrary, facilitating the teachers to accomplish their tasks (low Hindrance) would go a long way to improve the colleges. As a person he should be more involved in the psychological as well as academic needs of the teachers and emphasise production by setting example of hardwork by himself and be considerate to all in times of need. (Tables 5.2&5.3) (charts XI, XII)

It would be seen that in order to strengthen 'Open' climate in colleges of education it is necessary to improve 'Esprit' of the teachers. In the principal's behaviour, the "Aloofness", "Production Emphasis" and the "Consideration" dimensions are also to be improved. Similarly, to bring about

SIX PROTOTYPIC PROFILES OF THE COLLEGES OF EDUCATION  
UNDER EACH CLIMATE CATEGORY

- REF:
- CLIMATE CATEGORY.
- 1 OPEN
  - 2 AUTONOMOUS
  - 3 CONTROLLED
  - 4 FAMILIAR
  - 5 PATERNAL
  - 6 CLOSED

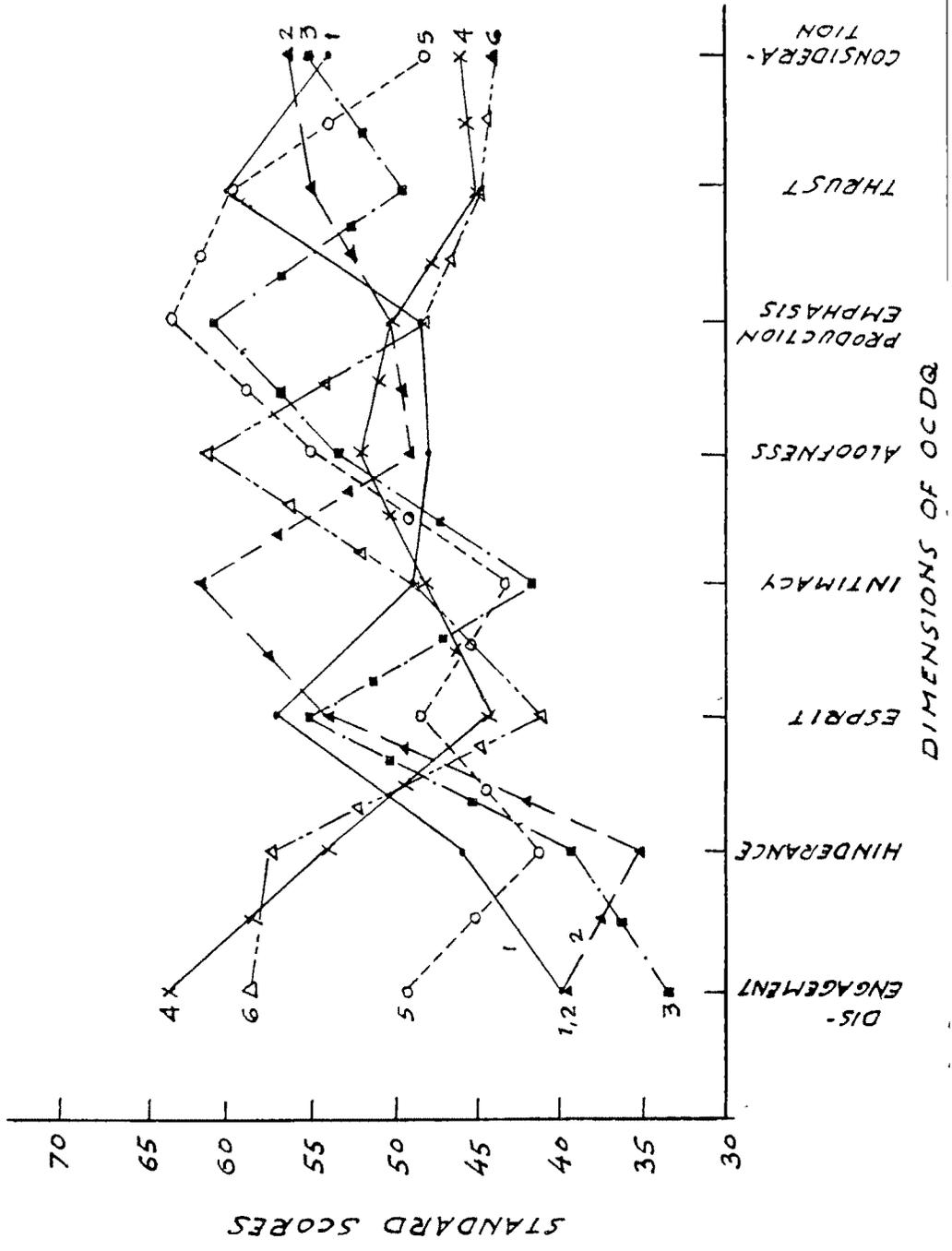


Table 5.2 : Six Prototypic Profiles of the Colleges of Education under each Climate Category.

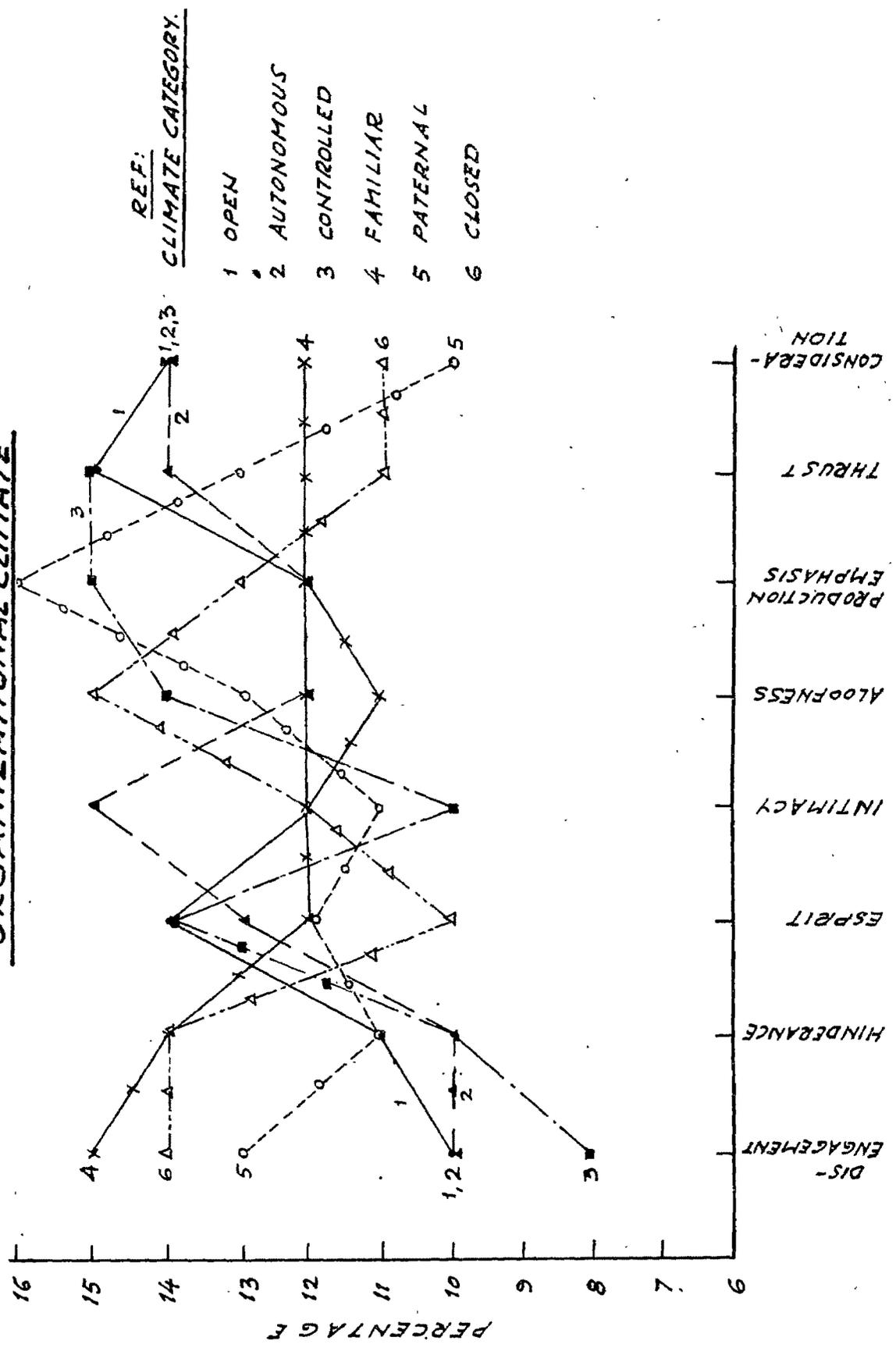
| Climate category | Dis-engage-ment | Hindε-rance | Esp-rit | Inti-macy | Aloofness | Produc-tion Empha-sis | Thr-ust | Consi-dera-tion |
|------------------|-----------------|-------------|---------|-----------|-----------|-----------------------|---------|-----------------|
| Open             | 40              | 46          | 57      | 48        | 47        | 48                    | 60      | 54              |
| Autonomous       | 40              | 35          | 54      | 62        | 49        | 50                    | 55      | 56              |
| Controlled       | 33              | 39          | 55      | 42        | 53        | 61                    | 59      | 55              |
| Familiar         | 63              | 54          | 44      | 47        | 52        | 50                    | 45      | 46              |
| Paternal         | 49              | 41          | 48      | 43        | 55        | 63                    | 59      | 47              |
| Closed           | 58              | 57          | 41      | 48        | 61        | 48                    | 45      | 44              |

Table 5.3 : Colleges of Education in Gujarat on Eight Dimensions of Organizational Climate.

(Figures indicate percentages of the dimensions)

| Climate Category | Dis-engage-ment | Hindε-rance | Esp-rit | Inti-macy | Aloofness | Produc-tion Empha-sis | Thr-ust | Consi-dera-tion |
|------------------|-----------------|-------------|---------|-----------|-----------|-----------------------|---------|-----------------|
| Open             | 10              | 11          | 14      | 12        | 12        | 12                    | 15      | 14              |
| Autonomous       | 10              | 10          | 13      | 15        | 12        | 12                    | 14      | 14              |
| Controlled       | 8               | 10          | 14      | 10        | 14        | 15                    | 15      | 14              |
| Familiar         | 15              | 14          | 12      | 12        | 11        | 12                    | 12      | 12              |
| Paternal         | 13              | 11          | 12      | 11        | 13        | 16                    | 13      | 10              |
| Closed           | 14              | 14          | 10      | 12        | 15        | 13                    | 11      | 11              |

COLLEGES OF EDUCATION  
IN GUJARAT ON EIGHT DIMENSIONS OF  
ORGANIZATIONAL CLIMATE



reductions in the "Closedness" of the college climate, again "Esprit" among teachers should be strengthened and "Hinderance" to be reduced considerably. In the principal's behaviour "Consideration" and "Production Emphasis" have to be improved.

Thus, an overall conclusion is that if leadership in colleges of education can be improved in certain aspects, it could move the organizational climate of colleges from closedness to openness.

The present study does not present a very bleak picture (Table 5.4) In the group behaviour, the disengagement on the part of the teacher educators is comparatively low (11 per cent) similarly Hinderance imposed by the principal is low (11 per cent) which is good for the effective functioning of the group as the teachers feel one with the college and the principal does not hinder the activities of the teachers. That is why, perhaps, Esprit of the group is comparatively high (13 per cent).

Table 5.4 : Colleges of Education on Various Dimensions of Organizational Climate.

(Figures indicate percentage of sampled colleges of Education)

| Group Behaviour  | Percentage | Principal Behaviour    | Percentage |
|------------------|------------|------------------------|------------|
| 1. Disengagement | 11         | 5. Aloofness           | 13         |
| 2. Hinderance    | 11         | 6. Production Emphasis | 13         |
| 3. Esprit        | 13         | 7. Thrust              | 14         |
| 4. Intimacy      | 12         | 8. Consideration       | 13         |

However, the intimacy among the teacher educators is not at par with Esprit. This could be because of the independent nature of work of the teachers and less chances of meeting and sitting together to develop intimacy among themselves. Therefore, on the whole, the group behaviour of the teachers in colleges of education is encouraging and satisfying.

On the principals' behaviour dimension, however, there is aloofness on the part of the principals (13 per cent) inspite of being considerate to his colleagues (13 per cent), which means he prefers to be guided by rules and policies rather than deal in an informal, face-to-face situation. To maintain this style he keeps himself at least, emotionally - at a distance from his staff. In spite of all this, the principals are considerate too, (13 per cent). There is an inclination to treat the teachers in a humanly way and to do a little "something extra" for them in human terms. There is production emphasis by the principal (14 per cent) in order to make the programme move. There is close supervision of the teachers. He is highly directive. His communication tends to go in only one direction, and he is not sensitive to feedback from the teachers. Although his behaviour is task-oriented is, nonetheless, viewed favourably. He himself works hard to see the college moves (14 per cent). He motivates the teachers by the setting the examples.

## (2) Teacher Morale

It has been seen in the preceding section that the morale of teachers is a very important factor in improving the organizational climate of educational institutions.

In the college situation, morale implies a number of facts pertaining to teachers. It is important for the teachers to feel that they play a special and unique role in the colleges. They are satisfied with their jobs. Their social and emotional needs are satisfied and their working conditions are satisfactory. His merits are recognized and appreciated by the principal. There are opportunities for him to grow professionally. He is respected and humanly treated. All these combined together or independently boost up the morale of the teachers. If these pre-requisites of the teachers' morale are satisfied, it becomes easier to ensure the teachers' identification with the college and also their acceptance of the organizational goals.

The morale could be high, average or low depending upon the organizational climate of the college.

The present study indicates that on the whole in 75 per cent of the colleges of education, the teacher educators' morale is average. However the two ends of the 'average' category are stretching both towards the High as well as touching the Low level of morale categories. This variation of morale

into High, Average and Low is highly dependent upon the variation of the organizational climate of the college. In the colleges having Open, Autonomous and Controlled climates (tendency towards openness) the morale of the teacher educators is above the average. In Familiar and Paternal climates the morale is average and in closed climate the morale is below average touching the low category. This means that whenever the group behaviour of the teachers is friendly, intimate, working together in harmony and the principals' leadership behaviour is non-interfering, and satisfying to teachers both on the academic and the social needs side, the morale of the teacher is above average. Whereas in the colleges where the group behaviour of the teachers lack friendliness, intimacy, rapport and harmony and the principal puts checks and controls by imposing rigid rules and regulations without showing consideration to the personal and emotional needs of the teachers and is himself not a good example of work and production, the morale of the teachers is below average.

Average Morale in Colleges of Education :

The morale of the teacher educators under 'Familiar' and 'Paternal' climate categories is average because of two reasons: Firstly, from the point of view of the group behaviour of the teachers, the interpersonal relationship among the teachers as well as the rapport between the teachers and the principal is

missing. Thus, esprit or the group morale is absent. This probably is due to the lack of friendly relations among the teachers as well as with the principals. The teachers tend to give up making extra effort to do their best. They let the principal take care of the things as best as he can. The result is that the teachers obtain inadequate satisfaction in respect to both task-accomplishment and social needs. Secondly, from the angle of principal's behaviour, they are aloof although at times they show concern for the social and academic needs of the teachers. But this is done at the whims of the principal who considers his judgement to be right and appropriate to satisfy the needs of the teachers - very similar to the attitude of the father who thinks he knows the needs of the children best (the Paternal attitude).

Below Average Morale in Colleges of Education :

The morale of the teacher educators under the Closed climate category is below average, touching the low morale category. The reasons for this indicated in the present study are that (1) there is low intimacy among the teachers, (2) there is aloofness on the part of the principal and (3) the production emphasis is made by the principal by setting up rules and regulations about things in an arbitrary way.

The findings seem to be more in affinity with Schutz's (1958) three factors of interpersonal needs which are also

parallel to the three factors identified by Halpin and Croft (1966) viz., social needs, Esprit and social control. Schutz's three factors of interpersonal needs are affection, inclusion and control. 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. The control factor is for the satisfaction of interpersonal need through dominance, authority and rule in order to meet the individuals' needs and thus satisfaction to each member of the group.

It has been seen in the preceding section that the morale of the teachers is a very important factor in the organizational climate of the colleges.

Like the readings on the thermometer, it indicates whether the organizational climate of a college is closed or open and whether it is congenial for the effective functioning of the organization or not.

As the morale is not dependent on one factor but is a resultant of many factors and is multi-dimensional, various situations related to job, working environment, inter-personal relationships of the work group and task achievements and goal fulfilment affect the morale of the teacher.

In 75 per cent of the colleges of education in Gujarat, the morale is average. But it is the openness of the climate category that is keeping the morale average. The findings indicate several facets of morale having significant relationship with morale.

### Morale Factors

#### (1) Teacher Rapport with the Principal

Colleges of education having a climate with a tendency towards openness have a more 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 satisfaction with teaching derived by the teacher educators according to climate categories comes in order of Controlled, Open, Autonomous, Familiar and then 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 is typical characteristic of the Indian situation. Under a controlled and guided climate, the activities are regulated yielding better results and, therefore, giving satisfaction with teaching.

With the Controlled type of the 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 jobs. While testing the effectiveness of the teacher training programme, it is also indicated that inadequate supplies of books and reading material and non-availability of the audio-visual aids and equipments in colleges of education ~~are~~ making the programme low in effectiveness.

Therefore, it can be stated that adequate supplies and availability of books in the library and the use of audio-visual equipments and material ~~are~~ much needed in the colleges of education in Gujarat, if the training programme in them is to be improved.

### (3) Rapport Among Teachers

Colleges of education in Gujarat having 'Open' and 'Autonomous' climates show more rapport among teacher educators than in those having controlled, Familiar, Paternal and Closed climates.

### (4) Teacher Salary

Teacher educators have satisfaction with salary in the colleges having Open, Autonomous and Controlled climates

(showing a tendency to openness) than colleges with closed tendency climate.

(5) Teacher Load

The teacher educators are satisfied in respect of the work-load in colleges having 'Open' and 'Autonomous' climates. It seems that the workload is fairly and equally distributed among the teacher educators in colleges having these climates.

(6) Curriculum issues

There is no significant effect of "Curriculum issues" on the morale of the teacher educators. This is so, because the curriculum and courses of study are outlined by the Board of Studies at the university level. This is the case in Gujarat as elsewhere in India. It is followed in all the colleges of education which are either departments of a university itself or are affiliated with one university or the other (depending upon the area of their location) of Gujarat State. The teacher educators, perhaps, find it satisfactory. Therefore, it has no effect on their morale.

(7) Teacher Status

The teacher educators show satisfaction on "teacher status" they enjoy in the colleges of education, especially in 'Open' and 'Autonomous' climate colleges.

This could also be because the bio-data of most of the teacher educators show that they have been teachers in the secondary schools for 10-15 years. The status of a college teacher (the so-called professor) is definitely higher than a school teacher in India. Therefore, after years of teaching at the school level when they come to work in a college, there is a sense of accomplishment and it gives a prestigious place in society. This probably can explain as to why there seems to be a satisfaction with the teacher status in colleges of education.

(8) Community Support of Education

Colleges having Open, Autonomous and Controlled climates receive more community support than colleges having Familiar, Paternal and Closed.

(9) College Facilities and Services

Colleges with 'Open' and 'Autonomous' climates provide better facilities and services to the teacher educators.

(10) Community Pressures

Community pressure is felt by the teacher educators in colleges where there is Open, Controlled ~~or~~ Familiar climate.

An overall picture of the morale of the teacher educators

on two components i.e. "task-achievement" and "need-satisfaction" in various organizational climate types of colleges is that an Open, Autonomous and Controlled climate colleges have a definite relationship with morale.

In conclusion, it can be stated that the morale of the teacher educators in Familiar, Paternal and Closed colleges, or the colleges having organizational climate with closed tendency need to be boosted up on several facets of morale, viz., teacher rapport with the principal, satisfaction with teaching, rapport among teachers, teachers' satisfaction on salary, teacher load, teacher status, and community support of education should be improved so that colleges can provide facilities and services. If at all community pressures should be there, then it should be on State Government to strengthen the colleges of education in physical plant, in providing better work-conditions and in introducing innovating programmes and practices.

However, the picture of the colleges of education evolved thus far in Gujarat is quite strange and challenging. The optimistic part of it is that inspite of 56 per cent of the colleges having organizational climate showing a tendency towards closedness, in 75 per cent of the colleges, the morale of the teacher educators is average - that is not bad. What could be the reason for such a queer combination?

Several reasons could be pointed out based on the present study :

- (1) As has been stated earlier a majority of the teacher educators have come to colleges of education after an experience of teaching (approximately 9.5 years) at the school level. The affiliation to the college is a prestigious point in India. Therefore, they are enjoying their status.
- (2) The average age of teacher educators indicated in the study is 40 years. Therefore, for most of the teacher educators who are teaching in colleges of education, this socio-economic level seems to be the highest that they could achieve.
- (3) Teaching at the college level means a prestigious position of "a professor" in the community. This gives recognition at the community level, which is ego-satisfying for the teacher educators.
- (4) There are better prospects of academic growth and intellectual development at the college level by way of exposure to activities of universities and colleges.
- (5) Free and flexible environment as compared to school situations.

(3) Leadership of Principals of Colleges of Education

The organizational climate of the institution depends upon a harmonious, friendly and helping nature of the teachers on one hand, and the principal's leadership behaviour on the other. The resultant interaction between the two agencies establishes a certain atmosphere which makes the educational programme effective or ineffective. To a considerable extent, it is the principal who could gear the machinery of human feelings, values, attitudes and talents to the best and maximum advantage of the college as well as the members of the group, to make the education programme effective.

Principal's leadership is a dynamic variable in bringing about effectiveness of any educational programme. It is clear from the discussion so far that in the improvement of the organizational climate and teachers morale, the leadership behaviour of the principal plays a vital role. Organizational climate affects morale but the leadership affects both the climate and the morale.

In colleges of education of Gujarat, the leadership behaviour of the principal was judged on the basis of the 'initiative structure', and 'Consideration' characteristics - the two specific dimensions of the LBDQ of Halpin and Winer. In 41 per cent of the colleges the principals are considerate to the social and psychological needs of the teachers as well as take initiative in the task-oriented activities. In 34 per cent of

the colleges, the principals lack consideration as a motivating factor as well as initiation. They are not able to initiate the teacher educators in the task-achievement or performance. According to Halpin, the initiative structure refers to the leader's behaviour in delineating the relationship between himself and the teachers, and in establishing well defined patterns of organization, channels of communication and methods of procedures.

The results of the present study show that in 40 per cent of the colleges, the teacher educators perceive that the principal's leadership behaviour is high on 'initiative structure' as well as consideration (HH), while in 31.44 per cent of the colleges they perceive their leader behaviour to be low in both 'initiative structure' and 'consideration' (LL). However, in 17.14 per cent of the colleges the leadership behaviour exhibited by the principal is a combination of high 'initiative structure' and low 'Consideration' (HL). Only in 11.42 per cent of the colleges the principals show low 'initiative structure' and high 'Consideration' (LH). This means that on the whole 57 per cent of the colleges have principals who show behaviour in delineating the relationship between himself and the teachers, in establishing well defined patterns of organization, channels of communication and methods of procedure.

This is encouraging as such conscientious efforts on the part of the principals help in fulfilling the goals set by

the organization and achieving the tasks and improving performance of the educational programme.

In the second dimension of the leadership behaviour i.e. "Consideration" which means friendship, mutual trust, respect and warmth in the relationship between the principal and his colleagues, the situation is also quite satisfying.

Throughout the present study, the emphasis has been on the feelings, attitudes and the behaviour of the people in the organization as a group. The climate gives the 'feel' or the 'atmosphere' and morale gives the index of satisfaction or dissatisfaction with the job and its related aspects. It is the human behaviour and the sensitivity to the human relations that profoundly affect the productivity and the effectiveness of the programme. In the present times, overwhelming problems in the colleges are due to the lack of human relationships.

In Gujarat, 50 per cent of the colleges have principals who are considerate and maintain human relationship with the teachers. However, the remaining 50 per cent need to be provided some<sup>sort</sup> of help by way of in-service programme in sensitivity training and human relations. Many of the human problems could be solved by effective human relation, understanding oneself and others and reducing the tensions by adopting an open-door-policy. The psychological distance which is getting wider and wider in the grab of rules and regularities should be bridged

by providing a supportive climate and realizing the social, emotional, personal and academic needs of the group.

Patel (1974) in his doctoral thesis has given a detailed programme of training leaders for secondary schools. The programme suggested by Patel is quite elaborate and exhaustive which could well fit in the course of educational administration in any training college. Shelat (1974) has also suggested an in-service training programme for the principals which could be well taken up by the Extension Service Department of any training college or Department of Education in a university.

The programme has three dimensions, viz., (1) Theory (lectures), (2) practical work, (3) seminars based on practical work.

The theory work would include lecture-work and experts' talk, whereas the practical work would include survey and analytical studies of various situations obtained in secondary schools.

The present investigator would add to the already suggested in-service programme for the principals in Gujarat by Patel and Shelat, a programme in sensitivity training, group dynamics, psychological human needs, personnel management and personal welfare.

In conclusion, it can be stated that in 41 per cent of the colleges the leadership behaviour of the principal is high both on 'initiative structure' and 'Consideration', while in 34 per cent of the colleges is low on both these dimensions, meaning thereby that the principals in colleges of education are showing both effective and ineffective leadership. This finding has an implicit bearing on the present study because it is only the effective leadership which will make the teacher education programme effective.

The effectiveness of the teacher education programme depends upon the organizational climate, the teacher morale and the leadership acts of the principals which constitute the triangular relationship of the inter-dependent effect of the three variables brings in the effectiveness of the teacher Education Programme. If the organizational climate has the characteristics of an Open climate, with teacher educators possessing high morale and the principals having effective leadership traits of high initiative and consideration, the programme of the teacher colleges is bound to be effective.

But the situation in the colleges of education is not so bright. Although 75 per cent of the teacher educators possess average morale and the principals leadership in 41 per cent of college is effective, the organizational climate leans more on the closed end than towards any other climate type.

(4) Effectiveness of the Teacher Education Programme in Colleges of Education in Gujarat.

(1) Organizational Climate and Effectiveness :

Various research studies at the school level have confirmed that the organizational climate of the institution, the morale of the teachers and the leadership of the principal contribute significantly in making the educational programme effective.

The present study shows that, on the whole, the closedness or openness of the organizational climate at the college level does not significantly relate to the effectiveness of the teacher education programme in colleges of education. In fact, on each of the dimensions of the OCDQ i.e. Disengagement, Hindrance, Intimacy, Aloofness, Production Emphasis, Thrust, Consideration, no significant relationship was shown with various factors of effectiveness of the teacher education programme (the ETEP), viz., criteria for admission, curriculum, teacher educators, physical facilities, library, audio-visual aids and equipment, teaching technique, leadership of the principals, democratic staff and student participation in administration, academic decision-making, staff professional growth, periodical evaluation of the work of the students and staff and their feed-back, and financial adequacy and regularity.

However, it is the morale of the teacher i.e. "Esprit" which is significantly bringing in the effectiveness of the teacher education programme. But the other factors are also on 'low' side. The physical facilities provided for teacher's common as well as for personal use like staff-room, independent cabins for teachers, library facilities and other reading and training material for the subject areas in which the teacher educators teach and the easy accessibility and use of the audio-visual equipments are not well planned and adequately supplied to the teacher educators. Therefore, it is the non-availability or difficulties of availability of the equipments and teaching aids, library equipments and teaching aids, library resources and other facilities which cause hindrance to teacher educators in doing their jobs satisfactorily. They seem to be lacking the enjoyment and a sense of accomplishment in their jobs because of this factor.

It may be worth pointing out here that during the third and Fourth Five Year Plans, there was a mushroom growth of small sized teacher training institutions in Gujarat, each having an in-take capacity of 50-100 teacher-trainees. To provide adequate facilities in terms of buildings, equipment, libraries and laboratories in these institutions was difficult, because the financial resources of small colleges are small. The quality of teacher educators was deteriorating because they were recruited mostly on the basis of their qualifications, on personal factors

and availability on easy terms. (Even to-day, a number of colleges of education in Gujarat are not able to make regular payment of salary to teacher educators. There is a felt need of expanding the existing institutions to become large sized units in order to bring about qualitative improvement in teacher education and strengthen the grant structure of these institutions. The State Government should pay them grants on deficit basis.

Since the sixties, the conditions regarding the physical facilities, library and laboratory equipments and the grant-in-aid to private training colleges of Gujarat does not seem to have improved much. In the present study, 73 per cent of the teacher educators have indicated dissatisfaction with regard to these facilities. The State Government and the State Board of Teacher Educators should take a serious note of these inadequacies.

Another important fact to be noted is that these teacher educators who are working in the colleges of education in Gujarat have come, in a considerable large number, from high schools having approximately 9.5 years of teaching experience at school level. Therefore, they come with an expectation to find better organized and improved conditions of work in colleges of education. But, with the existing stage of affairs, they are quite disappointed. This not only leaves them in

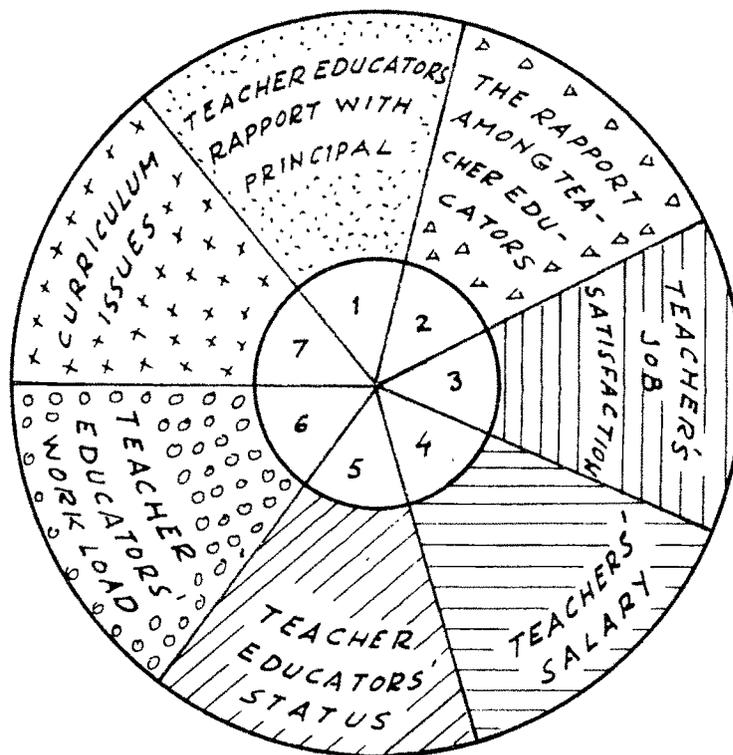
a state of dispair but weakens their enthusiasm with which they enter the portals of colleges. All this affects the morale of the teacher educators, consequently, making the teacher education programme less effective.

Morale and Effectiveness of Teacher  
Education Programme.

(1) Teacher Educators Rapport with the Principal

The teacher educators' rapport with the principal is being affected because of the short supply and non-availability of the equipments and teaching aids, library resources and reading material in the colleges of education. Perhaps, the policy adopted by the principals for the use of the library and other reading materials and audio-visual equipments are not regulated properly. The teachers' work is hampered and causes frustration among the teachers affecting the morale of the teachers. This adversely affects the teachers training programme and bringing down the effectiveness. A better grant-in-aid to private teachers' colleges, as stated earlier, is the need of the day. (This should be done by strict educational planning. Commercial institutions having unscrupulous and corrupt management, and where they do not meet any need of the society, but merely add to unemployment among trained graduate teachers, should be made to meet their natural death.) (Chart XIII)

FACTORS OF MORALE CONTRIBUTING TO MAKE  
THE TEACHER EDUCATION PROGRAMME  
'LOW' IN EFFECTIVENESS



(2) Rapport Among Teacher Educators

(a) The techniques of teaching adopted in the colleges of education in Gujarat are lectures, practice teaching, tutorials, demonstration lessons, seminars, lesson planning, supervision of lessons taught, and evaluation of practice teaching. The work is generally distributed among the teachers in the ratio of 1: 10 prescribed by the universities of Gujarat, though in actual practice the ratio is a little bit higher. The nature of work demands individual responsibility on the part of the teacher educators. The chances are that left with the responsibility of the groups, in respect to lesson planning, supervision of evaluation and the tutorials, the teachers' laxity at times brings the effectiveness of the programme down. Also the individual teachers tend to get so engrossed with their group of teacher trainees that the chances of meeting, talking and sharing with their colleagues is lessened; and the opportunity of communication which develops a feeling of awareness and sensitivity to the needs of others and togetherness for recreation and enjoyment are minimized. Also the physical facilities provided to the teacher educators <sup>are</sup> poor. Common rooms to sit and relax are lacking. Therefore the rapport among the teacher educators has not been established. Another reason for the lack of rapport among the teacher educators is the treatment of partiality on the part of the principal. It seems that the senior teachers have more access to the teaching aids than

the junior teachers. This, perhaps, has brought a distance and discord among the class of teacher educators. Therefore, the rapport among the teacher educators has not been effectively established. Financial inadequacy and late payment of salary in the colleges also seem to disrupt the rapport among teacher educators. If at all there is any rapport, it is for airing dissatisfaction with management. Therefore, combined with the nature of work, techniques used for teaching, poor physical facilities provided and financial inadequacy and irregularity in the colleges, the rapport among the teacher educators is not only lacking but also adversely affecting the teacher education programme.

### (3) Teachers Job Satisfaction

(a) As far as the implementation of the curriculum and its effective impact on the teacher trainees is concerned, it is not satisfactory, meaning thereby that the students' orientation to the library and their reading habits, the idea of seminar and workshop 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 its implementation emphasised is not giving job satisfaction and a sense of achievement to the teacher educators in Gujarat.

(b) The principal's leadership with respect to staff involvement in academic decision - making, distribution of the responsibilities according to the experience and training of the teachers and other human factors involved in satisfying the social needs of the teacher educators ~~are~~ not encouraging and job satisfying.

Therefore, teacher educators' dissatisfaction with non-involvement in academic decision-making and sharing responsibilities is affecting morale as well as the effectiveness of the programme.

#### (4) Salary Satisfaction

(a) 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 their salary. The round-the-clock nature of work and the pay scale adopted by the colleges of education under the university regulations is not satisfactory. In most of the rural colleges, the payment of monthly salary is delayed by two or three months. This keeps the staff of rural colleges dissatisfied.

However, with the recommendations of the new U.G.C. pay scales there is some hope of satisfying the teachers. But when managements will not have money to pay the salary regularly, the situation, instead of improving, would worsen.

(b) The democratic staff and student participation in administration and academic decision-making are also biased by the status difference among the teachers based on their salary. Senior teachers have more participation in decision-making than the Junior teachers.

(5) Status Satisfaction

(a) As far as the use of library books, audio-visual equipments and teaching gadgets<sup>are concerned</sup> the policy formulated and executed by the principal makes 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 staff members.

(b) In matters of administration and academic decision-making, the senior teachers' "say" is more recognized and given weightage than the junior teachers. In the periodical evaluation of the work of the teacher-trainees also more weightage is given to the senior teachers' remarks and opinions than those of the juniors. Thus, the feed-back by way of the appraisal and recognition by the principal in case of the junior teachers is missing.

On the whole, the dissatisfaction on job, salary and status in the colleges of education is having a weakening impact and, therefore, making the teacher education programme less effective.

(6) Curriculum and Effectiveness

Although the curriculum adopted in the colleges of education is adequate in meeting the teacher-trainees needs, providing for individual differences and preparing them for being efficient trained teachers for secondary schools, there are a few practices which are making the programme less effective, such as :-

(a) The criteria for admission: The Policy outlined regarding the admission of the teacher trainees is not implemented fully.

(b) The courses prepared for preparing the teacher-trainees for professional career as teachers is not operated effectively. The changes expected to be brought about in the value system and attitudes of the trainees does not seem to be made.

(c) The activities of the teacher educators are not very much academic and professionally oriented.

(d) Equipments and resources for academic work are lacking.

(e) Democratic staff and student participation in administrative and academic decision-making is not being practiced.

(f) The periodical evaluation of the work of the teacher-trainees and the teacher educators to bring about improvement in the existing teacher education programme is not being done effectively.

Therefore, the teacher education programme in colleges of education in Gujarat is not operating effectively. In fact, the programmes in different colleges are on the low side of effectiveness.

#### 5.4 Suggestion for Improving Teacher Education Programme in Colleges of Education in Gujarat.

Some suggestions are made to improve the effectiveness of teacher education programme in colleges of education in Gujarat:

##### (I) Organizational Climate :

Since a large number of colleges of education in Gujarat have closed organizational climate, it would be worth an effort on the part of the management, principals, and educators of eminence in the universities of Gujarat to reassess the policies and goals of the teacher training programme. It is encouraging that some colleges do have climates showing the characteristics of openness but as the source of infection need not be a large one, the very existence of colleges with the closed climate can be a source of alarm and danger. Halpin himself has cautioned against such alarming signals found in the closed climate. He says, "I conclude with the plea for a more tolerant and more catholic view of various ways of knowing. I suggest that the crux of all science, of

5 all practices and of all wisdom lies in a careful sensitive observation of what is indeed out there" (p.296). One should look into the reasons of closedness and try to probe into the root cause of such an atmosphere. The Open climate and Closed climate does not mean in the words of Halpin - "the fortunate guys or the unfortunate guys. 'Good' and 'bad' imply the elements of impact and distinction between 'Virtue' and 'Evil'. A closed climate can occur without evil or malice on any body's part. It can result from a combination of fortuitous events over which the members of a particular college have little or no control."

Therefore, the colleges having Closed climate does not mean that they should be despised and dubbed as "Educational evil". But they should be treated as psychopathic cases which need immediate therapy, because they can generate an atmosphere which may not be conducive to high achievement. They should be considerably helped with a special effort on the part of the educational planners and managements. It is on these training colleges that the fate of the future generation depends. In a country like India, which is based on democratic values, the openness of climates is a national need.

The most important and vital thread in the weave of the organizational climate is the morale of the teachers. If the morale of the teachers is kept high, many of the stupendous tasks which otherwise could not be put across, can be

6 accomplished by the concerted and willing effort on the part of the teacher educators. If the teachers have right attitude towards job, and if the leadership is democratic, the morale of the teachers can be maintained at a high level. This will lead to the efficient and effective functioning of the educational programme.

The morale of the teachers in colleges of education in Gujarat need boosting up, particularly in the following areas:

- (1) providing physical facilities for courses as well as individual needs e.g. common-room, independent cabins, toilets, canteen etc.,
- (2) staff meetings at least once a month to round up with a social get together to know each other little more than at the business level. More of informal get togethers will help develop an intimacy on the part of the teacher educators which is extremely lacking.
- (3) providing library and reading facilities, adequate supply of audio-visual equipments and gadgets, and also easy access and availability of the equipments whenever the teachers need. An equal treatment for all senior as well as junior teachers would help not only to bring the morale up but would certainly affect the overall functioning of the college.

7

- (4) the economic factor with the fringe benefits like compulsory insurance scheme, provident fund contribution, with higher contribution by the management, pension and sabbatical leave for further study with pay be introduced in the colleges of education to improve the morale. (The new UGC scale, if implemented in Gujarat State, would help cover many economic dissatisfactions).
- (5) Leadership behaviour of the principal need specific attention. The principals need to establish a rapport with the teacher educators by adopting a policy of human relations within the rules and regulations specified. A little of "something extra" on human grounds helps in bringing people together. Although a lot of consideration is shown by the principal with an attitude of "I know it better", if the psychological needs of teachers like belongingness, support, inclusion and affection are satisfied by the leadership of the principal, the morale of the teachers would definitely go high.
- (6) Colleges of education could provide a specialized training programme for college principals in leadership behaviour.
- (7) In-service programme for the principals in sensitivity training, group dynamics, psychological human needs, personnel management and personal welfare.

- (8) The criteria for admission already laid out should be implemented in the interest of maintaining the quality of the training and consequently providing efficient and professionally trained teachers to the school system.
- (9) More of seminars, panel discussions, symposiums, lectures by the teacher educators should be arranged in their own and other colleges and schools to bring about an academic atmosphere. The services of the teacher educators be utilized by the Extension Services Department.
- (10) The University Departments of Education and affiliated colleges of education should be brought closer by conducting joint conferences and seminars to keep the population of teacher educators abreast with the innovations and experimentations done in the field of teacher education.
- (11) There should be closer contact with the schools and the universities so that teachers of the school, the colleges and the university have more participation in the area of teacher education.

#### 5.5 Conclusion

These and other such suggestions should be given careful attention particularly by the State Board on Teacher Education, and the State Institute of Education, the Gujarat Chapter of the Indian Association of Teacher Educators. They

9 should also be commended to principals and teacher educators of individual college of education. It is rather sad that neither the State Government, nor the Universities of Gujarat, nor the State Board of Teacher Education in Gujarat have cared to take note of the findings and recommendations of the four earlier studies done on teacher education in Gujarat by Lipkin (1964), Sullivan (1968), Sheth (1973) and Desai (1973). This shows how poor feed-back researches provide to the educational administrators, planners, managers and leaders. No country can hope to make advances in any development sector, if it continues to ignore the findings and implication of researches. This callous apathy and close mindedness on the part of those who do decision-making is harmful to national interests. There should be a forum for reporting and discussing research findings. Documentation of researches, particularly of educational researches, should be improved. The field workers as well as leaders should not only get to know the research findings, but they should also know to understand their implications and to implement them.

Teacher education in Gujarat, particularly at the secondary school level, has given an impression that it is a hurriedly-gone through affair; the primary motivation of teacher trainees is to get the B.Ed. degree which enables them to get a job in school, and not receive professional effective and training to become effective teachers. Teacher education

10 programme is being perceived to be loose, superfluous, theoretical, information-saturated and routine or traditional type. It is not at all paying satisfactory dividends. The way to improve this sad and frustrating situation and to make teacher training effective, is to help and strengthen teachers' colleges to move towards openness of organizational climate, to strengthen and enrich several factor-constituents of teacher morale and to articulate college principals' leadership behaviour, on the pattern of high 'initiating structure' and high 'consideration'.

It is hoped that reform in these directions would be attempted in Gujarat at the earliest.