

ABSTRACTI. The Problem

The present study is focused on the study of organizational climate of colleges of education in Gujarat State, the level of morale of the teacher educators staffing these colleges, the leadership behaviour dimensions and patterns manifested by the principals of these colleges. Two minor problems grew out of this problem : (1) to determine indices of organizational performance and factors affecting the staff morale and to test the scheme evolved for assessing the effectiveness of teacher education programme being offered by these colleges particularly at the B.Ed. level as the function of organizational climate, teacher morale and leadership behaviour manifested by these teacher education institutions.

The central hypothesis of the study is : organizational climate, staff morale and leadership style of college principals are critical indicators of organizational functioning of the colleges of education and of effectiveness of teacher education programme provided by them.

The specific objectives of the study were addressed to identify the climate types of colleges of education of Gujarat, to investigate the relationship between organizational climate of the colleges and morale of the teacher educators working in them, to delineate the leadership behaviour patterns of college principals and to examine and assess the impact of variables of organizational climate, teacher morale and leadership behaviour on effectiveness of teacher education programme at the B.Ed. level.

## II. Theoretical Framework

A college of education is an organization. Its climate is created by the inter-play of behaviours of teacher educators among themselves and with the college principal who is the formal leader of the organization. In order that the organization has effective output or turn out, there should be adequate and effective outputs. The input-output should be in dynamic equilibrium. The major inputs can be climate, staff morale and leadership acts. Social needs satisfaction, esprit and social control are essential conditions for building up openness of organizational climate. The climate, morale and leadership style, in their turn, have wholesome impact on the maintenance or improvement of effectiveness of teacher training imparted by colleges of education.

### III Methodology

Three standardized instruments, viz., the OCDQ (Halpin and Croft), the LBDQ (Halpin and Winer) and the PTO (Bentley and Rempel) and a self-devised instrument the ETEP were used to collect data for the study. A proforma on personal data was also developed by the investigator to collect further data which could be fed to study the interplay of some independent variables as cross-affecting factors. Other data-gathering techniques employed were participant and non-participant observation and interview.

In 1973, there were 40 colleges of education offering programme at the B.Ed. level in Gujarat State. The data were collected from a sample of 35 colleges which constituted 87.5 per cent of the universe. The respondents were 300 college teachers who also constituted a sample of 81 per cent which is quite large.

In analysing the data yielded by the four research tools, the following statistical techniques was applied :

- (1) Contingency coefficient was computed to find out the significant relationship between :-
  - (a) the six identified climate categories of the colleges viz., open, Autonomous, Familiar, Controlled, Paternal and Closed and the three categories of teachers'

morale viz., High, Average and Low.

- (b) 'Initiating Structure' and 'Consideration' the two dimensions of the leadership behaviour and the three morale categories of the teacher educators.
  - (c) The leadership behaviour of the principal the HH, the HL, the LH and the LL and the morale of the teacher educators (Low, Average, High).
  - (d) The morale of the teacher educators and the years of teaching experience.
- (2) Coefficient of correlation by 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.
- (3) Analysis of variance was applied to test the significance of the relationship between each of the morale factor with the six climate categories. If 'F' ratio is significant, a post-Hoc test was applied to find the difference between the mean scores of the pairs made on the classification of the six climate categories.

- (4) The 't' test was applied to test the significant mean score difference between :-
- (a) the eight dimensions of the OCDQ (mentioned earlier) according to the classification of the colleges of 'High' and 'Low' effectiveness.
  - (b) the teacher educators rapport with the principal, rapport among the teacher educators, teacher educators job satisfaction, satisfaction with salary, workload, status, community support and pressure at colleges of education and curriculum issues and each of the 10 factors of "Effectiveness of the teacher education programme" treated separately.
  - (c) the morale of the teacher educators and the urban/rural background.

#### IV Results

The findings of the research support the hypothesis that organizational climate, teacher morale and leadership style are critical indicators of organizational functioning and effectiveness of teacher education programme.

The climate and staff morale of colleges of education is positively and significantly correlated at .01 level of confidence with 10 degrees of freedom.

The research evidence indicates that openness of organizational climate, high staff morale and the HH pattern of leadership behaviour of school principals can significantly contribute to the improvement of effectiveness of teacher education programme of colleges of education.

Some noteworthy results of the study are as under :

- (1) 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. However, only one dimension on Group behaviour in the OCDQ, viz., "Esprit" indicates a significant effect on the low side.
- (2) The teachers' rapport with the principal, the rapport among teacher educators, the teacher's job satisfaction, teachers' salary, teachers' educators status, teacher educators' satisfaction with work load, the community support and pressure and the curriculum issues have a significant and contributing effect making the teacher education programme less effective in the state of Gujarat.
- (3) There is no significant difference in morale of teacher educators with an urban background and those with rural background.

- (4) Morale of the teacher educators is not significantly related to the number of years of teaching experience of the teacher educators.
- (5) The background data of the teacher educators in colleges of education in Gujarat do not show any marked difference under the six climate categories, viz., the Open, the Autonomous, the Controlled, the Familiar, the Paternal and the Closed.

It is hoped that studies like the present one will open up new vista and perspectives to view and decide dimensions of reconstruction and change in teacher education programme in Gujarat.