

CHAPTER - 1

INTRODUCTION

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1.1 Introduction

Research on teacher education in Gujarat has so far been mainly focussed on expansion, programmes, administration, finance and such other aspects related to development and standards of teacher education. Of the two doctoral studies done on teacher education in Gujarat, the one by Sheth (1973) is focussed on the State, society as well as administration, financing and programmes of teacher education in colleges of education in Gujarat. The other by Desai (1973) presents a historical and developmental picture of colleges of education in Gujarat in post-independence period, the physical facilities in them, student population, instructional programme, system of examination and evaluation and inservice education programme. Some studies have also been directed on teaching behaviour at Baroda. Sheth has cursorily referred to organizational climate of teacher colleges in Gujarat. With a few doctoral studies done on organizational climate at high school level in Gujarat at Baroda, it is natural that the need for similar studies on climate, morale and leadership behaviour at the level of teacher education institutions be also felt by research workers. The present study has grown out of similar perceptions. The field of organizational climate in teacher education institutions has also been little explored in other countries where

sizeable research work has been reported on organizational climate of schools, both elementary and secondary. The present study, thus, attempts to open up a new field of research in organizational climate and some of its pertinent correlates. This type of research may result in identifying some so far unexplored dimensions and directions of improving the quality and effectiveness of the professional preparation of school teachers.

In this introductory chapter, an attempt will be made to present some theoretical perspectives on teacher education, organizational climate and some of its correlates.

1.2 Teacher Education In The Country Today

Of all the factors involved in the process of teaching and learning, the teacher is considered to be the most important, (Adaval, 1968). The teacher is now considered as the main spring for all educational innovations in every country. In India, the teacher has always enjoyed a prominent position in the system of education and his behaviour has been watched with utmost care right from the earliest days. Now, in free India, again the teacher and his preparation has received careful attention from expert bodies reporting on the reforms of education. It is obvious that ^{the} future of a nation depends upon

the quality of the teachers a country has, (Lulla and Singh, 1974). At a Symposium on Teacher Education in India, Gowda (1964) reaffirmed "at the heart and core of the educational process is the teacher. Buildings, equipments, instructional materials, well-designed curricula - they are necessary, but without qualified and highly motivated teachers they are of little avail. An educational system is as good as the teachers in it - and no better."

While discussing the problems of educational reconstruction, Saiyidain (1962) also pointed out by saying "the more I see of the educational work - good and bad, the more emphatically I feel that the quality of the teacher in an educational system is a more important factor than all the educational factors put together. If we cannot secure a teaching personnel that is keen and intelligent and has a high sense of duty and integrity, and if we cannot feel them satisfied and contented in their work, no educational scheme can have the slightest chance of success." "In the ultimate analysis," observed Humayun Kabir (1956), that "the efficiency of a system of education rests on the quality of education. Without good teachers, even the best system is bound to fail." Good teachers are vital to the progress as well as the quality of a nation, (Richey, 1968).

Education is basic to the forward movement of a nation.

At the centre of this movement, stand the members of the teaching profession. With every move in the field of education they are being challenged to meet the increasing educational needs. Therefore, for planning education in the real sense, it is essential that adequate attention be paid to the teachers and therefore, more to the training of teachers.

In India, today, there are according to a NIE publication, 1971, 363 secondary teachers training colleges turning out more than 50,000 trained graduate teachers every year. In the post-independence period, there has been a phenomenal increase in the number of secondary teachers training colleges in the country. From 41 colleges in 1947 to 363 secondary teachers training colleges show an eight-fold increase, which is a remarkable growth. In Gujarat itself, colleges of education have increased from 1 in 1947 with 50 enrolment to 40 colleges with total 3,894 enrolment in 1972-73.

But the most pathetic part of it is that there is little evidence of any sincere attention being paid to this quantitative growth. It is more by accident or vested interests than deliberate planning that new training colleges have sprung up in the country as well as in Gujarat. However, a little thought was generated inspite of the numerous judicious suggestions and recommendations put forth by a number of Commissions and Committees at national level, beginning with the University Education Commission.

The first post-independence Commission, the University Education Commission (1949) critically scanned the teacher training programme in the country and gave some challenging recommendations with respect to theory courses, practice of teaching, qualification and experience of the teacher educators, etc. But the recommendations made to bring about an improvement in the teacher training colleges did not seem to make any significant difference in the theory and practice of teacher education even after twenty-six years.

Later, the Secondary Education Commission (1952-53) although charged with the responsibility of suggesting reforms in the sphere of secondary education, could not resist making observations about teacher training programme. It observed :

"However excellent the programme of teacher training may be, it does not by itself produce any excellent teacher. It can only engender the knowledge, skills and attitudes which will enable the teacher to begin his task with a reasonable degree of confidence and with a minimum amount of experience. Increased efficiency will come through experience critically analysed and through individual and group efforts at improvement."

The first Conference of the Principals of Training Colleges (1957) also made precious suggestions to bring about an improvement in the prevailing teacher education programme in the country by giving special emphasis to both practical work and theory courses.

In 1966 came the epoch-making report of the Education Commission, a landmark in the history of Indian education, under the Chairmanship of Dr. D.S. Kothari, the then Chairman of the University Grants Commission. The Commission showed very keen interest in teacher education and examined it in its varied aspects. The Commission came out with searching and revolutionary observations and recommendations. Some of these are briefly stated below :

- (1) The professional preparation of teachers, being crucial for the qualitative improvement of education, should be treated as a key area in educational development and adequate financial provision should be made for it.
- (2) In order to make the professional preparation of teachers effective, teacher education must be brought into the main/stream of the academic life of the universities on the one hand and of school life and educational developments on the other.
- (3) The essence of a programme of teacher education is quality, and in its absence, teacher education becomes, not only a financial waste but a source of over-all deterioration in educational standards. A programme of highest importance, therefore, is to improve the quality of teacher education.

The Indian Association of Teacher Educators, formerly known as "All India Association of Training Colleges," the only national organization of teachers of training institutions in the country, has also applied itself seriously to the cause of teacher education and its problems. They have been organizing annual conferences quite frequently beginning with their first meeting at Baroda, in 1950. So far they have had sixteen Conferences in different parts of the country with their last gathering at Hyderabad in 1974. All the Conferences of the teacher educators have discussed and recommended ramifications and improvements of the programme of teacher education prevalent in the nation's colleges of education dealing with different aspects and dimensions of teacher education programme.

The general feeling is that today the position of teachers training colleges is no better as compared to the time and energy spent in evaluating and making the recommendations.

From the beginning, the training colleges in India have been the object of severe criticism. These criticisms have invariably been directed against the role and the superficial nature of the training programme, (Lipkin, 1970). The process of bringing about improvement in this vital programme has been annoyingly and alarmingly slow. A feeling is being generated that due to uncoordinated efforts, more harm than good is being done to teacher education, (Buch, 1972). The training colleges

have become so soft and have so much forgotten the fundamental values that one hesitates to call them the real training colleges for teachers, much less the colleges of education, a name which has deeper import and larger ramifications. Paradoxical, as it is, while the entire educational system in the country has been re-examined and re-constructed, the training colleges have remained hypothesised with the techniques and norms which are any thing but progressive, (Ehan, 1969). Not only that "teachers colleges are merely existing in a dream world. They dread any intellectual contact with other university disciplines. The sheer weight of deadwood and routine performances drain away all the energy of the staff and students in the teachers training colleges, (Chaurasia, 1967). Actually the currently vogue teacher education (B.Ed.) programme in the country needs something like a surgical operation, (Desai, 1971).

In his study on teacher education for high school teachers in Gujarat, Sheth (1973) found that colleges are ill-equipped, the programme is more theoretical, remotely geared to the needs of the schools, the teacher educators having inadequate background, skills and vision and those who enter the portals of the colleges are interested largely in obtaining the B.Ed. degree rather than developing professional competence to be effective school teachers.

Desai's conclusion in his study (1973) on development

of teacher education in Gujarat is that the programme needs to be reviewed in the light of the changing objectives of education and the changing secondary schools in the State. It needs to be restructured and reshaped. "Every two or three years, the programme should be given a rigorous search and it should be re-innovated so as to keep its potentiality and quality high."

Thus, teacher education programmes in the country as well as in Gujarat need a modern outlook and fresh current thinking.

1.3 Priority Need For Teacher Education

In a democratic country like India, where the dignity and worth of an individual is recognised by its constitution and the accepted aim of education is to develop free, rational and responsible citizens, not only for today but for tomorrow, it is the duty and the challenge for the teachers and the teachers training colleges to move along the lines on which the country forges ahead in developmental tasks. School teachers as well as teacher educators live in an era of unprecedented change and the rate of this change is faster every day. Therefore, it becomes the first concern of the teachers and more so of the teachers' training colleges to help

the future generation acquire the knowledge, skill and attitudes which they will need in order to live constructively in a world that will become increasingly different from the world of today.

The changing role of the teacher and its influence on the preparation for the profession of teaching is tremendous. This merits serious thought at the hands of the educational authorities and the colleges of education. The improvements in the programme of professional training of teachers should be based firstly on the understanding that a better training of teachers will bring about a development of education as a whole and the improvement of its quality, and secondly that the teachers who will receive their training during the next 10-15 years will be working in the twenty-first century and will be confronted with the problems of the development of society and educational system of the country which will be more complex and challenging than they are at present. This means that in order to improve the educational system, the educational authorities and teachers training colleges should be aware of the direction of the evolution of the role of the teachers, which will be influenced by various social, economic and cultural factors.

A twenty years period, in the opinion of Dr. Michael is a convenient span of time in terms of which teachers can

project on probable changes. And so while planning at the colleges of education level, one must seek to identify the characteristics of the schools in which these teacher trainees will likely to work, (Overing, 1973). One of the concerns of the training colleges, therefore, is to assess the on-going changes and trends in schools and on this assumption attempt consciously to produce graduates who can teach effectively in such schools and who will also be able to continue to adapt to changes as they occur.

Wayson (1974) has given a simplified schematic chain of influences from teacher educator to the social functioning of school graduates. He says, "the preparation of teacher educators has direct observable influence upon that takes place in school rooms. That influence is much stronger in those areas we default than in those we deliberately intend to affect."

Apart from this chain of influences, the trends towards national development through a planning mechanism in several fields of national life including education have affected teacher education.

In these planning exercises that have started from 1951 onwards the Fourth Plan has specifically given attention to the teachers training colleges.

During the three Five Year Plans, there was a mushroom growth of small-sized institutions, each having an intake capacity of 50-100. To provide adequate facilities in terms of buildings, equipment, libraries and laboratories in these institutions was a difficult undertaking. The quality of teachers training had begun to deteriorate and there was a felt need of expanding the existing institutions to become large sized units in order to bring about qualitative improvement in teacher education. The improvement of salaries and other service conditions for teacher educators was also considered which would bring about improvements in the quality of teacher education. It was hoped that better remuneration and improved service conditions will attract persons of high calibre to the profession.

But these and other steps taken to improve the quality of teacher education during the first three Five Year Plans also failed to bring about any significant results.

The Education Commission Report (1964-66) has perceived teacher education as occupying a central position in the reconstruction of education. To quote the Commission: "The essence of programme of teacher education is 'quality' and in its absence teacher education becomes not only a financial waste, but a source of over-all deterioration in educational standards. It is a pity that the educational planners because

of their over emphasis on the achievement of targets of enrolment and expenditure have been sadly neglecting the quality in teacher education. It is true that expansion was badly needed but expansion at the cost of quality had adversely affected efficiency in teacher education." Nevertheless, some measures aimed at improving the quality of secondary teachers training programme were taken during the third Five Year Plan.

The Planning Commission and the Ministry of Education, Government of India, learnt a lesson from past experiences and made 'teacher education' as a separate budget head in the Fourth Five Year Plan. The stress was on making a concerted effort during the Fourth and subsequent plan period to improve the quality of teacher education more systematically than before. A number of ways have been suggested such as :

- (1) Improving the curricular programmes of teachers training colleges.
- (2) Providing adequate facilities in terms of buildings, equipments, libraries and laboratories in these colleges.
- (3) Upgrading the academic qualification of teacher trainees.
- (4) Increasing the duration of teacher training courses.
- (5) Bringing teacher training institutions into closer association with universities and institutions of higher learning to ensure inter-disciplinary approach for developing teachers training programmes.

- (6) Selecting better qualified teacher educators.
- (7) Developing better courses and programmes of teacher education.
- (8) Starting large scale in-service education programmes for teachers of all levels of training as well as for teacher educators.
- (9) Promoting research on various aspects of teacher education.
- (10) Removing isolation of teacher colleges from schools and from the main academic stream in universities.

Such is the current thinking on priorities in teacher education.

1.4 The Emergent Picture of Colleges of Education And Teacher Education Programme in Gujarat State

This brief description of the colleges of education and its teacher training programme is purposely done at this stage so that in the light of it, further probing can be made in the functioning of teachers' colleges with greater emphasis on the human relationships and congenial working atmosphere in them which not only creates an organizational climate but also boosts up the morale of the teachers, and brings about efficiency and effectiveness in the colleges of education.

The teacher education programme in Gujarat, as in other

States of India, is being subjected to severe criticisms. A broad survey of the studies, articles and reports of seminars and conferences on teacher education published in recent years reveals several short-comings of the teacher education programme in Gujarat as in India. The most frequently repeated drawbacks are: vaguely conceived and inadequate objectives of training; the teacher education programme not being much flexible to be able to be adapted to change; efforts not being made to make the programme respond to new challenges through improved teaching-learning processes, professional standards and subject matter; teacher education having not much impact on the attitudes of teacher trainees and values which come in the way of contributing to innovations in high schools; no awareness has been created to improve the organizational climate of colleges of education and teachers' morale which are important factors to bring about effectiveness in their teacher education programmes; leadership of the principal lacking coordination of the activities of the teachers to bring about healthy atmosphere in the colleges and ensure better output; instead, the programme is making both young and old dissatisfied. Younger teachers feel that their training has not prepared them for the job that they have to do in schools, and the older teachers feel that the training is completely divorced from the realities of the classroom.

Several studies have been made in the area of teacher

education, tackling different problems, in different states of India. But studies to investigate the existing conditions of colleges of education and their teacher education programmes in Gujarat State are limited. Two doctoral studies of the University of Michigan on teacher education in the Maharashtra State and Gujarat State respectively are by Lipkin (1964) and Sullivan (1968), which have attributed much to the weakness of the current teacher education programme in both the States. Lipkin's study covers largely the secondary training colleges of Bombay. He has shown how the Bombay teachers colleges adopted the British educational traditions in the training of secondary school teachers. He has studied in depth the prevailing practices in teacher education in 1964. Sullivan's study is a comparison of selected teacher training colleges in Gujarat with regard to the impact teacher education programme has on the social change among the trainees. The study deals with four teachers colleges in Gujarat - the Baroda Faculty of Education and Psychology; the M.B. Patel College of Education, Vidyanagar; the Graduate Basic Training Centre, Rajpipla; and the A.G. Teachers' College, Ahmedabad. A third and a recent study made by Sheth (1973) is a critical study of the development, organization, programming and finances of colleges of Education at graduate level in Gujarat State. Although the study follows most of the procedures adopted in the Kerala study (Joseph, 1967), which attempted to investigate the objectives and practices in the professional preparation of secondary school teachers in Kerala

State, it has some added determinants to the study such as political factors, social factors and cultural factors affecting the programme of teacher education. In addition, it is also a study of the critical attitude about the professional teacher preparation being attempted in colleges of education, shared by administrators, inspecting officers of the Education Department, educationists, researchers and to a large extent by others related to teacher education programme in Gujarat.

The fourth study is by Desai (1973) to which a reference has already been made earlier.

Expansion of Colleges of Education in Gujarat

A sharp rise in the number of secondary teachers' colleges in Gujarat has taken place during the period from 1960 to 1972. The total number of secondary teachers colleges which was only 8 in 1961 had become 39 in 1972. The percentage of increase of secondary teachers colleges in the period from 1961 to 1972 in terms of increase over the previous years ranged from 8.3 per cent to 33.33 per cent (excepting the years 1967 and 1968 when there was no increase at all). The expansion of colleges of education was more remarkable between the years 1969 and 1972. This increase in the number of secondary teachers' colleges in Gujarat resulted in the expansion of teacher training facilities. In 1961, the intake capacity of the colleges of education in

Gujarat was 476. In 1972-73, the total intake capacity increased to over 3,000. In 1973-1974 it increased to 3894 (Chart I).

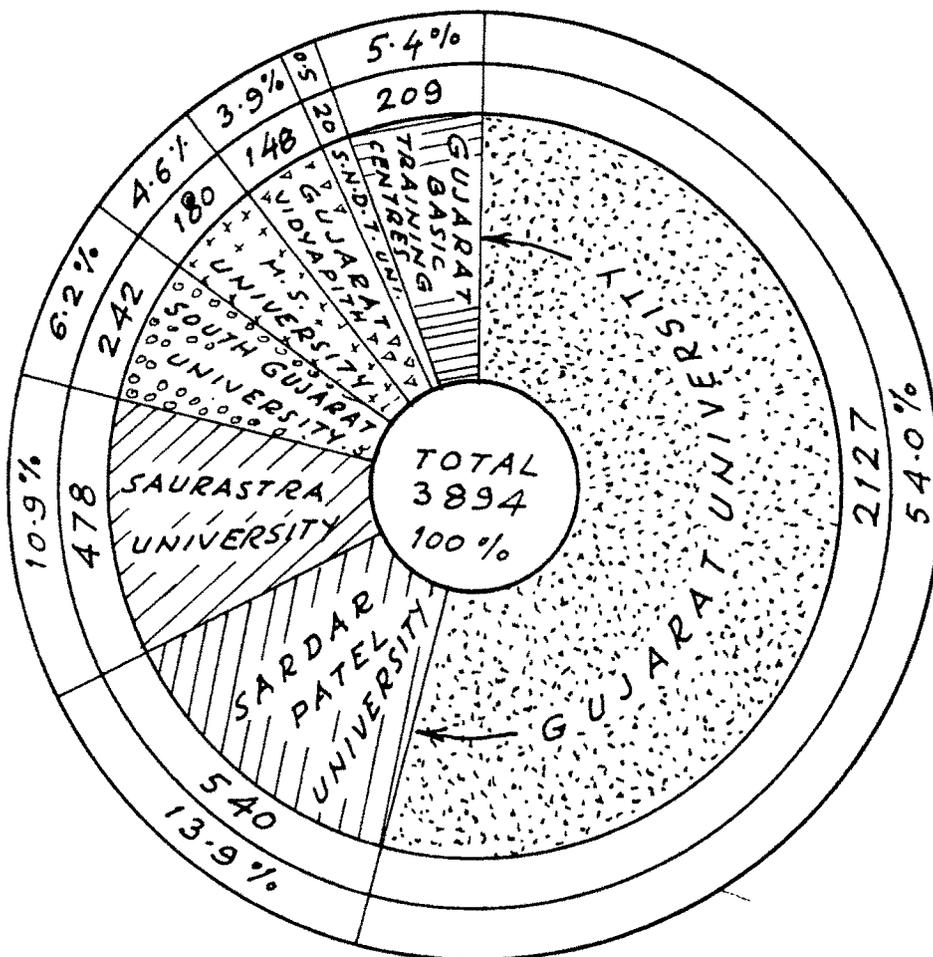
Table 1.1 : Number of Colleges of Education in Gujarat (1961-1972)

Year	Number of Colleges of Education	Percentage of growth over the previous year	Year	Number of Colleges of Education	Percentage of growth over the previous year
1961	8	-	1967	18	0.0
1962	10	25.0	1968	18	0.0
1963	12	20.0	1969	24	33.3
1964	13	8.3	1970	28	16.6
1965	16	23.1	1971	34	14.3
1966	18	12.5	1972	39	14.7

Growing Teacher-Educators Community in Gujarat

In 1960, the number of teacher educators on the staff of the colleges of education in Gujarat was estimated to be around 50. This number increased to around 260 in 1972 and nearly 300 in 1974. The staff-student ratio which is accepted by all the Universities of Gujarat is 1: 10. There are both men and women teacher educators in the colleges of education in Gujarat although the men teachers outnumber the women teachers. With the expansion of the secondary education envisaged under the

INTAKE CAPACITY IN B. Ed. COURSES
IN DIFFERENT UNIVERSITIES OF GUJARAT STATE
(1973-74)



Gujarat Perspective Plan 1974-84, it is likely that the size of the community of secondary school teachers and consequently that of teacher educators will grow by at least 15 to 20 per cent. This would open up more opportunities for qualified men and women to work in colleges of education.

Urban/Rural Background

From the sample investigated in the present study, it is seen that 73.0 per cent of teacher educators have urban and 27.0 per cent of them have rural background.

Academic and Professional Qualification

The colleges of education in Gujarat now get teachers with higher academic and professional qualification than was the case before 1960, (Sheth, 1973). According to the findings of the present study, 93.0 per cent of the teacher educators are highly qualified with professional degrees of the post-graduate level and 16.0 per cent of them holding Ph.D. degrees.

Teaching Experience

Most of the teacher educators have experience of teaching in secondary schools ranging from 2 years to over 10 years, (Sheth, 1973). Somewhat similar finding, i.e. an average of 9 years teaching experience at school level is indicated in the

present study and 7 years teaching experience at the college of education.

Age

The average age of the teacher educators in Gujarat is around 40 years, and 48 per cent of the teachers educators are in their thirties. However, it appears from the case study of Sheth (1973) that 64.42 per cent of the teacher educators in Gujarat are above 35 years of age and 39.61 per cent above 40 years of age.

Foreign Visit

The present investigator collected information about teacher educators going on visit to other countries. The result indicates that some 8.0 per cent of the teacher educators have been exposed to the education system and learning-teaching experience of the different countries of the world, particularly the U.S.A.

Leadership Experience

To investigate how many teacher educators have had the experience of leadership, it is estimated through the bio-data information that 23 per cent of the teacher educators have had the opportunity of playing a role of a leader in some capacity

or the other. The nature of responsibilities are like acting as Vice-principal or head master; district education officer, Guide's Commissioner, (in the case of women teacher educators), faculty president, camp teacher, Head of the Department, Co-ordinator, Practice Teaching In-charge, Students' Advisor and Conducting Seminars and Workshops.

Motivational Factors

Several motivational factors in selecting a career in teachers' college were mentioned by the teacher educators under the present study. The common representative factors are : better prospects, status, service to community, job satisfaction, living interest in teaching, personal growth, and to prepare good teachers for the country. Social status, income and better prospects both academically and socially seem to be the common motivating factors. Most of the teacher educators in Gujarat seem to be satisfied with their job and they do not wish to change it for any other profession. However, the study conducted by Sheth (1973) indicated some other motivating factors not included in the factors mentioned above, viz., more flexibility and variety in college work than in school work; more scope for experiment, research and personal study; and a promise of more liberal college administration.

Principals

The principals of the colleges of education in Gujarat belong to an age range from 37 years to 56 years with the mean age of 46.7 years. The most important motivating factors for them are: improved social status, improved salary structure, an opportunity to propagate new ideas and practices in teaching situation, etc. The traits that have emerged prominently among the college principals are: good character, integrity and bureaucracy based on rules and laid down policy, (Sheth, 1973).

Teacher Education Programme in Gujarat

There are six Universities in Gujarat - the South Gujarat, The M.S. University of Baroda, the Sardar Patel University, the Gujarat University, the Saurashtra University, and the Gujarat Vidyapeeth.

The Universities of Gujarat, like other Universities in India, offer one year - actually ninemonths - teacher training programme for graduate secondary school teachers leading to the B.Ed. degree. In 1975, there were 40 colleges (Gujarat University 20; Sardar Patel 3; Saurashtra University 6; South Gujarat 3; Baroda 1; Gujarat Vidyapeeth 2; S.N.D.T. Women's University 2; Graduate Basic Training Colleges 3). Out of 40 colleges of education in Gujarat 36 are having B.Ed. degree programme. The trainees are all holders of a university degree mostly in Arts

or Science and a few in Commerce, Home Science, and Fine Arts. The latter categories of teacher-trainees are found only at the Faculty of Education and Psychology, Baroda.

In all the Universities of Gujarat, the B.Ed. degree programme consists of two parts. The Part I is Educational Theory and the Part II is Practical Work including Practice Teaching. The most common theory courses in all the Universities of Gujarat are the following :

- Educational Psychology,
- Philosophy of Education including Sociology of Education
- Principles of Classroom Teaching,
- School Administration,
- Health Education,
- Special Methods (English, Hindi, Gujarati, History, Geography, Mathematics, Science),
- Special Fields (Audio-Visual Education, Counselling and Guidance, and School Administration).

Some variations in Theory Courses are also prominent in the B.Ed. degree programme of the six Universities of Gujarat including the Gujarat Vidyapeeth.

- (a) The three Universities, i.e. Baroda, South Gujarat, and Gujarat Vidyapeeth - provide a separate course on 'Educational Evaluation and Measurement' while in the

other universities this subject forms one of the major units of the course in Educational Psychology.

- (b) The course on 'Current Problems of Indian Education' has found a place in all the Universities of Gujarat, but it is now organized under different headings and with different emphasis and outlines. For instance, in the Baroda University, it is in the form of 'National Development and Education'; in the S.P. University, it is organized as 'Recent Trends in Class-room Teaching.' In the South Gujarat University, it is called 'Modern Trends and Problems of Indian Education,' the Gujarat University has named it as 'Modern Trends and Problems of Education'. The Saurashtra University has called it the same as the Gujarat University, and in the Gujarat Vidyapeeth, it is labelled as 'Problems of Education'.
- (c) The Baroda University is the only university in Gujarat which offers special method courses in Home Science, Music, Fine Arts, Commerce and Marathi.
- (d) All the universities of Gujarat, now, provide for courses in special fields. They are optional and a candidate has to select only one. But there is a considerable variation among the universities in the types of special fields that they offer. These variations are shown below :

Table 1.2 : Variation in the Special Field Courses in the Universities of Gujarat.

Baroda	South Gujarat	Sardar Patel	Gujarat	Saurashtra	Gujarat Vidyapeeth
1. Audio-Visual Education	Communication Media	Audio-Visual	Audio-visual	Audio-Visual	Audio-Visual
2. Vocational Guidance	Vocational Guidance	Vocational Guidance	Vocational Guidance	Vocational Guidance	Vocational Guidance
3. Institutional Planning & Advanced School Administration	Advanced School Administration	School Administration	Library Science	Library Science	Social Education
4. Better School Examination	Mental Hygiene	Library Science	-	Basic Science	Better School Education
5. Co-curricular activities	Library Science	Basic Education	-	Rural Education	-
6. Social Education	Co-curricular Activities	Rural Education	-	School Hostel & Community Living	-
7. Rural Community Centred Education	Continuing Education	Better School Examination (Evaluating & Testing)	-	Art Education	-
8. Linguistics and Language Learning					
9. Science Education					

N.B.: Each horizontally mentioned Special Field Course does not signify the different name of the same course. Vertically, the courses signify the provision existing in each university.

- (e) Most of the universities of Gujarat teach content courses in their B.Ed. degree programme. The Gujarat University provides a separate paper for contents (in special methods selected by the trainees) in the Annual Examination of the University. In the Baroda University, the content is not as a separate course, but the knowledge of the student-teachers in the content is revised, refreshed and supplemented through special assignments, seminars and projects correlated with practice teaching and it is tested through two periodical tests. As such student-teachers are given detailed syllabus in content in each Special Method. At Baroda, they are expected to prepare the contents themselves. No direct teaching is done in it. No questions are set on 'contents' in the final comprehensive examination in Special Methods. But because of the inclusion of contents, the courses in Special Methods carry 4 credits. In the South Gujarat University, content courses are taught but their assessment is done as a part of the internal examination. They are given 20.0 per cent weightage in the total 500 marks assigned for internal assessment.
- (f) Gujarat Vidyapeeth offers an entire course for preparing Hindi teachers through Hindi medium. The H.M. Patel Institute of the Sardar Patel University provides a special one-year B.Ed. (English) course and a five-year composite degree course (B.A., B.Ed.) through the medium of English to prepare the teachers of English.

The perceptions of students, staff and experts about the B.Ed. Theory Courses collected by Sheth (1973) in his investigation are briefly described here :-

Student-Teachers

The 814 student-teachers have given their rating on a five-point scale on some aspects of the present B.Ed. theory courses. The analysis shows that about 60.0 per cent of the student-teachers are perturbed about poor coordination existing at present between the theory courses (part I) and practical work (Part II). Over 60.0 per cent of them also are unhappy about the inclusion of some out-of-date topics in the theory courses. About 70.0 per cent of them have rated from very high to average the unflexibility and rigidity to be found in general in the theory courses. The same high proportion of student-teachers are unhappy about the fact that the theory courses are not based on educational research in learning and teaching. Eight out of every ten student-teachers indicate that the current theory courses fail to meet the changing and growing needs of high schools. A large number of students - over 90.0 per cent - feel badly about the absence of any provision in the theory courses for orienting the student-teacher community in the ethics of teaching profession. This shows that the teacher trainees, by and large, are unhappy about the present B.Ed. theory courses in certain vital aspects that have far-reaching consequences on the character and quality of teacher training.

Teacher-Educators Perception

The comments of some 53 staff members of 22 colleges of education are consolidated as follows :

- (1) A large majority of them feel that the theory programme is rather heavy. Quite many feel that the contents of the theory courses be given a close look and those topics that do not have much relevance to the preparation of student-teachers as effective classroom instructors be dropped from the courses.

Practice-Teaching

(a) In most of the universities of Gujarat, the practice teaching consists of 30 lessons to be given by each student-teacher during the year of training. The total number of lessons is distributed equally over the two school subjects selected by the student teachers for Special Methods. In the Baroda University, there is no specific prescription about the total number of lessons for practice teaching. However, usually a fresh student is required to give 35 to 40 lessons and a student-teacher with teaching experience of more than one year is asked to give 25 to 30 lessons.

(b) The weightage given to practice teaching is 40.0 per cent to 50.0 per cent of marks allotted for Part II - Practical Work Examination.

(c) The Annual Examination gets a weightage of 66.0 per cent to 50.0 per cent in terms of total marks assigned to practice teaching.

(d) Practice-teaching programme includes :

- i) Some demonstration lessons by staff;
- ii) Some criticism lessons by student-teachers;
- iii) On-campus and off-campus teaching in schools; and
- iv) Observation of some practice teaching lessons.

In the Baroda University, the programme of practice teaching includes simulation teaching, feed-back through the lessons repeated on the same day and teaching the same teaching unit by the same student-teacher before and after feed-back and improvised micro-teaching.

Student-Teachers Perception

regarding Practice Teaching (Sheth, 1973)

Over eight hundred student-teachers were asked to rate the effectiveness of certain components of practice teaching. These components were demonstration lessons, guidance in lesson planning, supervision of practice teaching by supervisors and the totality of the effect of practice lessons.

The findings in the study indicate that student-teachers do not feel quite satisfied about the demonstration lessons given by college staff members. Only 36.0 per cent of the

students feel that the demonstration lessons given are adequate in number and only 30.0 per cent of them feel that these lessons provide effective pre-orientation and guidance so that they become of real value to student-teachers in training. Only 45.0 per cent of the trainees are happy with the guidance provided in lesson planning. Only 62.0 per cent of the trainees feel demonstration lessons are beneficial.

More than half of the B.Ed. student-teachers are not satisfied with the practice teaching programmes of the colleges of education in Gujarat. The standard of quality of the practice teaching programme of the colleges of education is either average or below it. However, a small percentage of student-teachers do feel that their skills in class teaching have also improved.

All the colleges of education do not have their own practising schools. The concept of laboratory school has not quite found a place in Gujarat. Although, on the whole, modern methods of practice teaching and training in skills of teaching are being introduced in the colleges of education, the lesson planning and methods of teaching used in practice-teaching are on traditional lines.

Perception of the Teacher-Educators

The perception of teacher educators is that the quality

of practice teaching in colleges of education is low because of the selection of the mediocre students who possess superfluous and incorrect knowledge of the subject matter, and because of their low motivational level. Further, the college libraries are poor in reference material for enriching the student knowledge of contents. Student-teachers only read books written in Gujarati. Most of them even do not touch English books. Their daily schedule is heavy, and they do not find enough time to spend in college libraries. They have not much experience of active thinking and creative work in their graduation colleges. This has affected badly their attitude, interest, and performance.

Regarding the supervision of the teaching lessons, the quality suffers because it is not possible to do full justice to 5-6 lessons plans within a period of 45 minutes. Where the number of student-teachers is rather large, the quality of work has suffered.

Practical Work in the B.Ed. Programme

All the universities of Gujarat prescribe some practical work for teacher-trainees preparing for their B.Ed. Degree Examination. In fact, the Part II is designated as Practical Work. The activities are practice teaching along with term papers, tutorials, essay writing, preparation of teaching aids, practical field work, preparation of instructional materials,

preparation of unit plan lessons, preparation of blue-prints of question papers, etc. Practice teaching which is the major part of the practical work has been discussed separately under the head 'Practice Teaching.'

According to Sheth (1973), the activities provided to student-teachers in different universities of Gujarat are planning of action research, filling out school administrative records, preparation of teaching aids, writing of term papers, preparation of school time-table, preparation of home work assignments and the manipulation of audio-visual machines and use of these aids in teaching.

Student-Teachers Perception

Sheth (1973) found that a large majority of student-teachers feel that not enough facilities are provided in colleges of education for practical work to be done efficiently.

Teacher educators seem to feel that the use of the practical work and aids is more important than just preparation of it. A systematic and meaningful use of the aids is largely missing in the training programme of the colleges of education in Gujarat.

Off-Campus Programme

The off-campus programme initiated by the Faculty of Education and Psychology, Baroda, around 1955, has spread to almost all the colleges of education in Gujarat. Some of the activities performed by the student-teachers are : practical experience in performing regular teachers' duties and assignments, organization of cultural programme, social work, visits to places of educational significance, in-service training programme for the teachers of the host school, organization of debates, symposiums, seminars, study of some aspects of the community life, self-management of all aspects of living involving the residence, food, travel and recreation, getting acquainted with school administration, talks on new educational developments, experimentation and action research.

The off-campus programme is mainly used by colleges of education for practice teaching, practical work, training in personality and adjustment, community living, group work, inculcation of desired values and attitudes in the teacher trainees, effecting emotional and social intergration and building up a professional sense and sensitivity among the teacher trainees.

Student-Teachers and Teacher-Educators

Reactions towards Off-Campus Programme

On the whole, they have favourable reactions to the

programme although the high cost involved in participating in the programme bothers most of them. However, the teacher educators value it very much as according to them, the community life and camp living are very essential to bring about behavioural changes in the personality, beliefs, opinion and value system of the community of student-teachers. It is through the actual work experiences that they pick up the qualities of adjustment, tolerance, habits of cleanliness, self-service, ethical values and moral qualities.

Tests and Examination

Both internal and external assessment is the practice in colleges of education in Gujarat. It is only in the Baroda University that an exception exists - here cent per cent evaluation is internal. The grievances against the internal assessment perceived by the student-teachers are many, based on subjective evaluation than on merit. In the Gujarat and Saurashtra Universities, which have between them 26 out of total 40 colleges of education (65.0 per cent) affiliated to them, the focus has been on the external assessment.

The opinions of the teacher-educators also do not seem to favour the increased weightage to internal assessment. At least 50.0 per cent of external assessment is suggested and there has been increasing feeling among them that internal

assessment should be the responsibility of a group of teacher educators rather than an individual teacher educator.

Financing of Teacher Education in Gujarat

From Sheth's study, it appears that in Gujarat, over eighty per cent of the colleges of education are private aided. The financial problems in teacher education in Gujarat largely arise from this fact. The private colleges lean very heavily on income from tuition fees and on the income from the State Government maintenance grant. The average income of a college of education from Government grant has been found to be Rs.55,474. It constitutes, on an average, 50.9 per cent of the income from all sources. In other words, colleges of education depend more on income from Government funds than is the case in other parts of the country.

It also appears from the same study that the dependence of colleges of education in Gujarat on the income from fees is on a much higher scale. A number of colleges of education have deficit budgets. The Gujarat Government gives, at present, grant-in-aid at the rate of 50.0 per cent of the approved expenditure incurred during the previous year. The colleges find this rate very inadequate.

On the expenditure side, the largest item is the salary of the teaching staff. The annual average cost per teacher is quite high. It was Rs.12,098.

The colleges of education in Gujarat suffer from inadequate financial resources.

Organization, Management and Physical Facilities

The study on the organization, management, and the college plant and physical facilities provided in the colleges of education in Gujarat (Sheth, 1973; and Desai, 1973) reveals that on the whole these colleges are ill-planned and are not adequately and effectively managed.

In many cases the leadership for establishing and running the B.Ed. colleges has been found to be local. Their motivation is varied and mixed. While in a large majority the motives are educational, there are cases where they are commercial or political or personal advancement. The two dominant groups in the management boards are educationists and businessmen.

The college plant of the colleges of education in Gujarat tends to be rather small. More than half the colleges do not have their own buildings and even among those which have their own buildings, only in a few cases, they were built for a secondary teachers college. A number of colleges also does not have environment which would be conducive to good professional preparation of teachers. Over eighty per cent of the colleges have play-grounds facilities and laboratory facilities but they are small sized.

In short, the position of colleges of education in Gujarat as regards organization, management, and college plant is not very encouraging.

1.5 Significance of Organizational Climate, Teacher Morale and Leadership Behaviour in Colleges of Education

In the field of education, in the course of last two decades or so, many new practices and innovations have been introduced. To be more specific, much attention has been paid to methodology and class-room interaction and modification of teaching-learning behaviour curriculum development and evaluation techniques. But the most important area in which the threads of individual personalities weave the very structure of the educational institutions, viz., the 'organization' has been rather neglected. As planners and designers of education, one cannot afford to forget that it is the people who comprise the institutions. Their mental health, academic and material as well as social need satisfaction are more crucial in making the educational plans a success. The quality of education which is a cry of the present frustrated educators will soon take care of itself if only the 'humane' aspect of education is given proper attention. The 'organizational climate', 'teacher's morale', and 'leadership' of the principal are so entwined so as to arouse the enthusiasm of each individual in his respective role to give his best to the institution.

A host of literature and research studies indicates the advanced stage of development in business administration and industrial organizations which have tended to give thought to the human relations aspect of the productivity and effectiveness of the organization. The organizational climate which affects the morale of the workers and eventually enhances or reduces the output and the effectiveness of the organization have become matters of prime concern to administrators and executives in business and industry.

However, in the field of education this humane aspect of diagnosing the ills of the organizations or the 'climate' is comparatively a recent move. The schools and colleges which are human organizations and where the inter-personal relationship is the key to the success of the organization, are also striving to achieve the goals and purposes for which they are established. In this human and group enterprise it is on the 'initiating structure' and 'consideration' dimensions of leadership behaviour, esprit, human relationship, communication and democratic attitude and values coercive effort both on the part of the administrator and the group members that the quality and success of an educational enterprise would depend. The programmes are no doubt important, but the manner of executing the programmes are equally, if not more, important. The latter needs more attention and care in the present deteriorating situation.

The concept of 'organizational climate' and 'morale', applied in the field of education is more or less the same as in business and industrial organizations. Therefore, at many places in this section the investigator has made use of references and research findings from these sectors whenever suitable to the educational settings.

"Organizational Climate" is a term that was probably first used by Cornell (1955). He used the term to denote a "delicate blending of interpretations or perceptions by the persons in the organization, of their jobs or roles in relationship to others, and their interpretation of the roles of others in the organization." He interpreted organization in the sense of a formal structure within which a group or cluster of groups, with a few high up and a large many low down in the hierarchy, operate in meaningful relationship. The goals, policy, in-put out-put ratio, the laid down procedure of operation, the rules of conduct and discipline etc., create an environment in which the persons in the group interact. The accumulated effect of this on-going operation and interaction is construed as the 'organizational climate'.

It is understood that organizational climate in educational setting is the result of behaviour of individual teachers, their interaction with other teachers and with the principal and the interaction of a group of teachers with

other teachers and the principal. The group of teachers have functional and hierarchical ties like senior-junior, principal/supervisor, professor/teachers/ the PG teachers/the non-PG teachers, etc. The pattern of functioning of the principal who is above all teachers operating in the college hierarchy, affects the functional and behavioural patterns of teachers. The impact is transmitted through perceptions and information shared by teachers. Variables like age, academic and professional qualifications, teaching experience, in-service training of teachers and material in-puts like the college plant, instructional materials and audio-visual aids etc. are very much related to climate. The organizational climate is the resultant accumulated effect of the ways in which the principal interacts with teachers and the teachers interact among themselves. The variables mentioned above have their impact on the climate as they are reflected in the interaction process that goes on in the college and the relationships that accrue within the college community.

General observations of a college community also reveal teachers who carry the work-load with a smile and enthusiasms and are ready to suggest the new ideas to bring about improvement in the college educational programmes. Whereas, there are others also who simply go through the motion of teaching without much life or énthusiasms meaning thereby that the morale of the teachers is high in the former case and lower in the latter case.

But for an organization to fulfil its mission, the people who make it up must coordinate their efforts to make possible an outcome which the isolated individual would be unable to achieve alone, (Baldrige, 1973). Therefore, the cooperative and coordinated activities of the teachers in a college system are very important to achieve the goals for which the college exists.

The teaching team is a human group in an organizational setting. As a human group its characteristics, its cohesive or disruptive forces and its ability to sustain the members are essential. Questions like the following frequently arise in educational institutions :

- (1) Why do some teaching teams within the same organization cohere while others do not?
- (2) Why do some teaching teams have mutual regard and high group morale while others do not?
- (3) In what ways do leaders influence group cohesion?
- (4) Can the leader's personality style affect the morale of an individual or the morale of a group? , etc., etc.

These and many other questions open up the vista of human reactions to a group situation. The membership of a teacher to his organization is a contract which attempts to fulfil his needs in terms of his services and loyalty and in turn fulfills the goals and purposes of the organization.

Human beings have both extrinsic and intrinsic needs. The contract which brings an individual in an organization satisfies his extrinsic needs but the ⁱⁿ⁻trinsic needs for which there is no written contract like psychological needs, which motivate the individual in a realistic sense with a feeling of belongingness, seem to be ignored by many organizations. It is this side of the organization especially in educational organisations that needs to be given special attention.

The actual interaction between the teachers and the educational organization can best be thought of as the working out of a psychological contract through what Lewinson has called the process of 'reciprocation' (Atkinson, 1973). It is like this: The school or college organization does certain things to and for the teachers and refrains from doing other things. It pays him, gives him status and job security and does not ask him to do things too far removed from his job description. In exchange, the teacher reciprocates by working hard, doing a good job and refraining from criticizing the college in public or otherwise hurting its image. The college expects the teacher to obey its authority, the teacher expects the organization to be fair and just in dealing with him. The organization enforces its expectation through the use of whatever power and authority it has. The teacher enforces his expectations through attempts to influence the organization or by withholding back his participation and involvement, as when

he goes on strike and becomes alienated and apathetic. Both parties to the contract are guided by the assumptions concerning what is fair and equitable. This process of reciprocation maintains a healthy climate in an organization.

But, historically, the nature of this psychological contract between organizations and their members has undergone a number of changes. Amitai Etzioni (Schein, 1965) has proposed three types of organizations on the following basis :

- (1) Whether they exert pure coercive power e.g. concentration camps, prisons, correctional institutions etc.
- (2) Whether they elicit involvement through the exchange of economic rewards for membership and performance based on rational-legal authority, viz., business and industry, peacetime military organizations etc., and
- (3) Whether they attempt to elicit involvement primarily on the basis of normative rewards where membership or the opportunity to perform a function is intrinsically valued, viz., religious organizations, hospitals, colleges and universities and professional associations.

The following diagram can be restated by saying that the organizational types which fall along this diagonal have workable and "just" psychological contracts with their members. What they get in the way of involvement is in line with what they give in the way of rewards and the kind of authority they use.

A Figure showing Three Types of Organizations

	Coercive	Utilitarian	Normative
I N V O L V E M E N T			
Alienative	*		
Calculative		*	
Moral			*

Etzioni distinguishes three types of involvement of organization members as follows :

- (1) Alienative which means that a person is not psychologically involved but is coerced to remain as a member.
- (2) Calculative which means that a person is involved to the extent of doing a "fair day's work for a fair day's pay."
- (3) Moral which means that a person intrinsically values the mission of the organization and his job within it, and performs it primarily because he values it.

In other words the involvement is in terms of reward and the kind of authority used. If a utilitarian organization like a manufacturing concern or a college of any academic

discipline expects its employees or teachers to like their work and to be morally involved, it may be expecting workers or teachers to give more than it gives them. Or, if a normative organization like a university or a college wishes to maintain the moral involvement of its faculty, it must use a reward - and - authority system in line with such involvement. If a university or a college, for example, withholds status and privileges such as academic freedom and expects its faculty to obey arbitrary authority, it will be violating its psychological contract, resulting either in a redefinition of the contract, that is, the faculty may redefine its role and change the nature of its involvement from moral to calculative, which would mean putting in minimum class and office hours based on the amount of pay received; or an alienation of the faculty, that is, they may do the required amount of teaching and research, but without concern for quality and without enthusiasm.

The type of involvement on the part of the teachers would indicate a level of satisfaction or dissatisfaction in an organization. This would affect the morale of the teachers.

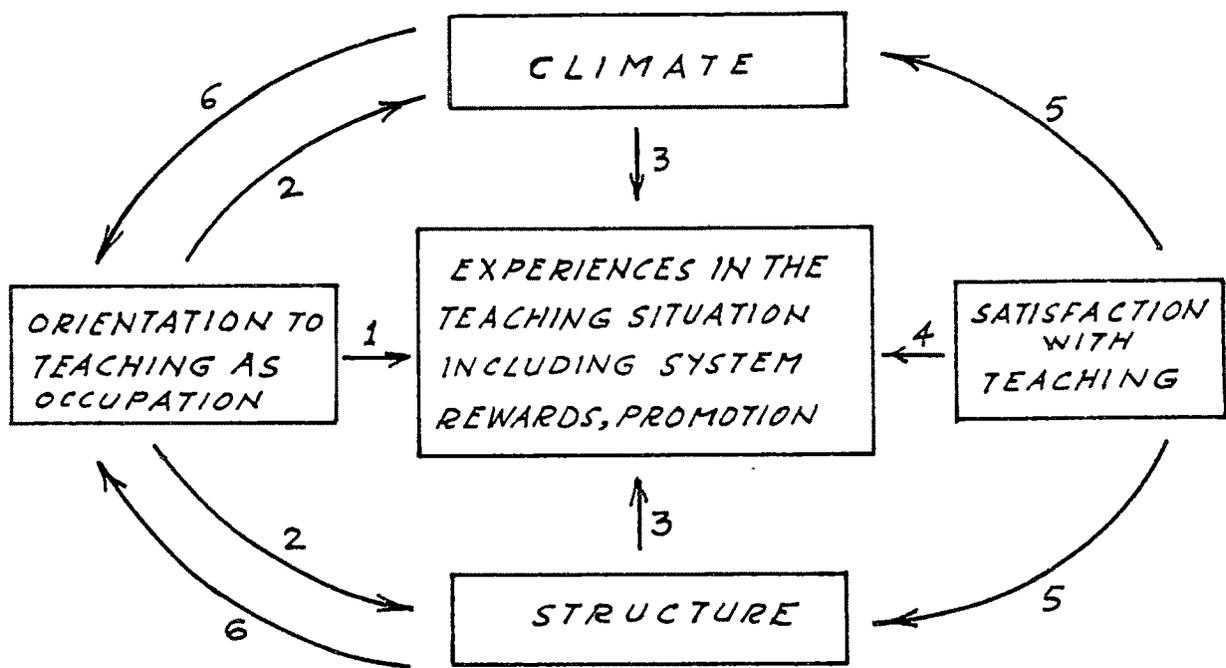
No person is highly motivated who does not have a high level of morale. Therefore, ^{it} is not an end in itself, but a means of obtaining good results. It grows out of the intangible climate or environment in which people work. In an educational system, morale is that feeling of well-being that induces all

people to pull together consistently, cooperatively, persistently and whole-heartedly to bring about improvement in the existing educational programmes. Some of the more concrete elements that enable the staff members to become more positive contributors to the educational programmes are a sense of security and status, a sharing of responsibility, recognition and appreciation of accomplishment.

In Australia as in certain other countries, the morale of teachers is a perennial problem. Regardless of the economic climate, it is difficult to hold together the teachers in schools. The nature of teaching and the contributions teachers are expected to make towards the well-being of the society, generally, demand some minimum degree of satisfaction on the part of teachers with their tasks. The study conducted by Grassie and Carrs (1972) shows as under (vide chart given on the next page).

Teachers have different orientations to their occupation (point 1) and different perceptions to school organizational climate and structure (point 2). All of these are merged in their actual experiences of teaching (point 3) and the net result is satisfaction or dissatisfaction with their work and colleges (point 4). This feeds back on to the perception of climate and structure (point 5) and to orientations (point 6) and the process starts again. (The points are the ones shown in the Chart No. II).

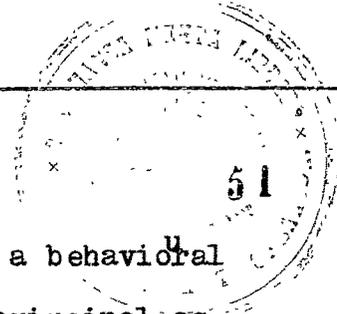
CLIMATE AND LEADERSHIP



Grassie examined the different relationships in this paradigm using correlational techniques and established that predictions from one variable to another were consistent with the existing theory. The results indicate that it is the nature of the structure and the leadership quality perceived which is a cause of satisfaction. Therefore, it is not always money that leads to satisfaction. Leadership of the principal is very important.

Morale of the teachers is highly related to the supervisor or to the principal's behavioural style. Blumberg and Weber, (1968) in their study on "Teacher Morale as a Function of Perceived Supervisor Behavioral Style" indicated that differences in perceived supervisor/principal behavioral style were related to differential morale scores in a statistically significant manner. The distinct supervisory behavioral styles as seen through the eyes of the teachers were

- (1) High-direct and High-Indirect - This means that a teacher perceives his principal as putting an emphasis on both telling, suggesting, criticizing, asking questions, reflecting ideas and so forth.
- (2) Low-direct and High Indirect - This style suggests that the principal is seen as doing little in the way of telling and criticizing but engaging in much question - asking, reflecting and so forth.



- (3) High-direct and Low Indirect - This is a behavioral pattern in which the teacher sees his principal as doing a lot of telling and criticizing but little asking and reflecting.
- (4) Low - direct and low indirect - The suggestion here is that a teacher perceives his principal as behaving in a passive manner.

The result of the study indicated that teachers who saw their principal as either High-direct, High-indirect; or Low-direct, High-indirect, felt more positively about the quality of the interpersonal relationships in supervision, felt they had more communicative freedom, and saw their supervision as being more productive than those teachers who perceived the behavioural style of their principal as being either High-direct, Low-indirect or low on both directness and indirectness. In other words, different patterns are associated with varying levels of morale in the expected direction of the principals behavioural styles.

Broadly speaking, leadership style embraces the way in which the leader orients toward group vis-a-vis the task or tasks to be accomplished by the group. This orientation may be described in a very wide number of ways - for example, as task-oriented versus person-oriented, as democratic versus authoritarian, as teacher-centered versus subject-centered (or

teacher-centered), as permissive versus traditional, as direct versus indirect and so on. By whatever terms they are described, the referents involve a wide range of teacher principal characteristics and associated teacher-principal behaviours, (Smith, 1971).

Flanders has briefly examined Fiedler's contingency theory (1964) of leadership effectiveness. It seems to give some theoretical order which characterizes the leadership style studies in education.

The Fiedler model (1964, 1967, 1969) involves only four variables, one characterizing the leader, and the three the situation: (1) Leadership style - characterized along a task-oriented versus person-oriented dimension (the more task-oriented person may be viewed as somewhat more authoritarian, more direct in approach, perhaps more 'business-like', whereas the person-oriented person is more permissive, more supportive, more indirect in his approach); (2) the position-power of the leader - the degree to which the organizational position he occupies accords authority over members of the group and sanctions which may be applied with respect to their behaviour; (3) Leader-member relationships - the extent to which the leader and members are in accord, get along, or like each other; and (4) task-structure - the degree to which the task has definite, immediately verifiable outcomes as opposed to outcomes the

precise "goodness" of which cannot be immediately confirmed. An example of a task with high task-structure would be working on the curriculum; an example of low task structure would be speculating on the consequences of the immediate results on unsupervised examinations or practice teaching.

Under the contingency model of leadership effectiveness, the extent to which a task-oriented as opposed to a person-oriented leadership style will be effective depends on the arrangement of the three situational variables. Among these three variables, leader-member relationships is identified by Fiedler as exerting the greatest influence, with task-structure second, and position-power extending least influence.

If each of the latter variables is dichotomized, an eight-cell arrangement is produced, which, if hierarchically arranged, yields the following diagram.

Effective Leadership Styles Performance

Leader-member relations	Good				Poor			
Task Structure	Structured		Unstructured		Structured		Unstructured	
Position-Power	Strong	Weak	Strong	Weak	Strong	Weak	Strong	Weak
	1	2	3	4	5	6	7	8

By plotting many correlations between leadership style and the effectiveness of the group performance in each of the cells, Fiedler has produced some most interesting results. When the situation is favourable to the leader, that is, when leader-member relationships are good - when task structure is high, and when position - power is strong as in cell 1, then the more task-oriented leader is the more effective leader. This remains true through cell 3. However, as task structure decreases and position-power weakens, as in cell 4, effective group performance begins to strongly correlate with the person-oriented leader. This remains true through cell 6. Thereafter, the correlations shift, and in cell 7 and 8 the task-oriented leader again becomes the more effective. In general, when the situation is very favourable to the leader or when it is very unfavourable to the leader, a task-oriented style is more effective, but when the situation is of mixed favourability, the person-oriented is the more effective.

In this rapidly changing society, there is a need for administrative and supervisory leadership also to change. Sommerville (1971) considers leadership as ineffective where the status quo for institutions is maintained and organizations fail in obtaining the goals.

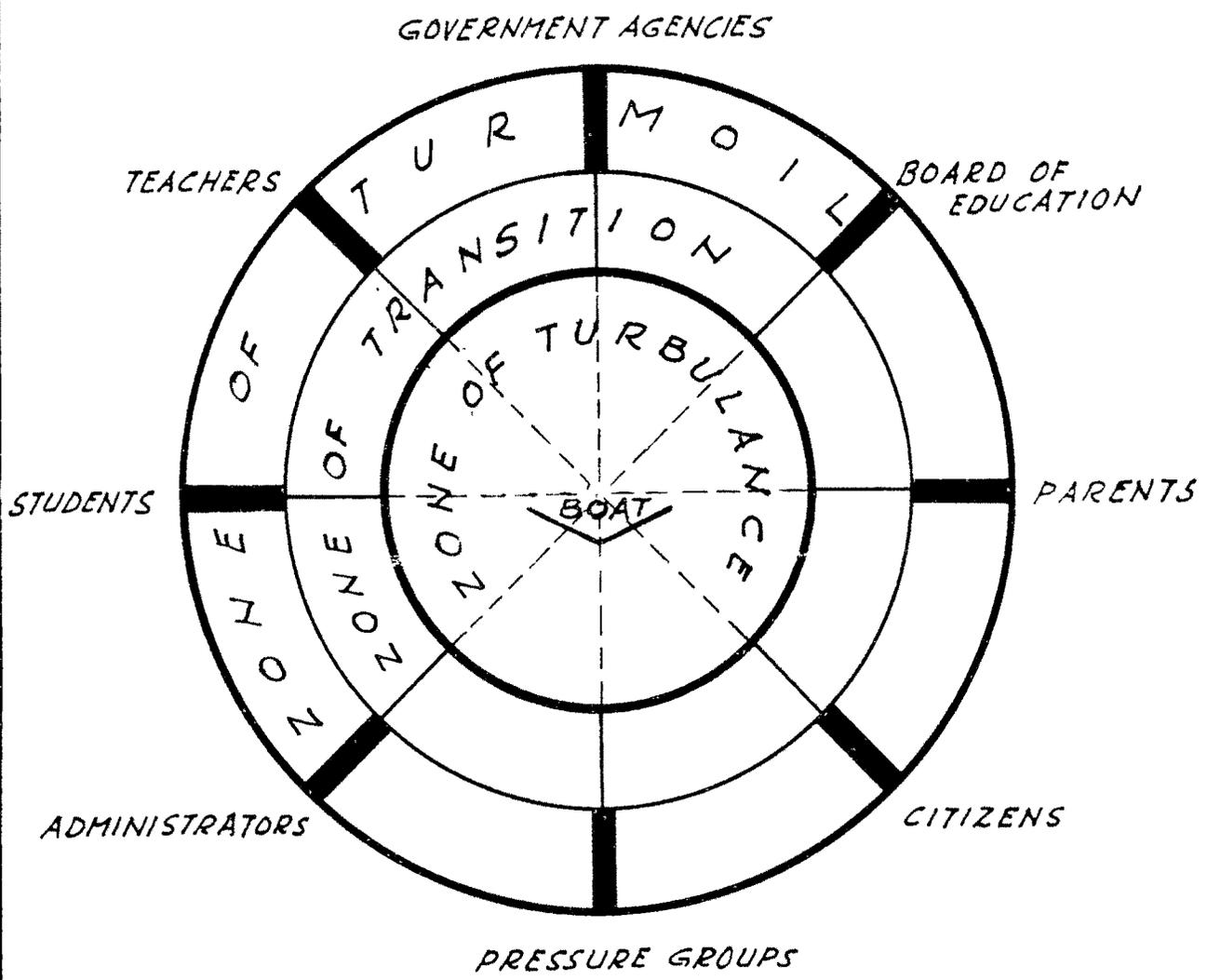
Sommerville (1971) recognizes the leader behaviour in the group interaction, which solves the problem and upsets the steady

state of ineffectiveness found in many schools of today. It is the leader who can bring about the changes with the help of the teachers and other agencies related to the school or the college.

III

In the illustration given in the chart^{III} on the next page, interpersonal interaction (the boat) is held in a suspended balance by the intensity of the varying forces acting upon it. The daily interaction between groups and individuals maintains an equilibrium which keeps the 'boat' within the "zone" of turbulence". Little or no meaningful change occurs within this zone, thus the varying forces, while exerting pressures to move the boat from time to time, do not move the balance out of the zone because of the counter forces which create turbulence. Administrative and supervisory leadership which acts in this situation is not likely to "rock the boat" for the status quo is maintained. In the triple 'T' (turbulence, transition, and turmoil) Zone model, the relative strength of the counter-acting forces varies from zone to zone. These strengths are represented by the weaker broken lines in the "zone of turbulence", single straight lines in the "zone of transition" and the behaviour reinforced straight lines in the "zone of turmoil" where the intensity of the resisting forces by groups and/or individuals is the greatest.

"TRIPLE-T" ZONE
OF SUPERVISORY AND ADMINISTRATIVE
INTERACTION



When the interpersonal interactional balance moves into the "zone of transition", the intensity of the counter forces increases. The strength of the resistance to change is greater, thus it is more difficult to maintain a balance in the varying forces. The job of the administrative leader becomes more difficult as a coordinator. If he is to move the system into this "zone of transition", a two-way communication is the most essential. A move into the transitional zone "rocks the boat" for the balance among the multitude of forces acting upon the "boat" is upset, since apprehension develops because of perceived threats to the loss of power, influence and status of individual or group forces in the system intensified. The effective leadership must so coordinate the organizational interaction that a move into the "zone of transition" does not create an imbalance of acting groups to the extent that the system moves into the "zone of turmoil".

In the "zone of turmoil" focus is no longer on the problem, but on personalities. Energy must be spent in dealing with individual problems, handling personality clashes and trying to rectify a chaotic state of affairs. This will create not only an open climate conducive for work, but also keep the teachers' morale high, enabling the members of the organization to work effectively.

All organizations, whatever their decisions about

organizational development may be, put in their best efforts to design more effective structure. They want to make the organizations healthier and raise the quality of life in them. For example, the famous "Howthorne effect" established that people will work hard and put up with difficult working conditions if they feel that the objective is worth doing. People apparently want to be involved in and to participate in meaningful activities. Lewin (1951) and his students, also produced research to show that participation leads to more productivity, greater commitment, and greater personal satisfaction. Also that participation is worthwhile and useful because people have important contributions to make.

The "man can be more of an active contribution to his and to the organizations well being", discussed by Argyris (1971) in his book - management and organizational development, accept the second assumption. This assumption is based on McGregors Theory. Argyris enumerates a few points as follows :

- (1) The expenditure of physical and mental effort in work is natural as play or rest.
- (2) External control and the threat of punishment are not the only means for bringing about effort toward organizational objectives. Man will exercise self-direction and self-control in the service of objectives to which he is committed.

- (3) Commitment to objectives is a function of the reward associated with their achievement.
- (4) The average human being learns, under proper conditions, not only to accept but to seek responsibility.
- (5) The capacity to exercise relatively high degree of imagination, ingenuity, and creativity in the solution of organizational problems is widely, not narrowly, distributed in the population.

Such assumptions, would lead management to design superior subordinate relationships where the subordinate had greater influence over the activities involved in his work and greater probability of influencing his superior's actions. Likert (1967) enlarged the scope of change to the entire organization. Likert (1967) and Marrow, Bowers and Seashore (1967) presented empirical evidence that a participative management could be more effective. Likert's system IV (Participative) is based on :

Likert's System IV (Participative)

<u>Organizational Variables</u>	<u>That Required</u>
1. Leadership processes	1. High Confidence and trust.
2. Motivational forces	2. Economic rewards based on compensation system developed through genuine participation.
3. Communication processes	3. Free and valid flow of information at all levels.

- | | |
|-------------------------------------|---|
| 4. Inter-action-influence processes | 4. High degree of mutual confidence and trust. |
| 5. Decision making | 5. Wide involvement and well integrated through liking processes. |
| 6. Control processes | 6. Wide responsibility for review and control at all levels. |

The above mentioned Likert's System IV, although devised for business and industrial organizations is rightly applicable to the educational organization like colleges. The teachers need to have high trust and confidence in the principal and the principal in the teachers. Although intrinsic rewards do induce a motivating power in the teachers, the economic reward also compensates for immediate genuine participation. The interpersonal competence also needs to be increased between the teachers and the principal for better understanding. More trust, concern for feelings, internal commitment, more openness, would make the communication more free and easy, thus effecting the efficiency of work positively.

If the administrator of tomorrow is to be responsive to change and at the same time assume the role of a change agent, he will need knowledge about the dynamics of resistance and of management of change in individuals, groups and communities, (Chowdhary, 1970). Effective leadership involves performing four different functions in relation to the group viz., (1) support, (2) social facilitation, (3) work facilitation,

and (4) goal orientation. This type of leadership results into higher group morale and a better satisfied work force committed to its work, (Shivadasani, 1971).

Halpin and Winer (1952) have perceived leadership behaviour in somewhat different manner. They have identified two specific dimensions of leadership behaviour viz., "Initiating structure" and "Consideration". Halpin has explained that the 'initiating structure' dimension refers to a leader's behaviour in delineating the relationship between himself and the members of the work group, and in endeavouring to establish well defined patterns of organization, channels of communication and methods of procedure. According to him, "consideration" dimension refers to behaviour indicative of friendship, mutual trust, respect and warmth of friendship between the leader and the members of the group.

The advantage of using these two dimension-approach to leadership behaviour is the ease and efficiency with which the leadership behaviour can be measured. The leadership behaviour of principals of schools and colleges can be classified into any one of the four categories, viz., the HH pattern, the LL Pattern, the HL pattern and the LH pattern. In the HH pattern, the principal reveals a high score on both 'initiating structure' and 'consideration' dimensions. This is considered to be highly effective leadership. It brings in best educational

returns. In the LL pattern, the principal exhibits a low score on both 'initiating structure' and 'consideration' dimensions. This is considered to be the least effective and fruitful leadership. The third leadership behaviour pattern is HL. Here, the principal scores high on 'initiating structure', but low on 'consideration'. The principal's effectiveness is reduced or restricted because of his weak human relationship and low consideration of psychological and social needs satisfaction and disregard of teachers' other needs and problems. Such a principal may be more effective in organization but is low in group cohesion and staff unity. The last pattern of leadership behaviour is LH, which is almost opposite of the third pattern. In it, the principal exhibits low initiating structure but high consideration. Such a principal appears to be liked and loved by his staff members and the latter are happy with him. But the operation of the organization may not be very effective. Thus, the principal turns out to be a good man but a weak administrator.

A brief review of literature and the researches done in the area of 'organizational climate' 'morale' and 'leadership style' does show an enormous contribution and importance of these variables in bringing about an improvement in the colleges of education especially with reference to improving the quality of work and making the programme of teacher education effective.

1.6 Need for Research in Teacher Education at Secondary Level

The upshot of the discussion so far made on the current status and the programme of colleges of education in Gujarat, and on organizational climate, morale and leadership behaviour is that climate, morale and leadership can play a crucial role in raising the effectiveness of teacher education programme. The research should, therefore, be directed on this new perspective.

During the 1960's, there has been considerable activity in the area of teacher education in several countries of the world. A number of model programmes for teacher education were developed and published (Clarke, 1969). The study of teaching and teacher education was stimulated by the establishment of Research and Development Centres at the Stanford University and at the University of Texas. Teacher organizations were very active in describing their origin, function and promise. In the United States, the National Commission on Teacher Education and Professional Standards of the NEA stimulated the concept of differentiated staffing through 210 demonstration centres. In Canada a precursor of such activities was Smith's (1962) study on Educational Research and Training of Teachers' commissioned by the British Columbia Teacher's Federation. Somewhat later the Canadian teachers Federation proposed a new

emphasis of teacher education. The American Association of Colleges for Teacher Education has been also active.

In India, too, a number of research studies at the doctoral level have been undertaken in the field of teacher education. The Gujarat Studies have been already referred to. But the research studies directly related to the teachers training at the secondary level are limited and few. There is no formal record of all the Ph.D. theses made at the secondary teachers training level. However, most of them could be surveyed by the National Project undertaken by the Centre of Advanced Studies in Education, M.S. University, Baroda. The Survey Report (1974) estimates 27 doctoral theses and 19 research projects completed, so far, in India on teacher education. Out of these only 14 are directly connected with the teachers training programme at the secondary level. The studies of Lipkin (1964), Sullivan (1968), Seth (1973) and Desai (1973) are the only four doctoral studies conducted in the State of Gujarat. These studies have been already referred to earlier.

All the 14 studies conducted at the secondary teachers training level pertain to the various problems of the teacher training programme such as vocational interest patterns of prospective teachers; admission procedures; innovation and changes; teacher training programmes at different state level; organization of audio-visual training; traditional and basic

methods of instruction; evaluation of practice teaching; development, organization and finances in the colleges of education.

It is obvious from the review of the studies that several areas in the field of teacher education colleges remain still unexplored by the research workers. The social and psychological aspects of the colleges seem to have been completely neglected so far. The outstanding humane aspect of the colleges like 'organizational climate', 'teachers' morale' and 'leadership behaviour of the college principal' on which depends considerably the effectiveness of the teacher education of programme remain yet largely untouched. In view of the new goals of education in free democratic India, they need special attention. The present attempt to study the organizational climate, staff morale and leadership behaviour in colleges of education in Gujarat State has been undertaken to meet this important need.

1.7 Assumptions

The present study, as stated earlier, is an investigation of the "Organizational Climate", Teachers' Morale and Leadership Behaviour" in colleges of Education in Gujarat.

While reviewing the literature and researches in these areas, it was discovered that major parts of the studies are

pertaining to either school situation or the business and industry. And that very little work seems to have been attempted at college or university level both in India and other countries. But when one looks at the structure, administration, finance, composition of the work-group, distribution of work-load, time-table, extra-curricular duties, committee work, decision-making process, working condition and physical facilities of the schools and colleges in India the differences between the two situations are not bold and democrating. Therefore, the investigator has ventured in the area of higher education, viz., colleges of education, and the major theoretical support has been taken from the research findings at the school and industrial level.

This has been done on the basis of the following assumptions :

- (1) The structure of the colleges of education and schools in terms of the principal, teacher, student and office assistants is almost the same.
- (2) The administrative line staff hierarchy is similar.
- (3) The financial conditions of the colleges of education seem to be almost on par with the schools as majority of the colleges of education in Gujarat, like the ^{high} schools, are private aided institutions.

- (4) The composition of the work-group with the socio-economic and cultural background does not very much differ in high schools and teachers' colleges.
- (5) The distribution of the workload through the principal according to the special fields of the teachers is based on almost similar considerations.
- (6) The time-table is there to regularize and put restrictions in the freedom to teach.
- (7) Extra-curricular duties are assigned by the principal in high schools as well as teachers' colleges.
- (8) Special responsibilities are handed over by the principal to teachers' committees. The practice is almost similar in secondary schools and secondary teachers' colleges.
- (9) Decision-making process^{es} handled by the principal in consultation with the senior members of the staff also exhibit similar trends and practices.
- (10) Working conditions and physical facilities provided in the colleges of education are not very much different from those schools.

It is on account of such assumptions that the present study has drawn heavily from research in school in regard to climate, morale and leadership behaviour. Chapter 2 deals with the review of the literature and research studies in the area

of organizational climate, teacher morale and leadership. Here, too, the references are mostly from the school situation and the business or industries.

1.8 Conclusion

The present study is the fifth doctoral study to have been attempted so far in Gujarat on teacher education, the first by Lipkin being more on the teacher education programme as it operated in Bombay but which also initiated and structured a similar training programme in Gujarat. In its main dimensions and focal points, the present study is a new path-breaker. It is altogether different from those that have preceded it in concept, theoretical perspectives and methodology of analysis and introduction of data. A study of effectiveness of the teacher education programme in Gujarat in relation to the organizational climate of colleges of education, the level of morale of teacher educators working in these colleges and the patterns of leadership behaviour displayed by the principals of those colleges would bring to the focus the up till now little explored materials and methods of improving our teachers' training institutions. The study, therefore, can be perceived as constituting a new venture in educational research in the sphere of teacher education.