

## PROBLEM AND PERSPECTIVE

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## CHAPTER I

### PROBLEM AND PERSPECTIVE

#### 1.1 Introduction

Rapid changes in other sphere of society are bound to affect the field of education which is the basis of social growth. Growth of members in turn contribute to the development of society as a whole. The major challenge to education today is the speed with which schools must adapt to the changing social conditions. Serious and steady endeavours are being made to improve the education system by introducing new ideas, programmes, methods and techniques. These are termed "Educational Innovations". Innovative ideas spring from innovation-prone men and women who are rare to find. Innovative prone-ness is a state of mind revealed through the attitude of a person.

Increasing needs of society are placing greater demands upon our educational system day by day. The need of time is the speed of development, on one hand, and the continuity of change, on the other. There is no aspect of education which is left <sup>un-</sup>influenced by change. Kothari Education Commission (1964-66) stated that "the destiny of India is being shaped in her class rooms". The necessity of class rooms and education to be innovation-prone cannot, therefore, be over-emphasised. It would also be worthwhile at this place to understand the change

agent role of education.

## 1.2 Education as a Change-agent

Education is a dynamic force and serves as an agent of change. It changes the outlook and the attitude of people on a mass scale. The students of today are the citizens of tomorrow. They should be guided to influence their parents and the leaders of the community through correct approaches. Robert Browning believed that all will be right with the world. Education will serve as a master key in bringing the change. For this purpose change-agents are considered necessary. Suitable change-agents in material as well as men must be found and prepared to sustain and advance their effects of change. The necessity of conscious efforts to prepare for change is best brought out by the Chinese proverb : "If you are planning for a year, plant plants. If you are planning for years, plant trees. If you are planning for many years, plant men". Thus, far reaching changes can be best brought out by the educationally developed men and women.

Education in its wider perspective covers a large area of which the formal education in schools is an important part. The formal education system has been considerably expanded during the Post-World War II period. The period between the two great Wars was marked with an alarming rate of population growth all over the world. This period also saw general

awakening specially in the developing countries. The general desire for increase in knowledge demanded immediate quantitative expansion and qualitative enrichment of the education system all over the world. Introduction of adult education and increased enrolment of youth in the schools also caused more expenditure. Now-a-days more and more people specially younger lot, spend more and more years in the educational institutions. This trend created shortages in funds, teachers, class rooms, and teaching materials. Active intervention of the Governments cannot thus now be avoided in the field of education.

Since 1945 all countries have undergone environmental changes brought about by a number of concurrent world-wide revolutions in Science and Technology, Economic and Political affairs, and in Demographic and Social structure. Educational systems have also grown but the adaptation to change has remained slow as compared to the pace of events on the move all around. The slow response of the education system to the pressing demand of swift changes has resulted in severe criticisms and search for quick solution.

Coombs (1968) described this situation as a "World education crises", more subtle and less graphic than food or military crises but in no way less in dangerous potentialities. The crisis varies in form and severity from one country to another but its inner line of force appears in

all nations alike, whether they are old or new, rich or poor, whether they have stable institutions or struggling odds. The specific causes of this disparity have been given by Coombs as follows :

- (a) The sharp increase in popular aspirations for education.
- (b) The acute scarcity of resources which has constrained educational systems from responding fully to new demands.
- (c) The inherent inertia of educational system which has caused them to respond too sluggishly in adapting their internal affairs to new external necessities, even when resources have not been the main obstacle to adaptation.
- (d) The inertia of societies themselves—the heavy weight of traditional attitudes, religious customs, prestige and incentive patterns and institutional structures which have blocked them from making the optimum use of education and of educational manpower to foster national development.

In order to meet the crisis the educational system will need help from every section of domestic life. More help will be needed from sources beyond their national boundaries. More money is needed to buy the real resources, they need a fuller share of the nations' best manpower to raise its quality, efficiency and productivity. They need building equipment, better learning material, above all, what money

alone cannot buy - ideas and courage, determination and a new will for appraisal re-inforced by a will for adventure and change. It is time to seize opportunities for innovations which help teachers to achieve more in class. For this purpose it is necessary to understand the aspects of education requiring change.

Education is expected to perform two functions. On one side, it transmits and stimulates the wholesome culture and on the other, the society expects the Schools to review and plan their work according to the demands and aspirations of the changing social environment. The whole planning of the School including the curriculum should reflect the changes in the social values, norms and patterns. Education has to conserve as well as develop the social culture. Education has proved to be an efficient agent for change. It is also a condition for change to come to fruition. The need of time is growth and frequent change. This can best be met through education.

### 1.3 Change as Need of Time

With the acceleration of technological changes the effects of institutional lag are also coming to light. In spite of speedy changes in other fields the families, schools and communities are still operating in the traditional ways. Education as a social institution is also showing the effect of lag. This lag however is not

due to dearth of innovations only. The main reasons lie else-where. It is a universal trend and the concepts like "Further Shock" and "Innovation Fatigue" brought out by Toffler (1973) in USA and by Hoyle (1972) in UK, respectively, have been developed to identify this fact. Even though the institutional lag seems to be common with all the Countries as per Waston (1973) this is of paramount importance for the developing countries like India.

The policy of our country is to provide suitable educational facilities to each and every individual. The school curriculum and its pattern of organisation must change considerably to work this policy. Unique ways of meeting the problem of increased enrolment must be tried out. Newer practices should be evolved to tackle the increasing population problem of the schools. Technological development and improved means of transportation have increased the mobility of the population which in turn has created several problems for the Schools. The importance of good schools cannot be over-emphasised in the days of shift of population from rural to urban areas. It has also become necessary for the Schools to adapt their educational programmes to the changing sociological composition of communities.

The obvious need for specialisation necessitates special training, specialist institutions and continuous change for the better. The new techniques have to be in

keeping with the speed of change. Education through computer and television has become a reality. Communication through space and satellites is already in use. But these are not enough. Education being a tool for the betterment of society and in particular having the role of developing the human resources, must undergo continuous change. As a dynamic Science Education must undergo continuous change—ever progressing and ever-progressive.

To provide equal opportunity of education in India free and compulsory education has been arranged for all children upto 14 years of age. Girls education has also been made free. This is bound to increase the pressure on enrolment of schools and increase their problems. Social awareness for education is another factor creating pressure on schools. Innovations are therefore necessary for teachers and teaching. Lack of innovative teachers and their refusal for change are responsible for the gap between the level of social changes and in the education system. This gap in turn causes student unrest. At this point the shifting nature of demands on education should also be appreciated properly.

Rousseau believed in the principle "Follow the Nature" while educating the child. "Emile" the imaginary child was to be educated or trained according to this principle. Pestalozzie, the Swiss School Master placed the child in the fore-front and made a beginning in the direction of child-centric education. Madam Montessori and Froebel

followed the same course. Páido-centric education has almost become the watchword of the day. Slowly there is a movement towards subject-centred education. Thus, the philosophy of education, its principles, methods, procedures, techniques and tools need change according to new demands.

The curriculum construction is mainly for the development of the individuals, community and State. It is primarily individual based who has to play these three roles simultaneously. The shift in emphasis changing the rate of growth and variation in the pace of change makes it necessary for the concerned individuals to be change-prone and adjustable. Teachers are the most concerned individuals with this requirement. Education must ultimately shift into future tense. The teacher will then inculcate the change values in children and prepare them for future. Teacher must therefore be change-prone for adjustment with the onslaught of change. The nature of change is another important area to be appreciated properly.

#### 1.4 Nature of Change

Change is growth. It should be a permanent feature of a developing institution. It is a process of periodical self-renewal and movement towards new. Change can be classified into three categories viz. (1) Evolutionary change which is unconscious and occurs over a long time. Its effects are difficult to detect but they are natural and lasting. (2) Homeostatic change which may or may not

be conscious but it occurs only in response to some specific triggering. It is also known as a reactive change. It is automatic and instinctive as against thoughtfully guided. Quite a few changes occur of this nature. (3) Neobolistic change which is always conscious and involves planning and intervention. Majority of the changes are of this category and modern trend is to encourage them. They can be easily evaluated.

For changes in any field innovations play an important part. According to Rogers (1962) an innovation is an idea perceived as new by the individual. Joshi (1972) improved the meaning of innovation as an idea perceived as new by the adopter though it may be an old one for others. Miles (1964) has gone into depth and has defined innovation as a deliberate, novel, specific change which is thought to be more efficacious in accomplishing the goals of a system. In general, the words 'change' and innovation are inter-related and are inter-changeable. Similarly, change-proneness refers to the attitude of the person towards the change. Change-prone persons are generally found to be innovation-prone also.

After understanding the nature of change and its relationship with innovation it becomes easy to decide the type of change to be introduced. The next step is to decide about the strategy of change.

In operational terms strategy is a set of policies which underly specific tactics or actions that are considered

useful in order to bring about the permanent installation of a particular innovation. Such a set of policies would have to take into account the innovation itself, the whole process of change, the characteristics of the target individuals and groups, and the nature of the system which will adopt the operation of innovation etc. Glimes (1966) suggested a simple strategy for change. If the school administration encourages innovative teachers to innovate, good teachers find their motivation in personal satisfaction derived from using more effective ways of teaching.

Whatever be the strategy or method of change, the degree and speed of change depends upon the nature of change decided to be introduced in an institution. Neobolistic changes are found in most cases though homeostatic and evolutionary changes are also noticed in some institutions. Conscious and planned changes are the order of the day and hence deserve elaboration.

Change is inevitable and innovations are necessary for change. The question is how to cope up with change? Social Scientists today are concerned with two ideal systems regarding the methods of change. These are the laws of (i) non-intervention, and (ii) radical intervention. The ideology of non-intervention leaves things to natural law, to an invisible hand. The law of radical intervention emphasises on conflict between any in-avoidable class struggle.

Both are the extreme ideologies and both have not proved effective methods of change.

In the economic sphere, Keyves has explained the weaknesses of the natural equilibrium position on which the non-intervention ideology is based. Marxian approach of intervention on the other extreme has also not found success. The possible alternative of introducing change thus lie in the method of planned change. Bennis et.al. (1976) explained the method of planned change as ".....a method which self-consciously and experimentally employs social knowledge to help solve the problems of men and societies".

For planning any change the main questions to be decided are : (a) What the innovations should be like ?, (b) How should they be communicated ? (c) What qualities should be developed in the leaders, teachers and students for successful innovations ?

Very few studies have been conducted in India to answer these questions though quite a few studies have been concluded on the subjects of innovations, change-agents, process of change, correlates of change, barriers to change, adoption of innovations, diffusion of change, environment etc. In the present study efforts have been made to partially answer the last question viz. qualities required in teachers. For this purpose the quality of innovative proneness of teachers in relation to a few selected correlates is under-investigation. No change is however complete till its effects are evaluated.

The school systems are not properly equipped or even motivated to attempt to evaluate the effects of their new practices. The precise manner of evaluating any innovation is by trying it out on an experimental basis and by comparing the results with the control group results. This however becomes impossible because of shortage or non-availability of finance, time, facilities and encouragement necessary for the evaluation mechanism. Also, the maintenance of controlled situation and measurable procedures in respect of schools children for a long time becomes impracticable. Further, teachers are often unwilling to risk failure in the eyes of external evaluators. There are many such limitations in meeting the needs of a good evaluation procedure.

Hilda(1962) has suggested certain characteristics for a good evaluation programme. They are : (a) Consistency with objectives (b) sufficient diagnostic value, (c) comprehensiveness (d) validity, (e) Unity of evaluative judgement, and (f) continuity. In the absence of scientific evidence regarding the future effects of an innovation i.e. whether it will result in increased and more efficient learning or not. Most criteria for evaluating change are related to the effect on schools' potential for change in future. In other words, side effects become more important than the direct effect which is not a proper evaluation.

Miles (1964) gave a list of 'Innovative success criteria'. These are : (a) use of innovation to accomplish broader purposes than those originally envisaged, (b) Existence

of publications to draw the attention of a wider audience to innovation, (c) Improved attitudes or skills of the innovators to favourably affect future innovations, (d) diffusion of innovation to other system, (e) stimulation of innovation in similar areas, and (f) advancement for innovation practitioners.

It would be better to evaluate the school system in terms of traits and function of "Innovative Institutions". In such a case the assumption would be that the school systems with goal focus, communication adequacy, optional power equalisation, cohesiveness, morale, innovativeness, autonomy, adoption and problem-solving adequacy would tend to make frequent and effective changes.

#### 1.5 Why Schools should be Change Oriented ?

After discussing the education as a change agent the position of schools and Principals also deserve consideration. In this section the requirement for the schools to be change oriented is covered. Changes are necessary for growth and development and for bringing changes innovations are required. Innovations are the result of innovative-proneness of teachers, Principals and higher officials. But the atmosphere prevailing in a school can absorb, repel or kill the changes in spite of the force, necessity or desirability of the change. School is an inanimate organ in the field of education but is of great importance. Without the school neither the formal teachers

nor the Principals will be recognised and their roles will not be completed.

The school is a fragile and vulnerable organisation needing nurturing and encouragement for its growth. Each School is a natural system as against a mechanical system. It can be adequately understood not in isolation but as an inter-related whole. It is an organisation where co-operative endeavours of various constituents are geared towards the achievement of its organisational goals. Goodlad (1975) and his colleagues focussed their attention and research energies on the school as a whole as a functioning institution. The concerns of the schools should reflect the concerns of nations. School must be responsible to the society as well as to the exigencies of their existence. This is why change in the school system needs to be dynamic and productive.

Education is direction oriented and the schools are activity oriented. Innovations are accepted when they are designed carefully and are explained as a way of performing the basic functions better. Innovations are needed to cope up with the changing circumstances. What is required today is a dynamic equilibrium and this can be maintained only through innovations as they propose to change regularities in some way. Also, today's innovations become tomorrow's regularities. Change is a unitary phenomenon and it is possible to effectively devise as well as implement single innovation and strategy for each change.

While considering the desirability of innovations and change in the educational institutions and among the teacher the fact that innovations are not always favoured should not also be lost sight of. Sometimes they are regarded as a disruptive force disturbing the status-quo and it becomes difficult to start something new in schools. Many school teachers and administrators view educational innovations and new practices as facts which will pass if ignored.

Quite often the proposed innovations are not carefully conceptualised and are not suited to the local conditions. Further, changes today are so numerous and occur so rapidly that very often it is impossible to establish new habits before the old and more recent ones have been settled. Some behavioural scientists have applied system theory to educational institutions and have reached the conclusion that the schools are by nature stable and homeostatic and are therefore unable to innovate due to certain genotypical and phenotypical characteristics which inhibit change.

Miles (1964) has stated that permanent system whether individuals, groups or organisations and institutions find it difficult to change themselves. "Major portion of available energy goes to carrying out routine operations and maintenance of existing relationship with the system". Thus, the fraction of energy left over for matters of diagnosis, planning innovation, deliberate change and growth is ordinarily very small". The tendency of all institutions and

organisation is to be in a state of equilibrium which is perhaps one way of preserving identity, character and culture.

Havelock (1971) has found that "Input" factor, inhibit change from entering into the school system. "Output" factors prevent the genesis of change from within, and 'Through Put' factors limit the spread of new ideas and practices in the school system. It is therefore a fact to recon that educational system is primarily resistant to innovation and change. It is also a fact that it should not happen.

Gardner (1964) says that the school is to become the dynamic self-renewing unit, the energies of its personnel must be focussed on its needs and problems. Self-renewal implies attention to dead woods and seed beds. The self-renewing organisation also grows old and produces dead wood. It has therefore to attend to its seed beds. The seedlings are the new ideas, new ways of doing things and new approaches. Courage to foil high motivation, impatience with empty forms, versatility, openness, flexibility, organising for freedom and systematic innovation are the conditions for self-renewal.

Ellich (1971), Reimer (1971), Helt (1971) and Tefler (1974) have reached one and the same conclusion regarding the growth of education. They found that the wave of education reform which swept schools and colleges in the

sixties has reached a new phase. The next step in the struggle to re-structure education involves convergence of new attitudes towards action.

Teffler (1974) holds the view that today's schools are too past and present bound. It is a fact that technological and social changes are out-racing the educational system, and the social reality is transforming itself more rapidly than our educational images of that reality. What follows therefore is a proposed strategy for closing the gap. This strategy is based on a recognition that the future itself can be a powerful organising concept for changes in the internal structure of educational institutions for their external links to the community.

In this connection Buch (1969) opines that if an innovation of a major nature has to be introduced, a well laid out strategy which foresees the sources of resistance and preplans to win over the vacillators and to neutralise the active resisters is needed.

Huberman (1973) comments "The most durable and effective innovations are those which the user has internalised, because they satisfy the specific needs of the receivers. This implies that we should begin to use radically different methods of institutionalising changes and using outside experience. In the process of

institutionalisation of educational innovation the role and leadership of the Principal is most important.

#### 1.6 Teacher as Change Agent

The role of education in a society is big and important. The educators are concerned with the development targets. They study the critical aspects and nature and direction of development. They also endeavour to train the young people with the understanding attitudes, critical abilities and typical skills required to make the most appropriate contribution to the rapid development of country. They have been rightly called the man-makers and the nation builders as they are entrusted the task of building up the intellect and character of our future citizens.

Teachers must introduce the kinds of innovation which will transform the educational institutions into dynamic, creative self-reforming organisations capable of responding to the development needs of the country and imparting the best and effective education. For introducing reform they must re-examine the methods of planning procedures, personnel policies, system of rewards and recognition, decision making process, the relationship of education with basic culture, and the means for relating educational programmes to the changing of goals.

Thus, the role of teachers in the dynamic society can hardly be over-emphasised.

The traditional role of the teacher is significantly changed due to the demands of the rapidly changing society. The condition in which the role is to be played has also changed greatly. Knowledge explosion has made his job more challenging. It is said that due to the impact of Science and technology the knowledge doubles itself in 7 to 10 years' time.

The future generations of teachers should be greatly concerned with the speed of change in their role and the forces at work in reshaping the programmes and procedure in school. An innovative enterprising young teachers will have lot of opportunities to initiate and pioneer new programmes.

Teachers being the ultimate users of innovation have to act as an innovator, sharer and seekers of new practices. In this contemporary role the teachers have become a senior partner of students in the pursuit of knowledge. A teacher must keep abreast of the latest development in the field of his specialisation, methodology of teaching and in the social order. He should also be aware of the aspirations, attitudes and requirements of his pupils. In short, the teachers have to be innovative and prone to change in the field of education. In addition,

the environment should be conducive to reform and arrangement should exist for careful handling of innovations and their evaluation.

A model teacher has to be forward-looking and dynamic capable of critically comprehending shape of things to come and capable enough to adopt himself to the unforeseen developments. The present day schools need to produce teachers who draw sustenance from new ideas and changes. In the words of Holy Mother of Shri Aurovindo Ashram, "Blessed are those who take leap towards the future". These words are applicable to teachers as well.

Developments in the field of communication have revolutionised the way of life and concept of distance. Teachers interested in visiting places and meeting people should be change-prone. Teachers with the background of Science, Mathematics and technical subjects must regularly undergo re-orientation to keep abreast with the latest ideas in their fields. Necessity of continuous learning has been nicely explained by Tagore as "A teacher can never teach unless he still is learning himself. A lamp can never light another lamp unless it continues to burn its own flames. A teacher should continuously drink from the fresh stream of knowledge and not from the green mantle of a stagnant pool".

In our country also the developments have set in motion the process of socio-economic re-generation. To reform the school system many institutions have come into being e.g. N.C.E.R.T., N.C.T.E. and C.A.S.E. For this purpose several commissions and committees have also been set up from time to time, eg. University Education Commission 1949, Mudaliar Commission, 1952-53, Education Commission, 1964-66. The field of education is under constant review and examination to improve practices and programmes. New Training programmes for teachers are being organised by the Colleges of Education through the Dept. of Extension Services for orientation of teachers towards new ideas and practices. In-service Seminars and education courses are also being arranged centrally for the serving teachers of Government departments like that of Kendriya Vidyalaya Sangathan.

In India teachers are being forced to conduct classes with large number of students. It requires too much knowledge to be imparted to too many people at a time in a smaller room. In such a situation teachers should be in constant reach of new and innovative ideas and methods to ~~salve~~ <sup>salve</sup> their difficulties. They have to lay greater emphasis on adopting effective methods of mass education with due care to cater for the individual differences of the pupils. Only teachers conversant with new methods and innovations can be successful in the modern set up. They must also possess the sense of commitment and the spirit of risk-taking to be able to persuade the students to accept the

new ideas and become innovative prone. These qualities are however not common among the present day teachers. Support from the school management and from the department of education can also be of great help during the period of experimentation of new ideas in the Schools. The necessity of bringing changes in the education system and on the attitude of teachers arises because of the importance of their role in the social uplift.

The teacher plays multiple social roles in the society. His occupation puts him on a pedestal as he has to play complicated roles in connection with his job alone. These roles have to be reconciled with the expectations of the society. He has, the academic role to play and in addition he is a character trainer to develop the whole personality of the students. He conducts research and experiments to develop his ways of teaching. The main roles of the teachers can be classified as under : (a) an academic specialist, (b) a methodologist or pedagogue, (c) a character trainer (d) a member of a school staff, and (e) a member of society.

According to Hoyle (1969) the teacher plays a very significant role in the school. He is a representative of the society. He is a judge of the achievement of the pupils. He settles the disputes among pupils. He is a resource of knowledge and skills. He is a guide for pupils. He locates rule-breakers. He helps pupils to control their impulses.

He also helps to have confidence in themselves. As a group leader he establishes climate of the school and of the class. Often he becomes the target of pupils' hostilities. He is an object of affection and has to establish warm relationship with pupils. In all these dealings he has to be open, flexible, and change-prone according to the pulse of the moment.

The teacher is expected to know his subject and to be the acknowledged superior to his students. This fact make it necessary for him to remain up-to-date with the advance of knowledge in special subjects otherwise he may loose his social and intellectual prestige. The teacher is also expected to be an expert in the methods of teaching and learning. They differ with the nature and stage of the learning process. The explosion of knowledge as well as the research and experimentation in the field of pedagogy pressurise the teacher to remain up-to-date, innovative and open to receive new ideas.

In the recent past a number of factors have completely changed the outlook on School curriculum and created a need for its revision. Growth of scientific knowledge requires inclusion of as much of it as possible in the school curriculum. The need of practical application of science in human life requires a new kind of curriculum. There is also a need to prepare children for living in the technical age. This requires new type of teachers.

With the expansion of democracy education has become a matter of right. A trend is observed all over the world to establish a universal education system. The curriculum in use is found to be lacking in content to meet the aspirations of children in school at different stages of education.

With the development of communication and overcoming of distances the opportunities for friendly understanding and exchange as well as for clashes of interest among people have increased. There is a great need for such a curriculum which promotes inter-action among nations and cultures. The growth of nationalism has created the requirement to mould the curriculum to reflect national heritage, needs and aspirations.

New sets of values have been created for the schools to attain. They include higher health standards, greater proficiency in productivity skills, the encouragement of initiative and creativeness, and a spirit of international understanding. These values require the development of the total personality of the child. This in turn affects the conception and contents of the school curriculum. Pedagogic research and experimentation is taking place on a large scale in schools and class rooms. There is a constant increase in the knowledge in respect of the effects of new ideas on children and on method of teaching. These ideas affect the role of teacher.

"The teacher has to be open, innovative and prone to Change" (UNESCO, 1966). No change in practice and no change in curriculum has, however, any meaning unless the teacher understands it and accepts it. In other words, innovation without teacher is useless. At the same time, it is also known that all teachers are not innovative and also not prone to change for the better. Innovative proneness depends on institutional factors and on certain personal and professional variables of the teacher. An attempt has been made to relate some of these factors in the present research work and ascertain their effect on teachers' innovative proneness.

After considering the changed emphasis on teachers and importance of their roles it is worthwhile to review in brief the basic characteristics of the yesteryears' teachers and the effect of changed values on them as compared to the present day teachers. Anjanayulu(1968) has found four important features in the ancient system of teaching which had become sine qua-non with the profession. These are : (1) dedication to the profession and rendition of self-less service by the teachers, (2) ideal "Guru-Shishya" (teacher-taught) relationship based on mutual love and affection, (3) social recognition and respect for the role played by teachers, and (4) general happiness and contentment among the teachers.

The characteristics identified by Anjanvyulu are conspicuous by absence in the present system. The ancient glory of the teaching profession is missing. The present day teachers compare very badly with their ancient counterparts. Now-a-days the profession is not able to attract intelligent and talented men and women to choose the career of teaching on permanent basis. Quite a few join the profession unwillingly under pressing circumstances as a transitory measure. Devotion and competence have ceased to motivate them. The ancient prestige and glory are lost. Teaching load has increased. Non-professional work like population census, election duties, collection of statistics etc. add to the miseries of teachers. Relatively, the emoluments of teachers are lower than other job holders of equal qualifications. Teaching aids, lighting, class rooms and other facilities are insufficient. These factors effect the satisfaction level of teachers.

Increasing dissatisfaction among teachers due to the earlier discussed reasons has resulted in change of schools, jobs and professions for several teachers. Quite a few trained teachers are not working as teachers any more as they found better paying and probably more respectable jobs. Several others want to leave teaching due to job-dissatisfaction but are not able to do so far want of alternatives. They are carrying on with the job of teaching in hand with frustration. They are not at all effective as teachers. They do not care for their professional growth or pupil development.

They are like passengers. Dissatisfaction is adversely affecting their performance and pupil education. Many educationists and leaders have repeatedly made it clear that an average teacher in India is not happy with his job.

Job satisfaction affects the change-proneness and innovative-proneness of the teachers like other workers and professionals. There is a positive relationship between the job satisfaction, professional efficiency, effectiveness and performance. Bidwell (1956) observed that effective teaching requires a feeling of satisfaction and positive identification with school. In other words, teachers' satisfaction has an important effect on their job. On the other hand, dissatisfaction of individuals results in professional stagnation and deterioration of standards. It retards growth.

A dissatisfied teacher is not only lost to himself but also to the society to which he belongs. He ceases to make any significant contribution to the educational development of pupils. Such teachers spell disaster to the country's future. According to Kimball Wiles (1959) a dissatisfied teacher by his action teaches hate, prejudice, violence, and lack of respect for the worth of individuals. Such a teacher use his class-room to vent out his hate, frustration and feelings of inadequacy. Pupils who come in contact with him are blighted and wrapped by the experience.

Now-a-days teachers in large number are losing faith in their profession and are becoming casual workers concerned only with their livelihood. Low standard of education is one of the consequence of indifference and dissatisfaction in the teaching profession. It needs no emphasis that no system of education can rise higher than the quality of the teachers and the quality stays too far from the dissatisfied teachers.

The reasons for dissatisfaction are numerous. Neglect for the dissatisfying conditions is not safe for the country's future. A country like ours cannot afford to tolerate it long. The Kothari Commission (1964-65) suggested that "nothing is more important than providing teachers with best professional, preparation and creating satisfactory conditions of work in which they can fully be effective."

Kothari Commission also suggested the need to attract young men and women of ability to the profession and to retain them in as dedicated, enthusiastic and contented workers. This is possible only when the causes of dissatisfaction are studied and eliminated. In the opinion of Professor Saiyidain if society and the State have given (teachers) a fair deal and assured them the status that they deserve, they will be contented. For the purpose of present study it would be worthwhile to consider the theoretical background of job satisfaction.

## 4.7 Theoretical Background of Job Satisfaction

After reaching this stage the scanty literature available on the subject was seriously reviewed and inspiration was drawn from a few important studies to select the items for the tool. Most of the authors have considered the aspect of job satisfaction from the negative angle. For them the dissatisfiers should be identified and from them positive conclusions should be drawn.

"Job" is a piece of work either complete or in bits by performing which one earns his/her livelihood. It is the life's profession as against a hobby or a pursuit to while away time. With each job are attached the economic, psychological and biological returns/rewards. Job is therefore closely connected with the occupation rather than the vocation. Jobs differ according to the nature of work, place of work, level and type of skills required and the rewards yielded. Jobs also differ in the nature and amount of satisfaction returned to the workers. Job Satisfaction is the human satisfaction, be of anykind, received by the job-performer. Basically it relates to the individuals.

"Job Satisfaction" gives happiness, efficiency and success in the work. It provides harmony to the individual and progress to the society. The effect of dissatisfaction from job, on the other hand, is disastrous in all respects. Pritam Rohila (1966) in "Job Satisfaction -

A summary of Research<sup>2</sup>, states "All types of work are not inherently satisfying. People engaged in work which is not satisfying in itself, therefore, tend to look for satisfaction from sources external to it". He has concluded that job dis-satisfaction leads to higher rate of absenteeism, wastage and low rate of production.

Job Satisfaction consists of liking for the work involved, liking for the employment, acceptance of pressures and aspirations with conviction. It implies identification of oneself with the requirements of the job and adjusting himself with the conditions existing. It is a mental quality and attitude towards one's profession. It indicates an individual's ability to strike an effective adjustment between the requirements of the job and his abilities. For job satisfaction, the individual, his qualities, the job and its conditions are equally important. Teaching is also a job and teacher's job satisfaction is in no way less important.

Compared to many other professions, large number of teachers in our country are weary, apathetic, cynical and dissatisfied. In the words of Prof. S.N.Mukerjee in "Education in India, Today and Tomorrow" by keeping the teacher discontented, the very wells of learning are kept dry<sup>3</sup>. Like every job, teaching also contains certain aspects conducive for job satisfaction and at the same time some other aspects that may lead to dissatisfaction in the

teacher. By identifying the dissatisfiers and removing them from teaching profession efficiency can be increased through job satisfaction.

The effects of satisfied and cooperative efforts of teachers can be assessed by the words of Prof. Saiyidain "Public schools at ..... are the striking examples to demonstrate that nothing is impossible for a self-willed and conscientious teacher". Devotion comes from satisfaction. A contented and satisfied teacher will strongly that he should make some important contribution towards the progress of the school.

Richard Wynn (1960) in *Careers in Education* says about a satisfied teacher "He likes to associate with his co-teachers and students and feels proud of his job. He feels thrilled at the never ending realm of knowledge that his work opens to him. His interest in his task is real, his motivation is natural and he has no dread of Monday-morning". Happiness in life is closely related to one's professional happiness which comes from job satisfaction. Work becomes a major source of enjoyment for a satisfied worker.

Satisfaction gives the individual courage and energy Vigour and vitality needed to perform every bit of work with a genuine interest. Wynn gave six factors which contribute to the satisfaction in a career which are : (1) Intrinsic

value of work, (2) Security of life, (3) The right to participate, (4) Recognition and approval, (5) Humane treatment, and (6) self-expression.

Prof. A.I. Gates et.al. (1954) in "Educational Psychology" observed "The greatest satisfaction in teaching comes from the knowledge of the socially significant character of the work". Only a few occupations afford such a unique opportunity for influencing the lives of people as teaching. The research bulletin issued by the National Educational Association and referred to by Prof. Gates lists seven aspects of teaching as conducive to psychological satisfaction. These are : (1) Teaching is socially useful work, (2) teaching involves a continuous series of challenging new problems, (3) It encourages creativeness, (4) It provides opportunities for self analysis, (5) It stimulates broad range of interests, (6) It affords an excellent opportunity for self-growth, and (7) It gives opportunities to work amid relatively pleasant and comfortable surroundings.

Prof. D.E.Super (1957) in the Psychology of Careers mentions six factors as important for giving satisfaction in work . These are : (1) Satisfying human relationships, (2) Recognition of individuality, (3) Fair treatment from society, (4) Satisfying work situation, (5) Security of service, and (6) Satisfaction of economic needs.

Non-fulfilment of some of these factors has left considerable number of teachers in Uttar district.

The research bulletin of the NE Association lists out nine factors as source of dissatisfaction in teaching profession. These are : (1) Over-pressure of work, (2) Under Pay, (3) Occupational insecurity, (4) Constant sharing of burdens of others, (5) Puritanical restriction on outside activities, (6) Representative and autocratic administration and supervision, (7) Aloofness on the part of general public, (8) Necessary attention to numerous details, and (9) Constant association with immature minds.

Dr. G.M.Schwarz has given 10 Commandments for success in work. These equally apply to teaching. They are (1) Work hard, (2) Study hard, (3) Have initiative (4) Love your work, (5) Be exact, (6) Have the spirit of conquest, (7) Cultivate personality, (8) Help and share with others, (9) Be democratic, and (10) In all your efforts do your best.

The aim of education is to develop the total personality of the individual for social growth. The task of teacher has become to help the student to acquire skills and attitudes necessary to live complete harmonious lives. This calls for job satisfaction in the teachers alongwith talents, faith and confidence. The following characteristics indicate the

presence of job satisfaction in teachers :

- (1) Happiness in professional work,
- (2) Significant contribution to society,
- (3) Self-involvement,
- (4) Effective public relations,
- (5) Professional advancement,
- (6) Educational leadership,
- (7) Abilities, attitudes and skills.

In the present study teachers' job satisfaction and its effect on teachers' innovative proneness is under examination in Indian scenario. It is worthwhile to discuss the job satisfaction of teachers in some other countries also.

#### 1.8 Teachers' Job Satisfaction in Other Countries

Job satisfaction depends on several factors. Some of them are very important on the basis of their impact on behaviour. These factors if not reasonably satisfied change the personality of the person which includes motivation and innovative proneness. Anjanuyulu (1968) has called these factors as strong dissatisfiers and listed six such items as : (1) Salary, (2) Work load, (3) Academic freedom, (4) Social Status, (5) Service conditions, and (6) Teachers Organisation.

Keeping the strong dissatisfiers in view it would be worthwhile to take the stock of some other countries

and examine the provisions through which these needs of teachers have been catered for.

### England

The status of a profession depends on the salaries received by its members. The teaching profession was underpaid in England as compared to other professions for a long time. This disparity has been set right with the appointment of Burnham Committee. The pay scales have been revised as recommended by this Committee to make it commensurate with the importance of work.

The average Secondary School teacher is paid £415 per annum with an annual increment of £ 20 to a maximum of £675. Several allowances are paid in addition to the basic pay. Allowances are paid for additional qualifications additional functions and for special features of the institutions. Advance increments are given for undergoing training in special fields.

Headmasters also receive the same salary scales as Asstt. teachers with similar qualifications except the allowances meant for additional responsibilities. This has reduced the disparity between the head-teacher and Asstts. The teachers are given limited work. They are not over-burdened with other functions. They are given the assistance of teacher-aides in professional functions. Teachers enjoy full academic freedom. This has two aspects -

personal and institutional. Lord Robins (1963) observed in the report on higher education as "For the individual teacher academic freedom means the absence of discriminatory treatment on grounds of race, sex, religion and politics, and the right to teach according to his own conception of fact and truth rather than according to any predetermined orthodoxy".

There exists good relationship between teachers and students and a good system of discipline prevails in all educational institutions. Most of the Schools in England have set up high standard of discipline. Richardson(1953) stated "with the development in the study of Psychology and the consequent greater understanding of the children, modern educational methods are leading to a happier atmosphere in schools and to far better and more sympathetic relations between teachers and children".

The teacher in England has freedom to select his own teaching methods and to adopt his own procedures in the class-room. In this connection Prof. V.L. Griffiths says "In Britain we prefer to encourage variety even at the risk of some teachers choosing material unwisely and at the cost of uniformity of treatment of children..... We believe the spirit with which something is taught than in the content of lessons".

U.S.A.

The teacher in America occupies an honoured and enviable position in society. In the average community the teacher is among the best educated, the most economically secure and most highly respected person. He has more time at his disposal for travel and other cultural pursuits useful for his professional advancement.

The teacher receives enough pay to supply him and his family with all the necessities of life. International Team on Teachers and Curriculum (ITTC) holds that teachers in the USA are "adequately nourished, clothed and housed, and they generally have provisions both for sickness and old age. Their economic status is, in short equal to or not far below that of other public employees with similar qualifications.

The American teacher compares favourably with Physician, Lawyers and to some engaged in Commercial Organisations in respect of economic security and general respect according to his work. Teachers' Salaries are controlled by theories of salary scheduling in all the states and these afford adequate justification in fixing salaries from time to time. The profession has got a strong organisation. The National Education Association (NEA) is a strong body and has adequate voice at every level. It gives complete protection to all teachers from any injustice done

to them. Job Security has been assured to all teachers by tenure legislations. Efforts are made to fix up optimum work load to teachers and not to exceed these limits. N E A has fixed up "Code of ethics to teachers" and all teachers follow this code.

Apart from the usual leave that the teachers are eligible, they are also eligible for "Sabbatical leave". They become eligible for this leave once in every seven years and teachers can make use of this leave period either for extensive travel or for additional studies. Teachers enjoy long summer vacation extending to 2-3 months and during these periods they can take up supplementary employment if they want to earn more. Teachers are permitted to work for as many years as they can but many persons retire after 30-35 years of service.

After retirement they are eligible for several benefits apart from service pensions. The teachers enjoy benefits like Annuity Savings Fund, Annuity Reserve Fund, Accumulation Fund, Pension Reserve Fund, Medical Concessions, Insurance etc.

### Israel

Although Israel is a small developing Country, it has made tremendous progress in the field of education. Teachers in Israel are appointed by the management only with the consultation and approval of the Ministry of Education. Scales of pay are paid at the rates approved by the Ministry.

The pay scales compare favourably with the scales offered to other Govt. employees having similar education and training. In general the teachers are contented with their salaries. They are paid additional allowances to meet increase in cost of life from time to time. Family allowance is paid to satisfy teachers having large families.

There is no great difference in the salaries paid to teachers teaching at different educational levels. The work load is reasonable. It varies according to the level of school, the teachers' age and family status. Women teachers and mothers with children below 6 years of age are allowed some reduction in their class work. Teachers in general need not work for more than 24 hours a week.

Another special feature of Israel education system as reported in Brahma (1966) is that the teachers are allowed concessions in work load as they grow old. "At the age of 50 all teachers are entitled to 2 hours reduction in their weekly work load and at the age of 55 to another 2 hours reduction".

Teachers are allowed to work upto 65 years of age. At the time of retirement they get a lump sum amount of Pension fund. They are eligible for pension-retirement income which is equivalent to 2/3 of their final year salary. There are strong teachers' Organisation which engage activity in improving the system of education at

all levels and enhancing the socio-economic conditions of teachers.

### Denmark

In Denmark there exists a regular machinery to settle teachers' salaries through negotiations between employers and teachers. The economic status of teachers is almost equivalent to that of employees working in other professions with similar qualifications. Regulations are in force to safeguard teachers against ill health and old age.

The age of compulsory retirement is 65 years. There are strong teacher organisation with HQs at different parts of the Country. They play dominant role in creating sound working conditions to the teachers and in shaping suitable educational policies.

In general the teachers feel happy and contented. The representatives of the professional organisations act as full members on all Government Commission set up to deal with educational matters.

Teachers are given many opportunities to improve their qualifications. International Team on Teachers and Curriculum which visited the country observed that "increments are granted for academic and professional qualification gained through in-service training." In-service training is given in Summer Schools, evening classes and

special institutes set up at several centres in the country.

### Soviet Union

Revolutionary changes have taken place in the field of education as in the case of any other field of life in recent times in USSR. Education in Russia occupies a unique place as a result of teachers' incessant and sincere efforts. Along with education the teacher also occupies a unique place. He is given increasing importance at all places.

All institutions have been nationalised and consequently all schools enjoy uniform buildings, materials, libraries, play grounds and laboratories. As the Govt. is very much interested in education, specific standards have been laid down for all educational institutions and these standards are carefully maintained.

As the philosophy of Soviet Russia is quite different, we cannot compare the socio-economic status of the teacher with his counterparts in India. But the Soviet teacher is happy, contented and efficient. Dr. Chaurasia who visited that country as a member of Indian Delegation in April, 1967 has observed that he was "highly impressed by the relentless zeal, efficiency and sense of duty of teachers.

Teachers in Soviet Union keep themselves always busy in preparing instructional material and new type of literature. They have nothing to worry for their security

and family maintenance. The conditions make the Russian teacher a devoted and dedicated worker and hence it is possible for him to devote his entire time for the progress of pupils entrusted to his care. Dr. Chaurasia has said "The teachers of the Soviet Union enjoy their work and are very zealous about it. The future of the Soviet Union is naturally safe and bright in the hands of such conscientious teachers".

The comparison of conditions in the countries reviewed in this section when ~~xxxxxx~~ compared with India reveals a lot of gap in the conditions in India. In spite of several reports and recommendations to improve the job satisfaction of teachers in India and also some ~~taken~~ steps taken the conditions as revealed by Anjanuyulu (1968) are far below the desired level. Growth, change-proneness and effectiveness of education are directly related to teaching, teacher qualities and their actions. This aspect is a subject under study in the present research. To study the relationship of job-satisfaction of teachers with their innovative-proneness a tool named "The Job Satisfaction Inventory" has been constructed by the Investigator.

### 1.9 School Climate

School is an organ which inherently resists change. Growth on the other hand depends upon change. The basic necessity therefore is to make the school environment conducive to change before introducing any change or

encouraging teachers to be change-prone. The environment is reflected by the climate or organization climate of an institution.

Several studies have been conducted to study the institutional climate by using the terms 'feel', 'personality', 'individuality' and 'inner life'. According to Halpin and Croft (1963) who were the pioneers in this field, the main constituents of the climate of the school are the behaviour of the Principal and of the teachers. They also developed a tool called the 'Organizational Climate Description Questionnaire (OCDQ) to gather evidence which showed that four behaviours of Principals and four of teachers are specially influential in determining the school climate. These behaviours are : aloofness, production emphasis, thrust, and consideration for Principals and disengagement, hindrance, esprit, and intimacy for teachers.

In general, the studies have concluded that the climate has a direct bearing on other variables and the open climate is the best and closed climate the worst for innovativeness or change-proneness of the schools. In between these two extremes lie the majority where the real problem exists. The problem is of making the schools change-prone and grow.

Organizational climate is the personality of the school. It reveals the environment in which the school

functions. It influences the behaviour of the Principal, teachers as well as of the students. In a free environment productivity is bound to be more and of equality. Organizational climate and leadership behaviour of the Principal in combination can change the course of school one way or the other. The study of organisational climate of schools began in USA where the pioneering study was undertaken by Halpin and Croft in 1963 who made the tool of OCDQ also. This study revealed direct relationship between the organisational climate and its several components e.g. school leadership, staff, morales, teacher innovation, supervisory practice, teachers' socio-economic characteristics as well as their academic performance and aspirations. Since then several other studies have been concluded in U.S.A. and other countries.

Peace and Stern (1958) found that climate of an educational organization consists of personality characteristics. Argyres (1958) Halpin and Croft (1963), Willover and James (1963), Feldvebal (1964), Brown (1965), Forehand and Glimmer (1969) clarified the concept of organizational climate. It was revealed that organizational climate is to organization what personality is to individual. Nilson identified four types of climate in an organization. Subsequently six types were located and are being accepted till now. Forehans (1963) found that climate influences

the behaviour of individuals in an organization.

Flaxton (1965) found that organizational climate provides measure to improve Principal's leadership. Wiggins (1972) found that the climate of school influences the behavioural characteristics of the Principals.

Guest (1962) found that open climate should be promoted for introducing productive changes. Altman (1966) found more favourable teaching situation in the open climate than in the closed climate school. Sergent (1967) found that schools with open climate had high teacher satisfaction and effectiveness as compared to closed climate schools. Laverne (1968) found that schools involved in innovations had open climate. Bemberger (1970) found significant positive relationship between the degree of openness of the organizational climate and the rate of adoption of educational innovations.

Bennett (1969) found that a large number of innovations are found in autonomous climate schools. Christian (1973) found a significant positive relationship between openness of organizational climate and introduction and utilisation of innovations. Parikh (1972) found that teachers of different climate types differed in their morale scores. Smith (1973) found predictable relationship between school climate and student morale. Pillai (1973) found better pupil performance in open and autonomous climate schools than the other climate schools. Francis (1976)

found a significant and linear relationship between openness of climate and total innovations.

Schools have been recognised as a focal point in the study of educational innovation. The level of education and the schools differ in importance. Secondary level education, teachers and schools have been considered to be more important than the primary and higher levels of education for obvious reasons. The climate, leadership and the type of innovative proneness at this level will have to be different than other levels of education. It would therefore be necessary to review the importance, peculiarities and objectives of secondary education being imparted in secondary schools.

After considering the role and change-proneness required by the change agents of education, viz. school and teachers the role of the school Principal also deserves consideration in the field of educational innovations. Principal is also a human being and has his personality traits like other humans. He is influenced by the environment around him. But the most important of all is his leadership behaviour style which affects the personality, job and performance of others working with and around him.

#### 1.10 Principals' Leadership

The head of the school, be he or she designated as the Principal or Headmaster or otherwise, is a designated leader requiring all the general and a few peculiar and

job-related characteristics of a leader. He requires the help of his staff members to achieve the desired goals. Like any other type of leader, the leadership behaviour of the Principal of school leaves far reaching impressions on his superiors, colleagues and subordinates. The leadership pattern in combination with the organisational climate can produce different results. The study of leadership style has therefore become an important fact of modern life.

Some leaders have inborn capacity of leadership while others are made to lead through position, experience or training. Available literature reveals five foundations, four traits and three styles of leadership. The foundations are : (1) Historical, (2) Philosophical, (3) Psychological, (4) Sociological, and (5) Behavioural. Each of these foundations play important role in different situations. For the purpose of present study the last of these <sup>foundation</sup> requires special understanding :

The behavioural foundation of leadership is based on the observed behaviour of leaders in specific situations. Behavioural scientists accept that people involved in leadership possess some personal inherited traits and they function in a particular way in a particular situation. Thus, behaviour of a leader may differ from situation to situation. Successful leader in one situation may fail in another

situation if he does not change his behaviour pattern. This theory demands change in the pattern of leadership behaviour according to circumstances.

The four approaches to the study of leadership are : (1) Trait, (2) Type, (3) Situational and (4) Behavioural approach. The last of these like the behavioural foundation is important for the present study. The behavioural approach is an improvement over the situational approach and concentrates on the observed behaviour. The behaviour of a leader is interwoven with the behaviour of the group and the behaviour of both, to a great extent, is determined by the expectations of the institution they belong to. The behaviour of a Principal is influenced by his colleagues and vice versa. Their behaviour is influenced by the climate of the school and the attitude of school management.

Hemphil (1955), Halpin (1955) and Shartle (1956) were the first to explore the behavioural approach in the field of leadership. Shartle identified two criteria viz. human relations and getting the work done. Hemphil and Halpin referred to these criteria as 'Initiating Structure' and 'Consideration' dimensions. Subsequent investigators have used different terminology for these dimensions viz. task effectiveness and interaction effectiveness; goal achievement and group maintenance, concern for production and concern for people; production centred and employee centred; and system orientation and person orientation.

Halpin (1962) developed a tool to measure the two dimensions of 'Initiation and 'Consideration' of leadership behaviour which is known as the Leadership Behaviour Description Questionnaire (LBDQ). This tool is widely used in the field of educational administration to measure the leadership behaviour of the heads of the institutions. This tool has also been used in the present study.

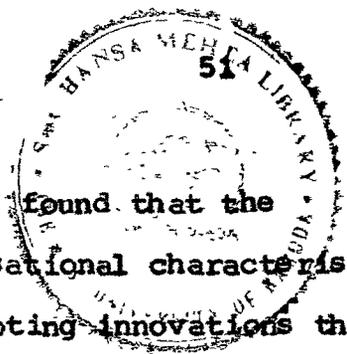
The three styles of leadership as recognised by Lippman (1964) are : Normative, personal, and transactional. A normative style leader behaves according to the prescribed norms of his institution. The requirement of individuals has no importance. The personal style is just opposite to the normative style. Here personal dimensions of behaviour are given emphasis. It is believed that ~~if~~ each person in the organisation is given the opportunity to contribute his best for the development of the institution. The transactional style is based on situations. The emphasis shifts depending upon the situation. The institution as well as the individuals are given consideration in different situations.

The concept of leadership behaviour and the LBDQ have special relationship with the present study as the former has been taken as a correlate of the research and the latter has been used as a tool for collection of data. The importance of leadership behaviour can be best understood

from the outcome of past studies some of which are mentioned in brief subsequently.

Mackenzie (1954) found that one of the functions of leader is to develop a favourable climate for individual and group effort. Lipon (1960) identified different qualities for effective leadership in school. Carlson (1964) found a positive relationship between the opinion leadership of school superintendents and their innovativeness. Flannagon (1968) concluded that the effectiveness of the school was interwoven with the leadership behaviour, of the Principal. Joseph and Duffy (1973) on the other hand found no significant difference between innovative school leadership behaviour.

Reynold (1970) identified the leadership behaviour of the Principal and teachers as contributing factors for the adoption process of innovations. Hardy (1970) found that the Principals considered to be more effective advocate of change do not possess a significantly higher degree of executive professional leadership than other Principals. Dempsey (1973) related the effective and ineffective behaviour of the Principals on instructional programme, teacher morale, student morale and the sense of security among teachers. Wheeler (1973) found that the leadership style of Principal is an important factor in the Organisation perceptions of the teachers and students.



In India Bhogle and Shalini (1969) found that the personality of Head master and Organisational characteristics of schools are more important in accepting innovations than the personality characteristics of teachers. Patel (1973) concluded that the variables like leadership, organizational climate, teacher morale, innovative school practices and progressiveness are highly correlated. Darji (1975) revealed that teacher morale and leadership are significantly related. Trivedi (1981) found that the Principals perceived high on both the dimensions of L B D Q are effective in bringing openness in climate and innovativeness in schools.

Before proceeding further it would be worthwhile to list out some general findings of the past studies having a bearing on the present research. While doing so the aim is not to go in detailed aspects but to select a few conclusions for guidance and clear understanding of the role of leaders and the effect of leadership behaviour on the effectiveness and growth of the institution.

Trivedi (1981) summarised the generalisations of Myers (1957), NEA (1960), Campbell, Corbally and Ramseyer (1963) and Gibbs (1969) and produced a list of sixteen generalisations, eight of which are related to the present study and are listed below :

- (1) Leadership is the product of interaction between the leader and the followers and not of status or position.

- (2) whether a person is or is not a leader in a group depends on how he is perceived by the group.
- (3) The actions of a leader depends upon the way a leader perceives his role.
- (4) Persons perceived as leaders by others are adorned with some authority to take decisions and actions for the group.
- (5) The effectiveness of a leader's behaviour is measured in terms of mutuality of goals, productivity in the achievements of these goals and the maintenance of group solidarity.
- (6) The quality of an organisation is often evaluated by the perceived quality of leadership.
- (7) Leadership is directed towards modifying and changing the behaviour of members. Changes in people's behaviour are manifestations of changes in their goals, perceptions, understanding insights, values, beliefs, motivations, inter-relationships, habits and behaviour of people, leadership behaviour alters one or more of these factors.
- (8) Institutional changes are dependent upon the organisation of changes in individuals. Leadership behaviour in formal organisations resorts to grouping, programming and re-arranging relationships.

After discussing the necessity of change in education and considering the roles of three main change-agents in this field viz. schools, teachers and Principals, it is worthwhile to review the significance of secondary level schools in the chain of education.

#### 1.11 Secondary Schools

The significance of secondary schools lie in the stage of education imparted at this level and in the age group of students. The education imparted by the secondary school is the most important phase of a child's life. Education at this level connects primary education at one end and the higher education at the other. In this connection Prof. Humayun Kabir has stated "Secondary education has a vital role to play in any programme of education for the community. It provides teachers for both elementary and adult education. It also prepares pupils for the universities and other institutions of higher learning. Besides, it is the stage which in all countries makes the completion of education for the vast majority."<sup>1</sup>

In the words of Secondary Education Commission, Secondary stage plays a significant role as it trains persons who will be able to assume the responsibility of leadership in their groups of community or locality. Leadership is generally taken as political leadership. But in its real sense it stands for general leadership

meant for the welfare of humanity. It calls for a high standard of education, a deeper and unbiased understanding of social issues and greater technical efficiency marked with character and conduct.

The Secondary Education Commission also pointed out that "the secondary schools must make itself responsible for equipping its students adequately with civic as well as vocational efficiency and the quality of character that goes with it - so that they may be able to play their part worthily and competently in the improvement of national life".

Secondary education deals with the crucial period in an individual's life which is 14-18 years of age, approximately. This is called the stage of adolescent period and is very valuable in one's life as the future life takes root during this stage of life.

Montaigne stated that Education is the development and exercise of the faculties and this occurs predominantly during secondary education period. Dr. A.L. Mudaliar has stated that the secondary stage of education forms the background for a democratic set up in a country as it is here that the immature youth is gradually to be trained to value the rights of citizenship and to realise the duties and obligations thereof.

Dr. K.M. Munshi suggested the following objectives of such an education system: (a) to develop and maintain mental and physical vigour in the student, (b) to teach the individual how to command the respect and affection of all with whom he comes into contact, (c) to equip him adequately so that he can win freedom from want through an honourable vocation and work for a better social order.

The conditions prevailing in most of our secondary schools are far from conducive to the fulfilment of the desired objectives. Most of such institutions are over-crowded ill-equipped, in many cases and are incompetent ~~far~~ for qualitative improvement. The present study is aimed at investigating the organizational climate of such schools in relation to the innovative proneness of their teachers which is a definite yardstick of growth of the institutions as well as of the education as a whole. For this reason the tool OCDQ developed by Halpin and Croft (1963) have been used to collect data.

After discussing the essential aspects of educational change and the innovative quality of change-agents in the light of past studies and logic the introductory phase of the present research will remain incomplete if review of the education in India is left out. This aspect therefore, is also discussed in brief in the next section.

### 1.12 Educational Changes in India

The traditional system of Indian Education underwent changes at several stages. Changes in education are closely marked with the changes in the history of the country. Every external ruler brought something new and in due course the earlier system in force got affected. Maximum and deliberate changes were however introduced during the British rule. By and by, Indian schools started following the pattern of British schools in all respects. The world-wide wave of change affected India also. Gradually the modern sciences, mathematics, technology and humanities were introduced in Indian schools also. Since the independence of the country, however, the importance of need based education has attracted the attention of all leaders and reformers and as a result revolutionary changes have been noticed.

In Indian Constitution the subject of education forms part of the State list though of late discussions have also started for shifting it to the concurrent list. At present it is highly centralised at the State level but the control is loose and decentralised. The States have however all the right and freedom to shape their own education patterns and policies. At this level education is highly centralised. The important variables of secondary education, namely, syllabus,

curriculum, text books, examination, rules for appointment of teachers, administration, and finance are controlled by the official agencies leaving hardly anything for the school authorities and teachers to change. Hence, the process of educational change is in the hands of official agencies only.

In the field of secondary education sweeping changes have been proposed, introduced and evaluated all over the world. The reformers believe that secondary level is the main core of education which prepares the students for joining the work force as well as for higher education. This thinking is related to the age-group of the students and also their best of mind at that level. Fundamental changes have been recommended in the curriculum, learning materials, media, methods of teaching and organisation of schools. The education of pupils and the training of teachers have always remained the main concern of scholars as well as planners. In all these areas number of innovations have been developed and put to test in the schools. The results have however not been very encouraging.

The failure in the field of education seems to be in the minds of the investigators. Evaluation efforts have not been straight and upright which is the primary requisite. The spect of honesty of purpose seems to be lacking. The mistakes and failures have not been correctly reported or analysed. It seems, that the confidence and

security is wanted for conducting and study openly and objectively in this field. Authorities must become bold and objective in their efforts to reform the education system in India. Education being the foundation stone of social and economic progress of the Country, should be handled seriously and sincerely. In the words of Indian Education Commission (1964-66) education is the only means to bring in the silent social revolution which the nation is determined to initiate and carry through. To achieve this aim changes and innovations are necessary.

Naik (1965) found nine factors calling for change in the educational system in India. These are: (1) need for accepting democracy as a way of life, (2) acceptance of secularism, (3) elimination of poverty, (4) adoption of science and technology for the modernisation of traditional social order, (5) Importance of cultural renaissance, (6) concern for developing and understanding about national integration, (7) provision of equality of opportunity, (8) pursuit of excellence, and (9) socialism. Shukla (1973) also reached similar conclusions. He endorsed the nine factors pointed out by Naik and added three new factors to the list viz. use of leisure, movement of population, and speed of change, necessitating change in Indian educational system.

The Indian Education Commission (1964-66) called for a renaissance in educational practice and recommended

nine programmes for the qualitative improvement at the secondary level. These are : (1) Greater competence of teaching staff, (2) better books and instructional aids, (3) Development of research and experimental attitude, (4) Creative teaching, (5) Development of democratic leadership, (6) Improved relationship between teachers and students, (7) Establishment of advanced study centres, (8) Continuous evaluation of educational programmes, and (9) an imaginative administrative system. Many of these ideas have since been converted into projects and initiated in the secondary schools. Their effects are however far from satisfactory.

With the establishment of All India Council for Secondary Education in 1955-56 stream of innovations began in the country. They however, gathered momentum in the later half of sixties and seventies. Introduction of innovations was taken up at the Central level. The educational changes in India were greatly influenced by the contributions of the United States Educational Foundation in India (USEFI) and the Ford Foundation. Innovative practices were also propagated in schools by the British Council for Education in India (B C E I).

Introduction of innovations at the secondary level became a subject of priority at the national level. The colleges of education were required to carry the innovative

messages to schools through the extension service movement since 1955. In 1961 the National Council of Educational Research and Training (NCERT) was set up. Subsequently, organisations like the All India Council of Secondary Education (AICSE), State Institute of Education (SIE), State Council of Educational Research and Training (SCERT) etc. were also set up. Their effect was marked. Large number of innovations were floated in the field of secondary education.

Critical evaluation of the education system in India had begun with the formation of Education Commission in 1948, University Education Commission 1949 and the Mudaliar Commission in 1952-53. This process continued when the Secondary Education Commission was appointed in 1954. Their reports stimulated some innovative efforts in the higher and the secondary Education. In 1964, the Indian Education Commission was appointed to make a comprehensive review of the entire education system. Its reports emphasised the need for a complete transformation of the education system for making it responsive to the challenges of the country's socio-economic developments. Several innovative ideas put forward by the Commission has since been introduced as projects.

In 1959 the All India Council was reconstituted and the Directorate of Extension Programmes for Secondary Education (DEPSE) was established. The extension services

programmes of DEPSE were carried out through a network of Extension Services Centres (ESC) attached to the selected colleges of Education in the Country. DEPSE floated many innovative ideas by undertaking the following educational activities : (1) Extension Services projects, (2) Seminars, (3) Experimentation in Schools, (4) Examination reform, (5) Strengthening of Science teaching (6) Study of special educational problems, and (7) Educational publication.

In 1965 the NCERT started a programme of intensive school improvement. The National Education Policy (1978) laid stress on the improvement of the standard of secondary education of the society and had close relationship to its economic and political aspect of culture. In spite of so good and so much policies and efforts since the Independence of the Country, the schools in India indicate an inaccessibility to innovative ideas. The new practices introduced in the schools did not take roots. In many institutions the initial enthusiasm of innovation gradually died down. In some cases the reasons for the failures have also been subjected to research by several scholars but improvement in the real sense has yet to take root.

Innovation in Indian Education has been a sporadic phenomenon swept ashore by the occasionally surging tides of official enthusiasm and after that soon ebbed away

leaving the innovation in the lurch. The innovations conceived at higher official level do not find a hospitable atmosphere for development in the schools. Further, the innovation developed by individual schools remain isolated within the secondary boundary. Moreover, many adopted innovations are also discontinued even before their objectives are completely achieved. There are reasons for such a state of affairs in India. The task of finding reasons and solutions is, however, the concern of educational research. One of the reasons of this apathy is the absence of innovative proneness among the teachers of the schools. The present study is an attempt to study this aspect along with a few selected correlates in the selected Secondary Schools.

#### 1.13 The Present Study and Its Significance

The present investigation is entitled "A study of Innovative Proneness and its correlates in the Secondary Schools". It aims to find out how far the Secondary School teachers are ready to accept and also initiate and encourage the new ideas and changes. Secondary level for this study has been taken to mean classes between V & XII which includes middle, higher and Senior Secondary levels. Innovative proneness has psychological overtones and is influenced by certain individual characteristics and other correlated factors most of which have yet to be identified. The correlates of innovative prones selected

for investigation in the present study are : (a) Leadership behaviour of the Principals, (b) Organisational climate of the schools, and (c) Job satisfaction of teachers.

Each of the correlate included in this study have been independently studied earlier from different angles at least by one investigator. The questionnaire method has been adopted for getting the responses of the teachers of the chosen schools. Two standard tools used in this study are the O C D Q and L B D Q both developed by Halpin and used extensively in India and abroad. The selection of tested tools was based on the reason of convenience of the respondents and for keeping the results comparable with the earlier researches. The other tool "Innovative Proneness Scale" (IPS) used in the study is of recent origin in India. Panchal (1977) and Patel (1979) are the makers of the IPS for use on teacher educators and Secondary School teachers, respectively. The fourth and the last tool of the study named as the "Job Satisfaction Inventory" has been constructed by the investigator for use for the first time.

The novelty of this research lies in the selection of sample schools for getting responses of their teachers and Principals. The schools selected for survey included :

- (a) Kendriya Vidyalaye (K.Vs.) functioning in Gujrat State,
- (b) the K.Vs. from different regions of the country
- (c) boys schools, (d) girls schools (irrespective of their medium of instructions and (e) other schools in Gujrat

having six mediums of instructions viz. English, Gujrati, Sindhi, Hindi, Marathi and Urdu irrespective of the sex of the students. The aim was to have a representative sample from as different types of schools as possible.

Ten schools of each type were chosen for this study, except from the Marathi and Urdu medium whose number was retained at five each due to non-availability of such schools in large number. Ten teachers from each type of schools were chosen except for the KVs of outside Gujrat from where 15 teachers were selected to administer the questionnaire. In all 90 schools were chosen and 948 questionnaires were distributed to the teachers. In addition, extra questionnaires were issued to these school Principals. The Principals were also studied as teachers while evaluating the data of the I.P.S., O.C.D.Q. and J.S.I. For L.B.D.Q. their data were analysed separately. Total response was 332 which was 35 Percent of the sample. Some teachers from each selected school and all the Principals, however, returned the Questionnaire.

This type of study has not been undertaken in India so far. The K.Vs. established by the Centre to serve as model schools for others have been covered for the first time. The effect of medium of instruction on innovative proneness of teachers is also a novel attempt. The job satisfaction of teachers has also been studied in relation to their innovative proneness for the first time in India.

Not many foreign studies have also been reported in this field. This study is expected to confirm or rebut the findings of the earlier investigations with different samples and also to reveal new conclusions. It may also open new fields for further research.

### Significance

Education in India has not improved enough to satisfy even the partial expectations of society. In fact, in many respects degeneration has been observed. All efforts of improvement and setting in motion the change process made during the past four decades after independence of the country have met with failure. The gains, if any, have remained on paper only. The tall promises of the political leaders and the efforts of officials have remained hollow and fruitless in effect. Every policy declaration has remained ineffective. The reasons for this state of apathy are not difficult to find.

One important reason for no-growth state is the lack of honest and sincere support from the ultimate users of innovations. There can be several other reasons also but none of them can be more potent than the shortcomings in the attitude of teachers engaged at the crucial stage of education at which on one hand, the future work force of the nation is prepared and, on the other hand, future scholars, educators, engineers scientist, philosophers, political leader, and more important of all, research

workers are rolled out of the mill. Thus, the secondary school teacher becomes the focal point of research to investigate the reasons for present state of affairs in the field of education. Teachers have, however, not been the subject of many studies in the country. The students, Principals, Supervisors, Schools etc. have received sufficient attention but somehow teachers have been left out.

Unlike the man-made machine the teacher is a human being experiencing continuous influences of the forces at work around him. His own psychological state, external influences, personal worries, satisfaction from work, behaviour of the colleagues and supervisors, facilities and encouraging and discouraging factors around him leave their impact on his motivation, attitude and vigour. This in turn affects the inner fire burning in him and his innovative-proneness necessary for growth. These factors require to be investigated to locate the real causes of negative growth. Such studies have to be exhaustive and should be repeated at intervals to arrive at the relevant conclusions.

Taking clues from external studies, the aspects of leadership behaviour of the school Principals and the Organizational Climate have been reasonably investigated in India also but their effect on educational innovations and innovative proneness of teachers are relatively the recent subjects of attraction. Panchal (1977) and

Patel (1979) have taken the lead in so far as focussing attention on teachers is concerned. Darji (1975) and Trivedi (1981) have evaluated the effect of leadership behaviour of the Principals upon the innovations, innovativeness and innovation proneness of the schools and the Principals. The Primary efforts of Panchal and Patel have remained on the construction of tool for the study of the teacher-educators and the teachers of secondary and higher secondary schools. All of them have confined their studies to the Districts of Gujrat State. Serious studies with focus on teachers and their innovative proneness have yet to be undertaken in India. The aspect of job satisfaction of teachers has been spared by all the researchers.

Some teachers in all schools and more teachers of a particular school appear to be satisfied with their job while others do not appear to be so satisfied. The factory causing this difference need identification. It is also recognised that the job satisfaction causes significant impact upon the psychological state of teachers and upon their attitude. The problems of education, schools and teachers are not confined to the State of Gujrat alone and cannot be solved by undertaking solitary statewise studies. These are universal problems and require versatile solutions. The type of management (viz. State and Central Government Organizations, private trusts, missionaries, individuals) also requires consideration for affecting the

effectiveness of teachers employed there. Similarly, the variables of mediums of instruction, stream of school (viz. arts, Science and Commerce) place (viz. urban or rural), sex and age of the teacher, experience, academic and professional qualification, also deserve consideration while considering the teacher innovativeness.

The Kendriya Vidyalaye (K.V.) have been established by the Central Government under its specialist organization called the Kendriya Vidyalaya Sangathan (K.V.S.) to serve as model schools for all other educational institutions in all respects. The K.Vs. are spread in all parts of India as well as abroad. It is surprising that these institutions have so far been spared from serious researches. The teachers of model schools like the K.V. must be included in all the studies investigating the important aspects like innovative proneness. It is possible when coverage of the studies are made all-India. The performance of the K.Vs. should be compared with the performance of other schools for drawing meaningful conclusions.

To cover up the vital gaps in the existing researches the present study has been undertaken for examining the innovative proneness of secondary level teachers in relation to the leadership behaviour of the Principals, Organizational Climate of schools and the job satisfaction of teachers as perceived by the teachers. The

Principals are basically teachers and also the leaders and hence they have been included in this study at par with the teachers as well as separately. A tool to measure the job satisfaction of teachers named as the "Job Satisfaction Inventory" (J.S.I.) has also been constructed by the investigator. The K.Vs. in the Gujrat state as well as those situated in the Northern Southern, Eastern, Western, and Central parts of the Country have also been included in the sample of the study. Other schools of Gujrat state have been chosen from among those institutions which impart knowledge in different medium of instructions popular in Gujrat. The personal variables of the teachers have also been examined in this study. This study is first of its kind and covers unique grounds left out by the previous investigators.

Through this study more can be known about the K.Vs. (Central Schools) and the K.Vs. Suggestions can also be made to the Principals and Headmasters of all types of schools as to how the quality of education can be improved by introducing right type of leadership behaviour and school climate, to enable assimilation of new ideas regarding the changing conditions and students motivation. The factors directly affecting the job satisfaction of teachers can also be brought out for the consideration of

appropriate remedies to increase their involvement in the teaching job and to improve their innovative proneness. In short, the dimensions of the present study have rich potentialities to contribute to the improvement in education in India.

This chapter dealt with education as a change agent alongwith the schools, teachers and Principals. In the introductory phase of the study several important areas were examined. The next chapter deals with the review of related foreign and Indian Literature.

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