

D - ADMINISTRATION AND ORGANISATION

Educational administration and organisation; relations intra-governmental and non-governmental; auxiliary services

Title of Project

THE DEVELOPMENT OF EDUCATION IN
POST-WAR FIJI

Institution

University of Otago, Dunedin, New Zealand.

See A 2

Title of Project

THE ORIGIN AND DEVELOPMENT OF
THE SINGAPORE TEACHERS' UNION

Institution

Department of Education, University of
Adelaide, South Australia.

See L 1

1. Title of Project

AN INFORMATION NETWORK FOR THE
ACQUISITION AND DISSEMINATION TO
DEVELOPING COUNTRIES OF ABSTRACTS
OF DOCUMENTS AND BIBLIOGRAPHIES
ON EDUCATIONAL ADMINISTRATION

Institution

Commonwealth Council for Educational
Administration, University of New England,
Armidale, Australia.

Names of Persons and Designations

Professor W.G. Walker, Dean, Faculty of
Education, University of New England
Dr. P.K. Piele, Director ERIC Clearing-
house on Educational Management

Main Aims of Project

(a) To establish a source of information
for educational administrators in developing
countries on topics relevant to their own
literacy programmes, multi-lingualism, the
development of technical and vocational
education, etc. (b) To use the resources
and experience of the Clearinghouse on
Educational Management in abstracting
material from local official documents,
pamphlets, books, etc., in developing
countries and disseminating it according to
demand. (c) To make bibliographies
available on aspects of educational
administration relevant to administrators
in developing countries.

Description

See above under main aims. CCEA has

provided the Clearinghouse on Educational
Management with a list of people in the
Commonwealth who could possibly serve as
sources of material on educational adminis-
tration. The Clearinghouse will formally
contact these people and begin to build up
a library of material from which abstracts
and bibliographies can be made. The
availability of such material will be
publicised in developing countries and
channels of communication opened between
administrators and the Clearinghouse.
Typically, an educational administration in
a developing country in the Commonwealth
with a particular problem in mind (e.g.
suitable teaching aids) can seek advice
directly from the Clearinghouse.

Date of Commencement - May 1973

Date of Completion - This is a continuing
research service to developing countries.

Source of Finance

In initial stages the ERIC Clearinghouse in
Educational Management, University of
Oregon, U.S.A. and later CCEA funds.

2. Title of Project

COMPILATION OF DIRECTORY OF
TERTIARY INSTITUTIONS WITHIN THE
COMMONWEALTH THAT OFFER COURSES
IN EDUCATIONAL ADMINISTRATION

Institution

The Commonwealth Council for Educational
Administration, University of New England,
Armidale, Australia.

Name of Person and Designation

Dr. J.L. Ewing, Executive Director,

Main Aims of Project

(a) to collate and publish for the first time
information on the scope and nature of
courses on various aspects of educational
administration offered within the
Commonwealth (b) to keep this information
up to date.

Description

The project has involved the preparation of
a questionnaire which is being sent to
tertiary institutions in the Commonwealth.
The data thus gained will be classified so
that the nature of courses offered (i.e. as
part of some other course, leading to a
separate qualification in educational

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administration, taken in a separate Department of Educational Administration, etc.) can be indicated. Information on relevant theses will be sought and on books and articles on educational administration written by staff.

Date of Commencement - April 1973

Date of Completion - 1974

Source of Finance

The Commonwealth Council for Educational Administration, University of New England.

Method and date of publication

The material will be published as a reference book during 1974. Supplements will be published from time to time.

Title of Project

CULTURE AND THE EDUCATIONAL ADMINISTRATOR IN THE SOUTH PACIFIC

Institution

Faculty of Education, University of New England, Armidale, Australia.

See B 1

Title of Project

EDUCATIONAL PROBLEMS AND RESEARCH: A HONG KONG INTRODUCTION

Institution

Department of Educational Research Unit, University of Hong Kong.

See A 4

3. Title of Project

AN INVESTIGATION INTO THE RELATIONSHIP BETWEEN LEVELS OF DOGMATISM OF PRINCIPALS AND ORGANISATIONAL CLIMATE OF SCHOOLS IN SRI LANKA

Institution

University of Sri Lanka, Peradeniya Campus, Sri Lanka.

Name of Person and Designation

T. Velayutham, Lecturer in Education

Main Aim of Project

To examine the possibility of any relationship existing between levels of dogmatism and the organisational climate of schools in Sri Lanka.

Description

A stratified random sample of about 35-40 schools will be selected for this purpose. Tests would be administered to the Principals, and about 15 teachers selected at random from the schools. Standard research procedures will be used in the study.

Date of Commencement - October, 1973

Date of Completion - 1974

Source of Finance

A small research grant from the Peradeniya Campus of the University of Sri Lanka.

Method and Expected Date of Publication

Proposes publishing material in a Professional Journal in 1975

4. Title of Project

AN INVESTIGATION INTO ORGANIZATIONAL CLIMATE OF SECONDARY SCHOOLS OF RAJASTHAN

Institution

Centre of Advanced Study in Education, Faculty of Education and Psychology, M.S. University of Baroda, India.

Names of Persons and Designations

Dr. G.B. Shah, Reader, Centre of Advanced Study in Education
M. Sharma, Junior Research Fellow, Centre of Advanced Study in Education

Main Aims of Project

(a) To replicate Halpin and Croft's study on a properly selected random sample of schools in Rajasthan. (b) To identify and classify the organisational climate of these schools.

Description

The project involved a sample of 95 secondary schools from Rajasthan State drawn by using stratified two stage random sampling technique. The Organisational Climate Description Questionnaire (OCDQ), (Halpin and Croft, 1963), the Leadership Behaviour Descriptive Questionnaire (LBDQ), (Halpin and Winer, 1962), rating scales and a biographical data proforma were used as research tools. Principal component method of factor analysis with Varimax totation method was used for factor analysis of OCDQ data. Analysis of variance, Chi-square, Kolmogorow-Smirrow two sample test, t-test and correlation techniques were also used. The study has resulted in identifying four common dimensions with Halpin and four new dimensions. The results

are favourable to open climate of schools and has implications for headmasters, teachers and teacher educators.

Date of Commencement - September 1970

Date of Completion - September 1973

Source of Finance

Centre of Advanced Study in Education,
Faculty of Education and Psychology,
M.S. University of Baroda, India.

Method of Publication

In summary form by CASE

5. Title of Project

ORGANISATIONAL CLIMATE, TEACHER
MORALE AND SCHOOL QUALITY

Institution

Centre of Advanced Study in Education,
Faculty of Education and Psychology,
M.S. University of Baroda, India.

Names of Persons and Designations

Professor M.B. Buch, Head, Centre of
Advanced Study in Education
Mrs. K. Pillai, Research Scholar,
Centre of Advanced Study in Education

Main Aim of Project

To determine the extent to which the
organisational climate of schools and
faculty morale in the schools were related
to the quality of schools.

Description

The study was undertaken on a sample of
190 secondary schools of Tamil Nadu. The
tools used for the study were the
Organisational Climate Description
Questionnaire (OCDQ) of Halpin and Croft
(1969), Purdue teacher opinionnaire (PTO)
of Bentley and Rempel (1970), and
inventory specially prepared by the
investigator to assess the innovative
ability of schools and a questionnaire for
demographic data and pupil performance
data. The statistics employed for analysis
purpose was analysis of variance, t-tests
and Pearson product moment correlation.
The major findings of the study were:
(i) open and autonomous climates of schools
showed better pupil performance
(ii) openness of climate facilitated adoption
of innovations (iii) performance of pupils
was related to faculty morale and some is
true of innovation adoption too (iv) both
climate and morale were positively and
strongly related to innovative ability and
pupil performance of schools, and (v) morale
and climate are highly dependent on each
other.

Date of Commencement - July 1971

Date of Completion - November 1973

Source of Finance - Self

Method of Publication

In summary form by CASE

Title of Project

KENYA SECONDARY SCHOOL LEAVERS
AND THE LABOUR MARKET

Institution

Department of International Economic
Studies, University of Glasgow, United
Kingdom and Institute for Development
Studies, University of Nairobi, Kenya.

See M 4

Title of Project

STUDIES IN CURRICULUM DEVELOPMENT

Institution

Institute of Education, University of Dar
es Salaam, Tanzania.

See H 7

Title of Project

CURRICULUM DEVELOPMENT

Institution

Institute of Education, University of Dar
es Salaam, Tanzania.

See H 16

Title of Project

LOCAL COMMUNITY EFFORTS IN THE
DEVELOPMENT OF GRAMMAR SCHOOL
EDUCATION ON YORUBALAND, 1859-
1960

Institution

Department and Institute of Education,
University of Ibadan, Nigeria.

See B 13

6. Title of Project

AFRICANISATION OF EDUCATION: A
CRITICAL VIEW OF AIMS, STRUCTURE
AND CONTENT OF EDUCATION IN
SELECTED AFRICAN COUNTRIES

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Institution

Faculty of Education, University of
Cape Coast, Ghana.

Name of Person and Designation

Dr. E.E. Ekuban, Lecturer in
Comparative Education

Main Aims of Project

(1) To review critically attempts made by
scholars to adapt and relate inherited
European systems of education in Africa to
individual needs and national development.
(2) To determine the expected outcomes of
the adapted system, the actual outcomes
and the determining factors. (3) To
determine what relevant lessons can be
learnt for the reform of schools in Africa.

Description

The project will fall under three main
headings:

(1) A historical review of the underlying
philosophy of Africanisation of education,
including definition, aims and social
purposes of African education

(2) The actual processes of Africanisation
of education as evidenced by the adminis-
tration of the educational systems,
organisation of schools and the content of
the curricula

(3) Determination of the relationship
between the intended outcomes as in (1)
and the actual outcomes as in (2) and the
conditions and factors which have created
the nature of the relationship. What
lessons can be learnt from the investi-
gation?

Date of Commencement - September, 1973

Date of Completion - September, 1974

Title of Project

TEACHER EDUCATION AND CURRI-
CULUM REFORM IN THE CARIBBEAN

Institution

Department of Education in Developing
Countries, University of London Institute
of Education, United Kingdom.

See G 10

Title of Project

POLICY-MAKING AT THE COLONIAL
OFFICE 1940-1950
(Education is one of the disciplines being
investigated)

Institution

Institute of Commonwealth Studies, London,
United Kingdom.

See A 12

Title of Project

THE HARAMBEE SCHOOL MOVEMENT
IN KENYA

Institution

Department of Education in Developing
Countries, University of London Institute
of Education, United Kingdom.

See A 11

Title of Project

CURRICULUM ANALYSIS PROJECT

Institution

Centre for Educational Technology,
Education Development Centre, University
of Sussex, United Kingdom.

See H 24

Title of Project

THE INFLUENCE OF ECONOMY ON THE
ELEMENTARY EDUCATION SYSTEMS
OF EASTERN NIGERIA 1940-1960

Institution

Department of Education, University
College, Cardiff, United Kingdom.

See A 13

Title of Project

SELECTION FOR TEACHER EDUCATION

Institution

School of Education, University of The
West Indies, Kingston, Jamaica.

See G 14

7. Title of Project

EDUCATION AND DEVELOPMENT IN AN
ECONOMICALLY LESS DEVELOPED
COUNTRY (LDC)

Institution

Department of Educational Foundations,
University of Alberta, Canada.

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Name of Person and Designation

Dr. M.K. Bacchus, Associate Professor
of Education

Institution

Faculty of Education, University of
Calgary, Canada.

Main Aims of Project

(1) To describe the main changes in the educational system of a developing country (Guyana) from 1945 until its achievement of independence. (2) To identify factors which aided or impeded these changes. (3) To assess how far these changes contributed to meeting the development needs of the country during the period under study.

See D 14

Title of Project

EDUCATION AND SEPARATE DEVELOPMENT: THE BACKGROUND TO 'BANTU' EDUCATION IN SOUTH AFRICA

Institution

University of Alberta, Canada.

See B 18

Description

Like most developing countries Guyana experienced tremendous changes - both qualitative and quantitative - in its educational system. This research would aim first at describing these changes, and if possible, to identify the major sources of these changes - the part played by such factors as demographic pressures, changes in the economics structure of the country, political development towards self government and independence, etc. Then an effort would be made to assess from the author's view-point the major development needs of the country during the period under study, and to assess whether or not these changes which took place in education were directed towards assisting the country to meet these needs.

Date of Commencement - August, 1973

Expected Date of Completion - December, 1974

Source of Finance

Canada Council

Method and Expected Date of Publication

Articles in journals - if possible a book, 1975

Title of Project

EDUCATION AND SOCIO-CULTURAL INTEGRATION IN A 'PLURAL' SOCIETY

Institution

Department of Educational Foundations,
University of Alberta, Canada.

See E 21

Title of Project

SURVEY OF CANADIAN NON-GOVERNMENTAL EDUCATIONAL AID TO DEVELOPING COUNTRIES