

D - ADMINISTRATION AND ORGANISATION

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

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| 1. Name of Institution | - Centre of Advanced Study in Education,
Faculty of Education and Psychology,
M.S. University of Baroda, India. |
| Title of Project | - AN INVESTIGATION INTO
ORGANISATIONAL CLIMATE OF
SECONDARY SCHOOLS OF RAJASTHAN |
| Names of Persons and Designations | - <u>Dr. G.B. Shah</u> - CASE;
<u>Moti Lal Sharma</u> - Junior Research Fellow,
CASE. |
| Main Aims of Project | - a) To make a normative survey of
organisational climates prevailing in the
secondary schools of Rajasthan.
b) To study the relationship between
organisational climate and leader
behaviour, achievement, teacher
satisfaction, principal effectiveness,
school effectiveness and some other
variables such as faculty age, faculty
experience, etc. |
| Description | - During the past few years, educators have
learnt from their past experiences that the
traditional methods of educational
administration do not benefit them as much
as they should. Newer practices bearing
greater promise are, therefore, needed to
supplant the older ones. One of the points
of departure from these traditional
practices, which is based on Taylor's
scientific management and Weber's
bureaucratic organisation, is the concept of
Angaris which treats organisation as
personality. Derived from this concept is the
idea of the organisational climate.

Organisational climate, as defined by Halpin
and Croft, is the 'personality' of the school as
seen by the teachers and principal in an individual
school. As such, when we speak of
organisational climate in the present context,
we refer exclusively to the social
interaction between the principal and teachers:
to the "Social Component" of the organisational
climate.

One always encounters differences in the
organisational climates of schools. Do these
differences really exist? That is, are they
observable on an instrument devised to
measure organisational climates, or are |

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they exclusively subjective?
If the evidence really supports the hypothesis of differences, the question arises whether or not these differences are related to the leader behaviour? Are there really some climates which lead to better teaching and learning in some schools than in others? If so, what are the possible climate alternatives? Which of these alternatives are most valuable to administrators for improving the teaching and learning in schools? These questions have not been answered so far in our country. Keeping in mind the points raised in the preceding lines, it was decided to conduct an investigation into this domain of paramount importance and great social significance.

Date of Commencement	- September, 1970.
Expected Date of Completion	- September, 1972.
Source of Finance	- Centre of Advanced Study in Education, Faculty of Education and Psychology, M.S. University of Baroda, India.
Method and Anticipated Date of Publication	- To be published by the Centre of Advanced Study in Education, Faculty of Education and Psychology, M.S. University of Baroda, India.
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Name of Institution	- University of Nairobi, Nairobi, Kenya.
Title of Project	- AN ANALYSIS OF PER CAPITA COST OF PUPILS IN DIFFERENT CATEGORIES OF SECONDARY SCHOOLS IN KENYA IN 1971/72 See A 5
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Name of Institution	- Faculty of Education, University of Nairobi, Kenya.
Titel of Project	- A STUDY OF ENGLISH PUBLIC SCHOOL TRADITION IN THE FORMER GOVERNMENT EUROPEAN SECONDARY BOARDING SCHOOLS IN KENYA AND ITS INFLUENCE ON OTHER SECONDARY SCHOOLS See B 1
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Name of Institution	- Department of History, Chancellor College, University of Malawi.
Title of Project	- THE CONTRIBUTION OF THE UNIVERSITIES MISSION TO CENTRAL AFRICA (U.M.C.A.) IN THE FIELD OF MALAWIAN EDUCATION See B 7
Name of Institution	- Department of Education, University of Zambia.
Title of Project	- AN INQUIRY INTO STAFFING OF SECONDARY SCHOOLS IN ZAMBIA See A 7
2. Name of Institution	- Makerere Institute of Social Research, Makerere University, Kampala, Uganda.
Title of Project	- A STUDY OF THE FACTORS AFFECTING PRIMARY SCHOOL QUALITY IN UGANDA
Name of Person and Designation	- <u>Dr. S.G. Weeks</u> - Senior Research Fellow.
Description	- Throughout Uganda, primary schools are extremely diverse, with some having excellent results in the primary leaving examination and others very poor results. In each district (18) in Uganda, at least three schools will be compared, one with very high results, one in the middle, and one with very poor results. This will give a sample of at least fifty-four schools with a few hundred teachers. Other outputs of the primary schools on which they might be judged, besides primary leaving examination results, are their retention rates, and what happens to their school leavers. Factors which might affect primary school quality are: abilities of the pupils, environmental conditions, home situations, resources, attitudes and motivations of the pupils, and certain attributes of the teachers and headmasters (job satisfaction, level and experience, aspirations, mobility patterns and expectations). A questionnaire will be administered to the primary seven pupils and to all teachers. The object is to obtain information on the above and their perceptions of the objectives of the schools, the obstacles to effective teacher performance, and evaluation of the relevance of their teacher training, how they perceive the need for change and innovation, the various influences on their attitudes and

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performances, and their backgrounds. Such an intensive study should have many implications for the development of primary schools and teacher training.

Name of Institution	- University of Lagos, College of Education, Lagos, Nigeria.
Title of Project	- THE PROBLEM OF LEISURE AMONG THE YORUBA See R 10

3. Name of Institution	- Faculty of Education, University of Ife, Nigeria.
Title of Project	- OBSTACLES TO INNOVATION IN THE NIGERIAN EDUCATIONAL SYSTEM
Name of Person and Designation	- <u>Dr. J. Ade Akinpelu</u> - Lecturer.
Main Aim of Project	- To discover why, in spite of the persistent call for reformation, there seems to be no significant change in our educational system.
Description	- This is a non-empirical study which makes use mostly of sociological and anthropological findings on the problems of modernisation in developing countries, as applied to education.
Date of Commencement	- February, 1971.
Expected Date of Completion	- Depends upon the availability of time, and the amount of materials to go through.
Source of Finance	- Partial grant from the University Research Fund.
Method and Anticipated Date of Publication	- As a journal article for a faculty seminar, sometime in 1972/3.

4. Name of Institution	- Department of Educational Foundations, Faculty of Education, University of Calgary, Canada.
Title of Project	- THE IMPACT OF LONG-TERM EDUCATIONAL ADVISORY EXPERTS ON THE DEVELOPMENT OF NEW NATIONS
Name of Person and Designation	- <u>Dr. Mathew Zachariah</u> - Associate Professor.
Main Aim of Project	- To identify constraints within which the experts work and to evaluate the significance of these constraints on the work of the experts.
Description	- The study is based on a review of literature and interviews conducted in Paris in May-June, 1970.

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Date of Commencement	- March, 1970.
Expected Date of Completion	- July, 1971.
Source of Finance	- The University of Calgary General Research Fund.
Method of Publication	- A paper describing the findings will be written.

5. Names of Institutions - Department of Education in Tropical Areas, Institute of Education, University of London, Britain; Commonwealth Secretariat, Marlborough House, London, Britain.

Title of Project - THE ROLES OF COMMISSIONS OF ENQUIRY AND SPECIAL REPORTS IN THE EFFECTIVE DEVELOPMENT OF EDUCATION IN SELECTED DEVELOPING COMMONWEALTH COUNTRIES

Name of Person and Designation - J.H. Eedle - Senior Education Officer, Commonwealth Secretariat.

Main Aim of Project - To assess the influences of commissions and reports on educational policy and practice in a number of developing Commonwealth countries, differing in background and stage of development, with special reference to Fiji, Malaysia, Singapore, Nigeria and Tanzania, and to indicate principles on which future commissions might best be organised and directed, and future reports compiled.

Date of Commencement - 1971.

Expected Date of Completion - 1974.

Method and Publication - Interim papers, and the final study, may be published by the Commonwealth Secretariat.
