UNIT 4 ORGANIZATIONAL BEHAVIOUR

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4.1 INTRODUCTION

In each school, there are a number of persons who work together. These persons interact with one another. These interactions give a shape to the learning process in the school. A teacher comes in contact with students. He/she influences them. His/her personality and behaviour influences on the development of students and initiates the learning process. This is precisely because of interactional situations that prevail in schools and which result in learning activity. Therefore, that we call learning as a social process. A school is a formal agency where learning takes place. It is an organization in which various types of interactions take place and learning is promoted. In this unit, we will study and understand organizational behaviour against the backdrop of schooling system.

The school as an organization has an elaborate system of communication. The personnel of the school – Principal, and others – communicate among themselves. They also communicate with others who are not part of the school as such although they may play an important role in its activities. Further, teachers communicate with students in different form and at different levels. In a sense, education involves a great deal of communication.

4.2 OBJECTIVES

After going through this unit, you will be able to:
- state the meaning of organization and organizational behaviour;
- explain organizational behaviour in the context of school system;
- explain school as a social system;
- critically examine the dimensions of school’s social system;
- state the importance of interpersonal interaction;
- appreciate the values of transactional analysis;
School System

- describe the importance of communication in school organization;
- critically analyse the components of communication process in school system; and
- identify the barriers in the communication process and give suggestions to overcome them, in the context of school system.

4.3 ORGANIZATION — MEANING

Generally speaking, ‘organization’ refers to a group of persons who are oriented towards achieving a common objective. There are different views about the term organization. In the words of Davis (1982), “Organization may be defined as any group of individuals, large or small, that is cooperating under the direction of executive leadership in accomplishment of certain common object.” Other views are: Organization is the form of every human association for the attainment of a common purpose and it is a process of identifying and group of the work to be performed, defining and delegation responsibility and authority and establishing relationship for the purpose of enabling people to work most effectively together in accomplishing objectives.

4.3.1 Characteristics of Organization

On the basis of the above views of the term ‘organization’, the following characteristics can be inferred:

i) A group of individuals forms an organization.
ii) Orientation towards achieving common goals.
iii) A continuous process of identifying and grouping of activities.
iv) Defining and delegation of authority and responsibility.
v) Coordination of activities.
vi) Establishment of formal and informal relationships.
vii) Executive leadership.

4.3.2 Organizational Behaviour

Human behaviour, in organizations or other situations, can not be predicted precisely partly because it arises from people’s deep-seated needs and value systems. However, it can be partially understood within the framework in which it operates.

Organizational behaviour is the study and application of knowledge about how people act within organizations. It is a human tool for human benefit. It applies broadly to the behaviour of people in all types of organizations, such as business establishments, schools and service organizations. Wherever organizations exist, there is a need to understand organizational behaviour.

The key elements in organizational behaviour are people, structure, technology, and the external environment in which the organization operates. When people join together in an organization to accomplish an objective, some kind of structure is required. People also use technology to help get the job done. So there is an interaction of people, structure and technology as shown in Fig. 4.1. In addition, these elements are influenced by the external environment.

![Fig. 4.1: Key Elements in Organizational Behaviour](image-url)
Organizational behaviour is all about performance. To accomplish this objective we need to learn about behaviour within organizations. The field of organizational behaviour offers a body of knowledge about people at work and information about their performance. Acquiring this information will improve our understanding of the behaviour of individuals and groups, as well as the way organizations are built and the ways organizations change and develop.

According to Keith Devis (1982), “Organizational behaviour is an academic discipline concerned with understanding and describing human behaviour in an organizational environment. It seeks to shed light on the whole complex factor in organizations by identifying causes and efforts of that behaviour.”

In the words of others, “Organizational behaviour is concerned with the study of the behaviour, attitudes and performance of workers in an organizational setting; the organization’s and group’s effects on worker’s perceptions, feelings and actions, the environment’s effects on the organization and its human resources and goals, and the effect of the workers on the organization and its effectiveness.”

The above definition emphasizes the following points:

i) Formal organizations are only one of several concerns in organizational behaviour. Individuals and groups as separate entities are also a part of this field of enquiry.

ii) It is necessary to learn about individual and group behaviour, attitudes and performance.

iii) Organizations, groups and environments play a role in how people behave and perform. The inter-relatedness of the parts of an organization and the environment must be considered while discussing the issues related to organizational behaviour.

In this section, so far, the definition and characteristics of organization and the meaning and definition of organizational behaviour have been explained.

Check Your Progress

Notes: a) Write your answers in the space given below.

b) Compare your answers with those given at the end of this unit.

1. Organization may be defined as:

2. The essential characteristics of an organization are:

3. The key elements in organizational behaviour are:
4. Organizational behaviour may be defined as:

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4.4 THE SCHOOL AS A SOCIAL SYSTEM

In the previous section, an attempt was made to understand organizational behaviour in a general way. In this section, attempt will be made to understand organizational behaviour in the context of a school system.

The system concept has a rich history in physical as well as social sciences. Indeed, the idea of an organised whole, or system, occurring in an environment is fundamental and essential to science. The notion of a social system is a general one. Therefore, it can be applied to social organization that are carefully and deliberately planned. The school is a system of social interactions; it is an organised whole consisted of interacting personalities bound together in an organic relationship. As a social system, it is characterized by an inter-dependence of parts, a clearly defined population, differentiated from its environment, a complex network of social relationships and its own unique culture.

4.4.1 Social System

A social system is a bounded set of elements (sub-systems) and activities that interact and constitute a single social entity. This statement implies that a social system is creative because by definition it has properties and purpose over and above the component parts and relationships. In a school, for example, educated individuals are created. In the words of Marvin Olsen, "Social system is a model of organization that possesses a distinctive total unity (creativity) beyond its component parts; it is

![Diagram of the school as a social system](Image)

Fig. 4.2: A graphic illustration of the social system definition using a school building as the unit of analysis.

distinguished from its environment by a clearly defined boundary; it is composed of sub-units, elements and sub-systems that are interrelated within relatively stable patterns (equilibria) of social order.”

Figure 4.2 and the following discussion of each component of the preceding definition along with a synthesis of the basic model, should help increase your understanding of a school as a social system.

**Boundaries:** A given social system, such as the school building in Figure 4.2 must be bounded in the same manner to separate it from the environment. The school building, as the unit of analysis, coincides with the larger schooling system. Therefore, when using social system analysis, it is important to define carefully the boundaries and the unit of analysis.

**Environment:** The environment is anything outside the boundaries of the unit of analysis that (1) affects the attributes of the internal components, and (2) is changed by the social system itself. Educational policies, administrators, other schools, and the community are some of elements constituting the environment in Figure 4.2. The environment contributes students, materials, information and cultural values; the school returns educated persons and information in matters of social significance. Thus, for any organization (here the school) to function effectively, there must be mutual control and exchange between environment and organization (school). This mutual control and exchange is explained in social system model as homeostasis, feedback, and equilibrium.

**Homeostasis:** It is a process in which a group of regulators act to maintain a steady state among the system components. A biological analogy illustrates the concept when an organism moves from a warm environment to a cold one, homeostatic mechanism trigger reactions to maintain body temperature. Similarly, in a school, crucial elements, or subsystems, and activities must be protected so that overall stability is maintained.

**Feedback Loop:** The triggering mechanism in the school social system (Figure 4.2) is the feedback loop. This mechanism ensures that a portion of the school’s behaviour and the internal and external environment’s reactions to that behaviour are filtered back into the system as input.

**Equilibrium:** This exists when the social and biological parts of the system maintain a constant relationship to each other so that no part changes its position or relation with respect to all other parts. As administrators are well aware, progressive or disruptive stresses upset this equilibrium and create temporary periods of disequilibrium. For example, a community group may demand that a course on sex education be introduced in the school curriculum, while another group may oppose the idea. Further, addition of an additional component to the curriculum requires adjustments. This causes ‘disequilibrium’, but the system either changes itself in tune with the progressive stresses or neutralizes the disruptive forces impinging on it, and restores equilibrium. Because all parts of the social system, a school building in this case, are related, a change in any one part necessarily produces a corresponding change in every other part. Thus, equilibrium is re-established or maintained.

The above description of different components of Figure 4.2 reveals that a school consists of several sub-systems. Figure 4.2 indicates the formal school structure, the different groups, and individuals comprising these components.

### 4.4.2 Elements of a Social System

Figure 4.3 is an extraction and elaboration of the elements, or sub-systems, presented in Figure 4.2. The basic formulation of a social system presented here comes from the work of Getzels and Guba (1957) and Hoy and Miskel (1991). According to them, the social system is conceived as two classes of phenomena which may be thought of as independent, but in an actual situation they are interactive. There are the institutions characterized by certain roles and expectations in keeping with the goals of the system. And there are individuals with certain personalities and dispositions inhabiting the system. The social behaviour found in this system may be understood as a function of two major elements: institution, role and expectations, which together constitute the nomothetic or institutional dimension of activity in a social system; and individual, personality, and need-disposition, which together constitute the idiographic or personal dimension of activity in a social system.
Institution, role and expectation are the conceptual elements of nomothetic or normative dimension. Institutions are agencies established to carry out certain imperative functions for the social system as a whole. The imperative functions are those which in time have become the established functions of the social system. The school is an institution because it is an agency established to carry out the function of socialization which is an imperative function of the social system of the school. Thus, school can be described as an institution as well as a social system. Both terms are, however, used in a different sense. The school as in institution is a component conceptual element of normative dimension of a social system.

Roles represent positions, offices, or status within an institution. A role exists only within a particular social system and represents a particular position within that system. It involves certain rights and duties. A person is expected to put these into effect. When he does that he is said to be performing his role. The rights and duties expected of him may be called as role expectations.

Individual Element

Each social system is inhabited by living people. Whenever role is being performed, it is performed by individuals. Each individual stamps the role he occupies with the unique style of his own pattern of expressive behaviour. Thus, personal dimension involves the personality of the role incumbent.

The personality may be defined by the component need dispositions. The need dispositions are conceived of as forces within an individual.

A school is thought of as a social system, with its characteristic institutional functions, roles and expectations. As an institution it has the function of socialization. There are various incumbents in it who have to play the roles expected of them. In the social system of a school the goal behaviour is achieved through the integration of various institutions (classes may be taken as institutions in the sense of performing the institutionalized function of the social system).

The social systems are inhabited by living people and roles are performed by individuals who have different personalities. It is because of this that each individual stamps the particular role he occupies with the unique pattern of his behaviour. That is why Getzels, et. al., in 1968 had observed: “Not all administrators “administer”, not all workers “work”, not all teachers “teach”, not all students “study” – at least not in the same way”. In brief, the individual element of the social system explains the behaviour of individuals in psychological terms with reference to their personalities and needs. This personal dimension of the social system is known as the idiographic dimension.
The Basic Model

Till now, the analysis has focussed on two basic elements of social systems – the institutional and the individual. Taken separately, each explains a portion of the behaviour in social systems in terms of sociological or psychological concepts. Together, they provide the basis for a social – psychological theory of group behaviour in which a dynamic transaction between roles and personality interacts, Figure 4.3 provides a summary of the basic model.

Behaviour (B) in the system is explained in terms of interaction between role (R), defined by expectations, and personality (P), the internal needs structure of an individual, that is,

\[ B = f(R \times P) \]

The proportion of personality factors that determine behaviour varies with the particular system, role, and personality. In rigid bureaucratic structures, behaviour is more likely to be determined by prescribed roles, rather than personality characteristics. In less formal social systems, roles are more likely to be secondary considerations, while personality attributes are likely to be more important. The interplay and blending of role and personality vary widely from system to system, in some systems there is a balance between the two elements, in others, roles submerge personality or vice-versa. In virtually all social systems, however, behaviour is determined by both the needs of the institution and the needs of the individual.

The social system operates within and interacts with a larger environment. The inputs from the environment affect both the institution and the individual; consequently, the environment influences behaviour within the system, which in turn contributes to outcomes of the system.

In this section, so far, we have discussed the meaning, definition and characteristics of school as a social system from organizational point of view by following an analytical approach. Also we have discussed the basic components and elements of a school as a social system, by presenting two conceptual models. However, before going into next section, let us check our progress.

Check Your Progress

Notes: a) Write your answers in the space given below.
   b) Compare your answers with those given at the end of this unit.

5. From organization point of view a social system may be defined as

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6. The school as a social system is characterised by

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7. When using social system analysis, it is important to

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Organizational Behaviour
8. The environment is anything outside the boundaries of the unit of analysis that:
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   b) ........................................................................................................................................

9. The mutual control and exchange mechanism is explained in social system model as
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10. Homeostasis is a process in which
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11. The triggering mechanism in the school social system is
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12. Equilibrium exists when
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13. The institutional element of the social system explains the behaviour of individuals
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14. The institutional aspects of the system are termed as
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15. The individual element of the social system explains behaviour of individuals is
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16. The personal dimension of the social system is known as the

17. Behaviour in a social system is a function of the two classes of factors

18. To put in the form of a general equation behaviour \( B = \)

### 4.5 INTERPERSONAL INTERACTION

In the previous section, we have discussed school as a social system in the context of organizational behaviour in school. The present section will be devoted to the discussion of interpersonal interaction in a school system. As we all know in each school there are a number of persons who work together. They interact with each other and also those who are concerned with the school. These interactions give a shape to the learning process that goes on in the school. A healthy pattern of interpersonal interaction promotes the progress of school system. In other words, healthy interpersonal interaction is a sin-qua-non for a better organizational behaviour in a school system. Therefore, it is necessary to study interpersonal interactions.

Interpersonal interaction may be defined as the interaction between people of equal level and of people across different levels in an organization. This definition reveals two types of interaction patterns. They are horizontal and vertical. Horizontal interaction takes place between people of same level and vertical interaction takes place between people of different level in an organization. Both these types of interaction patterns help in maintaining healthy interpersonal relationship in an organization.

When people interact there is social transaction in which one person responds to another. The study of these social transactions between people is called transactional analysis (TA). The purpose of TA is to provide better understanding of how people relate to each other, so that they may develop improved communication and human relationships.

People interact with each other from one of the three psychological positions, known as ego states. These ego states are called Parent, Adult and Child, and a person can operate from any of these three positions. Parent ego state of a person is influenced by his parents, teachers and religious preachers. The parent ego state is reflected by these characteristics: “playing old tap”, and utter such sentences “it is right”, “it is wrong” and so on.

The adult ego state will reflect rational calculating, factual and unemotional behaviour. It shows in such forms as to upgrade decisions by seeking facts, processing data, estimating probabilities, and holding factual discussions.
The child ego state reflects the emotions developed in response to childhood experiences. It may be spontaneous, dependent, creative or rebellious. Like a child, the child ego state desires approval from others and prefers immediate rewards.

**Types of Transactions:** Transactions may be (i) complementary or (ii) non-complementary. Transactions are complementary when the ego states of the sender and the receiver in the opening transaction are simple reversed in the response. When the patterns between ego states is charted, the lines are parallel. This relationship is depicted in Figure 4.4 in which the principal (supervisor) speaks to a teacher (an employee) as a parent to a child and the teacher responds as a child to a parent. If a principal initiates a transaction in parent-to-child pattern, the teacher tends to respond from a child state and the principal’s behaviour is dominated by this pattern, it may lead to reduced interpersonal and group effectiveness. Non-complementary transaction occurs when the stimulus and response lines are not parallel, as also shown in Fig. 4.4. In this instance the principal (supervisor) tries to deal with the teacher (employee) on an Adult-to-Adult basis, but the teacher responds on a child-to-parent basis. The important point is that when cross transactions occur communication tends to be blocked and a satisfactory transaction is not accomplished.

People can maintain communication with any complementary transactions, but the transaction that is likely to be most effective at work is that of Adult-to-Adult.

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<thead>
<tr>
<th>Principal (Supervisor)</th>
<th>Teacher (Employee)</th>
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<tbody>
<tr>
<td>Parent</td>
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**Complimentary Transaction**

S = Stimulus  
R = Response

**Fig. 4.4: Complementary and Crossed Transaction in TA**


Organizations that have used TA report that it has been moderately successful. Training in TA can give teachers (employees) fresh insights into their own personalities, and it can also help them understand why others sometimes respond as they do. A major benefit is improved interpersonal communication. Teachers (employees) can sense when crossed communication occurs and then take steps to restore complementary communication, preferably in the adult-to-adult pattern. The result is a general improvement in interpersonal transactions.

In this section, so far the meaning and importance of interpersonal communication and how transactional analysis can be used in studying interpersonal interaction have been discussed. Before going into the next section let us check our progress.

**Check Your Progress**

**Notes:**
- a) Write your answers in the space given below.
- b) Compare your answers with those given at the end of this unit.

19. In an organization two types of interpersonal interaction takes place. They are:

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20. The study of social interaction between people is called:
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21. The purpose of TA is to provide:
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22. From TA point of view people interact with each other from three psychological positions. They are:
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23. Transactions are of two types viz.
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24. If principal (supervisor) is dominated by parent-to-child pattern it may lead to:
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25. When crossed transaction occurs communication tends to be:
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26. In transaction, the best result is obtained by:
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4.6 COMMUNICATION

Communication plays a vital role in all aspects of school life. Principal, teachers, administrators, and students all engage themselves in a wide variety of communication processes to achieve the goals of school. An understanding of communication process is, therefore, central to the study of school organization because it offers an additional insight for examining a school as a social system. Moreover, communication is the key to a healthy interpersonal interaction in school life, which, in-turn leads to an effective organised school life. Communication is necessary for effective decision-making. It is the vehicle by which information relevant to decisions is transferred. Communication, whether written, oral, formal or informal, is goal directed in organizations. At all levels, communication is intended to achieve performance that results in the implementation of decisions and organizational goals.

4.6.1 Meaning of Communication

Attempts to define communication in terms that are universally applicable is an extremely difficult task. Communication means sharing messages, ideas, or attitudes that produce a degree of understanding between a sender and the receiver. In everyday usage, “Communication” implies an attempt to share meaning by transmitting messages among people. Thus, communication involves at least two people – a sender and a receiver. Effective communication depends on the ability to listen as well as to speak. The end result of communication is understanding and to elicit a response.

4.6.2 Communication Process

![Diagram of Communication Process]

The Process of communication is the method by which a sender reaches a receiver with a message. There are basically four major steps involved in the communication process. A schematic representation of these steps is presented in Figure 4.5.

**Sender:** The source, or sender, is the originator of a message (see Figure 4.5). The communicator need not be a person; a memorandum, newspaper, professional journal, or organizational position such as the office of the principal, may be the source. The effectiveness of a message depends on the level of credibility that the receiver attributes to the sender.

**Idea:** The sender must create an idea or choose a fact to communicate. The idea or fact is the content of the message. In other words, the source must have something to say before the content can be “said”.

**Encoding:** The source initiates a message by encoding a thought, that is, organizing an idea into a series of symbols such as words or pictures that he or she feels will communicate the correct meaning to the intended receiver. The sender selects a particular medium because encoding must be done in relation to transmitting medium as well as the receiver's characteristics. A telegram, for instance, usually is worded differently from an office memo, and both are different from face-to-face conversation.

**Conceptual Filters:** The conceptual filters of the sender, that is, the person's particular psychological characteristics, also limit the encoding process. Communication skills, knowledge of the subject, and personality factors such as attitudes, values, interests, and motivational needs are traits or mental conditions that combine to limit, screen or filter what is encoded and the quality of the message.

**Transmitting:** Transmitting transforms the encoded message into a signal and places it into a channel. The symbols that have been ordered inside a person's mind are placed into physical movement. Transmitting therefore, involves the message, channel, and medium.

**Message:** The message is the idea that an individual hopes to communicate to the intended receiver. The exact form of the message depends to a large extent on the channel and medium that are used to carry it.

**Channel:** The channel is the routing pattern that the message has to follow. The idea becomes a physical reality in the channel as opposed to a psychological reality in the sender's mind.

**Medium:** The medium is the carrier of the message. The content can be transmitted in a verbal-oral medium as in direct face-to-face speech, or electronically via telephone, computer, radio or television. Similarly, the medium can be verbal-written as in memos, letters, electronic mail, and newspapers. The transmission also can be made through non-verbal medium as in body language or gestures and symbolically with things that surround us such as office furnishings, clothes, etc.

**Receiver:** Internal processes similar to those in the source also occur in the receiver. The physical stimulus is taken from the channel by the receiver's sensory organs, ordinarily the eyes and ears and is sent to the mental decoder, where the receiver gives meaning to the message. If the listener is effective, the meaning is well understood. If the receiver does not function, the message is lost.

As is the case with the sender, no receiver can totally ignore his/her psychological characteristics or conceptual filters.

**Feedback:** In broadest sense, this concept refers to any response from someone who has received a message. More specially, feedback is defined as messages conveyed to a receiver about task performance. The feedback loop provides two-way communication. Two-way communication is a reciprocal process; each participant initiates and receives messages. Each is a source or receiver only temporarily, with roles shifting as messages are passed. The use of feedback improves the communication process by reducing the chance of major disparities between information or idea received and the one intended.

**Noise:** Noise is any distraction that interferes with sending or receiving the message. Successful message transmission presumes that whatever situational noise exists is not great enough to observe the signal or divert the receiver's attention from it.
4.6.3 Barriers to Communication

The communication will be effective only when employees understand, accept and act upon the information that has been transmitted to them. Sender of message must know the various barriers that can impede not only transmission of information but also affect understanding and acceptance of it. Communication barriers cause breakdown of communication process leading to many managerial problems. Keith Devis (1982) has classified the communication barriers into three types: (i) Personal, (ii) Physical, and (iii) Semantic.

**Personal Barriers**: Personal barriers are communication interferences that arise from human emotions, values and poor listening. For instance, the receiver might not like the sender and therefore, interacts on the basis of the attitude of the sender.

**Physical Barriers**: Physical barriers are communication interferences that occur in the environment in which the communication takes place. For instance, the voice of the sender might not be completely audible on the telephone.

**Semantic Barriers**: Semantic barriers arise from limitations in the symbols with which we communicate such as language which the receiver might not know or comprehend.

4.6.4 Suggestions to Overcome Communication Barriers

Improving school communication requires a planned programme of organizational development. Suggestions for improving school communication include the following:

1. Assess the organizational design of the system of communication so as to locate its weaknesses.
2. Develop mechanism to facilitate the communication process, for example, close proximity of personnel, convenient sites for formal and informal interaction, mechanical linkers, and a committee system to accomplish tasks and make decisions.
3. Establish information storage and retrieval systems.
4. Select personnel with good communication skills.
5. Develop an in-service training programme to improve communication skills for the existing staff.

At a more specific level, three sets of conceptual derivations and applications are useful in analysing and improving communication in schools. These are communication skills, feedback, and organizational roles.

From the above discussion on communication, four major conclusions seem clear. First, communication is purposive for both the initiator and the receiver. Second, communication is a social-psychological phenomenon. Third, the message travels through formal and informal channels, using a variety of verbal and non-verbal media. Fourth, to ensure high levels of understanding, feedback mechanisms are essential.

In this section, so far, we have discussed the meaning, definition and importance of communication in the context of school system; communication process and problems therein; and finally suggestions to overcome problems in communication process. With this we have come to end of this unit. But, before we summarise the whole unit let us check our progress in this section on communication.

**Check Your Progress**

**Notes:**

a) Write your answers in the space given below.

b) Compare your answers with those given at the end of this unit.

27. An understanding of communication is central to the study of school organization because

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28. In general, communication may be defined as

29. From organizational point of view communication may be defined as

30. The four major steps involved in communication process are

31. Effectiveness of a message depends on the

32. The idea or fact is the

33. The sender selects a particular medium because

34. Transmitting involves
35. What is medium?

36. The receiver gives meaning to the message by

37. Feedback improves communication by

38. In the context of noise, successful message transmission persumes that

39. What are Communication barriers?

4.7 LET US SUM UP

We have examined in this unit that Organizational Behaviour (OB) is the study and application of knowledge about how people act within organization. The key elements in OB are people, structure, technology, and the external environment in which an organization operates. OB is all about performance. It offers a body of knowledge about people at work and information about their performance.

The discussion on school as a social system revealed that social systems comprise of bounded, purposeful, and mutually interaction elements. Regulated by feedback, such systems continuously attempt to maintain equilibrium. According to the social system model of a school, OB is determined by the interaction of at least three key elements — bureaucratic expectations, informal norms, and individual needs and motives. Moreover, all the elements and interactions within the system are constrained by important demands from the environment as the organization solves the problem of adoption, goal achievement, and integration. In addition, informal and external feedback mechanism reinforce appropriate organizational behaviour.

Healthy interpersonal interaction is essential for the progress of school system in general and communication process in particular. It is with the help of transactional analysis, that better understanding of how people relate to each other can be studied, which in turn, develops improved communication and human relationship. Communication is so persuasive in school that it is fundamental and integrative in educational administration. Communication means
sharing of messages, ideas, or attitudes that produce an understanding between the sender and receiver. From a study of communication processes, four major conclusions seem clear, (1) Communication is purposive. (2) It is a social psychological phenomenon. (3) Message traverses through a variety of media. (4) Feedback mechanisms are essential.

4.8 UNIT-END ACTIVITIES

1. Interview a number of teachers in a particular school, and ask them what they consider to be the important duties of a principal. Interview a number of parents or pupils in the same school, and ask them what they consider important to be duties of the school principal. Note similarities and differences in the responses.

2. Visit a school. Observe some verbal communication situation and identify the different components of communication process. Repeat this task for written communication too.

4.9 POINTS FOR DISCUSSION

1. Discuss the definition, meaning and scope of organizational behaviour.

2. “Not all administrators “administer”, not all workers “work”, not all teachers “teach”, not all students “study” – at least not in the same way”. Discuss this statement in the light of school as a social system.

3. “When people interact there is a social transaction in which people respond to one another. Transactional analysis is the study of these social transactions”. Discuss.

4. Discuss how do the common barriers disrupt the effective communication process. Give suggestions to overcome them.

4.10 ANSWERS TO CHECK YOUR PROGRESS

1. Any group of individuals, large or small, that is cooperating under the direction of executive leadership in accomplishment of certain common object.

2. Group of individuals, common goal, group activities, delegation of authority, co-ordination, relationship and leadership.

3. People, structure, technology and the external environment.

4. The study of behaviour, attitudes and performance of workers in an organizational setting.

5. A model of organization that possesses a distinctive total unity (creativity) beyond its component parts; it is distinguished from its environment by a clearly defined boundary; it is composed of sub-units, elements and sub-systems that are interrelated within relatively stable patterns of social order.

6. An inter-dependence of parts, a clearly defined population, differentiation from its environment, a complex network of social relationships, and its own unique culture.

7. Define carefully the boundaries and the unit of analysis.

8. a) Affects the attributes of the internal components.

   b) Is changed by the social system itself.

9. Homeostasis, feedback, equilibrium.

10. A group of regulators act to maintain a steady state among the system component.

11. The feedback loop.

12. The social and biological parts of the system maintain a constant relationship to each other so that no part changes its position or relation with respect to all other parts.

13. Dominant roles and expectations aimed at meeting the goals of the system.

14. The nomothetic dimension.

15. Psychological terms with reference to the unique personalities and needs of individuals.
16. Idiographic dimension.

17. Normative and the individual
   \[ B = f (R \times P) \]

18. Interaction between people of equally same level to interaction within people across different levels in an organization.

19. Horizontal and vertical.

20. Transaction analysis.

21. Better understanding of how people relate to each other, so that they may develop improved communication and human relationships.

22. Parent ego state, Adult ego state, and Child ego state.

23. Complementary and non-complementary.

24. Reduced interpersonal and group effectiveness.

25. Blocked and satisfactory transaction is not accomplished.


27. It offers an additional conceptual viewpoint for examining the school as a social system.

28. Sharing messages, ideas, or attitudes that produce a degree of understanding between a sender and receiver.

29. Any process whereby decisional premises are transmitted from one member of an organization to another.

30. Sender, Message, Medium and Receiver.

31. Level of credibility that the receiver attributes to the sender.

32. Content of the message.

33. Encoding must be done in relation to the transmitting medium as well as the receiver’s characteristics.

34. Message, channel, and medium.

35. Carrier of the message.

36. Taking the physical stimulus from the channel to sensory organs and is sent to the mental decoder.

37. Reducing the chance of major disparities between information or idea received and the one intended.

38. Whatever situational noise exists is not great enough to observe the signal or divert the receiver’s attention from it.

39. Personal barriers, physical barriers and semantic barriers.

4.11 SUGGESTED READINGS-


