CHAPTER VI

OBSERVATIONS, CONCLUSIONS AND SUGGESTIONS

6.1 Introduction

6.2 Conclusions
  6.2.1 Organizational Climate: Phase One
  6.2.2 Leadership Behaviour: Phase Two
  6.2.3 Teacher Morale: Phase Three
  6.2.4 Pupil's Achievement: Phase Four

6.3 Implications of the Study

6.4 Suggestions for Further Studies
CHAPTER VI

OBSERVATIONS, CONCLUSIONS AND SUGGESTIONS

6.1 Introduction

As has been described earlier, the present research problem was multi-dimensional having four phases of research activity. The first three phases were purely an exploratory studies on which the fourth phase depended heavily.

First Phase

Initially 90 schools were randomly taken by employing stratified sampling procedure from different talukas of Vadodara district of the state of Gujarat. The teachers of these schools were given OCDQ for their opinion. Complete response for each and every item was the criterion for accepting the form. The teachers of 63 schools responded the tool completely and correctly. Out of 63 schools, 60 schools were selected randomly deleting three schools.

The scoring of OCDQ was completed. Their means, variances and openness scores were arrived at.

Out of these 60 schools, 20 schools having high openness scores and 20 schools having low openness scores were selected. The other schools were ignored and their data were set aside as these were not necessary.
Second Phase:

The teachers of these 40 schools were administered LBDQ and PTO instruments. The pupils of Std. XI of were also administered Motivation Scale prepared by Smith.

In the second phase, identification of leadership behaviour was carried out. This was based on teacher's perception of their principals. A factorial design of $2 \times 2 \times 2$ was invoked wherein frame of reference, leadership dimensions and referent groups (open climate and closed climate teachers) were taken as independent variables, each acting at two levels. The dependent variable was LBDQ scores. The analysis of variance was used to see the main and interactive effects.

Third Phase:

The third phase was related to teacher morale, for which PTO instrument was administered. This instrument consists of 100 items divided into ten factors. Computation of means and standard deviations for all ten factors were made. ANOVA was employed for the composite scores to see the main effects of Leadership behaviour which acted at four levels and PTO which acted at ten levels. This was a factorial design of $4 \times 10$ dimensions.

A Chi square test was employed to test whether frequencies were spread equally or not. Thus ten Chi-square
tests for each of the ten PTO factors were computed. The Chi-square values were converted into C to have an idea regarding its strength. On the values of C, the investigator tried to find out clusters of teacher morale. In a way this was very interesting.

Fourth Phase:

The fourth phase was a major study in which pupil's achievement at Std. XII was considered in the context of OCDQ, LBDQ, PTO and pupil's motivation. The purpose was to assess the impact of each variable upon the achievement of the pupils. The secondary purpose was to assess the interaction between or among these variables for the production of achievement scores of the pupils.

The performance marks obtained by pupils at higher secondary school examination were taken. Their total marks were converted into percentage forms.

6.2 Conclusions

The following conclusions are derived. They are described phase-wise.

6.2.1 Organizational Climate: Phase One

[A] Teacher characteristics

1. Teachers of closed climate schools are less prone to
activities other than academic.

2. Teachers of open climate schools are prone to hinder the ongoing functions of the schools. This evidence is at variance with past researches.

3. Teachers in open climate schools show spirit of coherence and synoptic vision regarding school goals more than those of the closed climate schools.

4. Teachers of open climate schools have more intimate relationships among themselves than those of their counterparts of closed climate schools.

[B] Principal characteristics

1. Principals of open climate schools would tend more to 'aloofness' characteristic than those of closed climate schools. This evidence is at variance with past researches.

2. They are more prone to achieving their goals than those of closed climate schools.

3. Open climate school principals would tend to show more 'Thrust' characteristics than those of closed climate schools.

4. Open climate school principals would show more sympathetic and human behaviour towards their subordinates than those of closed climate schools.
6.2.2 Leadership Behaviour: Phase Two

1. There is a significant difference between the leadership behaviour of perceived (Real) and expected (Ideal) frames of reference. The teachers perceived the leadership behaviour of their principal below their expectation.

2. There is no significant difference between the LBDQ scores of initiating structure and consideration.

3. There is no significant difference between the teachers of open and closed climate schools with regard to LBDQ scores. This shows that the teachers of open and closed climate schools do not really disagree in their perception of the principals' behaviours.

4. Interaction between frames of reference and dimensions of leadership behaviours is significant.

5. Interaction between frames of reference and school climate is significant. This interaction is found to be more powerful.

6. The principals of the 40 schools in the sample are distributed evenly. The \( X^2 \) test is nonsignificant.

6.2.3 Teacher Morale: Phase Three

The ten factors are identified. Each is tested by \( X^2 \) technique.
1. Teacher Rapport with principal is not identical in all schools under investigation.

2. Satisfaction with teaching. Teachers of all schools are not identically satisfied with this factor.

3. Rapport among teachers. This was identical in all schools.

4. Teacher salary. Almost all teachers have identical reactions of dissatisfaction with regard to their salary.

5. Teacher's load. The teachers show no disagreement regarding their load.

6. Curriculum issues. The teacher showed good morale on this factor.

7. Teacher Status. Teachers disagree with themselves regarding their professional status.

8. Community Support for education. Teachers do not have similar opinions regarding this factor.

9. School facilities and services. Many teachers show low and average level of morale towards this factor, thereby generating dissatisfaction.

10. Community Pressures on school. Teachers show no identical responses on this factor.

11. The researcher categorized the above ten factors into
three clusters on the basis of nonparametric correlation - C as follows:

A: Balancing Clusters - 3, 4, 5 factors.
B: Clique-making Clusters - 2, 6, 9 factors.
C: Conflict Creating Clusters - 1, 7, 8, 10 factors.

6.2.4 Pupil's Achievement: Phase Four

This was the major study. The four independent variables were incorporated. The following conclusions are arrived at.

1. Organizational Climate:

This variable played a significant role in enhancing achievement of the pupils. Open Climate schools have been found to be contributing more than those of Closed Climate schools.

2. Leadership Behaviour:

Effective principals which fall in II quadrant are responsible for good achievement of the pupils than other quadrants. The quadrants II, III and IV are identical in achievement.

3. Teacher's Morale:

There is a significant difference between the achievement of the pupils belonging to high morale
group of the teachers as compared to the low morale group.

4. **Pupil's Motivation**

There is a significant difference between the achievement scores of the pupils having high and low motivational levels. High motivation groups do better than low motivation group.

5. Components of variance analysis show that the following variables are the predictors of school achievement in descending order:

   - Pupil's Motivation
   - Teacher Morale
   - OCDQ
   - LBDQ

   Teacher morale and pupil's motivation as interaction.

6.3 **Implications of the Study**

If a high level of teacher's productivity is to be objectified, their morale must be increased or enhanced to a high pitch. Educational administration must give a great deal of consideration to teacher morale. There are number of institutions which train teachers but hardly any institution that cater to the needs for trained principals. So
It is suggested that training of principals for effective leadership be considered and initiated in right earnest. As empirical evidence has suggested that the right type of leadership behaviour is conducive to the healthy growth of school climate and the teacher morale. One of the most difficult and baffling problems our society and schools faces is the stifling effect of tall, unresponsive bureaucracies. Our large, tall, hierarchial organizational patterns are literally strangling our schools and the people in them. This malaise can only be corrected or redressed by inducting people with right type of leadership behaviour.

The instruments which have been used in this research by the investigator stress, time and again, the straight dialogue and rapport among teachers themselves and with principals. They also stress good relationships among teachers. These things are not found in our schools. The school personnel have physical proximity but they experience emotional remoteness. And this tolls a deathknell to teacher morale and pupil’s motivation.

With all its paraphernalia - the principal, teachers, classrooms, equipments, teaching aids, conference room, projector, TV, VCR - the percentage of public examination results are falling. And no one from society nor even from school, raises a hue and cry against such low abysmal level of results!
The empirical evidence distilled, from this investigation suggests that pupil's motivation contributes the highest percentage to their achievement. Then who prohibits pupils to raise their motivational level? The schools build failure into their educational programmes. All motivated children can learn and will learn if school creates a proper climate for learning. This is the message of this research. To do less would be to fail to meet one's professional and human obligation. If principals, teachers and pupils imbibe this spirit, the pupil's achievement would be excellent. In fact, the school community must feel happiness and pleasure in the pursuit of excellence.

6.4 Suggestions for Further Studies

The investigator feels that she has only scratched the surface of the aspect of pupil's achievement in this study. There are many problems of research which should be pursued with many psycho-social variables. The following is the list of the problems of further studies which is by no means an exhaustive one:

1. An analysis of influence-gaining behaviours of principals in schools of varying levels of instructional effectiveness.

2. An inquiry into the motivational levels of pupils and
the strategies for their development in present school set-up.

3. An investigation into teacher effectiveness of the BC and non BC teachers of Gujarat state.

4. Development of course content for training principals for leadership behaviours and its impact upon teacher morale and pupil's achievement.