CHAPTER - V

FINDINGS AND SUGGESTIONS

Every scientific and systematic study yields some findings which are some lines quite need useful and grow light in further involvement in the previous investigations. The analysis of data of present study leads to certain findings and conclusions which are reported in this Chapter. The study was planned and carried out to test the tentative hypotheses and objectives formulated. Each of the hypotheses and objectives were evaluated in the light of the study. The educational implications of this investigation, suggestions for further research work including few limitations are given in the end of this chapter.

1. Testing of the Hypotheses:

The first working hypothesis was, "the teachers' professional values are related to organizational climate of colleges", and the objective was "to study the relationship between organizational climate of college and teachers' professional values." On analysing the results the hypothesis has been accepted.

The dimension disharmony has significant negative relationship with teachers professional values educational, moral, personal and democratic in all group of teachers.

The second dimension hinderance and fourth lack of facilities have a negative relationship with all seven professional values. Significant and positive correlation relationship were found between third, sixth and eight dimension with some professional values, while as fifth and
seventh dimensions have positive and not significant relationship with teachers' professional values. It clearly show that negative dimensions have negative relationship with professional values, while as positive dimensions related positively with professional values. On the basis of these findings of the present study, the first hypothesis has been accepted, and the first objective, as stated above, has been achieved.

The second hypothesis is that "the teachers' anxiety is related to organizational climate of colleges" with the corresponding objective" to study the relationship between organizational climate of colleges and teacher's anxiety." The positive and significant correlations between organizational climate and teachers' anxiety have been found in case of negative dimensions. But in most of the cases negative and significant correlations are obtained with positive dimensions. It has been clearly seen that teachers' anxiety have a significant relationship with the different dimensions of the organizational climate.

On the above analysis the second hypothesis has been accepted and the related objectives has been achieved.

The third working hypothesis was that "The organizational climate of the Colleges is related to teachers' family relationship" and the related objective was" to study the relationship between organizational climate & family relationship of teachers." It was observed that the dimension of organizational climate disharmony, Hinderance, academic emphasis & lack of facilities have significant and positive relationship while in case of other dimensions of organizational climate support & satisfaction authoritarianism, democracy & freedom, the family relationship have significant and
negative relationship. On the above basis the third hypothesis accepted & corresponding objective has been achieved.

The fourth working hypothesis states that "the professional values will differ in the more experienced and less experienced teachers."

There are no significant differences regarding professional values in different sub groups of the teachers. But, in total group of teachers significant difference is obtained between more experienced and less experienced teachers regarding this variable. Hence, this hypothesis is partially accepted and the corresponding objective has been achieved.

The fifth hypothesis of the study is that "the teachers professional values will differ in the more qualified and less qualified teachers," The more qualified male univ. teachers - more qualified male college teachers, less qualified male univ. teachers - less qualified college teachers and total group of more qualified teachers - less qualified teachers showed significant differences regarding professional values. Thus, the hypothesis has been accepted and the related objective has been achieved.

The seventh hypothesis of the study states that "the professional values will differ in university teachers and college teachers", with the corresponding objective "to find out the difference in professional values with respect to administration."

A significant difference has been observed in the total group of university teachers & the total group of college teachers. It indicates that university teachers have better professional values than college teachers. On the above analysis the sixth hypothesis has been accepted.
On the basis of the above discussion for hypothesis 4, 5 & 6 the objective, "to study the professional values of teachers with respect of variables namely teachers', sex, experience, qualifications & type of the management of the college" has been achieved.

The seventh working hypothesis is that "the teachers anxiety will differ in the male and female teachers."

On the analysis it has been found that more qualified (male-female) teachers, less qualified (male-female) teachers, (male - female) university, (male - female) college teachers, and total group of (male - female) teachers have shown significant difference regarding teachers anxiety. It clearly indicates that female teachers suffer with more anxiety. On the basis of these findings of the study, the seventh hypothesis has been accepted.

The eighth hypothesis was that "the teachers' family relationship will differ in male & female teachers." To test this hypothesis, family relationship was measured with the help of "Teacher Family-relationship questionnaire." It was observed that female teachers were better in comparison to male teachers. It was also observed that University female teachers had a positive & significant difference with University male teachers. Thus, our eighth hypothesis has been accepted.

The ninth hypothesis was that "the teachers anxiety will differ in the more experienced and less experienced teachers." The group of more experienced and less experienced teachers does not show any significant difference regarding teachers anxiety. On the above analysis the eighth hypothesis has been rejected.

The tenth hypothesis of the study is that "the teachers anxiety will differ in the more qualified and less qualified teachers." The
significant results are found in some of the sub-groups. But in total
group of (more qualified & less qualified) teachers have no significant
difference regarding this aspect.

In this way the tenth hypothesis has partially been accepted in
case of subgroups and partially rejected in case of total group. Hence,
this hypothesis is partially accepted.

The last working hypothesis states that "the teachers anxiety will
differ in the teachers of university and colleges."

There is no significant difference in the anxiety of university and
college teachers. Hence this hypothesis has been rejected.

2. **Findings**:
   a. The negative dimensions of the organizational climate
      Disharmony, Hinderance, Authoritarianism and Lack of facilities
      are negatively correlated with moral, social, educational
      democratic and aesthetic values.
   b. The positive dimensions of the organizational climate support
      and satisfaction, democracy and freedom, discipline and control
      have shown significant positive correlation with moral, social,
      educational, personal and democratic professional values.
   c. The positive dimensions of organizational climate namely thrust
      and academic emphasis show positive and insignificant
      relationship with all the seven professional values.
   d. The negative dimensions of the organizational climate are
      positively correlated with teachers anxiety.
   e. The positive dimensions of the organizational climate are
      negatively correlated with teachers anxiety.
f. More qualified male univ. teachers have better teachers professional values than more qualified college male teachers.

g. Less qualified male univ. teachers are also better than less qualified college teachers regarding teachers professional values.

h. Total less qualified teachers shows significant difference regarding teachers professional values with more qualified teachers.

i. Total male teachers do not show any significant difference with female teachers regarding professional values.

j. More experienced teachers proved better teachers professional value than less experienced teachers (Total group).

k. There is observed a significant difference between college and university teachers and it has been found that university teachers have better professional values than college teachers.

l. More qualified female college teachers have high anxiety than more qualified male college teachers.

m. Less qualified female college teachers also have high anxiety than less qualified male college teachers.

n. University female teachers show high anxiety with university male teachers.

o. There are significant differences in the anxiety of (male-female) university, (male-female) teachers of College and (male-female) total group of female teachers suffer with more anxiety in comparison to male teachers.

p. More experienced teachers and less experienced teachers do not show significant difference.

q. The female teacher i.e. University/College teachers were better in their family realationship comparision to male teachers.
r. The family relationship have the relationship with the climate dimension - disharmony, hinderance, academic emphasis & lack of facilities while negative relationship with support satisfaction, authoritarianism democracy & freedom have negative relationship.

s. Total more qualified teachers and total less qualified teachers does not have significant difference regarding anxiety.

t. There is no significant difference in anxiety of university and college teachers (total group).

3. **Suggestions**:

   a. This study can be repeated with other tools on a large sample, which may give better & more reliable results.

   b. This study may also be applied to principals of degree colleges.

   c. The organizational climate of each college should be identified & this process should be repeated at different intervals from time to time so that if there is any change in the climate, it may be detected soon.

   d. The selection & appointment of teachers in a college should be made keeping in mind the specific climate relate to which type of teachers professional values.

   e. Minimizing the anxiety of the teachers (by providing facilities will be helpful to achieve positive goals.

4. **Educational Implications**:

   a. Each college has its specific organizational climate distinct from others.

   b. The teacher who are successful in each college should have distinct professional values and some other determinants
commensurate with the help of climate prevailing in that college.

c. Teachers professional values is no absolute. It is a relative term and is influenced by certain variables like teachers sex, faculty, locale of his work, climate and so on while comparing the standard of the colleges, a justiciable can be made climate-wise.

5. **Limitations** :
   
a. Due to paucity of time, the study was restricted to degree colleges and university campus of Bundelkhand University, Jhansi. It could have been more useful and interesting if the sample could be taken on inter-university basis and inter cultural basis.

b. The number of teachers was too small for fairly stable correlations to be obtained in between the different variables.

c. Obviously, the study suffered from all the limitations which its tools might have been suffering from.

6. **Suggestions for Further Research Work** :
   
a. In this research work only 11 hypotheses were considered mainly regarding teachers professional values and impact of other variables on each other in University/College teachers of Bundelkhand University. But, the sample and area were too shall to lead at any dependable conclusions. Hence, a study comprising of a much bigger sample and area should be under taken.

b. The study may be conducted at other levels of education such as primary, secondary levels.
c. A comparative study of organizational climate & teachers professional values of effective teachers in different types of schools, on the basis of administration, i.e. Govt., semi govt., private, missionary and public schools.

d. The study may be repeated with more accurate & valid experimental design under more vigorously controlled conditions.