CHAPTER VI

Findings

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The present study aimed to study the School Organisational Climate, Teaching Attitude, Job Satisfaction, and student liking for their teachers in the three different groups of schools viz. Good, Average and Poor. The major findings of the study are as detailed below:-

(1) A significant difference in the mean value of Good and Average Schools was found only with respect to Espirit, Intimacy, Control, Production Emphasis and Humanized Thrust dimensions of School Organisational Climate. Good Schools were found to be significantly better in above five dimensions of School Organisational Climate than the Average Schools. No significant difference was found on Disengagement, Alienation and Psychophysical Hinderance between Good & Average Schools on the above Dimensions of School Organisational Climate.

(2) As regards the Teachers Attitude towards their profession, the teachers of Good Schools were found to differ significantly from the Average Schools. The teachers belonging to Good Schools were found to posses, comparatively more favourable attitude towards the teaching profession than the teachers of Average Schools.

(3) No significant difference was found between teachers of Good and Average Schools on the variable of Job
Satisfaction. In other words, the teachers of Good and Average schools were almost equally satisfied.

(3). Good and Poor Schools were found to differ significantly with each other on Alienation, Control, Production Emphasis and Humanized Thrust dimension of School Organizational Climate.

No significant difference was found on Disengagement Esprit, Intimacy and Psycho-Physical Hinderance Dimensions of School Organisational Climate.

2.2. A significant differnece was found between the teachers of Good and the Poor Schools with respect to Teaching Attitude. The teachers of Good Schools were significantly more positive towards teaching profession as compared to the teachers of Poor Schools.

2.3. The good and the Poor Schools teachers were not found to differ significantly on the variable of Job Satisfaction. The teachers of both the schools were found to be equally satisfied with their job.

3. For the variable of School Organisational Climate the Average and the Poor Schools were found to differ significantly Alienation Esprit, Intimacy, Control, Production Emphasis and Humanized Thrust. Average Schools were found to be significantly better on the above dimensions than the Poor School's on school Organizational Climate. No
significant difference was observed between Average and Poor School’s on the dimension of (Disen- -gagement and Psycho-Physical Hinderance ) School Organizational Climate.

3.1 Except for the dimension of Alienation the mean value of the Average Schools teachers was found greater than that of Poor schools teachers.

3.2 The average and the poor schools teacher did not differ significantly with respect to attitude towards teaching.

3.3 These was no significant difference between the teachers of Average and Poor Schools on the variable of Job Satisfaction.

4.0 There was a significant difference on the variable student liking for their teachers in three different groups of school viz Good, Average, and Poor.

5.0 The profile of the three school’s with respect to school organizational climate shows that Good Schools as compared to other two groups of schools ( ie. the Average and Poor Schools) were found to have less of Disengaging, Alienating, Controlled and to some extent less of Psycho-Physical Hindering internal enviornment.

5.1 For the Average schools the mean value on Disenagement, Alienation and Psycho-Physical Hinderance was found to be low as compared to other dimensions namely Esprit,
Intimacy, Control, Humanized Thrust and Production Emphasis dimensions of School Organisational Climate.

5.2 The mean value of the Poor Schools was found to be low on all the dimensions of Schools Organisational Climate as compared to Good and Average Schools.

6.0 The teacher of Good Schools were found to possess high Teaching Attitude than the teachers of the Average and Good Schools respectively.

6.1 The teacher belonging to Poor Schools were comparatively more job satisfied than the teachers of the Average and Good Schools respectively.

7.0 The group of Old and Young teachers were found to differ significantly only as Espirit, Intimacy and Control Dimensions of School Organisational Climate. Old teachers were found to be significantly better than Young teachers on the above dimension of School Organisational Climate.

7.1 The Old and Young groups of teachers were not found the differ significantly with each other on Teaching Attitude.

7.2 The Old and Young group of teachers were found to differ significantly with each other on student liking for their teacher.

8.0 The High satisfied and Low satisfied teachers were found to differ significantly only on the Control dimension of School Organisational Climate.
8.1 The High and Low satisfied group of teacher were found to differ significantly with each other on Teaching Attitude.

8.2 The High and Low satisfied group of teacher were found to differ significantly with each other on student liking for their teachers.

9.0 The Junior and the Senior teachers were found to differ significantly only on three dimensions of School Organisational Climate such as Esprit, Intimacy and Control.

9.1 The mean value of the Junior teachers on three dimensions namely Esprit, Intimacy and Control on the School Organisational Climate was found to be relatively greater than the Senior teachers.

9.2 No significant difference were found between the Junior and Senior teachers on the variable of Teacher Attitude and Job Satisfaction.

10.0 Teaching Attitude was found to be positively and significantly related to Intimacy and Production Emphasis dimension of School Organisational Climate.

10.1 There was a positive significant relationship of age and experience with Esprit and Intimacy dimension of School Organisational Climate.
10.2 There was a positive but not a significant relationship of School Organisational Climate with Job Satisfaction.

11.0 There was no significant relationship between the Teaching Attitude and the Job Satisfaction of School teachers.

12.0 For the Good Schools Humanized Thrust emerged the strongest predictor of the Job Satisfaction contributing 22% of variance. The other factors which had significant impact were Psycho-Physical Hinderance, Disengagement and Alienation.

12.1 For the Average Schools Production Emphasis emerged the strongest predictor of Job Satisfaction contributing 13% of variance. Humanized Thrust contributed 7% of variance.

12.2 For the Poor School Teaching Attitude only emerged as the variable predicting Job Satisfaction but it accounted only for 9% of variance.

12.3 Only one independent variable of “Control” (a Dimension of School Organisational Climate). Contributed to just 4% of the total variance of Job Satisfaction for the teachers, for the total sample.

Conclusions:

On the basis of the above findings the major conclusions drawn are as detailed below:
1. Good School had significantly better school organisational climate than the average schools. Teachers in Good School therefore have a positive attitude towards teaching profession.

2. The Good Schools were significantly better on four dimensions School Organisational Climate (Alienation, Control, Production Emphasis, and Humanized Thrust) Good School positive Organisational Climate there for has a positive attitude an towards teaching profession.

3. The average school had significantly better School Organisational Climate than the Poor Schools. The teachers of the Poors Schools had more Job Satisfaction in the teaching profession than the teachers of average schools.

4. Good Schools students had significantly better liking for their teachers than the students of average schools.

4.1. Good school student had significantly better liking for their teachers than the students of Poor Schools.

4.2. Average Schools student had significantly better liking for their teacher than the students of Poor Schools.

5. The profile of the three type of schools show that:

5.1. Good school had an “open” as well as autonomons internal enviornment.
5.2. Average schools were found to possess a mix of “familiar and autonomous” internal environment.

*Poor schools were found to possess a closed climate and paternal internal environment.

6.0 The teachers of Good Schools possess high Teaching Attitude than the teachers of the Poor School.

6.1 *The teachers belonging to the Poor Schools were comparatively more satisfied in their jobs than the teachers of the Average and Good Schools Respectively.

7. The two groups of teachers (viz. Young and Old) had perceived the internal environment of their schools in almost similar way (except for the dimensions of SOC viz. Esprit Intimacy and Control)

7.1 Both the Young as well as the Old teachers possess relatively similar Attitude towards teaching.

8.0 The high and low satisfied group of teacher were found to perceive the internal environment of their schools in more or less similar fashion accept for control dimension of SOC.

8.1 The high satisfied group of teachers were found to posses better Teaching Attitude than the low satisfied group of teachers

8.2 The high satisfied group of teacher had favourable student liking scores and than the low satisfied group of teachers.
9.0 The Junior as well as the Senior teachers were found to perceive the internal environment of their schools in a more or less similar fashion except for the three dimensions namely control Intimacy and Esprit of School Organizational Climate.

9.1 The Junior as well as the Senior teachers were found to posses similar attitude towards the teaching profession and were equally satisfies with their job.

10.0 School Organization Climate, Teaching Attitude, Job Satisfaction Age and Experience, had a significant and positive correlation with each other.

11.0. It is inferred that as there will be a more positive Teaching Attitude an the post of the teachers, they will also be satisfied with their teaching job.

12.0 For the good school Humanized Thrust emerged the strongest predictor of Job Satisfaction contributing 22% of the total variance. The other factors which had significant impact were Psycho-Physical Hinderance, Disengagement and Alienation.

12.1 For the average Schools Production Emphasis emerged the strongest predictor of Job Satisfaction contributing 13% of varirance Humanized Thrust contributed 7% of variance.

12.2 For the Poor Schools Teaching Attitude contributed just 9% of the total variance of Job Satisfaction for the teaching.
12.3 The sole variable “Control” (a dimension of school organizational climate) contributed just 4% of the total variance in the Job Satisfaction for the teaching. The remaining 90% of the total variance in the job satisfaction of the school teachers is still unexplained.

13.0 The Determinants of Good Schools are task oriented; Human behaviour, nonauthoritarian, Attitude on the part of the principal and less of disengagement and Alienation of the part of teacher.

13.1 The Determinants of average schools are Production Emphasis and Humaized Thrust. It has positive job nurturance factors and less of Job Hindering characterstics.

13.2 The Determinants of Poor Schools is Teaching Attitude only the Poor schools possessed characteristics as human task promoting behaviour on part of leader. Job Performance needs to be improved.

Hence, it is important to note that, the present study, whose findings and conclusion are stated above to a certain extent highlight the importance of organizational climate, Teaching Attitude and Job Satisfaction of teachers in there different types of schools, No research work, however, is complete to its fullest extent rather it is an on going process. The importance and utility of this effort lies in its practicality and if this work is able to stimulate for further research in this area, then it would achieve its worth.
Finally, it must be stated that the above discussion is based solely on the responses of the subject for the study. More extensive research needs to be undertaken before we can draw broad generalization in this context.