CHAPTER VIII

Summary

In today's competitive world due to explosion of knowledge and advancement in information technology the role of schools has been extended and become more important than ever before. The schools must deliver hundred per cent with respect to their overall performance, in order to make their students successful citizens of a country. Inspite of considerable efforts/interventions the performance of schools is not as it should be. A great difference of performance is found among schools. Few schools are found to be good, and a few are poor, while a sizeable number of school always appear to be average in performance. The question which answer now is why such a difference in school performance appear when schools are provided with more or less uniform instruction.

The difference in the performance may be due to several internal as well as external factors. In the present investigation an attempt was made to develop an understanding of the role of Organisational Climate, Teaching Attitude Job Satisfaction and Student Liking for their teacher.

Statement of the Problem:

“Determinants of school performance: A Multivariate Study”.

Objectives of the Study:

(1) To make a comparison between good and average schools with respect to different dimensions of school organisational climate, teacher attitude and job satisfaction.
(2) To make a comparison between Good and Poor Schools with respect to the variables of School Organisational Climate, Teaching Attitude and Job-Satisfaction.

(3) To make a comparison between Average and Poor Schools with respect to the variables of School Organisational Climate, Teaching Attitude and Job-Satisfaction.

(4) To make a comparison between Good, Average and Poor School with respect to Student Liking for their teachers.

(5) To make the profile of the Good, the Average and the Poor Schools with respect to the variable of School Organisational climate.

(6) To make a comparative profile of three types of School with respect to Teaching-Attitude and Job-Satisfaction.

(7) To make a comparison between old and young teachers with respect to perception of their School Organisational Climate, Teaching Attitude, Job-Satisfaction and Student Liking for their teacher.

(8) To make a comparison between high and low satisfied teacher with respect to perception of their School Organisational Climate, Teaching Attitude, Student Liking, Age & Experience.

(9) To make a comparison between Senior and Junior teacher on School Organisational Climate, Teaching Attitude, Job Satisfaction and student liking for thier teachers.
(10) To find out the relationship of School Organisational climate with Teaching Attitude, Job Satisfaction, Age and Teachers Experience.

(11) To assess the relationship of Teaching Attitude with that of Job-Satisfaction of School Teachers.

(12) To find out the determinants or predictors of Job-Satisfaction, for each Group of schools and for the total Sample.

(13) To find out the Factor Structure for each group of school seperately and for the total sample.

3.4 Hypotheses

The following hypothesis were formulated to be tested to achieve the objectives of the study:

(i) The Good Schools are significantly better than the Average Schools with respect to different dimension of School Organisational Climate.

(ii) The Good school are significantly better than the Poor Schools with respect to different dimension of School Organisational Climate.

(iii) The Average School are significantly better then the Poor Schools with respect to different dimensions of School Organisational Climate.
(iv) The teachers of Good Schools have significantly better Teaching Attitude as compared to the teachers of Average Schools.

(v) The teachers of good school have significantly better Teaching Attitude as compared to the teachers of Poor Schools.

(vi) The teachers of Average Schools have significantly better Teaching Attitude as compared to the teachers of Poor Schools.

(vii) The teachers of Good Schools have significantly higher Job Satisfaction than the Teachers of Average Schools.

(viii) The teachers of Good Schools have significantly higher Job Satisfaction than the teachers of Poor Schools.

(ix) The teachers of Average Schools have significantly higher Job Satisfaction than the teachers of Poor Schools.

(x) The Young Teachers perceive significantly better School Organisational climate than the Old Teachers.

(xi) The Young Teachers have significantly better Attitude towards Teaching profession than the Old Teachers.

(xii) The Senior teachers perceive significantly positive School Organisational climate than the Junior Teachers.
(xiii) The Senior Teachers have significantly Teaching Attitude than the Junior Teachers.

(xiv) The Senior Teachers have significantly higher Job Satisfaction than the Junior Teachers.

(xv) School Organisational climate is positively related with Teaching Attitude, Job Satisfaction Age and Experience.

(xvi) Teaching Attitude is significantly positively related with Job Satisfaction.

(xvii) There is a significant impact of various dimensions of School Organisational Climate on Job Satisfaction in different Schools and for total sample.

**Sample**

The sample comprised of randomly selected one fifty teachers and three hundred students from 15 out of 75 Government Sen. Sec. Schools of District North West only of Delhi.

**Selection of Tools:**

The under mentioned measures were adopted for the present study:

(1) Measure of School Organization Climate.

(2) Measure of Teacher Attitude.
(3) Measure of Job-Satisfaction.

(4) Measure of Student-Liking.

To measure the above factors the following tools were used:

(1) School Organization Climate Description Questionnaire (1978) constructed by Dr. M.L. Sharma, to measure the type of school environment. It is an Indian adaptation of the Organisational Questionnaire (OCDQ) developed by Holpin & Craft (1963).

(2) Teacher Attitude Scale (1984) constructed by Dr. J.C. Goyal to measure the attitude of practicing and prospective teachers towards teaching profession.

(3) Job satisfaction Questionnaire (1985) constructed by Dr. Pramod Kumar and D.N. Mutha to assess the Job Satisfaction of Secondary School Teachers or College Teachers, both for fundamental and applied research.

(4) Student-liking scale (1977) constructed by Dr. S. P. Malhotra and Dr. B. K. Passi to measure student liking for the teacher about his teaching as well as behavior.

Procedure of Data Collection:

Each teacher was contacted individually and the test administered in a single setting. Hence forth, approximately 150 days were spent in the collection of data which was spread over
eleven months. For the administration of SLS it took nearly forty days. Thus a total of approximately two hundred days were spent in the collection of data which was spread over eleven months.

Treatment of Data:

To treat the data statistically, various statistical methods were employed like Descriptive, Inferential, Co-relational and Multivariate and Factor Analysis.

Descriptive Statistics:

The Descriptive statistics include measure of Central Tendency and Dispersion. This consisted of determining the means and standard deviation for each variable for all the three groups of schools.

Inferential Statistics:

To find the differences among groups inferential statistics namely Analysis of variance with Duncan’s comparison of mean was used.

Correlational Analysis:

To assess the inter-relationship among variables of the study Pearson’s Product Moment Co-relation was employed under corelational analysis. It indicates the extent and direction of the relationship between the variables of the study.

Factor Analysis:

The multivariate technique used was Factor Analysis with varimax Rototation to find the factor-structure of the variable for different groups of schools.
Findings & Conclusions

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 Esprit, 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 regard 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 possess, 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 difference 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 compard 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 is dimensions of School Organizational 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 then 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 Esprit, 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 towards teaching profession.

3. The average school had significantly better School Organisational Climate than the Poor Schools. The teachers of the Poor 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.

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

*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:

*Good school had an “open” as well as autonomous internal environment.

* 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 posses high Teaching Attitude than the teachers of the the Poors School.

*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 envoirment 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 posses relatively similar Attitude towards teaching.

8.0 The high and low satisfied group of teacher were found to percieve 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 variance Humanized Thrust contributed 7% of variance.

12.2 For the Poors 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 characteristics.

13.2 The Determinants of Poor Schools is Teaching Attitude only the Poor schools possesed 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.

Implications

The study has implication for the practitioners and researchers. For the practitioners, it provides guidelines to promote open and autonomous climate and encourage Esprit Humanized Thrust, Production Emphasis and less of Psycho-Physical Hinderance, Alienation and Control. Principals should make efforts to promote positive teaching attitude among the teachers because it will on the one hand lead to improve school performance and on the other hand the Job Satisfaction. The teachers should be hard working, well verse in their subject, affectionate towards their students.

For the researchers, it may be suggested that more comprehensive studies may be conducted on the same variables taking into consideration a larger geographical area, making comparison between rural and urban schools, government and private schools, Primary Secondary and Sen. Sec. Schools based on Sex, Age and Experience.