CHAPTER VI
CONCLUSIONS, GENERALISATION AND EDUCATIONAL IMPLICATIONS

Having interpreted the statistical values obtained after applying the statistical treatments described in chapter III 'Method and procedure', the investigator proposes to present the conclusions yielded in the present study after the objective wise data being statistically treated. The chapter in hand, therefore, contains the conclusions obtained in this study. As already stated the presentation of the conclusion has been objective wise and hypotheses wise. The objective wise conclusions are as under:

1. Organisational Climate of the District Institute of Education and Training (DIETs).

The present study was conducted on a sample of 30 District Institute of Education & Training operationally functioning at western Uttar Pradesh region, Delhi region and Haryana region. The data obtained in the present study has yielded two significant and meaningful conclusions. These are –

i. Each District Institute of Education and Training irrespective of differences and the locality of their region have an organisational climate. In fact, none of the Institution of the sample of the present study is without its distinctive organisational climate.

ii. The second conclusion, which can hardly mise the attention of a scientific observer, is that each of the institute belonging to the sample of the present study differs in respect of its organisational climate from the organisational climate of the remaining other training institute of the sample. No two District Institute of Education and Training have exact and identical
organisational climate in terms of its basic components— as there morale, absenteeism, alienation, administration, control, co-ordination, motivation, innovativeness, power distribution, leadership and decision making ability.

Needless to say in the context of these two findings it can be safely stated that the first objective of the present study, namely to ascertain the organisational climate prevailing in District Institute of Education and Training (DIETs) located in Delhi, U. P. and Haryana regions has been achieved.

The above conclusions drawn in the present study lend reasonable support to the first hypothesis framed by the investigator. It will be recalled that the investigator hypothesized that different DIETs have different types of organisational climate. The data obtained in this study confirmed this hypothesis in the context of the fact that there are not even two DIETs of the sample studied by the investigator, which have identical scores on the 11 basic components of the organisational climate as well as on their total organisational climate.

2. Categorizing the DIETs of the sample studied into good, average and poor organisational climate.

The data obtained in the present study has yielded the following findings—

i. Each DIET included in the sample of the study has an organisational climate.

ii. Each DIET included in the present sample of the study differs in respect of its organisational climate from the organisational climate of the remaining DIETs studied by the investigator.

iii. By and large DIETs included in the present sample belong to one of the three quality levels of organisational climate namely — good
organisational climate, average organisational climate and poor organisational climate.

iv. The data obtained in the present study reveals that there are 4 DIETs, which belong to the good organisational climate level/category, 23 DIETs belong to average organisational climate level/category and there are just 3 DIETs which have been found to be characterized by poor organisational climate.

v. However a substantial majority of the DIETs (23) of the DIETs are characterized by average organisational climate. And very few (03) of DIETs are characterized by poor organisational climate.

From a study of the findings enumerated above it will be agreed that the investigator has been successful in achieving the second objective of her present study, namely, to classify the DIETs on the basis of their organisational climate into good, average and poor categories. The findings enumerated in respect of the second objective of the present study confirmed the second hypothesis of her study. It will be recalled that the investigator proceeded which the hypotheses that a DIET is characterized either by good or average or poor organisational climate. The DIETs which were studied by the investigator in respect of there organisational climate have either a good organisational climate or average organisational climate or poor organisational climate. This fact, needless, to say confirms her second hypotheses mentioned earlier

3. *Job – satisfaction level of elementary teacher educators of DIETs characterized by good organisational climate.*

The third objective of the study was to identify the level of job satisfaction among elementary teacher educators of DIETs characterized by the good
organisational climate. The data obtained in the present study reveals that a substantial majority (14/20) of the teacher educators serving in DIETs characterized by the good organisational climate feels satisfied with their teaching job. Very few (03/20) teacher educators of DIETs either feel highly satisfied or (03/20) feel less satisfied with their teaching job. It can, therefore, be safely concluded that organisational climate of DIETs is a moderately significant contributor to the job-satisfaction behaviour of its teachers. The present study proceeded with the hypotheses that the teachers serving in DIETs characterized by good organisational climate manifest greater satisfaction to there teaching job as compared to teachers teaching in DIETs characterized by average or poor organisational climate. The conclusions enumerated above in respect of the third objective of the study do not lend complete support to the above-mentioned hypotheses. This observation is based on the fact that the number of teacher educators feeling highly satisfied with their job is much less to the number of teacher educators who feel just satisfied with their job and infact, is equal to the number of teacher educators who feel less satisfied with their teaching job. But it does not imply that there is either a negative relationship or an insignificant relationship between the teachers job-satisfaction and good organisational climate of their DIET. There is a relationship between these two variables- good organisational climate and job-satisfaction but the magnitude of relationship is indeed of a moderate level.

4. Job – satisfaction level of elementary teacher educators of DIETs characterized by average organisational climate.

The fourth objective of the study was to identify the level of job satisfaction among elementary teacher educators of DIETs characterized by the average organisational climate. The data obtained in the present study reveals that a
substantial majority (76/115) of the teacher educators serving in DIETs characterized by the average organisational climate feels satisfied with their teaching job. While (20/115) teacher educators of DIETs feel highly satisfied and (19/115) feel less satisfied with their teaching job. Once again it can be concluded that organisational climate of DIETs is a moderately significant contributor to the job-satisfaction behaviour of its teachers. The present study proceeded with the hypotheses that the teachers serving in DIETs characterized by average organisational climate manifest greater satisfaction to there teaching job as compared to teachers teaching in DIETs characterized by good or poor organisational climate. The conclusions enumerated above in respect of the fourth objective of the study do not lend complete support to the above-mentioned hypotheses. This observation is based on the fact that the number of teacher educators feeling highly satisfied with their job is much less to the number of teacher educators who feel just satisfied with their job and infact, is almost equal to the number of teacher educators who feel less satisfied with their teaching job. But again it does not imply that there is either a negative relationship or an insignificant relationship between the teachers job-satisfaction and average organisational climate of their DIET. There is a relationship between these two variables- average organisational climate and job-satisfaction but the magnitude of relationship is indeed of a moderate level.

5. **Job – satisfaction level of elementary teacher educators of DIETs characterized by poor organisational climate.**

Similarly the fifth objective of the study was to identify the level of job satisfaction among elementary teacher educators of DIETs characterized by poor organisational climate. The data obtained in the present study reveals that majority (12/15) of the teacher educators serving in DIETs characterized by poor
organisational climate feels satisfied with their teaching job. No teacher educator of DIETs feel highly satisfied and a very few (03/15) feel less satisfied with their teaching job. It can, therefore, be safely concluded that organisational climate of DIETs is a significant contributor to the job-satisfaction behaviour of its teachers. The present study proceeded with the hypotheses that the teachers serving in DIETs characterized by poor organisational climate manifest greater satisfaction to their teaching job as compared to teachers teaching in DIETs characterized by average or good organisational climate. The conclusions enumerated above in respect of the fifth objective of the study do not lend any support to the above-mentioned hypotheses. This observation is based on the fact that not even a single teacher educator feels highly satisfied with their job. It imply that there is either a positive relationship or a significant relationship between the teachers job-satisfaction and poor organisational climate of their DIET.

6. Job-satisfaction of teacher educators serving in good, average and poor organisational climate of elementary education and training institutions.

Needless to say this has been the sixth objective of the present study. The F-value yielded after subjecting the job-satisfaction scores of elementary teacher educators to three types of organisational climate treatment:

(1) Good organisational climate
(2) Average organisational climate and
(3) Poor organisational climate.

Through one-way analysis of variance has been found to be insignificant. This statistical finding leads to conclusions as under-
(i) There is neither a linear nor a strong relationship between organisational climate of a District Institute of Education and Training and job-satisfaction behaviour of its teachers.

(ii) Variations in the organisational climate of the DIETs are not associated with variations in the job-satisfaction behaviour of the teachers of DIETs.

These conclusions reject the fourth hypotheses of the present study, namely, better the organisational climate of a DIET, higher will be the level of job-satisfaction of the teachers teaching in it.

However, this fact cannot be overlooked that teachers serving in DIETs differing in the quality of their organisational climate do not have identical level job-satisfaction. There are teachers who feel more satisfied in DIETs characterized by good organisational climate in comparison to those who are serving in DIETs characterized by poor organisational climate. The same observations hold true for those teachers who are serving either in average or poor organisational climate conditions. These observations imply that their may not be a one-two – one relationship between organisational climate and job-satisfaction but there is certainly a low to moderate relationship between these two variables. Hence, the hypotheses framed by the investigator on the relationship of these two variables should not be completely discarded. This means there is a relationship between these two variables organisational climate and job-satisfaction but its magnitude may be rather low.

7. Inference of organisational climate on teacher educators’ job-satisfaction.

The seventh and, of course, the last objective of the study was to ascertain the influence of organisational climate on teacher educators’ job-satisfaction. The correlation value obtained after subjecting the data on DIETs organisational climate
and its teachers' job-satisfaction to correctional analysis has been found to be insignificant \((r = .23)\). This finding yields the following conclusions:

(i) Organisational climate of an institution (DIETs) does not significantly influence the job-satisfaction of the teachers serving in it.

(ii) Teachers serving in good organisational climates do not necessarily have a high level of satisfaction in respect of their jobs.

(iii) Teachers serving in institutions characterized by average organisational climate do not necessarily have average level of satisfaction towards their job and

(iv) Teachers serving in poor organisational climate do not necessarily have less satisfaction towards their job of teaching.

The conclusions enumerated above do not lend support to the hypotheses of the present study that organisational climate of a DIET exerts a moderate influence on job-satisfaction behaviour of its teacher educators. These hypotheses, though, may not receive the empirical support from the correctional value yet it does not exclude the probability that there may be a curvilinear relationship between organisational climate of an educational institution and job-satisfaction behaviour of its teachers.

**Generalisation of the Study:**

From the discussions on organisational climate and teacher job-satisfaction in the context of the present study the following generalizations emerge:

1. Each DIET is characterized by its own distinctive organisational climate. There is, in fact, no DIET that is not characterized by some level or type of organisational climate.
2. By and large the DIETs can broadly be differentiated in respect of their organisational climate into three categories namely – good, average and poor.

3. The organisational climate of a DIET, though does not have a one-two –one relationship with the job-satisfaction of its teachers, it does influence the teachers job-satisfaction to a moderate level.

4. The organisational climate and teachers job-satisfaction may have a curvilinear type of relationship.

5. The linearity of relationship of organizational climate with teachers job-satisfaction may get manifested significantly if the sample of teachers included in the study has been undoubt with similar characteristics in their cognitive, psychomotor and affective as well as professional characteristics.

6. Organizational climate of an institutions is not only governed by teachers attitudes, values, level of aspiration, self-concept, teaching proficiency and educational institutions teaching learning condition but also by principals administrative styles. Therefore, for arriving at a correct conclusion on the relationship on the organisational climate of an institution and job-satisfaction behaviour of its teachers, the prospective researchers need to observe these facts and control them in accordance with the empirical controlling procedures specified in educational research.

Educational Implications of the Study:

The findings of the present study may be utilized in various ways. Some important implications are summarized as follows:
This study provides to the teachers and principals a sound and efficient tool which they would find useful in evaluating their interpersonal behaviour and the organisational climate emanating there from. Armed with such a valid information, the conscientious teacher would naturally try to modify their patterns of behaviour when they find that there is some discrepancy in what they profess and what they practices while dealing with organisational problems.

The findings that some personality factors are instrumental in building up desirable organisational climate and some are responsible for bringing it down, are expected to be considered as criteria for the selection of teachers and the principals of the institutions. The need to assess personality factors of the candidates in selection will now be stressed more, so that the teacher educators and principals may nurture desirable organisational climate in DIFTs.

It is evident from the study that organisational climate is the result of a cumulative effect of various kinds of teacher behaviour and in certain cases the defective practices even in one aspect can change the pattern. This kind of knowledge may now inspire the teachers and the principals to take bold steps in making attempts to improve organisational climate in their institutions. They may now realize that holistic approach has to be made for achieving the goal.

It is evident that the investigator’s attempt to interpret the statistical values contained in tables presented in chapter IV have been interpreted. It will therefore, the investigator’s attempt to present the conclusions drawn by the investigators on her research study, “Organisational climate of District Institute of Educational & Training and its influence on elementary teacher educator’s job – satisfaction”. Besides this she will very briefly touch upon the educational implications of the conclusions she has drawn in her study.