CHAPTER - 5
FINDINGS AND DISCUSSION

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This Chapter is most widely read part of the study because it includes Major Findings of the Study, discussions of findings and conclusions of the study. It also highlights the characteristics and shortcomings of the study. The educational implications of the study and suggestions for further researches have also been included.

**MAJOR FINDINGS OF THE STUDY**

1. Table 4.1 to 4.50 from the chapter IV reveals that there is Open Climate at the Higher Secondary level.


3. Table 4.51 to 4.58 reveals that mean difference between all the dimensions of organizational climate of Urban and Rural Areas Higher Secondary Schools were found to be not significant, except ‘Controls’, which is found significant at both 0.01 and 0.05 levels of significance.

4. The table 4.60 to 4.67 reveals that the mean difference between all the dimensions of organizational climate of Government and Private Higher Secondary Schools were found to be not significant, except ‘Alienation’, which is not significant at 0.01 level but significant at 0.05 level of significance. And these groups show a significant difference for dimension ‘Production Emphasis’ at both 0.01 and 0.05 levels of significance.
5. The tables 4.69 to 4.76 also indicate that there is no significant difference between Boys and Girls Higher Secondary Schools in respect of all the dimensions of Organizational Climate except 'Disengagement', which is found to be not significant at 0.01 level of significance but significant at 0.05 level of significance.

6. There is no significant difference between Urban & Rural [table (4.59)], Government & Private [table (4.68)] and Boys & Girls [table (4.77)] Higher Secondary Schools in respect of their aggregate dimensions of Organizational Climate.

**CONCLUSIONS**

A number of interesting and worthwhile findings have resulted from this study. They have been treated in detail in chapter IV of the report, but it appears proper to enumerate briefly here such of them as can lead to some prominent conclusions.

I. After discussing the categorization of schools by their climate types it can be concluded that they are nearer to "Open Climate" in the higher secondary level which indicates that in these schools teachers perceived the school environment as more stimulating, where they get a chance of taking initiative in leadership acts thus, deriving both job as well as social satisfaction. Consequently, "Esprit" is high. The school principal tries to
encourage socialization among the staff members and works as a catalytic agent. His acts are construed as legitimate and highly authentic. Interaction potential is at its highest. At the same time they feel a type of emotional attachment and enjoy a close human relationship amongst themselves.

II. Furthermore for intensive study the schools were compared dimension wise in terms of area, management and sex.

So the conclusions have been given accordingly-

'A' Disengagement-Table (4.51) reveals that the mean difference in case of 'disengagement' between the means of urban areas and rural areas higher secondary schools was found to be not significant with 628df at 0.05 and 0.01 levels of significance. And the table (4.60) reveals that the mean difference in case of government and private higher secondary schools was also found to be not significant for this dimension at the same level of significance. But the table (4.69) indicates that the mean difference between boys and girls higher secondary schools was found to be not significant with 332df at 0.01 level of significance but significant at 0.05 level of significance.

Therefore it may be concluded that these groups present the same responses for this dimension of organizational climate but in case of boys higher secondary schools mean scores were slightly high as compared with the girls higher secondary schools. It may further be inferred that the teachers of boys' schools
in a staff high on disengagement do not work well together. They pull in different direction with respect to the task. They grip and bicker among themselves.

'B' Alienation: - Table (4.52) reveals that the mean difference between the urban and rural areas higher secondary schools for alienation found to be not significant with 628df at 0.01 and 0.05 levels of significance. And from the table (4.61) indicates that the mean difference between government and privately managed higher secondary schools for this dimension found to be not significant with 628df at 0.01 level of significance but found to be significant at 0.05 level of significance. And the table (4.70) indicates that the mean difference between girls and boys higher secondary schools for dimension alienation is found to be not significant with 628df at both 0.01 and 0.05 levels of significance.

In fact it can be concluded that these groups mostly behave in same manner for this dimension, except government and privately managed schools, which show slight difference due to chance. It refers to the behaviour prevailing in the group and between the group and the leader can be characterized as "formal; and impersonal". In government and private schools, higher the degree of alienation lesser will be frequency of informal behaviour and intensity of humane association between the members of the group.
‘C’ *Esprit:* - A close scrutiny of the table (4.53), (4.62) and (4.71) reveals that the mean difference between urban and rural areas, government and private and boys and girls higher secondary schools were found to be not significant with 628df at 0.01 and 0.05 levels of significance. It refers these groups do not differ for this dimension. They mostly behave in same manner. Teachers of a faculty high in *esprit* work as a unit with great *Vim, Vigour* and *Pleasure*. They feel that their social needs are being satisfied and that they are, at the same time enjoying a sense of accomplishment in their job.

‘D’ *Intimacy:* - Looking into the table (4.54), (4.63) and (4.72) reveals that the mean differences between the urban and rural, government and private and boys and girls schools were found to be not significant with 628df at 0.01 and 0.05 levels of significance. Because there was no significant difference in the dimension ‘Intimacy’ refers that these contrasted groups mostly behave as same pattern. This dimension describes a social need satisfaction, which is not necessarily with task accomplishment but teachers’ enjoyment of friendly social relations with each other.

‘E’ *Psycho-physical Hindrance:* - An examination of table (4.55), (4.64) and (4.73) refers that the mean differences between the urban and rural areas, government and private, boys and girls higher secondary schools were found to be not significant with 628df at 0.01 and 0.05 levels of significance for this
dimension of organizational climate. Hence it can be concluded that these
groups do not differ for this dimension thus seems to portray that the feeling
among the group members which is that the principal burdens them with routine
duties, management demands and other administrative requirements which they
construe as unnecessary. They perceive the principal highly dictatorial in his
behaviour also plays the role of a “straw boss”.

‘F’ Controls: - Table (4.56) concluded that the obtained ‘t’ value for controls is
found 3.258 which is more than the table value with 628 df at 0.01 and 0.05
levels of significance. This suggests that there is difference between urban areas
and rural areas schools for this dimension. “Controls” refers the principal’s
behaviour can be characterized as beaurocratic and impersonal in nature, at the
same time though task oriented and try to raise the degree of effectiveness and
efficiency by helping the group to work towards the common goal is high in
rural areas schools.

Table (4.65) indicates that the mean difference of government and private
higher secondary schools for this dimension was found to be not significant and
the table (4.74) shows that the mean difference of boys and girls higher
secondary schools was also found to be not significant with 332 df at 0.01 and
0.05 levels of significance. On the basis of these findings, it can very well be
concluded that the principals in these two contrasted groups mostly behave in the same way.

‘G’ Production Emphasis: - Table (4.57) shows the comparison between urban and rural areas higher secondary schools for dimension ‘production emphasis’ shows that the ‘t’ value is less than the table value with 628 df at 0.01 and 0.05 levels of significance which shows that the difference between means is not significant. Whereas the table (4.66) reveals that the mean difference between government and private higher secondary schools was found to be statistically significant at both 0.01 and 0.05 levels of significance. Mean scores on ‘production emphasis’ were high for government higher secondary schools. And the table (4.75)” shows the comparison between the boys and girls higher secondary schools. The mean difference between these groups was found to be not significant at 0.01 and 0.05 levels of significance. Therefore, it may be concluded that these different groups are the same for this dimension of organizational climate except government and private higher secondary schools.

‘H’ Humanized thrust: - From the tables (4.58), (4.67) and (4.76) it can be concluded that the mean differences of “humanized thrust” of urban and rural areas, government and private, boys and girls higher secondary schools were found to be not significant at 0.01 and 0.05 levels of significance. Thus, it can
be concluded that the intensity of "thrust" was found same for each and every school of the sample.

Conclusions of the aggregate eight dimensions:

On the basis of comparison between urban & rural areas [table (4.59)], government & private [table (4.68)] and girls & boys [table (4.77)] higher secondary schools for aggregate eight dimensions of Organizational Climate it can very well be concluded that these groups did not differ in their aggregate dimension of their organizational climate.

**TESTING OF THE HYPOTHESES:**

On the basis of the findings of the present investigation –

- The null hypothesis no. (1) has been accepted in relation to 'open type' of organizational climate.

- The null hypothesis no. (2) has been accepted for all the individual dimensions and aggregate dimensions of organizational climate except 'controls'.

- The null hypothesis no. (3) has been accepted for all the individual dimensions and aggregate dimensions of organizational climate except 'production emphasis'.

- The null hypothesis no. (4) has also been accepted for all the individual as well as aggregate dimensions except 'disengagement'.
DISCUSSION OF THE RESULT:

➢ The findings of the categorization of the school climate analysis have revealed that it is nearer to open climate at higher secondary level. Previous researchers Halpin and Croft (1968) and M.L. Sharma (1978) have also reported similar results and their findings are supportive of the findings reported above. However Anju (2002) Mehrotra has recorded an overall autonomous type of climate in her case study. This may be due to the fact that her study was carried out in a metro city like Delhi, where due to tougher competition and awareness, the schools tend to be more task oriented and hence autonomous.

➢ The mean difference between all the dimensions of organizational climate of Urban & Rural Areas Higher Secondary Schools in the present study were found to be not significant, except ‘Controls’. This may be due to the fact that villagers are simple hearted and more committed to work than urban people.

➢ Sharma (1978) conducted an exploration on a sample of 56 schools out of which 35 were government and 21 private schools. O. C. D. Q. (Halpin and Croft) was administered to 626 participants. Both boys and girls schools were included in the sample. Findings of the study revealed that no significant differences were found to exist in the Organizational Climates of
government and private secondary schools. This results in favor of the present study.

➢ In the present study the mean difference between all the dimensions of organizational climate of Government and Private Higher Secondary Schools were found to be not significant, except ‘Alienation’. This difference in alienation may be due to the fact that in government schools more salary is offered there is permanent and lucrative job for the teachers while private schools tend to be hard on teachers and offer less salary. Similar results were also inferred by Anju Mehrotra (Sarva shiksha and students’ assessments, ab.2002). She has reported the factors to be ‘less pressure of work, low supervision and high job security’.

➢ There is no significant difference between Boys and Girls Higher Secondary Schools in respect of Organizational Climate except ‘Disengagement’. Boys schools have recorded higher scores for disengagement than girls school because boys tend to be more undisciplined and hence teachers lose their interest and motive whereas the case with the girls is generally reverse.
LIMITATIONS OF THE STUDY

The completion of the study in all respects required time, effort and resources of high order.

The strength and size of the task may have created some difficulties, which may cause some evident weakness. Some limitations of the study need a mention.

1. The study was delimited only to Sagar district of M.P. This limitation pinpoints to making interpretation with care and caution.

2. In such study the total population of the institutions and teachers of Sagar district of M.P. cannot be covered. The selected sample of institutions and teachers was random, representative and adequate. The 50 schools and 629 teachers covered in this study need a deep probe on the criteria of randomness, representativeness and adequacy, which may be determined objectively, reliably and dependably.

3. The whole study is concentrated over the sample taken from Sagar district of M.P. The rational of the selection of institutions need a statistically sound basis and empirically objective criterion.

4. The use of ‘t’ test technique is appropriate and adequate. There is a need to use advanced statistical techniques for conducting studies of greater meaning and deeper significance.
**IMPLICATIONS OF THE STUDY:**

The climate of a school assumed to have some effect upon the success a school enjoys in the accomplishment of its objectives. The analysis of Organizational Climate of a school can be described as an input-output relationship in which the behaviour of the components of the organization is the input variable giving rise to Organizational Climate, which in turn influences the achievement of their students and the professional growth of the staff members the output variable.

This section presents the implications of the present study on the activities of teachers and principals. Implications are also drawn for the training practices designed for a school administrator.

**Implications for teachers:**

The findings of the investigation reported in this chapter indicate that there is a strong relationship between teachers' behaviour and educational environment. Specifically, the behaviour of disengagement, alienation and esprit were found to be a special importance. 'Disengagement' refers to the teachers' tendency to be "no with" it, with respect to the task at hand. The teacher group is not involved, "not in gear", only "going through the motions". This type of behaviour was highly related to the environmental features of alienation, humanism and morale. That is, the more disengaged the teachers, the higher the
alienation and the lower humanism and morale in the environment. Educators should be concerned if pupils view their schools as alienating, dehumanizing and lacking in morale. Thus if there is interest in developing desirable environments for learning, we could beg by examining this particular feature of teachers' behaviour.

**Implications for school principals:**

Another important implication of the present research regards the principal's behaviour significantly influences school climate. School principals should realize that their leadership behaviour could make or mar an institution. Sharma (1975) has shown that the headmaster is considered to be the kingpin of an institution and his behaviour releases a chain of interaction amongst the teachers. The principal is responsible for assessing educational effectiveness. A myriad of testing efforts are currently employed to measure the achievement of pupil. Objective testing also marks the extent to which academic goals are being met by the schools' educational programs. Principal should maintain just as careful a prospective of the internal state of the school organization as that of output and achievement. Hence, special thought should be given to the preparation of principals. Now it is felt that before a teacher be made a principal he should undergo special training in educational management. Such training when planned should necessarily includes course in-group dynamics, human
engineering and leadership behaviour. Of specific, import is the principal
behaviour of ‘thrust’, which was shown to be highly related to selected features
of the educational environment. Better understanding of how teacher and
principal behaviour affects educational atmosphere of the schools can lead to
individual and total staff action that will create an environment conducive to
better learning for all participants: students, teachers and principals.

In addition, the findings of the present investigation could play a central role as
planned change efforts are designed and carried out in schools. S.O.C.D.Q.
could be used to obtain continual feedback from teachers regarding the
condition of the organization. Given such information, schools could decide on
new educational priorities and drop or improve ineffective programs. These
efforts could aid the principal in replacing seat-of-the-pants change efforts with
the logic of disciplined enquiry variables of behaviour in relation to specific
activities of the school principal. And the study provides data for designing
programs for development of educational administrators and restructuring the
school atmosphere, which are urgently needed. The importance of these
findings should never be underestimated.

In some schools of urban and rural areas, the results are continuously
decreasing. There may be various reasons for it, but the main reason for this
decline is the disorganization of the school system. The behaviour of the
headmaster is so autocratic that it creates controlled or closed climate in their school which in turn affects the achievements of the school. For such headmasters, there should be provision for in-service training programs. Such training programs should include series of lectures on different types of school climate, different dimensions of leadership behaviour, human relations and group dynamics. Even the inspecting bodies like district education officers, dy. district education officers and education extension officer should be oriented in such in-service training programs.

Much human activities in organization is motivated by administrative reaction to these organizational needs; administrator can behave in a pro-active way only within the limits set by these needs. It is desired that a climate, which is characterized, by optimal organizational health i.e. open climate may be created accelerating professional performance of teachers and academic growth of pupils.

Researches on Organizational Climate should aim at finding out the climates, which prevail in schools and provide incentives to eliminate retro-active environment and attempt to create pro-active climate. Hence, taking into considerations the inter-dependence between the organizational climate and other variables, a training program for school administrator may be planned and strategies for changing the school climate may be defined. Thus the capacity of
the school provide better education to the youth along with its attractive and holding power may be raised the ultimate goal.

In this way, this study may prove guide to the principals, inspecting bodies, planners and researchers for improving school systems.

**SUGGESTIONS FOR FURTHER RESEARCH**

Though there can be many problems related to the Organizational Climate which may require research probe but a few problems which warrant immediate attention on the part of the researcher have been given below:

1. The present research work is limited to higher secondary level; studies may be taken to investigate at other levels.

2. The present research work is limited to Sagar district of M.P. Other areas of M.P. may be taken for the study with same variables.

3. Investigation into the relationships between Organizational Climate of schools and their achievement index may be taken.

4. Relationship between school climate and the problems of student unrest.

5. Studies may be undertaken to investigate the relationship between Organizational Climate and teachers' job satisfaction.

6. S.O.C.D.Q. is the only tool of which Hindi version is available for measurement of organizational climate of schools. Attempt should be made
to develop more sophisticated new tools in Indian condition for measurement of Organizational Climate.

7. Study may be conducted to discover the relationship of Organizational Climate, teachers’ teaching attitudes and teachers’ efficiency.

8. Percolation of school climate into classroom is an important area which attracts our attention and studies may be taken in this area from different angles i.e. teacher behaviour in classroom, pupil motivation etc.

9. Study may be conducted to find out the relationship of Organizational Climate, adaptations of innovation by the teachers and teachers’ proneness to change with students’ academic performance.

10. Investigation into the relationship between certain aspects of teacher behaviour and Organizational Climate.

Thus in the present research, the researcher has attempted to study the relationship of some aspects of the personality of schools which are very vitally and organisally interlinked. A sight into the dynamics of institutional collectivity would be of great help in making our schools a better place for teaching, learning and living.