CHAPTER – 6
Chapter VI

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CHAPTER - VI

Summary of Observations and Conclusions

6.1 Introduction:

As has been described earlier, the present research problem was multi dimensional having three phases of research activity.

Initially 143 schools were selected randomly from the districts of Central Gujarat. All the principals of the schools were informed regarding the nature and scope of the problem of investigation. They agreed to grant permission for collecting data from their teachers.

6.2 Summary of Data Collection:

The five teachers from all the 143 secondary schools were given the questionnaire of OCDQ. While scoring it was found that only 99 schools have returned the OCDQ duly filled up. Hence 99 schools have been retained as a final sample.

From the response sheets of OCDQ, the scores were transformed to the table in 8 columns, four of which describe the scores of teacher's characteristics while other four describe the scores of principal's characteristics. The openness score was also computed from the other scores.

Thereafter, the purdue teachers opinionnaire (PTO) was administered to the teachers. The scores in ten factors were recorded under the patterns of Aloofness, Thrust, Production emphasis and Consideration. And 10 x 4 factorial design was invoked.
The third aspect of the phase began with the administration of professional zone of acceptance inventory to 288 teachers and the scores were tabulated in $2 \times 4 \times 2$ wherein two levels of climate, four levels of principal characteristics patterns and two levels of teacher morale operated. The analysis of variance was computed.

6.3 Sample and the Research Design:

Initially 143 schools of the districts of the central Gujarat participated in the study. After deleting schools which had given partial response to OCDQ instrument, and others who have not at all responded. Thus 99 schools had completely answered the OCDQ tool. From each school five random teachers who have served at least five years in the school were chosen for administration of OCDQ tool. Hence $5 \times 99 = 495$ teachers participated in the study.

The scores of 99 schools were recorded. From those scores, the scores on factors Esprit (3) and Thrust (7) were added and from the sum, the scores on factor Disengagement (1) was subtracted. The resultant score reflected the "Openness" of the climate to categorize schools into open and closed climates schools. Those schools getting above 22 scores (median score) were considered open climate schools while those getting below 22 were considered closed climate schools. The median value of 22, thus, acted as a "cut-off" score.
In order to study the different behaviour of the teachers and the principals of open and closed climate schools, the null hypotheses were formulated and put to F-test. One-way analysis of variance was computed.

6.4 Findings of the First Phase:

The first four behaviours of teachers formed the four null hypotheses. The following conclusions were made:

(1)... The "disengagement" score of the closed climate schools is less than that of the open climate schools and the mean difference is in favour of open climate schools. But the F-ratio for Disengagement factor is 2.53 which is found to be nonsignificant at .05 level. Hence the null hypothesis of Disengagement is accepted and it is concluded that the teachers of both the climates were similarly prone to academic activities and to work well.

(2)... The null hypothesis regarding Hindrance factor could not be accepted as there is a significant mean difference between the open and closed climate schools. The difference is in favour of "Open" schools. The value of F-ratio is 9.57 which is highly significant at .01 level. Hence it was concluded that the teachers of "Open" climate schools would engage themselves more in the routine than those of the "Closed" climate schools.

(3)... The null hypothesis regarding "Esprit" factor could not be accepted because the F-ratio is 115.002 which is highly significant at .01 level. Hence it was concluded that the teachers of "Open" climate schools are more satisfied and
enjoying a sense of accomplishment more in their job in comparison with those teachers of 'Closed' climate schools.

(4)... The null hypothesis regarding Intimacy factor could not be accepted because the F-ratio is 48.77. Hence it was concluded that the teachers of "Open" climate schools would show intimacy among them regarding their relationships in and outside the schools.

Thus out of four null hypotheses on teacher behaviours, the three hypothesis would be discarded while one would be acceptable.

The second study would be on openness and principal's characteristics.

(5)... The null hypothesis regarding "Aloofness" factor was accepted because the F-ratio is 1.42 which was nonsignificant. Hence it was concluded that the principals of "Open" and "Closed" climate schools manifested "Aloofness" behaviour equally.

(6)... The null hypothesis regarding "Production Emphasis" factor was not accepted because the F-ratio is 25.68 which was highly significant at .01 level. Hence it was concluded that the principals of "Open" climate schools would act more vigorously than their counterpart for achieving their goals.

(7)... The null hypothesis regarding "Thrust" factor was not accepted because the F-ratio is 142.41 which is highly significant at .01 level. Hence it was concluded that the principals of "Open" climate schools tended to show more
"Thrust" characteristics than those of the "Closed" climate schools.

(8)... The null hypothesis regarding "Consideration" factor was also not accepted because the F-ratio is 67.49 which is highly significant at .01 level. Hence it was concluded that the principals of "Open" climate schools were more considerate and humanistic in comparison with those of "Closed" climate schools.

Thus out of four null hypotheses with regard to principal's characteristics three were unacceptable while only one was accepted. Only in case of "Aloofness", the principals of both the "Open" as well as "Closed" climate schools behaved similarly.

(9)... Study three was of academic interest. The null hypothesis regarding the "Openness" factor of schools the hypothesis was negated because the F-ratio 174.29 was highly significant at .01 level. Hence it was concluded that both the categories of schools differed significantly in respect of their "Openness" elements.

Thus the first phase of the research was based on OCDQ measures and the two elements of OCDQ - the teacher's behaviours and the principal's characteristics were juxtaposed by categorising "Open" and "Closed" climate schools.

6.5 Findings of the second Phase:

The second phase was concerned with the relationship
between the principal's behaviour patterns and the teacher morale.

The five teachers of each of 96 schools of the districts of central Gujarat participated in the study. The PTO instrument was used to assess the teacher morale scores. The scores of each PTO factor were tabulated under the four behaviour patterns of 96 schools; under each pattern there were 24 schools and 120 teachers' score of teacher morale. The research design was 10 : 4 factorial design. But before the factorial study the morale status of the schools was undertaken under the general null hypothesis:

Ho: There is no significant difference in the morale status of schools with regard to PTO factors.

The general hypothesis was tested by using $\chi^2$ technique, the main findings of which are given below:

(1) ... For factor - 1 Teacher Rapport with principal, the $\chi^2$ value is 3.06 is not significant at .05 level. Hence the null hypothesis was accepted and it was concluded that the Teacher Rapport with principal was identical in all schools under investigation.

(2) ... Factor 2 relates to satisfaction with teaching. The $\chi^2$ value is 4.44 which is nonsignificant at .05 level. Hence the null hypothesis was accepted and it was concluded that the teachers of different schools were identically satisfied with the teaching.
(3)... Factor 3 concerns with the interactions among teachers. The $X^2$ value is 1.19 which is nonsignificant at .05 level. Hence the null hypothesis was accepted. It was concluded that the rapport among teachers was healthy.

(4)... Factor 4 is concerned with teacher salary. The $X^2$ value is 7.88 which is significant at .05 level. Hence the null hypothesis was negated and it was concluded that on the teacher salary problem, the majority of the teachers had shown high morale. The financial needs of the teachers were fully met.

(5)... Factor 5 is again a crucial factor which is concerned with the teacher's load in a school. The $X^2$ value is 3.06 which is not significant. Hence the hypothesis was accepted and it was concluded that the teachers showed no disagreement regarding teacher's load.

(6)... Factor 6 relates itself to curriculum issues. The $X^2$ value is 10.19 which is highly significant at .01 level. Hence the null hypothesis was not accepted and it was concluded that on curriculum issues the teacher showed more than average morale status.

(7)... Factor 7 deals with "teacher status" the $X^2$ value is 1.92 which is not significant. Hence the hypothesis was accepted and it was concluded that teachers of many schools were in good mood to agree with those of other schools regarding the problem of their professional status.

(8)... Factor 8 concerns itself with community support of Education. The $X^2$ value is 6.75 which is significant at
0.05 level. Hence the hypothesis was not accepted and it was concluded that teachers of schools did not have the same opinion regarding this factor.

(9)... Factor 9 concerns with what the schools are for. The $X^2$ value is 9.00 which is highly significant. Hence the hypothesis was not accepted and it was concluded that teachers had different opinions regarding what the schools were for.

(10)... Factor 10 deals with community pressures on schools. The $X^2$ value is 6.55 which is significant at .05 level. Hence the null hypothesis was negated and it was concluded that the teachers of secondary schools of central Gujarat showed a significant difference in their opinion on this factor.

6.6 Principal's Characteristics and Teacher Morale:

The Principal's characteristics were identified into four patterns of Aloofness (I), Production Emphasis (II), Thrust (III) and Consideration (IV) on the basis of OCDQ scores. The teachers' morale scores were known by administering Purdue Teacher Opinionnaire inventory. The scores were arranged under their principal's characteristics patterns. PTO factors are operating at ten levels while principal's characteristics were operating at four levels. Hence $4 \times 10$ factorial design was invoked. 96 schools and 480 teachers participated in the study. ANOVA was computed and the findings are presented below:
6.7 Principal Behaviour Vis-a-Vis Teacher morale

The findings:

(1) ... The ANOVA shows that the teacher morale scores on factor 1 is significant at .01 level.

The means under four principal patterns were analyzed for locating significance by employing Newmankeul's test. The result showed that:

(1) ... The aloofness pattern scored highest morale scores while consideration pattern got the lowest scores.

(ii) ... The descending order of the teacher morale score under principal behaviour pattern is Aloofness > Production Emphasis > Thrust > Consideration.

(2) ... The scores on factor 2 "Satisfaction with Teaching" is significant at .01 level.

The Production Emphasis (II) pattern elicits the highest scores while consideration (IV) patterns elicits the least scores. The descending order of elicited by the patterns are:

Production Emphasis II
Aloofness I
Thrust III
Consideration IV

(3) ... Rapport among teachers - factor 3.

The scores of factor 3 show significance at .01 level.

The Thrust pattern (III) elicits the highest scores on factor 3 while Production Emphasis (II) pattern elicits the
least score on factor 3. The descending order of the scores elicited by the patterns are:

- Thrust III
- Aloofness I
- Consideration IV
- Production Emphasis II

(4)... Teacher salary - Factor 4.

The scores on factor -4 show significance at .05 level. The Aloofness pattern (I) elicits the highest scores on factor 4 while consideration (IV) pattern elicits the least score. The descending order of scores on PTO factor-4 elicited by the patterns are:

- Aloofness I
- Thrust III
- Production Emphasis II
- Consideration IV

(5)... Teacher Load - Factor 5.

The scores on factor-5 did not show significance since its F-ratio is 1.44. No probing was done on the significance of means of four patterns.

(6)... Curriculum Issues (F6).

The scores on factor-5 elicited by four patterns did not show significance since its F-ratio is 1.54. Hence no
probing was carried out into the significance of means of four patterns.

(7)... Teacher Status (F7).

The scores on factor-7 elicited by four patterns show significance at .01 level since its F-ratio is 11.65.

The aloofness (I) pattern elicited the highest scores on factor 7 while Thrust (III) pattern elicited the least scores.

The descending order of the scores on factor 7 elicited by the patterns are:

Aloofness  I
Consideration  IV
Production Emphasis  II
Thrust  III

(8)... Community Support of Education (F8).

The scores on factor 8 elicited by four pattern show significance at .01 level since its F-ratio is 9.71.

The aloofness (I) pattern elicited the highest scores on factor 8 while consideration (IV) elicited the least scores.

The descending order of the scores on factor 8 elicited by the patterns are:

Aloofness  I
Thrust  III
Production Emphasis  II
Consideration  IV
(9)... School Facilities and Services (F9).

The scores on factor 9 elicited by four patterns of principal behaviour show significance at .01 level since its F-ratio is 33.46.

The Thrust (III) pattern elicited the highest scores on F9 while consideration (IV) elicited the least scores.

The descending order of the scores on F9 elicited by the patterns are:

- Thrust III
- Aloofness I
- Production Emphasis II
- Consideration IV

(10)... Community Pressures (F10).

The scores on F10 elicited by four patterns of principal behaviour show significance at .01 level since its F-ratio is 4.71.

The Production Emphasis (II) pattern elicited the highest scores on F10 while the Consideration (IV) pattern elicited the least scores.

The descending order of the scores on F9 elicited by the patterns are:

- Production Emphasis II
- Aloofness I
- Thrust III
- Consideration IV

The following table 6.1 gives important information.
Table 6.1

PTO Factor and Patterns of Principal Behaviour

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<th>PTO Factors</th>
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</table>

**General Observation:**

Aloofness (I) pattern elicited the highest scores on F1, F4, F7, F8 while it elicited slightly less scores on F2, F3, F9, F10.

The least scores elicited by consideration (IV) pattern on F1, F2, F4, F8, F9 and F10.

It is concluded that the best predictor for good teacher morale is Aloofness pattern while Consideration (IV) pattern is the predictor for poor teacher morale.
6.8 Findings of the Third Phase:

The third phase relates to Professional zone of acceptance of teachers.

There are three independent variables of school climate acting at two levels of open and closed climate schools, patterns of principal behaviour acting at four levels of Aloofness (I), Production Emphasis (II), Thrust (III) and Consideration (IV), and teacher morale acting at two levels of high and low teacher morale. The dependent variable is the scores of professional zone of acceptance obtained by administering professional zone of Acceptance inventory devised by Huntz. The inventory was administered to 288 teachers of secondary schools of the districts of central Gujarat, and the scores were arranged into the cells of $2 \times 4 \times 2$ factorial design keeping cell size 18.

The scores were analyzed by analysis of variance. The findings are reported below:

1. **School Climate Vs. Professional zone of Acceptance scores (PZAS)**

   The F-ratio for school climate is 9.07 which is significant at .01 level. It was concluded that the teachers of open climate schools had wider professional zone of acceptance than those of closed climate schools.

2. **Principal’s Characteristics Vs. PZAS**

   The F-ratio for Principal’s characteristics is 4.49 which is significant at .01 level. It was concluded that different characteristics of principal behaviour elicited
different scores. On the basis of the results it was concluded that the widest professional zone was displayed by Aloofness Characteristic while the narrowest zone was displayed by consideration characteristics. This result was also obtained in the second phase of the research.

(3) **Teacher Morale Vs. PZAS**:  
The F-ratio for Teacher morale is 5.71 which is significant at .05 level. It was concluded that teachers having high morale were prone to display wider professional zone of acceptance than those having low morale.

(4) **School Climate X Principal's Characteristics Vs. PZAS**:  
This was the only interaction which was found to be highly significant at .01 level. The F-ratio is 40.91 which is significant. It was concluded that there was significant interaction between the levels of school climate and the levels of principal's characteristics in the production of PZAS.

On further probing with Newman-Keul's test it was found that aloofness characteristics of the principals of open climate schools elicited the highest scores while closed climate schools with principals having consideration pattern yielded the lowest scores of professional zone of acceptance of teachers.

6.9 **Component of Variance Results**:  
The investigator also computed the components of variance as suggested by F.N. Kerlinger.
The empirical structure of PZAS revealed that:

(1) There were four dominant predictors of professional zone of acceptance scores.

(ii) That the strongest predictor was the interaction between the levels of school climate and the levels of principal’s characteristics. The interaction yielded 50.34 percent of the total variance.

(iii) The school climate yielded 22.66 percent of variance.

(iv) The teacher morale yielded 15.16 percent of the total variance.

6.10 Implications:

This study encompasses school, principal and teacher. If a high level of teacher’s productivity is to be objectified, their morale must be increased or enhanced to a high pitch. Educational administration must give a great deal of consideration to teacher morale. There are number of institutions which train teachers but hardly any institution that cater to the needs for training principals in administration and management. So it is suggested that training of principals for effective leadership be considered and initiated in right earnest. As empirical evidence has suggested that the right type of leadership behaviour is conducive to the healthy growth of school climate and the teacher morale.
The instruments used by the investigator in this research stress, time and again, the straight dialogue and rapport among teachers themselves and with principals. These things are not found in our schools. The school personnel have physical proximity but they experience emotional remoteness. And this tolls a death knell to teacher morale and pupil's motivation.

With all its paraphernalia the principal, teachers, classrooms, equipments, teachers aids, conference room, projector, TV, VCR - the percentage of public examination results are falling. And no one from society nor even school raises a hue and cry against such low abysmal level of results.

The empirical evidence distilled from this investigation suggests that pupil's motivation contributes the highest percentage to their achievement, and this is induced by the teacher morale. Then who prohibits teachers to raise their morale? The schools build failures into their educational programmes. All motivated teachers with high morale can teach and will teach if school creates a proper climate for learning. To do less would be to fail to meet one's professional and human obligation. If principals and teachers imbibe this spirit, the school can work excellently well. In fact the school community must feel happiness and pleasure in the pursuit of excellence.
6.11 Suggestions for Further Studies:

The investigator feels that he has only scratched the surface of the aspect of professional zone of acceptance of teachers in this study. There are many problems of research which should be pursued with many psychosocial variables. The following is the list of the problems of further studies which is by no means an exhaustive one:

1. An analysis of influence-gaining behaviours of principals in school of varying levels of instructional effectiveness.

2. An inquiry into the motivational levels of pupils with reference to teacher morale and principal behaviour characteristics.

3. An investigation into relationship between the teacher effectiveness of the teachers and their morale.

4. Development of course content for training principals for leadership behaviours and its impact upon teacher morale and pupil's achievement.