CHAPTER- VI

SUMMARY, CONCLUSION, IMPLICATIONS, RECOMMENDATIONS OF THE STUDY AND SUGGESTIONS FOR FURTHER RESEARCH

6.1. Summary

According to the words of Campell. W.G. and Ballou. S.V (1990), Turabian.K.(1996) and MLA (2006), a research report should and therefore not conclude with a note of finality but with some indications that should be the next pre-occupation of research. So this Chapter, which is the last Chapter of the present investigation, reports a brief summary of the study under the following headings: Introduction, Objectives, Hypotheses, Method and Sample, Variables of the Study, Delimitations, Major Findings and Conclusion, Educational Implications, Recommendation of the study and Suggestions for further Research. Hence the study in which how the Organizational Climate influences the Teachers’ Job Satisfaction and the Interpersonal Relation has been highlighted.

6.2. Introduction

Organization refers to the relationship of the people to achieve the goal. The Organizational Climate of schools has been conceived and measured in a variety of ways. According to Halpin and Croft (1963), school climate is reflected in the interactions involving teachers and the Principal. Sharma. M.L (1978) states that the Organizational Climate of an institution depends upon the interpersonal relationship existing within the staff and the head of the institution. Cooper (2003) describes Organizational Climate as “people’s perception of their working environment with regard to caring and friendliness”. In other words, the interaction of workers and management should create a healthy organizational environment.
Onu et al., (2005) states that interpersonal relation was one of the factors that influence on job satisfaction. Schutz (1958) denotes that interpersonal relation of one’s behavior influences with the behavior of others in an organization.

Job satisfaction is a part and parcel of any organization. According to Blum (1956), Job Satisfaction is the result of various attitudes the person holds towards his job, towards related factors and towards life in general. Spector (1997) stated that some enjoy work and find it to be a central part of life, while others hate work and do so only because they must. Job Satisfaction plays a great role in efficiency and productivity. Job Satisfaction is “the feelings the worker has about his job”, (Smith and Kendall, 1969). Harris and Brannick (1999) describe Job Satisfaction as “the extent to which workers like their jobs. Job Satisfaction is a primary requisite for any successful teaching learning process. If the teachers attain adequate job satisfaction, they will be in a right position to fulfill the educational objectives and national goals in the organizational setting”.

In our day-to-day life, teaching community has been facing various problems in their organization but the degree may vary from one institution to the other. There are both similarities and differences among teachers towards jobs and their organization. When there is better Organizational Climate, the efficiency of the teachers, teaching skills and the academic achievement of the students will be enhanced. If there is a good rapport between fellow staff members as well as administrators, there will be good interpersonal relationships. In this study, the school is considered as an organization and to study the Interpersonal Relations among the teachers with respect to their Job Satisfaction and Organizational Climate of the schools.
Hence, the researcher has chosen his Problem to study the Interpersonal Relations and Job Satisfaction of School Teachers in Relation to the Organizational Climate.

6.3. Statement of the Problem

“Interpersonal Relations and Job Satisfaction of School Teachers in Relation to the Organizational Climate.”

6.4. Variables of the Study

In this study, the dependent variable is ‘Organizational Climate’ whereas the independent variables are ‘Interpersonal Relations’ and ‘Job Satisfaction’.

6.5. Objectives of the Study

1. To study the Organizational Climate of Elementary Schools in different Blocks.

2. To study the Organizational Climate of the Elementary School teachers with respect to:

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<thead>
<tr>
<th>Teachers’ Behaviours</th>
<th>Principal’s Behaviours</th>
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<tr>
<td>i. Disengagement</td>
<td>v. Aloofness</td>
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<td>ii. Hindrance</td>
<td>vi. Production Emphasis</td>
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<td>iii. Esprit</td>
<td>vii. Thrust</td>
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<td>iv. Intimacy</td>
<td>viii. Consideration</td>
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3. To study the Interpersonal Relations of Elementary School Teachers with respect to the dimensions of:

| i. Expressed Inclusion | iv. Wanted Inclusion |
| ii. Expressed Control  | v. Wanted Control     |
| iii. Expressed Affection| vi. Wanted Affection  |
4. To study the Job Satisfaction of Elementary School Teachers with respect to the dimensions of:

   i. Working Environment  iv. Professional Development
   ii. Work Itself  v. Social Factors
   iii. Satisfaction with Authority and Co-workers

5. To find out the relationship between:

   a) Organizational Climate and Interpersonal Relations of Elementary School Teachers.

   b) Organizational Climate and Job Satisfaction of Elementary School Teachers.

   c) Interpersonal Relations and Job Satisfaction of Elementary School Teachers.

6. To determine the regression model for Organizational Climate with respect to the dimensions of Interpersonal Relations and the dimensions of Job satisfaction of School Teachers.

6.6. Hypotheses

1. The Elementary School Teachers do not differ significantly in their Organizational Climate with respect to different Blocks of Salem Educational District.

2. There is no significant difference between Male and Female Elementary School Teachers with respect to Interpersonal Relation and its dimensions.

3. There is no significant difference between SGT and BT Elementary School Teachers with respect to Interpersonal Relation and its dimensions.
4. There is no significant difference among the Locality of Elementary Schools with respect to Interpersonal Relation and its dimensions.

5. There is no significant difference among the Age of Elementary School Teachers with respect to Interpersonal Relation and its dimensions.

6. There is no significant difference among the Teaching Experience of Elementary School Teachers with respect to Interpersonal Relation and its dimensions.

7. There is no significant difference between Male and Female Elementary School Teachers with respect to Job Satisfaction and its dimensions.

8. There is no significant difference between SGT and BT Elementary School Teachers with respect to Job Satisfaction and its dimensions.

9. There is no significant difference among the Locality of Elementary Schools with respect to Job Satisfaction and its dimensions.

10. There is no significant difference among the Age of Elementary School Teachers with respect to Job Satisfaction and its dimensions.

11. There is no significant difference among the Teaching Experience of Elementary School Teachers with respect to Job Satisfaction and its dimensions.

12. There is no significant difference between Male and Female Elementary School Teachers with respect to the Organizational Climate of Schools and its dimensions.

13. There is no significant difference between SGT and BT Elementary School Teachers with respect to the Organizational Climate of Schools and its dimensions.
14. There is no significant difference among the Locality of Elementary Schools with respect to Organizational Climate of Schools and its dimensions.

15. There is no significant difference among the Age of Elementary School Teachers with respect to Organizational Climate and its dimensions.

16. There is no significant difference among the Teaching Experience of Elementary School Teachers with respect to Organizational Climate and its dimensions.

17. There is no association between the Level of Elementary School Teachers’ Job Satisfaction and the Type of Organizational Climate.

18. There is no association between the Level of Elementary School Teachers’ Interpersonal Relation and the Type of Organizational Climate.

19. There is no association between the Level of Principal’s Behaviours and the Level of Teachers’ Behaviours.

20. There is no significant relation between Job Satisfaction and Interpersonal Relation of Elementary School Teachers.

21. There is no significant relation between Job Satisfaction and Organizational Climate Elementary School Teachers.

22. There is no significant relation between Interpersonal Relations and Organizational Climate Elementary School Teachers.

23. There is no relation between Organizational Climate of Elementary Schools and the Dimensions of Interpersonal Relation.

24. There is no relation between Organizational Climate of Elementary School and the Dimensions of Job Satisfaction.
6.7. Method of Study

The investigator has used Normative Survey method for this study.

6.8. Sample of Study

In this study, the constructed and revised version of research tools were administered to 540 elementary school teachers who are handling the Primary and Upper Primary classes of Government, Corporation and Government Aided schools in Salem Educational District of Tamil Nadu.

6.9. Delimitations of the Study

On the basis of available facilities, time and resources the study was delimited to the following aspects:

• This study is carried out in Salem Educational District, Tamil Nadu.

• The sample of the study consists of 540 Elementary School Teachers handling Primary (standard 1 to 5) and Upper Primary (standard 6 to 8) classes. i.e. Secondary Grade Teachers and Graduate Assistant Teachers.

• The study consists of Government, Corporation and Government Aided schools.

• The revised research tools namely, “Organizational Climate Description Questionnaire” and “Fundamental Interpersonal Relations Orientation-Behavior (questionnaire)” are used for this study. These tools are revised by the investigator from the original version according to the Indian situation with the help of a Pilot Study.
• The “School Teachers Job Satisfaction Scale” was developed and
standardized by the investigator for Elementary School Teachers.

6.10. Findings of the Study

1. Among the six type of the Organizational Climate, only four Organizational
   Climates are found in all the Blocks of Salem Educational District, namely
   Climate. It is found that there are three blocks in Open Climate, three blocks
   in Paternal Climate, one block in Controlled Climate and the remaining four
   blocks in Closed Climate. The Familiar and Autonomous Climate are not
   found in the Salem Educational District.

2. In the dimensions of Interpersonal Relations, Expressed Inclusion is the
   highest mean score, whereas Wanted Inclusion is the lowest mean scores of
   the teachers. In the dimensions of Job Satisfaction, Working Environment is
   the highest mean, whereas Social Factor has the lowest mean scores of the
   teachers. Esprit has the highest mean score of the Teachers’ Behaviours,
   whereas Disengagement has the lowest mean scores of the Teachers’
   Behaviours. Production Emphasis has the highest mean score of the
   Principal’s Behaviours whereas Consideration has the lowest mean scores of
   the Principal’s Behaviour.

3. There is a significant difference between Male and Female teachers with
   respect to Expressed Control, Expressed Affection, Wanted Inclusion and
   over all Interpersonal Relation. There is no significant difference between
   Male and Female Elementary School Teachers with respect to the following
dimensions of Interpersonal Relation: Expressed Inclusion, Wanted Control and Wanted Affection. The Male Teachers have higher level of Interpersonal Relation than the Female Teachers.

4. There is no significant difference between SGT and BT Assistant Elementary School Teachers with respect to all the dimensions of Interpersonal Relation and overall Interpersonal Relation. Both SGT and BT Assistant Teachers have almost similar level of Interpersonal Relation.

5. The Localities of Schools differ significantly with respect to over all Interpersonal Relation and the dimensions of Interpersonal Relation such as Expressed Control, Expressed Affection and Wanted Control. The following dimensions Expressed Inclusion, Wanted Inclusion and Wanted Affection do not differ with respect to the variable Locality of school. The Urban Schools teachers’ Interpersonal Relation is greater than the Rural and Corporation School teachers.

6. There is a significant difference between the Age of Elementary School teachers with respect to the following dimensions of Interpersonal Relation: Expressed Affection, Expressed Control, Wanted Affection and over all Interpersonal Relations. The following dimensions Expressed Inclusion, Wanted Inclusion and Wanted Affection do not differ significantly with respect to the variable Locality of school. The Interpersonal Relation of the Elementary School Teacher is more at the Age group of 30 and below 30 years. But the Age group 31-40 years and above 40 years old Teachers do not possess more Interpersonal Relation than the 30 and below 30 years old Teachers.
7. The teachers who secured minimum 5 and below 5 years of Teaching Experience possess good Interpersonal Relation than the teachers who secured more than 5 years, 10 years and above 15 years of Teaching Experience.

8. There is no significant difference between Male and Female Elementary School teachers with respect to overall Job Satisfaction and its dimension. The Male teachers have higher level of Job Satisfaction than the Female teachers.

9. There is a significant difference between SGT and BT Teachers with respect to the dimensions Satisfaction with Authority and Co-worker of Job Satisfaction. There is no significant difference between SGT and BT teachers with respect following dimensions: ‘Working Environment’, ‘Work Itself’, ‘Professional Development’, and ‘Social Factors’ and ‘over all Job Satisfaction’. The B.T Assistant Teachers and S.G Teachers have almost same level of Job Satisfaction.

10. There is a significant difference among the Localities of schools with respect to over all Job Satisfaction and Social Factors of Job Satisfaction. The Locality of Rural and Urban schools do not significantly differ with each other but both do significantly differ with Corporation Schools on Overall Job Satisfaction. The Locality of Urban and Corporation Schools do not differ significantly with each other on Social Factors but both are significantly different with Rural Schools. The Rural School teachers have higher level of Job satisfaction than the Urban and Corporation School teachers.
11. The Job Satisfaction of the Elementary School teachers is more at the ‘Age group 30 and below 30 years’. But the ‘Age group 31-40 years and above 40 years’ old teachers do not possess more Job Satisfaction than 30 and below 30 years old teachers. The teachers who belong to lower Age group possess higher level of Job Satisfaction and are also found that when the Age increases their level of Job Satisfaction decreases.

12. There is a significant difference among the Teaching Experience of teachers with respect to the overall Job Satisfaction. There is no significant difference among ‘5 and below 5 years Teaching Experience’, 6-10 years of Teaching Experience and 11-15 years of Teaching Experience of teachers on overall Job Satisfaction. Above 15 years of Teaching Experience Teachers differ with other teachers on overall Job Satisfaction. The teachers who secured 6 to 10 years of Teaching Experience possess higher level of Job Satisfaction than the teachers who secured 5 and below 5 years, 10-15 years and above 15 years of Teaching Experience.

13. There is a significant difference between Male and Female teachers with respect to Disengagement, Consideration and overall Organizational Climate of schools. There is no significant difference between Male and Female Elementary School teachers with respect to the following dimensions of Organizational Climate: Hindrance, Esprit, Intimacy, Aloofness, Production Emphasis, Thrust, Teachers’ Behaviours, and Principal’s Behaviours. Based on mean score, both Male and Female have different levels of Organizational Climate of schools. Comparing the mean scores of Teachers’ Behaviours and Principal Behaviours, the Principal’s Behaviours mean score is high.
14. There is no significant difference between SGT and BT Elementary School Teachers with respect to the dimensions Disengagement, Hindrance, Esprit, Intimacy, Aloofness, Production Emphasis, Thrust, Consideration, Teachers’ Behaviour, Principal’s Behaviour and overall Organizational Climate. Both SGT and BT Teachers have almost similar levels of Organizational Climate.

15. Locality of Rural Schools have significant difference with Locality of Urban and Corporation Schools at 5% level on the dimensions Intimacy, Teachers’ Behaviour, Aloofness, Thrust, Consideration, Principal’s Behaviour and overall Organizational Climate. Urban schools significantly differ with Rural and Corporation School on Aloofness. Corporation School teachers significantly differ with Rural and Urban Schools on Consideration. There is a significant difference among the Localities of Schools with respect to the dimension Disengagement, Esprit and Production Emphasis of Organizational Climate of Schools. There is no significant difference among the Locality of Urban and Rural Schools on the dimension Disengagement of Organizational Climate. Urban School is not of significant difference with Rural and Corporation Schools on the dimension Production Emphasis of Organizational Climate of Schools. There is no significant difference among the Localities of schools with respect to the dimension Hindrance of Organizational Climate of Schools.

16. There is a significant difference among the Ages of Elementary School Teachers with respect to the dimension Disengagement and Consideration of Organizational Climate of Schools. There is a significant difference with 30 and below 30 years old teachers and above 40 years old teachers on the
dimension Disengagement and Consideration of Organizational Climate of Schools. There is no significant difference among 31 to 40 years’ old teachers, 30 and below 30 years old teachers and above 40 years old teachers on overall Organizational Climate. There is no significant difference among the Ages of Elementary School teachers with respect to following dimension of Organizational Climate of Schools: Hindrance, Esprit, Intimacy, Production Emphasis, Thrust, Teachers’ Behaviors and Principal’s Behaviours.

17. There is a significant difference among the Teaching Experience of Elementary School teachers with respect to the dimensions Intimacy, Teachers’ Behaviours, Production Emphasis, over all Organizational Climate, Esprit and Principal’s Behaviours. Above 15 years Teaching Experience teachers have significant difference with 5 and below 5 years of Teaching Experience, 6-10 years and 11-15 years of Teaching Experience teachers on the dimensions Intimacy, Teachers’ Behaviours, Production Emphasis, Principal Behaviours and overall Organizational Climate. There is no significant difference between 6-10 years and 11-15 years Teaching Experience Teachers on the dimension Esprit of Organizational Climate of Schools. 5 and below 5 years of Teaching Experience Teachers do not have significant difference with 6-10 years, 11-15 years and above 15 years of Teaching Experience Teachers on the dimension Esprit of Organizational Climate of Schools. There is no significant difference among the Teaching Experience of Elementary School Teachers with respect to following
dimensions of Organizational Climate of Schools: Disengagement, Hindrance, Aloofness, Thrust and Consideration.

18. There is no association between the Level of Elementary School Teachers’ Job Satisfaction and the Type of Organizational Climate.

19. There is an association between Level of Teachers’ Interpersonal Relation and Type of Organizational Climate.

20. There is an association between Level of Principal’s Behaviours and Level of Teachers’ Behaviours.

21. There is a Positive Correlation co-efficient between Job Satisfaction, and Interpersonal Relations of Elementary School Teachers.

22. There is a Positive Correlation co-efficient between Job Satisfaction, and Organizational climate of Elementary School Teachers.

23. There is a Positive Correlation co-efficient between Interpersonal Relations, and Organizational climate of Elementary School Teachers.

24. The ‘dependent variable overall Organizational Climate’ score influenced on the ‘independent variables of Interpersonal relations viz. Expressed Inclusion, Expressed Control, Expressed Affection, Wanted Inclusion, Wanted Control and Wanted Affection’.

25. There is a positive relationship between Organizational Climate and the six independent variables of Interpersonal Relations. The Organizational Climate of Schools score would increase by 0.380 for every unit increase in Expressed Inclusion and this coefficient value is not significant. The
Organizational Climate of Schools score would increase by 0.536 for every unit increase in Expressed Control and this coefficient value is not significant. The Organizational Climate of Schools score would increase by 1.599 for every unit increase in Expressed Affection and this coefficient value is significant. The Organizational Climate of Schools score would increase by 0.279 for every unit increase in Wanted Inclusion and this coefficient value is not significant. The Organizational Climate of Schools score would increase by 0.473 for every unit increase in Wanted Control and this coefficient value is not significant at 5% level. The Organizational Climate of Schools score would increase by 0.391 for every unit increase in Wanted Affection and this coefficient value is not significant. The most important factor to improve the Organizational Climate is Expressed Affection followed by Expressed Control, Wanted Affection, Wanted Control, Expressed Inclusion and Wanted Inclusion.

26. ‘The dependent variable Overall Organizational Climate’ score influenced on ‘independent variables of Job Satisfaction viz Social Factors, Professional Development., Working Environment, Satisfaction with Authority and co-workers and the Work Itself.’

27. The relationship between Organizational Climate and the five Independent Variables of Job Satisfaction are quite ‘Moderate and Positive’. The Organizational Climate of Schools score would increase by 0.114 for every unit increase in Working Environment and this coefficient value is significant. The Organizational Climate of Schools score would increase by 0.114 for every unit increase in Work Itself and this coefficient value is not
significant. The Organizational Climate of Schools score would increase by 0.091 for every unit increase in Satisfaction with Authority and Co-workers and this coefficient value is not significant. The Organizational Climate of Schools score would increase by 0.112 for every unit increase in Professional Development and this coefficient value is significant. The Organizational Climate of Schools score would increase by 0.146 for every unit increase in Social Factors and this coefficient value is significant. The most important Factors to improve the Organizational Climate are Social Factors followed by Professional Development, Working Environment, Satisfaction with Authority and co-workers and then the Work Itself.

6.11. Conclusion

Type of Climate, Interpersonal Relations and Job Satisfaction of employees are the most important factors for the teachers to carry out their professional duty in a high state of mind. In this study, the relationship between ‘Organizational Climate’ and the five ‘Independent Variables of Job Satisfaction’ and ‘six Independent Variables of Interpersonal Relation’ is quite “Moderate and Positive”. The present study has reinforced some of the conclusions of earlier researches conducted in different setting in India and abroad, it also present answers to the questions raised in the form of hypotheses and thrown up several questions, which need further investigations.
6.12. Educational Implication of the Study

The study provides a new dimension among the teachers to manage the Interpersonal Relations and to develop their Job Satisfaction. It equips the teacher educators, administrators and social leaders to conduct the professional development programme to fulfill the teacher’s expectations in the organizational setting. It develops and maintains the Interpersonal Relations among the teachers’ and students’ community for the better progress in the modern era. The present study reports some significant findings on the relationship among the School Teachers’ Interpersonal Relations, Job Satisfactions and Organizational climate. It clearly indicates the essentials of Interpersonal relation to develop understanding on organizational climate of the Schools. Providing opportunities is an important and edifying component of Organizational climate, since it contributes Job Satisfaction to the teacher and ultimately for Organizational success. As a result, Interpersonal relations are essential components of positive Organizational climate. School organization should develop good working environment. This facilitates the teachers to do their work effectively.
6.13. Recommendations of the Study

The following Recommendations were given on the basis of the result of the study.

A The present study is an eye-opener for the educational authorities, educators, teachers and scholars for their professional enhancement, irrespective of the type of the organizational climate. They are to feel happy and create a healthy atmosphere to carry out their professional duty.

A When there may be a conducive atmosphere in the school, definitely the teachers are prone to carry out their professional duties.

A Based on the Halpin and Croft Proto type classification, the open climate is the most conducive atmosphere for the teachers to carry out their professional duties.

A The teacher should not feel that the organization easies the porting system and mechanical work to carry out their duties.

A If the school equips with all infrastructural facilities, definitely the teacher will feel happy to work.

A Interpersonal Relation is one of the psychological factors which enhance the professional accountability of the teachers. When there is a cordial relationship among the teachers, they can share their teaching experience as well as their knowledge with one another.

A If there is a positive Interpersonal Relationship among the teachers, they will be able to concentrate on the students’ overall development. (Intellectual development, physical development, social development, moral development, ethical development, and spiritual development etc.)
A When there is no bias among the teachers, definitely the academic excellence of the students will be enhanced.

A When there is a positive Interpersonal relation, the teachers will sit together and formulate the programme for the whole academic year.

A There may be behavioristic problems among students in the school. Those problems will be solved by the team of teachers with a proper guidance and counseling.

A To build a positive image about themselves and their profession, teachers could be provided with guidance and counseling with the help of various in-service programmes or refresher courses.

A All the teachers should be equipped with themselves to operate the up-to-date instruments for teaching-learning process which directly influence their level of job satisfaction.

A The school shall fix the goals which are achievable and also acceptable so that the teachers accept the organizational policies and they try to create more involvement in the job. This will lead to job satisfaction.

A With respect to age and teaching experience, the teachers have their own accountability to work in a good manner. That accountability will be determined by the positive organizational climate and Interpersonal Relations of the teachers which will lead to a better Job Satisfaction.

A Similar study on the same topic in other important cities in Tamil Nadu and other State may be conducted with larger sample of Matriculation School Teachers, Government, Government Aided and Self Financing High School Teachers, Higher Secondary School Teachers and all type of College Teachers.

A Similar study on the same topic will be conducted in Companies, Industry and Management area with larger sample.

A A comparative study of the present study of Salem with other Cities may be taken up.

A Since OCDQ gives scope for interaction only between the Principal and Teachers, additional questionnaire which may give scope for the interaction of Principal and Students should also be prepared and used along with OCDQ.

A Since Interpersonal Scale of present study gives scope for interaction only between the Teacher and Teachers, additional questionnaire which may give scope for the interaction of Teacher and Students, Student and Student should also be prepared and used along with FIRO-B–revised scale.

A Experimental studies may be conducted in this area so as to strengthen and a model for changing the variable may be defined and developed.

A Other important variables such as personality characteristics, social economic demographic and psychological aspects which were not included in this study could be included in similar studies.

A Role of Parents in Educational Institutions should be viewed in relation to Interpersonal Relation and Organizational climate.