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THE RESUME

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CHAPTER V

THE RESUME

Summary:
After Independence, with a view to promote educational expansion, a number of schools have been opened by different bodies, organizations and trusts. At the same time, with the purpose of conducting examinations and awarding certificates, many boards have also been formed.

Under these circumstances, it is quite obvious that the way of working and functioning would differ from one school to another. The environment of a school will completely depend upon its organization and administration. A school with a healthy organization and good administration will usually find enthusiastic principal and confidently working teachers. This enthusiasm and confidence is transmitted into students, thus improving their level of performances.

On the other hand, if there is discontentment in the employees of a school, the principal is not competent enough and if his attitude is not generous towards his staff, then the teachers will not perform their duties
with pleasure. This will ultimately affect the performance of the pupils adversely. It can be observed by going from one school to another that every school has its own climate which is reflected by the personality of the teachers, principals and personnel of the management.

The climate of the school affects the satisfaction level of the teachers as well as the performance of the students. In a congenial atmosphere teachers will be more satisfied than those who are working in a tensed atmosphere. In a formal type of climate the students are likely to perform better than those institutions where teachers are working in an autocratic type of climate. Many a researches conducted in industrial set ups as well as in school organizations, have concluded that the key factor in obtaining higher goal is the human factor (Schein, 1973; Levinson, 1963; Gauldner, 1961; Homans, 1961) and not the physical amenities available in the organizational set up (Roethlisberger, 1958; Christensen, 1958; Trist, 1963).

From the above researches, we can come to the conclusion that a better climatic condition of the school will show an overall better performance. In view of this fact, it becomes imperative to know the various types of climate of the schools and their effect on the job satisfaction of the teachers and the performance of the students.
The present study was, therefore, designed to investigate the relationship between job satisfaction of teachers and educational attainment of the pupils. The study has been specifically stated as under:

"A study of Educational Attainment as a function of School Organizational Climate and Job Satisfaction."

With a view to scientifically explore the above problem, the following hypotheses were formulated for verification:

\[ H_1 \] "A positive relationship exists between the Job Satisfaction of the teachers and Educational Attainment of the students in an Open School Climate."

\[ H_{1-1} \] "There exists a significant relationship between Job Satisfaction of male school teachers and Educational Attainment of the pupils in an Open type of School Climate."

\[ H_{1-2} \] "There exists a significant relationship between Job Satisfaction of female teachers and Educational Attainment of pupils in an Open type of School Climate."

\[ H_2 \] "Job Satisfaction of School teachers and Educational Attainment of students have positive relationship in an Autonomous pattern of School Climate."
SH2-1 "There would be a significant relationship between the means of Job Satisfaction of male teachers and Educational Attainment of the pupils in an Autonomous type of School Climate."

SH2-2 "There would be a significant relationship between the means of Job Satisfaction of female teachers and Educational Attainment of pupils in an Autonomous type of School Climate."

H3 "In a Familiar type of School Climate, the Educational Attainment of students is the result of Job Satisfaction in teachers."

SH3-1 "There is a significant relationship between the Job Satisfaction of male teachers with the Educational Attainment of pupils in a Familiar type of School Climate."

SH3-2 "There will be a relationship between the Job Satisfaction of female teachers with the Educational Attainment of the pupils in a Familiar type of School Climate."

H4 "In a Controlled type of School Climate, there would be no positive relationship between Job Satisfaction of the teachers and Educational Attainment of pupils."
s\(H_{4-1}\) "In a Controlled type of School Climate, there would be no significant relationship between Job Satisfaction of male teachers with the Educational Attainment of pupils."

s\(H_{4-2}\) "In a Controlled type of School Climate, there would be no significant relationship on Job Satisfaction of female teachers with the Educational Attainment of pupils."

\(H_5\) "In a Paternal type of School Climate, there would be no positive relationship between Job Satisfaction of teachers and Educational Attainment of pupils."

s\(H_{5-1}\) "There is no positive relationship between the Job Satisfaction of the male teachers of the schools with the Educational Attainment of their pupils in Paternal type of School Climate."

s\(H_{5-2}\) In a Paternal type of School Climate, there is no significant relationship between Job Satisfaction of female teachers and Educational Attainment of their pupils."

\(H_6\) "In a Closed type of School Climate, there is negative relationship between the Educational Attainment of the pupils and Job Satisfaction of teachers."
sH_6-1 "There is a negative relationship between Job Satisfaction of male teachers and Educational Attainment of pupils in Closed type of School Climate."

sH_6-2 "There is a negative relationship between Job Satisfaction of female teachers and Educational Attainment of pupils in Closed type of School Climate."

H_7 "There is significant difference in the Educational Attainment of students of different School Climates."

H_8 "There is a significant difference in the Job Satisfaction of teachers of different School Climates."

H_9 "There exists a significant difference between the Job Satisfaction of male and female teachers of schools in different school climates."

H_10 "There exists no significant difference between the Job Satisfaction of teachers of different kinds of schools."

H_11 "There exists no significant difference between the job satisfaction of male teachers belonging to ESP schools, Government schools and Private schools."

H_12 "There exists no significant difference between the job satisfaction of female teachers of different kinds of schools."
H\textsubscript{13} "The indices of correlations between scores on the test of Job Satisfaction of Teachers and Educational Attainment of pupils with relatively longer experience would be higher than those having shorter teaching experience in Open type of Climate."

H\textsubscript{13-1} "The indices of correlation between scores on the test of Job Satisfaction of male teachers and Educational Attainment of pupils with relatively longer experience would be higher than those having shorter teaching experience in an Open type of Climate."

H\textsubscript{13-2} "The indices of correlation between scores on the test of Job Satisfaction of female teachers and Educational Attainment of pupils with relatively shorter experience would be higher than those of having longer teaching experience in Open type of school Climate."

H\textsubscript{14} "The more experienced teachers of Autonomous type of School Climate will score better on Job Satisfaction and will have a high positive relationship with Educational Attainment of pupils than those who have shorter teaching experience."

H\textsubscript{14-1} "The more experienced male teachers of Autonomous type of School Climate will score better on Job Satisfaction and will have high positive relation-
ship with Educational Attainment of pupils than those who have shorter teaching experience."

$H_{14-2}$ "The more experienced female teachers will have a significant relationship between Job Satisfaction and Educational Attainment than those who have shorter teaching experience in Autonomous type of School Climate. The rest group will be in between these two groups."

$H_{15}$ "Teachers having longer teaching experience are likely to have positive relationship between the Job Satisfaction and Educational Attainment in Familiar type of school Climate than the other groups of teachers."

$H_{15-1}$ "Male teachers having longer teaching experience are likely to have high relationship between the Job Satisfaction and Educational Attainment than the other groups of teachers in Familiar type of School Climate."

$H_{15-2}$ "Female teachers having longer teaching experience will have a high relationship between Job Satisfaction and Educational Attainment of pupils than other groups having shorter teaching experience in Familiar type of School Climate."
"The group of teachers having longer teaching experience will have a significant relationship between Job Satisfaction and Educational Attainment of pupils in Controlled type of School Climate as compared to the groups of less teaching experiences."

The group of male teachers having longer teaching experience will have a significant relationship between Job Satisfaction and Educational Attainment of pupils in Controlled type of Climate as compared to the groups of less teaching experience.

"The female teachers having longer teaching experience in Controlled type of School Climate will have a high significant correlation between Job Satisfaction and Educational Attainment of pupils than the other groups of female teachers having less teaching experiences."

"The increase in length of service of the teachers in a Paternal type of Climate will not increase Job Satisfaction of teachers and will not have a significant relationship with the Educational Attainment of pupils."
"The increase in length of service of male teachers in a Paternal type of Climate will not increase Job Satisfaction of male teachers and will not have a significant relationship with Educational Attainment of pupils."

"The increase in length of service of female teachers in Paternal type of Climate will not increase Job Satisfaction of female teachers and will not have a significant relationship with Educational Attainment of pupils."

"The group of highly experienced teachers will have a high correlation between Job Satisfaction and Educational Attainment of pupils in Closed type of School Climate."

"The group of highly experienced male teachers will have a high correlation between Job Satisfaction and Educational Attainment of pupils in Closed type of School Climate."
The group of highly experienced female teachers will have a high correlation between Job Satisfaction and Educational Attainment of pupils in Closed type of Climate.

Sample:

Based on Stratified Random Sampling Technique, 823 teachers (387 male and 436 female) were taken for the study from Bhilai Steel Plant Schools, Government Schools and Private Schools of Bhilai Township and Durg. The sample of teachers consists of 75% of the teachers working in different schools mentioned above.

Out of 7404 pupils, 3009 students were selected by employing Indian Adaptation of Cattel's Culture Fair Intelligence Test. Different groups of students were formed in different schools on the basis of their Intelli-
gence Quotient and these groups were matched to get identical groups of these students. 740 students were taken out of 3009 students for obtaining the Educational Attainment Scores from different schools, which constituted 25% of the students in Higher Secondary Sections of the schools mentioned above.

**Instruments Used**

For measuring the Job Satisfaction of the teachers, Educational Attainment of the pupils and for categorizing the School Climate, the following instruments were used:

<table>
<thead>
<tr>
<th>Independent Variable</th>
<th>Dependent Variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) School Organizational Climate Descriptive Questionnaire, by Dr M.L. Sharma (1978) (An Adaptation of Halpin and Crofts)</td>
<td>(i) Educational Attainment of the Pupils. (Obtained from the Term Examination and Annual Board Exam.)</td>
</tr>
<tr>
<td>(ii) Job Satisfaction Scale by Promod Kumar and D. Mutha (1985).</td>
<td>(ii) Indian Adaptation of Cattel's Culture Fair Intelligence Test for Matching the groups of Pupils</td>
</tr>
</tbody>
</table>
Procedure

The standardized tools were administered for collecting data as per instruction in the procedures given in the manual. All these tools were administered under the identical conditions.

Data Collection, Processing and Analysis

The data was collected individually from the teachers of B.S.P. Schools, Government Schools and Private Schools. Responses were obtained by the teachers on SOCDQ and JSQ and were scored in accordance with the scoring system given in their manuals. The responses were then analysed and processed in accordance with the hypotheses formulated. The data were statistically treated according to the requirements of the hypotheses.

Conclusions:

The conclusions drawn on the basis of correlational study are as follows:
(A) **Open Type of School Climate**

(1) There exists a significant relationship between Job Satisfaction of School teachers and Educational Attainment of pupils in an open type of School Climate.

\[(r = + .43596, P < .01, df = 269)\]

(2) A significant relationship exists between the Job Satisfaction of male teachers and Educational Attainment of pupils in an open type of School Climate.

\[(r = + .384, P < .01, df = 135)\]

(3) A significant relationship exists between the Job Satisfaction of female teachers and Educational Attainment of pupils in an open type of School Climate.

\[(r = + .2, P < .05, df = 132)\]

(B) **Autonomous Type of School Climate**

(1) There exists a high significant relationship between Job Satisfaction of school teachers and Educational Attainment of pupils in an Autonomous type of School Climate.

\[(r = + .432, P < .01, df = 126)\]

(2) The relationship between the Job Satisfaction of male teachers and Educational Attainment of pupils is highly
significant in an Autonomous type of School Climate.
\[(r = +.26, \ P < .05, \ df = 59)\]

(3) There exists a high significant relationship between Job Satisfaction of female teachers and Educational Attainment of pupils in an Autonomous type of School Climate.
\[(r = +.579, \ P < .001, \ df = 65)\]

(C) Familiar Type of School Climate

(1) There exists a significant relationship between Job Satisfaction of school teachers and Educational Attainment of pupils in Familiar type of School Climate.
\[(r = +.359, \ P < .001, \ df = 107)\]

(2) The relationship between the Job Satisfaction of male teachers and Educational Attainment of pupils is significant in Familiar type of School Climate.
\[(r = -.460, \ P < .001, \ df = 61)\]

(3) There exists a relationship between the Job Satisfaction of female teachers and Educational Attainment of pupils in Familiar type of School Climate.
\[(r = +.247, \ P < .10, \ df = 44)\]
(D) Controlled Type of School Climate

(1) There exists no significant relationship between Job Satisfaction of the school teachers and the Educational Attainment in a Controlled type of School Climate.

\[ r = + .291, \ P < .01, \ \text{df} = 99 \]

(2) The relationship between Job Satisfaction of male teachers and Educational Attainment of pupils is not significant in a Controlled type of School Climate.

\[ r = + .343, \ P < .02, \ \text{df} = 46 \]

(3) There exists no significant relationship between Job Satisfaction of female teachers and Educational Attainment of pupils in a Controlled type of School Climate.

\[ r = - .089, \ P > .10, \ \text{df} = 51 \]

(E) Paternal Type of School Climate

(1) In a Paternal type of School Climate, there exists no significant relationship between Job Satisfaction of school teachers and Educational Attainment of the pupils.

\[ r = + .055, \ P > .10, \ \text{df} = 23 \]

(2) There exists no positive relationship between Job Satisfaction of male teachers and Educational Attain-
(3) There exists no relationship between Job Satisfaction of female teachers and Educational Attainment of pupils in Paternal type of School Climate.

\( r = -0.0318, \ P > 0.10, \ df = 13\)

(F) Closed Type of School Climate

(1) In a Closed type of School Climate, there exists a positive relationship between Job Satisfaction of school teachers and Educational Attainment of pupils.

\( r = +0.6723, \ P < 0.001, \ df = 187\)

(2) There exists a relationship between Job Satisfaction of male teachers and Educational Attainment of pupils in Closed type of School Climate.

\( r = +0.678, \ P < 0.001, \ df = 61\)

(3) The relationship between Job Satisfaction of female teachers and Educational Attainment of pupils is significant in Closed type of School Climate.

\( r = +0.7539, \ P < 0.001, \ df = 124\).
Conclusions drawn on the basis of differential study are as follows:

(1) **Educational Attainment in Different Types of School Climates**

The maximum significant difference in Educational Attainment of pupils exists between Open and Closed types of School Climates (t = 49.1489, P < .01). The difference between Familiar and Closed (t = 12.63), Open and Paternal (t = 10.02175), Open and Familiar (t = 6.393) and Open and Controlled (t = 5.40) are also quite significant (P < .01). Significance difference (P < .01) in Educational Attainment is also found between Familiar and Paternal (t = 3.639), Controlled and Paternal (t = 3.377), Autonomous and Familiar (t = 3.0773), and Controlled and Autonomous (t = 2.8673).

Although the level of difference of Educational Attainment of pupils is significant, yet comparatively less between Controlled and Closed (t = 2.3937, P < .02), Open and Autonomous (t = 2.22, P < .05), Autonomous and Paternal (t = 1.744, P < .10), and Paternal and Closed (t = 1.9357, P < .10) types of School Climates.

The difference between the Educational Attainment of pupils of Autonomous and Closed (t = 0.5555) and Familiar and Controlled (t = 0.1842) types of School Climates is not significant (P > .10).
(2) **Job Satisfaction in Different Types of School Climates**

The difference is highly significant between the Job Satisfaction of teachers of Controlled type of School Climate as against Open (t' = 110.04), Closed (t' = 95.6), and Paternal (t' = 35.47) types of School Climates (P < .01).

Significant difference (P < .01) also exists between Job Satisfaction of teachers of Familiar type of School Climate against that of Autonomous (t' = 11.6), Open (t' = 11.36) and Controlled (t' = 10.36). Significant difference is also found between Job Satisfaction of school teachers of Autonomous type of School Climate with that of Open (t' = 5.412), Paternal (t' = 3.9375) and Closed (t = 3.6436). In all the above cases P is significant at .01. Whereas the difference between the Job Satisfaction of teachers of Open and Closed types of School Climates is less significant (t' = 2.19, P < .02).

Significant differences do not exist (P > .10) between Job Satisfaction of Teachers of Paternal and Open (t = .673), Paternal and Familiar (t' = .7505), Paternal and Closed (t' = .142), Familiar and Closed (t' = .319) and Autonomous and Controlled (t' = .625) types of School Climates.
Conclusions drawn on the basis of findings on Global Study are as follows:

(1) There existed no significant difference between the Job Satisfaction of male and female teachers in different school climates.

(Open: df=269, t = .48, P > .10; Autonomous: df = 126, t=1.5, P > .10; Familiar: df=107, t = .82, P > .10; Controlled: df = 99, t = 2.0, P < .05; Paternal: df=23, t = .52, P > .10; and Closed: df=187, t=1.3, P > .10).

(2) There existed no significant difference between the job satisfaction of teachers of different kinds of schools:

(BSP Vs Govt. Schools : df=616, t=1.3, P > .10; BSP Vs Pvt. Schools : df=648, t=.185, P > .10; and Govt. Vs Pvt. Schools : df=376, t=1.3, P > .10).

(3) There existed no significant difference between the Job Satisfaction of male teachers of different kinds of schools.

(4) There existed no significant difference between the job satisfaction of female teachers of different kinds of schools:

(BSP Vs Govt.: df=304, t=.69, P > .10,
BSP Vs Pvt.: df=330, t=.019, P > .10, and
Govt. Vs Pvt.: df=232, t=1.6, P > .10).

(5) The indices of correlation between scores on the test of Job Satisfaction of teachers and Educational Attainment of pupils with relatively shorter teaching experience would score higher than those having longer experience in Open School Climate:

(T5 : r = +.5239, df = 34, P < .001;
T15 : r = +.2676, df = 67, P < .05).

(6) The correlation in case of male teachers having longer teaching experience was higher than the other groups of teachers in Open type of Climate:

(T15 : r = +.6930, df = 21, P < .001).

(7) The correlation in case of female teachers having shorter teaching experiences was slightly higher than those female teachers having longer teaching experience in Open type of School Climate:

(T5 : r = +.3906, df = 24, P < .05;
T15 : r = +.5083, df = 31, P < .01).
(8) The more experienced teachers of Autonomous type of School Climate had scored slightly better on Job Satisfaction and a little higher positive relationship with Educational Attainment of pupils than those who had shorter teaching experience:

(T15 : \( r = +.5336, \) df = 9, \( P < .10 \);
T5 : \( r = +.6209, \) df = 8, \( P < .10 \)).

(9) The more experienced male teachers of Autonomous type of school climate had scored better on Job Satisfaction and had higher positive relationship with Educational Attainment of pupils, than the other group of male teachers:

(T15 : \( r = .5954, \) df = 16, \( P < .01 \);
T5 : \( r = .5851, \) df = 10, \( P < .05 \)).

(10) The relationship between more experienced female teachers' Job Satisfaction and Educational Attainment of pupils was not found significant in Autonomous type of school Climate as compared with those who had shorter period:

(T15 : \( r = +.5300, \) df = 15, \( P < .05 \);
T5 : \( r = +.5441, \) df = 9, \( P < .10 \)).

(11) Teachers having longer teaching experience will have the lowest correlation in between the Job Satisfaction of teachers and Educational Attainment of pupils in Familiar type of Climate.
(12) Male teachers having longer teaching experience will not have highest correlation between Job Satisfaction of male teachers and Educational Attainment of pupils than the other groups in Familiar type of School Climate.

(13) Female teachers having longer teaching experience will not have high relationship between Job Satisfaction and Educational Attainment of pupils as compared to the other groups in Familiar type of School Climate.

(14) The group of teachers having longer teaching experience had a high significant relationship between Job Satisfaction and Educational Attainment of pupils in Controlled type of Climate as compared to the other groups having less teaching experience:

\( T_{15} : r = +.5968, \ df = 15, \ P < .02 \).

(15) The group of male teachers having longer teaching experience had a high significant relationship between Job Satisfaction and Educational Attainment of pupils in Controlled type of school Climate as compared to the other groups having less teaching experience:

\( T_{15} : r = +.7252, \ df = 8, \ P < .02 \).

(16) The different groups of female teachers formed in accordance with their teaching experiences did not have any positive significant relationship between Job Satisfaction and Educational Attainment of pupils in Controlled
type of School Climate:

- T 0-5: \( r = +.6552, \text{ df} = 4, P > .10; \)
- T 5-10: \( r = +.3434, \text{ df} = 15, P > .10; \)
- T10-15: \( r = +.3586, \text{ df} = 19, P > .10; \) and
- T15 and onwards: \( r = +.4652, \text{ df} = 7, P > .10). \)

(17) The highest correlation between Job Satisfaction of teachers and Educational Attainment of pupils in Paternal type of Climate was found in the T 10-15 group, whereas the T15 onwards had a lower positive correlation:

- (T10-15: \( r = +.5611, \text{ df} = 9, P < .10; \)
- T15 onwards: \( r = +.3946, \text{ df} = 2, P > .10). \)

(18) The increase in length of service of male teachers in a Paternal type of Climate did not increase Job Satisfaction of male teachers and did not have a significant relationship with Educational Attainment of pupils.

(19) The increase in length of service in Paternal type of Climate did not increase Job Satisfaction of female teachers and no relationship would be there between Job Satisfaction and Educational Attainment:

- (T15 onwards: \( r = .5125, \text{ df} = 1, P > .10; \)
- T10-15: \( r = +.5525, \text{ df} = 3, P > .10; \) and
- T 0-5: \( r = +.3921, \text{ df} = 1, P > .10). \)
(20) The group of highly experienced teachers had a high relationship between Job Satisfaction and Educational Attainment of pupils in Closed type of School Climate:

\[(T15 \text{ onwards: } r = +.5451, \ df = 21,\ P < .01).\]

(21) The group of highly experienced male teachers had a high correlation between Job Satisfaction of male teachers and Educational Attainment of pupils in Closed type of School Climate:

\[(T15 \text{ onwards: } r = +.7988, \ df = 7,\ P < .01).\]

(22) The group of highly experienced female teachers had a high correlation between Job Satisfaction of female teachers and Educational Attainment of pupils:

\[(T15 \text{ onwards: } r = +.6160, \ df = 21,\ P < .001).\]
Suggestions:

Attainment of educational goals is the primary consideration of any educational institution. Many inhibitory and interfering factors emerge that may hamper the functional set-up and pollute the environment of the institution. The environment affects the educational goals directly or indirectly. Environment is the key factor in motivating the teachers to help their students in achieving the goals framed for them. Also the job satisfaction of the teachers depend to quite an extent on the environment of the school.

In this perspective, it is suggested to have a good school organizational climate and to take immediate measures which may help in attaining the educational goals.

With this view in mind, the following suggestions are offered:

(i) Every educational organization should see that the status, rights and claims of all the members of the institutions are adequately fulfilled and recognized, so that, there would be a feeling of job satisfaction in them. Precautions should be taken to promote and enhance a sense of belongingness among the teachers for the betterment for themselves and also for the pupils.
(ii) All measures must be taken by the head of the institution or the management to find out the factors which affect the teaching personnels and learners and immediate steps must be taken up to prevent or check those factors. Various plans, schemes, administrations and measures must be scrutinized before implementing, so that educational goals are not arrested. This requires the services of the head of the institution towards the various problems of the teachers and learners in the educational institutions.

(iii) All measures must be taken up by the educational institutions to diagnose the different problems of the teaching personnel and learners and to prevent and promote the mental health among them by introducing and implementing various goal oriented educational plans.

(iv) All the problems which may affect the school climate as well as satisfaction of the teachers, must be sorted out immediately, so that the social need satisfaction could not be affected.

(v) Proper facilities should be provided so that the teaching-learning process should not be affected.

(vi) Stress among the teachers should be avoided which also affects the satisfaction of teachers.
(vii) All the measures must be taken up by the organization to diagnose or find out the mental illness of teaching personnel.

Follow up Studies:

In view of the above conclusions, the relationship has been found in many types of School Climates between the Job Satisfaction of school teachers and Educational Attainment of pupils. The School Climates are directly or indirectly affecting the educational attainment of the pupils. Thus, we propose the following follow up studies which could be taken up as diagnostic measure. It will also improve the climates of the schools, thereby increasing a teaching-learning process.

Some of the following studies can be taken for research which can further improve the Climate of the school, as well as the performance of the students.

(1) To study the effect of different climates on the Educational Attainment of pupils in Primary Schools.

(2) To study the effect of different climates on the Job Satisfaction of primary schools' teachers.
(3) To study the relationship between job satisfaction and educational attainment of primary school teachers in different school climates.

(4) To study the relationship between the job satisfaction of teachers and educational attainment of pupils of middle school in different school climates.

(5) To study the relationship between the job satisfaction and educational attainment of pupils at college level in different school climates.

(6) A study of job satisfaction of school teachers with their teaching efficiency in different school climates.

(7) A study of job satisfaction and their impact on teaching-learning outcomes in different school climates.

(8) A study of psychological stress as related to school climates.