Chapter - 6
CHAPTER VI

OBSERVATIONS, CONCLUSIONS AND SUGGESTIONS

CONTENTS:

6.1 Introduction

6.2 Findings

   6.2.1 Organisational Climate: - First Phase
   6.2.2 Leadership Behaviour : - Phase Two
   6.2.3 Teacher Morale : - Phase Three
   6.2.4 Pupil’s academic Achievement

6.3 Implications of the study

6.4 Suggestions for further studies
6.1 Introduction

As has been described earlier, the present research problem was multidimensional having four phases of research activity. The first three phases were purely exploratory studies on which the fourth phase depended heavily.

First Phase

Initially 63 schools were randomly taken by employing stratified sampling procedure from different zones of Ahmedabad city of the state of Gujarat. The teachers of these schools were administered OCDQ, LBDQ and PTO tools to respond. Out of 63 schools' responses, 560 teachers and 60 principals were complete and adequate. So the three schools were deleted. Hence 60 Schools participated in the study.

Second Phase

The teachers of these 40 schools were formerly administered LBDQ and PTO instruments.

In the second phase, identification of leadership behaviour was carried out. This was based on teacher's perception of their principals. A factorial design of $2 \times 2 \times 2$ was invoked wherein frame of reference, leadership dimensions and referent groups (open and closed climate school teacher) were taken as independent variables each acting at two levels. The dependent
variable was LBDQ scores. The ANOVA was computed to examine the main and interactive effects.

**Third Phase**

The third phase was related to teacher morale, for which PTO instrument was administered. This instrument consists of 100 items divided into ten factors. Computation of means and standard deviations for all ten factors were made. ANOVA was employed for the composite scores to see the main effects of leadership behaviour which acted at four levels and PTO which acted at ten levels. This was a factorial design of 4x10 dimensions.

A chi square test was employed to test whether frequencies were spread equally or not. Thus ten Chi-square tests for each of the ten PTO factors were computed.

**Fourth Phase**

The fourth phase was a major study in which S.S.C.E scores of Std. X were considered in the context of leadership behaviour, school climate and Teacher morale. It is a factorial design having 2x2x2 factorial design.

**6.2 Findings**

The following conclusions are derived. They are described phase-wise

6.2.1 Organisational Climate: - Phase One

(A) Teacher Characteristics

(1) Teachers of closed climate school are less prone to activities other than academic.
(2) Teachers of open climate school are prone to hinder ongoing functions of schools. This evidence is at variance with past researches. Replication study is recommended.

(3) Teachers in open climate schools show esprit of coherence and synoptic vision regarding school goals more than those of the closed climate school.

(4) Teachers of open climate schools have more intimate relationship among themselves than those of their counterparts of closed climate schools.

(B) Principal Characteristics

(1) Principals of open climate schools would tend more to "Aloofness" than those of closed climate schools. This evidence is at variance with past researches. A replication study is recommended.

(2) They are more prone to achieving their goals than those of the closed climate schools.

(3) Open climate schools' principals would tend to show more 'thrust' characteristics than those of closed climate schools.

(4) Open climate schools principals would show more sympathetic and human behaviour towards their subordinates than those of closed climate schools.
6.2.2 Leadership Behaviour: - Phase Two

1. There is significant difference between the leadership behaviour of perceived (Real) and expected (Ideal) frames of reference. The teachers perceived the leadership behaviour of their principal below their expectation.

2. There is no significant difference between the LBDQ scores of Initiating Structures (IS) and Consideration (C).

3. There is no significant difference between the teachers of open and closed climate schools with regard to LBDQ scores. This shows that the teachers of open and closed climate schools do not really disagree in their perception of the principal's behaviour.

4. Interaction between frames of reference and dimensions of leadership behaviour is significant.

5. Interaction between frames of references and school climate is significant. This interaction is found to be more powerful.

6.2.3 Teacher morale: - Phase Three

The ten factors are identified.

(1) Teacher Rapport with principal is not identical in all schools under investigation.
(2) Satisfaction with teaching: Teachers of all schools are not identically satisfied with their factors.

(3) Rapport among teachers: This was identical in all schools.

(4) Teacher Salary: Almost all the teachers have identical reactions of dissatisfaction with regard to their salary.

(5) Teachers Load: The teachers show no disagreement regarding their load.

(6) Curriculum Issue: The teachers show good morale on this factor.

(7) Teacher Status: Teachers disagree with themselves regarding their professional status.

(8) Community Support for education: Teachers do not have similar opinions regarding this factor.

(9) Schools Facilities and services: Many teachers show low and average level of morale towards this factor, thereby generating dissatisfaction.

(10) Community Pressures on School: Teachers show no identical responded on this factor.

6.2.4 Pupil’s academic Achievements

The fourth phase was a major study in which S.S.C.E scores of the pupils were considered in the contest of leader behaviour A, school climate B, and the Teacher Morale C. These three independent variables were operated at two levels each. They were:
1. Leader behaviour (A) had two levels: Initiating Structure (IS) A1 and consideration (C) A2.

2. School Climate (B) operated at open climate B1 and closed Climate B2.

3. Teacher Morale (C) operated at two levels of High Teacher Morale C1 and Low Teacher Morale C2.

   Hence 2x2x2 factorial design was invoked having 25 pupils in each cell.

   Therefore total sample of the pupils was 200. The sample was representative of pupil's population and adequate.

   The dependent variable was S.S.C.E scores of seven subjects. These scores were converted into percentages. These converted scores had been analyses.

Conclusions

1. Is and C of Leader Behaviour had no impact upon achievement. The F ratio did not reach critical value. The hypothesis was accepted.

2. The open and closed climate of organizational climate variable had no impact upon achievement. The null hypothesis was accepted.

3. High morale and Low morale of Teacher Morale variable had tremendous impact upon academic achievement of the pupils.
6.3 **Implications of the study**

If a high level of teacher responsibility is to be objectified, the school climate must be open together with principal characteristics. Educational administration must give a great deal of consideration to teachers morale and school climate. There are number of institutions that cater to the needs for trained teachers. 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. One of the most difficult and baffling problems our society and school faces is the stifling effect of tall, unresponsive bureaucracies. Our large, tall, hierarchical organisational patterns are literally strangling our schools and the people in them. This malaise can only be corrected or redressed by inducting people with right type of leadership behaviour.

The instruments which have been used in this research by the investigator stress, time and again, the straight dialogue and rapport among teachers themselves and with principals. They also stress good relationship among teachers. These things are not found in our schools. The school personnel have physical proximity but they experience emotional remoteness. And this tolls a deathknell to teacher morale and teacher responsibility.
With all its paraphernalia the principal, teachers, classrooms, equipment's, teaching aids, conference rooms, projector, TV, VCR, computer and internet - the percentage of public examinations result are falling. And no one from society nor even a teacher from school, raises a hue and cry against such low abysmal level of results!

The empirical evidence distilled from the investigation suggests that teachers morale achievement school climate contribute the highest percentage of teachers morale achievement. Then who prohibits whom to raise the teachers morale and school climate. The school builds failure into their educational programmes. All motivated pupils can learn and will learn if school creates a proper climate for learning. This is the aggregate message of this research. To do less would be to fail to meet ones professional and human obligation. If principals, teachers and pupils imbibe this spirit, the school would be a heaven on this earth. In fact, the school community must feel happiness and pleasure in the pursuit of excellence.

6.4 Suggestions for Further Studies

The investigator feels that he has only scratched the surface of the aspect of pupil's academic achievements in this study. There are many problems of research which should be pursued with many psycho-social
variables. The following is the list of the problem of further studies which by no means an exhaustive one:

(1) An inquiry into the motivational levels of pupils and the strategies for their development in present school set-up.

(2) An investigation into teacher effectiveness of the BC and NON BC teachers of the state of Gujarat.

(3) Development of course content for training principal's leadership behaviours and its impact upon teachers morale and pupil's achievement.

(4) An investigation into the productivity of SC and St teachers in comparison to those of other teachers.