Summary & Conclusions
Chapter -V
SUMMARY AND CONCLUSIONS

In the preceding chapters, the introduction of the problem, study of the related literature, objectives, hypotheses, the development of the tools, method of study, analysis and interpretation of data were discussed. The present chapter has been devoted to the summary, conclusions, educational implications and suggestions for further study.

5.1 Introduction

School is an integrating part of the entire social fabric of a society. It is a place where formal situations are created to facilitate teaching learning process among young minds. There exists a web of interrelationships among head, teachers and students. These relationships are so subtle and all pervasive that it is difficult to identify them. Climate word is used to describe it. The climate is a concept which embraces the milieu of personalities of principal and teachers interacting with the sociological and psychological framework of an institution.

Climate is the result of interpersonal and intrapersonal relationships among groups and leaders. It is the functional or operational harmony of the entire mechanism of the organizational climate concerned. It is the reflection of the total personality of an institution which grows out of its long tradition, discipline, behaviour achievement and failure.

In the present study, institutional climate has been studied on three dimensions.

1. Academic Climate
2. Socio-emotional climate
3. Organizational climate
Academic climate includes academically sensitive and academically insensitive climate. Socio-emotional climate includes mutually cohesive and unconcerned climate. Organizational climate is classified as person centred and group-centred.

After the acceptance of democracy as a form of govt. through a constitution India as a nation has entered in a new chapter of its history. Soon it was realised that parliamentary form of government can not be sustained unless democracy as a way of life filters down to the veins of social fabric of the national life. Kothari commission accepted education as an instrument of a social change. Of the eternal principle of correspondence in between means and ends, it is a direct corollary that education should be designed in accordance with the democratic principles. Democracy means different things to different people. For the purpose of present investigation only two components, viz., cooperative decision making and functional participation into the management of schools to the different processes of institutional life are considered.

Job satisfaction denotes the extent to which an individual's needs are satisfied and the extent to which the individual perceives that satisfaction is stemming from his total job situation. Job satisfaction is the result of the individual’s perception of what is expected and what is received from different facets of the work situation. The closer the expectation is to what is actually received, the greater the job satisfaction.

Pupil achievement is the performance of pupils in a standardized series of educational tests. According to Good, the pupil achievement is the accomplishment of performance in a given skill.
5.2 STATEMENT OF PROBLEM

IMPACT OF DEMOCRATIC PROCESS ON TEACHER JOB-SATISFACTION AND PUPIL ACHIEVEMENT IN RELATION TO INSTITUTIONAL CLIMATE OF SENIOR SECONDARY SCHOOLS.

5.3 Delimitations

The problem has been delimited with respect to the nature of treatment and type of schools. The study has been confined to the effect of democratic practice on job satisfaction of teachers and pupil academic achievement in relation to institutional climate of senior secondary schools of Hoshiarpur district.

The democratic practice would mean
1. Decentralization of decision-making mechanism.
2. Functional participation in the various activities of the school.

The effect of democratic practices in relation to the institutional climate has been studied on two dimensions
I. Job satisfaction of Teachers
II. Academic performance of students

Institutional climate comprises of
a. Socio-emotional climate
b. Academic climate
c. Organizational climate

5.4 Objectives

The study was designed to attain the following objectives:
1. To study the democratic process in the functioning of government and privately managed schools.
2. To study the correspondence of democratic process in the functioning of schools with government and private management styles.
3. To study the correspondence of democratic process with gender of the school population.
4. To study the impact of democratic process in relation to academic climate on job satisfaction among teachers.
5. To study the impact of democratic process in relation to academic climate on pupil achievement.
6. To study the impact of democratic process in relation to socio-emotional climate on job satisfaction among teachers.
7. To study the impact of democratic process in relation to socio-emotional climate on pupil achievement.
8. To study the impact of democratic process in relation to organizational climate on job satisfaction among teachers.
9. To study the impact of democratic process in relation to organizational climate on pupil achievement.

5.5. HYPOTHESIS
The present investigation was designed to test the following hypotheses:
1. There is no correspondence between the democratic process and the management style of schools.
2. There is no correspondence between the democratic process and gender of school population.
3. There is no significant difference in democratic and undemocratic schools on job satisfaction.
4. There is no significant difference in democratic and undemocratic schools with different academic climate in respect of job satisfaction.
5. There is no significant difference in democratic and undemocratic schools in respect of their pupils achievement.

6. There is no significant difference in democratic and undemocratically managed schools with academically sensitive and insensitive climate in respect of pupil achievement.

7. There is no significant difference in democratic and undemocratic schools with varying socio-emotional climates in respect of job satisfaction.

8. There is no significant difference in democratic and undemocratic schools with different socio-emotional climates in respect of their pupil achievement.

9. There is no significant difference in democratic and undemocratic schools with varying organizational climates in respect of job satisfaction.

10. There is no significant difference in democratic and undemocratic schools with varying organizational climates in respect of their pupil achievement.

5.6 Sample

Out of 85 senior secondary schools in Hoshiarpur district, 36 schools were selected for the sample. These schools were selected in equal number from Government owned and privately managed schools. Eight teachers who were teaching senior secondary classes were taken from each sample school.

5.7 Tools

The following tools were used in the research.

1. Socio-emotional climate scale.

2. Academic climate inquiry schedule.
3. Democratic process inquiry schedule
4. Organizational climate description questionnaire (OCDQ) by Halpin and Croft.
5. Teacher job satisfaction scale (TJSS) by A.N. Gaba.

5.8. Design

The criterion group design of ex-post facto research was used. The main independent variable was a combination of a type of schools and dimensions of school climate. The dependent variables were:

a. Job-satisfaction
b. Pupil achievement

The main effect of democratic process has been studied on government and privately managed schools in relation to organizational, academic and socio-emotional climate on the two dependent variables.

5.9 Procedure

The researcher personally visited the selected schools, distributed the various tools to different teachers. He answered the queries raised by teachers and principals and collected the completed tools. For student achievement, the scores of X and +2 examinations held by the Punjab School Education Board in March 1997 was collected from the gazette of the Board.

5.10 Statistical Techniques used

Analysis of variance technique was used to study the main effect of democratization in respect of organizational academic and socio-emotional climate on job satisfaction and student achievement.

5.11 Results

The study was conducted on the assumptions which were tested and found that:
a. The processes of democratisation were equally preferred in government and privately managed schools.

b. The girls and boys schools were not found different in the use of democratic processes in the school management.

5.11.1 Findings related to Job Satisfaction

a. The introduction of democratic processes in the schools did not affect the level of job satisfaction among the school teachers.

b. The variation in academic climate such as academically sensitive and insensitive did not affect level of job satisfaction among teachers.

c. The introduction of democratic process in schools was not found qualified by academic climates.

The two factors were found independent in respect of job satisfaction among teachers.

d. The schools with different type of emotional climates differed in their job satisfaction. The mean of job satisfaction scores in mutually cohesive group was found more than that in mutually unconcerned group.

e. The introduction of democratic process and level of socio-emotional climate was not found interacting in respect of job satisfaction.

f. The group centred and person centred climate did not yield different levels of job satisfaction among the teachers.

g. The democratic process was found independent of the organizational climate in respect of job satisfaction.

5.11.2 Finding Related to Student Achievement

a. The mean achievement scores in the schools where the democratic processes were introduced seriously, were found more than their counterparts.
b. The average student’s performance in academically sensitive schools was more than the same in academically insensitive schools.

c. The democratic processes were found qualified by academic climate in respect of student achievement. The academically sensitive climate yielded better achievement scores specifically with democratic management than its counterparts.

d. The socio-emotional climate was found effective for determining student achievement which were found better in mutually unconcerned group than mutually cohesive group.

e. In mutually cohesive group democracy contributed positively to student performance but in mutually unconcerned group the undemocratic management contributed more to the student performance.

f. The mean achievement score of democratic group of schools was found substantially more than the mean achievement score of undemocratic group of schools.

g. The mean achievement score in the person centred organizational climate was better than the same in the group centred organizational climate.

h. The democratic process was found qualified by the organizational climate. The person centred organizational climate yielded better student achievement scores than the group centred organizational climate with democratic and undemocratic management style.

5.12 Educational Implications

The study revealed that democratisation affected job satisfaction among teachers positively. The student performance was better in
democratic schools than in un-democratic schools. It may be advised that as democratisation in respect of decentralization in decision-making and maximum participation at implementation phases would affect job satisfaction and student performance positively and hence should be implemented seriously.

5.13 Suggestions for further Research

This study can be conducted with many more dimensions.

a. The impact of democratic process on teachers job satisfaction and pupil achievement in relation to institutional climate of high and elementary schools.

b. The impact of democratic process on teacher job-satisfaction and pupil achievement in relation to institutional climate of colleges and university departments.

c. The impact of democratization on teacher morale and students co-curricular activities in relation to institutional climate of schools or colleges.

d. The impact of democratic processes on female and male teacher’s job satisfaction and pupil achievement in relation to institutional climate.

e. The impact of democratisation on teacher job satisfaction and student achievement in respect of government and privately managed schools.