SUMMARY AND CONCLUSIONS

5.1 INTRODUCTION

The aim of this chapter is to integrate the findings of the present investigation. The origin of the investigation is embodied in the type of Intellectual climate prevailing in teacher education institutions and concurring differences in the Organizational role stress as perceived by teacher educators and personality type of teachers working in these institutions.

At the end of 20th century and beginning of new millennium, with the explosion of knowledge affected by the computer revolution and globalization, society is moving into a new world with a wonderful variety of programmes in every aspect for optimum development of strengths in the most efficient way. Globalization according to Milwaukee (2005) "refers to all those processes by which the people of the world are incorporated into single world society the global society". It is a multidimensional process in which all significant social processes unfold in multiple realms of existence simultaneously. It may be understood in terms of an open ended synthesis of several disciplinary approaches. It has made the access to education the sine qua non for active participation in the life of modern world at all levels and students avail splendid intellectual opportunities due to 'nichefication' of educational institutions (Criage, 1999).

With 'nichefication' of educational institutions and advancement in the field of technology, the role of teacher has also become extended with new tasks and multiple challenges, the traditional image of teacher is no longer applicable. They have to take on the role of
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nurturer, appeaser, counselor as well as an academic teacher to bloster the confidence of students (Cullen and Sinclair, 2004). Thus, teacher play an important role in establishing the overall tone of the educational institutions to meet the expectations of students, parents, society as well as nation. Hence, entire edifice of education is shaky if teachers are under high levels of stress because of poor intellectual climate of educational institutions.

Teachers are perceiving unproductive levels of stress in educational institutions as of cramped working conditions, lack of facilities and resources, the high work load, lack of time and lesser opportunities for potential growth. Rapid pace of change, fuelled by improved technology quite often leave them unable to cope with changing job descriptions. The stress caused by the 'hot house' culture of 20th century has immensely contributed to this for teachers. Although greater abundance of opportunities and wide spread availability of information help teachers to remain current and updated, yet, these have also accelerated their inability (Terry, 1997) to complete complicated and too many tasks assigned in the educational institutions. Sijde (1998) found negative association between teachers' working conditions and experiencing organizational role stress. Teachers experience negative orientation in environment with inadequate facilities and resources and become ineffective toward different aspects of professional role. Hence, poor educational environment and unstable personality traits cause organizational role stress among teacher educators resulting in lowered performance, productivity, student achievement and ultimately the whole intellectual climate of the institution.

Personality of teachers significantly and tremendously play role in perceiving organizational role stress and thereby contributing to the institutional climate. Thus, personality characteristics of teacher educators share articulated relationship with the tolerance of stress levels in a variety of forms. High and unproductive levels of stress
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Healthy personality traits like stable personality enable the teachers to experience lower and productive levels of organizational role stress, which, ultimately creates a positive influence in building up the better intellectual climate (Gypsy et al., 2005). Disturbed personality like high neuroticism and related traits on the other hand lead to the experience of unproductive levels of organizational role stress resulting in poor performance of teachers, emanating a poor intellectual climate of an educational institution. Thus, all the three variables affect each other and seem to be inter-related.

The present study was undertaken with a view to examining intellectual climate of teacher education institutions in the state of Punjab and U.T. Chandigarh and to study its relationship with organizational role stress and personality type of teacher educators. It is hoped that study will submit a clear picture of the type of institutional climate in the colleges of education and the extent to which variations in intellectual climate are associated with the role stress experienced by teacher educators teaching in these colleges as also their personality types (Extraversion and Neuroticism).

5.2 STATEMENT OF THE PROBLEM

"Study of Intellectual Climate of Teacher Education Institutions in Relation to Organizational Role Stress and Personality of Teacher Educators."

5.3 OBJECTIVES

1) To study the inter-institutional differences in the intellectual climate of government and privately managed colleges of education.

2) To study the inter-institutional differences in intellectual climate
of colleges of education situated in U.T. Chandigarh and in the
state of Punjab.

3) To study the inter-institutional differences in intellectual climate
to women and co-education colleges of education.

4) To study the inter-institutional differences in intellectual climate
of colleges of education situated in rural and urban areas.

5) To examine if the variations in the types of intellectual climate
(high, average and low) of teacher education institutions concurs
with the differences in the Organizational role stress as
experienced by teacher educators teaching in these colleges.

6) To study the differences in the personality types (extraversion
and neuroticism) of the teacher educators teaching in the
colleges of education with high average and low intellectual
climate.

5.4 DELIMITATION OF THE STUDY
1) The study has been limited to teacher education colleges only
that two situated only in the state of Punjab and UT Chandigarh.

5.5 HYPOTHESES OF THE STUDY
Since research undertaken in this area particularly the studies of
intellectual climate of the teacher education colleges is scanty and
inconclusive, only Null Hypotheses have been formulated.

1) Significant inter-institutional differences do not exist the
intellectual climate of government and privately managed
colleges of education.

2) There are no significant inter-institutional differences in the
intellectual climate of colleges of education situated in U.T.
Chandigarh and in the state of Punjab.

3) Non-significant inter-institutional differences exist in the
intellectual climate of women and co-education colleges of
4) There are no significant inter-institutional differences in the intellectual climate of teacher education institutions located in rural and urban areas.

5) Organizational role stress does not differ significantly in the colleges of education with high, average and low intellectual climate.

6) There are no significant differences in extraversion dimension of personality of teacher educators teaching in the colleges of education with high, average and low intellectual climate.

7) Significant differences do not exist in neuroticism dimension of personality of teacher educators of colleges of education with high, average and low intellectual climate.

5.6 DESIGN OF THE STUDY

Keeping in view various objectives formulated in the present study. The present study has been advanced with the help of descriptive survey method. t-values have been computed in order to examine the inter-institutional differences on intellectual climate across various groups; (i) government and privately managed colleges of education; (ii) colleges of education situated in UT, Chandigarh and in the state of Punjab; (iii) women and co-education B.Ed. colleges and colleges of education situated in rural and urban areas. Further, inter-comparisons across various groups of colleges classified into 3-levels viz., high, average and low intellectual climate have been examined on the variable of Organizational role stress as perceived by teacher educators. t-ratios have also been computed between colleges with high and low intellectual climate; high and average intellectual climate and average and low intellectual climate on two types of personality i.e. Extraversion and Neuroticism dimensions.
5.7 SAMPLE

Two types of a sample were involved in the present study, one of teacher educators and the other of teacher trainees studying in the pre-service B.Ed. programme run in the B.Ed. training colleges in the state of Panjab UT Chandigarh (in the year 2000) and affiliated to the three universities namely Panjab University at Chandigarh, Guru Nanak Dev University, Amritsar and Punjabi University, Patiala. Employing the randomization technique of sampling at first stage a sample of seven out of fourteen colleges of education affiliated to Panjab University Chandigarh, five out of eight colleges affiliated to Guru Nanak Dev University, Amritsar and two out of three colleges of education affiliated to Punjabi University, Patiala were selected. Further, from among these colleges (separately affiliated to each of the three universities), two samples – one of teacher educators and other teacher trainees, were raised with the help of again randomization technique of sampling and keeping in mind the principle of proportionality;

Teacher educators (TE) : Almost 80% of the TE teaching in these colleges were included to measure the Organisational role stress experienced by these teachers and to measure their personality type. This resulted in obtaining a sample of 212 teacher educators.

Teacher trainees (TT) : Sample of teacher trainees was drawn to measure intellectual climate existing in B.Ed. colleges. From each college one to two sections (usually one section consisted of 30 students), of the teacher trainees were randomly selected. In this way a total sample of 525 teacher trainees was raised from these colleges of education.

At the second stage of sampling all the 14 colleges of education were divided into three categories on basis of scores of intellectual climate, namely, high, average and low by using the criterion of top and bottom 27% that is top 27% (Dev Samaj College of Education, Chandigarh; BCM College of Education, Ludhiana; SDS College of
Summary and Conclusions

Education, Lopo and Malwa Central College of Education, Ludhiana) colleges of education (N=04) were grouped as having high intellectual climate; bottom 27% (GN College of Education, Kapurthala; DAN College of Education, Nawanshahr; Pt. Chetan Dev Government College of Education, Faridkot and DM College of Education, Moga) as having low intellectual climate group and the remaining around the mean (Government College of Education, Chandigarh; State College of Education, Patiala; Government College of Education, Jallandhar; MGN College of Education, Jallandhar, GHG Khalsa College of Education, Gurusar Sadhar and Ramgarhia College of Education, Phagwara) were classified as having average intellectual climate (N=06). Then t-values were computed to observe the differences between colleges with high and low; with high and average and with average and low intellectual climate on organizational role stress and two personality types i.e. extraversion and neuroticism.

5.8 TOOLS USED

Following tools were used in the present study

1) College characteristics index (CCI) – 1158 SF by George Stern, 1958 (adapted by Chawla, 1995).
2) Organizational role stress-Scale (ORS-Scale) by Pareek, 1983.

5.9 COLLECTION OF DATA

The investigator started data collection in the month of Oct., 2000 and completed it in the month of Feb., 2001 by passing through three phases. In the first phase, colleges affiliated to GNDU, Amritsar were covered, in the second phase, colleges of Education affiliated to Punjabi University, Patiala were covered and in the third phase, B.Ed. colleges affiliated to Panjab University, Chandigarh were covered.

After ensuring the cooperation of principals, the data were
collected both on teacher educators and teacher trainees. It took 2-4
days to collect data from each college of education; one to two days
were spent for administration of CCI-1158 SF (Adapted form) on
teacher trainees and third to fourth day was devoted to administration
of ORS-scale and EPQ-R tests to teacher educators. Thus, 52-working
days were devoted to collect data. The tests were administered strictly
in accordance with instructions given in respective manuals.

5.10 SCORING AND TABULATION OF DATA

After collection of data, the booklets were scored by following the
instructions in respective manuals. The scores, thus obtained, were
tabulated into raw data tables against each case for all the three tests.

In case of intellectual climate, 15-sets of scores were obtained,
that is 11 sets of first order scores, namely, aspiration level, intellectual
climate, student dignity, academic climate, academic achievement,
self expression, group life, academic organisation, social form, play
work and vocational climate and 4 sets of second order scores viz.,
intellectual climate (area-I), non-intellectual climate (area-II), impulse
control (area-III) and total environment i.e area-IV (area I + area II).

The ORS-scale has 10-role stressors and one overall (total)
score. Hence, 11 sets of scores were obtained on the Organizational
role stress, namely inter role distance, role stagnation, role expectation
conflict, role erosion, role overload, role isolation, personal
inadequacy, self role distance, role ambiguity, resource inadequacy
and organisational role stress (total). Two sets of scores on personality
type namely extraversion and neuroticism were obtained.

5.11 STATISTICAL TECHNIQUES

1) The descriptive statistics, i.e. Mean, S.D., Skewness and
Kurtosis were employed to examine the normality of distributions
of scores on the intellectual climate, Organisational role stress
and personality type.

2) t-ratios have been computed to examine the inter-institutional
variations across various groups; namely, government vs privately managed colleges of education; colleges of education situated in UT Chandigarh vs in the state of Punjab; women Vs Co-education colleges and rural Vs urban colleges of education.

t-ratios have also been computed between colleges with high and low; high and average; and between average and low intellectual climate on Organizational role stress, as also on extraversion and neuroticism personality types.

5.12 RESULTS AND CONCLUSIONS

The main findings of the study (vide chapter IV) are as follows:

SECTION A: INTER-INSTITUTIONAL VARIATIONS

5.12.1 Government and Privately managed colleges of education

I) The mean differences between government and privately managed colleges of education on intellectual climate are significant on 4 out of 11 first order factors, namely, academic achievement (t=2.26) social form (t=3.45), vocational climate (t=2.62), and play work (t=6.29). On the first three factors, these differences are in favour of privately managed colleges of education, whereas on the last i.e. the play work, the means of government colleges are greater than that of privately managed colleges. Non-significant differences were found on rest of the dimensions viz., aspiration level, academic climate, student dignity, intellectual climate, self expression group life and academic organisation.

II) Significant differences were found between government and privately managed teacher education institutions only on one second order area out of 4-second order areas, namely impulse control (area III) with t-value=5.35. Private colleges of education show superiority over Government colleges on impulse control (area III). Non significant differences have been found on remaining three areas i.e. intellectual climate (area-I), non-intellectual climate (area-II) and
5.12.2 Colleges of education situated in UT Chandigarh and in the State of Punjab

I) Significant differences have been observed between colleges of education located in UT, Chandigarh and Punjab only on two out of 11-first order factors, namely, Aspiration level (t=2.20) and playwork (t=2.98) in favour of colleges of education located in UT, Chandigarh. Insignificant differences have been observed on rest of the parameters namely, intellectual climate, student dignity, academic climate, self expression, group life, academic organisation, academic achievement, social form and vocational climate.

II) Significant differences have been observed between teacher education institutions situated in UT of Chandigarh and Punjab only on one second order area i.e. impulse control (Area-III), with t-value=2.38 in favour of colleges of education in Punjab. But no differences on rest of three areas, namely, intellectual climate (Area-I), non-intellectual climate (Area-II) and area-IV (Area I + Area II) were located.

5.12.3 Women and Co-education Colleges of Education

I) Significant differences were found between women and co-educational colleges of education on 4 out of 11-first order scores, namely, intellectual climate (t=2.26), student dignity, (t=2.18), academic climate (t=2.44) and factor of play work (t=2.74). The mean scores on intellectual climate student dignity and academic climate are higher for women colleges as compared to co-education colleges, the position is reversed in case of playwork. Non-significant differences between women and co-educational colleges have been found on rest of the dimensions namely, aspiration level, academic organisation, social form, group life, self expression, academic achievement and vocational climate.

II) With regard to 4-second order scores, women colleges of
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Education showed superiority over co-education colleges of education on 3 second order areas namely, intellectual climate (area-I) \( (t=2.73) \), impulse control (area-III) \( (t=2.06) \) and area-IV \( (t=2.17) \). Differences on non-intellectual climate (area-II) were found to be insignificant.

5.12.4 Rural and Urban colleges of education

I) The mean differences between rural and urban colleges of education on intellectual climate are significant and in favour of rural colleges on 6 dimensions out of 11 first order scores namely, aspiration level \( (t=2.28) \), academic climate \( (t=2.92) \), academic achievement \( (t=2.16) \), self expression \( (t=2.48) \), play work \( (t=3.18) \) and vocational climate \( (t=3.11) \). Differences on the remaining 5 sub-variables i.e., intellectual climate, student dignity, group life, academic organization and social form are not significant.

II) On the second order scores, rural colleges of education have greater mean scores than urban colleges of education on non-intellectual climate \( (t=2.80) \), impulse control \( (t=2.85) \) and total environment i.e area-IV \( (t=2.23) \). In significant difference were found on the first second order score i.e. intellectual climate (area-I).

SECTION B : INTELLECTUAL CLIMATE AND ORGANIZATIONAL ROLE STRESS

5.12.5 High and Low Intellectual Climate

Significant differences between low and high intellectual climate colleges have been recorded on 6 out of 11 dimensions viz. role stagnation \( (t=2.02) \), role erosion \( (t=2.63) \), role isolation \( (t=2.90) \), self role distance \( (t=2.59) \), role ambiguity \( (t=2.59) \) and total Organizational role stress \( (t=2.47) \). Higher mean scores were observed in favour of low intellectual climate colleges submitting a picture that these colleges are offering more Organizational role stress as compared to high intellectual climate colleges.

Non significant differences were seen on rest of the dimensions
i.e. inter role distance, role expectation conflict, role overload, personal inadequacy and resource inadequacy.

5.12.6 High and Average intellectual climate

Significant differences have been observed between colleges with average intellectual climate and high intellectual climate on 6 out of 11 dimensions namely, role stagnation \( (t=2.89) \), role erosion \( (t=3.72) \), role isolation \( (t=3.52) \), self role distance \( (t=3.10) \), role ambiguity \( (t=3.47) \) and total Organizational role stress \( (t=2.74) \). High mean scores were in favour of average intellectual climate colleges indicating the existence of higher Organizational role stress as compared to high intellectual climate colleges.

Insignificant differences were observed on rest of the dimensions viz. inter role distance, role expectation conflict, role overload, personal inadequacy and resource inadequacy.

5.12.7 Average and Low intellectual climate

No significant differences have been observed between colleges of education with low and average intellectual climate on any of the dimensions of organizational role stress viz. inter role distance \( (t=.4) \), role stagnation \( (t=.56) \), role expectation conflict \( (t=.65) \), role erosion \( (t=12) \), role overload \( (t=.26) \), role isolation \( (t=.03) \), personal inadequacy \( (t=.29) \), self role distance \( (t=.52) \), role ambiguity \( (t=.17) \), resource inadequacy \( (t=-.92) \) and Organizational role stress \( (t=.27) \). Although insignificant differences have been found between average and low intellectual climate colleges on Organizational role stress yet higher mean scores were in favour of low intellectual climate colleges than average intellectual climate colleges.

SECTION C : INTELLECTUAL CLIMATE AND PERSONALITY

5.12.8 Intellectual climate and Extraversion

Significant difference has been found between high and low intellectual climate on extraversion. On the contrary, no significant
differences were observed between colleges with high and average; and average and low intellectual climate on extraversion dimension of personality.

5.12.9 Intellectual climate and Neuroticism

Significant difference has been found between high and low intellectual climate on neuroticism. On the contrary, no significant differences were observed between colleges with high and average; and average and low intellectual climate on neuroticism dimension of personality.

5.13 OVERALL FINDINGS OF THE STUDY

I) There are significant differences between Government vs privately colleges of education on academic achievement, social form, vocational climate and impulse control (area-III) dimension of intellectual climate in favour of privately managed teacher education institutions. While the mean scores for play work factor were greater for government colleges of education than that of privately managed colleges.

II) Significant differences have been found between teacher education institutions situated in UT, Chandigarh and Punjab on aspiration level and play work factors of intellectual climate in favour of colleges of education in UT of Chandigarh. While impulse control (area-III) was in favour of colleges of education in Punjab.

III) Significant differences were found between women and co-education teacher education institutions on intellectual climate, student dignity, academic climate, intellectual climate (area-I), impulse control (area-III) and area-IV dimensions of intellectual climate in favour of women colleges of education.

IV) Significant differences were observed between rural and urban teacher education colleges on aspiration level, academic climate, academic achievement, self-expression, play work,
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vocational climate, non-intellectual climate (area-II), impulse control (area-III) and total environment i.e area-IV on intellectual climate in favour of rural colleges of education.

V) Significant differences on more than half of the dimensions (6 out of 11) of Organizational role stress viz. role stagnation, role erosion, role isolation, self role distance, role ambiguity and resource inadequacy have been observed between colleges with high and low intellectual climate. Hence, higher is the intellectual climate lower is the Organizational role stress.

VI) Significant differences on more than half of the dimensions (6 out of 11) of Organizational role stress viz. role stagnation, role erosion, role isolation, self role distance, role ambiguity and resource inadequacy between high and average intellectual climate colleges on Organizational role stress have been observed.

VII) Non-significant differences exist between colleges with average and low intellectual climate on Organizational role stress.

VIII) Significant difference on extraversion between high and low intellectual climate were observed; while these differences (on extraversion personality type) were not significant between high and average and between average and low intellectual climate colleges.

IX) Significant difference on neuroticism between high and low intellectual climate were observed; while these differences (on neuroticism personality type) were not significant between high and average and between average and low intellectual climate colleges.

5.14 EDUCATIONAL IMPLICATIONS OF THE STUDY

The findings of this study have implications for administrators, Government, management people, teachers as well as researchers.

The results of the present study are useful for management
people of educational institutions as it is pertinent to note that intellectual climate is the major issue in the present scenario and everyone is directly or indirectly involved in it. Although large number of educational institutions at national (UGC, NCTE, NCERT etc.) and international level (UNESCO, UNICEF etc.) are putting their level best to impart education, yet a large number of problems are emerging on account of tremendous growth and development in the field of education. Hence, the morale of teachers needs to be boosted. The present study therefore, suggests that there is a need to make sustainable development of teacher education by enriching intellectual climate so that factors causing Organizational role stress in the institutions can be minimized.

Results of the study further imply that introducing the concept of ‘Good Governance’ by the government in the educational institutions will help the teachers to improve their well-being, raising their status and providing them with new and equal opportunities of potential growth (both horizontal and vertical). Good Governance is participatory, transparent, responsive, effective and efficient, equitable and inconclusive in nature, which ensures the achievement of educational objectives in totality, where well-being of all members is maintained (UNESCO, 2001; Paul, 2004).

Intellectual climate factors causing stress needs to be gleaned. It will be in fitness of the things, if administrators of the education institutions help teachers in colleges will low intellectual climate by providing with the programmes in which they learn to cope and manage the difficult situations. Simultaneously, efforts to enhance intellectual climate of the institution should be improved.

Results of the study will have implications for the teachers to have a better understanding and clarity between the principal and faculty/staff regarding the various roles being performed by them can help in reducing the perception of Organizational role stress in the institution.
5.15 SUGGESTIONS FOR FURTHER STUDY

I) The present study is limited to the B.Ed. colleges in the state of Punjab and UT Chandigarh only. Similar study may be taken up in other states on a wider geographical scale.

II) Similar study as the present one can be undertaken at the broader level including other teacher education institutions like NTT, ETT institutions etc. Future researches in this area can be taken up in respect of schools (Government/private, rural/urban, women/co-ed., etc.) and colleges etc.

III) Variables other than those included in the present study such as teacher commitment, self concept and coping mechanisms etc. may also be taken up in order to study differences on these variables across different personality types i.e. neurotic-stable and extravert-introvert groups.

IV) It may also be worthwhile to take up co-relational studies on the variables included in the present study or studies employing the factorial design can be taken up to examine the cause-effect relationship between intellectual climate and organizational role stress and personality.