CHAPTER - V

SUMMARY AND CONCLUSION

This chapter presents the genesis of the problem constituting the background, issues, hypotheses, design and main findings of the study.

INTRODUCTION

In today's complex and complicated society, the teacher has become the focal point of an ever broadening range of expectations. As far as roles and expectations are concerned, they bear a close relationship to each other, and greater the variety of expectations focussed on the teacher, the greater the variety of roles he must play. 'Roles' are bits or sequences of patterned behaviour that we have developed into familiar routines. They are based on expectations we have from ourselves, which, in turn, stem from the expectations that others have from us.

The role theory holds that the behaviour of a position incumbent is the product of both his own concept of his role and relevant social interaction. Individuals learn that certain expected types of behaviour are appropriate to the society in which they live. These patterns of behaviour may differ slightly from one social sub-system to another but
despite these variations nearly all human beings learn that certain patterns of behaviour are expected in various situations. These expected patterns of behaviour are considered the norms for particular situations, and much of a person's behaviour is defined by such cultural norms. Expectations are not independently derived but are the products of social interactions. Thus, the family, the community, colleagues, administrative supervisors, and professional bodies are but a few of the many sources from which an individual gains information concerning role expectations.

The role expectation studies, conducted in the field of physical education, can be summed up by giving the list of roles suggested by Kelliher (1956), Mary (1968), Bryson (1975), Webber (1975), Berg (1978), Smith (1978), Michael (1979), Alford (1987), for the physical education personnel. These are: (1) teacher, (2) coach, (3) guide, (4) counsellor, (5) motivator, (6) planner, (7) finance distributor, (8) administrator, (9) clerk, (10) organisor, (11) friend, (12) facilitator, (13) manager, (14) co-ordinator, (15) purchase officer, (16) supervisor, (17) evaluator, (18) public relations officer, (19) discipline master, (20) curriculum developer, (21) equipment incharge, (22) catalyst, (23) recruiter, (24) model citizen, (25) movement analyst, (26) student mentor, (27) care taker, (28) task master, (29) researcher, (30) student, (31) advisor
Physical education, as an integral part of education, plays a vital role in the development of a well-integrated, stable and balanced personality that enables the individuals to lead a meaningful and self directed life. Its broad objectives to develop organic, mental, neuromuscular, social, philosophical and cognition skills are translated into action by the physical education teachers, through carefully selected programmes, skillful teaching, vigilant supervision, objective evaluation, timely encouragement and friendly guidance. The success of these programmes by and large, depends on multiple factors like involvement, ability, interest, motivation, importance given to physical education in college education system and facilities and equipments for the programmes. The institutional climate which includes physical environment and the psychological environment i.e. attitude of the principal and the faculty towards physical education programmes and their perceptions of the role expectations held for physical education teachers are other important aspects.

Thus, educational institutions are the most dynamic institutions which should keep pace with the changing needs of the society. They should develop in each individual the knowledge, interests, ideals, attitudes, habits, skills and powers through their well-integrated programmes whereby he can
find his right place in the social order and use that position to shape himself and the society both toward, the higher and nobler ends. The attainment of such objectives hinges on proper organisational climate. Education plays a positive and prominent role in promoting social welfare and unless a congenial atmosphere is created, the very purpose of social welfare is defeated.

Existence of organisations is one of the main characteristics of our modern way of life. They are created when a group of people come together to accomplish certain objectives that as individuals they could not do for themselves or could not do as well. Each organisation has its own culture, tradition and method of action, which in their totality constitute its climate for the people. Likewise, a great difference exists in educational organisations too, not only in their building and composition of faculty members and students, but also in their individuality and uniqueness. This individuality and uniqueness may be called as the environment, tone, climate or personality of the organisation.

Halpin and Croft (1963) defined organisational climate as "the personality of the school, as seen by teachers and principals in individual schools."

The organisational climate of an institution is an
indication of how well the organisation copes with the continuing need to change, adapt and at the same time maintain itself internally. It constitutes the most important element for determining the nature, character, performance and functioning of an institution since it can have a major influence on employee's motivation, productivity, performance and job satisfaction. Organisational climate represents the entire social system of a working group. It affects each and every individual in an organisation. A pleasant, happy and favourable climate produces good and responsible citizens.

Climate of any organisation is affected by the leadership behaviour of its leader, his personality, maturity, roles and activities performed by him. It is the leader of an organisation who frames policies, takes decisions, sets goals and makes efforts to achieve them. Thus, organisations do not automatically function smoothly and efficiently, rather their success depends largely upon a specialised type of leadership.

Leadership, thus, is the ability to persuade others to seek defined objectives enthusiastically. It is the human factor that binds a group together and motivates it toward goals. Management activities like planning, organisation and decision making are dormant cocoons until the leader triggers the power of motivation in people and guides them towards
goals. He transforms potential into reality.

The term leadership refers to that process whereby an individual guides, directs or influences the thoughts, feelings or behaviour of other human beings. It helps others to arrive at a better understanding of themselves, others, the issues at hand and to use this greater understanding to accomplish whatever common goals brought the members of the group together.

A leader is, thus, one who enhances the possibility of attainment of group goals. Leadership may be viewed as a transaction between that person or persons and the group. For the most part, this transaction involves an implied interpersonal contact. The followers agree to bestow authority upon an individual. In return, the leader agrees to help the group to attain one or more objectives.

Thus, leadership is a skill involved in a process of two way communication, a continuous feedback. This interaction sustains the working morale and the feeling of personal worth of each member of the team and is, in turn, sustained by them. It means fitting the situation. Fitting means expressing the wishes of the group, and aiding the group to move toward its goals. True leadership is characterised not by domination but by service.
Therefore, leadership is not a passive state, nor does it devolve upon a person because he is the possessor of some combination of traits. One acquires leadership status through the interactions of the group in which he participates and demonstrates his capacity for assisting the group in completing the tasks set before it.

The brief review presented in the preceding paragraphs reveal that there is a clear indication towards various aspects of role expectation, organisational climate and leadership behaviour. Though many studies have been conducted covering a wide spectrum yet many areas still remain unresolved. It was from this unresolved pool that the present study, "Role expectation of physical education teachers in relation to organizational climate and leadership behaviour of principals", was fished out. The issues taken up in this study for investigation were:

1. To study the relationship between role expectation of physical education teachers, organisational climate and leadership behaviour of principals.
2. To study the role expectation of physical education teachers as perceived by themselves and by the principals of their respective institutions.
3. To study the sex differences with respect to role
expectation among physical education teachers.

4. To compare the role expectation of physical education teachers in professional and non-professional colleges of Chandigarh as perceived by physical education teachers and principals of those institutions.

5. To compare the organisational climate that existed in professional and non-professional colleges of Chandigarh as perceived by physical educational teachers and principals of those institutions.

6. To compare the leadership behaviour of principals as perceived by themselves and by the physical education teachers in the institutions under study.

7. To compare the organisational climate differences as perceived by principals and physical education teachers in the institutions under study.

HYPOTHESES OF THE STUDY

The study was conducted in the framework of the following hypotheses:

1.a) Significant relationship exists between role expectation of physical education teachers and organisational climate.

   b) Significant relationship exists between role expectation of physical education teachers and leadership behaviour of principals.
c) Significant relationship exists between organisational climate and leadership behaviour of principals.

2. Significant differences exist in the perception of role expectation held for physical education teachers as perceived by the principals and by the physical education teachers themselves.

3. Significant differences exist in the perception of role expectation of physical education teacher as perceived by male and female physical education teachers.

4. Significant differences exist in the role expectation of physical education teachers in professional and non-professional colleges as perceived by themselves and the principals of their institutions.

5. Significant differences exist between professional and non-professional colleges as regards organisational climate.

6. Significant differences exist between principals and physical education teachers as regards leadership behaviour.

7. Significant differences exist between principals and physical education teachers as regards organisational climate.
DELIMITATIONS OF THE STUDY

The study was confined to following delimitations:

(i) The present study has been delimited to the professional and non-professional colleges of Chandigarh only.

(ii) The study has been confined to a population sample of principals, vice-principals and all the physical education teachers working in these institutions.

METHODOLOGY

The present study was undertaken to explore the role expectation of physical education teachers in relation to organisational climate and leadership behaviour of principals. Descriptive method of research was used to achieve the objectives of the study.

SAMPLE POPULATION

The sample population for the present study was collected from principals, vice-principals and physical education teachers working in professional and non-professional colleges of Chandigarh. The total number of colleges in Chandigarh affiliated to Panjab University, is 17. Eleven of them are non-professional colleges, while the remainder six are professional colleges. All the 17 colleges, except, Panjab University Evening College (which does not have a vice-
principal), have one principal, one vice-principal and one or more physical education teachers. The total number of sample data was 68. Out of this only 62 respondents gave their responses. The number of administrators i.e. principals and vice - principals was 31 and that of physical education teachers was also 31. The number of male physical education teachers was 16 and that of female physical education teachers, 15.

TOOLS

The following tools were used for the data collection:

(I) **Physical Education Teacher’s Role Expectation Scale (PETRES)** by Usha Singh (1987). It included the three subscales and the following areas in its scope:

1. **Teaching Expectations**: This area included teaching, training, coaching, counselling, guidance and motivational roles in its scope.
2. **Administrative Expectations**: This area included planning, organisational, administrative, supervisory and managerial roles in its scope.
3. **Other Expectations**: This area included social obligations, public relations, professional obligations and consultancy roles in its scope.

(II) **Organisational Climate Description Questionnaire (OCDQ)**, Form IV Halpin and Croft (1963).
This questionnaire included eight dimensions in its scope:

**Dimensions describing teacher's behaviour**

1. **Disengagement**: This dimension refers to the behaviour of the teacher to be "not with it." It describes a group which is "going through the motions", a group that is "not in gear", with respect to the task in hand.

2. **Hindrance**: This dimension refers to the teachers' feeling that the principal burdens them with routine duties, committee demands, and other requirements which the teachers construe as unnecessary. The teachers perceive that the principal is hindering rather than facilitating their work.

3. **Esprit**: This dimension refers to morale. It indicates teachers' feelings that their social needs are being satisfied, and they are, at the same time, enjoying a sense of accomplishment in their job.

4. **Intimacy**: This dimension refers to the teachers' enjoyment of friendly social relations with each other. It indicates social needs satisfaction which is not necessarily related with task accomplishment.

**Dimensions describing principal's behaviour**

5. **Aloofness**: This dimension refers to the behaviour by the principal which is characterised as formal and impersonal. He "goes by the book" and prefers to be guided by rules and
regulations rather than deal with the teachers in an informal, face to face situation.

6. **Production-Emphasis**: This dimension refers to the behaviour by the principal which is characterised by close supervision of the staff. He is highly directive and plays the role of a "straw boss". His communication tends to go in only one direction and he is not sensitive to feedback from the staff.

7. **Thrust**: This dimension describes the behaviour of the principal characterised by his evident effort to "move the organisation." Thrust behaviour is marked not by close supervision but by the principal's attempt to motivate the teachers through example which he personally sets.

8. **Consideration**: This dimension refers to the behaviour of the principal which is characterised by an inclination to treat the teachers "humanly". He does something extra for the teachers which gives them happiness and sense of satisfaction in job.

(III) **Leadership Behaviour Description Questionnaire** (LBDQ) Halpin, 1966.

LBDQ included following two dimensions in its scope:

1. **Initiating-Structure**: This dimension refers to the leader's behaviour, delineating relationship between himself (leader) and members of the working group and in endeavoring to establish well-defined patterns of organisation, channels of
communication, and methods of procedures.

2. **Consideration**: This dimension refers to the behaviour of the principal, indicative of friendship, mutual trust, respect, and warmth in the relationship between the leader and the members of his group.

**DATA COLLECTION**

The researcher personally approached all the subjects in different colleges to get their responses. On the title pages of all the scales a brief introduction and detailed instructions were given. Introduction included aim of the study, purpose of the scale and the major areas covered under it. Instructions included, a sample of filled responses, request to fill in all items, an appeal for free and frank opinions and an assurance of their use for research purpose only.

**STATISTICAL ANALYSIS**

The data obtained was subjected to statistical treatment from three different angles: (I) Descriptive statistics where mean and standard deviation were computed; (II) Inferential statistics where the 't' test was computed and (III) Correlation measurements where Pearson product moment
CONCLUSIONS

As evidenced by the findings provided by the testing of the seven hypotheses of the present study, the following conclusions were drawn:

CONCLUSIONS BASED ON CORRELATION

Out of thirteen dimensions of role expectation and organisational climate, teaching expectations was found to be significantly and positively related with five dimensions of organisational climate namely disengagement, intimacy, thrust, consideration and total of organisational climate. This implies that the teaching roles expected from the physical education teachers are determined by the friendly and social relations existing among the staff members and also by the motivating and encouraging attitude of the principal.

The positive and significant relationship was also observed between administrative expectations and eight dimensions of organisational climate namely, disengagement, esprit, intimacy, aloofness, production-emphasis, thrust, consideration and total of organisational climate. This
indicates that administrative roles expected of the physical education teachers have significant relationship with organisational climate. In a healthy environment, the level of expectations focussed on physical education teachers is higher.

Correlational analysis indicated a positive and significant relationship between other expectations and seven dimensions of organisational climate namely disengagement, esprit, intimacy, production-emphasis, thrust, consideration and total of organisational climate. This shows that general roles expected of the physical education teachers are determined by the organisational climate of the institutions they are working in.

The total of role expectation had significant and positive relationship with total of organisational climate as well as with its six dimensions namely disengagement, esprit, intimacy, production-emphasis, thrust and consideration.

The results of the correlational analysis confirm that the role expectation of the physical education teachers is related to the organisational climate of the institutions. An institution with healthy organisational climate puts greater demands on its faculty as regards roles expected from them.

In the light of above discussion, the 'a' part of the
first hypothesis "Significant relationship exists between role expectation of physical education teachers and organisational climate", stands accepted.

The correlational analysis also indicated significant and positive relationship between initiating-structure dimension of leadership behaviour and three dimensions of role expectation namely administrative, other and total expectations. This shows that initiating behaviour of the principal determines the roles expected from physical education teachers. The higher the initiating ability of the principal the higher the role expectations.

A positive and significant relationship was also observed between consideration and three dimensions of role expectation i.e. administrative, other and total role expectations. It indicates that the considerate behaviour exhibited by the principal determines the level of expectations focussed on physical education teachers. A principal showing considerate behaviour can expect more from his faculty as compared to the principal who shows inconsiderate behaviour.

The total of leadership behaviour had significant and positive relationship with administrative, other and total role expectations. This shows that a principal who exhibits both initiating-structure and consideration behaviour simultaneously
can put greater demands on his faculty and can achieve the institutional goals set before him with ease and comfort.

Thus, the 'b' part of the first hypothesis "Significant relationship exists between role expectation of physical education teachers and leadership behaviour of principals" stands accepted.

Out of twelve dimensions of leadership behaviour and organisational climate initiating-structure was found to be significantly correlated with seven dimensions of organisational climate namely disengagement, esprit, intimacy, aloofness, thrust, consideration and total of organisational climate. This implies that a principal exhibiting initiating behaviour can mould the faculty as per the needs and requirements of the tasks in hand and can accomplish the goals set before the organisation with greater efficiency.

The positive and significant relationship was also observed between consideration and six dimensions of organisational climate namely disengagement, esprit, aloofness, production-emphasis, thrust and total of organisational climate. This is indicative of the fact that consideration shown by the principal towards faculty members, goes a long way in developing the congenial organisational climate.
The total of leadership also showed significant and positive relationship with eight dimensions of organisational climate namely disengagement, esprit, intimacy, aloofness, production-emphasis, thrust, consideration and total of organisational climate.

Thus, the results of correlational analysis confirm that leadership behaviour is conducive to healthy organisational climate. The principal of any institution is the person who holds the key position in the progress of the institution. An institution cannot reach its potential in the absence of an effective leader. Without a good leader, an institution is like a boat without a rudder which can lose its direction and capsize any time.

Hence, the 'c' part of the first hypothesis, "Significant relationship exists between organisational climate and leadership behaviour of principals," is accepted in totality.

CONCLUSIONS BASED ON t-RATIOS

Significant differences were observed when the perceptions of the physical education teachers and principals were compared regarding former's role expectation. The 't' values obtained, clearly indicated that both principals and
physical education teachers differed significantly on all three dimensions i.e. teaching, administrative and other expectations and also on total of role expectation.

The mean values obtained for principals and physical education teachers showed that principals have higher expectations on all the three dimensions and total of role expectation as compared to the self perception of the physical education teachers. So, it can be concluded that principals expect more from physical education teachers as compared to what physical education teachers themselves perceive about their roles.

Thus, the results of the study support the second hypothesis that "Significant differences exist in the perceptions of physical education teachers and principals, as regards former’s role expectation."

The mean values on the three scales and total scores of PETRES indicate that there is a difference in the perceptions of role expectation as perceived by male and female physical education teachers. But no significant differences were noted in their perceptions when the ‘t’ values were analysed. Thus, it can be made out that both male and female physical education teachers have similar perceptions about their roles.
Hence, the third hypothesis, "Significant differences exist among male and female physical education teachers as regards their role expectation", stands rejected.

The values on t-ratio were found insignificant as regards comparison of the role expectation of physical education teachers in professional and non-professional colleges. No significant differences were observed when the perceptions of the principals and physical education teachers of professional colleges were compared with the perceptions of their counterparts in non-professional colleges, regarding physical education teachers role expectation.

So, it can be concluded on the basis of the results of the study that there does exist no difference in the perception of physical education teachers role expectation between professional and non-professional colleges.

Thus, the results of the study do not support the fourth hypothesis: "Significant differences exist between professional and non-professional colleges, as regards role expectation of physical education teachers."

No significant differences were found when the organisational climate of professional and non-professional colleges was compared. The perceptions of the principals and
physical education teachers in professional colleges was not found different from their counterparts in non-professional colleges.

Hence, the fifth hypothesis, "Significant differences exist in the perception of organisational climate in professional and non-professional colleges," is not accepted.

Significant differences were observed between principals and physical education teachers as regards former's leadership behaviour on initiating-structure and total of leadership. Principals perceived initiating-structure dimension of leadership as more important for effective leadership as compared to physical education teachers. The differences in perceptions of the principals and physical education teachers were insignificant as regards consideration dimension of leadership behaviour is concerned. So, it can be concluded that principals view their behaviour differently from that viewed by physical education teachers.

Thus, the sixth hypothesis, "Significant differences exist between principals and physical education teachers as regards leadership behaviour," stands partially accepted.

Statistically significant differences were reported between principals and physical education teachers on four
dimensions of OCDQ namely disengagement, esprit, production-emphasis and thrust. Principals laid more stress on esprit and thrust whereas physical education teachers perceived disengagement and production-emphasis as most important dimensions affective organisational climate of an institution. The differences were not found significant on the remaining four dimensions i.e. hinderance, aloofness, intimacy and consideration.

Hence, the seventh hypothesis, "Significant differences exist in the perception of principals and physical education teachers as regards organisational climate," stands partially accepted.