CHAPTER - V
CHAPTER V
SUMMARY AND CONCLUSIONS

INTRODUCTION

In the prevailing conditions the educationists all over the world are perturbed by falling standards in education and the huge wastage in the educational field that goes on as a result of many unidentified reasons. A students’ performance in the school is the outcome of many forces working on the students. The research literature is replete with the studies on the relationship of pupil performance with different demographic, organizational, and environmental variables. In the words of Kothari Commission (1966), “Of all the different factors which influence the quality of education and contribute to the national development, quality, competence and character of teacher are undoubtedly most significant.”

In a human organization like school, we find a number of individuals working together towards a common goal. Each individual enters this organization with different background of personal and social experiences. These individuals differ in their demands of their job. These demands depend on as individual’s physical and social needs. These socio-physical needs and the sentiments associated with them vary with his social conditioning as well as with the needs and sentiments of people closely associated with him inside and outside the organization.
Roethlisberger & Dickson observed that an organization might be seen performing two major functions: production and that of creating and distributing satisfaction among the individual members of the organization. According to Griffiths (1959), Formal organization is construed to mean an ensemble of individuals who perform distinct but interrelated and coordinated functions in order that one or more tasks can be completed.

Any human organization has its own climate. Climate according to Webster’s dictionary is generally the prevailing weather conditions of a region. Climate of a group or an organization is defined as prevailing attitudes and standards or environmental conditions of that group, period and place.

As each group has different individuals so the climate of these groups and organizations also differ from each other. Climate was initially conceived as a general concept to express the enduring quality of organizational life.

The organizational climate of an institution means the interpersonal relationship within the group and between the group and the leader. It is a social milieu, the human behaviour or social atmosphere that pervades the whole gamut of activities in the institution.

Katz & Kahn (1996) suggested that the climate or culture of an organization reflects both the norms and values of formal system and their reinterpretation in the informal system. They go on to say that climate of an organization reflects historic problems it has encountered the types of people it attracts, its work and
physical layout and ways in which communications are made and authority exercised.

Dictionary of Psychology defines organizational climate as a relatively enduring quality of internal environment of an organization:

a) Experienced by its members
b) Influence their behaviour
c) Can be described in terms of values of a particular set of characteristics or attributes of an organization (Tanguiri and Litwin 196)

Schools are the only institutes that can meet the challenging needs of society, rising expectations and new social demands. Schools can fulfill the role assigned to them only if there exists an efficient system of educational administration to give shape to national, social and human objectives.

It is true that quality of education of a particular school depends upon the quality of teachers. But also there is no denying fact that output mostly depends on the facilities provided in the school. Quality education cannot be given without providing required facilities to the students and teachers. There is positive correlation between the quality of education and facilities provided by the authorities in a school. It is true that a bad workman blames his tools but it is certain that the best work can only be accomplished with the best tools.
The personal satisfaction, which the teachers feel in working towards the organizational goals, is intimately connected to job satisfaction. Job Satisfaction among teachers is of great value.

Organizational climate has a major influence on human performance through its impact on individual motivation and job satisfaction. It does this by creating certain kinds of expectancies about what consequences will follow from different actions. Individuals in the organization have certain expectations and fulfillment of these expectations depends upon their perception as to how the organizational climate suits to the satisfaction of their needs. Thus organizational climate provides a type of work environment in which individual feels satisfied or otherwise.

Since satisfaction of individual goes a long way in determining his efficiency, organizational climate can be said to be directly related with his performance in the organization. Various research studies also confirm the positive relationship between organizational climate, employee’s performance and satisfaction. The study suggests that performance was more predictable for subjects who worked in a consistent climate than those who had to work in an inconsistent environmental climate. Inconsistent climate was having negative impact on productivity. Another study shows that significant differences were found in performance and satisfaction of people in varying organizational climates. It was found that people in democratic-friendly climate expressed maximum satisfaction with their jobs. However, people
in authoritarian-structured organization produced goods of highest quality because of rigid specifications put by govt. orders. Various other studies also support the positive relationship between type of organizational climate and individual satisfaction.

Schools like all other forms of organizations require favourable organizational climate for the fulfillment of their aims and objectives. Organizations are unique in the sense that organization has its culture, tradition and method of action, which in their totality constitute its climate for people. Organizational climate deals with the perception of members of an organization on the interrelationships within the organization, especially between superiors and subordinates, in reference to needs-satisfaction and goal achievement and is reflected as a “personality” of the organization itself. Organizational climate has a major influence on the employees’ motivation, productivity, performance and job satisfaction. Organizational climate affects the behaviour of employees in the organization.

The term organizational climate was used for the first time by Cornell (1955) in an article discussing school administration. He defined organizational climate as “a delicate blending of interpretation (or perceptions as social psychologists would call it) by persons in the organizations of their jobs or roles in relationship to others and their interpretations of the roles of others in the organization” (Cornell, 1955,p.222).
Cornell concluded that no two schools had the same climate, and that organizational climate did have important effect on the performance of the school.

Argyris (1958) arrived at a similar concept of organizational climate in a general study of social organization, using the organizational behaviour in a bank for his model.

Climate was seen by him to add a meaningful pattern for the different organization variables. He defined organizational climate as the “homeostatic state of an organization composed of elements representing many different levels of analysis” (Argyris, 1958, p.516).

The greatest impetus to the study of organizational climate was made by the research of Halpin and Croft who developed the Organizational Climate Description Questionnaire. Halpin (1966) defined climate as the “personality” of an organization. School climate was the “personality” of a school described in terms of the social interactions between the teachers and the principal and among members of the teaching staff.

Through their research, Halpin and Croft classified schools into one of the six climates on a continuum of “openness to closedness.” The six climates identified were “the open climate,” “the autonomous climate,” “the Familiar Climate,” “the Controlled Climate,” “the Paternal climate” and the “the Closed Climate.” Since then a number of studies have been conducted relating to organizational climate.
According to Robbins (1996), job satisfaction is primarily a dependent variable of organizational behaviour, and it is one of the critical determinants of an organization’s human resources effectiveness. He says that it is a general attitude towards one’s job; it represents an attitude rather than behaviour. Therefore, although job satisfaction represents an attitude rather than behaviour, organizational behaviour researchers typically consider it an important dependent variable.

Tosl et al. (1998) define satisfaction, as a function of the extent to which the task provides a persons’ desired level of both intrinsic and extrinsic outcomes.

Job satisfaction typically refers to the attitude of a single employee; the general term used to describe overall group satisfaction is morale (Newstrom & Davis, 1998). Furthermore, job satisfaction can be viewed as an overall attitude or it can apply to the various parts of an individual’s job. Newstrom & Davis (1998) maintain that if it is viewed only as an overall attitude, managers may miss seeing some key hidden exceptions as they assess employees overall satisfaction.

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. Job satisfaction sometimes refers to an overall feeling of satisfaction or dissatisfaction with the situation as a whole. At other times job
satisfaction refers to a person’s feelings toward specific dimensions of the work environment (facet satisfaction). These dimensions or facets of the work environment refer to such things as pay, benefits, promotional opportunities, work conditions, supervision, the work itself, co-workers and the organizational structure.

Keeping good teachers in the teaching profession is one of the big challenges to educational planners at the moment. Providing congenial environment for the professional growth and facilitating the teachers to perform their work effectively and earnestly are the dire needs of the time. It is believed that the present study will go a long way in finding solutions to some of these problems

STATEMENT OF PROBLEM

ORGANIZATIONAL CLIMATE OF GOVERNMENT AND PRIVATE ELEMENTARY SCHOOLS AND ITS EFFECT ON JOB SATISFACTION OF TEACHERS.

OBJECTIVES OF THE STUDY

The objectives of the present investigation were:
1. To study the Organizational Climate of different elementary schools.
2. To study and compare the organizational climate and job satisfaction of teachers in Government and Private Elementary schools.

3. To study and compare the gender differences in perception of organizational climate and job satisfaction.

4. To study and compare the perceptions of organizational climate and job satisfaction of teachers between graduate and post-graduate teachers.

5. To study and compare various dimensions of organizational climate and job satisfaction of teachers in Open Climate and Closed Climate schools.

6. To study and compare the perceptions of organizational climate and job satisfaction of teachers of various age groups.

7. To study and compare the perception of organizational climate and job satisfaction of teachers according to their experience.

8. To study the relationship between the organizational climate and

   Job satisfaction of elementary school teachers.

9. To study the relationship and organizational climate and job satisfaction of teachers in open climate schools.

10. To study the relationship and organizational climate and job satisfaction of teachers in closed climate schools.

11. To study the relationship between organizational climate and job satisfaction of teachers in government elementary schools.

12. To study the relationship between organizational climate and job satisfaction of teachers in private elementary schools.
HYPOTHESES:

1. The organizational climate of different elementary schools will differ.
2. There will exist significant difference in organizational climate and job satisfaction of teachers between government and private elementary schools.
3. There will exist significant difference between male and female teachers in their perception of organizational climate and job satisfaction.
4. There will exist no significant difference in the perception of organizational climate and job satisfaction of teachers between graduate and post-graduate teachers.
5. There will exist significant difference in various dimensions of organizational climate and job satisfaction of teachers in open and closed climate schools.
6. There will exist no significant difference between the teachers of various age groups in their perception of organizational climate and job satisfaction.
7. There will exist no significant difference between the teachers with different years of experience in their perception of organizational climate and job satisfaction.
8. There will exist significant positive relationship between the organizational climate and job satisfaction of elementary school teachers.
9. There will exist significant positive relationship between the organizational climate and job satisfaction of elementary school teachers in open climate schools.
10. There will exist significant relationship between the organizational climate and job satisfaction of elementary school teachers in closed climate schools.

11. There will exist significant relationship between the organizational climate and job satisfaction of elementary school teachers in government elementary schools.

12. There will exist significant relationship between the organizational climate and job satisfaction of elementary school teachers in private elementary schools.

DELIMITATION OF THE STUDY

In the field of research delimitation occupies a prominent position. Without it the investigator neither can be clear nor can attack the problem directly. Delimitation is the boundary beyond which study is not concerned, and helps in research and draws the attention of the investigator towards the specific points of the problem under consideration. Keeping the delimitation of the study in mind, the conclusions drawn from this study are necessarily limited by the nature of the sample, the timing of the survey, the tools used and the statistical techniques supplied.

In the present study, the unit of study and analysis was the Government and Private elementary school teachers.

The study was confined to Mumbai city.
The study was limited to 300 teachers (including male and female).

DESIGN OF THE STUDY

The present study was designed to study the organizational climate of government and private elementary schools and its effect on job satisfaction of the teachers. It was a correlational study, in order to study this relationship, the descriptive survey method of investigation coupled with techniques of differential and correlational analysis and analysis of variance was used.

SAMPLE

The sample studied consisted of 300 teachers from 10 government and 10 private elementary schools. Schools were female dominated, 101 male and 199 female. Sample data showed that twenty nine of the teachers belonged to the age group 21 to 25, sixty seven teachers belonged to the age group 26 to 30, eighty one teachers, to age group 31 to 35, seventy seven teachers, to age group 36 to 40, twenty nine teachers belonged to age group 41 to 45, and seventeen teachers were above forty five years. Ninety-nine teachers of the teachers had 0-5 years of teaching experience, 144 teachers had experience between 6 to 10 yrs, 47 teachers had experience 11 years or above.
TOOLS EMPLOYED

In this study, the Organizational Climate Description Questionnaire developed by Halpin and Croft (1963) was used for measuring and evaluating the organizational climate of the schools, and Job Satisfaction Scale (JSS) developed by Meera Dixit (1993) was used for the assessment of job satisfaction of teachers with their profession.

STATISTICAL TECHNIQUES USED

To arrive at conclusions regarding the hypotheses advanced in the present investigation the following statistical analysis of data were employed.

1. Descriptive statistics like mean and standard deviation were employed to the sample and the variable of Organizational climate. The difference of mean values between various groups of teachers on organizational climate and teacher job satisfaction was tested using the Analysis of Variance (ANOVA) technique.

2. Differential Analysis:

The t-test were employed to

i. Compare organizational climate and job satisfaction of government and private elementary school teachers.

Compare gender differences in perception of organizational climate and job satisfaction.
ii Compare the perceptions of organizational climate and job satisfaction of teachers between graduate and post-graduate teachers

iii Compare various dimensions of organizational climate and job satisfaction of teachers in Open Climate and Closed Climate schools.

iv Compare the perceptions of organizational climate and job satisfaction of teachers of various age groups

v Compare the perception of organizational climate and job satisfaction of teachers according to their experience

3. Bivariate Analysis: The product moment coefficients were worked out to obtain the nature and extent of relationship between organizational climate and job satisfaction of elementary school teachers, open and closed climate schools, Government and private schools.

One major assumption underlying the present study was that teachers who gave their opinions did so honestly, furthermore, it should be noted that although all efforts were made to record and process the data accurately, the limitations of human error as well as sources of error inherent in any statistical technique employed are inescapable. The interpretation and discussion of the results were therefore subject to these limitations.
CONCLUSIONS

On the basis of analysis, interpretation and discussion of the data collected from 300 school teachers, following conclusions have been drawn.

Conclusions based on Descriptive Analysis

The objective of descriptive analysis was to find the difference in the organizational climate of the government and private elementary schools. Accordingly, the results have been analyzed and interpreted in the light of means and standard deviations.

1. Significant differences were found in all the dimensions of organizational climate of organizational climate descriptive questionnaire. In the government and private elementary schools.

i) Disengagement was found high on schools S5, S8, S12, S13, S14, S15, S16, S17, S18, and S19. Low in case of schools S1, S2, S3, S4, S6, S20 and average in S7, S9, S10, S11.

ii) Hindrance was found high in schools S1, S3, S8, S14, S16, S17, S20, low in schools S6, S7, S11, S15, S18. Schools, which had average level of hindrance, were, S2, S4, S5, S9, S10, S12, S13, and S17.

iii) Esprit was high in schools S1, S3, S5, S6, S9, S10, S11, S20, Average were S5, S15, and S19 and S4, S7, S8, S12, S13, S14, S16, S17, S18. were found to have low Esprit
iv) Schools, which had high intimacy, were S2, S3, S6, S9, S10, S11, S14, S15, and S20. Low intimacy was found in schools S4, S5, S7, S8, S12, S13, S16, and S17. Schools, which had average ‘Intimacy’, were S1, S19.

v) Elementary schools, S1, S2, S4, S7, S9, S12, S14, S16, S20, had high mean score, Schools, which showed low. mean scores on ‘Aloofness’ were S3, S6, S8, S11, S15, S17, S18, and S19, and average was found in schools S8, S10, S13.

vi) Schools, S1, S2, S5, S8, S12, S13, S16, S17, S19, S20 had high mean scores on ‘Production Emphasis’, schools with low mean scores were S3, S6, S7, S9, S10, S11, S14 average mean scores on ‘Production Emphasis’ were S4, S7, S17, and S18. Average mean scores on ‘Production Emphasis’ were S4, S7, S17, and S18.

vii) Schools S2, S7, S16, S17, S18, S19, S20, had high ‘Thrust’ Schools S1, S4, S5, S9, S10, S11, S12, S13 had low mean scores on ‘Thrust’.

viii) Schools, S1, S2, S3, S5, S7, S8, S9, S10, S14, S15, S16, S20 had high mean scores on the dimension ‘consideration’, Schools with low mean scores on ‘consideration’ were S6, S11, S12, S13, and S18. The average ‘consideration’ was found in S4, S13, S17, and S19.
Conclusions based on Differential Analysis

The main purpose of this investigation was to find out whether significant differences existed between organizational climate and job satisfaction of government and private elementary school teachers, gender differences in perception of organizational climate and job satisfaction of teachers, comparison between the perceptions of organizational climate and job satisfaction of teachers between graduate and post-graduate teachers, various age groups, according to their experience.

Conclusions based on comparison between organizational climate and job satisfaction in Government and Private Schools.

Results showed that though there were significant differences in various dimensions of organizational climate, but no statistically significant differences in overall organizational climate in government and private elementary schools could be identified.

So far as job satisfaction of teachers was concerned, the teachers working in private elementary schools were enjoying higher job satisfaction in comparison to their counterparts in government elementary schools.
Therefore, the hypothesis that there will exist significant difference in organizational climate and job satisfaction of teachers between government and private elementary school teachers was partially accepted.

Conclusions based on comparison on gender differences in perception of organizational climate and job satisfaction

On the basis of the discussion based on comparison between female and male teachers on their perception of organizational climate and job satisfaction, statistically significant differences were found. Male teachers had better perception about the climate of the schools than their female colleagues and were more satisfied in respect to their jobs.

Therefore the hypothesis that there will exist significant difference between male and female teachers in their perception of organizational climate and job satisfaction was fully accepted.

Conclusions based on the comparison between Postgraduate and graduate teachers in their perception of organizational climate and job satisfaction

No statistically significant difference was found in the perception of post graduate and graduate teachers in the elementary schools. Hence the hypothesis that there will exist no significant difference in the perception of organizational climate
and job satisfaction of teachers between graduate and postgraduate teachers was accepted.

**Conclusions based on comparisons between schools having open climate and schools having closed climate on the variables of organizational climate and job satisfaction.**

The result showed that significant differences occurred in various dimensions of organizational climate and job satisfaction of teachers in open climate school and closed climate schools. Job satisfaction was found higher in closed climate schools, from the result it can be concluded though organizational climate is an important factor towards job satisfaction, but there are other factors, which contributes towards job satisfaction. Hence the hypothesis that there will exist significant differences in various dimensions of organizational climate and job satisfaction of teachers in open and closed climate schools was accepted.

**Conclusions based on the comparison between teachers belonging to different age groups in their perception of organizational climate and job satisfaction**

The investigation resulted that age had significant effect on the perception of organizational climate, whereas age had no statistically significant effect on the degree of job satisfaction of teachers belonging to different age groups. Hence, hypothesis was
partially accepted, confirmed in case of job satisfaction and was rejected for organizational climate.

Conclusion drawn on the basis of experience in teaching resulted that experience had no bearing on the perception of organizational climate as well as had no effect on the level of job satisfaction of teachers. Therefore the hypothesis that there will exist no significant difference between the teachers with different years if experience in their perception of organization climate and job satisfaction was accepted fully.

CONCLUSIONS BASED ON BIVARIATE ANALYSIS

The discussion based on the relationship between organizational climate and Job satisfaction enables the investigator to reach at the following conclusions based on the total sample:

a. Job satisfaction was negatively and significantly related with Disengagement at 0.01 level, Hindrance and Aloofness had negative and insignificant relation.

b. The variable of Job satisfaction was positively and significantly related with the dimensions of Esprit, Thrust and Intimacy. Whereas production Emphasis and consideration were insignificant. This explains that in the present study positive and significant relation existed between job satisfaction and organizational climate on the entire sample.
c. The result indicated that conducive organizational climate results in higher job satisfaction.

Conclusions based on Bivariate Analysis for the Sub-groups

1 Organizational climate of open schools and job satisfaction were observed to have positive and significant relationship.
2. Job satisfaction was negatively and significantly overall correlated with organizational climate in schools which have closed climate, indicating that the schools which had closed climate, teachers had low job satisfaction and as the climate proceeds to more closedness the degree of job satisfaction goes on decreasing.
3. In government elementary schools the organizational climate had no significant effect on job satisfaction of teachers.
4. Job satisfaction exhibited positive and significant relationship with overall organizational climate in private schools.

EDUCATIONAL IMPLICATIONS

The findings from this study have important educational implications for various groups of people.

Educational policy-makers
The results of this study showed that favourable organizational climate of elementary schools is associated with high level of teacher job satisfaction. Policy makers should take up this issue
seriously. Policies should therefore be formulated to pay special attention to the improvement of the service conditions of teachers, especially the remunerations of teachers and up-to-date and adequate facilities together with provision for their maintenance. As a policy, before a teacher is appointed as principal, s/he should undergo training in developing good leadership, which is ultimately helpful in creating a favourable organizational climate of schools.

The levels of organizational climate and teachers’ job satisfaction should be checked at continuous intervals with the help of experts so that future development policies can be chalked out. The results of such researches would practically be implemented for the betterment of the organizations.

Administrative Authorities
Administrative authorities in the educational sphere have the responsibility of facilitating the creation of favourable environment in educational institutions, since the findings from the study show that climate is associated with higher levels of job satisfaction. This can be achieved in the following ways:
- the programme for teacher training institutions should be widened, strengthened, and enriched, courses in school administration should cover wide areas, especially in relation to organizational climate. During the training courses teachers should be made aware of influences of various aspects of organizational climate.
The teachers, or the head of the institutions who are already in the field, in-service training should be arranged in order to sensitize them on the issue, and to highlight the benefits of mutual understanding between them.

- The facilities should be planned to provide a functional, attractive, comfortable classroom climate, for facilitating the learning process.

**Principals and teachers**

The principal is the key person in any school. S/he is not only responsible for her/his behaviour in as far as the various aspects of Organizational climate are concerned, but s/he is more or less responsible for the behaviour of the teachers.

In order to build up a sound organizational climate, administrators must understand teachers in the school. The importance must be given to what motivates job performance in general and building an overall climate conducive to motivation of teachers.

**RECOMMENDATIONS FOR FURTHER RESEARCH**

In the field of research, it is difficult to explore a theme exhaustively owing to various limitations. The present study is no exception. Many more researches need to be conducted to
generate worthwhile data for educational practitioners in order to optimize the realization of educational objectives. It is believed

1. The present research deals with only the Elementary school level. It may be replicated at the secondary level.

2. An investigation may be designed to study the role of Principals on the Organizational Climate of schools as perceived by teachers and students, as well as the parents of the students.

3. In the present study, only teachers’ perception of Organizational Climate is taken under consideration, but study could be made on teachers-principal, teachers-students, and teacher-principal-students perceptions on the Organizational Climate of the schools.

4. A comparative study of the Organizational Climate of the schools headed by male and female principals can also be undertaken.

5. Relationship between leader’s characteristics of Principal and Organizational Climate may be studied.

6. Organizational Climate and its relationships with its Academic achievement is an area of paramount importance for further investigation.