CHAPTER VIII
SUMMARY AND CONCLUSIONS

Introduction

People are normally known to a large extent, by their warmth, sincerity, exuberance, apathy, hostility or whatever dominant qualities others perceive them to possess and the same is true of schools. Some educational institutions exhibit warmth and welcome to members and visitors, others convey the feeling of suspicion or distrust, aloofness, coldness or indifference. Every educational institution has an atmosphere of its own. In some schools, the students, teachers and the principals join hands to create a congenial atmosphere while in others, they may be falling in opposite directions. At places, teachers spread discontentment and frustration, the principals try to hide their incompetence and lack of direction behind a cloak of authority. This psychological "sickness" of the socio-psychological atmosphere spills over the students who, in their own frustration exhibit a mood of despair. Unfortunately there are very few research investigations which go into the whole question of organizational climate of the schools in its entirety. In the present investigation, three related
aspects of the schools namely organizational climate as an independent variable and job satisfaction of teachers and academic achievement of students as dependent variables, have been studied. Intensive studies of these aspects, it was hoped, would provide the policy makers and administrators with meaningful insights and facilitate perception of the working of higher secondary schools.

Hypotheses

The study entitled "Comparative study of the organizational climate of government and privately managed higher secondary schools in Jullundur District" was conducted with a view to testing the following hypotheses:

1. There are global differences among the Government and Privately Managed Higher Secondary Schools on each dimension of the organizational climate.

2. The organizational climate of Government and Privately Managed Schools as a group does not differ significantly from each other.

3. The variables of the principals' behaviour are more dominant than the variables of teachers' behaviour in accounting for the variations in organizational climate in Higher Secondary schools.

4. There is no significant difference between
the job satisfaction of principals of Government and Privately Managed Higher Secondary Schools as a group.

5. There is no significant difference between the job satisfaction of teachers of Government and Privately Managed Higher Secondary Schools as a group.

6. There is significant relationship between the organizational climate of Government Higher Secondary Schools and Job Satisfaction of Principals as well as of teachers working therein.

7. There is significant relationship between the organizational climate of Privately Managed Higher Secondary Schools and Job Satisfaction of principals as well as of teachers working therein.

8. There is positive relationship between the organizational climate and academic achievement of students of both Government and Privately Managed Higher Secondary Schools of Jullundur District.

Methodology

The study included principals and members of the staff. The investigator tried his best to get maximum responses from each school. Maximum number of responses, viz., 48 were received from Government Girls Higher Secondary School, Nehru Garden, Jullundur which had
60 staff members. The minimum number of responses were received from three schools namely Khalsa Higher Secondary School, Nangal Ambia, U.C. Girls Higher Secondary School, Sure Nussi (Jullundur) and Tulsi S.J. Girls Higher Secondary School, Jullundur Cantt.

In order to assess the organizational climate of Higher Secondary Schools, Organizational Climate Description Questionnaire (OCDQ) developed by Halpin and Andrew was used. Although the investigator felt that the tool to measure organizational climate should have been specially developed by him yet the decision to use the organizational climate description questionnaire was taken because of its clarity and relative simplicity.

In order to evaluate the job satisfaction of teachers, Teacher Job Satisfaction Scale (TJSS) was prepared by the investigator.

To try out of the preliminary test was conducted on a sample of 100 teachers in eight schools. For this purpose the difference between the means of the criterion groups on the individual statement was useful to determine the discriminating value for each statement.

For knowing the achievement of the students in the
examination, the mean scores of the results of the students of Higher Secondary Part II for the years March 1977, March 1978 and March 1979 were taken into consideration.

CONCLUSIONS

Some of the major conclusions drawn from the present study are given below:

(a) Principals of both Government and Privately Managed Higher Secondary Schools do not differ in their behaviour as leader. This shows that in these two contrasted groups same type of leadership is provided.

(b) Teachers of both Government and Privately Managed Schools do not differ in their behaviour as a group except with the variables of 'Disengagement', 'Esprit', 'Aloofness' and 'Thrust' where the differences are significant at .05 level.

(c) 'Disengagement' refers to the teachers' tendency of disassociation from the activities in the schools. It focuses upon the teachers' behaviour in a task-oriented situation. 'Disengagement' was found low in Khalsa Higher Secondary School Atta. All the remaining Government and Privately Managed Higher Secondary Schools had average 'Disengagement'.

(d) 'Hindrance' refers to the teachers' feeling that the principal burdens them with routine
duties. They feel that the principal is hindering rather than facilitating their work. Average 'Hindrance' was found in all the 11 Government Higher Secondary Schools. Among the Privately Managed Higher Secondary Schools, Khalsa Higher Secondary School Atta, and Tulsi S.D. Girls Higher Secondary School Jullundur Cantt had low 'Hindrance'. All the remaining 19 Privately Managed Higher Secondary Schools had average 'Hindrance'.

(e) 'Esprit' refers to the morale of the teachers. The teachers feel that their social needs are being satisfied, and that they are, at the same time, enjoying a sense of satisfaction in their job. 'Esprit' was found 'average' in all the 11 Government Schools. Among the Privately Managed Schools, Khalsa Higher Secondary School Atta, Dev Raj Girls Higher Secondary School Jullundur and Tulsi S.D. Girls Higher Secondary School Jullundur Cantt had high 'Esprit'. All the remaining Privately Managed Schools had average 'Esprit'. None of the schools had low 'Esprit'.

(f) 'Intimacy' refers to the teachers' enjoyment of friendly social relations with each other. 'Intimacy' was found average in all the 11 Government Schools. Among the Privately Managed Schools, Dev Raj Girls Higher Secondary School Jullundur and Tulsi S.D. Girls Higher Secondary School Jullundur Cantt had high 'Intimacy'. All the remaining Privately Managed Schools had average 'Intimacy'.
(g) 'Aloofness' refers to behaviour by the principal which is characterized as formal and impersonal. He prefers to be guided by rules and policies rather than to deal with the teachers in an informal, face-to-face situation. Mandi Fanton Girls Higher Secondary School Jullundur had high 'Aloofness'. All the remaining schools had average 'Aloofness'. So the principals of these schools were neither very close nor very aloof with the staff. The difference in the variable can be due to the differences among the principals' personalities and their way to conduct the administration of the schools. The principals who had teachers' training, attended seminars on the school administration and participated in workshops, displayed liberal and democratic ideas in their behaviour. They wanted to carry forward the whole machinery in the schools. The teachers in these schools also had high morale and team spirit and carried out the jobs entrusted to them to the best of their ability.

(h) 'Production Emphasis' refers to behaviour by the principal which is characterized by close supervision of the staff. He wants the job to be done without considering the views of the staff. 'Production Emphasis' was found to be average in all the Government as well as Privately Managed Higher Secondary Schools.

(i) 'Thrust' refers to behaviour by the principal which is characterized by his evident effort in trying to 'move the organization'. 'Thrust' behaviour is marked not by close supervision, but by the principals' attempt
to motivate the teachers through the example which he personally sets. 'Thrust' was average in all the government as well as privately managed higher secondary schools.

(j) 'Consideration' refers to behaviour by the principal which is characterized by an inclination to treat the teachers 'humanly', to try to do a little something extra for them in human terms. All the 11 Government and 21 Privately Managed Higher Secondary schools had average 'Consideration'.

The discussion on organisational climate of all the Higher Secondary Schools of Jullundur district revealed that the intensity of the variables differed significantly from school to school. No two schools had a similar type of organisational climate which can be attributed to the differences in the personality traits of the principals and the members of the staff.


(1) There was no significant difference between the relationship of organizational climate with job satisfaction of principals of both
Government and Privately Managed Higher Secondary Schools as a group.

(m) Job satisfaction of teachers of both Government and Privately Managed Higher Secondary Schools as a group do not differ from one another.

(n) While analyzing the relationship of organizational climate variables with the variables of job satisfaction, it was found that there was both positive as well as negative relationship between them. From the analysis the conclusion was drawn that the organizational climate of a school affects the job satisfaction of teachers. If the climate is favourable, teachers feel satisfied and perform their duties in a self-contented manner.

(o) There was no positive relationship between organizational climate and the academic achievement of the students. Besides organizational climate many other factors like intelligence of students, style of question papers and the mood of examiners also play a significant role in the academic achievement of the students.

RECOMMENDATIONS

There are several avenues for effecting improvement in the organizational climate of our schools.

I. The recruitment of teachers and principals should be improved and strengthened. Only those persons
should be allowed to join as teachers who treat teaching as a mission rather than a profession. Every teacher should fill up a bond at the time of entry into service that he would stay in this profession at least for five to ten years.

II. Admission to teachers training institutions should be made on a more rational basis so that they turn out better administrators and teachers. At the time of admission, aptitude test must be given to persons who want to get admission, so that only those persons may be admitted who have keen desire of becoming teachers. For administrators there must be additional training.

III. The programmes of teachers training institutions must be strengthened and enriched. Merely courses in philosophy, psychology and methodology will not satisfy the needs of today's schools. There is a crying need for strengthening courses in educational sociology so that the problems of morale and human relations are properly tackled. The courses in school administration should have a wider scope. In the present context, we need not only physical resources but also better manpower and its better management and utilization. All these have to find a place in teachers training programmes.
IV. There is a clear case of inservice-education programmes. Pre-service training hardly equips teachers and administrators to do their duty throughout their career. There is rapid social change due to scientific and technological advances made in recent times. These in turn place greater and wider responsibility on education. Teachers and administrators should keep themselves up-to-date with the latest developments in education, for it is very essential for both these categories of educational workers.

V. Besides this, the school principal holds a key position in the improvement of the professional staff. He is the acknowledged and appointed status leader. Whether he wants or not he will find that among his most important functions are those related to 'teaching teachers'. Whether the school becomes a challenging educational enterprise or a dull and dreary place for children depends not so much upon what is there at the outset of his effort as upon the quality of leadership he provides for his staff. Interaction between the principal and his staff and among his teachers may be assumed to play a significant role in creating the school 'climate' or 'environment' affecting the quality of education. Now it is clear that something more than what the teacher does in the classroom affects the achievements of students that something more is the
environment in which the all round development of the child is nurtured. The administrators should realize that their leadership behaviour as the principal should produce a feeling of satisfaction, improve teacher morale which in turn influences the teaching learning process in the classroom.

VI. The variables of open climate have positive effect on Teachers' Job Satisfaction. Hence, to get better results, principal or administrator should create democratic atmosphere in schools. He should treat himself as first among equals and should not create tension in the school's atmosphere by becoming a 'straw boss'.

VII. Last but not the least, principals or teachers of schools should not use old methods to maintain discipline. They should not believe that 'spare the rod spoil the child' proverb will work. Idea of self-discipline must be created.

Following are some of the suggestions for further investigation on the same topic:

I. It would be more beneficial to carry out this investigation on a larger population of schools and teachers to get more reliable findings and functional applications.

II. The organizational climate can be studied
in relation to task achievement, i.e., which of the organizational climates is more conducive to teaching as a "TASK".

III. In the present investigation only teacher-principal relationship is taken into consideration. But we should also include the other factors like student-teacher relationship or student-principal relationship in the study.

IV. Further study can be taken up on the development of the Organizational Climate Description Questionnaire in Indian Conditions.

V. It would be better if the technique is applied on a larger scale to cover Arts and Science colleges managed both by the government and private agencies.

VI. Sex differences in leadership can also be investigated and the organizational climate of men and women colleges can be compared.

VII. It will also be fruitful if the organizational climate of rural and urban schools as well as colleges is also comparatively assessed.

VIII. Students factors in the organizational climate may also be taken for the further study.

IX. Residential and Non-Residential Institutions present different types of climate. The application of Organizational Climate Description Questionnaire (OCQ) may be
extended to these institutions also.

To sum up, education builds up the individual and the society. In order that it may realize the aspirations of people and satisfy their needs and demands, it should continuously improve itself. Such improvement very much depends on good organizational climate and this calls for more and more close attention.