CHAPTER V
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

SUMMARY

In the absence of a comprehensive theory or a model of organizational system in schools we must draw upon an incomplete and somewhat discontinuous body of research literature, to make the fragments of knowledge and insight useful and attempt to relate them to each other. In this research climate of the schools, leadership behaviour and level of moral development of the heads of elementary and secondary schools have been studied. Knowledge of these concepts provides the school administrator with a set of lenses which facilitates his perception of the entire institution.

It may be emphasised that personality orientations are meaningful for shaping an organization in the school. Administrators who are contemplating the officious course of action to take of some proposed venture may find it useful to assess informally or otherwise the individual members of their school in terms of characteristics of organizational climate. The organizational climate of an institution is its personality which may differ from...
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one school to that of another. The climate of an institution very much depends upon the leadership behaviour and moral development of the head of the institution.

HYPOTHESIS


1. The variables of the principal's behaviour are more dominant than the variables of teachers' behaviour in accounting for the organizational climate of the schools.

2. The elementary schools and secondary schools are alike in organizational climate.

3. The elementary and secondary schools do not differ on leadership behaviour of principals.

4. On moral development the heads of elementary and secondary schools are alike.

5. There is positive and significant relationship between the leadership behaviour of the principal and the school climate in case of both elementary and secondary schools.
6. There is a positive relationship between the level of moral development of the principal and the school climate.

7. There is a positive relationship between the leadership behaviour and moral development of the principals.

**METHOD AND PROCEDURE**

The sampling included the members of the staff and the heads of one hundred institutions including fifty elementary schools and fifty secondary schools. Five teachers and the heads were selected from each of the secondary schools. Four teachers and the head from middle and three teachers and the head from the primary schools were selected. It was a purposive sampling based on qualification, subject taught and length of service in the schools. The number of teachers had to be restricted because there were many single-teacher and double-teacher primary schools. There were only few schools having four and more than four staff members.

**TOOLS**

To assess the organizational climate of the schools, Organizational Climate Description Questionnaire (OCDQ) developed by Halpin and Andrew
was used. Although it was felt that the tool to measure organizational climate should have been developed by the investigator yet the decision to use the Organizational Climate Description Questionnaire was guided by its clarity, and relative simplicity. Moreover, the same test has been used by many of my predecessors.

In order to evaluate the leadership behaviour of the Principals, Leadership Behaviour Description Questionnaire developed by the Personnel Research Board at the Ohio State University was used. This was used because this tool has been considered by its author to measure the leader behaviour of any person, and it has been used by various researchers even in the Indian circumstances. This tool was readily available and could be administered with ease without taking much time of the respondent.

To measure the level of moral development of the Principals, the Defining Issue Test of Moral Judgment Development developed by James R. Rest of University of Minnesota and modified by the investigator, was used. Some questions and the stories have been changed to suit the Indian
circumstances. The data thus collected were subjected to the various statistical techniques and the following conclusions were drawn:

CONCLUSIONS

Having analysed, tabulated and interpreted the data in the preceding chapter, the investigator attempts to formulate conclusions that the study permits. The rationale of the conclusions in a brief manner is also given.

1. Talking of school climate, elementary and secondary schools have been found similar in teachers' behaviour in a task oriented situation (disengagement), teachers thinking with regard to their principals (Hindrance) and the principal's efforts to move the organization (thrust). This may be so as both teachers and their heads in elementary schools and secondary schools belong to the same hierarchy, have the same value domain and in many cases are the products of the same training and set up.

2. Elementary school teachers have been found higher in Esprit and Intimacy than secondary school
teachers probably because they are fewer in numbers. Their duties and responsibilities being sharply divided, they feel greater sense of responsibility while doing the job and have higher morale. Also they are more near each other and enjoy friendly social relations because they are very few in a school.

Elementary school principals are higher on aloofness and production emphasis probably because having lesser liberal education and training they tend to be more formal impersonal and dominating.

On consideration too they are higher than their secondary counterparts, perhaps because they, having a very small number of teachers under them can afford to be human and considerate towards the teachers as compared to the secondary school principals who have to reckon with a large number of teachers under them.

3. On almost all the dimensions of school climate, elementary schools have been found to be more variable than secondary schools.
In leadership behaviour the two types of schools do not differ. In both the dimensions of the leadership behaviour, that is, initiating structure and the consideration, the principals of elementary and secondary schools are alike. This may be so because the principals in both the schools are the products of a similar kind of the teacher training and have learnt the same patterns of school organization and ways forming social relations.

The heads of the two types of schools are equally variable in leadership behaviour.

On moral development also the heads of the two types of schools are alike probably because they belong to the same culture and have the same value domain.

They are equally variable on moral development. The co-efficients of variability more or less confirm the above findings on variability between the two types of schools or between the heads of two types of schools in regard to school climate, leadership behaviour and moral development.
Differences between elementary and secondary schools in the matter of categorization as high, average, low on various dimensions of the three variables.

8. Twenty-two per cent elementary and fourteen per cent secondary schools are high on disengagement, which shows that the teachers of more elementary and less secondary schools do not do well in a task-oriented situation and may not be working well unitedly.

Sixteen per cent elementary and fourteen per cent secondary schools are low on disengagement which shows that in the matter of working well together and achieving goals the teachers of the two kinds of schools are alike, though such schools are very few.

Sixty-two per cent elementary and seventy-two per cent secondary schools are average on disengagement.

On teachers' perception of disengagement significant differences amongst schools do exist in the case of both elementary and secondary schools.
9. On hindrance twenty-four per cent elementary and sixteen per cent secondary schools are high showing that routine paper work and schools heads tend to hinder teachers task accomplishment in these schools. This hindrance is obviously more in elementary school and less in secondary schools, probably because teachers in high schools being more knowledgeable and mature resist such hindrance.

Twelve per cent elementary and ten per cent secondary schools are low on hindrance which shows that the teachers in these schools are free from hindrances in their way of doing work. But such schools are very few.

Sixty-four per cent elementary and seventy-four per cent secondary schools are average on hindrance.

On teachers perception of hindrance, there are significant differences amongst elementary schools, but no differences among secondary schools.
10. On Esprit the number of elementary and secondary schools placed in high category is equal (sixteen per cent). So is the number of schools placed in low (sixteen per cent) and average (sixty-eight per cent) categories. Obviously the schools which reflect high morale among teachers and those which reflect low morale among teachers are very few.

On teachers perception of Esprit among schools significant differences exist in the case of both elementary and secondary schools.

11. Sixteen per cent elementary and eighteen per cent secondary schools are high on intimacy showing that teachers in these schools enjoy relations with each other and show considerable job satisfaction. But the number of such schools, whether elementary or secondary is very small.

Ten per cent elementary and sixteen per cent secondary schools are low on intimacy showing that the teachers in these schools are impersonal with each other and are not satisfied with their job. Fortunately, number of such schools is very low.
Seventy-four per cent elementary and sixty-six per cent secondary schools are average on intimacy showing that the teachers of a large number of the schools studied whether elementary or secondary enjoy friendly relations with each other.

On teachers' perception of intimacy significant differences exist among schools both in the case of elementary and secondary schools.

12. Twenty-four per cent elementary and eight per cent secondary schools are high on aloofness which shows that elementary schools more than secondary schools have principals who remain aloof from teachers and run the organization in impersonal manner.

Twelve per cent elementary schools and six per cent secondary schools are low on aloofness showing that in these schools the principals run the organization taking the staff into confidence. Unfortunately, however, the number of such schools is much less.

Sixty-four per cent elementary schools and
eighty-six per cent secondary schools are average on aloofness which shows that the principals in a large number of schools studied are organizing the schools taking their staff into confidence which is a satisfactory state of affair.

On teachers' perception of aloofness, there is no significant difference amongst elementary schools while there is a significant difference amongst secondary schools.

13. Fourteen per cent elementary and twenty per cent secondary schools are on production emphasis which shows that the principals of these schools emphasise production, though they are dominating.

Twelve per cent elementary and fourteen per cent secondary schools are low on production emphasis showing that in these schools the principals are satisfied with the teachers' work and are not at all dominating though the number of such schools is rather low.

Seventyfour per cent elementary and sixty-six per cent secondary schools are average on
production emphasis which shows that a large number of elementary and secondary schools are doing satisfactory productive work.

On teachers' perception of production emphasis significant differences among schools exist both in the case of elementary and secondary schools.

14. Twelve per cent elementary and eighteen per cent secondary schools are high on thrust showing that in these few schools the principal sets an example by working hard himself.

Sixteen per cent elementary and fourteen per cent secondary schools are low on thrust showing that the principals of these schools are very reserved and non-communicative with their staff.

Seventy-two per cent elementary and sixty-eight per cent secondary schools are average on thrust showing that in a large number of schools, both elementary and secondary, the principals are running the organization by setting a personal example of hard work which is a very satisfying aspect.
On teachers' perception of thrust, elementary schools do not show any difference, while secondary schools show significant difference among themselves.

15. Eighteen per cent elementary and sixteen per cent secondary schools are high on consideration showing that the principals and teachers of these schools are working like a nice happy family.

Fourteen per cent elementary and eighteen per cent secondary schools are low on consideration showing that the principals of these schools are not genuine in their actions and are unable to motivate their teachers.

Sixty-eight per cent elementary and sixty-six per cent secondary schools are average on consideration which shows that in a large number of schools, both elementary and secondary, the principals are satisfying the social needs of individual teachers.

On teachers' perception of consideration elementary schools show significant differences among themselves. So do the secondary schools.
16. Talking of leadership behaviour twenty-two per cent elementary and fourteen per cent secondary schools are high on initiating structure showing that the principals of these schools can establish effective patterns of organization and its working.

Sixteen per cent elementary and ten per cent secondary schools are low on this dimension showing that the principals of these schools do not maintain well defined relationship with their staff nor are having effective organization.

Sixty-two per cent elementary and seventy-six per cent secondary schools show average initiating structure which shows that a fairly large number of the schools, both elementary and secondary, are satisfactorily organized.

On teachers' perception of initiating structure significant differences among schools exist in the case of both elementary and secondary schools.

17. Eighteen per cent elementary and twelve per cent secondary schools are high on consideration
showing that the principal's behaviour in this school is that of mutual trust and respect in relation to the staff.

Twelve per cent elementary and twelve per cent secondary schools are low on consideration showing that the relationship between the principal and the staff lacks mutual trust and respect.

Seventy per cent elementary and seventy-six per cent secondary schools are average on this dimension showing that in a large number of schools of both types the principal's behaviour with the staff is satisfactory.

On teachers' perception of consideration significant differences among schools exist both in the case of elementary and secondary schools.

18. Talking of moral development, fourteen per cent elementary and twenty-two per cent secondary schools are high on this dimension which shows that the principals of secondary schools being more knowledgeable and mature may be showing
greater moral development than their counterparts in elementary schools.

Twenty-four per cent elementary and twenty-four per cent secondary schools are low on moral development.

Sixty-two per cent elementary and fifty-four per cent secondary schools are average on moral development showing that the principals of a large number of the schools, both elementary and secondary, have achieved satisfactory moral development.

Relationship between the dimensions of school climate

19. Talking of the relationship between the dimensions of school climate, consideration is most dominately related to almost all the other dimensions in the case of both elementary and secondary schools. This shows that consideration is the most important factor determining the school climate.

Human treatment and consideration shown by the principal to his staff may perhaps go a long way
towards developing the most congenial school climate.

In the case of both elementary and secondary schools, thrust is the dimension, next to consideration, which is most commonly related with the other dimensions of the school climate. This shows that the principals attempt to motivate teachers, leads to high morale and other conditions which determine school climate. Obviously consideration and thrust may be the most important dimensions of the school climate.

Relationship between the dimensions of leadership behaviour

20. Talking about leadership behaviour, the relationship between initiating structure and consideration has been found to be very high and positive showing that the leadership behaviour of the heads of the two types of schools may be exemplary.

21. Initiating structure which is the dimension of leadership behaviour shows significant relationship with as many as five dimensions
of school climate, that is, Esprit, intimacy, production emphasis, thrust and consideration. This is true of both elementary and secondary schools. It is evident that the principal's leadership behaviour may to a great extent determine school climate.

The significant relationship also exists between consideration, another dimension of leadership behaviour, and as many as six dimensions of school climate. This is true for both elementary and secondary schools. This confirms the findings in the above paragraph that leadership behaviour may be conducive to good school climate.

**Recommendations**

The study has laid bare that leadership behaviour of school heads more than their moral development is closely associated with organizational climate of the school. Though this relationship cannot be termed as causative, it is evident from the data that leadership behaviour may affect school climate. A tactful head having all the qualities of
a leader can create a climate conducive to efficiency, productive work attainments and amity in the school, while a school head bereft of leadership qualities may create chos, indifference and poor attainments in the schools.

It is, therefore, recommended that in the selection of school heads, leadership qualities of the candidates should be a pre-requisite. It is difficult to develop leadership qualities in an individual at the stage at which he is otherwise ripe for becoming a school head and hence this recommendation.

Though the data have not shown notable relationship between moral development and leadership behaviour or moral development and school climate, moral development may be an attribute of leadership behaviour and as such may influence school climate. It is, therefore, recommended that the aspect of moral development in school head should also be examined.

There is no denying the fact that every school head must create a climate in which teaching-learning process is most effective, social relations among the
staff members, and between staff members and school heads are congenial, and in which the school can in every respect march towards success and achievement.

Therefore, the school head must take all steps to improve the school climate, including democratic procedures being considerate setting a worthy self—example being creative and the like.

Qualities and attitudes of teachers also play an important part towards influencing school climate. Positive attitude towards work, being social, having team spirit, affection towards others, love for the child and the like are attributes that should be examined while selecting teachers. A proper self—concept and a realistic approach to life certainly can make the teacher co-operate with the authorities and contribute his mite towards improving the school climate and adding to the school attainments.

Whereas it is very essential for the teachers and the school head to work together as a team to bring about an effective school climate, it becomes incumbent for the school head to so act in the school that he can win the hearts of his subordinates and provide an example worthy of imitation.
SUGGESTIONS FOR FURTHER STUDY

On the basis of the research findings certain gaps in the study appear, which warrant that the following further studies may be taken up:

1. Moral development of teachers may also be included in a study of this type because, besides the level of moral development of school heads, the level of moral development of teachers also determines school climate.

2. School climate, besides being determined by leadership behaviour of principals and level of moral development of principals and teachers, may also be determined by such factors as students, institutional facilities conducive to learning and learning programmes. The latter factors may also be included in a study of this type. Another study may be on the exploration of various factors that constitute school climate.

A similar study on the exploration of factors that constitute leadership behaviour and yet another, the factors that constitute moral development could be undertaken.
VERIFICATION OF HYPOTHESIS

1. The hypothesis that the variables of the Principal's behaviour are more dominant than the variables of the teacher's behaviour in accounting for the organizational climate of the schools stands verified.

2. The hypothesis that the elementary schools and secondary schools are alike in organizational climate stands modified because on three dimensions of organizational climate, the two types of schools do not differ while on the remaining five dimensions elementary schools are higher than secondary schools.

3. The hypothesis that elementary and secondary schools are alike in leadership behaviour of principals stands verified.

4. The hypothesis that the heads of elementary and secondary schools on moral development are alike stands verified.

5. The hypothesis that a significant relationship between the leadership behaviour of the principal and most of the dimensions of school climate in case of both elementary and secondary schools stands verified.
6. The hypothesis that there is a positive relationship between moral development of the principal and school climate does not stand verified, because significant correlation has emerged between only one dimension of school climate and moral development of the principal.

7. The hypothesis that there is a positive relationship between leadership behaviour and moral development of the principal does not stand verified.

LIMITATIONS OF THE STUDY

Though the investigator has made a very detailed and authentic investigation of the problem in hand, using reliable, valid and well tried tests for collecting data, it may not be wise to generalize the findings without replication of this research by future investigators. The reason for saying so is that the tools used in the study are constructed on foreign samples. The investigator was, however, fully conscious of this limitation and he examined all the three tests to ensure that they could be usefully employed on Indian samples also.

One of the tests, that is, the test on moral development was modified to suit Indian conditions, in
that some items of the test which were associated to foreign culture were replaced by items pertinent to our conditions. This was done under the expert guidance of his supervisor.

Each item of the other two tests, that is, the tests on school climate and leadership behaviour was thoroughly examined and it was found that none of the items was particularly associated with the culture or country of their make and that these were such as could be as naturally applicable to our population as to the population on which these were constructed. As such these two tests also were justifiably employed.