CHAPTER -V

FINDINGS OF THE STUDY

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5.0 Introduction

The present study is concerned with a descriptive survey appraisal study of Role expectations of teachers and job satisfaction of teachers in relation to organizational climate of secondary schools.

The review of related literature pointed out that the substantial influence of organizational climate and Role Expectations on job satisfaction of teachers.

Whether this situation holds good to teachers of high school, if so what extent? Is there any relationship between these three variables? And how they influence on academic achievement of students? To answer these questions, the relevant data collected through tools mentioned in previous chapter.

The study also extends itself to investigate the differential impact of influencing variables, even though there are several variables researcher has chosen only five sub variables as follows;

1) Sex of the teachers (Male and Female)
2) Location of schools (Urban and Rural)

3) Experience of teachers (Less than 10 Years and more than 10 years)

4) Economic status of teachers (Regular Salary and Consolidated Salary)

5) Management of School (Govt., aided and Un-aided)

5.1 Findings of Descriptive and Inferential Statistics (ANOVA)

I Academic Achievement

1. It was found that, IQ and Academic achievements are independent of sex of the teachers.

2. It was found that, IQ and Academic achievements of urban schools are significantly more than rural school students.

3. It was found that, the academic achievement of students is influenced by experience of teachers. The academic achievement of students studying under more than 10 years experienced teachers is more than students studying under Less than 10 years.

4. It was found that, the economic status of teachers highly influences on the academic achievement of students. The students achieved significantly more with teachers having regular salary than those of getting consolidated salary. This is true both in rural and urban schools.
5. It was found that the aided school students' academic achievement is more than unaided school students.

6. It was found that, the government school student’s academic achievement is not so significant when compared to un-aided school students.

7. It was found that, the aided school students academic achievement is significantly more than government school students.

II. Role expectations of Teachers.

1. It was found that role expectation of teachers has great influence on academic achievement of the students.

2. It was found that, the students studying in both rural and urban school expect more roles in their science teachers than arts teachers.

3. It was found that, the role expectation is independent of sex of students and teachers.

4. It was found that, the parents of the students both residing in rural and urban areas express more roles from science teachers than arts teachers.

5. It was found that, the role expectation of teachers is also directly related to job satisfaction of teachers.
6. It was found that, the Role Expectation of teacher is also directly related to Organization Climate of the school.

   a) High Organization Climate -- High Role Expectation
   b) Low Organization Climate -- Low Role Expectation

7. It was found that, the headmaster expect similar type of roles played by both arts and science teachers but little more with science teachers.

8. It was found that, the headmasters expect more roles played by teachers with more than 10 year experience.

9. It was found that, the headmasters of rural schools expressed that more roles to be played by science teachers than arts teachers.

10. It was found that parents of the students of rural school expect similar roles played by both arts and science teachers.

11. It was found that the teachers working both in rural and urban school desired to play active role in shaping the future of the students.

12. It was found that the both aided and unaided school headmasters expect more from science teachers than in arts teachers.

13. It was found that the Government school headmasters expect similar role played in their science and arts teachers.
14. It was also found that male teachers highly desire to play more roles than female teachers both in urban and rural areas.

15. It was also found that the role expectation is directly related to economic status of the teachers.

Teachers with high salary - High Role expectation
Teachers with consolidated salary - Low Role Expectation

1. **Role Expectations of Teachers as Suggested by Students.**

   Students expressed that the teacher should be a friend, philosopher and guide to them. He should be a true leader and treat them with full love and overflowing affection. Teacher should be true manager of classroom with sense of time-management subject-management, pleasant interaction with full of educational activities. Teacher should facilitate the needs of the children encourage them during the teaching learning process. According to them, teacher should be like a parent and helping them in their difficulties even with personal problems. Teacher should give good examples and provide them life oriented situations. Teacher should act as a continuous and exhaustive evaluator and should explain current affairs to the students. Teacher should arrange academic non-academic discussions and debates. He should take them to different places. He should arrange co-curricular activities. He should encourage all the student without any disparities. Teacher should shape their future through guidance and counseling.
Instill in them self confidence, spirit of critical enquiry and scientific attitude. Urban school students expect more with their teachers than the rural school students. Student's expectation is high from the experienced teachers.

2) Expectations by Parents.

Parents expected the teachers should act as a relative and friend. He should show their wards with full of love and affection. Teacher should be a good facilitator of body of knowledge and creative to the children. Teacher should also develop essential skills and techniques required for all the children. Teacher should increase the student spirit apart from academic excellence. He should act as a social reformer. Apart from teaching in the schools he should teach the persons in the society to make them alert about the challenges of the country. Teacher should facilitate in them about the importance of education and national and inter-National understanding. Teacher has to play more roles in rural areas. In such places he should not only teach the children but also the parents and also the social public through co-curricular activities (Beedi Natak: Folk dance and Folk songs etc). He should help in effective implementation of adult education programmers of the villages. The Basic education principles should be disseminated in every villager. At the same time the parents expect the teacher should be dynamic personality He should help the children to grow as a great person. As Dr. D.S.Kothari Commission expressed that "The destiny of
our country is shaped in her classrooms”. So teacher should always develop positive attitude among children.

Most of the parents expressed that; teachers of their wards should be idealist and set an example for the children to develop moral spiritual and social values. He should also play a role model for the children to shape them into leaders of tomorrow.

3) **Expectations by School Headmasters.**

Head masters of the secondary schools expect more with their fellow teachers. According to headmasters, teachers apart from academic work should engage in other activities (Like co-curricular activities, social work etc). Teacher should manage the class with full confidence and sincerity. He should prepare the lessons properly, use proper teaching aids, he should involve in all the activities of the school. The headmasters working in rural areas expect more about their teacher in respect of developing proper attitude and adjustable. Instill knowledge of thought and give them spirit of enquiry national and international understanding, dynamic organizer and trust worthy. Teacher should always think about improving qualifications and experiences. He should attend refresher and orientation courses. Teacher should develop cordial relationship with parents and always enlighten the strengths and weaknesses of their wards on and often. Teacher should be idealist,
naturalist and pragmatist also. He should set an example in front of the students.

4. **Expectations by Teacher Himself.**

Most of the teachers expressed that, they liked the job of teaching. They want to improve their qualifications and want to acquire variety of experiences. They want to adhere for dynamic nature experimental and discriminator of knowledge. They want to set an example in front of students. They also agreed to participate in refresher or orientation programmers. They expressed that the management should allow them to do so. Especially teachers serving in un-aided schools are ill fated because they have to work round the clock without rewards. They have to work with very little remuneration. Both male and female teachers want to work effectively.

### III. **Job Satisfaction**

Job satisfaction is also another important factor pertaining to teacher job. It is well accepted fact that the teacher who is having full satisfaction towards his teaching profession can do well. Hence, the investigator administered the Job satisfaction rating scale to the set of teachers involved in the study. Following facts were noted by the investigator.

1. It was found that, Job satisfaction is independent of sex of the teachers.
2. It was found that, experienced teachers (More than 10 Years) have high job satisfaction than newly joined teachers (less than 10 Years).

3. It was found that rural teachers have low job satisfaction than urban school teachers.

4. It was found that un-aided school teachers have very low job satisfaction than aided school teachers.

5. It was found that, it is interesting to know that Government school teachers have low job satisfaction than aided school teachers.

6. It was found that, both arts and science teachers have same job satisfaction.

7. It was found that, school teachers dealing with physical education arts and drawing and music have highly low job satisfaction than the others. This may be because of the fact that such teachers are called as special teachers and are getting low salary than subject teachers and such teachers will not be given promotion as a head of the institution like Headmaster/Principal ship according to his seniority.

8. It was found that the teachers with regular salary and permanent job have more job satisfaction than the teachers working on low consolidated salary on temporary basis.
9. It was found that the job satisfaction of teachers directly influence on academic achievement of the students. It means the school with more number of regular teachers with high job satisfaction has high rate of academic achievement.

10. It was found that the school teachers have low job satisfaction working with consolidated salary on temporary basis.

11. It was found that role expectation of teachers is directly related to the job satisfaction of teachers. High job satisfaction more role expectations. Low job satisfaction less role expectations.

It is true both in Urban and Rural Schools

**IV. Organization Climate of School.**

i) It was found that wherever there are more lady teachers control climate existed due to which no free and social atmosphere. On the other hand open climate were existed in such schools where there are more number of male teachers.

ii) It was found that urban aided schools have open climate due to democratic nature of headmaster and also it was found that interaction in school is very high and teachers are friendly in nature.
iii) It was found that rural aided schools have autonomous climate due to rural school teachers satisfying their needs and also social needs and headmaster has average control.

iv) It was found that government schools have control climate due to autocratic nature of headmaster.

v) It was found that un-aided schools have closed climate and parental climate due to lack of leadership and teachers have no freedom to adopt their own ideas. They could not take decisions independently.

vi) It was found that schools with more than 10 years experience teachers have open climate because of better understanding between headmasters and teachers, such teachers have maturity and constructive ideas. Such teachers satisfy the social and local needs of the students they have high degree of group morale. In such case the headmaster shows considerable behavior.

vii) It was found that the schools with more number of less than 10 years experience teachers have control climate due to no group involvement, little scope for satisfying local needs and the headmasters show autocratic behavior.

ix) It was found that those schools with more number of teachers with regular salary have open climate and autonomous climate due to:
Teacher has high job satisfaction, teachers satisfied the social needs, teachers enjoy with their job, and there is high degree of interaction with society.

x) It was found that the schools having more teachers with consolidated salary have a closed climate due to low job satisfaction, little scope of social needs lack of interest, teachers work according to headmaster's instructions.

xi) It was found that the student's academic achievement is more in open climate than the students of closed climate. This is true for both rural and urban schools.

xii) It was found that the academic achievement of students is more significant when headmaster of school is more considerate and shows leadership quality than headmaster of closed climate with autocratic nature.

**Organization Climate in the View of Students, Teachers and Headmaster.**

1. **Open climate:** The investigator found that open climate exists in urban aided schools where in headmasters are highly considerate and democratic in nature. Both the principals and teachers are cordial. The Headmaster attempts to motivate the teachers through their personal examples. Both the headmaster
and teachers attempt to frame the common policies. Wherever, headmaster gives feedback to the teachers.

2. **Autonomous climate:** Autonomous climate found to be existed in rural secondary schools. Autonomous climate means where headmaster gives freedom to the teachers. Teachers are doing their work without the interference of the headmasters.

3. **Familiar climate:** Familiar climate found to be existed in aided both in rural and urban schools. Where in the headmaster exercises the leadership qualities indirectly. The headmaster supervises and gives affectionate suggestions to the teachers.

   The headmaster caters to the needs of both teachers and students. He used to call the meeting of the parents and teachers to discuss the problems pertaining to students. Hence, as a family head, headmaster controls every situation. All the teachers have to work as the members of a family to meet the needs of the students.

4. **The control climate:** The control climate is found to be existed in government high schools. Here headmaster is found to be highly autocratic in nature. Hence, leadership acts from one side. He attempts to keep himself aloof, his main aim is to get job done in his own way. He never tries to satisfy the group needs and never attempts to motivate the teachers personality.
5. **The parental and closed climate:** The parental and closed climate found to be existed in un-aided schools. Here headmaster acts as a parental guardian. He is used to carry old and previous traditions. He never allows and tolerates new changes and experiments. He does not allow new methods of teaching without his approval.

5.2 **Findings of Interaction Effect (ANCOVA)**

I. **Interaction Effects of Location and Management on Research Variables.**

i) It was found that urban aided schools students' academic achievement is more than urban government and urban unaided school students.

ii) It was found that urban unaided school students' achievement is more than urban Government school students' achievement.

iii) It was found that rural aided school students' academic achievement is more than other rural school students.

iv) It was found that rural aided school students' academic achievement is more than urban government school students.

v) It was found that Rural aided school students' expect their science teacher to behave like practical minded
optimistic and scientific method compared to rural government and rural unaided school student's expectations about science teacher.

vi) It was found that urban aided and unaided school students' expectation is less compared to rural aided and unaided students' expectations.

vii) It was noted that role expectations' of Arts teachers by students, parents, headmasters are independent of management of schools.

viii) It was found that rural aided school teachers have more job satisfaction than other rural government and unaided schools.

ix) It was found that rural government, aided, unaided school teachers have more job satisfaction than urban aided government and unaided school teachers.

x) It was found that urban government aided, un-aided schools' organization climate is better than rural government aided and un-aided schools.
II. Interaction Effect of Management and Teaching Experience on Research Variables.

i) It was found that academic achievement of students is independent of management and teaching experience of teachers taken together.

ii) It was found that aided school students expect similar roles by science teachers irrespective of experience of teachers.

iii) It was found that headmasters expect same roles by teachers irrespective of management and experience of teachers.

iv) It was found that parents expect more roles by un-aided teachers who have more than 10 years experience than the teachers of less than 10 years experience.

v) It was found that aided school teachers have more job satisfaction than government teachers irrespective of their experience. But un-aided school teachers have less satisfaction than both aided and government teachers.

vi) It was found that in the view of headmaster organization climate of school is independent of interaction effect of management and experience of teachers.
III) Interaction Effect of Location and Experience of Teachers on Research Variables.

i) It was found that academic achievement of students is independent of joint effect of location and experience of teachers taken together.

ii) It was found that role expectation of teachers by students, parents and headmasters is independent of joint effect of location and experience of teachers.

iii) It was found that urban teachers have more job satisfaction than rural teachers who have more than 10 years of experience of teachers.

iv) It was found that according to headmasters' and teachers' views organization climate is independent of joint effect on location and experience of teachers taken together.

IV) Interaction Effect of job satisfaction and organization Climate of schools on Academic achievement of students.

It was found that in such schools where both organizational climate and job satisfaction are high, the academic achievement of students is also high.

The academic achievement is more even at the low job satisfaction of teachers due to the presence of high organization climate.
5.3 Findings of Correlations

i) It was found that Students academic achievement highly positively correlates with the role expectations of teachers in any management and location of schools.

ii) It was found that Academic achievement of students high and positively correlates with job satisfaction of teachers.

iii) It was found that Increase in the job satisfaction of teachers significantly increases the academic achievement of students studying in different management.

iv) It was found that congenial organization climate significantly increases, the academic achievement of students studying in Government, Aided and Un-aided schools.

v) It was found that whenever organization climate is congenial it significantly increases job satisfaction of teachers working in different managements of schools.

vi) It was found that there is a high positive correlation between organization climate and role expectation of teachers.

5.4 Findings of Regression Analysis

To know the significant regression co-efficient emerged in regression analysis and also the contributions of each of the significant
predictor variable to the co-efficient of determination $R^2$. The Regression analysis was used for this and it reveals the following.

**Findings of the Regression Analysis.**

i) **Contributions of Role expectation of teachers and job satisfaction of teachers for prediction of Academic achievement of students.**

The potency of Role expectation of science teachers by students, Role expectation of Arts teachers by students, Role expectations of teacher by parents and headmasters and job satisfaction of teachers taken together in the prediction of Academic achievement of students of the sample of high schools.

(a) Role expectation of teachers by parents makes the maximum contribution

(b) Role expectation of teachers by headmasters and job satisfaction of teachers makes considerable contribution for prediction.

ii) **Contributions of organization climate of school and job satisfaction of teachers for the prediction of Academic achievement of students.**

The potency of organization climate scores by teachers, organization climate scores by headmasters and organization climate
scores by students and job satisfaction of teachers taken together in the prediction of academic achievement of the students

a) Job satisfaction scores make the maximum contribution.

b) Organization climate scores by headmasters make considerable contribution.

iii) Contributions of Role expectation for prediction of job satisfaction.

The potency of Role expectation of science and arts teachers by students and role expectation of teachers by parents and headmasters are taken together in the prediction of job satisfaction of teachers.

a) Role expectation of science teachers makes the maximum contribution

b) Role expectation of arts teachers makes considerable contribution for prediction.

iv) Contributions of organization climate for the prediction of job satisfaction.

The potency of organization climate scores by teachers, headmasters, students are taken together in the prediction of job satisfaction of teachers,

a) Organization climate scores by teachers make the maximum contribution
b) Organization climate scores by headmasters make the considerable contribution..

v) Contributions of Role expectation of teachers and job satisfaction of teachers for prediction of organization climate of schools.

The potency of Role expectation of teachers by students, parents, headmasters and job satisfaction are taken together in the prediction of organization climate of high school.

The contribution of Role expectation of teachers by parents is considerable.

vi) Contributions of Role expectation and organization climate for the prediction of job satisfaction.

The potency of Role expectation of teachers by students, parents, headmasters and organization climate scores by teachers, headmasters, students taken together in the prediction of job satisfaction of teachers organization climate score by teachers makes the maximum contribution.

5.5 Path Analysis

To know the direct and indirect effect of two variables together in other variables path analysis was used.
I. Direct and indirect effect of Role expectation of teachers and job satisfaction of teachers on Academic achievement of students.

Role expectation of science teachers and arts teachers by students, headmasters, parents and job satisfaction of teachers each of them is having direct significant effect on Academic achievement of the students further.

i) There is indirect significant effect of Role expectation of science teachers, Arts teachers and job satisfaction of teachers on academic achievement of students is through each other.

ii) There is indirect significant effect of Role expectation of teachers by parents and Role expectation of teacher by headmasters on Academic achievements of students is through each other.

II. Direct and Indirect effect of organization climate of schools and job satisfaction of teachers on Academic achievement of students.

a) Organization climate of school according to teachers, headmasters and students and job satisfaction of teachers each of them is having direct significant effect on Academic achievement of students. Further
i) There is indirect significant effect of organization Climate scores by students and organization Climate scores by teachers on academic achievement of students is through each other.

ii) There is indirect significant effect of organization climate scores by headmaster and job satisfaction on Academic achievement of students is through each other.

iii) There is indirect significant effect of organization climate scores by students and job satisfaction of teachers on Academic achievement of students is through each other.

III. Direct and indirect effect of Role expectation of teachers and job satisfaction teacher on organization climate of schools.

i) Role expectation of science teachers and Role expectation of Arts teachers by students and Role expectations of teachers by parents and headmasters and job satisfaction of teachers each of them having direct significant effect on organization climate scores by teachers, headmasters, students further.

ii) There is indirect significant effect of Role expectations of science and arts teachers on organization climate scores by teachers, headmasters and students is through each other.
iii) There is indirect significant effect of role expectations of teachers by parents, role expectations of science teachers by students on organizational climate of school is through each other.

iv) There is indirect significant effect of Role expectations of Arts teachers by students and Role expectations of teacher by headmasters on organization climate scores by teachers and headmasters is through arts and science teachers Role expectation by students.

v) There is indirect significant effect of science teachers and role expectations of teachers by headmasters on organisation climate of school are through Role expectation of teachers by headmasters.

vi) There is indirect significant effect of Role expectation of science teachers and arts teachers by students and Role expectations of teachers by parents and headmasters on organization climate of school is through job satisfaction of teachers.

IV Direct and Indirect effect of organizational climate and Role Expectation of teachers on job satisfaction of teachers.

a) Role expectation of science teachers by students and organization climate scores by headmasters and teaches and students each them is having direct significant effect on job satisfaction of teachers further.
i) There is indirect significant effect of organization climate scores by students on job satisfaction of teacher through organization climate scores by teachers.

ii) There is indirect significant effect of Role expectation of headmasters and parents on job satisfaction of teachers through organization climate scores by students.

iii) There is indirect significance effect of organization climate of school on job satisfaction of teachers through each other scores of teachers, headmasters and students.

iv) There is indirect significant effect of Role expectation of teachers by parents and headmasters on job satisfaction of teachers through each other.

v) There is indirect significant effect of Role expectation of arts teachers and science teachers by students on job satisfaction of teachers through Role expectation of arts teachers.