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CHAPTER -VI

SUMMARY AND CONCLUSION

6.1 Statement of the Problem

As mentioned in earlier chapter the present students intended to the relationship between the role expectations of teachers, job satisfaction and organizational climate of secondary schools. The problem was stated as

"Role expectations and job satisfaction of teachers in relation to organizational climate of secondary schools".

6.2 Objectives

1. To find out the relationship between IQ and academic achievement of the students studying under male and female teachers.

2. To find out the relationship between role expectations of male and female teachers.

3. To find out the relationship between job satisfaction and sex of teachers.
4. To find out the relationship between organizational climate of the schools and sex of teachers.

5. To find out the relationship between IQ and academic achievement of the students studying under different locations of school.

6. To find out the relationship between the role expectations of rural and urban school teachers.

7. To find out the relationship between the job satisfaction of teachers and location of schools.

8. To find out the relationship between the organization climate of rural and urban schools.

9. To find out the relationship between the IQ and academic achievement of the students studying under different managements.

10. To find out the relationship between role expectations of teachers between the types of management.

11. To find out the relationship between job satisfaction of teachers of different managements.

12. To find out the relationship between organization climate different management of the schools.
13. To find out the relationship between IQ and Academic achievement of students studying under the teachers with different managements.

14. To find out the relationship between roles expectations of teachers with less than 10 years and more than 10 years experience.

15. To find out the relationship between job satisfaction and experience of teachers.

16. To study the relationship between organizational climate of schools and experience of teachers.

17. To find out the relationship between IQ and academic achievement of students studying under different economic status of teachers.

18. To find out the relationship between role expectations of economic status of teachers.

19. To find out the relationship between organization climate of school and economic status of teachers.

20. To find out the relationship between organization climate of school and economic status of teachers.

21. To find out the interaction effect of location and type of management with respect to academic scores of students.
22. To determine the interaction effect of location and type of management with respect of role expectation of teachers and its dimensions by different locations.

23. To determine the interaction effect of location and type of management with respect of job satisfaction of teachers and its dimensions by different faculties.

24. To determine the interaction effect of location and type of management with respect of organization climate of school and its dimensions by different faculties. To determine the interaction effect of management and experience of teachers with respect of academic achievement scores of high school students.

25. To determine the interaction effect of management and experience of teachers with respect to role expectations of teachers and its dimensions scores by different faculties.

26. To determine the interaction effect of management and experience of teachers with respect to role expectations of teachers and its dimensions scores by different faculties.

27. To determine the interaction effect of management and experience of teachers with respect to job satisfaction and its dimensions scores by different faculties.
28. To determine the interaction effect of management and experience of teachers with respect to organizational climate and its dimensions scores by different faculties.

29. To determine the interaction effect of location and experience of teachers with respect to academic achievement of high school students.

30. To determine the interaction effect of location and experience of teachers with respect to role expectation of teachers and its dimension scores by different faculties.

31. To determine the interaction effect of location and experience of teachers with respect to job satisfaction and its dimension scores by different faculties.

32. To determine the interaction effect of location and experience of teachers with respect to organizational climate of schools and its dimensions scores by different faculties.

33. To investigate the relationship between Academic achievement of students and organization climate scores of different management.

34. To investigate the relationship between role expectation scores and organizational climate scores of different managements.
35. To determine the joint effect of role expectation of different faculties and job satisfaction on academic achievement of students.

36. To determine the joint effect of organizational climate and job satisfaction and academic achievement of students.

37. To determine the joint effect of role expectations and organizational climate on job satisfaction of teachers.

38. To determine joint effect of organizational climate on job satisfaction.

39. To determine the joint effect of role expectation of teachers on job satisfaction.

40. To determine the joint effect of role expectation of teachers on organizational climate.

41. To know the direct and indirect of role expectation and job satisfaction of teachers on academic achievement of students.

42. To know the direct and indirect effect of organizational climate and job satisfaction of teachers on academic achievement of students.

43. To know the direct and indirect effect of role expectation and job satisfaction of teachers on organizational climate of school by different faculties.
44. To know the direct and indirect effect of role expectations and organizational climate scores on job satisfaction of teachers.

6.3 Need of the Study

Swami Vivekananda said that "no system of education can rise higher than teachers". The teacher is another vital component of school organization. He stands at the most important point in the educational process.

The quality of teacher is very important for bringing about functional improvement in school education.

Emphasizing the importance of teacher

Bhagavan Das said that "education is the need and root, civilization is the flower and fruit. If the cultivator is discerning and sows good seed, the community will gather wholesome grain and flourish. If not, if he sows unwholesome weed, then poisonous barriers and disease and death will be the harvest out cultivator is the educator".

Teacher has to be Friend, Philosopher and Guide of student. Teacher has to inspire the students to achieve the best and serve the nation.

In our schools teacher is working to achieve the national goals education through the media of different curriculum and co-curricular activities. Hence, according to changes in society one of the important role of the teacher is to prepare students to encounter future challenges.
School is required to serve the community. It is established by the community for providing education to the children of the community. So that they can become efficient member of the community. So it is responsibility of teacher to establish link between school and community.

Besides the above specific roles teacher has to play some general roles because teacher is one of key person of key person in the field of education. A teacher is expected to exhibit a multidimensional personality, like a classroom-teacher, a colleague, a member of the community and citizen. As an evaluator and so on.

Every one expects a teacher to have a sound value system. A teacher has to stand as a model for his pupils. But the teacher has to work in different "Organizational climate of schools. (That means the teacher has to work with the personality of school) If we move from school to school each has its own personality. As personality describes individuals. So climate defines the essence of an institution.

As above the organizational climate is set if measurable properties of the whole environment of teachers and administrators based on collective perceptions. This organizational climate of different schools may effect on teachers Role.

Achievement of desired objectives and successful performance of Roles of teacher leads to job satisfaction of teachers.

Job satisfaction is one of the most crucial but controversial issues in industrial psychology and behavioral management in organization. If
ultimately decided the extent of employee motivation through the development of organizational climate or environment.

As discussed above the teacher has to play difficult role according to expectations of different faculties and he has to fulfill their roles in different organizational climate. So it will effect on job satisfaction of teachers. All these together will influence on academic achievement of students.

Hence, the investigator made an effort to find the relationship between these three variables and what extent they influence in academic achievement of students research in this direction have great significance for promoting teaching efficiency, better teaching learning situation. Since in neither India nor much work has been done in this area, it is necessary to probe this area in research.

6.4 Review of Related Literature

The investigator reviewed the following related literature for the study;

1. Studies related to Role expectations of teachers.
2. Studies related to job satisfaction of teachers.
3. Studies related to organizational climate of schools
4. Studies related to factors of job satisfaction.
6.5 Tools used for the Study.

1. Role expectations of teacher rating scale (RETRS)
2. Job satisfaction of teachers rating scale (JSTRS)
3. School Organizational climate descriptive questionnaire (SOCDQ)
4. Group test of intelligence for students (GTI)
5. General data sheet of the school (GDSS)

6.6 Sample and Sampling Procedure

The present study is connected with role expectation and job satisfaction of teachers in relation organizational climate of schools.

There are four educational divisions in Karnataka State namely Belgaum, Gulbaraga, Bangalore and Mysore. Out of the above, Belgaum division was chosen. Since it is the biggest division consisting of 8 districts and the investigator is also working in the DIET of Dharwad.

In Belgaum division consisted of 8 districts. Where in three types of secondary schools are working namely Government, Aided, and Un-aided schools.

Out of the 465 government schools investigator randomly selected 30 government high schools and out of 632 aided schools, the investigator selected 30 high schools and out of 825 un-aided schools the investigator has selected 30 schools. In total 90 schools were selected for the study.
The investigator also selected 360 high school teachers (4 from each school) and 450 students (both girls and boys, 5 students in each school). The investigator as also selected 90 headmasters and 360 parents of the sample students respectively.

6.7 Conclusion

The present study revealed that the academic achievement of the students is independent of Sex of the teachers, but depending upon the IQ of the students. It has also revealed that in urban schools students achievement is better than rural schools in all the three managements viz., Aided, Unaided, Government. The academic achievement is also directly influenced by the experience of teachers and economic status of teachers. It was also noted that the aided schools are doing well to achieve more for the students than unaided and government schools.

The role expectations of teachers is another important factor connected to academic achievement, job satisfaction and organization - climate of the school. It was found that both the students, headmasters and parents expect more role by the science teachers.

This is quite obvious that now days we are living in electronic age or computer age everybody should be computer literate. Hence, the computer science and electron engineering have become urgent need of student of today. Hence, science education became inevitable. The science subject is compulsory from the first standard itself. Hence, every child expected to know the advancement in science and technology.
Hence a school teacher teaching science and mathematics has become most popular and true leader facilitator of science knowledge to the students in science and technology through experimental evidence. Hence, students, headmasters, parents expect teacher more roles like.

a) Friend, philosopher and Guide
b) True leader and facilitator
c) Giving updated knowledge for the children
d) Explaining the matter with empirical evidence, He is a critical observer and task master systematic analyst and interpreter of the body of knowledge as a results of which students get thrilling experience about mystery of science.

Hence, the role expectations of teacher have direct influence on the achievements of students. There is also found that role expectation is independent of sex of students and teachers. It is also noted that the role expectations of teacher is directly related to job satisfaction of teachers. If any teacher caters the needs of children through role expectations he can get more satisfaction through his profession.

Similarly the role expectations of teacher are also directly related to organizational climate of the schools. The organizational climate of school is nothing but administrative nature of principal/ headmaster and
educative atmosphere in the school. It was noted that schools having high organization climate have high role expectations from the teacher.

It was noted that students expects more role by experienced teachers (More than 10 years than the newly joined teachers.

The role expectation is also directly related to economic status of students expects more roles by teacher with high salary and with more than 10 years experience than consolidated and less than 10 years experienced teachers.

The parents also expect more roles by science teachers in every school and they also desired that such teachers should teach them about the modern development.

The teacher on his own part expects that he should be systematic trust worthy, sympathetic, resourceful, creative and very objective to the students under their care.

Job satisfaction is another important variable which affects on the academic achievement of the students in the schools where there are more satisfied teachers. It was noted that the academic achievement is excellent, both in rural and urban areas. It was also found that job satisfaction is independent of sex of teachers. Another important factor emerged is that of experience teachers have high job satisfaction than newly joined teachers and urban school teachers have high job satisfaction than rural school teachers. Similarly the aided and Government school teachers have high job satisfaction than unaided
school teachers. Both Arts and science teachers have the same type of job satisfaction.

The investigator considered another important variable known as organization climate of school. It was found that students academic achievement is more in high organization climate than the students studied in low organization climate. It was also found that in aided schools open climate existed due to which both Head master and teachers have catered the needs of the students. Whereas in unaided and Government schools autonomous and controlled climate led to lack of leadership quality and congivecess which is affected on academic achievement of students in unaided schools the management and head master have vested interest in their own students. Hence, no secular approach resulted in controlled or closed climate.

The economic status of teacher has direct relationship on the academic achievement of students.

The academic achievement of students is more in such a way that where the teachers taking government scale and also the teacher have job satisfaction and maintaining high standard of living.

Where unaided school teachers have to work hard with low consolidated salary. Hence, there is no recognition for creative thinking and they do not bother about project of children.

It was also found that both role expectations and job satisfaction have direct impact on academic achievement of students.
Similarly organization climate and experience of teachers influence on the academic achievement of the students.

In all the cases the urban school students show significant achievement because of closed and controlled climate and less role expectations of the teachers.

The regression analysis also clears that role expectations of teachers in view of parents make more contributions which means parents keeping lot of hope in teachers to bring their wards to the proper lines.

6.8 Educational Implications.

The study has revealed following points to the light.

i) Role expectation variable is most important variable in teaching. Every teacher should know the type of role he/she has to play to become effective teacher. He should act as role model as a true leader, friend, philosopher and as a Guide, social reformer, critical thinker, facilitator of knowledge instilling creative enquiry among the students. He should act as Idealist, naturalist, pragmatist and philosopher for the students and society. He should develop art of living among the students. He should be an objective observer and giving updated knowledge among or about the modern world.

ii) Job satisfaction is another important variable for every teacher, professionally satisfied teacher can bring about desired changes among students. Hence, every teacher before entering to teaching
profession should develop positive attitude towards teaching and also to improvement of himself/herself in gaining experience.

Job satisfaction mainly depends upon economic status of teachers, the teachers who gets full salary as per the government rules are having more job satisfaction. But now a days the Government teachers and Aided school teachers (Approved) only get full salary. More than 60% of teachers working in private unaided schools are getting consolidated low salary. If we look into missionary schools most of them are unaided and even though schools having good infrastructure, teachers are taking low salary and exploited in their profession. Hence, there is no security and recognition for good work.

iii) Organisation climate of school is also important aspect for academic achievement of students.

It is found that Aided schools have good organization climate than Government and unaided schools. This is true both in urban and rural schools.

In Unaided school teachers get low salary as well as there is low organization climate.

It was found that the rural unaided school have problems of infrastructure, lack of resources, lack of facilities.

Hence low organizational climate which led to low academic achievement of students.
6.9 Limitation of the Study.

1. The present study is related to only high schools of Karnataka state.
2. The present study has limited variable like role expectations of teachers, job satisfaction of teachers and organization climate of schools.
3. The present study is limited to rural and urban area schools.
4. The present study is not related to age, qualification, interest, attitude of the teachers.

6.10 Suggestions for Further Study

1. Such similar study may be undertaken at primary schools.
2. Such study can be undertaken at teacher education level (D.Ed. B.Ed.,)
3. Such study can be undertaken at PUC level.
6. A comparative study of organisation climate of rural and urban schools
7. A comparative study of economic status attitude of teacher and organization climate of schools on the academic achievement of student may be undertaken
8. To find the relationship between role expectations of students and Academic achievement of students in relation to socio economic states of students.

9. To find the relation between role expectation of parents and Academic achievement of students in relation to location of schools.