Statistical Analysis Used

Measures of Central Tendency

Measures of Dispersion

test

't' test

Socio-emotional Climate and Job Involvement

Motivational Climate and Job Involvement
In the preceding chapter a descriptive account of the result obtained from administration of different psychological tests relating to independent and dependent variables presented in tabular, graphical and statistical forms were put forward. In this chapter, an attempt has been made at attempting and discussing these results as a whole in the light of various theoretical frameworks evolved by various psychologists and relevant experimental findings of the others. The graphic representation of the data has also been made to enable a bird's eye view of the obtained results. It also make the results more meaningful. This chapter is stratified in three sections. The first section deals with the assumptions as to why the 't' and 'F' technique has been used to analyze and interpret the data. In the second section the relationship between motivational climate and job involvement was discussed in the light of obtained data and the data of other investigators. In the third section the effect of socio-emotional climate on job involvement have been interpreted with special reference to the data obtained by the present author. Now let us see how best the result can be interpreted, discussed and related with the finding of other investigators.

**Statistical Analysis used**

With a view to bringing out the differential effects of independent variables and finding out their statistical significance, it was necessary to interpret and analyse the data statistically. For this purpose
parametric technique i.e. 't' test and 'F' test was used. The statistical techniques, methods employed herein for the analysis of results are as follows -

(a) Measures of Central Tendency

Measures of location or average provide us with a single measure that represent the entire distribution. Hence, mean values of all the groups/subgroups in present investigation were computed to make comparison possible between two or more groups. It also enables graphic representation of the influence of various variables.

A measure of central tendency, however, is a single value of variable useful if we want to compare ourselves with the rest of the population to make comparison between any two populations. But it does not tell us a great deal about the population, which it comes from. We should like to know more about a population before we can draw appropriate conclusions or even make fair comparisons.

(b) Measures of Dispersion

On several occasions a mean value, on its own, offers insufficient and incomplete informations about characteristics of two populations. Therefore, the need for the measures of dispersions, which calls for measuring and comparing the spread of data in a population. Hence - standard deviation - a sound method of dispersion was computed
for different groups in the present study so as to make comparison between them more meaningful.

(c) 'F' test

With a view to bringing out the differential effects of independent variables on dependent variable and finding out their statistical significance, it was necessary to interpret and analyze the data. For this purpose, parametric technique i.e. Analysis of variance-two way classification was used. While using the technique of Analysis of Variance, the following four assumptions underlying the technique of analysis of variance were tested (Guilford, 1956).

(a) Observations with experimental homogenous sets should be from normally distributed population.

(b) The sampling within sets should be random and mutually exclusive.

(c) Variance form with in the various sets must be experimentally equal, and

(d) The contribution to the local sample must be additive.

The first assumption of normality of major variable e.g. job involvement investigated in the present study was measured by the measures of Mean, Median, Mode, Standard Deviation, Skewness and Kurtosis for the total sample. It was found normal. Therefore, Analysis of Variance technique was applied to the obtained data.
The second assumption of Analysis of Variance was satisfied in assigning in random and mutually exclusive cases in each cell of the 2x2 factorial design. Respondents belonging to different socio-emotional and motivational climate groups were subdivided into different groups on the basis of climate groups-high and low, type of institutions-govt. and private, were administered job Involvement scale. In this way 4 subgroups of respondents were formed.

The third basic assumption about the equality of variance was also fulfilled because of homogeneity of data.

The fourth assumption of additivity of variance was held satisfied because the variance of scores for each variable can be added up separately. Analysis of Variance is most useful for its additive property. Subsequently, calculations were done to arrive at meaningful results along with the summary of Analysis of Variance for each variable in the following pages.

(d) 't' test

In order to test the significance of the difference between the two means, t values have also been computed because the t test of significance is adequate when we want to determine whether or not two means differ significantly from each other. It is employed in case of experiments involving two groups. However, for various reasons, t test is
not adequate for comparison involving more than two means. Whereas Analysis of Variance or the F test on the other hand, permits us to evaluate three or more means at one time. But F test does not present the clear-cut picture of the two groups compared because it does not tells which means differ significantly. Keeping this fact in mind t test was also applied. However, the t distribution is a theoretical sampling distribution, which is employed when number of cases in a group is a thirty or less, then the distribution of means of the sample is different from normal distribution curve.

The t test for means of independent samples assume -

(i) Normality of distributions of the variables in the populations from which the sample are drawn i.e. the observations should be taken from the normally distributed population.

(ii) The observation should essentially be homogenous.

(iii) The variation of population should essentially be homogenous.

(iv) The variables measured must be based on interval scale, so that statistical treatment is possible.
(i) Socio-emotional Climate and Job Involvement

Hypothesis

There would be positive relationship between employees Socio-emotional climate and job involvement.

On the basis of results obtained from this study it seems reasonable to infer that socio-emotional climate (which is defined as teacher behaviours that are nonverbal and mostly subconscious, that convey negative and positive feelings towards pupils) is an independent variable of paramount importance because level of socio-emotional climate of the educational institution do influence the job involvement of the teachers. Obtained result suggests positive correlation between socio-emotional climate and job involvement because as the level of socio-emotional climate increases, there is a gradual increase in job involvement also. Meaning there by that there is a positive relationship between socio-emotional climate and job involvement.

To study the impact of socio-emotional climate on job involvement of teachers, Job Involvement Scale was administered over the respondents and obtained Mean and SD values were presented in Table 3.3 in chapter of Results. It is evident from this table that respondents (teachers) belonging to High Socio-emotional Climate group have scored comparatively higher marks in Job Involvement Scale than the
respondents belonging to low socio-economic climate group. 
(See Fig. 3.4)

To analyze the statistical significance of these mean differences of job involvement scores as function of different level of socio-emotional climate, obtained F values for Types of School (F = 5.22 < .05) level of socio-emotional climate (F = 8.29 < .01) and interaction (F = 5.79 < .05) were found statistically significant at respectable level of significance meaning thereby that levels of socio-emotional climate and job involvement are important variables of paramount importance. It may be concluded that these values establish a positive relationship between socio-emotional climate and job involvement.

In the contemporary organisational psychology the term socio-emotional climate represents the emotional tone which is concomitant of interpersonal interaction of any organisational system. It is now established fact that the socio-emotional climate affects all types of activities and is a useful construct for planning, predicting, modifying and evaluating the various organisational systems. The perception of the members of the organisation affects their motivation and behaviour. In fact, an individual perceives his organisation in accordance with the prevailing conditions and climate in the organisation to which he/she has to interact (Schneider, 1973, 1975). This organisational climate exists as a perceived organisational attribute. Thus, organisational climates are
abstract perception of individuals within the organisations (Schneider, 1975). Knowledge about the nature and kind of organisational climate may help the educational authorities in the growth and development of the organisations.

The socio-emotional climate of educational institution is a bridging concept between teachers and the school in which they work (teach) and is the perception of the structure, process and values by the teachers. It is related to their task, achievement, satisfaction and behaviour in a particular schooling system to which they belong (Lawler, Hall and Oldham, 1974; Litwin and Stringer, 1968).

The independent variable, the socio-emotional climate was conceptually defined as feelings and opinions about the various aspects of the school and how it operates, as perceived by the students, teachers and administrators. To establish relationship between degree (level) of socio-emotional climate and job involvement, it would be professional to look for the common causal factors to both the variables.

Therefore, certain aspects which together constitute the phenomenon of socio-emotional climate as a whole. Socio-emotional climate consists of feelings and opinions of students, teachers and administrators about the school. A person scoring high on Socio-emotional Climate Scale is likely to possess positive feeling and opinions
about the institution. Respondents scoring high on Socio-emotional Climate Scale are likely to be more job involved.

Socio-emotional climate is a multifaceted construct. The individual (teacher) performs his job in global context of the institution and various factors tend to interact affecting his motivators at work which in turn affects the performance, commitment, job satisfaction and job involvement. Since socio-emotional climate represents the emotional tone, that is, why all activities of the teachers viz. teaching, planning, predicting, modifying and evaluating may be affected. We can not deny this fact that perception of the teachers of the institution affects their motivation and behaviour. That is why the teacher respondent perceived their organization (institution) in accordance with the prevailing conditions and climate in the institution to which they had to interact (Schneider, 1973, 1975).

Respondents belonging to High Socio-emotional Climate Group were found comparatively more job involved than the respondents (teachers) belonging to low Socio-emotional Climate Group. To establish a relationship between socio-emotional climate and job involvement, it would be professional to look for the common causal factors of the both the variables. There are certain aspects, which together constitute the phenomenon of socio-emotional climate as a whole. High quality of socio-emotional climate includes in itself the school policies and practices,
class size, physical and architectural features, school appearance, display of school work, aggregate teacher, characteristics, teachers stability, teachers gender ratio, teacher grade preference, aggregate student characteristics, student satisfaction and student sense of academic support (Tunney 1980, Sagor 1981, Eletė & Walberg 1979, Majstsamles, 1980). On the basis of these factors mentioned above we can differentiate the socio-emotional climate of the institution. The abovementioned socio-emotional climate cluster influences every activity of not only the students but teachers also. High quality of socio-emotional climate increases not only the effectiveness of the teacher but of the students also.

(ii) Motivational Climate and Job Involvement

Hypothesis

There would be positive relationship between employee's motivational climate and job involvement.

The obtained result from the present investigative are of great value that permits us to answer the question which are basic to the nature of job involvement. It is found that -

(a) Respondents belonging to high motivational climate group have scored greater mean score than the low motivational climate group. (Fig. 3.6)

(b) Teachers serving in Govt. institutions have shown more job involvement than the teachers serving in private institutions. (Fig. 3.7)
Motivational climate affect not only the behaviour of the teachers but also how they interact with their organizations. Pace and Stern (1958) theorized the concept of climate might improve understanding individual attitudes and behaviour and it would operationalize the 'E' in Lewin's formula $B = P \times E$. Organisational climate (motivational climate) can have a major influence on motivation and job satisfaction. Teachers like other employees expect certain rewards, satisfactions and frustrations based upon their perception of organisational climate. These expectations lead to motivation.

Thus, it may be concluded that level of motivational climate affect the performance of teachers, their relations with others, not only in institution but in society also, their mental health and in general his behaviour.

It is evident from Table 3.7 that there are significant difference in the degree of job involvement of respondents belonging to high and low motivational climate groups ($F = 9.44 > .01$). These results indicate that the structure and nature of the motivational climate are among important factors that affect the degree of job involvement of the employees. It is probably because some climate provide considerable opportunity to fulfil the basic needs. It is evident from the result that employees belonging to high motivational climate group have scored comparatively greater mean score than the employees of low motivational climate group. This is so
because motivation creates the energy which incites, inspires, impels, influences, urges and moves one to action (Hellriegel and Slocum, 1992), Motivation is, in effect, a means to diminish and manipulate the group between the teacher's actual state some desired state and educational authorities tries to reduce this gap.

Motivational climate reflects the patterns of organizational behaviour that increases the extent to which the employee's needs for security, esteem, independence and personal self development are satisfied. Motivational climate is consistent with the worker's expectations of the behaviours that will lead to desired outcomes it seems reasonable to expect that a high motivational climate within an institution will be associated with worker's support (positive attitude), not resistance (negative attitudes) to change. Review of researches indicate that high organizations possessing high motivational climate pay attention not only to achievement, recognition and responsibility, but on working conditions, type of supervision etc. Therefore, it is clear that ideal climate would provide opportunities for satisfying both type of needs (extrinsic and intrinsic).

So, the concept of motivational climate appears to reflect the patterns of organizational behaviour. On the basis of these conceptual framework, we can safely conclude that teachers belonging to high motivational climate group. Possess several positive characteristics - the
high level of responsibility and antonomy, seniority, motivational potential for specific job, least amount of role ambiguity and job tension, belief that cares for employees, satisfaction with job, better mental health and least stress in job (Baron 1986; Mowday, Steers & Porter 1974; Paltanagak 1993; Raval 1994; Patel 1994) difference in the degree of job involvement of high and low motivational climate group appear to be statistical significant. So, the present data confirms the hypothesis.

The results of the present study indicates that respondents belonging to high motivational group were found more committed to their job because they feel more satisfied, they find their job more favourable, their need are satisfied, they are involved in their job, they feel more comfortable in their physical assignments and they feel fit in their jobs. They accept the organizational climate of their institutions, they are encouraged aged in making decisions, they are given more autonomy, feedback and opportunities to use their skills, they find opportunities for self growth and advancement, they feel that their work is central part of their lives, they can understand their work life conflicts and they can encouraged to work as role models. Meaning thereby, the motivational climate of their institution is very high. That is why, the respondents belonging to high motivational climate group have obtained comparatively higher scores on Job Involvement Scale.
Since educational institution is a place where not only academic skills are taught and learned, but is a miniature community in itself where every member of the institution interacts and influence the behaviour pattern of each other (Shoben 1972). If the motivational climate of the educational institution is of good quality, the social relation among the students and the teachers significantly influence the quality of cognitive as well as affective learning outcomes (Buswell 1953). The nature of interaction and experiences depend upon motivational climate of the institution concerned. Most conducive motivational climate help in developing favourable attitude of pupil's towards their teacher and educational institution. This can very well explained in terms of the nature of motivational climate that better quality of motivational climate provides for high esperit and satisfaction from task achievement among teachers.

Climate has been described as a molar concept reflecting the content and strength of prevalent values, norms, attitudes behaviours and feelings of members of a social system which can be operationally measured through the perception of system members (Payne 1971). His definition of climate is similar to Likert's (1961) concept of intervening variable.

Teachers belonging to high motivational climate groups have high level of responsibilities and autonomy, motivational potential towards their job, least amount of role ambiguity and job tension that is why job
involvement was found to be greater than the teachers belonging to low motivational climate groups (Baron 1986). This may lead to positive evaluation of teachers serving in high motivational climate group who enjoy more autonomy, more control and responsibility and more privilege from the organization and create a strong desire to remain within organization. They are involved in decision making process and other important matters of the organization and usually they are very well paid that is why they positively evaluate their work and organization on the basis of really good aspect of their organization. Thus, it may be concluded that teachers belonging to high motivational climate group were found higher with special reference to their job involvement because organization make them eligible to receive both extrinsic (wage and benifets) and intrinsic (job satisfaction and relationship with coworkers) profits associated with membership rewards. So, we can conclude that motivational climate is the best predictor of job involvement.

In spite of these barefacts, there are several others factors responsible for high job involvement among the responsdents belonging to high motivational climate groups e.g. there are more opportunities to fulfil their achievement motives, they have adquate opportunities for advancement and they are satisfied with their independence autonomy (an other motivated factors) than the respondents (a teachers) of low motivational climate groups (Schien, 1971).
So far as the matter of positive relationship between motivational climate and job involvement is concerned, we may conclude it without any hazard on the basis of obtained data that respondents belonging to high motivational climate group were more committed towards their job because they possess comparatively least amount of occupational stress. It may be argued that higher magnitude of motivational climate help the employees to adopt the work environment and there by make its better (Mishra & Mishra, 2005), to motivate towards achieving the goals of the organization and they make the organization successful by fulfilling their motive to strive for success (Cohen, 1933), to strive for the goal with more vigor which helps the organization to achieve his own goal (Mishra & Mishra 2005), to enhance their job satisfaction performance and job involvement (Hockman & Lawler, 1971); Brief & Aldeg, 1975, Saal 1978, Cellar, Kerman & Borreit, Elloy et al. 1991), to schedule the work activity of the teachers to develop identification with their job, to percieve warm and supportive motivational climate in the organization (Luthans, Wahl & Steinhams, 1985), and, to become a good team member willing to help (Bishop & Scott 1997).

The present result confirm and support the previous findings of other investigators in which significant correlation was obtained between attitude towards change to support for people, commitment and morale. vision and decision, consulation and communication effectiveness, personal ability (Johnson & Thurstone 1997; Hayes 1999, Fatehi 1996,
It is not out of place to mention that obtained result are in consonance with the Self Determination Theory (SDT-Deci & Rayan, 1985) because supporting research indicate a number of outcomes associated with possessing a more self determined motivational orientation, identifying factors related to facilitation of this type of motivational orientation is an important research goal. In the study of Amarose, Butcher, Flesch & Klinefelter (1999), consistent with SDT, the relationship between the motivational climate and the athletes' motivational orientation was predicted by the need of competence autonomy and relatedness.

Thus, may safely conclude that result of this study provide a valid ground for the institutional authorities and concerned personnel to try to generate good and adequate motivational climate in the institution which is characterized by lively organizational goal oriented endeavour, high group morale, friendly and trustworthy interpersonal relationship. Such atmosphere where trust are present with least of hinderance and aloofness for goodworker from the authority is an ideal condition where attitude is cultured.