CHAPTER-V
CONCLUSIONS AND SUGGESTIONS
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The present study was designed to have an assessment of the organizational climate in the different types of Higher Secondary School such as the Central Schools, the Government Schools, the Aided Schools and the schools that do not receive grant in aid from the government.

The second aim of the study was to have an assessment of the level of job satisfaction among the different types of Higher Secondary Schools.

The third aim of the study was to see how far the organizational climate of the schools was related to job satisfaction among the teachers.

The fourth aim of the study was to identify the variables that lead to job satisfaction and the variable that lead to dissatisfaction with the job.

The fifth aim of the study was to give suitable suggestions in the light of the findings of the present study to improve job satisfaction among the teachers.

In Uttar Pradesh there are four main types of
Higher Secondary Schools i.e. the Government schools which are directly under the control of State Government, aided Higher Secondary schools which are managed by private organizations but receive grant-in-aid from the Government, the schools which do not receive grant-in-aid from the Government and are affiliated to Central Board of Secondary Education. These are generally English medium schools. The State Government does not have control over these schools, and the Central schools which are affiliated to Central Board of Secondary Education and are controlled by Kendriya Vidyalaya Sangthan with its Head Office at New Delhi and Regional Offices at various places.

These four types of schools differ considerably as regards their buildings, equipments, libraries and laboratories. They also differ as regards numbers and qualifications of teachers and the nature and composition of their controlling authorities. Consequently, there can be considerable differences in their organizational climate and amenities provided to the teachers.

One of the main aims of the present study was to
see how far these four types of higher Secondary Schools differ as regards their organizational climate. In the sample for the present study, therefore, schools from each of these four categories were included. There were four Central schools, four Government schools, eight Aided schools and eight schools which did not receive grant-in-aid and were affiliated to Central Board of Secondary Education. The total number of teachers included in the present study from these schools was 566. There were 267 male and 299 female teachers.

For assessment of organizational climate of the schools Sharma's Organizational Climate Description Questionnaire was administered to the teachers and in accordance with the procedure given in the manual, the schools were classified into six categories i.e. those having open, autonomous, familiar, controlled, paternal and closed organizational climate.

For assessment of job satisfaction among the teachers Singh and Sharma's job satisfaction scale was administered to the teachers and in accordance with the procedure given in the manual the teachers were classified as very satisfied, satisfied and dissatisfied.
with their job.

The number and percentages of very satisfied, satisfied and dissatisfied teachers in schools with different types of organizational climate were worked out and $X^2$ test was applied to see how far the numbers of very satisfied, satisfied and dissatisfied teachers in schools with different types of organizational climate differed from the numbers expected on the basis of equal probability.

To have an idea about the level of job satisfaction among the teachers working in different types of schools e.g. the Government schools, the aided schools, the Central schools and the Schools not receiving grant-in-aid, the numbers and percentages of very satisfied, satisfied and dissatisfied teachers were worked out and CRs were calculated to see how far the differences in the percentages of teachers having different levels of job satisfaction were statistically significant.

It is generally believed that factors such as age, teaching experience and educational qualifications are related to job satisfaction.
In the present study data regarding these variables were collected through personal interviews with the teachers and an attempt was made to study the relationship of these variables with job satisfaction.

Another important variable likely to be related to job satisfaction is gender. It is generally believed that compared to other professions teaching is more suitable for ladies. There are larger number of holidays and there are long vacation during winter and summers. The working hours in the schools are shorter compared to other professions. Moreover, ladies can take their children for studies to the schools where they are employed. It can, therefore, be expected that lady teachers can have greater job satisfaction when compared to male teachers. In the present study therefore, an attempt was made to compare the level of job satisfaction among the male and the female teachers.

To make the findings more worth while an attempt was made to identify those aspects of teaching profession which lead to job satisfaction and the aspects which lead to dissatisfaction with the job. For this purpose data were collected from the teachers
through personal interviews. They were asked to mention four most important characteristics of their job which led to satisfaction and four characteristics which led to dissatisfaction with the job. On the basis of their replies suitable suggestions were given to increase the level of job satisfaction among the teachers.

Findings of the present study showed that 25.00 percent of the schools included in the present study had open organizational climate, 8.33 percent had autonomous organizational climate, 8.33 percent had familiar organizational climate, 16.67 percent had controlled organizational climate, 8.33 percent had paternal organizational climate and 33.33 percent had closed organizational climate. These results show that more than half of the school (58.33 percent) had either open or closed organizational climate and the combined percentage of the schools with the remaining four types of organizational climate was 41.67. This shows that the percentages of the schools having autonomous, familiar, controlled or paternal organizational climate were rather small. These findings are in agreement with the findings of the studies conducted by Varshney (1979), Vichao (1983) and Baryaiya (1985).
When the schools were classified into two broad organizational climates i.e. open comprising of open, autonomous and familiar and closed organizational climate comprising of controlled, paternal and closed organizational climates, it was observed that 47.67 percent of the schools included in the sample for the present study had open organizational climate and 58.73 percent of the schools had closed organizational climate.

It was observed that organizational climate of the schools did not depend upon the type of school. Within each of the four types of schools i.e. the Government schools, the Aided schools, the Central Schools, and the Schools not receiving grant in aid, there were differences as regards organizational climate. Among the English medium schools which did not receive grant-in-aid comparatively higher percentage had closed organizational climate. When the schools were classified into two broad organizational climates i.e. open and closed organizational climate, as many as 87.50 percent of such schools had closed organizational
climate and only 12.50 percent had open organizational climate.

There were no significant differences in the boys and the girls schools as regards organizational climate.

Personal interviews with the teachers showed that organizational climate of the schools depended upon the variables such as leadership behaviour of the Principal, the amount of control exercised by the management and interaction among the teachers. These variables differed from school to school within the four categories of schools and hence, the differences in their organizational climate.

These findings are in agreement with the findings of the studies conducted by Khera and Amar Nath (1980) who also observed that the organizational climate varied with the leadership behaviour of the Principals.

As regards relationship between organizational climate of the schools and job satisfaction among the teachers it was observed that a vast majority of both male (82.98 percent) and female teachers (73.77 percent), working in school with open organizational
climate were satisfied with their job.

In the schools having autonomous organizational climate, 83.79 percent of male and 77.78 percent of the female teachers were satisfied with their job.

In the schools having familiar organizational climate, it was observed that none of the boys schools included in the sample for the present study had familiar organizational climate. Among the female teachers working in schools with familiar organizational climate 77.27 percent were satisfied with their job.

In schools having controlled organizational climate 56.23 percent of the male and 56.67 percent of the female teachers were satisfied with their job and 43.75 and 43.33 percent of them were not satisfied with their job. These figures show that when compared to the teachers working in the schools with open, autonomous and familiar organizational climate the percentages of dissatisfied teachers working in schools with controlled climate was much higher.

In schools with paternal climate 56.25 percent of male and 72.41 percent of the female teachers were
satisfied with their job and 43.75 percent of the male and 27.59 percent of the female teachers were dissatisfied with their job. It was observed that the percentages of dissatisfied male and female teachers in the schools with paternal organizational climate were higher than corresponding percentages of teachers working in schools with open, autonomous and familiar organizational climates.

In schools with closed organizational climate 51.62 percent of the male and 58.51 percent of the female teachers were satisfied with their job and 41.49 percent of the male and 48.38 percent of the female teachers were dissatisfied with their job. These figures show that about half of the teachers working in the schools with closed organizational climate were dissatisfied with their job. This proportion is much higher than the corresponding proportion of teachers working in schools with open, autonomous or familiar organizational climate.

These figures show that both the male and the female teachers working in the schools with open organizational climate tended to have greater job
satisfaction when compared to teachers working in schools with closed organizational climate.

As regards job satisfaction among teachers included in the sample for the present study, it was observed that both among the male and the female teachers about two-third were satisfied with their job and about one third of them were dissatisfied with their job. These results show that a sizeable proportion of the teachers are not satisfied with their job and as such they cannot be expected to be very effective teachers. There is, thus, need to identify the reasons for their dissatisfaction, and in the light of their responses efforts should be made to make their working conditions such that they may be able to derive satisfaction from their professional work.

It was observed that 52.83 percent of the male and 49.27 percent of the female teachers in the age group 35 years or below in age were dissatisfied with their job. The corresponding figures for the male and the female teachers in the age groups 36-45 and 46 years and above were 49.48 and 34.35, and 11.96 and 16.16 respectively.
These results show that there are no significant differences as regards job satisfaction between the male and the female teachers in the different age groups. However, larger proportions of both the male and the female teachers in the younger age groups were dissatisfied with their job when compared to the teachers in the upper age groups.

It was observed that 27.73 percent of the male graduate and 35.14 percent of the male Post-graduate teachers were dissatisfied with their job. The corresponding percentages for the female Post-graduate and Graduate teachers were 30.00 and 33.73 percent respectively. These figures show that the Graduate teachers were slightly more satisfied with their job when compared to the Post-graduate teachers. However, differences between the two groups were not large enough to be statistically significant. This greater dissatisfaction with the job among the Post-graduate teachers might be due to the fact that many of them were working against the posts for the trained graduate teachers and had not been given the salary scale for the Post graduate trained teachers. They had a feeling that
they were not getting the salary commensurate with their qualifications.

It was observed that 50.00 percent of the male and 53.33 percent of the female teachers with teaching experience up to 10 years were dissatisfied with their job, the corresponding percentages for the male and the female teachers with teaching experience 11 to 16 years and 16 years and above were 48.39 and 20.50 and 39.08 and 22.27 percent respectively. These figures show that both among the male and the female teachers a higher proportion of teachers with lesser teaching experience were dissatisfied with their job when compared to their colleagues with longer duration of teaching experience. These results show that the younger and less experienced teachers were more dissatisfied with their job than the older and more experienced teachers. This is, perhaps, due to the fact that in recent years there has been improvement in the working conditions of the teachers. Their salary scales have been revised, they have been given the benefits of pension and gratuity in addition to provident fund and their services have been made more secure. To save them from exploitation by the Private managements, their salaries are now paid through the
treasury. The older and the more experienced teachers have seen the days when their salaries were very low, they did not have adequate retirement benefits and their services were very insecure. It is, therefore, quite likely that because of these benefits they have a higher degree of job satisfaction when compared to younger teachers who had all these benefits when they entered the profession and because of steep rise in prices they feel that any increase in their dearness allowance is neutralized by rise in the prices of essential commodities and they find that their income is not enough to meet their needs.

As regards job satisfaction among the teachers included in the sample for the present study it was observed that one third of the male and the female teachers were dissatisfied with their job.

To identify the factors related to job satisfaction among the teachers an attempt was made to find out the relationship of age, educational qualifications and teaching experience with job satisfaction.
It was observed that among the male teachers 11.96 percent in the age group 46 years and above were dissatisfied with their job, and 88.04 percent were satisfied with their job. The corresponding percentages for teachers in the age group 36 to 45 years were 49.48 and 50.52 percent respectively. This shows that there were more dissatisfied teachers in the age group 36-45 than in the age group 46 years and above. The teachers in the youngest age group i.e. up to 35 years in age were still more dissatisfied with their job and 52.83 percent were dissatisfied with their job.

These results show that the younger teachers were more dissatisfied with their job than the comparatively older ones. This is probably due to the fact that the older generation of teachers have seen the days when their salaries were rather low and were not paid regularly. They were made to sign on higher amounts than they were actually paid by the managements. There was no security of service nor did they have retirement benefits such as gratuity and pension. After independence the salary scales of the teachers have been revised. Their services have been made secure, their
salaries are now paid through the treasury and retirement benefits have been given to them. It is, therefore, quite natural that they are more satisfied with their job, than the younger teachers who in their service period have not been given any new benefits. They feel that whatever little they get by way of increase in dearness allowance is neutralized by rise in prices. As such it is quite natural that they are less satisfied with the job than the older teachers.

As regards relationship between educational qualifications and job satisfaction, it was observed that the proportion of dissatisfied teachers among the Post-graduates was a little higher than the corresponding proportion among the graduate teachers. However, the difference was not large enough to be statistically significant.

This was probably due to the fact that these days quite often the Post-graduates apply for the post of trained graduate teachers and because of higher educational qualification, they are selected for the job of trained graduate teachers. But when they enter the job, they feel that they are not being paid according to
their qualification. Similarly many teachers after taking up the job of trained graduate teachers improve their qualifications and get Post-graduate degrees as teacher candidates. The main motive behind enhancement of educational qualification generally is to get the pay scale of Post-graduate trained teachers. However recruitment to the posts of Post-graduate trained teachers cadre is mainly through open selections and only a limited proportion of the teacher are promoted to the scale of Post-graduate trained teachers. When after enhancement of educational qualifications the teachers do not get the higher salary scale, they start feeling frustrated and dissatisfied with their job.

As regards relationship between length of teaching experience and job satisfaction among the teachers, it was observed that among the male teachers having teaching experience for 16 years and above the percentage of satisfied teachers was 79.60 percent and only 20.50 percent of them were dissatisfied with their job. Among the teachers having teaching experience between 11 to 16 years 51.61 percent were satisfied with their job and 48.39 percent were dissatisfied with their job. Among the teacher having teaching experience upto
10 years 50.00 percent were satisfied with their job and 50.00 percent were dissatisfied with their job.

Among the female teachers the pattern of relationship between length of teaching experience and job satisfaction was similar to that among the male teachers. 77.63 percent of those having teaching experience for 16 years and above more satisfied with their job and 22.37 percent were dissatisfied with their job. Among those having teaching experience between 11 to 15 years 60.92 percent were satisfied with their job and 39.08 percent were dissatisfied with their job. Among the female teachers having teaching experience upto 10 years 46.67 percent were satisfied with their job and 53.33 percent were dissatisfied with their job.

For the sample as a whole among the teachers having teaching experience for 16 years and more 78.59 percent were satisfied with their job and 21.41 percent were dissatisfied with their job. Among the teachers having teaching experience for 11 to 15 years 57.05 percent were satisfied with their job and 42.95 percent were dissatisfied with their job. Among the teachers having teaching experience upto 10 years 48.08 percent
were satisfied with their job and 51.92 percent were dissatisfied with their job.

These results show that there was positive relationship between length of teaching experience and job satisfaction i.e. larger proportion among the more experienced teachers were satisfied with their job. This pattern applied to both the male and the female teachers and for the sample as a whole.
Findings of the present study showed that a larger proportion of schools included in the present study had either open (25.00 percent) or closed (33.33 percent) organizational climate. The remaining four types of organizational climates accounted for 41.67 percent of the schools. When the schools were divided into two broad categories i.e. open organizational climate comprising of open autonomous and familiar, and closed organizational climate i.e. controlled, paternal and closed organizational climate 47.67 percent of the schools had open organizational climate and 52.33 percent had closed organizational climate.

It is now, generally believed that open organizational climate provides better environment to the teachers to teach effectively and derive greater satisfaction from their work. The fact that more than half of the schools included in the present study did not have open organizational climate shows that there is need to bring about change in the organizational climate of the school.
Findings of the present study showed that there was no relationship between the organizational climate of the school and the types of organization to which they belonged i.e. Government schools, Schools receiving grant-in-aid from the Government, Central schools and the School not receiving grant-in-aid from the Government. In fact, within each of these four categories of schools, the organizational climate differed from school to school.

It was observed that organizational climate of the schools depended upon the leadership behaviour of the Principal and interpersonal relationship among the teachers. Therefore, to change the organizational climate of the schools efforts must be made to change the leadership behaviour of the Principals. Instead of adopting authoritarian attitude they should be democratic. They should evolve policies in consultation with the teachers and should seek their active cooperation in implementing those policies. When the policies are formulated with their cooperation the teachers will try to implement them to the best of their abilities.

The Principals should have sympathetic attitude
towards the teachers. They should try to understand teacher's problems not only with regards to their work in the school but even their personal problems should also receive sympathetic consideration. He should keep the channel of communication with the teachers open. He should not be partial. He should neither show undue favour to any teacher nor should victimize any teacher. The distribution of teachers work load should be judicious.

Supervision should be democratic. It's purpose should not be to find fault with the work of the teachers. In fact, good work should be appreciated and suggestions should be given for the improvement.

Teachers should be made to feel that Principal is the leader among the equals and the purpose of his leadership is the welfare of all and development of the institution.

The organizational climate of the schools should be open. Every teacher should be allowed to express his opinion regarding the working of the school freely. Weightage should be given to worth-while suggestions. Policy decisions should be taken in a democratic manner.
after free and open discussion.

Results of the present study revealed that in schools with open organizational climate larger proportions of the teachers had job satisfaction when compared to teachers in schools with closed organizational climate. Therefore, to increase job satisfaction among the teachers it is necessary to have open organizational climate in the schools.

Findings of the present study showed that both among the male and the female teachers about two third of the teachers were satisfied with their job and one third of them were dissatisfied with their job. This is an alarming situation because several studies have revealed positive relationship between job satisfaction and teaching effectiveness. It is obvious that if a teacher is not satisfied with his job he can not put his heart and soul into the work. Kothari Commission had recommended that in creative work like teaching, the provision of stimulating conditions of work are very important and can play a very significant role in attracting and retaining the right type persons in the
profession.

The Commission recommended that the conditions of the work in educational institutions should enable teachers to function at their highest level of efficiency. This will imply the provision of certain minimum facilities in the class-room, essential teaching-aids, library and laboratory facilities and maintenance of a meaningful pupil-teacher ratio.

The Commission further recommended that the working conditions in the schools should be such that these may encourage initiative experimentation and creativity and give adequate freedom to teachers in the organization of their courses and in the use of methods and techniques they consider suitable. Their hours of work should be similar to those of other public servants and while determining hours of work account should be taken of not only the actual class-room teaching but also of other work connected with it such as study and preparation of lessons, correction and evaluation of students-work and other programmes of student-guidance.
For professional growth of teachers adequate facilities should be provided for workshops, seminars, summer institutes, grants for purchase of books and facilities for sabbatical leave.

In private schools sometimes the managements do not frame proper terms and conditions of service and suspend the teachers or terminate their services without regard to fairness and justice. It is necessary that the terms of service for teachers in privately managed schools should be similar to those of teachers in the Government schools. The services of teachers should not be terminated without following the prescribed procedure and they should be given opportunity to defend themselves and there should be provision of appeal to Arbitration Tribunals consisting of a representative of the teacher, a representative of management and a representative of State Department of Education. In Uttar Pradesh some efforts have been made to provide security of service to the teachers and now their services can not be terminated without approval of the Government.

The teachers in the present study had stated that
one of the factors leading to job satisfaction among the teachers was availability of opportunities to enhance educational qualifications. However, findings of the present study showed that the Post-graduate teachers were less satisfied when compared to the Graduate teachers. It was mainly due to the fact that after enhancing their educational qualifications the teachers did not get higher salary scales. Efforts, therefore, should be made to give some incentive for enhancing qualifications. A small proportion of such teachers should be given higher salary scales and others may be given two or three increments for enhancing their qualifications as is being done in some public and private sector undertakings.

Another factor leading to job satisfaction as stated by the teachers in the present study was the opportunity to enhance income through private tuitions. When stretched too far it sometimes leads to the practice of forcing the students to take private tuitions failing which they may not be promoted to the next class. Kothari Commission had suggested that students genuinely in need of special coaching from the teachers should be identified and the schools may make
arrangements for their coaching. Some fee may be charged from the students and some money may be released from the school funds to make payment to the teachers involved in this work.

To save teachers from the oppression by the managements teachers should be allowed to have their own organizations which may bargain collectively and secure for their members their rightful social, economic and professional status. These organizations may safeguard their professional interest and secure satisfactory conditions of service. These organizations may also try to promote teachers professional growth by organizing refresher-courses, seminars, publications, library services and research. They should try to improve teaching of different subjects by setting up associations of subject teachers. They should also lay down the professional code of conduct for teachers to ensure that all teachers follow this code of conduct.

A joint consultative machinery should be set up for settlement of grievances of teachers and there should be Joint Teachers Councils in each state. These councils should consist of representatives of teachers'
organizations and officers of Education Department. Their functions may include matters relating to conditions of service and work, welfare services for teachers and general programmes for improvement of education. Such councils may build up good relations between teachers and managements.

Teachers included in the sample for the present study had stated that the fringe benefits such as leave encashment, loans for housing, subsidized residential accommodation, facilities for cheap transportation, etc. were not available to teachers. It is suggested that efforts should be made to provide such benefits to the teachers.

To give recognition to teachers with outstanding merit Government of India has formulated a scheme of national awards for school teachers. The principal aim of this scheme was to give recognition to school teachers who have done outstanding work and to raise the status of teaching profession. This scheme has worked fairly well. If the number of awards under this scheme is increased and while giving these awards the influence of non-educational considerations such as
politics, caste and regionalism, etc. is minimized and distinguished educationists known for their integrity are associated with the committees constituted to select teachers for these awards, the scheme can go a long way in giving recognition to teachers of outstanding merit.

Teachers included in the sample for the present study had pointed out that one of the factors leading to dissatisfaction with the job among them was the authoritarian attitude of the Principals. Many of them behaved liked dictators. They considered themselves as the Supreme law giver in the school. They did not confer with their staff and when they convened a staff meeting, the purpose was to give orders. They did not invite suggestions from teachers. They thought their function was to command and the function of the teachers was to obey. They determined the entire policy of the school. They remained aloof from the active group participation. This type of leadership behaviour of the Principals leads to dissatisfaction among the teachers.

It is, therefore, suggested that the Principal should act as a leader among the equals. He should appear to be a brother not a boss for the teachers.
Policies of the schools should be evolved through discussions with the staff. This type of democratic organization accepts the dignity and worth of individual teachers. It is based on principle of participation and reliance on group process.

Teachers in the sample for the present study pointed out that another reason for dissatisfaction with the job was heavy and uneven work load. It is suggested that while assigning duties to the teachers, the Principal should see that each teacher is given the work for which he is best fitted. If round pegs are put in square holes and square pegs are put in round holes, the institution will lack stability and effectiveness. If the teachers are given the work for which they are qualified and fit, they will feel contented and cheerful. They will get job satisfaction and will take interest in their work.

The Principal should take note of good work done by the teachers and for such work they should be praised. Within the class, the teachers should be allowed to use innovations in methods of teaching.
The Principal should realize that all teachers wish to express their opinion on the policies and problems of the school. They are likely to be frustrated when they do not get the opportunity to do that. It is important that the organizational climate of the schools should be such that every teacher should be given the opportunity to participate in solution of common problems in the schools. It is now generally believed that a group product is better than that produced by a single individual and the results of group thinking are more acceptable because of greater participation in the activities and acceptance of responsibility for the outcome by the members of the group. Such an interaction with its flow of ideas, experiences and opinions requires willingness to respect the part of each person to participate, willingness to respect the point of view of others, willingness to accept each person in the group on equal terms, willingness to have personal opinions challenged and willingness to change a point of view or opinion when new experiences and data warrant it.

As a democratic leader the Principal should evoke
the maximum involvement and participation of every member of the staff in formulation of school policies. He should spread responsibility rather than concentrating it. He should try to reduce interpersonal tensions and conflicts in the staff. He should avoid hierarchical group structure in which special privileges and status differences predominate.

One of the important duties of the Principal is the supervision of the work of teachers. He must keep a vigilant eye on the teachers and give adequate guidance to the inexperienced teachers. But he must realise his limitations. He can not have the competence to supervise teaching in all the subjects. He should take the help of Heads of Departments in supervising the work of Junior teachers. Supervision should not aim only at finding out the defects. It should be concerned with improvement of instruction.

In major activities of the schools such as distribution of work, fixing up the time-table, procuring equipment, formulation of school budget,
enforcement of rules and regulations and experimentation, the Principal must consult the teachers individually and collectively at the staff meetings.

The agenda for the staff meetings should be circulated well in time. At the staff meeting teachers should be encouraged put forth their point of view and due weightage should be given to their suggestions.

This type of democratic organizational climate in the schools can evoke whole hearted involvement of teachers in formulation and implementation of general policies. This makes teachers feel that they have a role to play in the matters connected with the school and this can give them job satisfaction.

It can not be denied that during the post-independence period efforts have been made to attract talented persons to teaching profession. Efforts have been made to select suitable candidates for teaching professions. Improvements have been made to upgrade pre-service programmes for teachers training and to retain good teachers in the profession, Salary scales of
Teachers have been improved and various benefits such as gratuity and pension have been extended to them.

However, much remains to be done to improve the organizational climate of the schools and to provide incentives, and fringe benefits to teachers to increase job satisfaction among them.