

**ANALYSIS AND INTERPRETATION
OF DATA**

CHAPTER-IV

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The purpose of this investigation is to determine the organizational health of schools and job satisfaction of teachers at elementary stage of Bhopal city. In this study the mean, standard deviation, t-value and correlation for organizational health of schools and job satisfaction of teachers were calculated.

Analysis of the status of organizational health of government and private elementary schools.

Comparison of average of organizational health of government and private elementary schools.

Hypothesis-1

Whether the organizational health of elementary schools is satisfactory?

Keeping in mind, the minimum and maximum score of each dimension and total of organizational health, a classification was made based on equal range, i.e., 'highly satisfactory', 'satisfactory', 'average', 'dissatisfactory' and 'highly dissatisfactory'.

The mean of different dimensions and total score of organizational health of government and private elementary schools were obtained and then the mean scores of each dimension and the total of organizational health of elementary schools were identified as 'highly satisfactory', 'satisfactory', 'average', 'dissatisfactory' and 'highly dissatisfactory' based on the above classification and presented in table-4.

Table-4

Mean scores of dimensions and total of organizational health of government and private elementary schools

Sl. No.	Dimensions of organizational health of elementary schools	Mean and Status		
		Government	Private	Total
1.	Morale	21.916 HS	22.506 HS	22.201 HS
2.	Appraisal and Recognition	24.621 HS	24.775 HS	24.696 HS
3.	Curriculum Coordination	16.389 HS	16.640 HS	16.511 HS
4.	Effective Discipline Policy	14.663 S	16.067 HS	15.342 S
5.	Excessive Work Demands	10.726 A	12.843 S	11.750 A
6.	Goal Congruence	19.084 S	19.966 HS	19.511 S
7.	Participative Decision-Making	15.684 HS	15.517 S	15.603 S
8.	Professional Growth	17.232 S	18.225 S	17.712 S
9.	Professional Interaction	29.368 HS	29.730 HS	29.543 HS
10.	Role Clarity	16.726 HS	17.146 HS	16.929 HS
11.	Student Orientation	16.621 HS	16.888 HS	16.750 HS
12.	Supportive Leadership	18.684 S	17.584 S	18.152 S
13.	Total of the Organizational Health of Elementary Schools	221.716 S	227.888 HS	224.701 S

HS = Highly Satisfactory, S = Satisfactory, A = Average, D = Dissatisfactory and HD = Highly Dissatisfactory.

Figure-1
Status of dimensions of organizational health
of elementary schools

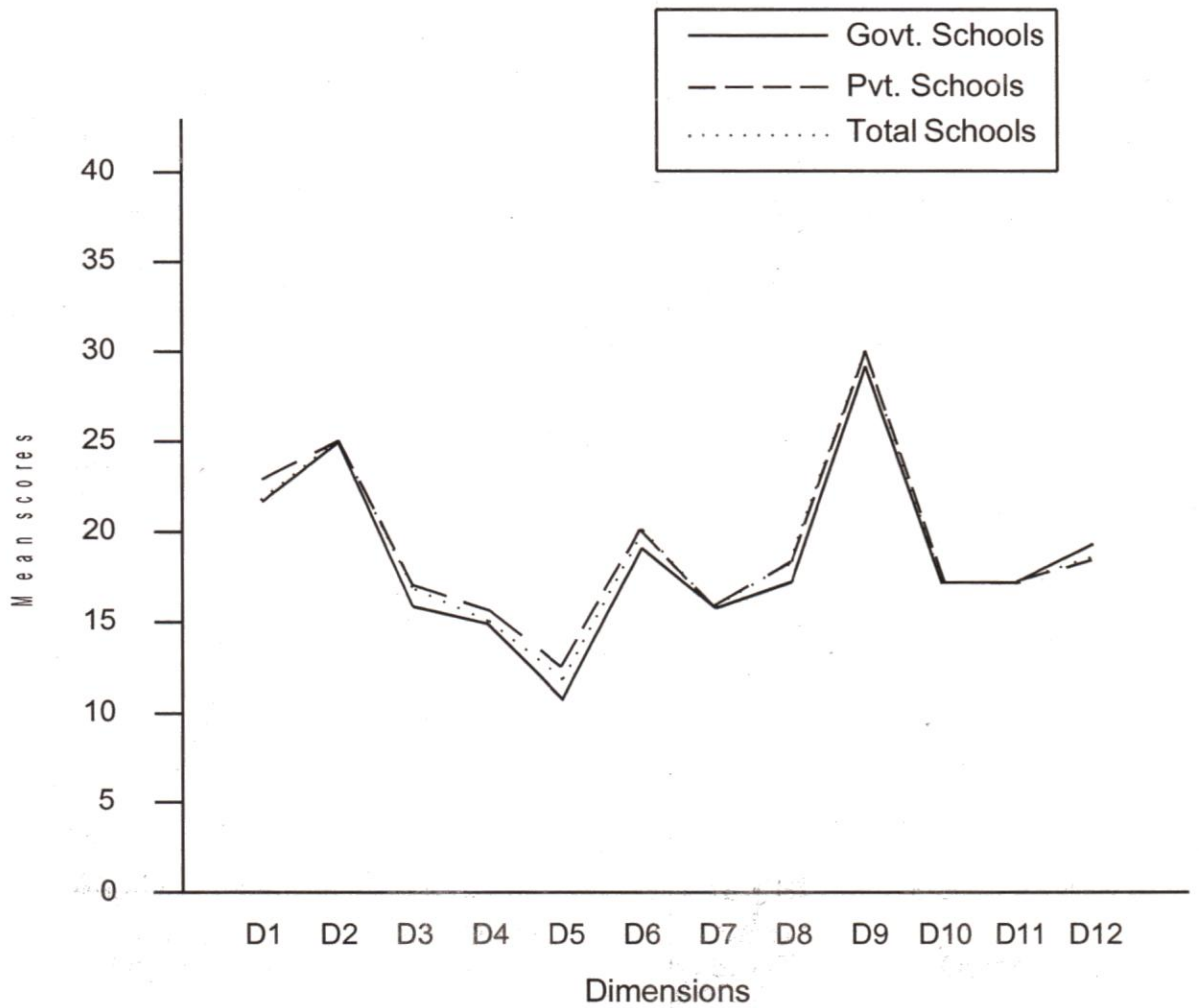
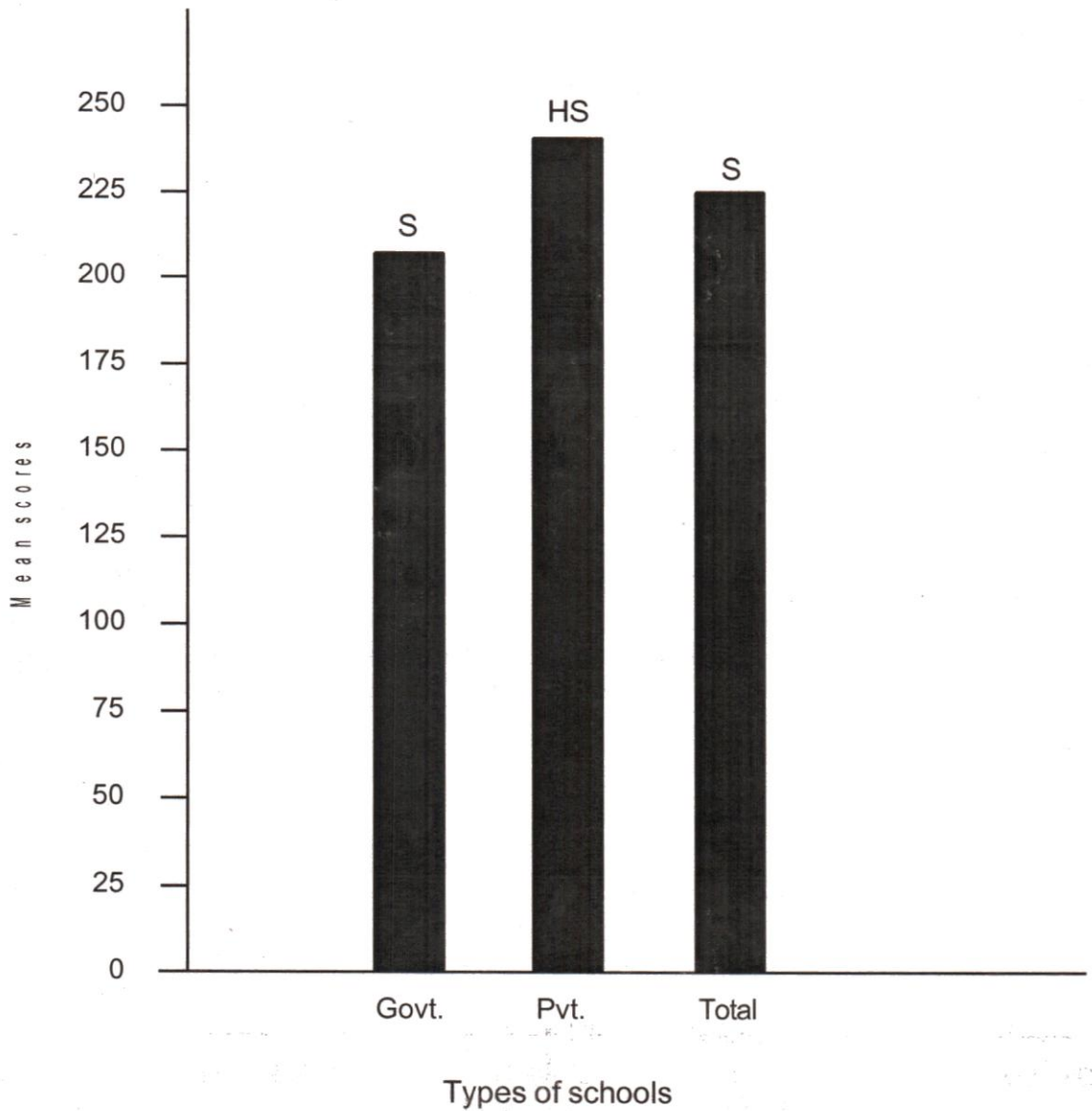


Figure-2
Status of total organizational health of elementary schools



HS = Highly Satisfactory, S = Satisfactory, A = Average, D = Dissatisfactory and HD = Highly Dissatisfactory.

Table-4 shows that in total organizational health the result of private elementary schools is highly satisfactory and of government elementary schools is satisfactory and out of 12 dimensions, in case of six dimensions such as moral, appraisal and recognition, curriculum coordination, professional interaction, role clarity, student orientation, the status of government and private elementary schools is same, i.e., highly satisfactory. In case of three dimensions such as effective discipline policy, the private elementary schools are better than government elementary schools, i.e., except excessive work demands, in other two dimensions and total organizational health, the status is highly satisfactory. Only in case of participative decision making, the government elementary schools are better, i.e., highly satisfactory than private elementary schools and for supportive leadership and professional growth, the status of both types of schools is same, i.e., their status is satisfactory.

The result indicates that in overall organizational health, in both government and private elementary schools, some of the dimensions related to organizational health such as moral, appraisal and recognition, curriculum coordination, professional interaction, role clarity, student orientation are taken care of but whereas in case of government elementary schools, the dimensions related to effective discipline policy, excessive work demands and goal congruence are to be improved and in case of private elementary schools, the dimension participative decision making. is to be encouraged more. The quality of organizational health of both types of elementary schools can be improved by providing leadership and administrative training to the headmasters.

Figure 1 and 2 show the status of dimension of organizational health and status of total organizational health of elementary schools respectively.

Analysis of the status of job satisfaction of government and private elementary school teachers.

Comparison of average of job satisfaction of government and private elementary school teachers.

Hypothesis-2

Whether the elementary school teachers are satisfied with their job?

Keeping in mind, the minimum and maximum score of each dimension and total of organizational health, a classification was made based on equal range, i.e., 'highly satisfactory', 'satisfactory', 'average', 'dissatisfactory' and 'highly dissatisfactory'.

The mean score of the total job satisfaction score was obtained then the mean score of job satisfaction was identified as 'highly satisfactory', 'satisfactory', 'average', 'dissatisfactory' and 'highly dissatisfactory' based on the above classification and presented in table-5.

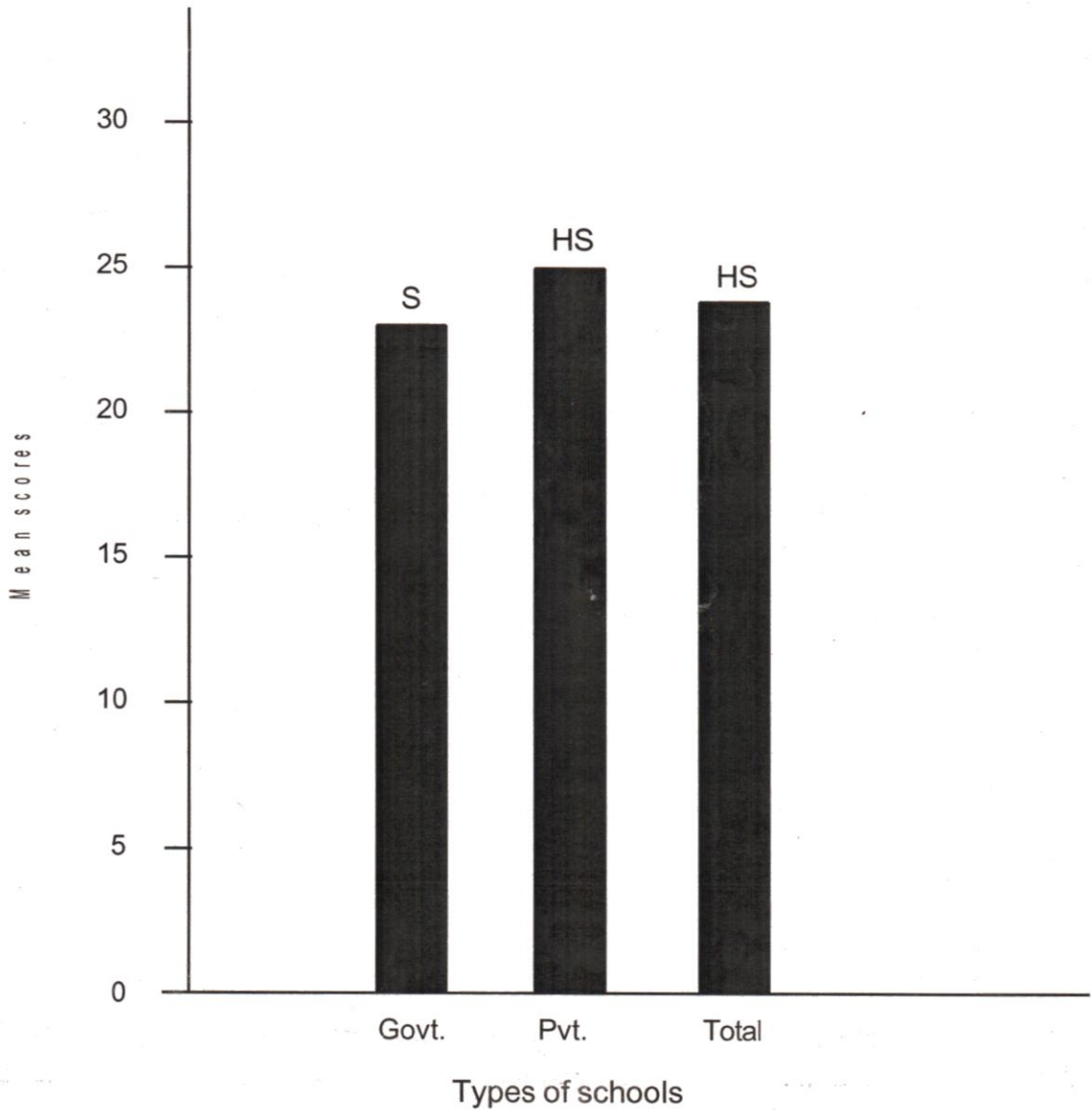
Table-5
Mean score of total job satisfaction of government and private elementary school teachers

Mean and Status		
Government	Private	Total
22.968 S	25.011 HS	23.957 HS

HS = Highly Satisfactory, S = Satisfactory, A = Average, D = Dissatisfactory and HD = Highly Dissatisfactory.

Table-5 indicates that the teachers of private elementary schools are highly satisfied whereas government elementary school teachers are only

Figure-3
Status of total job satisfaction of elementary school teachers



HS = Highly Satisfactory, S = Satisfactory, A = Average, D = Dissatisfactory and HD = Highly Dissatisfactory.

satisfied with their job. On the whole the elementary school teachers are highly satisfied with their job.

The result of highly satisfied teachers of private elementary schools may be attributed to facilities, working conditions, discipline policy and balanced work demands etc.

Figure-3 shows the status of total job satisfaction of elementary school teachers.

Analysis of the difference between government and private elementary schools in organizational health.

Comparison of organizational health scores of government and private elementary schools.

Hypothesis-3

Whether government and private elementary schools differ in their organizational health?

The mean, standard deviation and t-value for government and private elementary school teachers were obtained and presented in table-6.

Table-6

Mean, standard deviation and t-value of organizational health scores of government and private elementary schools

Government(N=95)		Private(N=89)		t-value
Mean	SD	Mean	SD	
221.716	27.172	227.888	25.616	0.115

Table-6 indicates the difference between mean scores of organizational health of government and private schools. The mean score of private schools is 227.888 and for government schools, it is 221.716, i.e., the private schools have more mean score than government schools. It shows that the private schools are better than that of government schools in organizational health. But as the obtained t-value 0.115 is less than the table value 1.97 for 182 degree of freedom at 0.05 level of significance. So, the result is not statistically significant. Hence, the hypothesis is rejected and there is no significant difference between government and private elementary schools in organizational health.

The better organizational health of private schools with respect to mean score difference may be due to the strictness and seriousness of management/ administration because of which there is better discipline policy, balanced work demands, goal congruence etc., which has lead to better organizational health.

Analysis of difference between government and private elementary school teachers in job satisfaction.

Comparison of job satisfaction scores of government and private elementary school teachers.

Hypothesis-4

Whether government school teachers have more job satisfaction than private school teachers?

The mean, standard deviation and t-value for government and private elementary school teachers were obtained and presented in table-7.

Table-7
Mean, standard deviation and t-value of job satisfaction scores of government and private elementary school teachers

Government(N=95)		Private(N=89)		t-value
Mean	SD	Mean	SD	
22.968	4.428	25.011	4.453	0.002

Table-7 indicates the difference between mean scores of job satisfaction of government and private school teachers. It shows that mean score of private school teachers are better than that of government schools in job satisfaction. But as the obtained t-value 0.002 is less than the table value 1.97 for 182 degree of freedom at 0.05 level of significance, the difference is not statistically significant. Hence, the hypothesis is rejected and there is no significant difference between government and private elementary school teachers in job satisfaction.

The better job satisfaction of private school teachers with respect to mean difference may be due to the good environment and good facilities provided by the schools.

Analysis of the difference between elementary school teachers of below 40 and above 40 years age group in job satisfaction.

Comparison of job satisfaction scores of elementary school teachers of below 40 and above 40 years age group.

Hypothesis-5

Whether below 40 and above 40 years age group elementary school teachers differ in their job satisfaction?

The mean, standard deviation and t-value for below 40 years and above 40 years age group elementary school teachers were obtained and presented in table-8.

Table-8

Mean, standard deviation and t-value of job satisfaction scores of elementary school teachers of below 40 years and above 40 years age group

Below 40 years (N=114)		Above 40 years (N=70)		t-value
Mean	SD	Mean	SD	
24.325	4.542	23.357	4.517	0.162

Table-8 indicates the difference between mean scores of job satisfaction of below 40 and above 40 years age group of elementary school teachers. The result shows that below 40 years teachers are comparatively better than that of above 40 years teachers in job satisfaction. But as the obtained t-value 0.162 is less than the table value 1.97 for 182 degree of freedom at

0.05 level of significance, the result is not statistically significant. Hence, the hypothesis is rejected and there is no significant difference between below 40 and above 40 years age group teachers in job satisfaction.

The better job satisfaction of below 40 years teachers with respect to mean score difference may be due to the reason that younger teachers are more enthusiastic about their work, they do more work with better speed and quality for which they also received good feedback.

Analysis of the difference between trained and untrained elementary school teachers in job satisfaction.

Comparison of job satisfaction scores of trained and untrained elementary school teachers.

Hypothesis-6

Whether trained and untrained elementary school teachers differ in their job satisfaction?

The mean, standard deviation and t-value for trained and untrained elementary school teachers were obtained and presented in table-9.

Table-9

Mean, standard deviation and t-value of job satisfaction scores of trained and untrained elementary school teachers

Trained(N=113)		Untrained(N=71)		t-value
Mean	SD	Mean	SD	
22.912	4.819	25.620	3.503	0.006

Table-9 indicates the difference between mean scores of job satisfaction of trained and untrained elementary school teachers. The result shows that the untrained teachers are little better than the trained teachers in job satisfaction. But as the obtained t-value 0.618 is less than the table value 1.97 for 182 degree of freedom at 0.05 level of significance, the result is not statistically significant. Hence, the hypothesis is rejected and there is no difference between trained and untrained elementary school teachers in job satisfaction.

The more job satisfaction of untrained teachers with respect to mean difference may be due to the better organization health of their schools as more untrained teachers are from private schools (in which already the result indicates comparatively better organizational health). Another reason may be that the trained teachers have more expectations from schools than that of untrained teachers which might have lead to lesser job satisfaction.

Analysis of relationship between organizational health and job satisfaction of teachers of elementary schools.

Relationship between organizational health and job satisfaction of teachers of elementary schools.

Hypothesis-7

Is there any relationship between organizational health and job satisfaction of teachers of elementary schools?

The correlational values for organizational health of elementary schools and job satisfaction of teachers working in it were obtained then the status of relationship for each dimension and total of organizational health of elementary schools and job satisfaction of teachers working in it was obtained.

Table-10

Correlational value of organizational health and job satisfaction of teachers of elementary schools

Correlational value	Status
0.621*	Substantial

* Significant at 0.01 level.

According to table 10 correlation between total organizational health and job satisfaction of teachers of elementary schools is 0.621, which is positive and substantial and it is significant at 0.01 level. This result shows that there is positive and substantial relationship between organizational health of elementary schools and job satisfaction of school teachers working in it.

The relationship between organizational health and job satisfaction of teachers of elementary schools may be attributed to some of contributory factors related to organizational health, i.e., better appraisal and recognition, participative decision making, chance given for professional growth, role clarity etc. which might be leading to more job satisfaction of teachers.