

ANALYSIS AND INTERPRETATION OF DATA



CHAPTER-IV

ANALYSIS AND INTERPRETATION OF DATA

The purpose of study is to investigate perception of leadership style and organizational climate of elementary schools of Bhopal city. In this study the mean, standard deviation, t-value and correlation for perception of leadership style and organizational climate of teachers were calculated in table-5.

Analysis of the status of leadership style of government and private elementary schools.

Comparison of leadership style of government and private elementary schools.

Keeping in mind, minimum and maximum scores of each dimension and total of leadership style, a classification was made based on equal range, i.e., "highly satisfactory", "satisfactory", "average", "dissatisfactory" and "highly satisfactory".

The mean scores of the total scores of leadership style of government and private elementary schools were obtained and then the mean scores of leadership style 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 leadership style of government and private elementary school teachers

Mean and Status		
Government	Private	Total
82.443	84.251	83.407
S	HS	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 where as government elementary school teachers are only satisfied with respect to perception of leadership styles. On the whole elementary school teachers are highly satisfied with respect to perception of leadership style.

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

Analysis of difference of mean between government and private elementary school teachers in perception of leadership style.

Comparison of perception of leadership style of government and private school teachers.

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

Table-6

Mean score of dimension and total perception of leadership style of government and private school teachers

S.No. Of Dimension	Government (N=70)		Private (N=80)		t-value
	Mean	SD	Mean	SD	
P	18.900	2.682	18.613	2.731	0.649
S	16.951	3.453	16.488	3.933	0.772
E	17.800	2.204	18.038	2.735	0.599
A	16.400	3.155	17.188	2.7746	1.627
S1	82.443	3.567	84.250	3.0555	2.833**
Total	82.483	12.530	84.250	12.335	0.889

** Significant at 0.01 level of significance.

LEADERSHIP STYLES OF SCHOOLS

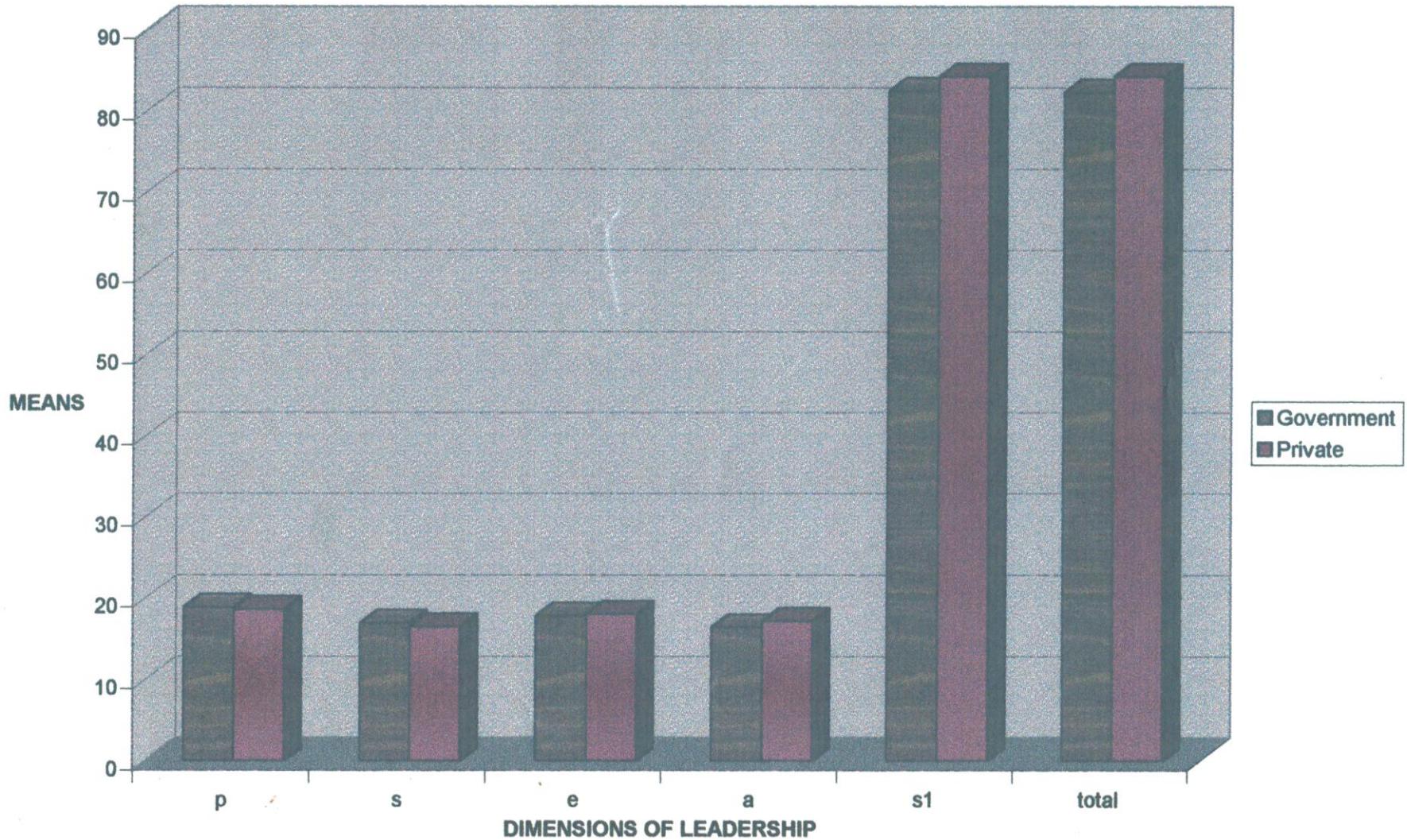


FIG- 1

Table-6 indicates the difference between the mean scores in perception of leadership style of government, private elementary school teachers. The result shows that government schools are better in physical and social needs while private schools are better in esteem needs, autonomy, self actualization and total but the obtained t-value shows that there is no difference between government and private schools except dimensions self actualization for which t-value (2.833) is more than table t-value (2.61) at 0.01 level of significance for 148 degree of freedom. In case of total mean score though the private school are better than government, the result is not statistically significant. Hence only incase of self actualization, the hypothesis is rejected for all other dimensions and total hypothesis is accepted i.e. there is no difference between government and private schools in perception of leadership style except self-actualization dimension.

The better perception of private school teachers related to self-actualization may be due to more attention and to better care of the headmasters of private schools towards there teachers which is not found in government schools.

Analysis of the difference between male and female elementary school teachers in perception of leadership style.

Comparison of perception of leadership style of male and female teachers .

The mean, standard deviation and t-value for male and female teachers were obtained and presented in table-7.

Table-7

Mean, standard deviation and t-value of perception of leadership style scores of male and female teachers.

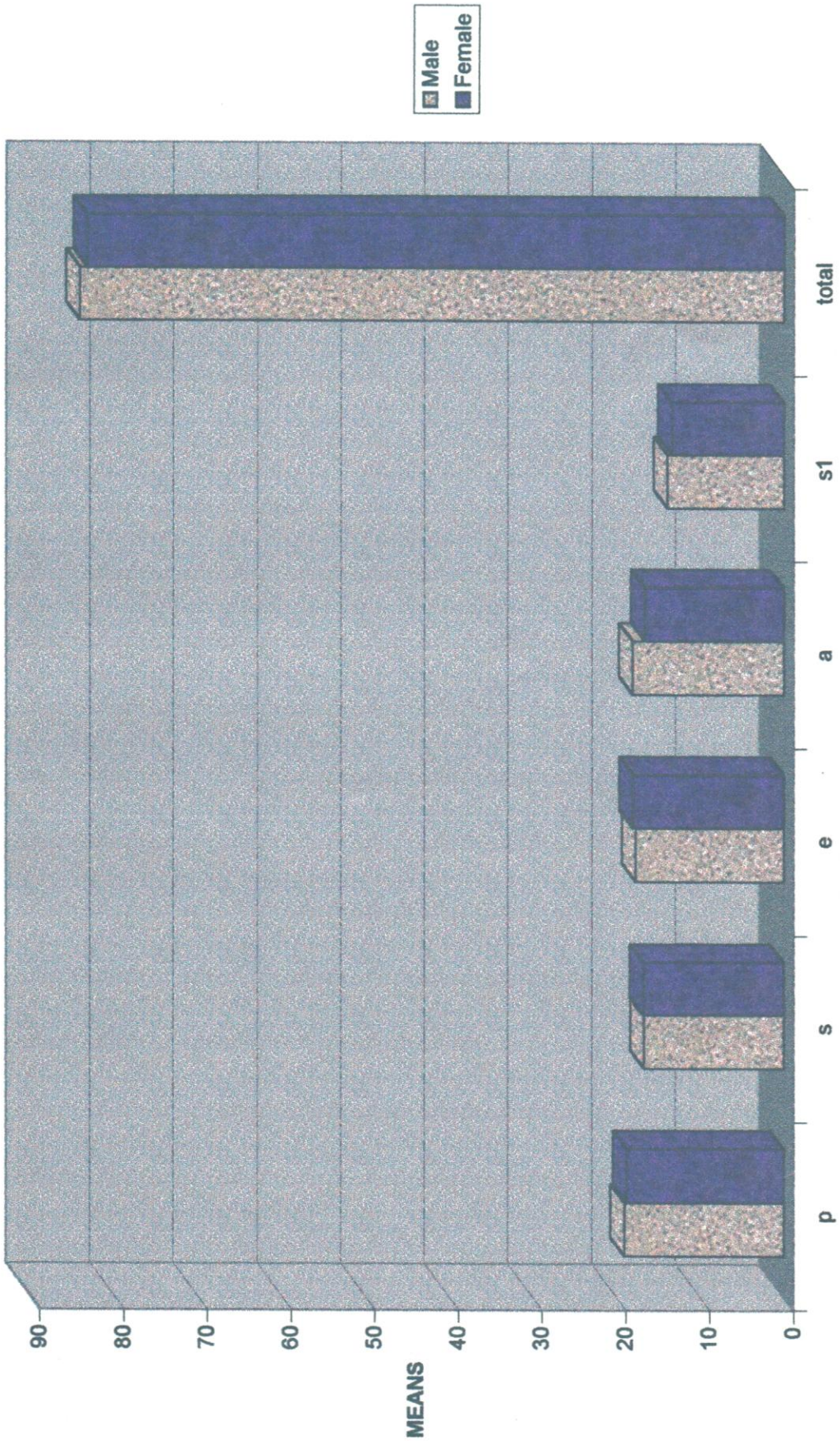
Sl.No	Dimension	Male (N=26)		Female (N=124)		t-val
		Mean	SD	Mean	SD	
1	Physical needs	19.000	2.669	18.694	2.718	0.524
2	Social needs	16.654	3.532	16.718	3.762	0.080
3	Esteem needs	17.654	2.828	17.984	2.330	0.633
4	Autonomy	18.039	3.168	16.565	2.880	2.331
5	Self Actualization	13.885	3.217	13.371	3.420	0.703
	Total	84.154	12.636	83.250	12.412	0.337

* Significant at 0.05 level of significance.

Table-7 indicates difference between means scores of perception of leadership styles of male and female elementary school teaches. The result shows that male teachers are comparatively better than female teachers in three dimension namely physical needs, autonomy, self actualization and total. And for dimension social needs, esteem needs, female teachers are better than male teachers. But the obtained t-values are less for all dimensions and total except autonomy (2.331) which is more than table value (1.98) at 0.05 level of significance for 141 degree of freedom. Therefore, result is not statistically significant for a dimensions and total except autonomy which is statistically significant. Hence the hypothesis is accepted for all dimension and total except autonomy for which the hypothesis is rejected.

No difference between male and female teachers may be due to the equal physical, social, esteem and self actualization needs of both the sexes related to leadership style where as male teachers showing autonomy need may be due to our social structure where more freedom and autonomy is given to the male members . This trend is carried over to the job setting where they expect more autonomy than there female counter parts.

LEADERSHIP STYLES - GENDER WISE



MEANS

DIMENSIONS OF LEADERSHIP

FIG: 2

Analysis of difference between elementary school teachers of below 40 and above 40 years age in perception of leadership style.

Comparison of perception of leadership style of below 40 and above 40 age group teachers.

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

Table-8
Mean, standard deviation and t-value of perception of leadership style scores of above 40 and below 40 teachers

S.No.	Dimension	Below 40 yrs (N=90)		Above 40 yrs (N=60)		t-val
		Mean	SD	Mean	SD	
1	Physical needs	18.556	2.728	19.033	2.662	1.06
2	Social needs	16.611	3.908	16.850	3.424	0.38
3	Esteem needs	18.011	2.484	17.800	2.327	0.52
4	Autonomy	16.578	3.176	17.183	2.626	1.22
5	Self Actualization	13.422	3.563	13.517	3.116	0.16
		21.422	3.906	20.983	4.560	0.41

The table-8 indicates the difference between mean scores of perception of leadership styles below 40 and above 40 years age group of elementary school teachers. The result shows that above 40 years teachers are better than that of below 40 years in dimensions, physical, social needs, autonomy, self actualization and below 40 years teachers are better in esteem needs and total. But as t-value for all dimensions and total is less than table value (1.98) for 148 degree of freedom at 0.5 level of significance, in all cases the result are statistically not significant. Hence, the hypothesis is accepted for all dimensions and total i.e. there is no difference between above 40 and below 40 years teachers for perception of leadership style.

LEADERSHIP STYLES -AGE WISE

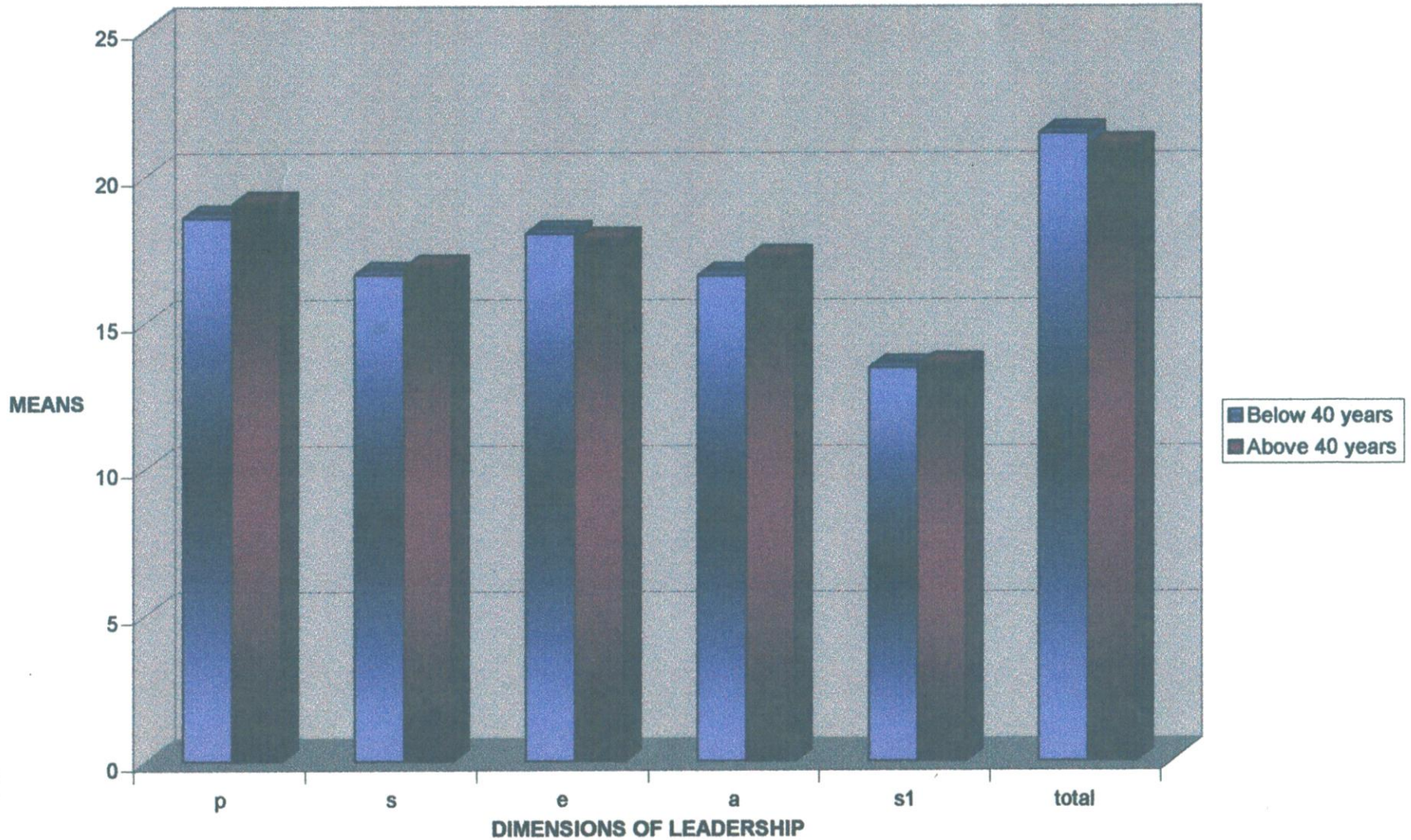


FIG: 3.3 A

No difference between below 40 and above 40 years teachers may be due to equal perception about their headmasters leadership style.

Analysis of difference between trained and untrained elementary school teachers in perception of leadership style

Comparison of perception of leadership style scores of trained and untrained elementary school teachers

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 perception of leadership style scores of trained and untrained teachers

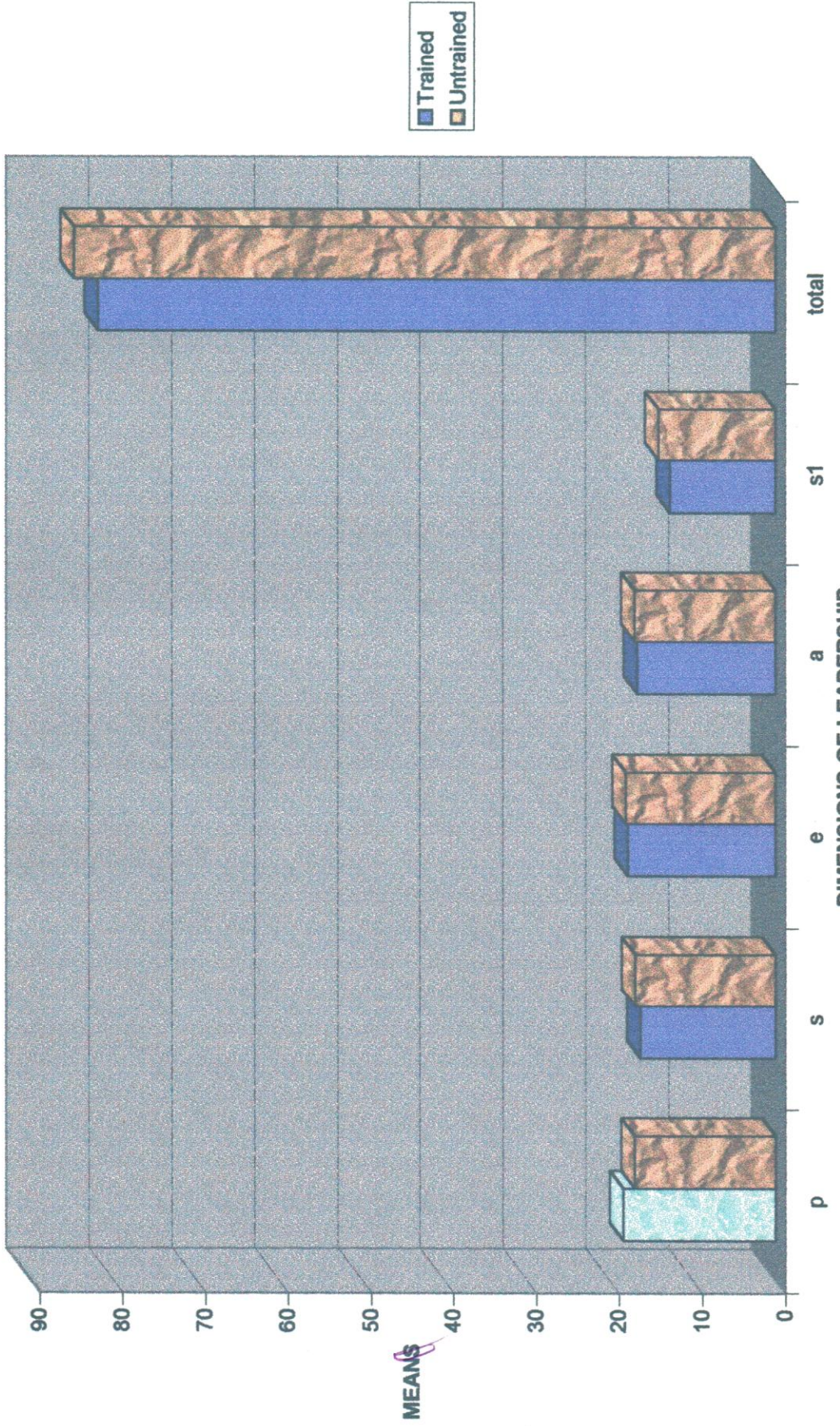
Sl.No	Dimension	Trained (N=68)		Untrained (N=76)		t-value
		Mean	SD	Mean	SD	
1	Physical needs	18.368	3.124	17.013	2.347	1.411
2	Social needs	16.294	4.114	16.947	3.437	1.038
3	Esteem needs	17.794	2.354	18.040	2.564	0.596
4	Autonomy	16.662	3.339	16.961	2.740	0.589
5	Self Actualization	12.721	3.420	14.132	3.276	2.527*
		81.809	13.573	84.697	11.694	1.372

* Significant at 0.05 level of significance

Table-9 indicates the difference between mean scores in perception of leadership style of trained and untrained teachers. The result shows that the untrained teachers are little better than the trained teachers in four dimensions i.e. social needs, esteem needs, autonomy, self actualization and total related to perception of leadership style. For physical need dimension mean score value is more for



LEADERSHIP STYLES - TRAINING WISE



DIMENSIONS OF LEADERSHIP

Fig: 4

trained than untrained teachers. In the above case the obtained t-value is less than table value (1.98) for 148 degree of freedom at 0.5 level of significance for all dimensions except self actualization. So the results are statistically not significant for all dimensions and total except self actualization dimension. Hence, only in case of self actualization hypothesis is rejected but for all other dimensions and total it is accepted.

The better perception of untrained teachers related to dimensions social esteem, autonomy, self actualization need and total may be due to lack of their experience and training input related to training and administration. The significant result of autonomy dimensions may be due to the factor that untrained teachers enjoying more freedom and having less responsibility than the trained teachers so, they have perceived the autonomy needs related to leadership style better.

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

Comparison of status of organizational climate of government and private elementary school teachers.

Keeping in mind, minimum and maximum scores of each dimension and total of organizational climate, a classification was made based on equal range, i.e., "highly satisfactory", "satisfactory", "average", "dissatisfactory" and "highly dissatisfactory".

The mean scores of the total scores of organizational climate of government and private elementary schools were obtained and then the mean scores of organizational climate was identified as "highly satisfactory",

"satisfactory", "average", "dissatisfactory" and "highly dissatisfactory" based on the above classification and presented in table-10.

Table-10

Mean Score of total organizational climate of government and private elementary school teachers

Mean and Status		
Government	Private	Total
170.529	155.488	162.507
S	D	S

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

Table-10 indicates that the teachers of private elementary schools are dissatisfactory where as government elementary school teachers are only satisfied with perception of organizational climate. On the whole elementary school teachers are satisfied with perception of organizational climate.

The result of government schools teachers satisfaction related to organizational climate may be attributed to the training of headmasters, teachers and better knowledge of headmasters related to administration and supervision.

Analysis of difference between government and private school teachers in perception of organizational climate.

Comparison of difference between government and private school teachers in perception of organizational climate.

The mean , standard deviation and t-value for government and private school were calculated and presented in table-11.

Table-11**Mean Score of dimension and total perception of organizational climate of government and private elementary schools**

Sl.No.	Dimension	Government (N=70)		Private (N=80)		t-value
		Mean	SD	Mean	SD	
1	Disengagement	23.057	4.399	19.663	3.233	5.427**
2	Alienation	8.457	1.774	8.563	1.637	0.378
3	Esprit	24.643	4.143	23.213	4.499	2.015*
4	Intimacy	19.038	2.927	19.443	4.037	0.695
5	Psychophysical Hindrance	15.729	2.776	14.450	2.484	2.976**
6	Controls	18.971	3.908	16.888	2.496	3.940**
7	Production Emphasis	20.543	5.064	18.913	3.361	2.349*
8	Humanized Thrust	40.643	2.751	36.663	5.746	5.288**
	Total	170.529	19.890	155.488	13.960	5.411**

* Significant at 0.05 level of significance

** Significant at 0.01 level of significance

Table-11 indicates that for dimensions disengagement, esprit, production emphasis, humanized thrust and total, government school teachers have better perception toward organizational climate in comparison to private school teachers. For dimensions like alienation, intimacy, psychophysical hindrance and control private school teachers have perceived better than government schools. The observed t-values, are more for all the dimensions except two i.e. alienation and intimacy. For dimensions disengagement, psychophysical hindrance, control, production emphasis, humanized thrust and total the observed value is more than the table value 2.61 at 0.01 level of significance and for dimension esprit, t-value (2.015), production emphasis (2.349) are more than table value (1.98) at 0.05 level of significance.

For alienation observed t-value is less than table value. Hence, the hypothesis is rejected for all dimension except alienation.

ORGANISATIONAL CLIMATE OF SCHOOLS

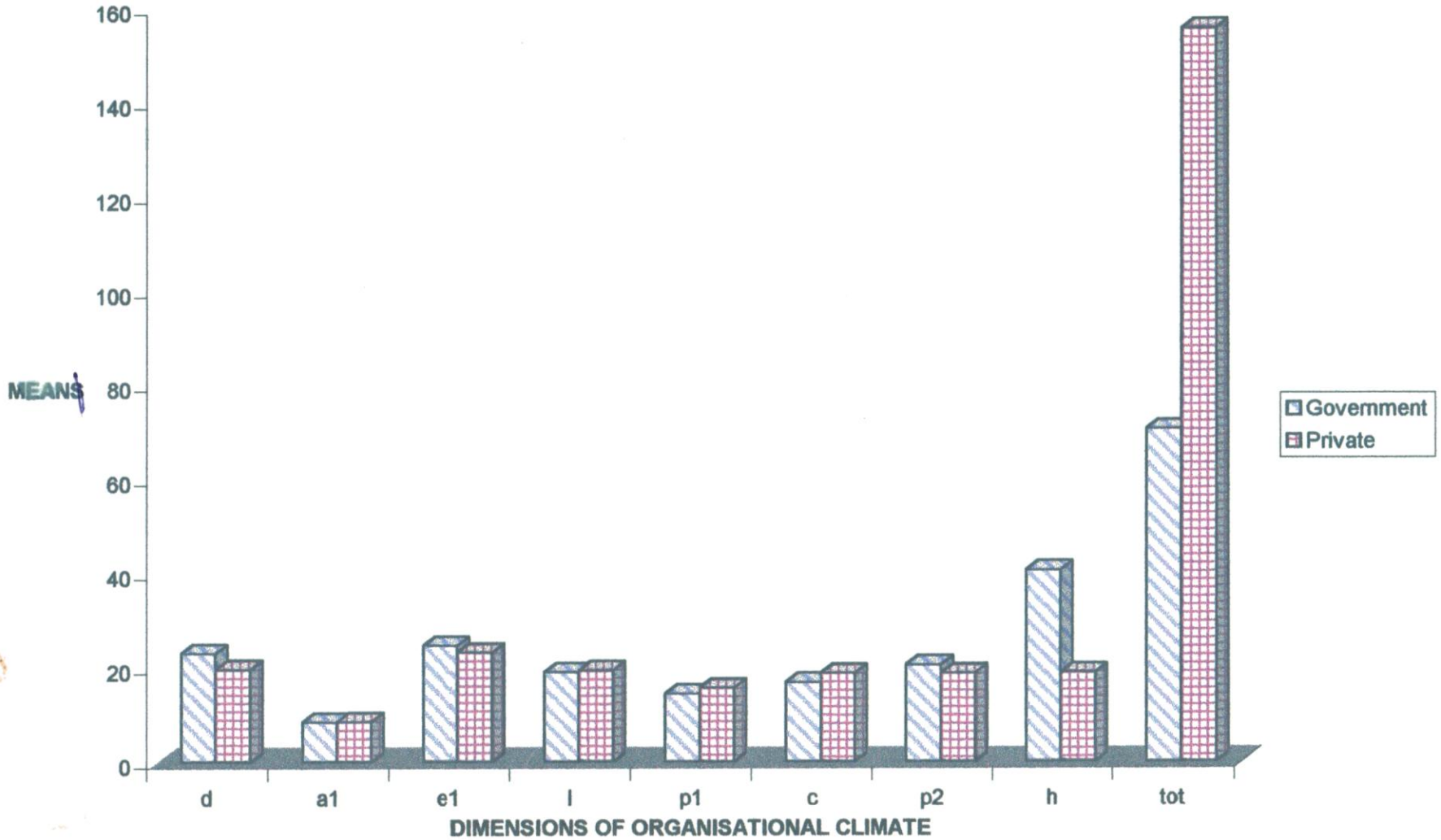


FIG. 5

The overall better perception of government school teachers towards organizational climate may be due to more task orientation, better supervision, good behavior i.e. humanistic approach of the head masters of the government schools.

Analysis of difference between male and female teachers in perception of organizational climate.

Comparison of perception of organizational climate of male and female teachers.

The mean, standard deviation and t-value for male and female teachers were obtained and presented in table-12.

Table-12

Mean, standard deviation and t-value of perception of organizational climate scores of Male and Female Elementary schools teachers

Sl.No	Dimension	Male (N=26)		Female (N=124)		t-value
		Mean	SD	Mean	SD	
1	Disengagement	21.371	4.481	20.654	4.112	0.796
2	Alienation	08.115	1.657	8.597	1.701	1.318
3	Esprit	23.039	4.294	24.057	4.396	1.078
4	Intimacy	17.539	2.760	19.581	3.611	2.719*
5	Psychophysical Hindrance	14.269	2.836	15.210	2.645	1.628*
6	Controls	17.346	3.211	17.968	3.424	0.850
7	Production Emphasis	19.308	4.452	19.750	4.288	0.475
8	Humanized Thrust	38.615	5.397	38.500	4.933	0.107
	Total	157.769	17.194	163.500	18.707	1.439

** Significant at 0.01 level of significance

* Significant at 0.05 level of significance

ORGANISATIONAL CLIMATE - GENDER WISE

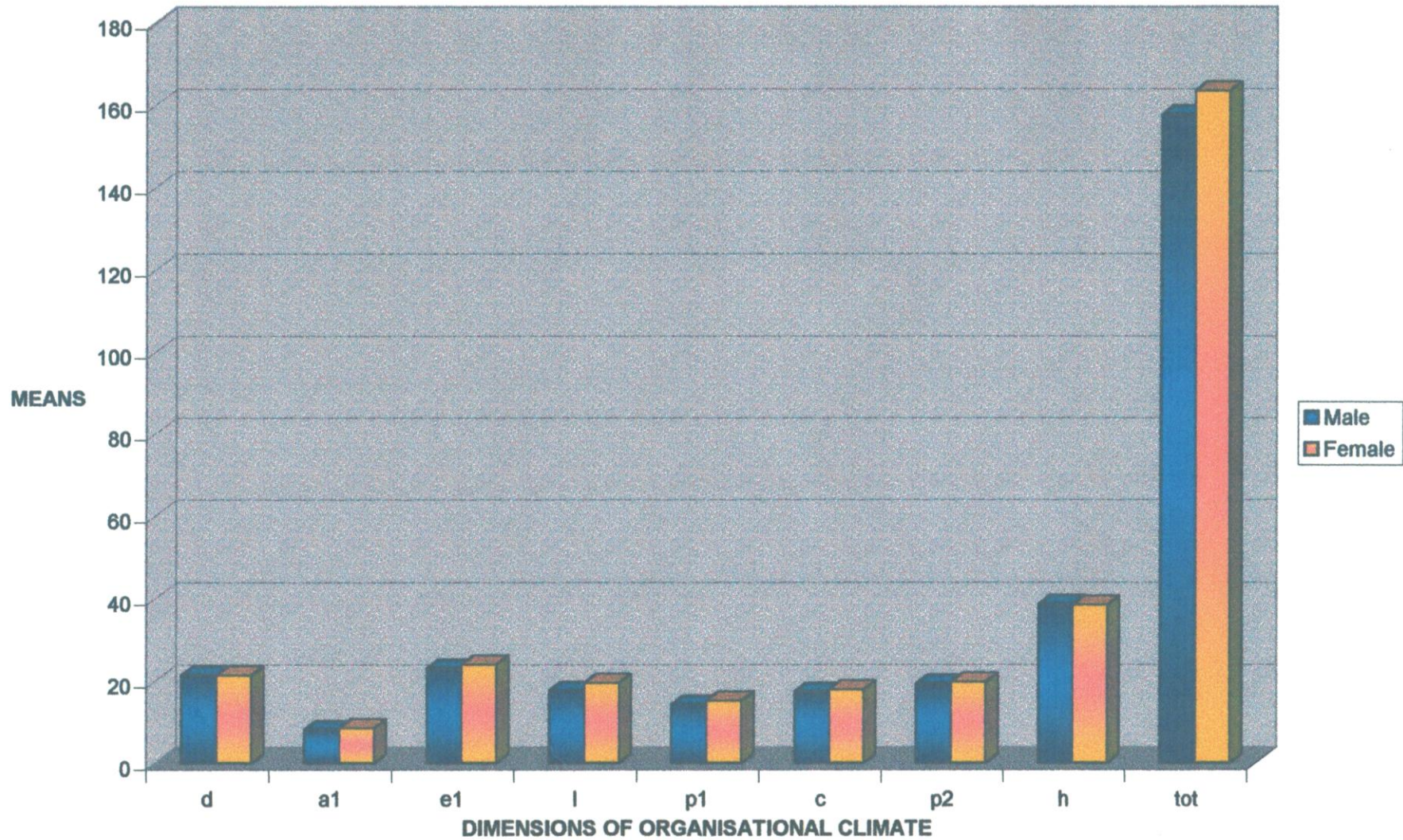


FIG: 6

Table-12 indicates the difference between mean scores of perception of organization climate of male and female elementary schools teachers. The table shows that the mean value for all factors such as disengagement, alienation, esprit, intimacy, psychophysical hindrance, control, production emphasis and total for females are more than males except dimension humanized thrust. The obtained t-value for all dimensions except intimacy and psychophysical need are less than table value (1.98) for 148 degree of freedom at 0.05 level of significance. For dimension intimacy (2.719) and for psychophysical (1.628) it is more .i.e. at 0.01 and 0.05 level of significance respectively. So, the result is not statistically significant for dimensions disengagement, alienation, comfort, production emphasis, humanized thrust and total and for dimensions intimacy, psychophysical need it is statistically significant. Hence, the hypothesis is accepted i.e. there is no significant difference between male and females except dimensions intimacy and psychophysical need for which hypothesis is rejected.

The perception of organizational climate for female teachers is better than males may be due to enjoyment of friendly social relations and getting social need satisfaction and perceiving administrative requirement as burden some.

Analysis of difference between below 40 and above 40 years teacher in perception of organizational climate.

Comparison of perception of organization climate scores in elementary school teachers of below 40 and above 40 years age group.

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-13.

Table-13

Mean, standard deviation and t-value of perception of organizational climate scores of above 40 and below 40 age of elementary school teachers

Sl.No.	Dimensions	Below 40 yrs (N=90)		Above 40 yrs (N=60)		t-value
		Mean	SD	Mean	SD	
1	Disengagement	21.422	3.906	20.983	4.560	0.63
2	Alienation	08.500	1.691	8.5333	1.722	0.11
3	Esprit	23.933	4.373	23.800	4.430	0.11
4	Intimacy	19.467	3.513	18.867	3.620	1.07
5	Psychophysical Hindrance	15.178	2.754	14.850	2.609	0.72
6	Controls	18.211	3.652	17.333	2.891	1.56
7	Production Emphasis	19.989	4.438	19.200	4.087	1.10
8	Humanized Thrust	37.844	5.528	39.533	3.903	2.04
	Total	162.578	20.156	162.400	15.934	0.01

* Significant at 0.05 level of significance.

Table-13 indicates difference between mean scores of perception of organizational climate below 40 and above 40 years age group of elementary school teachers. The result shows that below 40 years teacher are better than above 40 years teachers in all dimensions of perception of organization climate and total except dimension alienation and humanized thrust for which above 40 year teachers have better mean value. But as the obtained t-value is less than table value (1.98) for 148 degree of freedom at 0.05 level of significance for all dimensions and total except dimension alienation (0.117) and hindrance (2.049) which are more than table value (1.98) at 0.05 level of significance. Hence, hypothesis is accepted for all dimensions and total except alienation and psychophysical need for which hypothesis is rejected.

Dimension humanized thrust above 40 years teachers is better perception towards organizational climate their may be due to experienced teachers accepting duties and requirements of schools in more responsible manner and accepting the headmasters favorably.

ORGANISATIONAL CLIMATE - AGE WISE

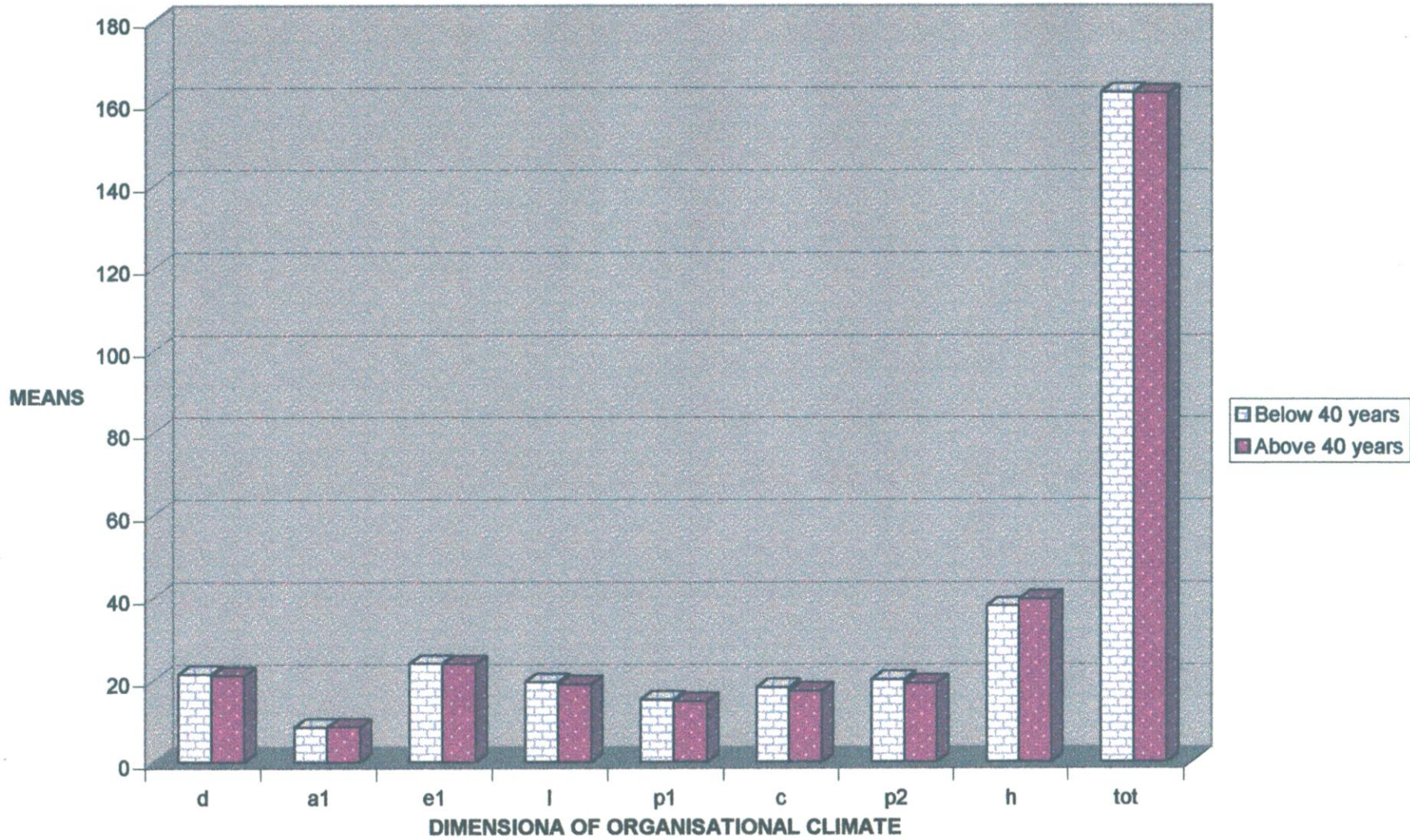


FIG: 7

Analysis of difference between trained and untrained teachers of elementary schools in perception of organizational climate.

Comparison of organizational climate scores of trained and untrained teachers.

The mean, standard deviation and t-value for trained and untrained teachers of elementary schools were obtained and presented in table

Table-14

Mean, standard deviation and t-value of perception of organizational climate scores of trained and untrained elementary school teachers

Sl.No.	Dimensions	Trained (N=68)		Untrained (N=76)		t-value
		Mean	SD	Mean	SD	
1	Disengagement	21.6769	4.2336	20.5658	3.9305	1.632
2	Alienation	8.4118	1.5572	8.5526	1.8359	0.493
3	Esprit	24.1324	4.4984	23.4868	4.3374	0.876
4	Intimacy	19.6912	3.5921	18.7763	3.6207	1.519
5	Psychophysical Hindrance	17.1765	2.5448	14.7368	2.7922	0.983
6	Controls	18.1912	3.2748	17.2632	3.2959	1.692
7	Production Emphasis	19.9118	4.7118	19.0789	3.7974	1.173
8	Humanized Thrust	38.6618	5.0626	38.1842	5.0825	0.564
	Total	164.6171	17.1849	158.9079	17.1598	1.885

The table-14 indicates the difference between mean scores of organizational climate of trained and untrained elementary school teachers. The table shows that the trained teachers have more mean scores value for all dimensions and total except alienation in which the difference are negligible than untrained teachers. But as the obtained t-values are less than the table value (1.98) for 148 degree of freedom 0.5 level of significance for all the eight dimensions and total, the result is statistically not significant. Hence, the hypothesis accepted and there is no difference between trained and untrained elementary school teachers in perception of organizational climate.

ORGANISATIONAL CLIMATE - TRAINING WISE

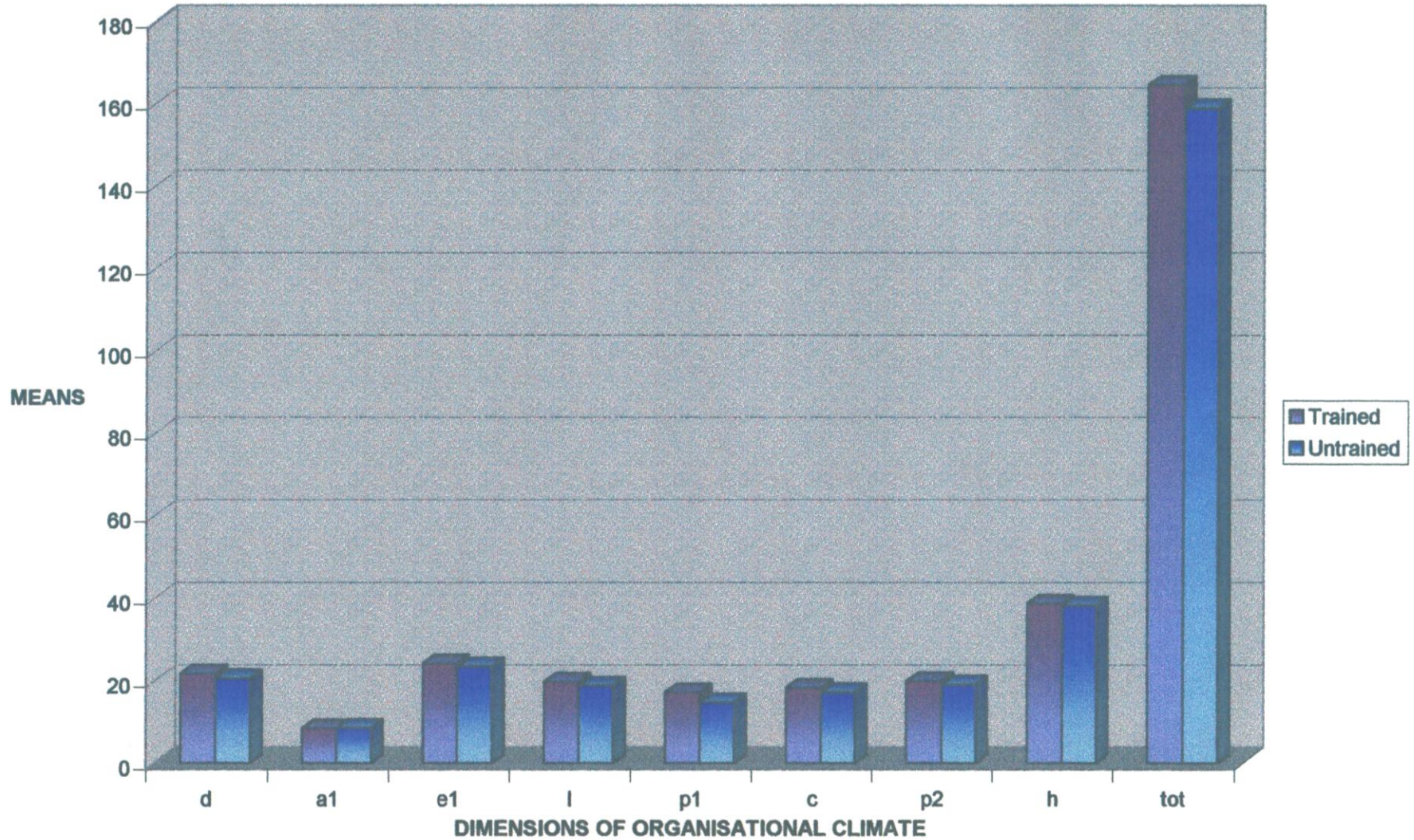


FIG. 8

The better perception of organizational climate of trained teachers may be due to understanding of administration and supervision from their training and better group characteristics i.e. better morale intimacy etc.

Analysis of relationship between leadership style and organizational climate of elementary school teachers.

Relationship between leadership style and organizational climate of elementary school teachers.

The co-relational value for perception of leadership style and organizational climate of teachers working in it were obtained then the status of relationship for perception of leadership style and organizational climate of teachers working in it was obtained and presented in table-15.

Table-15

Correlational value of perception of leadership style and organizational climate of elementary school teachers.

Correlational value	Status of relationship
0.091	Negligible relationship

Table-15 shows that the correlation between perception of leadership style and organizational climate is 0.091 shows that relationship between leadership style and organizational climate is positive but negligible.

From the observation of scores related to dimensions of organizational climate shows that out of the two characteristics i.e. group and leadership, the mean values are less in group characteristics therefore, the negligible relationship between the two variable may be attributed to low level group dynamics of teachers i.e. less intimacy, alienation and low morale etc.