

SUMMARY AND CONCLUSION

CHAPTER-V

SUMMARY AND CONCLUSION

In the present study, an attempt was made to find out the status of organizational climate of elementary schools of Bhopal City and leadership style of H.Ms. working in it.

OBJECTIVES OF THE STUDY

1. To find out the status of leadership style of elementary schools.
2. To find out the difference in perception of leadership style between government and private elementary school teachers.
3. To find out the difference in perception of leadership style between male and female teachers of elementary schools.
4. To find out the difference in perception of leadership style of elementary school teachers between below 40 years and above 40 years age group..
5. To find out the difference in perception of leadership style between trained and untrained teachers of elementary schools.
6. To find out the status of organizational climate of elementary schools.
7. To find out the difference in perception of organizational climate between government and private elementary school teachers.
8. To find out the difference in perception of organizational climate between male and female teachers of elementary schools.
9. To find out the difference in perception of organizational climate between below 40 and above 40 years elementary school teachers.
10. To find the difference in perception of organizational climate between trained and untrained elementary school teachers.
11. To find out the correlation between leadership style and organizational climate of elementary schools.

RESEARCH QUESTIONS

1. Whether the leadership style of headmasters of elementary schools in Bhopal city is satisfactory ?
2. Whether the government and private elementary schools differ in leadership style?
3. Whether male and female teachers of elementary schools differ in perception of leadership style?
4. Whether below 40 years and above 40 years age group teachers differ in perception of leadership style?
5. Whether trained and untrained teachers differ in perception of leadership style?
6. Whether the organizational climate of elementary schools of Bhopal is satisfactory?
7. Whether government and private school teachers differ in perception of organizational climate?
8. Whether male and female school teachers differ in perception of organizational climate?
9. Whether above 40 and below 40 years school teachers differ in perception of organizational climate?
10. Whether trained and untrained school teachers differ in perception of organizational climate?
11. Is there any relationship between organizational climate and leadership style of elementary schools?

DESIGN

The survey design was used in this study.

SAMPLE

The sample of the study were 150 teachers of 30 elementary schools c Bhopal city.

The elementary schools were drowns from 5 zones i.e. east, west, north south and central. Government and private elementary schools were randoml selected from each school.

TOOLS

The following tools were used for the present study :

1. Leadership Style questionnaire by Dr. Jayalakshmi Indiresan. This questionnaire measured the perception of leadership style o headmasters.
2. School Organizational Climate Description Questionnaire (SOCDQ) o Dr. Motilal Sharma.

DATA COLLECTION

Data was collected by administering leadership style scale and organizational climate questionnaire along with general information about pos held, sex, age, caste, marital status, educational qualification, training status and experience.

DELIMITATION

1. The sample is limited to only 150 teachers of 30 elementary schools.
2. The study is confined only to the teachers of Bhopal city.
3. In this study only elementary schools teachers were included.

MAJOR FINDINGS

Perception of leadership style

1. With respect to status, of leadership style the private schools are highly satisfactory and for government schools, it is satisfactory, whereas for the schools of Bhopal city, it is highly satisfactory.
2. Government schools are better in physical and social needs dimensions whereas private schools are better in esteem, autonomy, self-actualization needs and total. In case of self-actualization the difference is statistically significant.
3. The male teachers perceived comparatively better than female teachers for dimensions physical need, autonomy, self-actualization and total. Female teachers are better in perception towards social and esteem needs. Only in case of autonomy the difference is statistically significant.
4. Above 40 years teachers perceived better than that of below 40 years for dimensions physical, social, autonomy and self-actualization needs and total. Below 40 years teachers are better in esteem need and total. But for self-actualization dimension the result is statistically significant.
5. The untrained teachers' perceptions are better for social, esteem, autonomy, self-actualization needs and total whereas trained teachers are better in physical need. The difference is significant only in case of self-actualization dimension.

Perception of organizational climate

6. The status of government schools related to organizational climate is satisfactory. Private schools are dissatisfactory and for all schools together it is satisfactory.

7. The government schools are better in dimensions such as disengagement, esprit, production emphasis and humanized thrust as well as in dimensions alienation, intimacy, psychophysical hindrance and control the government schools are better than private school. Except alienation, for all dimensions the difference between government and private schools are statistically significant.
8. Females perception towards alienation, esprit, intimacy, psychophysical hindrance, control, production emphasis and total. Males are better only perception towards humanized thrust. In case of intimacy and psychophysical need the difference is statistically significant.
9. Below 40 year teachers are better than above 40 year teachers in all dimensions except alienation and humanized thrust. The difference is significant only for humanized thrust.
10. Trained teachers have perceived the organizational climate better for all dimensions and total except alienation than untrained teachers. The difference is not significant for any of the dimensions.
11. The relationship between leadership style and organizational climate is positive and negligible.

EDUCATIONAL IMPLICATIONS

1. There should be proper training of headmasters of elementary schools related to improvement of their leadership quality, which could contribute towards enhancement of organizational climate of their schools. The training should include related areas to motivation, enhance of group spirit and intimacy of faculties, control, production emphasis etc.

2. There should be supportive leadership, role clarity, professional interactions, participatory decision making etc in the elementary schools which would contribute towards better organizational climate.

SUGGESTION FOR FURTHER RESEARCH

1. A study can be taken up to find out status of leadership style, organizational climate and school effectiveness of elementary schools.
2. Similar study can be conducted to find out the organizational climate of elementary schools at state /national level.
3. A study can be taken to find out the effect of a leadership training programme of principals on organizational climate of elementary schools.
4. Study may be conducted on organizational climate of secondary schools and their effect on students achievement.
5. A similar study could be conducted for the tribal and rural elementary schools.
6. A comparative study can be conducted to find out the difference between organizational climate of rural and urban elementary schools.