

CHAPTER – IV

ANALYSES AND INTERPRETATION
OF DATA

Chapter-IV

Analysis and Interpretation of Data

The purpose of this investigation is to determine the status of school organizational climate and role efficiency of teachers of Kendriya Vidyalayas and Missionary schools of Bhopal. Various statistics is used in the study in order to analyze the data. To find out the status of school organizational climate and role efficiency of teachers in Kendriya Vidyalayas and Missionary schools, the mean was calculated. The mean, standard deviation, and t-value were computed to study the difference between school organizational climate and role efficiency of teachers of Kendriya Vidyalayas and Missionary schools. To find out the relationship between school organizational climate and role efficiency of teacher's correlation is calculated.

Analysis of Status of School Organizational Climate in Kendriya Vidyalayas and Missionary Schools with respect to different Factors.

Comparison of school organizational climate scores in Kendriya Vidyalayas and Missionary Schools.

To study the status of school organizational climate and its factors for Kendriya Vidyalayas and Missionary schools mean was calculated. The mean scores of school organizational climate for each factor and total for Kendriya Vidyalayas and Missionary schools were presented in Table 4 and Table 5. Keeping in mind the maximum and minimum scores for total i.e. 400-100 and for each dimension i.e. 80-20, the mean scores were classified into highly satisfactory, satisfactory, and dissatisfactory which was based on equal range.

Table 4

Mean and Status of School Organizational Climate in Kendriya Vidyalayas

S. No.	Factors	KV-1	KV-2	KV-3	KV-4	Total
1	Principal	67.48 HS	62.65 S	68.26 HS	67.85 HS	66.84 HS
2	Teacher	63.86 S	64.12 S	67.04 HS	69.30 HS	65.96 HS
3	Student	61.48 S	58.53 S	61.65 S	65.95 HS	61.97 S
4	Administration	61.69 S	62.82 S	64.09 S	67.05 HS	63.73 S
5	Infrastructure	62.83 S	60.00 S	60.04 S	65.15 S	62.09 S
	Total SOC	317.34 S	308.12 S	321.09 S	335.30 HS	320.58 S

Table 5

Mean and Status of School Organizational Climate in Missionary schools

S. No.	Factors	Campion	Carmel	St. Paul	St. Theresa	Total
1	Principal	66.93 HS	69.55 HS	69.24 HS	64.00 S	67.45 HS
2	Teacher	64.29 S	72.14 HS	66.06 HS	65.95 HS	67.52 HS
3	Student	62.14 S	67.68 HS	64.29 S	60.65 S	63.90 S
4	Administration	63.93 S	69.55 HS	65.53 HS	64.10 S	66.04 HS
5	Infrastructure	65.21 HS	69.77 HS	66.47 HS	64.00 S	66.55 HS
	SOC	322.50 S	348.68 HS	331.59 HS	318.70 S	331.47 HS

Table 4 shows the mean scores of school organizational climate with respect to its factors and total of Kendriya Vidyalayas. The result clearly indicates that the overall

school organizational climate in Kendriya Vidyalayas is satisfactory (320.58). Regarding the factors of school organizational climate, with respect to first factor i.e. principal, Kendriya Vidyalayas show highly satisfactory scores (66.84) and Kendriya Vidyalayas, KV-1 (67.48), KV-3 (68.26) and KV-4 (67.85) show highly satisfactory status. These results may be because of good leadership qualities in principals. May be principals of these three schools welcome suggestions from teachers and others that could be good for the school, discuss all the school matters with the staff etc.,. Whereas KV-2 (62.65) shows satisfactory status may be because of less attentiveness of principal towards school and has no control over the school etc.

For second factor i.e. teacher, the total score for Kendriya Vidyalayas (65.96) is highly satisfactory. Two schools i.e. KV-1 (63.86) and KV-2 (64.12) show satisfactory whereas KV-3 (67.04) and KV-4 (69.30) show highly satisfactory scores. In KV-1 and KV-2 this result may be because of teachers remain busy in some other works, do not work in close cooperation with each other and have less contact with students where as in other two Kendriya Vidyalayas these results may be because of teacher's attentiveness towards their work. May be the cooperative environment and liberty provided to had made them happy to play their role properly in the school programmes.

In case of third factor of school organizational climate i.e. student the total mean score for Kendriya Vidyalayas is satisfactory (61.97). The three Kendriya vidyalayas viz. KV-1 (61.48), KV-2 (58.53) and KV-3 (61.65) shows satisfactory results and KV-4 (65.95) shows highly satisfactory results. The three schools show satisfactory results may be because of lack of interest of students in study as well as in school. Whereas KV-4 show highly satisfactory results because may be the students in that school are more serious about in their studies, may be they maintain discipline in the school and have commitment towards school.

For the fourth factor i.e. administration except KV-4 the other three Kendriya Vidyalayas as well as the total (63.73) shows satisfactory mean scores. KV-4 (67.05) shows highly satisfactory results may be school follows proper rules of management and all have a say in the management. May be administration works for the congenial climate of the school. As KV-1 (61.69), KV-2 (62.82) and KV-3 (64.09) shows satisfactory results may be because of lack of discipline in the school, absence of proper administration in the school. It might be that administration does not take pains to create healthy climate in the school.

In case of fifth factor i.e. infrastructure all the four Kendriya Vidyalayas and total (62.09) show satisfactory results. It may be these schools do not have the appropriate facilities needed for curricular and co-curricular activities, may be the schools have problems, for which equipments and facilities are absent or are not used properly.

The mean scores for the total school organizational climate for Kendriya Vidyalayas is satisfactory (320.58). The mean score of school organizational climate for KV-4 (335.30) is highly satisfactory whereas for other three Kendriya Vidyalayas it is satisfactory. It indicates that in KV-4 all the factors of school organizational climate plays an important role or contributes in providing healthy climate to the school in all aspects. KV-1 (317.34), KV-2 (308.12), and KV-3 (321.09) show satisfactory results. It shows that all the factors of school organizational climate do not contribute in providing good climate in the school. May be some other factors affect the school organizational climate such as problems of teachers as well as students due to which they are not able to pay proper attention to their work.

Table 5 indicates the status and mean scores of school organizational climate of Missionary schools. The result clearly shows that the overall mean score for school organizational climate in Missionary schools is highly satisfactory (331.47). With respect to the first factor i.e. principal, all the three Missionary schools and for all schools together (67.45) shows satisfactory scores whereas only one school has

shown satisfactory status. Highly satisfactory results in three Missionary schools may be because of principal takes regular interest in the school. May be respect is given to the principal as a person of character and caliber, and he/she is a source of inspiration for all, whereas St. Theresa school satisfactory results may be because principal is not a less than a big boss for all, may be principal does not want that the teachers should have a say in the day-to-day school administration etc.

For the second factor of school organizational climate i.e. teacher, the over all mean score for Missionary school is highly satisfactory (67.52). All the missionary schools except one i.e. Champion school (64.29) have highly satisfactory scores. As Carmel (72.14), St. Paul (66.06), and St. Theresa (65.95) schools show highly satisfactory results, it may be because of teachers come prepared to the classes, work in close cooperation, and one concerned only with the school work. Also may be the schools have required number of qualified and competent teachers in all subjects, etc. As the Champion school shows satisfactory results it may be because of excessive workload on teachers, may be teachers are not sincere towards their responsibilities, etc.

In case of third factor of school organizational climate i.e. student, the total mean score for Missionary school is satisfactory (63.90). Among the missionary schools three schools viz. Champion (62.14), St. Paul (64.29), and St. Theresa (60.65) schools shows satisfactory results and the other one Carmel (67.68) shows highly satisfactory result. The three Missionary schools showing satisfactory results may be due to their teachers have a difficult time with the students, may be students attend the classes with no interest etc. whereas Carmel shows highly satisfactory results may be that the school has good number of talented students who never create problems, take part in co-curricular activities with full head and heart, follow rules and regulations of the school etc.

Regarding the fourth factor i.e. administration, all the Missionary schools together show highly satisfactory scores (66.04). Carmel (69.55) and St. Paul

(65.53) school have highly satisfactory scores whereas Campion (63.93) and St. Theresa (64.10) have satisfactory status. The schools having highly satisfactory results may be attributed to the existence of maintained discipline in the school, worthwhile administration. May be school organization is a strong and systematic. The schools having satisfactory results may be because of shortage of teachers. For joint programme of staff and the management may be there is no organized structure in the school.

The fifth factor of school organizational climate is infrastructure, which itself is important for healthy school climate in the school. With respect to this factor the total mean score for Missionary school is highly satisfactory (66.55). Except St. Theresa, the other three missionary schools show highly satisfactory scores. Schools having highly satisfactory results are financially strong. They provide required facilities and staff to the students. These schools have made efforts for recreation of staff as well as students. Educational tours are organized from time to time. St. Theresa shows satisfactory results may be because of the teachers and students do not have sufficient facilities to work.

The mean score for total school organizational climate in Missionary schools is highly satisfactory (331.47). Carmel convent (348.68) and St. Paul (331.59) schools shows highly satisfactory status and Campion (322.50) and St. Theresa (318.70) schools have satisfactory status. In Carmel Convent and St. Paul school all the factors of school organizational climate play a dominant role in contributing healthy and congenial climate in the school. It indicates that Missionary schools have a highly satisfactory school organizational climate.

Thus, the overall result of school organizational climate in Kendriya Vidyalayas and Missionary schools is encouraging i.e. with respect to majority of factors result is satisfactory. From the results it is clear that Missionary schools are better than Kendriya Vidyalayas in school organizational climate. But it can be concluded that

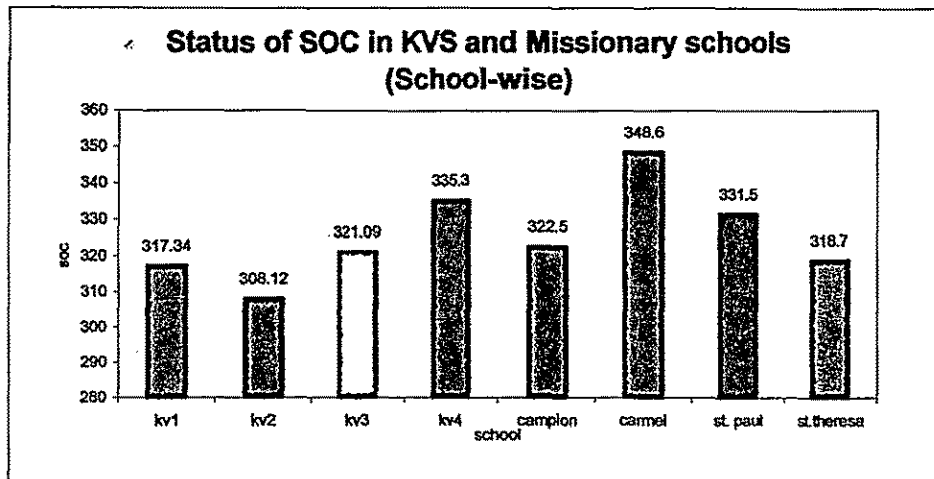
in both the schools principal takes care of each aspect of school administration, takes part in all the school activities, teachers are dedicated to their work and know their responsibilities, students but have to improve in both the schools. Regarding administration and infrastructure the Kendriya Vidyalayas have to improve as compared to Missionary schools. The status of both the schools can still be enhanced by improving the leadership qualities of principals, and by keeping a balance of work among the teachers, focusing more towards attainment of goal etc.

The status of School Organisation Climate in all Kendriya Vidyalayas and selected Missionary Schools is shown in Graph-1 and total status of school organization climate in Kendriya Vidyalayas and Missionary School shown in Graph -2 .

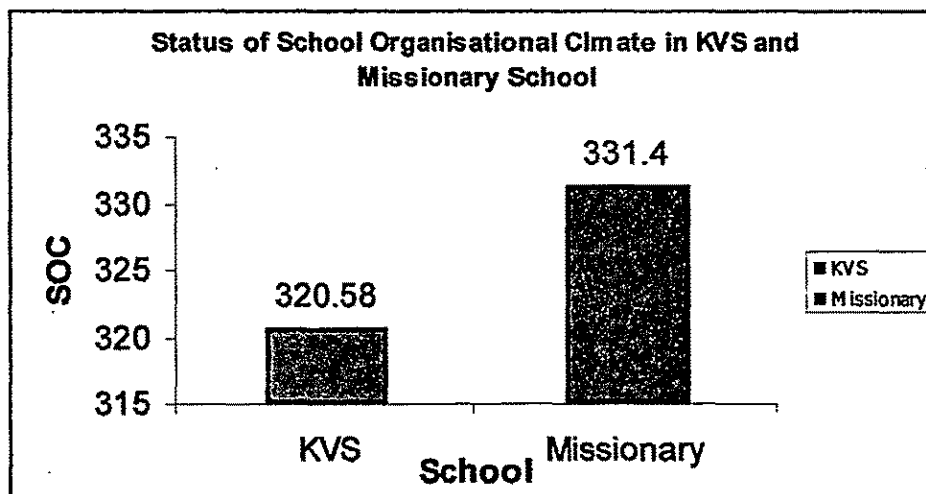
Analysis of Status of Role Efficiency of Teachers in Kendriya Vidyalayas and Missionary Schools

Comparison of role efficiency scores of teachers in Kendriya Vidyalayas and Missionary schools.

To study the status of role efficiency of teachers with respect to its dimensions and total for Kendriya Vidyalayas and Missionary schools together mean was computed and scores are presented in Table 6 and Table 7. The mean scores were classified in to highly satisfactory, satisfactory and dissatisfactory based on $M \pm S.D.$



Graph-1



Graph-2

Table 6
Mean and Status of Role Efficiency of Teachers in Kendriya Vidyalayas

S. No.	Dimensions	KV-1	KV-2	KV-3	KV-B	Total
1.	Centrality	2.72 HS	2.12 HS	2.22 HS	2.45 HS	2.42 HS
2.	Integration	3.69 HS	3.41 HS	3.57 HS	3.55 HS	3.57 HS
3.	Pro-activity	2.90 HS	2.53 HS	2.83 HS	3.10 HS	2.85 HS
4.	Creativity	3.17 HS	3.65 HS	3.39 HS	3.30 HS	3.35 HS
5.	Inter role linkage	3.41 HS	3.29 HS	3.39 HS	3.30 HS	3.36 HS
6.	Relationship	4.00 HS	3.71 HS	3.43 HS	4.00 HS	3.80 HS
7.	Super ordinate	2.59 HS	1.71 S	1.26 S	2.85 HS	2.13 HS
8.	Influence	2.83 HS	2.65 HS	2.61 HS	3.55 HS	2.9 HS
9.	Growth	3.17 HS	3.29 HS	2.70 HS	3.35 HS	3.11 HS
10.	Confrontation	3.66 HS	3.06 HS	4.00 HS	3.75 HS	3.65 HS
	RET	32.14 HS	29.41 HS	29.39 HS	33.20 HS	31.15 HS

Table 6 shows the mean scores and status of role efficiency of teachers and its dimensions in Kendriya Vidyalayas. The result clearly indicates that the total role efficiency of teachers in Kendriya Vidyalayas is highly satisfactory (31.15). With respect to the dimensions of role efficiency, except super ordinate the status of role efficiency is highly satisfactory in all the four Kendriya Vidyalayas. Whereas regarding the dimension super-ordinate KV-1, KV-4 are highly satisfactory and KV-2, KV-3 shows satisfactory status. The results of role efficiency of teachers in Kendriya Vidyalayas is highly encouraging, it may be because of teacher role is very important in the organization, may be teachers are able to use their knowledge and training very well in the school land are able to do something new. Dimension super

ordinate shows satisfactory results it may be because of teachers do not have the opportunity to work for super ordinate goals.

Table 7
Mean and Status of Role Efficiency of Teachers in Missionary Schools

S. No.	Dimension	Campion	Carmel	St. Paul	St. Theresa	Total
1.	Centrality	2.36 HS	1.32 S	2.47 HS	1.75 S	1.90 S
2.	Integration.	3.57 HS	3.59 HS	3.00 HS	3.35 HS	3.38 HS
3.	Pro-activity	2.71 HS	2.95 HS	2.12 HS	2.40 HS	2.56 HS
4.	Creativity	3.21 HS	3.50 HS	2.65 HS	3.40 HS	3.22 HS
5.	Inter role linkage	3.36 HS	3.09 HS	3.29 HS	3.35 HS	3.26 HS
6.	Relationship	4.00 HS	3.86 HS	3.65 HS	3.85 HS	3.84 HS
7.	Super ordinate	2.07 HS	2.32 HS	1.88 S	3.00 HS	2.36 HS
8.	Influence	2.79 HS	2.86 HS	1.29 S	2.50 HS	2.38 HS
9.	Growth	3.21 HS	3.14 HS	2.88 HS	3.25 HS	3.12 HS
10.	Confrontation	3.57 HS	3.68 HS	3.82 HS	4.00 HS	3.78 HS
	RET	30.86 HS	30.32 HS	27.06 HS	30.85 HS	29.81 HS

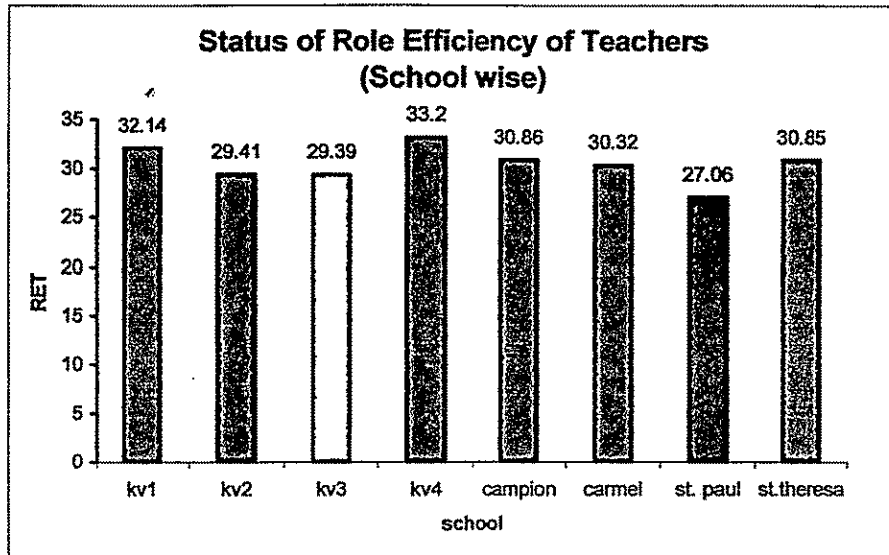
Table 7 presents the mean scores of role efficiency of teachers of Missionary schools. Table also shows the mean scores of dimensions of role efficiency of teachers of the four selected Missionary schools. The total role efficiency of teachers of Missionary schools is highly satisfactory scores (29.81). With respect to dimensions of role efficiency, out of 10 dimensions- integration, pro-activity, creativity, inter- role- linkage, relationship, growth and confrontation all the four missionary schools show highly satisfactory results. But regarding the dimension- centrality, Carmel and St. Theresa show satisfactory results and St. Paul

school shows satisfactory results towards super ordinate and influence dimension of role efficiency.

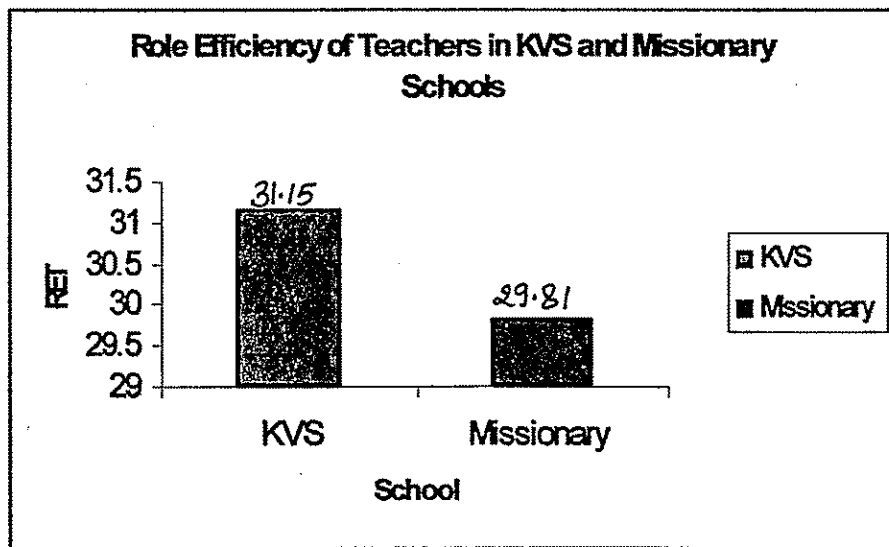
In Missionary schools, except few scores are highly satisfactory for all the dimension. It may be because of teachers are doing useful and fairly important work, teachers operate according to the directions given to them. May be they do usual and routine work, experience enough mutual help in the school, etc. and the Missionary school shows satisfactory results in only dimensions- centrality, super ordinate and influence. It may be because of, very little importance is given to the role of the teacher in some of the Missionary school, may be teachers feel peripheral in the organization which affects their role efficacy and reduces their potential effectiveness. May be teachers are not able to influence relevant decisions and cannot take independent decisions. They have no power in the school, may be other factors also affect the role efficiency of teachers as personal problems, lack of interest, busy in other works etc.

Thus, the scores of role efficiency in both the schools were highly satisfactory. But with respect to centrality dimension Kendriya vidyalayas shows better results than Missionary schools. This shows that in Kendriya Vidyalayas more importance is given to the role of the teacher as compared in Missionary schools. The results also indicate that in Kendriya Vidyalayas teachers have a great deal of freedom in their role than Missionary school teachers. Therefore, more attention may be given towards the dimensions scoring satisfactory scores in order to improve the role efficiency of teachers in both the schools.

The status of Role Efficiency of Teachers in all Kendriya Vidyalayas and selected Missionary Schools is shown in Graph-3 and total status of Role Efficiency in Kendriya Vidyalayas and Missionary School shown in Graph -4.



Graph-3



Graph-4

Analysis of difference between Kendriya Vidyalayas and Missionary schools with respect to school organizational climate

Comparison of scores of school organizational climate with its factors and total for Kendriya Vidyalayas and Missionary schools.

To determine the difference in Kendriya Vidyalayas and Missionary schools with respect to school organizational climate mean, standard deviation and t-value are calculated and presented in Table 8.

Table 8
Mean, S.D., and t-value of scores of School Organizational Climate for Kendriya Vidyalayas and Missionary Schools

S. No.	Factors	Kendriya Vidyalaya		Missionary school		t-value
		Mean	S.D	Mean	S.D.	
1.	Principal	66.84	6.94	67.45	6.64	.567
2.	Teacher	65.96	7.19	67.52	7.67	1.338
3.	Students	61.97	7.28	63.90	7.61	1.651
4.	Administration	63.73	7.23	66.04	6.51	2.116*
5.	Infrastructure	62.09	10.93	66.55	6.48	3.070**
	Total SOC	320.58	28.92	331.47	25.10	2.57*

* Significant at .05 level; ** Significant at .01 level.

Table 8 clearly indicates the difference between Kendriya Vidyalaya and Missionary schools for school organizational climate. The result shows that there is a significant difference between Kendriya Vidyalayas and Missionary schools with

respect to total school organizational climate. For Kendriya Vidyalayas the mean score is 320.58 and for Missionary school the mean score is 331.47 and the t- value is 2.57, which is more than table value 1.97 for 0.05 level of significance.

With respect to the factors of school organizational climate i.e. principal, teacher and students even though there is no significant difference but there is a remarkable difference in the mean scores of Kendriya Vidyalayas and Missionary schools. With respect to administration and infrastructure the obtained value 2.116 and 3.070 are more than the table value 1.96 and 2.60 for .05 and .01 level of significance. The scores clearly show that Missionary schools are better than Kendriya Vidyalayas in all aspects of school organizational climate. This result may be because of proper rules and regulations of the Missionary schools. There may be a system that the teachers only follow the directions given by the management. May be the Missionary school organization follow the rules strictly and are financially strong so that they provide all the required facilities in order to create healthy climate in the school. Therefore, attention should be given to Kendriya Vidyalayas in order to create healthy and congenial climate in the school with respect to all the factors of school organizational climate. For this the leadership qualities of the Principals should be improved, teachers should act according to the responsibilities given to them, students should work for warm and cordial climate in the school, all the available facilities should be used up to the length etc.

Thus, there is a significant difference in the school organizational climate of Kendriya Vidyalayas and Missionary Schools. Missionary schools are better in school organizational climate than Kendriya Vidyalayas.



Analysis of difference in Kendriya Vidyalayas and Missionary Schools with respect to Role Efficiency of Teachers.

Comparison of mean scores of role efficiency and its dimensions in teachers of Kendriya Vidyalayas and Missionary schools.

To study the difference in Kendriya Vidyalayas and Missionary schools with respect to role efficiency and its dimensions mean, standard deviation, and t-value was computed and presented in Table-9.

Table 9
Mean, S.D., and t-value of Scores of Role Efficiency of Teachers for Kendriya Vidyalayas and Missionary schools

S. No.	Dimensions of Role Efficiency	Kendriya Vidyalaya		Missionary school		t-value
		Mean	S.D.	Mean	S.D.	
1.	Centrality	2.42	1.02	1.90	1.03	3.162**
2	Integration	3.57	0.71	3.38	1.05	1.368
3	Pro-activity	2.85	1.13	2.56	0.87	1.811
4	Creativity	3.85	0.92	3.22	1.13	0.801
5	Inter role linkage	3.36	0.51	3.26	0.76	0.990
6	Relationship	3.80	0.88	3.84	0.69	0.300
7	Super ordinate	2.13	1.67	2.36	1.35	0.915
8	Influence	2.90	1.01	2.38	1.36	2.762**
9	Growth	3.11	0.97	3.12	0.74	0.079
10	Confrontation	3.65	0.80	3.78	0.67	0.983
	Total Role Efficiency	31.15	3.69	29.81	3.76	2.277

*significant at .05 level; ** significant at .01 level

Table 9 indicates the mean scores of role efficiency with respect to its dimensions and total for Kendriya Vidyalayas and Missionary schools. The result shows that there is a difference in role efficiency of teachers between Kendriya Vidyalayas and Missionary schools. Teachers of Kendriya Vidyalayas are more efficient than Missionary school teachers in many dimensions of role efficiency such as centrality, integration, pro-activity, creativity, inter role linkage, influence and total role efficiency. There is a significant difference in the role efficiency in Kendriya Vidyalayas and Missionary schools with respect to dimension centrality and influence, which are significant at 0.01 level (2.60). This significant difference shows that these two dimensions of role efficiency are quite dominant in the teachers of Kendriya Vidyalayas. It indicates that in Kendriya Vidyalayas teacher role is very important in every aspect. Teachers have a great deal of freedom in the school so that they can do something creative or new. In Kendriya Vidyalayas teacher's role is central so that they are happy to play their responsibilities towards the school. Also the teachers are able to influence relevant decisions towards the school, they have power in the school to take independent decisions beneficial for the school. In other dimensions of role efficiency i.e. integration, pro-activity, creativity, Inter-role linkage Kendriya Vidyalayas scores are higher than that of Missionary schools. It may be due to training and expertise of teachers which are fully used in the schools and teachers use their knowledge in order to do something creative, may be teachers work in close collaboration with other colleagues, etc. whereas with respect to dimensions- Relationship, super ordinate, and confrontation Missionary schools are better in scores in comparison with Kendriya Vidyalayas. It indicates that in these schools teachers work in cooperation with each other and experience lot of mutual help.

Hence the role efficiency of teachers of Kendriya Vidyalayas is better than the teachers of Missionary schools. Therefore, teachers of missionary schools should be encouraged to attend in-service training in order to increase their role efficiency also encourage them to interact with each other to improve their effectiveness.

Analysis of Relationship between School Organizational Climate, Role Efficiency of Teachers and Achievement of Students in Kendriya Vidyalayas and Missionary schools.

Correlation between school organizational climate and role efficiency of teachers of Kendriya Vidyalayas and Missionary schools.

To find out the relationship between school organizational climate, role efficiency of teachers and achievement of students in Kendriya Vidyalayas and Missionary schools together and for two schools separately, correlation was calculated and presented in Table 10, 11, 12.

Table 10 shows the correlation between the factors and total school organizational climate, the dimensions and total role efficiency of teachers and total achievement of students of Kendriya Vidyalayas and Missionary schools together. From the result it is clear that the total correlation between SOC and role efficiency is .025, the total correlation between SOC and achievement is .150, and the total correlation between role efficiency and achievement is -.05 in Kendriya Vidyalayas and Missionary schools together. It shows there is no a significant correlation between any of these variables i.e. school organizational climate does not show any significant relationship with role efficiency as well as achievement of students. There is highly significant positive correlation (.01 and .05 level of significance) between the factors of SOC and dimensions of role efficiency but there exists negative correlation between many of the dimensions of role efficiency and school organizational climate.

Table 10
Inter correlation between School Organizational Climate and Role Efficiency of Teachers and Achievement of Kendriya vidyalayas and Missionary Schools together

Dim	Tr	Std.	Admn	Infras.	Centra	Intgr	Proact	Cre	Irlg	Relat	Supo	Infl	Grth	Conf	Ach	SOC	RET
Prin	.492**	.442*	.500**	.196*	-.04	-.09	-.12	.033	-.05	-.01	.073	.011	-.01	.010	.176*	.689*	-.03
Tr	1.0	.581*	.746**	.289**	-.16*	-.05	-.02	.004	.029	-.05	.120	.012	-.09	.189*	.131	.832*	.008
Std.		1.0	.587**	.163*	-.11	-.12	.067	.005	-.02	.051	.161*	.020	-.09	.142	.117*	.737*	.051
Admn			1.0	.299**	-.11	-.06	-.05	.087	-.01	.005	.140	.028	-.09	.094	.139*	.835*	.032
Infras.				1.0	-.10	-.05	-.02	.001	-.07	-.06	.062	.094	.065	.108	.015*	.585*	.025
Centra					1.0	.002	.042	-.12	.117	.085	.031	-.05	.044	-.10	-.07	-.14	.280**
Intgr.						1.0	.020	.084	.135	.138	.034	.102	.111	.101	-.08	-.10	.409**
Proact							1.0	.083	-.01	.000	.050	.140	.099	.036	-.02	-.03	.406**
Creat.								1.0	-.03	-.06	.056	.190*	.164*	-.05	-.06	.033	.373**
Irlg.									1.0	-.12	-.01	-.06	.000	.045	-.10	-.04	.185*
Relat.										1.0	.117	-.06	.022	.115	.077	-.02	.290**
Supor.											1.0	.171	.133	.015	.026	.150	.564**
Infl.												1.0	.079	-.05	-.08	.050	.472**
Grth.													1.0	-.08	.116	-.05	.407**
Confro														1.0	.007	.152	.217**
Achv.															1.0	.150	-.05
SOC																1.0	.025
RET																	1.0

* significant at .05 level; ** significant at .01 level.

Table 11
Inter correlation between School Organizational Climate, Role Efficiency of Teachers and Achievement of Kendriya Vidyalayas

	Tr	Std.	Admn	Infras	Centra	Intgr	Proact	Creat	Irlg	Relat	Supor	Infl	Grth	Confro	Achv.	SOC	RET
Prin,	.470**	.345**	.424**	.272**	.030	-.02	-.10	.046	-.02	.089	.071	.114	.038	.170	.146	.652**	.114
Tr	1.0	.529**	.772**	.434**	-.15	-.01	-.06	-.08	.089	-.02	.074	.152	-.02	.286**	.040	.851**	.060
Std.		1.0	.486**	.179	.042	-.13	.114	-.17	.006	.126	.199	.117	-.01	.084	.088	.655**	.148
Admn			1.0	.397**	-.05	.020	-.05	-.04	.030	.113	.127	.133	-.01	.184	.104	.816**	.125
Infras				1.0	-.02	.011	-.03	-.03	-.02	-.06	.079	.117	.019	.134	-.02	.695**	.063
Centra					1.0	.107	-.04	-.10	.059	.170	.140	-.08	.07	-.06	-.02	-.04	.322**
Intgr						1.0	-.08	.057	.308**	.097	.156	-.14	.254*	.217*	-.01	-.03	.422**
Proa							1.0	.049	.053	-.01	.035	.155	.077	.006	.065	-.04	.380**
Creat								1.0	.045	-.07	-.05	-.01	.198	-.13	-.06	-.07	.236**
Irlg									1.0	-.17	-.04	-.11	.102	.060	-.13	.018	.191
Relat										1.0	.212*	-.01	.053	-.05	.020	.053	.359**
Supor											1.0	.123	.229*	-.05	.041	.147	.646**
Infl												1.0	.058	.00	-.03	.172	.324**
Grth													1.0	-.11	.174	.006	.487**
Confro														1.0	-.01	.230*	.156
Achv															1.0	.085	.040
SOC																1.0	.135
RET																	1.0

* significant at .05 level; ** significant at .01 level.

Table 12
Inter correlation between School Organizational Climate, Role Efficiency of Teachers and Achievement in Missionary Schools

	Tr	Std	Admn	Infras	Centra	Intgr	Proact	Creat	Irlg	Relat	Supor	Infl	Grth	Confro	Achv	SOC	RET
Prin	.516**	.559**	.608**	.030	-.10	-.14	-.13	.025	-.07	-.18	.070	-.07	-.10	-.18	.208	.757**	-.20
Tr	1.0	.627**	.711**	.00	-.14	-.06	.083	.092	.000	-.09	.170	-.06	-.21	.074	.205	.816**	-.01
Std		1.0	.702**	.071	-.22	-.09	.048	.188	-.02	-.07	.090	-.01	-.22	.188	.095	.843**	-.01
Admn			1.0	.001	-.10	-.10	.018	.249*	-.02	-.19	.136	.001	-.22	-.04	.109	.851**	-.02
Infras				1.0	-.10	-.08	.162	.095	-.11	-.09	-.04	.236*	.190	.027	-.09	.287*	.092
Centra					1.0	-.13	.077	-.18	.138	-.02	-.09	-.14	.233*	-.12	.006	-.19	.160
Intgr						1.0	.096	.092	.030	.204	-.07	.217	-.03	.033	-.01	-.13	.392**
Proact							1.0	.113	-.10	.017	.112	.074	.150	.110	-.08	.051	.418**
Creat.								1.0	-.08	-.06	.203	.323*	.132	.035	-.04	.181	.499**
Irlg									1.0	-.08	.044	-.07	-.11	.045	-.06	-.06	.167
Relat										1.0	-.07	-.11	-.04	.357**	.170	-.17	.213
Supor											1.0	.281*	-.06	.091	-.04	.124	.510**
Infl												1.0	.117	-.06	-.04	.021	.574**
Grth													1.0	-.04	.015	-.17	.311**
Confra														1.0	-.01	.026	.322**
Ach															1.0	.152	-.07
SOC																1.0	-.04
RET																	1.0

* significant at .05 level; ** significant at .01 level.

Table 11 shows the correlation between the factors and total school organizational climate, the dimensions and total role efficiency of teachers and total achievement of students of Kendriya Vidyalayas. The result indicates that the correlation between SOC and role efficiency in Kendriya Vidyalayas is .135, correlation between SOC and achievement is .085 and correlation between achievement and role efficiency is .040. In Kendriya Vidyalayas there is no significant relationship between the three variables i.e. school organizational climate, role efficiency and achievement of students. There is highly significant positive correlation (.01 and .05 level of significance) between the factors of SOC and dimensions of role efficiency but there exists negative correlation between many of the dimensions of role efficiency and school organizational climate in Kendriya Vidyalayas.

Table 12 shows the correlation between the factors and total school organizational climate, the dimensions and total role efficiency of teachers and total achievement of students of Missionary schools. Correlation between SOC and role efficiency is -.04, correlation between SOC and achievement is .152, and correlation between role efficiency and achievement is -.07. In Missionary Schools there is no significant relationship between any of the variables i.e. school organizational climate, role efficiency and achievement of students. There is highly significant positive correlation (.01 and .05 level of significance) between the factors of SOC and dimensions of role efficiency but there exists negative correlation between many of the dimensions of role efficiency and school organizational climate.

All the result shows that there does not exist any significant correlation between school organizational climate, role efficiency and achievement in Kendriya Vidyalayas and Missionary schools, and both schools together. It may be because of dissatisfaction of teachers, which hampers the inter-personal relationship among the teachers and with the principal or the management and consequently causing

uncontrollable damage to the functioning and the reputation of the school. If management provides healthy climate to the teachers then it is easier for the teacher to adjust to the environment, to the head of the institution, to the co-teachers and in turn it will lead them to discharge their duties fully and effectively and getting better achievement of students.

Analysis of difference between high SOC and low SOC with respect to Role Efficiency and Achievement of Students in Kendriya Vidyalayas.

Comparison of high SOC and low SOC with respect to role efficiency of teachers and achievement of students.

School organizational climate scores were divided in to two categories i.e. High SOC and Low SOC on the basis $M \pm S.D.$ Mean, standard deviation, and t-value were calculated in order to study the difference in role efficiency of teachers and achievement of students for high and low school organizational climate in Kendriya Vidyalayas and presented in Table 13.

Table-13
Mean, S.D., and t- value of Role efficiency of teachers and Achievement of students for High and Low SOC Category in Kendriya Vidyalayas

	High SOC (N=12)		Low SOC (N=8)		t-value
	Mean	S.D.	Mean	S.D.	
Role efficiency	31.08	3.55	29.13	3.87	1.166
Achievement	327.50	107.04	347.13	90.42	0.0426

Table 13 indicated that only the teachers who have perceived their schools as high SOC are better in role efficiency than those who perceived their schools as low SOC but the result is not statistically significant.

The result shows only efficient teachers perception is positive towards organizational climate. This result may be because of teachers take care of each

aspect of school organizational climate as well as school provides a congenial and cordial climate to teachers so that they play their role efficiently and those who perceived their schools as low SOC may be affected by some other factors such as lack of interest, excessive workload, personal problems etc.

The result shows that the teachers who perceive their schools as low SOC, their students achievement is better than the teachers show high SOC in Kendriya Vidyalayas. It may be teachers role is more and they motivate students for learning and encourages them to work hard etc.

Analysis of difference between high SOC and low SOC with respect to Role Efficiency and Achievement of Students in Missionary schools.

Comparison of high SOC and low SOC with respect to role efficiency of teachers and achievement of students in missionary schools.

School climate category is divided in to two categories i.e. High SOC and Low SOC on the basis $M \pm S.D.$ Mean, standard deviation, and t-value is calculated in order to study the difference between role efficiency of teachers and achievement with respect to high and low school organizational climate in Missionary schools. The scores are presented in Table 14.

Table 14
Mean, S.D., and t-value of Role Efficiency of Teachers and Achievement of Students for High and Low SOC of category in Missionary Schools

	High SOC (N=5)		Low SOC (N=15)		t-value
	Mean	S.D.	Mean	S.D.	
Role efficiency	28.00	2.24	29.33	3.87	0.723
Achievement	373.20	126.85	368.80	102.98	0.078

Table 14 indicates that in Missionary schools the teachers who have perceived their schools as low SOC were more efficient than the teachers who perceived their schools as high SOC. The result also indicates that the achievement of students is more for the teachers who perceived their schools as high SOC than the teachers who perceived their school as low SOC.

Therefore, in Missionary schools, healthy school organizational climate play important role in achievement of students than making their teachers more efficient in their role.

Analysis of difference between High and Low Role Efficiency of Teachers with respect to Achievement of Students in Kendriya Vidyalayas.

Mean, standard deviation, and t-value are calculated to study the difference between teachers of high and low role efficiency with respect to the achievement of students in Kendriya Vidyalayas. The scores are presented in Table 15. Role efficiency is divided into two categories i.e. high role efficiency and low role efficiency based on $M \pm S.D.$

Table 15
Mean, S.D. and t-value of Achievement of Students with respect to High and Low Role Efficiency of Teachers of Kendriya Vidyalayas

Variable	High RET (N=17)		Low RET (N=9)		t-value
	Mean	S.D.	Mean	S.D.	
Achievement	342.29	90.56	349.56	102.02	0.186

The table 15 indicates that the achievement of students is higher for the teachers having low role efficiency than the teachers having high role efficiency but the result

is not significant. It shows that teachers are able to create interest in student or due to their own responsibility and effort students have achieved higher.

Analysis of difference between High and Low Role Efficiency of Teachers with respect to Achievement of Students in Missionary Schools.

The mean, standard deviation and t-value were obtained in order to study the difference in high role efficiency and low role efficiency of teachers with respect to achievement of students in Missionary schools and presented in Table 16.

Table 16

Mean, S.D. and t-value of Achievement of Students with respect to High and Low Role Efficiency of Teachers of Missionary Schools

Variable	High RET (N=6)		Low RET (N=13)		t-value
	Mean	S.D.	Mean	S.D.	
Achievement	389.17	126.19	355.46	83.29	.698

Table 16 indicates that in Missionary schools. The difference is not significant in achievement of students even then there is a remarkable difference in achievement with respect to role efficiency category. Students achievement is more for the teachers having high role efficiency than the teachers having low role efficiency. This shows that teachers having high role efficiency influence and their positive effort contributes to the achievement of pupils. In other words achievement of students is directly related to the role efficiency of teachers in Missionary schools. The result reveals that may be because of pressure of management, the teacher play their role effectively and put more effort for better achievement of their students.