

CHAPTER VI :

FINDINGS " AND IMPLICATIONS "

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## 6.1 INTRODUCTION

The present study on organizational climate of secondary schools is distinguished from earlier Indian climate studies in Delhi State, Rajasthan, Tamil Nadu and Gujarat on eight scores. Firstly, the sample is representative of all regions of the Gujarat State. This was not the case in earlier studies by Kumar (1972), Sharma, Rai and Buch (1973), Patel (1973), Shelat (1975), Darji (1975) and Pandya (1975) whose samples of schools or teachers were either small or they were from a few selected districts. Studies on organizational climate, as shown in Chapter II, were also reported from Delhi State, Rajasthan and Tamil Nadu, but excepting the Delhi study which was actually completed at the University of California, Berkeley and much details of which are not known, the Rajasthan and Tamil Nadu studies were based only on selected districts which formed only one part of the state and not the whole state. So, there were rather district studies than State studies. Secondly, they all used Halpin and Croft's tool - the OCDQ which was originally prepared on the basis of descriptions of 71 elementary schools of the U.S.A., while the present study is based on a specially constructed

Indian tool (Baroda Form I) based on description from secondary schools which makes it more relevant to conditions in Indian - Gujarat secondary schools. Thirdly, the tool used in the study has four more dimensions or sub-tests, making the total sub-tests 12 in place of 8 in Halpin and Croft's original OCDQ. Fourthly, excepting Sharma (1973) none of the earlier investigators had factor analysed the items of their research tool. The present study has attempted it in a modest way. Fifthly, it has developed its own procedures for identifying school organizational climate types. Sixthly, in none of the earlier Indian studies, the perceptions of teachers were contrasted with those of principals. Seventhly, the present study is the first among the Indian studies to have examined the possible relationship between personality factors of teachers and their perceptions of organizational climate of their schools. And lastly, organizational climate of secondary schools is studied here for the first time in the context of teachers' belief systems (dogmatism) and pupil control ideology. Even pupil control ideology, as such, comes to be studied in India for the first time. Thus, the present study has some convincing rationale.

## 6.2 BRIEF OVERVIEW

The report of the present study is presented under five chapters.

The Chapter I begins with a brief exposition of the concept of a good school to provide a background frame to the present investigations. It presents in some details conceptualisation of organizational climate which could provide a kind of theoretical reference frame to the study. All the twelve dimensions of school climate which are going to provide marrow from which the climate types are intended to be built are set forth in meaningful details. They are classified into three categories viz., Teacher Behaviour, Principal Behaviour and Administrative Behaviour. The three types of climate - the Open Climate, the Intermediate Climate and the Closed Climate - intended to be used as structural organization of climate in the study are visualised in terms of their distinguishing characteristics. Similarly, in the initial chapter, the theoretical orientations of the variables of personality traits, pupil control ideology and belief systems (dogmatism) have been also discussed with the same purpose of providing a theoretical frame of reference for the studies of these independent variables in later chapters.

The Chapter II is devoted to a review of research on climate typology, dimensions, some associate teacher and school variables, personality traits, pupil control ideology and dogmatism. The researches specifically reviewed are those that deal with (a) instruments for measuring organizational climate of educational institutions, (b) dimensions of climate (c) variables influencing climate, (d) climate and personality, (e) climate and pupil control ideology and (f) climate and dogmatism, and (g) dogmatism and control ideology. Around 142 researches are referred to in this chapter. The emphasis in the presentation was on identification of trends, underscoring of salient characteristics and on the emergent conclusions.

The Chapter III presents the research plan. It sets forth the rationale of the study, defines its scope and articulates its delimitations, outlines its seven objectives, describes and discusses the procedures adopted by the investigator in the construction and refinement of the research instruments (on climate, and pupil control ideology) indicates its scoring system for all the research instruments pertaining to measurement of climate, personality

traits, pupil control ideology and dogmatism scale. The sample comprises 128 secondary schools with 42 from North Gujarat, 35 from Western Gujarat, 34 from Central Gujarat and 17 from South Gujarat. The schools were categorised as (a) the Coveted Schools (N=28), (b) the Medium Quality Schools (N=59) and "Just so so Schools (N=41). The respondents were 1,014 teachers, 820 male and 194 females. They came from all socio-economic status, belonged to the age-groups 20 to 45 years, had teaching experience ranging from nil to 20 years or more, and belonged to all slabs of educational background from undergraduate to post-graduate trained. The analysis of the data was planned around the testing of 14 hypotheses.

The Chapter IV constitutes the spine of the present research. It was devoted to the analysis and interpretation of the data. The organizational climate of 128 secondary schools was identified on a climate continuum with Open Climate at one end, the Closed Climate at the other and the middle position assigned to Intermediate Climate. The Profile Chart for all the 12 dimensions of the OCDQ (Baroda Form I) across Stanine scales (divided into four categories: highest, high, low and lowest) was developed

which was a requisite to proceed further with the identification of organizational schools. The differences in mean scores on all the 12 dimensions of the OCDQ in the case of Open Climate and Closed Climate schools were found significant at .01 level in 11 dimensions and at .05 level in one dimension. This provided a pointer to the validity of the total in terms of its discriminating function between two extreme end climates. The analysis included testing of significance of the estimates of the 12 dimensions both by teachers and principals. The Gujarat State, with its 19 districts, divides itself into four geographical divisions, viz., North Gujarat, Western Gujarat (including Saurashtra and Kutchh), Central Gujarat and South Gujarat. The study examines possible relationship between these four regions and the typology of school climate. Other school variables like size, the quality categories, urban-rural locations, and teacher variables such as sex, age, qualifications, length of teaching experiences and socio-economic status were studied in the context of their relationship with climate typology.

Three independent variables - personality factors of teachers, their pupil control (custodial or humanistic)

ideology and their dogmatism (open mindedness and closed mindness) were also examined across climate typology. The three independent variables were also studied in relation to certain static variables. The three quality-wise categorisation, size of sampled schools, and biographical characteristics of their teachers were also studied in relation to teachers' mean PCI scores, their personality factors and their dogmatism level. The relationship between certain biographical factors of teachers and their belief system (dogmatism scale) also was investigated. Such were the format, focal points and framework of methodology used in Chapter IV.

The present one is the sixth and the last chapter. Its focal points are: review, findings and implications.

### 6.3 REALIZATION OF OBJECTIVES

It may be recalled that the study hinged round seven objectives which gave form and substance to the research.

The first objective was to classify the secondary schools of Gujarat on a climate continuum. This has been



achieved in Section 4.2 which describes the new procedures developed by the investigator in identifying three types of organizational climate for secondary schools, viz., Open, Intermediate and Closed.

The second objective pertained to examinations of factors that tend<sup>to</sup> create Open Climate and Closed Climate. This is attempted in Section 4.2, pages 209 to 211 . The influence of teacher variables and school variable on climate typology is treated in details in Sections 4.3, 4.4, 4.5, 4.6 and 4.7.

The third objective was to find out to what extent perceptions on climate dimensions of both teachers and principals show conformity. This formed the central theme of presentation of data and their discussion in Section 4.3.

The fourth objective was focused on determining whether teachers with certain personality patterns tend to view one or more dimensions of school climate in a manner indicative of an Open Climate or a Closed Climate. An attempt is made to study this facet of the organizational climate of the schools in Sections 4.8 and 4.15.

The possible relationship between teacher perceptions

of organizational climate and teacher pupil control ideology was the focus in the fifth objective. This is investigated in Sections 4.9, 4.12, 4.13 and 4.15.

The extent to which the belief systems (dogmatism) of teachers in Open Climate schools and Closed Climate schools differ formed the fabric of the sixth objective. This is inquired in details in Sections 4.10, 4.14 and 4.15.

The last objective pertained to investigating relationship between certain biographical characteristics of teachers and their pupil control ideology and belief systems. This inquiry is presented in Sections 4.11 and 4.15.

It would, thus, be seen that all the <sup>seven</sup>  $\frac{7}{1}$  objectives formulated for the present research are achieved in the course of the analysis and the interpretation of the data done in Chapter IV.

The Chapter V was devoted to factor analysis. The multivariate approach to the analysis of the data was applied. The factor loadings across each dimension was computed, and four factors were extracted. All the four factors were considered for Varimax Rotation, and the variables that showed significant loadings were underscored.

#### 6.4 THE MAJOR FINDINGS

The study has yielded some important findings. They are briefly stated below :

Major Component/ Factor	Related Variables	Major Findings
1. <u>Organizational Climate of Schools</u>	<u>Climate Category (Typology)</u>	In the study, the three categories - the Open, Intermediate, and the Closed - were identified. The study revealed that percentages of schools (36 per cent) belong to the Closed Climate type and comparatively lower percentages of schools (29 per cent) belong to Open Climate type. The Intermediate schools constitute 35 per cent of the total schools. Thus, out of every 10 secondary schools in Gujarat State, 3 have Open Climate, between 3 and 4 have Intermediate and 4 have Closed Climate.
	<u>Regional Location</u>	(a) All the three categories of Climate schools are spread over all the four regions - Western Gujarat, North Gujarat, Central Gujarat, and South Gujarat.

Major Component/ Factor	Related Variable	Major Findings
		<p>(b) The Open Climate Schools are highest (37.84 per cent) in the Western Gujarat and the lowest (16.21 per cent) in the South Gujarat. The range between the highest and the lowest is wide.</p> <p>(c) The highest per cent (31.11) of Intermediate Climate Schools is found in Western Gujarat and the lowest per cent (13.33) of this type is found in South Gujarat.</p> <p>(d) The percentages of the Closed Climate schools in the Western Gujarat, North. Gujarat, Central Gujarat, and South Gujarat are 15.22 per cent, 45.65 per cent, 28.26 per cent, and 10.87 per cent respectively. There is perceptible difference among the four regions in respect of the Closed Climate type schools being located in them.</p>

Major Component	Related Variable	Major Findings
	<u>Size of Schools</u>	<p>(a) Of the total sampled schools, 30.47 per cent are large sized schools, 36.72 per cent are of average size and 32.81 per cent are small size schools.</p> <p>(b) Of the total Open Climate schools, the highest percentage (47.62) is of small size schools and the lowest percentage (17.95) is of large size schools.</p> <p>(c) Of the total Intermediate Climate schools, the highest percentage (43.59) of schools is of large size and the lowest percentage (19.05) is of small size.</p> <p>(d) Of the total Closed Climate schools, the highest percentage (38.46) is of large size and the lowest percentage (33.33) is of small size schools. But the range between the highest and the lowest is low.</p> <p>(e) Moreover, the strength of the relationship between school climate</p>

Major Component	Related Variable	Major Findings
		<p>and size of school was studied by means of the chi-square statistic. A chie-square value of 19.21 was observed in this study. This value was significant at .01 level, indicating a positive and significant relationship between school climate and size of school. Thus the study revealed that the small sized schools tended to be Open Climate schools while the large sized schools tended to be closed climate schools.</p>
	<u>Categories of Schools</u>	<p>(a) In the sample the percentages of 'the coveted schools', 'the Medium Quality Schools', and 'the Just so so' schools are 21.87, 46.10, and 32.03 respectively.</p> <p>(b) In Open Climate type, 32.14 per cent belong to the category of the Coveted Schools, 22.03 per cent to the Medium quality school category, and 36.58 per cent to the 'Just so so'</p>

Major Component	Related Variable	Major Findings
		<p>school category. Thus a greater number of schools with Open Climate are the Just 'so so' school category and the smallest number of them are in the medium quality school category.</p> <p>(c) In Intermediate Climate type, the highest percentage (46.43) is of the coveted school category and the smallest percentage (31.71) is of the 'Just so so' school category.</p> <p>(d) In Closed Climate type, 45.76 per cent - the highest per cent belongs to the Medium Quality school category and 21.43 per cent - the lowest per cent belongs to the Coveted School category.</p> <p>(e) Moreover, it was found that categories of schools - the Coveted Schools, the Medium Quality Schools, and the Just 'so so' schools do not directly bear any relationship with the organizational climate of schools (<math>\chi^2 = 6.61, P &gt; .05</math>).</p>

Major Component	Related Variable	Major Findings
	<u>Biographi- cal chara- cteristics of Teachers</u>	<p>(a) <u>Sex</u> : It does not seem to be a determinant factor of teacher perception of climate.</p> <p>(b) <u>Age</u> : However, a significant relationship was found to exist between the age of teachers and their perception of climate.</p> <p>(c) Qualifications of teachers were found to be uncorrelated with their perception of climate.</p> <p>(d) A significant relationship was found to exist between the experience of teachers and their perceptions of climate.</p> <p>(e) The existence of any significant relationship between the four SES Categories (low, low middle, middle and high middle was rejected)</p>
	<u>Personality Characteris- tics of Teachers</u>	<p>(a) The analysis indicates that significant differences were found to exist among Open, Intermediate, and Closed Climate schools on nine of the sixteen personality factor means at the prescribed level of significance. These results showed that the teachers of Open Climate schools are bright,</p>



Major component	Related Variable	Major Findings
		<p>matured, conscientious, adventurous, confident, dependent, and self-controlled and the teachers of Closed climate schools are dull, emotional, casual, timid, insecure, dominant, and sensitive.</p> <p>(b) In addition, the correlational analysis showed that those teachers who are intelligent, emotionally stable, conscientious, adventurous, self-controlled, expressive, self-confident, and group dependent tended to apprehend all twelve dimensions of climate - Disengagement, Hindrance, Intimacy, Esprit, Aloofness, Production Emphasis, Consideration, Thrust, Non-graded order, Feedback, Human Relations, and Autonomy in a manner indicative of an Open Climate while those teachers who are less intelligent, worrying, impatient, shy, fussy, assertive, resourceful, and lax</p>

Major Component	Related Variable	Major Findings
		tended to apprehend all twelve dimensions in a manner indicative of a Closed Climate.
	<u>Pupil Control Ideology of Teachers</u>	<p>(a) As hypothesized, it is observed that the teachers serving in relatively open schools were significantly more humanistic in their pupil control ideology than teachers serving in relatively closed schools. The mean PCI scores for teachers in Open and Closed school climates were 112.87 and 120.92, respectively with a t-value of 5.18 (<math>P &lt; .01</math>). Moreover, the teachers in Intermediate schools had significantly lower mean (<math>120.92 - 113.53 = 6.39</math>; <math>P &lt; .01</math>) PCI score than the teachers in Closed Schools.</p> <p>(b) Furthermore, it is evident from the analysis of the data that the relationship between the degree of "Openness" of the climate of all schools and the PCI of teachers was</p>

Major Component	Related Variable	Major Findings
		<p>also significant (<math>r = -.18, P &lt; .01</math>), implying thereby that the more 'open' the climate of the school, the more humanistic is the pupil control ideology of the teachers.</p> <p>(c) In addition, the Pearson's Product-Moment Correlation resulted in significant correlations between the PCI scores and Disengagement (.05 level), Hindrance (.05 level), Intimacy (.01 level), Esprit (.01 level), Aloofness (.05 level), Production Emphasis (.05 level), Consideration (.01 level), Thrust (.05 level), Non-order graded <del>back</del> (.01 level), Feedback back (.01 level), Human Relation (.01 level) and Autonomy (.01 level). Moreover, negative correlations were found between the PCI scores and scores of the eight dimensions (Intimacy, Esprit, Consideration, Thrust, Non-order graded <del>back</del>, Feedback, Human Relation,</p>

Major Component	Related Variable	Major Findings
		and Autonomy) in which high Scores are indicative of an Open climate, while positive correlations were found between the PCI scores and scores of the four dimensions (Disengagement, Hindrance, Aloofness, and Production Emphasis) in which high scores are indicative of a Closed Climate. Thus, teachers having humanistic pupil control ideology tended to perceive all twelve dimensions of climate in a manner indicative of open climate while teachers with a custodial pupil control orientation tended to view all twelve dimensions in a manner indicative of a closed climate.
	<u>Belief System of Teachers</u>	(a) The data showed that the mean Scores on the Dogmatism scale for teachers in Open and Closed climate schools were 194.50 and 200.61 respectively with a t-value of 2.96 ( $P < .01$ ). Hence the null hypothesis

Major Component	Related Variable	Major Findings
		of no differences in mean belief systems among teachers in schools characterized by different climates was rejected.
		(b) Furthermore, the relationship between the degree of 'openness' of the climate of all schools and the dogmatism level of teachers was also significant ( $r = -.06$ , $P < .01$ ); Therefore, the more open is the climate of a school, the more open minded are its teachers.
		(c) The study yielded significant negative correlations between the dogmatism scores of the teachers and
	1) Intimacy	( $r = -.07$ , $P < .05$ )
	2) Esprit	( $r = -.06$ , $P < .05$ )
	3) Thrust	( $r = -.72$ , $P < .01$ )
	4) Nongraded order	( $r = -.12$ , $P < .01$ )
	5) Feedback	( $r = -.78$ , $P < .01$ )
	6) Human Relation	( $r = -.18$ , $P < .01$ )
	7) Autonomy	( $r = -.48$ , $P < .01$ )

Major Component	Related Variable	Major findings
		<p>Further, significant positive correlations were found between the dogmatism scores of the teachers and</p> <p>1) Hindrance (r=.14, P &lt; .01)</p> <p>2) Aloofness (r= .11, P &lt; .01)</p> <p>Hence, the relationship between school climate and dogmatism level of the teachers is supported.</p>
2. <u>Personality Characteristics of Teachers</u>	<u>Size of Schools</u>	<p>An analysis of variance was utilized to test the hypothesis that there are no differences between personality characteristics of teachers of large sized and small sized schools. But none of the obtained F ratios attained the critical value necessary to reject this hypothesis. Therefore, it could be generalised that the teachers of different sizes of schools do not differ significantly with respect to their personality characteristics.</p>

Major Component	Related Variable	Major Findings
	<u>Quality Categories of Schools</u>	The findings suggest that the teachers of the three quality categories of schools (the Coveted Schools, the Medium Quality Schools, and the Just 'so so' schools) do not <sup>differ</sup> significantly with respect to their personality characteristics, because out of 16 personality factors, only in case of 3 personality factors (C, Q <sub>2</sub> , and Q <sub>3</sub> ), the analysis yielded significant F ratios.
3. <u>Pupil Control Ideology of Teachers</u>	<u>Size of Schools</u>	The analysis disclosed that there was no significant difference between the PCI scores of teachers of large (mean=124.34) and average (mean=115.71) sized schools. Moreover, the mean PCI Scores of teachers of average and small sized schools did not differ significantly (115.71-110.79=4.92, $P > .05$ ). But there was a significant difference ( $P < .01$ ) between the mean PCI scores of

Major Component	Related Variable	Major Findings
		teachers of large (124.34) and small (110.79) sized schools. Hence, in general, it can be said that the larger is the size of the school, more custodial is the pupil control ideology of the teachers.
	<u>Categories of Schools</u>	The mean PCI scores of teachers of the Coveted Schools, the Medium Quality Schools, and the 'Just 'so so' Schools' are 110.72, 116.74, and 121.38 and the analysis of variance yielded an F-ratio of 5.01 ( $P < .01$ ). Hence, the hypothesis that the pupil control ideology of teachers in the 'Coveted Schools', the 'Middle quality Schools' and the 'Just "so so" schools' will differ was supported. Moreover, the Scheffe' test revealed that the difference between the mean PCI Scores of teachers of the Coveted Schools and 'Just 'so so' schools was Significant at .01 level, which



Major Component	Related Variable	Major Findings
		indicates that the teachers of the Coveted Schools are humanistic in their PCI and the teachers of the 'Just 'so so' schools' are custodial in their PCI.
	<u>Biographical Characteristics of Teachers:</u>	
	(1) <u>Sex</u>	(a) <u>Sex</u> : The result suggests that the female teachers were more humanistic in PCI than their counterparts.
	(2) <u>Age</u>	(b) <u>Age</u> : The data showed that the
	(3) <u>Experience</u>	younger teachers tended to be more
	(4) <u>Qualifications</u>	humanistic in PCI than their older
	and	
	(5) <u>SES level</u>	colleagues.
		(c) <u>Experience</u> : The <sup>data</sup> <del>exhibited</del> that the teaching experience was associated with pupil control ideology of teachers. Less experienced teachers were found to be more humanistic than their more experienced colleagues.
		(d) <u>Qualifications</u> : The analysis of the data reported that the PCI of the teachers was unrelated to their qualifications.

Major Component	Related Variable	Major Findings
		(e) <u>The SES level</u> : The study indicated that the teachers of lower socio-economic status (SES) held a more custodial PCI than the teachers of higher socio-economic Status (SES).
	<u>Personality Characteristics of Teachers</u>	<p>The study displayed significant negative correlations between the PCI Scores of the teachers and the scores on factor</p> <p>(1) A<sub>1</sub>            (r= -.06, P &lt; .05)</p> <p>(2) B              (r= -.06, P &lt; .05)</p> <p>(3) C              (r= -.16, P &lt; .01)</p> <p>(4) F              (r= -.09, P &lt; .01)</p> <p>(5) G              (r= -.12, P &lt; .01)</p> <p>(6) H              (r= -.08, P &lt; .01)</p> <p>(7) Q<sub>1</sub>            (r= -.06, P &lt; .05)</p> <p>(8) Q<sub>3</sub>            (r= -.08, P &lt; .01)</p> <p>Further, significant positive correlations were found between the PCI Scores and the Scores on factors -</p>

Major Component	Related Variable	Major Findings
	(1) E	( $r=.07$ , $P < .05$ )
	(2) I	( $r=.07$ , $P < .05$ )
	(3) M	( $r=.06$ , $P < .05$ )
	(4) N	( $r=.06$ , $P < .05$ )
	(5) $Q_2$	( $r=.07$ , $P < .05$ )
	(6) $Q_4$	( $r=.10$ , $P < .01$ )

Thus, there appears to be good relationship between the pupil control ideology of the teachers and their personality characteristics or traits.

4. Belief System of Teachers

Size of Schools

The teachers of the different sizes of schools did not differ significantly in their dogmatism level. However, the results showed that the teachers of the large sized schools are more closed minded than the teachers of the small sized schools.

Categories of Schools

No significant differences were found to exist in the dogmatism level of teachers of three categories of schools - Coveted Schools, Medium Quality Schools, and the Just 'so so' schools".

Major Component	Related Variable	Major Findings
	<u>Biographical Characteristics of Teachers:</u> <u>(a) Sex</u> <u>(b) Age</u> <u>(c) Experience</u> <u>(d) Qualifications and</u> <u>(e) SES level</u>	<p>(a) <u>sex</u> : It is evident from the analysis of the data that the male and female teachers did not differ significantly in their level of dogmatism or in their belief system.</p> <p>(b) <u>Age</u> : The data showed that the older teachers, particularly those of 36 years of age and above, tended to be more closed minded than their younger colleagues.</p> <p>(c) <u>Experience</u> : It was found that the less experienced teachers were more open-minded than their more experienced colleagues.</p> <p>(d) <u>Qualifications</u> : There does not seem to be definite relationship between dogmatism level of teachers and their educational background. In other words, it can be stated that no systematic pattern emerged in the relationship between educational background and dogmatism level of teachers.</p>

Major Component	Related Variable	Major Findings
		(e) <u>The SES level</u> : The findings suggest that the higher the socio-economic status (SES) the more Closed-minded the teacher, or it can be said that the belief system of the teachers varies as a function of the socio-economic status (SES) of teachers.
5. <u>Factor Analysis</u>	<u>Principal Component Factor Matrix</u> (OCDQ)	The four general factors were extracted. They were: (1) Administrative Orientation; (2) Psycho-social Needs, (3) Task-fulfilment and (4) Morale.
	<u>Varimax Factor Loadings</u>	<u>Specific Factors</u> <u>Factor I</u> : Thrust and Consideration <u>Factor II</u> : Intimacy <u>Factor III</u> : Feedback and Nongraded order structure <u>Factor IV</u> : Production Emphasis
	<u>Principal Component Factors</u> (OCDQ, 16P.F., PCI and Dogmatism (30x30 correlation Matrix)	

Major Component	Related Variable	Major Findings	
	<u>Varimax</u>	<u>Factor I</u>	: Intimacy and Esprit
	<u>Factor</u>	<u>Factor II</u>	: Self-Sufficient
	<u>Solution</u>	<u>Factor III</u>	: Thrust and Consideration
		<u>Factor IV</u>	: Dominant and Sophisticated
		<u>Factor V</u>	: Production Emphasis
		<u>Factor VI</u>	: Tough and Confident
		<u>Factor VII</u>	: Silent and Conventional
		<u>Factor VIII</u>	: Non-graded order, calm and Matured
		<u>Factor IX</u>	: Experimentation
		<u>Factor X</u>	: Trustful
		<u>Factor XI</u>	: Dogmatism

From the above findings some important conclusions of the study can be drawn :

- (1) Comparing the faculty and principal estimates of the climate, it was revealed that significant differences exist between them on all of the twelve dimensions. Principals tend to view the climates of their schools in a more favourable light than do teachers.
- (2) When the dimension means of Open Climate schools are compared with the dimension means of Closed schools they

they differ significantly (at .05 level) from each other on all of the twelve dimensions.

- (3) Multiple Correlation and regression equation show that factors like personality characteristics of teachers, teachers' pupil control ideology and dogmatism level are significant predictors of school climate.
- (4) Inter-relationship exists among school climate, personality factors of teachers, teachers pupil control ideology and their belief system.

These are the major findings and the conclusions of the present study.

#### 6.5 IMPLICATIONS

There are some implications of the present study which the investigator would like to underpin. They are of significance for administrators, teachers, colleges of education and Extension Services (Inservice Education) Centres.

##### (1) Gujarat Schools more Closed than Open

In India, about a dozen studies in the area of organizational climate have been completed between 1968 and 1976. They all have testified to the fact that schools markedly differ among themselves in their personality. Most

of these climate studies have taken place in Gujarat and particularly at the M.S. University of Baroda. Studies by Sharma, Rai and Buch, Kumar and the present one cover the whole of Gujarat State. Kumar found more of the secondary schools that he studied manifesting Closed Climate rather than the open climate. Sharma, Rai and Buch also found that Gujarat's secondary schools tend to be more Closed than Open. The present study also revealed the same trend - the highest percentage of secondary schools among the climate categories was of the Closed Climate. This fact has been further supported by the regional school climate studies by Patel (1973), and Pandya (1975) and district school studies by Shelat (1975) and Darji (1975). The fact seems to be established that more of Gujarat Secondary schools possess Closed Climate. This should, naturally, create a feeling of concern among school principals, school managing committees, District and State Headmasters' Associations, District School Inspectorate and the State Department of Education: the investigator, however, does not suggest that the Closed Climate schools, their principals and their managements are to be condemned and strictly dealt with by the Department of Education and District School Inspectorate. This would be rather unpsychological and unadministrative. In this respect



the investigator would like to draw attention to Halpin's (1966:137) own observations:

"A Closed Climate can occur without evil or malice on anybody's part. It can result from a combination of fortuitous events over which the members of a particular school have little or no control.... The members of schools with Closed Climates are not sinners to be castigated but victims to be helped."

2. Helping the Schools to Improve their Climate

The responsibility of helping the schools to be better schools is primarily of the District Inspectorate. Most of the District Educational Inspectors do not understand the characteristics of school climate. They should, therefore, first be oriented to the understanding of schools through their climate types. It is a useful understanding which they all should possess. The Departments of Extension Services of the neighbouring Colleges of Education either on their own or in collaboration with District Headmasters' Association or administrator Teachers' Association can take up the challenging task of orienting school into climate technology. They cannot only disseminate the knowledge of

Open Climate and Closed Climate to them but can provide administrative and academic therapy to school principals. One would agree with Halpin when he says that "the present scientific knowledge about techniques to be used for changing an organizational climate is frightfully skimpy." If the District Education Officers or the staff of college of education indulge in didactic preaching pep talks and other methods of exhortation and efficiency expert procedures, one is afraid that these procedures would not help. What can best be done is creating awareness and providing therapy. All the agencies connected with the work of helping schools to be better schools can do best to place before every school the ideal of openness of organizational climate and motivate in warding principals and teachers to work towards making their schools move towards openness of climate to the extent that is possible. If at all a change is to come, the motivational energy for the same has to come from within and that, too, should be for teachers as well as principals.

### 3. The Impact of Principals and of Teachers on School Climate

In the type of organizational climate that a school manifests, the impact of the behaviour of the principal is considerable. Not only that, there is a tendency among

principals to perceive of the factors that create climate more favourably than their teachers do. But it is not reasonable to throw all the blame on principals if their schools manifest closedness of climate. Climate development is not a single tract affair. The school principal as an administrator and as an instructional leader, no doubt, influences the behaviour of the teachers of his or her school. It should be clearly understood that teachers also, on their part, influence the behaviour of their principals. The interaction chain process influences both. These influences are an on-going process. With Halpin (1966: 199 ), the investigator would agree that "it is impossible to make any inference about the direction of such influence on the basis of the present OCDQ measurements alone because measurements have been made at only a single slice in time. Therefore, it is considered helpful to expose both teachers and principals of schools to learning experiences like case studies, situation analysis, role-playing, screening of films so that they are able to see themselves as creators of different types of behaviours that go with different dimensions of the OCDQ as conceptualised in the present study. Whether such inservice programmes will have impact or influence on changing organizational climate of schools can be only roughly

estimated by having two or more measures on climate dimensions separately and of climate globally<sup>ular</sup> at different points in time.

#### 4. Esprit - the key Sub-test of the OCDQ

Halpin (1966: 170) reached a conclusion that the ranking of the climates on Openness roughly parallels the scores which the schools receive on Esprit, the best single indicator of morale. Therefore, those who intend to know the climate of a school in broad terms or in a general way can do so by having a look at the mean score of the institution on Esprit. Halpin, however, has cautioned against choosing 'Esprit' as the best index for openness as he later on found (pp.240-41) that "the teachers' perception of Openness does not necessarily coincide with their evaluation (as research investigators) of openness." A better step would be to rely on the whole dimension profile.

#### 5. Better Criterion of School Effectiveness

The community, parents, teachers, pupils, etc. on one hand and the Department of Education (the District School Inspectorate) are all interested in knowing about the effectiveness of individual school or the school system.

They employ a variety of measures to judge the school effectiveness. If Halpin's (1966:195) plea is accepted, then openness of climate would be a much better measure of school effectiveness.

6. Relationship between Personality Factors of Teachers and School Climate

In an earlier study, Sargent (1967:7-10) had examined the relationship between principal's personality and school climate. He reached the conclusion that principal's personality relates "somewhat" to the organizational climate of his school. Sargent, in order to arrive at this conclusion, used two personality tests and measured 22 characteristics or facets of principal's personality. His conclusion is :

"Of this number, four related to or correlated highly with certain high school climate dimensions; 18 personality characteristics did not show this strong relationship to any climate dimensions."

The four climate <sup>points</sup> focal ~~ones~~ which were found to be significantly correlated to personality characteristics of principal's are (1) Hindrance, (2) Intimacy, (3) Aloofness and (4) Communication. At the first flush, the personality factors that were found to be correlated to these climate

dimensions would seem incongruous. For instance, Sargent found that a school with a high score on 'the climate dimension 'Hindrance' was likely to have a principal who was outgoing, warm-hearted, easy-going, participating, good-natured, soft-hearted, kindly and ready to cooperate. Ordinarily, it would <sup>be</sup> inconceivable that such a principal can actually cause 'hindrance'. But, as Sargent himself observes, "it is not difficult to picture the easy-going, good-natured principal as one who might well be unable and/or unwilling to attend to detail and routine himself. Perhaps, he prefers to casually shunt these matters to others - to teachers. Unfortunately, these teachers would interpret this behaviour as hindrance. On the other hand, the reserved, detached, critical and precise principal might be quite meticulous about handling details himself".

The present investigator actually did not apply the 16 P.F. tests to the principals, but the principals of some open schools and closed schools that he visited left on his mind an impression that personality characteristics do affect principal behaviour and, therefore, they, in a way, influence school climate. But this needs to be actually examined as Sargent did.

The present investigator, however, also sought to relate the 16 P.F. (personality factors) to teachers of both the Open Climate schools and Closed Climate schools. The implications of his findings in this regard are as under. Those teachers who are intelligent, emotionally stable, conscientious, adventurous, self-controlled, expressive, self-confident and group dependent tend to apprehend all the twelve dimensions of the OCDQ (Baroda Form 1) <sup>in</sup> a manner indicative of Open Climate, while those teachers who are less intelligent, emotional, worrying, casual, impatient, shy, fussy, insecured, assertive, sensitive and lax tend to apprehend the twelve dimensions in a manner indicative of a Closed Climate.

The knowledge about personality traits of principals and teachers, thus provides one useful clue to predict or judge the climate of a school. A school leader should be vigilant about the personality facets which his colleagues <sup>and</sup> the school teachers tend to display. If the traits are conducive to closedness of climate, they can be helped to perceive the traits objectively but in their true colour, and help them to review their own characteristics themselves, so that if they are given adequate motivation and if they get adequate exposures to appropriate learning experiences,

the personality traits that positively correlate to climate dimensions like intimacy, esprit, consideration, thrust, feedback, human relations and autonomy could be developed (or suitably changed) and thereby take the first step to improve school climate. Teachers through their own inner motivation can change themselves. One can mould one's inner life in desired directions if one has proper intrinsic motivation, environment, guidance and help. Motives have always been found playing a powerful role in composing or distorting one's inner mental life.

#### 7. Prediction of School Climate from a knowledge of Teachers' Personality Factors

Sargent (1967:10) had also posed himself, in his study of 33 high schools referred to earlier, a question whether the extent of openness of a high school can be predicted from the knowledge of the principal's personality factors. His conclusion on the basis of his study, which used only a small sample, was that no such prediction can be done. In the present study, a larger sample (128 high schools and 1014 teachers) is used, and the relationships between each of the personality factors (as measured by Cattell's 16 P.F. Instrument) and climate dimensions and climate types have



been statistically examined and certain personality factors were found to be significantly correlated to climate dimensions and global climate type. This would suggest that knowledge of personality characteristics of teachers is to be regarded as an asset in predicting a school's climate. But, as is so often the case an unequivocal answer on delicate and complex issues like this cannot be given. One might, at the best, say, that as far as the results of the present study go, the climate of a school can be broadly inferred (rather than predicted) from a knowledge of the teachers' personality factors. The investigator has qualified his observation by underlining the term 'broadly', because, as Anderson (1964: 4-5) observes, "the complexity and pervasiveness of school climate suggest that there are many factors which might alter or influence climate not one of which might be predominantly influential." Therefore, the implication is that personality characteristics of teachers alone should not be used to predict climate of a school; the other factors, the 12 dimensions for instance should, serve as supplementary supporting evidences.

#### 8. Comparison of Teachers in Open and Closed Climate Schools and Pupil Control Ideology

A number of useful leads concerning the way of life

in Open Climate schools and Closed Climate schools were provided by this research. The study is calculated to help one to know the saliency of one aspect of the school, culture, viz., pupil control - its (the principals' and teachers') custodial or humanistic orientations towards its pupils. These orientations would lead one <sup>to</sup> know further whether a school is traditional or whether it is modern in its progressive overtones. Custodial pupil control ideology, as was seen in Chapter I, is the dominant note of a traditional school while humanistic pupil control ideology is indicative of a modern, progressive school.

The investigator classified his sampled schools on a quality continuum with the 'Coveted Schools' at one end, the 'Just so so school' at the other end and the Average Quality level schools in the middle. The implication of the study of the relationship between quality level of a school and the pupil control orientation of his teachers is clear. The teachers of Coveted (high quality level) schools are humanistic in their pupil control orientation while the teachers of the low quality level schools are custodial in their pupil control ideology. The study has also shown that more open a school is in its climate, the more humanistic is the pupil control ideology of its teachers.

The burden of this finding is that if schools can be helped to develop openness of climate, two distinct gains are likely to accrue. Open Climate schools can be easily helped to be high quality schools and as their teachers would manifest humanistic pupil control orientation, the members (teachers and pupils) of the school community may learn precious much through interaction and experiences that would be an on-going process. Further, pupil learning and pupil behaviour are likely to be viewed by teachers in psychological and sociological terms with the result that there will be a possibility of having fewer student riots and disturbances in the school campus.

9. Relationship between Quality Level Schools  
and Dogmatism of their Teachers

The study shows practically no significant relationship existing among the mean dogmatism scores of all the three quality level schools - the Coveted, the Middle level and Just so-so schools. However, a further probe revealed that teachers of the Coveted Schools tend to be more closed minded.

It is not difficult to understand this fact. The schools that are coveted are greatly in demand by high socio-economic

and middle socio-economic group of parents. The schools have earned a name for the quality of their programme, instruction, discipline etc. in terms of the high percentage of results that they secure year after year at the public S.S.C. Examinations conducted by the State Board of Secondary Education. The management, the principal and teachers are usually very keen to maintain their reputation for standards untarnished. This anxiety produces, in many cases though not always, an attitude of closed mindedness. They would, therefore, shun experimentation, educational innovations (to the extent to which they are not likely to come in the way of students' keenness to prepare for examination results) and their extra-curricular activities would also tend to be limited because it is feared that a rich programme of co-curricular and extra-curricular activities would come in the way of the schools being able to maintain their high records at public examinations. Though the fear is ungrounded and unwarranted, it occurs none-the-less, and quite often, makes the school more closed minded. Here, the Department of Extension Services of the College of Education and even the District School Inspectorate have to play the role of a therapist.

#### 10. Other Applications and Implications

There are other applications and implications of the present study in which practising principals and teachers are found to be interested. Some of them are set forth briefly below :

(1) A number of previous studies, particularly Indian studies by Sharma (1973), Patel (1973), Pillai (1973), Shelat (1975), Pandya (1975) and Darji (1975), have unequivocally shown that school climates do influence teachers' effectiveness, principal's effectiveness and school quality in a positive way.

(2) It is not possible for either principals or teachers to determine if their schools are open or closed. This is because data in climate studies are usually confidential. However, if they know their school mean scores on only three dimensions - Disengagement, Esprit and Thrust, they can compute the score of openness of their school. According to Sargent, (1967), openness is measured by subtracting the Disengagement Score from the sum of the Esprit and Thrust scores of their school. It would be unadvisable for a researcher to say to a school that it is closed.

(3) Open Climate schools are undoubtedly superior to

Closed schools in many ways such as potentiality for school quality and effectiveness, better teacher morale, higher teacher and pupil motivation, greater school innovativeness, teachers' humanistic ideology and certain positive personality factors of principals and teachers.

(4) The Sex of teachers does not appear to influence school climate. More of younger teachers (20 to 30 yrs) are associated with Open Climate and more of older teachers are associated with Closed Climate schools. Qualifications of teachers have no significant bearing on school climate, while teaching experience is a significant factor in this regard. In Open Climate schools the percentages of teachers go on decreasing as one moves from the low SES category to the high SES category. However, the socio-economic status as a whole, does not seem to bear any significant relationship with school climate.

(5) Both teachers and principal are influential in determining the nature of a school climate. They can, with anticipated success make deliberate efforts to increase the openness of their school climate. But one has to bear in mind the point made out by Sargent (1967: 18) :

"Implicit in these observations is the necessity of changing individual personalities and their needs in order to change an institutional personality. Closed minds would need to be opened and professional roles and personal goals redefined."

(6) Improved Feedback, Human Relations,, Autonomy  
are likely to increase the openness of a school climate.

These are some of the applications and more implications of the study which should interest particularly practitioner principals and teachers.

## 6.6 CONCLUSION

Thus ends the study on organizational climate of secondary schools selected randomly from all parts of Gujarat State. The respondents are over a thousand teachers. A special measuring instrument suitable to conditions of schools in Gujarat has been developed and properly processed and refined in order to yield meaningful and dependent data. The spectrum of organizational climate used in this study is larger and more comprehensive than the one used in previous studies cast in the moulds of Halpin and Croft. The fact

that teachers belonging to different departments (subject), age-group and varying teaching experiences concur in their perceptions of climate dimensions and global climate indicates that climate is an institutional or school-wide phenomenon. It bears relationship with certain of the principals' and teachers factors. The administrative closedness, psycho-social needs satisfaction, task fulfilment and morale are the thread that run through and weave together a school's culture and its climate. The attitude of administrators and teachers towards pupil control is largely influenced by the climate that prevails in the school. Even teachers' belief systems (dogmatism) are influenced by the climate that operates in the school. Of equal significance is the knowledge that accrues from this and other similar studies that climate is the major influence in moulding school achievement, shaping teachers' and principals' effectiveness, maintaining and improving staff morale, increasing students' and teachers' intrinsic motivation, and making the school innovative in teaching-learning, supervision, home-school relationship, guidance and counselling and combating successfully problems of student indiscipline. Thus, climate studies increase our knowledge about a number of vital facets of schools' administrative and academic life.