



PROFESSIONAL RESPONSIBILITY OF SECONDARY SCHOOL TEACHERS IN RELATION TO PERCEIVED ORGANIZATIONAL CLIMATE

Dr. Archana Agrawal

Asst. Professor, Department of Education, University of Lucknow, Lucknow, India.

Abstract

The climate of the organization to a great extent directs the performance of the institution and the activities happening in the institution. Teachers' duty and responsibility are the most crucial input in the field of education. Whatever policies and strategies are formulated, ultimately, these policies are interpreted and implemented by the teachers. So, it becomes necessary to understand the requirements and competencies of teachers to get their best performance. Effectiveness of teachers is largely determined by their personal qualities as well as by institutional environment they get in the institution. Present study was aimed to find out the influence of organizational climate on professional responsibility of secondary school teachers.

On the basis of analysis of results, it can be summarized that male secondary school teachers feel themselves more responsible in free and open environment and female secondary school teachers feel more responsible in moderate organizational climate. It is found that there is no significant difference between professional responsibilities of secondary school male teachers perceiving open, moderate and closed organizational climate. There is significant difference between professional responsibility of Female secondary school teachers perceiving moderate and closed organizational climate. No significant difference is found between professional responsibility of Female secondary school teachers perceiving open and moderate organizational climate and open and closed organizational climate.

Introduction

Organizational climate is one of the most important factors which directs and determines the success or failure of the institution. Good climate with positive feelings motivates the employees to work hard for the growth of the institution. Employees themselves feel responsible and accountable for work assigned to them. With this fact, present study was aimed to find out whether organizational climate influences the professional responsibility of secondary schools teachers. It is found that there is no significant difference between professional responsibility of secondary school male teachers perceiving open, moderate and closed organizational climate. There is significant difference between professional responsibility of Female secondary school teachers perceiving moderate and closed organizational climate. Professional responsibility of female teachers perceiving moderate climate is greater in comparison to female teachers perceiving closed climate.

Development of the society wholly depends upon education system and its teachers. Teachers are the backbone of the society which shapes the society. Any system of education becomes excellent if the teachers work wholeheartedly. In other words, we can say that responsible, committed and sincere teachers make the education system successful. Commitment and responsibility of a teacher increases if one gets good, motivating and encouraging environment and it decreases if one gets poor, aggressive and closed environment. Therefore the environment or climate of the institution to a great extent directs the performance of the institution and the activities happening in the institution. Climate of the school is a determining factor in the type and quality of educational programmes carried out in a school. Burgess (1982) investigated that teachers in open climate schools had more positive feelings about competency of their principals and of their fellow faculty members and responsibility as teachers. Rodrigues and Gowda (2011) observed that by providing better physical facilities, strengthening the reward system, maintaining better interpersonal relations, job security and promotion facilities provide for increased level of satisfaction that leads to better organizational climate.

Responsibilities of a teacher are varied. They are responsible to students and institution as well as to parents and society. Responsibility means to complete assigned duties skillfully within a specified period. Professional responsibility of teachers is a set of principles to be followed by them to attain the objectives of the school. An educational institution is considered as an organization to obtain certain specific goals. School climate may be defined as the feeling an individual gets from experience within a school system. More specifically climate is the composite of norms, expectations and beliefs characterizing the school system as perceived by its members. Organizational climate exhibits rhythm, coordination and harmony in the organization (Agarwal & Godbole, 2009). Hoy and Miskel (1987) observed that when healthy school environment exists, teachers feel good about each other and at the same time feel a sense of accomplishment from their jobs. Smyth (2001) found teachers were of low morale because they felt undervalued, frustrated, unappreciated and demoralized. Teachers' duty and responsibility are the most crucial input in the field of education. Whatever policies and strategies are formulated, ultimately, these policies are interpreted and implemented by the teachers. So, it becomes necessary to understand the requirements and competencies of teachers to get their best performance. Effectiveness of teachers is largely



Determined by their personal qualities as well as by institutional environment they get in the institution. A successful teacher has a feeling of satisfaction, love for work and a positive attitude towards job. It is the emotional identification of the employees with the institution which encourages them to work wholeheartedly for development of the institution. Unless, teachers feel themselves a part of the institution, no outer force can charge them to work efficiently. Kothari Commission (1964-66) highlighted the importance of teachers and school climate to improve quality of education:

'Standards in education would depend, first and foremost, on the quality, commitment and competence of teachers and every effort should be made to improve these.'

Again it is emphasized to promote new work ethic:

'Quality of education depends not so much on monetary and material inputs as on the creation of a climate of sustained and dedicated hard work.'

Since organizational climate is one of the important factors that develop feeling of responsibility and love for work among teachers, Present study was aimed to find out the influence of organizational climate on professional responsibility of secondary school teachers.

Objectives of the Study

Objectives of the study were-

1. To find out percentage of secondary school teachers perceiving open, moderate and closed organizational climate.
2. To find out difference between Professional Responsibility of male teachers perceiving open climate and moderate climate.
3. To find out difference between Professional Responsibility of male teachers perceiving moderate climate and closed climate.
4. To find out difference between Professional Responsibility of male teacher perceiving open climate and closed climate.
5. To find out difference between Professional Responsibility of female teachers perceiving open climate and moderate climate.
6. To find out difference between Professional Responsibility of female teachers perceiving moderate climate and closed climate.
7. To find out difference between Professional Responsibility of female teachers perceiving open climate and closed climate.

Hypothesis

Null hypothesis were formulated.

1. There will be no significant difference between professional responsibility of male teachers perceiving open climate and moderate climate.
2. There will be no significant difference between professional responsibility of male teachers perceiving moderate climate and closed climate.
3. There will be no significant difference between professional responsibility of male teachers perceiving open climate and closed climate.
4. There will be no significant difference between professional responsibility of female teachers perceiving open climate and moderate climate.
5. There will be no significant difference between professional responsibility of female teachers perceiving moderate climate and closed climate.
6. There will be no significant difference between professional responsibility of female teachers perceiving open climate and closed climate.

Tools

1. Organizational Climate Scale by Sanjyot Pethe, Sushma Chandra and Dr. Upinder Dhar
2. Teachers' Professional Responsibility Questionnaire

Sample and Sampling Procedure

A sample of 110 secondary school teachers (male-50 and Female-60) was selected from 12 secondary schools of Lucknow city. All those teachers were selected for data collection, which were present at the time of data collection.

Statistical Analysis

Mean and SD of professional responsibility was calculated of male and female secondary school teachers. t test was used to find out the significant difference between professional responsibility of male and female teachers perceiving open, moderate and closed organizational climate.



Result and Discussion

It was tried to find out that whether there was any difference in Professional responsibility of male and female teachers perceiving open, moderate and closed organizational climate.

Table-1, Number of Male and Female Teachers Perceiving Open, Moderate and Closed Organizational Climate

Groups	Open Climate		Moderate climate		Poor Climate	
	No.	%	No.	%	No.	%
Male N=50	08	16	36	72	06	12
Female N=60	11	18.33	35	58.33	14	23.33

Table no. 1 shows number and percentage of secondary school teachers on the basis of their perceived organizational climate. It is found that greater number of male teachers (72%) perceive moderate climate of the organization as compared to female teachers (58%) and greater number of female teachers (23%) perceive closed climate of the organization in comparison to male teachers (12%). Almost same percentage of male and female teachers (16% and 18%) find open climate of the organization.

Table-2, Professional Responsibility of Male Teachers on the Basis of Perceived Open and Moderate Organizational Climate

GROUPS	No.	Mean	SD	t value	Level of significance
Open	08	9.5	2.34	0.958	Not significant at .05
Moderate	36	8.583	2.19		

Mean, SD and t value of professional responsibility of male secondary school teachers perceiving open and moderate climate of the organization are given in Table No. 2. It is observed that Mean of professional responsibility of male secondary school teachers perceiving open climate (9.5) is high as compared to teachers perceiving moderate climate (8.58) but there is no significant difference between professional responsibility of both the groups ($t = 0.958$). Thus, hypothesis no. 1 is accepted.

Table No. 3, Professional Responsibility of Male Teachers on the Basis of Perceived Moderate and Closed Climate

GROUPS	No.	Mean	SD	t value	Level of significance
Moderate	36	8.583	2.19	0.549	Not significant at .05
Closed	06	9	1.63		

Observation of Table No. 3 presents that Mean of professional responsibility of male secondary school teachers perceiving Moderate and closed climate is 8.583 and 9 respectively and t value is 0.549 which is not significant at .05 level of significance. Thus, there is no significant difference between professional responsibility of male secondary school teachers perceiving Moderate and closed climate of the organization and hypothesis no. 2 is accepted.

Table No.4, Professional Responsibility of Male Teachers on the Basis of Perceived Open and Closed Climate

GROUPS	No.	Mean	SD	t value	Level of significance
Open	08	9.5	2.34	0.47	Not significant at .05
Closed	06	9	1.63		

Result presented in Table No. 4 indicates that Mean of professional responsibility of male secondary school teachers perceiving open and closed climate of the organization are 9.5 and 9 respectively and t value is 0.47 which shows there is no significant difference between professional responsibility of male secondary school teachers perceiving open and closed climate. Thus, hypothesis no. 3 is accepted.

Table-5, Professional Responsibility of Female Teachers on the Basis of Perceived Open and Moderate Climate

GROUPS	No.	Mean	SD	t value	Level of significance
Open	11	8.846	2.33	1.924	Not significant at .05
Moderate	35	10.24	1.07		

Table No. 5 presents Mean, SD and t value of professional responsibility of female secondary school teachers perceiving open and moderate climate. It is observed that Mean of professional responsibility of female secondary school teachers



perceiving moderate climate (10.24) is high as compared to teachers perceiving open climate (8.846) but there is no significant difference between professional responsibility of both the groups ($t = 1.924$). Thus, hypothesis no. 4 is accepted.

Table No.-6, Professional Responsibility of Female Teachers on the Basis of Perceived Moderate and Closed Climate

GROUPS	No.	Mean	SD	t value	Level of significance
Moderate	35	10.24	1.07	2.335	Significant at .05
Closed	14	8.5	2.71		

Observation of Table No. 6 presents that Mean of professional responsibility of female teachers perceiving moderate and closed climate is 10.24 and 8.5 respectively and t value is 2.335 which is significant at 0.05 level of significance. Thus, it can be said that there is significant difference between professional responsibility of both the groups and hypothesis no. 5 is rejected.

Table No.-7, Professional Responsibility of Female Teachers on the Basis of Perceived Open and Closed Climate

GROUPS	No.	Mean	SD	t value	Level of significance
Open	11	8.846	2.33	0.346	Not significant at .05
Closed	14	8.5	2.71		

Observation of Table No. 7 indicates that Mean of professional responsibility of female teachers perceiving open and closed climate is 8.846 and 8.5 respectively and t value is 0.346. Thus, there is no significant difference between professional responsibility of female secondary school teachers perceiving open and closed climate of the organization and hypothesis no. 6 is accepted.

On the basis of analysis of results, it can be summarized that male secondary school teachers feel themselves more responsible in free and open environment and female secondary school teachers feel more responsible in moderate organizational climate. Moderate climate imposes little restrictions and maintains work pressure for completion of task as well as it provides due freedom to employees to work on their own thinking and competency. Research report of Burgess (1982) advocated that teachers in open climate had more positive feelings about professional competency of their principals, of their fellow faculty, and responsibility as a teacher. In open and moderate climate teachers get better opportunity, friendly environment and freedom of work. They have power to use varied methods and styles of teaching according to need and requirement of the class and they feel themselves responsible for institutional duties.

Results of this study are important in the field of education. It showed that organizational climate influences the professional responsibility of teachers. Open and moderate type of organizational climate helps in enhancing the positive feelings for professional duties and acceptance of professional responsibility.

References

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