

Work Culture of Teachers in Relation to their Gender, Type of School and Experience

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Abstract: The research study was undertaken to investigate the work culture of Primary school teachers. The sample of 100 primary School Teachers from Mysore City was selected by adopting Stratified random sampling technique based on the independent variables namely Gender, Length of experience, and Type of schools. Teacher's work culture was accessed with the help of Teachers Work Culture Scale constructed by the investigator. Specific objectives formulated were: 1. To assess the level of Work Culture of Primary School teachers. 2. To find whether there is any significant difference in Work Culture of Primary School teachers belonging to Government, Private aided and Private un-aided Schools. 3. To find whether there is any significant difference in Work Culture of male and female primary School Teachers. 4. To find whether there is any significant difference in Work culture of Primary School Teachers with high and low experience. Descriptive survey method was adopted for the study. The data obtained from the survey was analyzed using t-test and one-way ANOVA. Findings of the study were 1. (61.0%) of the teachers in Mysore District possess a Healthy Work Culture and only 39% possess Poor Work Culture. 2. There is a significant difference in the work culture of teachers belonging to government, private aided, and private unaided. Comparing teachers of all these schools it is found that unaided school teachers have a healthy work culture than their counterparts from government and aided schools. 3. There is a significant difference in work culture of male and female primary school teachers. Comparing teacher's mean scores it is found that the female teachers have a better work culture than their male counterparts. 4. There is no significant difference between high and low experienced teachers in their work culture.

Key words: Work Culture, Teacher, Type of School, Experience, Gender

I. Introduction

The success of any educational system depends largely on quality teachers. The strength and quality of any educational system depends largely upon a sound programme of teacher education and quality of teachers. Teacher is the hub of any educational process. Educational programmes are bound to fail if the quality of teachers is compromised. Hence, the teacher should develop positive attitude towards teaching, acquiring knowledge and understanding for implementing the educational policies.

A teacher has to acquire new knowledge, new skills, worthy attitudes, interests and values. The role of teacher cannot be ignored at any cost as destiny of nation is being shaped in our classrooms (Kothari Commission, 1964-66) by the teachers. As NPE, 1986 opines, the socio-cultural ethos of a society is reflected by the status and value of the teachers. In order to take up

these new opportunities, face the challenges and to make the educational system effective, the teacher has to take up an enthusiastic role in the educative process.

Dedicated work is considered a positive virtue and is described by such positive terms as industrious, diligent, persevering and willing to take initiative and devoted to one's occupation. Teachers should possess these qualities and should take pride in their work and perform their jobs effectively. Teachers who believe that work is important and who take pride in their work are expected to possess a strong work culture.

Work Culture:

An educational organization is formed to achieve certain goals and objectives by bringing individuals together on a common platform and motivating them to deliver their level best. It is essential for the teachers to enjoy their work for them to develop a sense of loyalty towards it.

Work culture plays an important role in extracting the best out of teachers and making them stick to the profession. The organization too plays an important role by offering a positive ambience to the teachers for them to concentrate on their work rather than interfering in each other's work.

What is work culture?

Work culture is a combination of qualities in an organization and its employees that arise from what is generally regarded as appropriate ways to think and act.

Work culture is a concept which deals in the study of:

- Beliefs, thought processes, attitudes of the teachers.
- Ideologies and principles of the educational organization.

It is the work culture which decides the way teachers interact with each other and how an educational organization functions.

In layman's language work culture refers to the mentality of the employees which further decides the ambience of the educational organization.

Factors of Healthy Work Culture:

A more healthy work culture leads to satisfied teachers and an increased quality of education. The following are factors influence the work culture.

Adjustability and Team Work: Team work and adjustability is prevalent in many fields throughout the world. In the field of education every teacher should increase their adjustability with colleagues, students and head of the institution. They should work in teams to take important decisions of work. The importance of individual teacher within an institution is an important variable in the performance of the institution as a whole. Teacher's adjustability and team work can identify high quality solutions to emerging problems in the school. It leads to good communication and hence to improvement in school performance. This can decrease problems by maximizing flexibility and responsiveness to student demands.

Proactiveness and work load: The most valuable teachers are the ones who are proactive. By definition, this means they control situations by causing things to happen rather than waiting to respond after things happen. Teachers who are proactive don't sit around waiting for answers to appear; they stand up, put one foot in front of the other, and find the answers. They don't wait for someone to hand them an instruction manual and a box of tools; they're resourceful. They are constantly moving forward, looking to the future, and making things happen. They're actively engaged, not passively observing.

Proactive teachers are rarely caught by surprise. They learn to anticipate problems and events. Understand how things work; look for patterns; recognize the regular routines, daily practices and

natural cycles that exist in their teaching. At the same time, don't allow yourself to become complacent. Use their imagination when anticipating future outcomes. Don't simply expect the past to always be an accurate predictor for the future; use their creativity and logic. They come up with multiple scenarios for how events could unfold.

Obligation: Teachers have the power to change the world. They can affect students' lives through the gift of knowledge, evaluating students' progress, and caring about and encouraging the student both in and out of the classroom. The following are the obligations of a teacher. The teacher's top priority is to present the curriculum to students. Teachers must have in-depth knowledge and experience in the subject matter being presented. Teachers are also responsible for testing students on the curriculum and grading the students' knowledge of the course material. Teachers must manage the classroom, keep control of the students and administer proper forms of discipline when disruptive situations arise. Teachers are obligated to report suspected problems students are having at home. The proper authorities, including law enforcement, can then investigate the problems, which can include abusive relationships or failure to provide for the student's basic needs.

Transformational Leadership: Transformational leadership is a type of that leads to positive changes in those who follow. Teachers must have transformational leadership which means they should be energetic, enthusiastic and passionate. Transformational leaders are concerned and involved in the educational process; they are also focused on helping of the group succeed as well in the society. Transformational leadership involves offering support and encouragement to individual followers. In order to foster supportive relationships, transformational leaders keep lines of communication open so that followers feel free to share ideas and so that leaders can offer direct recognition of each follower's unique contributions. Teachers have a clear vision that they are able to articulate to students, also able to help the same passion and motivation to fulfill the goals.

Role clarity: Role clarity is defined as having sufficient information about the responsibilities and objectives of one's job and having knowledge of the behaviors considered appropriate to reach these goals. Ideally, the process of defining each teacher's role should proceed such that each teacher is clear about his or her role. Unfortunately, this is often not the case and teachers experience a lack of role clarity or, as it are commonly called, role ambiguity. According to Breugh and Colihan (1994), teachers are often unclear about how to do their jobs, when certain tasks should be performed and the criteria by which their performance will be judged. In some cases, it is simply difficult to provide a teacher with a crystal-clear picture of his or her role. For example, when a job is relatively new, it is still "evolving" within the organization. Furthermore, in many jobs the individual teacher has tremendous flexibility regarding how to get the job done. This is particularly true of highly complex jobs. In many other cases, however, role ambiguity is simply due to poor communication between either head master or colleagues and among members of work groups.

These factors affect the work culture of teachers in educational institutions. The institution must provide a work culture in such a way that every individual should feel as a part of the educational organization and therefore more involved more excited, stress free at work, satisfied of work and more loyal to the institution. Teachers must be given opportunity to take part in decision making and implementation of the plans, which in turn may improve the work culture as well as overall performance of the institution

II. Need and Importance of the Study

The study mainly intends to measure the work culture level of the Primary school teachers. In the changing environment of modern technological advancement the traditional concept of the

teaching profession is subjected to rapid changes. A person who enjoys the work and derives satisfaction alone can perform in the best perfect manner. The fulfillment of personal needs and goals leads to satisfaction well being and happiness. But how far and how long could an individual be satisfied in the profession, depends on his /her work enjoyment or work burden. For this reason, institutions needs to be sensitive to factors related to performance, recognition, work content, responsibility, promotion and pay, organizational policies and working conditions.

The review of related literature shows that in the field of education there have been no attempts to study the Work Culture of teachers. Hence there is need to assess the levels of teachers work culture in the primary schools.

III. Objectives of the Study

- To assess the level of Work Culture of Primary School teachers.
- To find whether there is a significant difference between Primary School teachers belonging to Government, Private aided and Private un-aided colleges with respect to their Work Culture
- To find whether there is any significant difference between male and female teachers with respect to their Work Culture
- To find whether there is any significant difference between high and low experienced teachers with respect to their Work Culture.

IV. Hypotheses of The Study

- There is no significant difference between Primary school teachers belonging to government, private aided and private unaided schools with respect to their Work Culture.
- There is no significant difference between male and female teachers with respect to their Work Culture.
- There is no significant difference between high and low experienced teachers with respect to their Work Culture.

V. Methodology

The present study was taken up to investigate the Work Culture of Primary school teachers and to find whether there is any difference in these variables with respect to type of School, gender and length of experience. Descriptive survey method of study was followed.

VARIABLES OF THE STUDY:

Independent variable: Type of School (Government, Private Aided, Private Unaided)

Dependent variable: Work Culture

Moderate variables: Gender, Length of Experience

SAMPLE OF THE STUDY:

The study was conducted on a sample of 100 teachers of Mysore city. The selection of Primary school teachers was done on the basis of stratified random sampling method.

The Sampling frame is as shown below:

Type of Schools	Gender	Length of Experience		Total
		Low (0-5)	High (5- above)	
Government Primary School teachers	Male	8	10	18
	Female	2	9	11
Aided Primary School Teachers	Male	7	8	15
	Female	8	3	11
Un aided Primary School Teachers	Male	13	15	28
	Female	10	7	17
Grand Total		48	52	100

TOOLS:

The following tool used for collect the data:

- **“Work Culture Scale”** constructed by the investigator was used. The scale contains 55 statements which represent the universe of content. Hence, it has content validity. It has also construct validity as items were selected having the ‘t’ values equal to or more than 1.75. (Allen L. Edwards, 1975). The scale was given to experts in the field of education and Psychology they agreed that the items in the scale were relevant to the objectives of the study. Hence it has face validity also. The present study employed Cronbachs Alpha method to determine the reliability. The reliability of the Cronbachs Alpha test is found to be 0.836

PROCEDURE FOR DATA COLLECTION:

Data for the study was collected by administering the Teachers Work Culture Scale to the selected sample by the investigator. The obtained data with respect to different back ground variables were tabulated and subjected to statistical analysis employing approximate statistical techniques.

STATISTICAL TECHNIQUES USED FOR ANALYSIS OF DATA:

The obtained data was analyzed using ‘t’ test, one way ANOVA and Pearson product moment correlation.

VI. Analysis of Data and Results

The analysis of data interpretation and discussion of the results are presented below:

In pursuance of the objective 1 of the study the analysis is presented in table No 1.

Table No. 1: Table showing the percentage of the teachers with respect to different levels of Work Culture.

Primary School Teachers	Level of Work Culture (in %)			Total
	More Healthy work culture (184-275)	Average healthy work culture (92-184)	Less healthy work culture (1-92)	
Frequency	49	46	5	100
Percentage	49.0	46.0	5.0	100

The table No.1 shows that 49.0 percent of the teachers possess a more healthy Work culture 46.0 percent of the teachers possess a average level of Work Culture. There are only 5.0 percent of teachers in the range of less healthy Work Culture.

Ho.1: There is no significant difference in Work Culture of Primary School Teachers belonging to government, private aided and private unaided Schools.

One way analysis of variance (ANOVA) was calculated to test hypothesis Ho 1 (more than two means). The results are shown in the following table.

Table No. 2: Summary table of One way ANOVA of Work Culture of teachers from different types of School.

Source of Variance	Sum of Squares	df	Mean Square	F value	Level of Significance
Between Group	5862.392	2	2931.196	3.546	0.05 level
Within Group	80181.718	97	826.616		
Total	86044.110	99			

The table 2 shows that the obtained 'F' value of 3.546 is greater than the table value of 3.07 at 0.05 level of significance for the degrees of freedom 2 and 97. Hence the stated null hypothesis is rejected. It is thus inferred that there is a significant difference in the work culture of Primary school teachers belonging to government, private aided and private unaided schools. Comparing the mean scores of work culture of teachers of all these schools, it is found that the unaided schools teachers have a better work culture than their counter parts of government and private aided schools.

Ho. 2:

There is no significant difference in Work Culture of male and female Primary School Teachers.

Table No. 3: Summary table of 't' test of Work Culture of Primary School Teachers at male and female teachers.

Gender	N	Mean	Standard Deviation	Standard Error of mean	t- value	df	Significant level
Male	61	180.4754	33.02908	4.22894	0.150	98	N S at 0.05 level
female	39	181.3846	23.26576	3.72550			

The table 3 shows that the obtained 't' value of 0.150 is less than the table value of 1.980 at 0.05 significant level for degree of freedom 98. It is inferred that there is no significant difference in

Work Culture of male and female Primary School Teachers. Hence the null hypothesis is accepted.

Ho. 3 : There is no significant difference Work Culture of high and low experienced teachers with respect to their Length of Experience

Table No. 4: Summary table of ‘t’ test of work culture of Primary school teachers of various lengths of experience

Length of Experience	N	Mean	Standard Deviation	Standard Error of mean	t-value	df	Significant level
High Experienced	49	183.5918	24.20306	3.45758	0.918	98	N S
Low Experienced	51	178.1765	33.82112	4.73590			

The table 4 shows that the obtained ‘t’ value of 0.918 is less than the table value of 1.980 at 0.05 significant level for df 98. It is inferred that there is no significant deference between the work cultures of length of experience of teachers. Hence the null hypothesis is accepted.

VII. Findings of the Study

It is found that:

- Nearly of half of the teachers in Mysore city i.e., 49.0% of them possess a more Healthy Work Culture and 46% possess average level Work Culture, only 5% of the teachers possess unhealthy Work Culture.
- There is a significant difference in the work culture of teachers belonging to government, private aided, and private unaided. Comparing teachers of all these schools it is found that unaided school teachers have a more healthy work culture than their counterparts from government and aided schools.
- There is no significant difference between male and female teachers in their work culture.
- There is no significant difference between high and low experienced teachers in their work culture.

VIII. Educational Implications

- Nearly half of the percentage of teachers were found to possess average level of healthy work culture and 49% were found to possess more healthy work culture, educational organisation, teacher training institutions and professional organizations need to orient the teachers towards acquiring adjustability and team work, proactive, obligations, transformational leadership, role clarity. So that 46% of the teachers possessing average level of work culture would improve on their present work culture.
- Since the private unaided teachers were found to possess the more healthy work culture than the private aided and government schools. Efforts have to be made education department, university departments, DIET, DSERT, CTE and NCERT to organize the programe to enhance the work culture of aided and government Primary school teachers.

- It was found that male and female, high and low experienced Primary school teachers possess the same level of work culture. Hence they need not be differentiated based on their work culture for any in-service teacher training programme.
- A significant difference was found between governments, private aided and private unaided school teachers with respect to Work Culture. It is found that teachers belonging to unaided schools have a Healthy Work Culture than their counter parts from government and private aided Schools. Work atmosphere, infrastructure and facilities at private unaided schools are better therefore better infrastructure and work atmosphere have to be improved in government and unaided schools. Also Human Resource Development programme and organizational development strategies should develop programs remaining to the teachers belonging to all these three types of institution.
- Healthy work culture indicates a deep and stable values among its teachers and it indicates appropriate work load and pace, obligation towards work, transformational leadership, team work, adjustability of work, work schedule, role clarity, job future, autonomy, work place justice, reduced status distinction and social environment. These components contribute to individual and thus to the organizational effectiveness.

IX. Conclusion

The researcher suggest the teachers to motivate full time an teacher counselor to receive his/ her service who will help the teachers to solve their personal problems related to work Culture. If the teachers improve the work culture of the school and individually it should be beneficial for the effective functioning of the educational organization. Because teachers learn school values and believes through socialization. In this regard head master of the school should be trained and motivated to develop their colleagues in well and effective manner.

X. References

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