Emerging Trends in Education [Vol. 3 - No. 1 . pp 61-67]

Professional responsbility of secondary school teachers in relation to perceived organizational climate

*Archana Agrawal**

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 the 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 who shape 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 increases the level of satisfaction which in turn 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

* Assistant Professor, Department of Education, University of Lucknow, Lucknow.

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 has 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-

- To find out percentage of secondary school teachers perceiving open,

moderate and closed organizational climate.

- To find out difference between Professional Responsibility of male teachers perceiving open climate and moderate climate.
- To find out difference between Professional Responsibility of male teachers perceiving moderate climate and closed climate.
- To find out difference between Professional Responsibility of male teacher perceiving open climate and closed climate.
- To find out difference between Professional Responsibility of female teachers perceiving open climate and moderate climate.
- To find out difference between Professional Responsibility of female teachers perceiving moderate climate and closed climate.
- To find out difference between Professional Responsibility of female teachers perceiving open climate and closed climate.

HYPOTHESES

Null hypotheses were formulated.

- There will be no significant difference between professional responsibility of male teachers perceiving open climate and moderate climate.
- There will be no significant difference between professional responsibility of male teachers perceiving moderate climate and closed climate.
- There will be no significant difference between professional responsibility of male teachers perceiving open climate and closed climate.
- There will be no significant difference between professional responsibility of female teachers perceiving open climate and moderate climate.
- There will be no significant difference between professional responsibility of female teachers perceiving moderate climate and closed climate.
- There will be no significant difference between professional responsibility of female teachers perceiving open climate and closed climate.

TOOLS

- Organizational Climate Scale by Sanjyot Pethe, Sushma Chandra and Dr. Upindher Dhar
- 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 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 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.

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.

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Education as a tool for Women Empowerment

*Rashmi Singh**

Education of women enables them to set their own priorities, seek knowledge and information to make informed choices. Education empowers women by eliminating ignorance, developing self identity, self confidence, cognitive skills, self esteem, awareness about civil and human rights, skills for income generation, effective participation in community/society more developing leadership quality, gender awareness, lessons on health and nutrition and how to lead a quality life etc. Education in India is indeed one amongst other elements which has captured the world`s attention. The Vedas, Puranas, Ayurveda, Yoga, Kautilya`s Arthasahtra are some of the significant traditional Indian knowledge system which India can boast of even today. It is certainly not an overstatement to say that the history of higher education in India is long, pregnant with its copious past. Higher education in India is defined as the education attained after the completion of 12 years of schooling. Higher education for women has gained a wider role and responsibility all over the world. Today, in the 21st century, one cannot afford to ignore the importance of higher education for women any longer (Anonuevo & Bochynek, 2006).

Various studies concluded that education has strong positive relation with women empowerment. Primary schooling for girls and enrolment rates are found to reduce gender inequality in education. Education of the parents, media awareness and government policies are proved as helpful to minimize its effects. Improving literacy skills of women have a beneficial impact on their socio-economic condition as well as their well-being. Literate women can more easily demand and protect their rights in order to change and improve their situations. With literacy comes a sense of confidence and efficacy.

Caste-based discrimination, inequality, and oppression comfortably survive and even thrive in modern day India. Rural women are the most vulnerable group affected by caste structure of their society (Nazli and Hamid 1999). It is thus, concern for social scientists to find out extent of impact of caste on psychological empowerment.

Since 1990's women have been identified as key agents of sustainable development and women's equality and empowerment are seen as central to a more holistic approach towards establishing new patterns and processes of development that are sustainable. The idea of empowerment is applicable to those who are powerless- whether they are male or female, or group of individuals, class or caste.

* Assistant Professor, Department of Psychology, Mahatma Gandhi Kashi Vidyapith, Varanasi.

When we review the literature, it is evident that quite a number of studies have been undertaken on empowerment and related themes its application in ethnic minority groups social policy health , community organizing, mental health, and sexual orientation.

Empowerment as considered by Stromquist (2006) consists of four components- cognitive, economic, political and psychological (Alsop, Bertelsen & Holland, 2006: 19). Malhotra et al. (2005) provide considerable review of this debate. They explained many ways in which empowerment can be measured. The six dimensions to measure empowerment are: economic, socio-cultural, familial-interpersonal, legal, political and psychological. Psychological aspects of empowerment of rural women is a multifaceted construct, operationalized as reflecting positive integrate of the perceptions of self efficacy and self-esteem.

A large number of studies relating to women empowerment in the world and in India have been emerged during the past few decades showing that women may be empowered in one area of life while not in others. The breadth and volume of empowerment studies in perspective of the individual employee and organizations is impressive, but very few studies in psychology have addressed this issue empirically in context of its psychological dimension (Biswas, 2006; Oladipo, 2009; Khan, 2006; Sagan, 1996; Biswas-Diener & Diener, 2003) etc. Since some studies analyzed demographic determinants of women empowerment in India, the results indicate that there is positive relationship of indicators of empowerment with education, media exposure, nuclear family systems, caste, availability of health facilities and good family relations.

The present study attempts to fill the gap in research to analyze the impact of education and caste on various facets of psychological empowerment, i.e. self efficacy and self esteem. The study also investigates the interactional effect of education and caste of rural women's self- efficacy and self esteem of rural women.

Method

Sample: 400 rural females of Mirzapur district belonging to Jamalpur and Narayanpur block were sampled following purposive sampling method. Rural women between the age group 20-40 years were included in the sample. Number of extraneous variables like marital status, family structure, number of dependents, socio-economic status and the like were also recorded with the objective to equate the entire group in order to find representative sample for the study.

Design: The research design chosen was 2 x 3 factorial designs with 2 subgroups at educational level (high school pass and above, less than high school; illiterates were not included in the study) and 3 subgroups at caste (upper, other backward, scheduled) of participants for studies on the measure of dependent variables.

Tools

Self-efficacy Questionnaire

The General Self-efficacy scale was originally developed in Germany and translated into English by Jerusalem & Schwarzer, 1992 and in Hindi by Sud (1998). The Hindi version of the scale was used in the present study which is a four point scale for identifying the subjects in categories of high and low self efficacy. This scale has 10 items where the scores range from minimum of 10 to a maximum of 40. It yields the internal consistencies between alpha +.75 and + .91 respectively. Its concurrent validity has also been established on the basis of appropriate correlations.

Self-esteem Questionnaire

The Rosenberg Self-Esteem Scale (Rosenberg, 1965) is a ten-item Likert scale with its items to be answered on four point scale from 'strongly agree' to 'strongly disagree'. Half of the items are positively worded and half of those were negatively worded. It has been adapted for Indian population by Prashant & Arora, (1988). Reliability and Validity of the Hindi version was found to be + 0.89, coefficient of test retest reliability was found to be +0.80. Validity was checked by correlating the test with Beck Depression Inventory and it was found to be +0.45.

Results and Discussion:

The obtained data was subjected to analysis of variance and mean comparisons with the help of SPSS. The results appear in Table 1-6.

Table-1- Group Statistics for Self-esteem

	Levels	N	Mean	SD
Education	High	192	22.58	3.084
	Low	208	17.40	4.135
Caste	Upper	124	23.32	3.041
	OBC	187	19.78	3.411
	SC	89	15.31	3.999

Perusal of 2 x 3 ANOVA (vide Table-2) manifested significant independent effect of levels of education [F (1, 382)= 20.46, p < .01] on self-esteem scores. The analysis of descriptive statistics as shown in table-1 manifested high education group scoring higher (M =22.58 and SD = 3.084) than the low education group (M= 14.89; SD= 4.18) on the measure of self-esteem. Findings suggested that rural women who were highly educated manifested higher self esteem scores as compared to rural women with low educational status.

Caste is an important factor which limits a females' arena of development. Findings of 2 x 3 ANOVA in table- 2 signified an independent effect of caste status of rural girls [F (2, 382) = 55.064, p < .05] with no interactive effect of media and caste [F (2,174) = 1.60, p > .05] on the self-esteem scores. Results (vide Table- 1) also manifested that rural girls of upper caste (M= 23.32, SD = 3.04) scored greater than mean of rural OBC girls (M= 19.78, SD =3.41) and SC girls (M= 15.31, SD =3.99) on the measure of esteem.

Table-2- Summary of 2 x 3 (2 MME x 3 Caste) ANOVA on Self-esteem Scores.

Source	Sum of Squares	df	Mean Square	F
EDU	148.34	1	148.34	20.46**
Caste	891.538	2	445.769	55.064*
EDU x Caste	49.98	2	24.99	1.60

**p<0.01 level; *p<0.05 level

An attempt was made to study significance of mean comparisons of different castes based on post hoc (Scheffe) test on self-esteem scores. As evident from post-hoc mean comparisons (vide Table- 3) all mean differences between GEN. Vs OBC = 3.54, GEN. Vs SC = 8.01 and OBC Vs SC = 4.47 on self esteem scores were significant at 0.01 level, further providing support to the fact that caste has an impact on self esteem of rural girls. Implication of present finding suggested that media exposure and caste differences were found to be important in impacting self-esteem of rural girls.

Table-3. Post – hoc (Scheffe Test) mean comparisons of self-esteem scores on different Caste.

Different Caste	Means	GEN	OBC	SC
GEN	23.32	x	3.54**	8.01**
OBC	19.78		x	4.47**
SC	15.31			x

**p < 0.01 level

Self-efficacy determines an individual's personal control and competence. Low self-efficacy belief often stem from the limited and disadvantaged positions women have in rural and overall society. In the present study significant impact of

media on self efficacy was manifested in ANOVA Table- 5 where the F ratio (1, 382) = 70.604, p <.01 signified the main effect of media in enhancing the efficacy levels.

Table- 4: Group Statistics for Self-efficacy

	Levels	N	Mean	SD
Education	EDUH	191	31.24	4.413
	EDUL	209	24.08	5.054
Caste	Upper	124	32.28	4.232
	OBC	187	26.90	4.827
	SC	89	22.09	4.875

As regards impact of education on efficacy, descriptive analysis of results on the measure of self efficacy substantiated that highly educated women scored higher (M=31.24, SD= 4.41) than comparatively low educated group (M= 24.08, SD=5.05). 2 x 3 ANOVA (vide Table 4.7) suggested significant independent effect of education on self efficacy [F (1,382) = 11.56, p < .01]. Observed patterns of results implied that with increasing educational level of rural women, self efficacy also increased.

As evidenced from descriptive statistics (vide Table- 4), upper caste girls scored higher (M = 32.28, SD = 4.23) than OBC girls (M = 26.90, SD = 4.82) and higher than SC girls (M = 22.09, SD = 4.87). Mean and SD values in case of SC girls was found to be M = 22.09 and SD = 4.87. Perusal of 2 x 3 ANOVA (vide Table - 5) revealed a significant main effect of caste [F(2, 382)= 33.120, p < . 01] and non significant interactive effect of media and caste [F (2, 382) = 4.568, p > .05] on the self efficacy scores.

Table-5- Summary of 2 x 3 (2 MME x 3 Caste) ANOVA on Self-efficacy scores.

Source	Sum of Squares	df	Mean Square	F
EDU	179.75	1	179.75	11.56 **
Caste	999.725	2	499.863	33.120**
EDU x Caste	9.055	2	4.52	0.29

**p < 0.01 level, *p < 0.05 level

Post -hoc mean comparisons on the basis of Scheffe test for different subgroups based on caste (vide Table- 6) revealed significantly greater efficacy scores in upper caste than the OBC group (MD = 5.38, p < .01) and both the groups indicated significantly greater efficacy scores as compared to the SC women (MD of GEN. Vs SC = 10.19; OBC Vs SC = 4.81, p < .01). Difference in efficacy among upper caste and SC girls was much more than upper caste and OBC in other groups. These results led support to the contention that rural women of upper caste would exhibit higher level of self efficacy as compared to rural women of other backward castes and SC rural women; and that rural girls of scheduled caste would exhibit low level of self efficacy as compared to rural women of upper caste and other backward castes.

Table-6 - Post - hoc (Scheffe test) mean comparisons of self-efficacy scores of different castes.

Different Caste	MEANS	GEN.	OBC	SC
GEN.	32.83	x	5.38**	10.19**
OBC	27.05		x	4.81**
SC	22.07			x

**p < 0.01 level

Results clearly indicate that higher educated rural women possess higher sense of personal worth and regards than lower educated rural women. Rural women of upper caste perceive more self control and competence, hence have scored higher on self efficacy scale than rural women of other backward caste and SC women.

The above findings suggests that higher educational and caste status has a positive impact on self-esteem and efficacy believes in rural women whereas levels of dependent variables of rural women declined with decreasing levels of educational status and caste in rural society. Empowerment is not both a process and a result, that can neither be measured nor can it be taken by some individual or institution/organization and given to somebody else. A woman can only empower herself; organizations (through logistic support) and, governments (through their gender just policies) can play a role in supporting the journey and providing an enabling environment. Women are empowered when they become aware of the unfair power relations they face and are able to take the challenge to overcome inequality. Empowerment enables women to take control over their lives and builds self confidence and self- reliance. In order to build self-confidence and to evolve a female agenda, besides education, formation of coalitions to have a united

strong voice is equally important.

Education is a personal empowerment tool to the individual as well as a community resource enhancement support facility surpassing the impact of their caste status. Those who can read and write are better equipped to face the ever changing dynamic challenges of our times. Education gives women the status to overcome the inferiority complex usually associated with illiterate women by their communities. Literate women can contribute confidently, and their contributions are valued by other community members. The quality of community participation and contributions to issues of community concern is improved with literate participants. Education empowers them to be able to challenge their leaders, pointing out what was decided or what is good for their self, family, community, and society without the kind of fear generally associated with illiterate women, who are considered and looked upon as voiceless people in their communities who have nothing to offer.

The findings of the present study are, though, encouraging and are definitely an addition to existing body of knowledge as well as provide deeper insights to NGO's, governmental agencies and society into the complex processes of media, at large to plan development in rural society.

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