



# A Study of Role Performance of Teachers, Affected By Institutional Climate

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## **ABSTRACT**

Institutional climate is closely related to role performance of the teacher. The quality of institutional life as perceived by the teachers working in an institution, teachers' morale, freedom of work, discipline etc. certainly influence the role performance of the teachers. Education, these days is not mere imparting of information. It is the process through which the teachers prepare the younger generations to internalize knowledge, skills and attitudes suitable for taking up the responsibilities of promoting social ideals and achieving social goals. The teacher is the dynamic force of the school. Without competent good teachers even, the best system is bound to fail. The role performance of a teacher is directly related to institutional climate. Institutional climate does not only mean a large building, furniture, books and other apparatus etc. The present study seeks to achieve the relationship between teachers' role performance and institutional climate at higher primary level and to study the relationship comparatively in the context of boys-girls, government (parishadiya) —private, rural-urban higher primary schools. For the present study 42 schools of Gautam Buddha Nagar, 61 schools of Ghaziabad and 3 schools of Modi Nagar were selected.

**Keywords:** Role Performance, Institutional Climate, Higher Primary School, Rural-Urban

## **I. INTRODUCTION**

Human beings are the important part of the society. They belong to several groups in different roles. They participate in group-life on the basis of their role in the particular group. In family, they behave like parent, child or spouse etc. In school, he acts as a teacher or student, principal, peon, clerk etc. In the same way, they have positions and allied roles in economic, religious, political and other

social groups. Society has prescribed either through tradition or constitution, specific behavior for specific statuses and interacting people expect the prescribed behavior from each other. This prescribed and expected behavior from a person holding a particular status in the society is called his role. Merton rightly observes, "Social statuses and social roles comprise major building blocks of social structure". Educational institutions are also sub-structures of society, which are composed of administrators, managements, principals, teachers and non-teaching staff, who occupy different positions in this structure and perform prescribed functions. The prescribed and expected functions which a teacher is supposed to perform may be called his role.

The role of teachers in influencing the future of our national development is becoming increasingly important. Practically, every commission which has examined the educational problems of the country has drawn specific attention to the teachers. The Secondary Education Commission (1952-53) said, we are, however, convinced that the most important factor in the contemplated educational reconstruction is the teacher his personal qualities, his educational qualifications, his professional training and the place that he occupies in the school as well as in the community. The reputation of a school and its influence on the life of the community invariably depends on the kind of teachers working in it. Priority of consideration must, therefore, be given to the various problems concerned with the improvement of their status.

In the Second Five Years Plan (1956-61), it is said, "At all times the teacher is the pivot of the system of education. This is especially the case in a period of basic change and reorientation". The Education Commission (1964—66) also contemplated a respectable status of teachers when it observed, "Of all the different factors which



influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant". An eminent educationist and the second President of independent India Sarve Palli Dr. Radha Krishnan said, "The teacher's place in society is of vital importance. He acts as the pivot for the transmission of intellectual traditions and technical skills from generation to generation and helps to keep the lamp of civilization burning. He not only guides the individual but also, so to say, the destiny of the nation". The teacher is the dynamic force of the school. Without competent good teachers even, the best system is bound to fail. A good teacher can certainly make the best of even the worst system.

Above statements show that the teacher has not only been respected but worshipped. He has been described as the builder of the nation, the maker of man and much more. The influence of a great teacher indirectly extends over many generations. It transcends local and national boundaries. Agarwal had mentioned the reasons for the role of teacher:

1) The teacher must take into account the explosion of expectations. Students from weaker sections of the society are coming in large numbers to receive education and they have to be treated on equal footing and given due care.

2) The attitude of a teacher to life has to be democratic, secular and socialist, the ideals set forth in our constitution.

3) Teacher must adequately familiarize himself with concepts like Work experience; socially useful productive work, and community service, as these have become an integral part of the educative process.

4) The present teacher is expected to be up-to-date and conscious of various explosions, explosion of population, explosion of knowledge with exposure of technology, explosion of expectations and explosion of frustrations etc.

5) The teacher has to give due recognition to the non-formal systems of education like the correspondence education, distance education and open education etc. Non—formal education is the only remedy for many of our academic failures. The rate of drop—outs is as high as seventy percent (70%) at the elementary stage. This is one of the greatest challenges which our teachers must face.

#### STATEMENT OF THE PROBLEM

The present problem is "A Study of Role Performance Of Teachers, Affected By Institutional Climate"

#### DEFINITION

*Teachers' role performance* is also affected by the institutional climate. Plaxton found stronger relationship between teachers' satisfaction and climate.

Sarbin defines role as "a patterned sequence of learned actions or deeds performed by a person in an interaction situation." Following Sarbin's approach, Turner also stresses upon behavior patterns. He writes, "By role we mean a collection of patterns of behavior, which are thought to constitute a meaningful unit and deemed appropriate to a particular status in society, occupying an informally defined interpersonal relations or identified with a particular value society - thus the crucial feature of the concept 'role' is reference to the assumption that certain different norms meaningfully related or go together".

*Institutional climate* is a broad term. It includes organizational climate too. The school is not only an institution but also an organization which plays an important role in the society. Tiedman expressed that the students disliked their school largely because of their teachers. In his study, he found that the teacher who was disliked by authoritarian person. The quality of institutional life as perceived by the teacher working in the institution, teacher's morale, human relations, freedom of work, discipline, motivation and administrative control, co—operation among teachers, consideration for students' welfare, external interference etc. certainly influence the role performance of teachers. The role performance of a teacher is directly related to institutional climate. institutional climate does not only mean a large building, furniture, books and other apparatus etc. In Lewin' s theory, the concept of atmosphere or climate is an essential functional link between person and environment. *Schein* emphasized the need for which links individual behavior and organizational in order to be a successful functional unit of an individual has to internalize the normative pattern and established behavior tendencies of the institution in which Institutional climate has been found closely related teachers' functional activity by Plaxton, Owens and many others. We live by institutions. An institution is a set of accepted norms and procedures for the satisfaction of some fundamental human need. Human beings are social and cultural animals. Then have organized specific,



political organization, industries and so on to archive specific ends. *Bogardus* defined a social institution as a structure of society that is organized to meet the needs of through well-established procedures. In the words of *Bierstedt* " An institution is a formal recognized, established and stabilized way of pursuing some activity in society". Thus, an institution is a functional configuration of cultural patterns which satisfies human needs. *MacIver & Page* define the word institution in ensuing words, "Institutions are the established forms or conditions of procedures characteristic of group activity". An institution is an organization of several folkways and mores into a unit which serves a number of social functions. The word institution (particularly educational

institution) has been clearly explained in the dictionary of Sociology which says, "The term is widely used to describe social practices that are regularly and continuously repeated, are sanctioned and maintained by social norms and have a major significance in the social structure. Like role, the term refers to established patterns of behavior, but institution is regarded as a higher order, more general unit that incorporates a plurality of roles. Thus, a school as a social institution embraces pupil roles, teacher roles (which usually include different roles for junior, senior and head teachers) and depending on the degree of autonomy, a school has from outside agencies, parent roles and the managerial/inspectorial roles associated with the relevant educational authority. The school as an institution embraces these roles across all the schools that jointly constitute the school system in a given society". Climate may be defined as a set of working conditions. It is the environmental aspect of an institution. Educational institutions differ among themselves in many ways. A teacher or an experienced principal quickly senses or feels the individuality of an institution. Sometimes this individuality is the called "atmosphere" of the institutions. Institutional climate has been defined here as the quality by the teachers working in the institution. It includes several human relations, freedom of work and work facilities, quality of teaching, discipline, motivation and devotion to work in the teachers, pressure on teachers and principals, administrative control, cooperation and we feeling among teachers, consideration for student's welfare, external interference etc.

## II. OBJECTIVES

The present study seeks to achieve:

1. To assess the degree of role performance among higher primary school teachers.

2. To study the relationship between teachers' role performance and institutional climate at higher primary level.

3. To study the above relationship comparatively in the context of boys-girls, government (parishadiya) —private, rural-urban higher primary schools.

## III. HYPOTHESES

1) That the role of performance the teachers of boy's higher primary schools is to related to institutional climate.

2) The role of performance of the teachers of girls higher primary schools is related to institutional climate.

3) That the role of performance of the teachers of government higher primary schools is related to institutional climate.

4) That the role of performance of the teachers of private higher primary schools is related to institutional climate.

5) That the role of performance of teachers of rural higher primary schools is related to institutional climate.

6) That the role of performance of teachers of urban higher primary schools is related to institutional climate.

The purpose of these hypotheses was to find out that role performance of different categories of higher primary school teachers is related to their respective institutional climate. Democratic values, growing consciousness among the weaker sections of society including women political participation and increasing aspirations of the people have widened the area of role performance. To be competent and illustrious, teacher has now to be conscious regarding his role towards various groups interacting with him. He is supposed to comply with the orders of the head of the institution and other supervisory and administrative officers. Apart from keeping the students satisfied, he has to maintain discipline in school premises. He has to deal with the guardians. He is expected to keep a strong vigil during examinations and to be impartial evaluator. Society demands from him that he should take keen interest in students' welfare and personality formation. In this way, a teacher, today, is expected to perform many and sometime contradicting role. Satisfactory role performance by teachers is the most essential result prerequisite for the successful operation of result oriented educational system of any society. Thus, role performance is affected by institutional climate which is provided to our teachers.



## THE POPULATION

All the full-time teachers of (Higher Primary schools or Junior High schools from 6th to 8th classes) Gautam Buddha Nagar, Ghaziabad and Modi Nagar of Uttar Pradesh constitute the population for the present study. Thus, the results obtained from the present study would be applicable only to the population of teaching community working in these schools.

## THE SAMPLE

A sample is a proportion of the population that is selected for study. The use of sample allows us to draw binding inferences from the study of a small portion of the population. The sample drawn for the present study comprised 20% of the population of the universe. The actual unit of the sample in this study is the teacher, but the researcher used cluster sampling method in which the entire group of the teachers working in every higher primary school was treated as a unit of study. The list of the higher primary schools of (42 schools) Gautam Buddha Nagar, (61 schools) Ghaziabad and (23 schools) Modi Nagar were obtained from the offices of basic Siksha Adhikari of these districts.

## TOOLS USED

- 1) Teachers' Role Performance Scale (TRPS) was constructed by the researcher herself and was used for measuring "Teachers Role Performance". This instrument contains 80 statements distributed among 11 dimensions.
- 2) To measure "Institutional Climate" of the schools "Organizational Climate Questionnaire (QCO) developed by Kaushik has been utilized.

## IV. ANALYSIS AND INTERPRETATION OF DATA

### *Hypothesis 1*

Hypothesis was that the role performance of the teachers of boy's higher primary schools is related to institutional climate. To test this hypothesis, teachers of boy's higher primary schools were grouped into two categories; -less congenial and more congenial institutional climate. All teachers from each of these less congenial and more congenial groups were selected for comparison. The result may be seen that the difference between teachers of less congenial institutional climate and more congenial institutional climate of boy's higher primary schools on teacher's role performance is significant at .01 level of significance as obtained value of K is 3.208 is more than 1.63 necessary to be significant at .01 level of significance. Therefore,

the hypothesis is accepted. The mean of teachers' role performance of one group i.e., teachers of less congenial institutional climate group is 230.24 while the mean of teacher's role performance scores of another group i.e., more congenial institutional climate group is 256.52. This means that the teachers of less congenial institutional climate perform their role less effectively while the teachers of more congenial institutional climate perform their role more effectively. Thus, the role performance of boys' higher primary school teachers is directly related to their institutional climate.

### *Hypothesis 2*

This hypothesis was that the role performance of teachers of girls higher primary schools is related to institutional climate. To test this hypothesis, teachers of girls higher primary schools were grouped into two categories - more congenial institutional climate and less institutional climate. The result may be seen that there is no significant difference between these two categories i.e. teachers working in less congenial institutional climate and teachers working in more congenial institutional climate of girls higher primary schools with regard to teachers' role performance. The value of K is 1.092. Therefore, the hypothesis 6.2 is rejected.

### *Hypothesis 3*

It was that the role performance of the teachers of government higher primary schools is related to climate. To test this hypothesis, teachers of government higher Primary schools were grouped into two categories - more congenial institutional climate and less congenial institutional climate both frequency distributions were prepared separately on the scores of Teachers Role Performance Scale. Then, these distributions were compared by applying K S Two Sample Test. The result shows that there is significant difference between teachers of less congenial institutional climate and more congenial institutional climate of government higher primary schools. The value of K is 2.24. Therefore, the hypothesis 3 is accepted. The mean of teachers' role performance in one group i.e., teachers of less congenial institutional climate is 237.66 and the mean of role performance of other group i.e., teachers of more congenial institutional climate is 255.37. This means that the teachers of less congenial institutional climate perform their role less effectively while the teachers of more congenial institutional climate perform more effectively. This it is clear that the role performance of teachers of



government higher primary schools is directly related to institutional climate.

#### **Hypothesis 4**

The hypothesis was that the role performance of the teachers of private higher primary schools is related to institutional climate. Higher primary schools were grouped into two categories; - less congenial institutional and more congenial institutional climate. 52 teachers from "less congenial" and "more congenial" were selected for comparison.

The result shows that the K value 2.25 is significant at .01 level. It may be significant at .01 level. Therefore, the hypothesis 4 is accepted.

As such, the result reveals that the role performance of teachers of less congenial institutional climate of private higher primary schools differed significantly from the role performance of teachers of more congenial institutional climate of private higher primary schools with regard to teachers' role performance. The means of teachers' role performance in less congenial institutional climate and more congenial institutional climate are 229.7 and 257.76 respectively. This means that the teachers of less congenial institutional climate perform their role less effectively while the teachers of more congenial institutional climate perform their role more effectively. Therefore, the role performance of the teachers of Private higher primary schools is directly related to institutional climate.

#### **Hypothesis 5**

This hypothesis was that the role performance of the is related to rural higher primary schools of teacher's institutional climate. To test this hypothesis, teachers of rural higher primary schools were grouped into two categories; - more congenial institutional and less congenial institutional climate. 77 teachers from each of the two "less congenial" and "more congenial" groups were selected for comparison.

The result shows that that the calculated K value 2.740 is significant at .01 level. Therefore, the hypothesis 6.5 that the role performance of teachers of rural higher primary schools is related to institutional climate is accepted. The mean of teachers' role performance scores teaches of less congenial institutional climate group of rural higher primary schools is 235.02. Similarly, the mean of teachers' role performance for the teachers of more congenial institutional climate group of rural higher primary schools is 256.57. This means that the teachers of less congenial institutional climate

perform their role less effectively While the teachers of more congenial institutional climate perform their role more effectively. In this way, the role performance of the teachers of rural higher primary schools is directly related to their institutional climate.

#### **Hypothesis 6**

This hypothesis was that the role performance of the teachers of urban higher primary schools related to institutional climate. To test this hypothesis, teachers of urban higher primary schools were grouped into two categories; - more congenial institutional climate and less congenial institutional climate. 32 teachers from each "less congenial" and "more congenial" groups were of these two, selected for comparison. While the mean of role performance scores in more congenial institutional climate is 256.68. This means that the teachers of less congenial institutional climate their role less effectively while the teachers of more congenial institutional climate perform their role more effectively. Thus, the role performance of the teachers' urban higher primary schools is directly related to institutional climate.

## **V. FINDINGS**

The hypotheses were that the role performance of higher primary school teachers is related to the institutional climate of their respective institutions. They were also further divided into six sub-hypotheses depending upon the six different categories of teachers viz.

1. teachers of boy's higher primary schools,
2. teachers of girls higher primary schools,
3. teachers of government higher primary schools,
4. teachers of private higher primary schools,
5. teachers of rural higher primary schools and
6. teachers of urban higher primary schools.

Role performance of the teachers of each of these categories was hypothesized to be related to their institutional climate. The results obtained after the test of these hypotheses, indicated that the role performance of the higher primary teachers is directly related to institution climate in general. The findings revealed that the role performance of boy's school teachers (Hypothesis 1) is significantly related to their institutional climate. The role performance of government school teachers (Hypothesis 3), of private school teachers (Hypothesis 4), of rural school teachers (Hypothesis 5) and of urban school teachers (Hypothesis 6) is also significantly related their institutional climates respectively. However, one of the six sub-hypotheses, hypothesis 2 could not be obtained after



the test of this sub-hypothesis. The finding of this is contrary to the hypothetical presumption of the researcher. Although the mean calculations on role performance girls school teachers working in more congenial institutional climate and those working in less institutional climate exhibit a minor difference, but the K-S test on the role performance scores of teachers of this category revealed insignificant relationship between their role performance and their institutional climate. Although the mean calculations on role performance scores of the girl's school teachers working in more congenial institutional climate and those working in institutional climate exhibit a minor difference, but the K-S test on the role performance scores of teachers of this category revealed insignificant relationship between their role performance and their institutional climate.

To sum up the findings of hypothesis, it may be said that role performance of higher primary school teachers working in government or private, in rural or urban schools is positively and significantly related to the institutional climate of their respect schools. The role of boy's higher primary school teachers is also significantly related to their institutional climate. It is only in the case of the teachers of girls higher primary schools that the relationship between role performance and institutional climate is found to be insignificant on K-S two sample test. Role performance of higher primary school teachers taken together is significantly and positively related to institutional climate.

## VI. CONCLUSION

The present study reveals that there is significant difference in the degree of role performance of teachers working under different types of school managements. The teachers of government higher primary schools exhibit better role performance than the teachers working in private higher schools. The finding will inspire the administrators' managers and of private schools to try to provide suitable facilities and to improve working conditions for their teachers if they are sincere about achieving the desired ends of efforts. This will have far-reaching implications for those government agencies which are responsible for giving recognition and granting financial aid to the private higher primary schools. The finding that the institutional climate has a positive effect on teachers' role performance in general and the suggestion that the most qualified and sincere teachers' performance deteriorates if they work in adverse and unhealthy institutional climate whether the

institution is managed by government or by a private agency and whether it is situated in a district headquarter city or a remote farming habitat, may induce those who are interested in raising the standard of teaching and the qualitative development of pupils to give priority to the improvement of environmental conditions of educational institutions.

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