



WORK CULTURE OF TEACHERS WORKING IN SPECIAL SCHOOLS

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ABSTRACT

The research study was undertaken to investigate the work culture of Special school teachers. The sample of 152 Special School Teachers from Tirunelveli City was selected by adopting Simple random sampling technique. Teacher's work culture was assessed 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 Special School teachers. 2. To find whether there is any significant difference in Work Culture of Special School teachers with regard to institutional variables. Descriptive survey method was adopted for the study. The data obtained from the survey was analyzed using Percentage analysis and t-test. Findings of the study were: 1. 71.0% of the Special school teachers in Tirunelveli District possess Neutral Work Culture and only 16% of them possess Negative Work Culture. 2. There is significant difference in the work culture of Special school teachers with regard to institutional variables.



KEYWORDS: Work Culture, special school teachers, institutional variables.

INTRODUCTION :

Work culture is otherwise called as organizational culture. It is the personality of the organization culture is comprised of the assumption and tangible sign of organization members and behaviors. Work culture plays an important role in extracting the out of employees and making them stick to the organization for a longer duration. The concept of a workplace culture encompasses many different characteristics of a business. Culture has visible components in the way that a business looks and how employees dress, but it really thrives in the attitudes of employees, in the setting of goals and in the communication of business values to workers and customers. Therefore, the business owner sets the pace for creating, defining the company culture (Amanda C. Koorer,).

A special school is a school catering for students who have special educational needs due to serve learning difficulties, physical disabilities or behavioural problems. Special schools may be specifically designed, staffed and resourced to provide appropriate special education for children with additional needs. A Special school is a school for children who have some kind of serious physical or mental problem.

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. 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.

Need and Importance of the Study

The study mainly intends to measure the work culture level of the special school teachers. In the changing environment of modern technological advancements 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 fulfilment 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. In the field of education there have been no attempts to study the Work Culture of Special school teachers. Hence there is a need to assess the work culture of special school teachers.

Objectives of the Study

- ✓ To find out the level of Work Culture of Special School teachers.
- ✓ To find out the level of Work Culture of Special school Teachers with regard to institutional variables namely type and native of the school.
- ✓ To find out the significant difference, if any, in work culture of special school teachers with regard to institutional variables namely type and native of school.

Hypotheses of the Study

“A Hypotheses is a tentative or systematic generalization”, the validity of which remains to be tested” (Lund berg).

- ✓ There is no significant difference between Work Culture of special school teachers with regard to type of school.
- ✓ There is no significant difference between Work Culture of special school teachers with regard to native of the school.

Methodology

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

Variables of the Study

- ✓ *Independent variable:* Type of School (Government Aided and Private) and Nature of School (Rural and Urban)
- ✓ *Dependent variable:* Work Culture

Sample of the Study

The sample of the study consists of 152 Special school teachers in Tirunelveli city. The selection of special school teachers was done on the basis of simple random sampling method.

Tools

The following tool used for collect the data;

“Teachers Work Culture Scale” constructed by the investigator was used. The scale contains 35 statements which represent the universe of content. Hence, it has content validity. 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 Cronbach’s Alpha method to determine the reliability. The reliability of the Cronbach’s Alpha test is found to be 0.928.

Procedure for Data Collection

Data for the study was collected by administering the Special School teachers Work Culture Scale to the selected sample by the investigator.

Statistical techniques used for the analysis of data

The obtained data was analyzed using Percentage analysis and t- test.

Analysis of Data and Results

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

Level of Work Culture of teachers working in Special Schools

Table 1.1
Level of Work Culture of teachers working in special schools

Negative		Neutral		Positive	
N	%	N	%	N	%
25	16	111	71.2	20	12.8

The above table shows that more than three-fifth of the special school teachers have neutral Work Culture.

Level of work culture of special school teachers with regard to institutional variables

Table 1.2
Level of work culture of special school teachers with regards to institutional variables

Institutional Variable	Category	Negative		Neutral		Positive	
		N	%	N	%	N	%
Type of School	Aided	13	13.7	64	67.4	18	18.9
	Private	12	19.7	47	77	2	3.3
Nature of School	Rural	16	20.3	60	75.9	3	3.8
	Urban	9	11.7	51	66.2	17	22.1

The above table shows that more than three-fifth of Work Culture of special school teachers with regard to institutional variables namely type and nature of school.

Significant of difference in Work Culture of special school teachers with regard type of school

Table 1.3
Significant of difference in Work Culture of special school teachers with regard to type of school

Type of School	N	Mean	Standard Deviation	Calculated 't' Value	P Value	Remarks at 5% Level
Aided	95	49.35	6.83	2.169	0.032	S
Private	61	46.92	6.81			

In the above table, since the p value ($=0.032$) is less than 0.05, the null hypothesis is *rejected* at 5% level of significance. This shows that there is significant difference between aided and private with regards to special school teachers in their work culture.

Significant of difference in Work Culture of special school teachers with regard to nature of school

Table 1.4

Significant of difference in Work Culture of special school teachers with regard to native of school

Nature of school	N	Mean	Standard Deviation	Calculated 't' Value	P Value	Remarks at 5% Level
Rural	79	47.14	6.36	2.337	0.021	S
Urban	77	49.69	7.23			

In the above table, since the p value ($=0.021$) is less than 0.05, the null hypothesis is *rejected* at 5% level of significance. This shows that there is significant difference between rural and urban with regards to special school teachers in their Work Culture.

FINDINGS OF THE STUDY

From the analyses it is found that,

- ✓ 71% of the Special School teachers in Tirunelveli City possess Neutral Work Culture and 16% of them possess Negative Work Culture. Only 13% of the Special School teachers possess Positive Work Culture.
- ✓ There is significant difference between rural and urban with regards to special school teachers in their WorkCulture.
- ✓ There is significant difference between aided and private with regards to special school teachers in their WorkCulture

Educational Implications

- ✓ To ensure the efforts have to be made, education department, university departments, DIET, DSERT, CTE and NCERT should organize the programs to enhance the work culture of special school teachers.
- ✓ To enhance the Human Resource Development programs and organizational development strategies should develop programs remaining to the teachers belonging to all types of institution.
- ✓ To implement the Strong work culture indicates an 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.

CONCLUSION

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.

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