Chapter - I

Introduction
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INTRODUCTION

1.1. Introduction

Education is one of the fundamental necessities of man. Education is important not only for the full development of one's personality, but also for the sustained growth of the nation. Education is a powerful instrument for social, economic and cultural transformation. Hence, the Report of Education Commission (1964-66) states, “The destiny of India is now being shaped in the classroom” and the remarkable function of education is to produce good citizens in any nation and they must work to develop their country. Human interaction in the school plays an important role in achieving the goals of education. The interaction of people decides the environment of a school in good. It is worth to remember here the view of Benjamin Bloom. According to him, “The environment is which sometimes stimulates good relationships and good learning and some times bad relationships and poor learning.” Later Adhiseshiah stated that “The progress of a country can be measured with the quality and quantity of a school”. The Indian Education system is divided into four categories viz., 1) Elementary Education, 2) Secondary Education, 3) Senior / Higher Secondary Education and 4) Higher Education. The basic school Education is free from classes 1 to 12. These schools are run by the Government, Government Aided, Private and Voluntary Religious Institutions.

1.2. Elementary Education in India

According to the Constitution of India and the Right of children to free and compulsory Education Act 2009, the Elementary Education is a fundamental right
of children in the age group of 6-14 years. Elementary Education in India means eight years of formal schooling from the age of six. Elementary Education has both Primary classes and Middle classes. In Tamil Nadu the Primary school consists of children studying in classes from first to fifth and Middle School consists of children studying in classes from first to eighth. Government of India has made the Elementary Education Free and Compulsory, but, the goal of Universalizing of Elementary Education in India has been very difficult to achieve till now. Therefore the Government of India has introduced innovative ways of Universalizing of Elementary Education in India with the help of various five year plans. They are Operational Black Board, District Primary Education Programme (DPEP), Mid Day Meal, National Bal Bhavan, Navodaya Vidyalaya Samiti, Kendriya Vidyalaya Sangathan, Integrated Education for Disabled Children and Sarva Shiksha Abhiyan (SSA). In order to improve the quality of Elementary Education in India, the Central Government and the State Government has appointed both Secondary Grade Teachers (SGTs) and Graduate Assistant Teachers (BTs) in their respective schools with sufficient salary. These Governments also provide numerous needs based in-service training to the teachers through NCERT, CIET, RIEs, SCERT/DTERTs, SSAs, RMSAs, DIETs, and BRCs. The role of SSA is to develop the whole country with special emphasis on girl education, education of Scheduled Caste (SC) and Scheduled Tribe (ST) children and children with special needs. The SSA centres are mainly opened in those areas, which do not have any school or where the schools are very far off. Special girls’ oriented programmes include the followings: 1) Girls Education at Elementary Level, 2) National Programme for Education of Girls at Elementary
Level (NPEGEL), 3) Kasturba Gandhi Balika Vidyalaya (KGBV) and 4) Mahila Samakhya Scheme for Elementary Education in all States of India. As per the Census Survey 2011 of Government of India, “The National Literacy Rate is 74.04 %. National Female literacy is at an average of 65.46 %, whereas the male literacy is 82.14 %.”

1.3. The Role of Teachers

Teacher is a backbone of the educational system and the base for national progress. Teacher plays an important role to develop the knowledge and inculcating values among the pupils. A teacher can change the whole society without a violent revolution through the medium of education and the teacher has a major role in Educational Development when he approaches the work actively (Commonwealth Report, 1974). Generally, teachers are one among the social beings and their lives involve relationships with other people. Students are directly associated in the educational system and their progress is periodically monitored by the teachers. The relationships between teachers and students are highly personal and very precious; sometimes they are quite casual and impersonal. A school is a social system in which the teachers, principal and colleagues are engaged towards a common goal by professional relationship. These professional relationships among the teachers lead to the establishment of good rapport and make good school climate. A good school climate provides a high degree of Job Satisfaction to work to the teachers which make a teacher “an ideal teacher.”
1.4. Teachers in Government and Government Aided Elementary Schools of Tamil Nadu

Eligibility requirements of teacher post differ from one State to the other. The Government of Tamil Nadu has framed different norms and rules to appoint teachers in the various kinds of Government/Government Aided schools. Regular teachers in Elementary schools are full-time, permanent employees of the Government. They are governed by strict entry and qualification norms viz., 1 to 12 years of General Education and minimum two years of Diploma in Elementary Education or 1 to 12 years of General Education with three years of Graduate Education and one year professional course of Bachelor of Education.

1.5. Statement of the problem

In the school setting, teachers are interacting not only with each other but also with head teachers and students. Interpersonal teachers work together to achieve the common goal of the school which leads to a high degree of Job satisfaction among the teachers. A satisfied teacher is more likely to be creative, flexible, innovative, and loyal to his/her school, and hence the school provides good environment to work. Therefore the researcher stated the problem as “Interpersonal Relations and Job Satisfaction of School Teachers in Relation to the Organizational Climate.”

1.6. Operational Definition of the Key Terms

Interpersonal Relations

The Interpersonal relations of a school refer to the interpersonal relationships existing within the teacher and between the teachers and head teacher
of the school. It is operationally defined as resulting within the school of social
interaction among the teachers on the one hand and between teachers and head
teacher on the other.

Job Satisfaction

Job satisfaction has been defined as the extent to which a staff member has
favourable or positive feelings about work or the work environment.

Organizational Climate

Organizational Climate is defined by Halpin and Croft (1963) as the
personality of schools. “Analogously” personality is to the individual, what
organizational climate is to the organization. In the present study, the term is used
in the same meaning as that of Halpin and Croft, and organizational climate is
viewed as the product of individual among organizational principles, individual
needs and informal group variable, measured through a number of dimensions and
represented on a continuum.

School Teachers

In Indian School System, Primary School Consists of grades 1-5 (ages
6 to 11) and Middle School Consists of grades 6-8 (ages 11 to 14). In this study the
School Teachers mean the elementary school teachers who are handling the
Primary and Upper Primary classes in Government, Corporation and Government
Aided schools of Tamil Nadu. The Elementary School Teachers of Salem
Educational District are denoted as ‘School Teachers’ in this study.
1.7. Variables of the Study

In this study dependent variable is ‘Organizational Climate’ whereas independent variables are ‘Interpersonal Relations’ and ‘Job Satisfaction’.

1.8. Need and Significance of the Study

Organization refers to the relationship of the people to achieve the goal. The Organizational Climate of schools has been conceived and measured in a variety of ways. According to Halpin and Croft (1963), school climate is reflected in the interactions involving teachers and the Principal. Sharma. M.L (1978) stated that ‘the Organizational Climate of an institution depends upon the interpersonal relationship existing within the staff and the head of the institution. Cooper (2003) describes Organizational Climate as “people’s perception of their working environment with regard to caring and friendliness.” In other words, the interaction of workers and management should create a healthy organizational environment. Onu et al., (2005) states that interpersonal relation was one of the factors that influence on job satisfaction. Schutz (1958) denotes that interpersonal relation of ones behavior influence with the behavior of others in an organization.

Job satisfaction is a part and parcel of any organization. According to Blum (1956), Job Satisfaction is the result of various attitudes the person holds towards his job, towards related factors and towards life in general. Spector (1997) stated that, some enjoy work and find it to be a central part of life, while others hate work and do so only because they must. Job Satisfaction plays a great role in efficiency and productivity. Job Satisfaction is “the feelings the worker has about his job (Smith and Kendall ,1969). Harris and Brannick (1999) describe Job Satisfaction as “the
extent to which workers like their jobs. Job Satisfaction is a primary requisite for any successful teaching learning process. If the teachers attain adequate job satisfaction, they will be in a right position to fulfill the educational objectives and national goals in the organizational setting”.

In our day to day life, the teaching community has been facing various problems in their organization but the degree may vary from one institution to one another. There are both similarities and differences among teachers towards jobs in their organization. When there is better Interpersonal Relations and Job satisfaction the efficiency of the teachers’ teaching skills and the academic achievement of the students will be enhanced. If there is a good rapport between the fellow staff members as well as administrators, there will be good interpersonal relationships. In this study, the school is considered as an organization to study the Interpersonal Relations and degree of Job Satisfaction among the teachers in an Organizational Climate of the schools.

Hence, the researcher has chosen the Problem entitled “Interpersonal Relations and Job Satisfaction of School Teachers in Relation to the Organizational Climate.”

1.9. Objectives of the Study

1. To study the Organizational Climate of the Elementary Schools in different Blocks.

2. To study the Organizational Climate of the Elementary School teachers with respect to ;
3. To study the Interpersonal Relations of Elementary School Teachers with respect to the dimensions of:

   i. Expressed Inclusion     iv. Wanted Inclusion
   ii. Expressed Control      v. Wanted Control
   iii. Expressed Affection   vi. Wanted Affection

4. To study the Job Satisfaction of Elementary School Teachers with respect to the dimensions of:

   i. Working Environment    iv. Professional Development
   ii. Work Itself           v. Social Factors
   iii. Satisfaction with Authority and Co-workers

5. To find out the relationship between:

   a) Organizational Climate and Interpersonal Relations of Elementary School Teachers.

   b) Organizational Climate and Job Satisfaction of Elementary School Teachers.

   c) Interpersonal Relations and Job Satisfaction of Elementary School Teachers.
6. To determine the regression model for Organizational Climate with respect to the dimensions of Interpersonal Relations and the dimensions of Job satisfaction of School Teachers.

1.10. Research Questions

1) Is the Organizational Climate differing from Block to Block?

2) Do the demographic variables (such as gender, teaching experience, Age, etc…) play any major role on school teachers’ Job Satisfaction; Organizational Climate and Interpersonal Relations?

3) Whether there is any association between Type of Organizational Climates and Interpersonal Relations, Type of Organizational Climates and Job Satisfaction of elementary school teachers?

4) Whether there is any correlation among the Organizational Climate, Interpersonal Relations and Job Satisfaction of elementary school teachers?

5) Do the school teachers have better Organizational Climate with respect to their Interpersonal Relations and Job Satisfaction?

1.11. Hypotheses

1. The Elementary School Teachers do not differ significantly in their Organizational Climate with respect to different Blocks of Salem Educational District.

2. There is no significant difference between Male and Female Elementary School Teachers with respect to Interpersonal Relation and its dimensions.
3. There is no significant difference between SGT and BT Elementary School Teachers with respect to Interpersonal Relation and its dimensions.

4. There is no significant difference among the Locality of Elementary Schools with respect to Interpersonal Relation and its dimensions.

5. There is no significant difference among the Age of Elementary School Teachers with respect to Interpersonal Relation and its dimensions.

6. There is no significant difference among the Teaching Experience of Elementary School Teachers with respect to Interpersonal Relation and its dimensions.

7. There is no significant difference between Male and Female Elementary School Teachers with respect to Job Satisfaction and its dimensions.

8. There is no significant difference between SGT and BT Elementary School Teachers with respect to Job Satisfaction and its dimensions.

9. There is no significant difference among the Locality of Elementary Schools with respect to Job Satisfaction and its dimensions.

10. There is no significant difference among the Age of Elementary School Teachers with respect to Job Satisfaction and its dimensions.

11. There is no significant difference among the Teaching Experience of Elementary School Teachers with respect to Job Satisfaction and its dimensions.
12. There is no significant difference between Male and Female Elementary School Teachers with respect to the Organizational Climate of Schools and its dimensions.

13. There is no significant difference between SGT and BT Elementary School Teachers with respect to the Organizational Climate of Schools and its dimensions.

14. There is no significant difference among the Locality of Elementary Schools with respect to Organizational Climate of Schools and its dimensions.

15. There is no significant difference among the Age of Elementary School Teachers with respect to Organizational Climate and its dimensions.

16. There is no significant difference among the Teaching Experience of Elementary School Teachers with respect to Organizational Climate and its dimensions.

17. There is no association between the Level of Elementary School Teachers’ Job Satisfaction and the Type of Organizational Climate.

18. There is no association between the Level of Elementary School Teachers’ Interpersonal Relation and the Type of Organizational Climate.

19. There is no association between the Level of Principal’s Behaviours and the Level of Teachers’ Behaviours.

20. There is no significant relation between Job Satisfaction and Interpersonal Relation of Elementary School Teachers.
21. There is no significant relation between Job Satisfaction and Organizational Climate of Elementary School Teachers.

22. There is no significant relation between Interpersonal Relations and Organizational Climate of Elementary School Teachers.

23. There is no relation between Organizational Climate of Elementary School and Dimensions of Job Satisfaction.

24. There is no relation between Organizational Climate of Elementary schools and Dimensions of Interpersonal Relation.

1.12. Delimitations of the Study

On the basis of available facilities, time and resources the study was delimited to the following aspects:

- This study is carried out in Salem Educational District, Tamil Nadu.

- The sample of the study consists of 540 Elementary School Teachers handling Primary (standard 1 to 5) and Upper Primary (standard 6 to 8) classes. i.e. Secondary Grade Teachers and Graduate Assistant Teachers.

- The study consists of Government, Corporation and Government Aided schools.

- The revised research tools namely, “Organizational Climate Description Questionnaire” and “Fundamental Interpersonal Relations Orientation-Behavior (questionnaire)” are used for this study. These tools are revised
by the investigator from the original version according to Indian situation
with the help of a Pilot Study.

- The “School Teachers’ Job Satisfaction Scale” was developed and
  standardized by the investigator for Elementary School Teachers.

1.13. Organization of the study

The present study has been divided into six chapters. The first chapter is
‘Introduction’. The second chapter deals with the ‘Conceptual Frame Work’ of the
present study. The third chapter is the ‘Review of Related Literature’. It deals with
the related studies conducted abroad and India. For this study the major factors of
the Organizational Climate are Job Satisfaction and Interpersonal Relations which
have been discussed. The hypothesis and results of the cited literature helps the
investigator in framing the research. The fourth chapter ‘Methodology’ deals with
the procedure for the construction of the research tools. The fourth chapter is also
used to administrate the tool which is described in detail. In the fifth chapter
‘Analysis, Interpretation of Data, Findings and Discussions’ has been analyzed.
The scores, with the help of suitable statistical techniques and the findings are
discussed. In the sixth chapter ‘a summary of the research’ has been given and the
conclusions of the research have been discussed. This chapter has also been
devoted to making suggestions and recommendations for further study bringing out
the implications of the findings. Relevant bibliography and appendices have also
been added to this investigation to facilitate the readers to understand the present
study.
1.14. Conclusion

This chapter explains clearly the present scenario of Elementary Education in India, Statement of the present study, operational definition of key terms used in the study, Need and objectives of the study, Research questions, Hypotheses of the study and Delimitations of the study.