

TO STUDY THE INTERACTIONAL EFFECT OF ATTITUDE TOWARDS TEACHING AND ORGANIZATIONAL CLIMATE ON PROFESSIONAL COMPETENCE OF SCHOOL TEACHERS

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Abstract

Among all professions, teaching belongs to a very special professional category. The teacher must be conversant with the principles of educational psychology and have proficiency in the use of assets for the benefit of students. Attitude gives continuity to men's personality, it gives meaning to men's daily perception and activities, it serves in his attempted achievement of various goals. A positive favorable attitude makes the work not only easier but also more satisfying professionally by rewarding. Organizational help researchers to ascertain the effects of environment on employee motivation and competence. For the purpose of present study, 400 teachers from government as well as private schools of Malwa Region of Punjab were taken. For the present study Competence Scale developed and standardized by investigator, attitude Scale Towards Teaching by Kulsum (2008) and organizational climate scale by Pethe, Chaudhari and Dhar (2001) were used. The main effect of attitude towards teaching and organizational climate of secondary school teachers on professional competence contributes significantly. The interactional effect of more or less favourable attitude towards teaching and good or poor organizational climate of secondary school teachers do not contribute significantly.

Keywords: Professional Competence, Attitude towards teaching and organizational climate, School Teachers

Teachers have a vital role to play in the progress and development of the country; for on them depends how the new generation will be trained to face the increasing responsibilities of citizenship and administration. Among these the competence of the teacher which includes his knowledge of content matter, methodology of teaching and personal attributes such as attitude towards teaching, organizational climate etc. are of great importance for the success of educational system. Among all professions, teaching belongs to a very special professional category. The teacher must be conversant with the principles of educational psychology and have proficiency in the use of assets for the benefit of students. Professional competence refers specially to the professional characteristics of a teacher. Attitude gives continuity to men's personality, it gives meaning to men's daily perception and activities, it serves in his attempted achievement of various goals. A positive favourable attitude makes the work not only easier but also more satisfying professionally by rewarding.

Attitude guides our behaviour and affects action more than knowledge does. Thus their knowledge and training are equally essential for the full and wholesome education of the individual besides formal teaching. Organizational climate is a group of measurable characteristics that members could perceive directly or indirectly in the work environment, and, as a description of environmental factors, it could help researchers ascertain the effects of environment on employee motivation and competence. The word climate is merely a shorthand reference to those qualities that consistently predominate in most teacher-pupil contacts. Sidhu (1991) studied the professional competence of physical education teachers in relation to their intelligence, emotional maturity, self-esteem and environmental facilities. Intelligence, emotional maturity, self-esteem and environmental facilities also contribute significantly towards professional competence. Thamimani (2000) studied teacher competency, teacher personality and teacher attitude on achievement

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and found that the teaching competence and personality were positively related to attitude towards teaching of science. Riti (2010) studied teacher effectiveness in relation to school organizational climate and administrative behaviour and found that the location of the school has significant impact on the teacher's effectiveness.

OBJECTIVE

To study the of interactional effect of attitude towards teaching and organizational climate on professional competence on of government as well as private secondary school teachers.

METHOD

Descriptive Method was used in the study.

SAMPLE

For the purpose of present study, 400 teachers from government as well as private schools of Malwa Region of Punjab were taken. The Random sampling technique was employed for the selection of 200 government and 200 private teachers of different schools. Out of 400 teachers only 11 teachers have

good organizational climate as well as more favorable attitude towards teaching. 3 teachers have good organizational climate but less favorable attitude towards teaching. 9 teachers are those who are having poor organizational climate but more favorable attitude towards teaching. 7 teachers have poor organizational climate as well as less favorable attitude towards teaching.

MEASURES

- Professional Competence Scale developed and standardized by investigator.
- Attitude Scale Towards Teaching by Kulsum (2008).
- Organizational climate scale by Pethe, Chaudhari and Dhar (2001).

RESULTS AND DISCUSSIONS

(I) Professional Competence Scores of Secondary School Teachers of More and Less Favorable Attitude Towards Teaching having Good and Poor Organizational Climate

Table 1: Means and Standard Deviation of Professional Competence Scores of Secondary School Teachers of More and Less favorable Attitude towards Teaching having good and poor Organizational Climate (2 x 2) factorial Design

Variables		More Favorable Attitude towards Teaching	Less Favorable Attitude towards Teaching
Good Organizational Climate	Number	11	3
	Mean	103.54	100.33
	SD	5.46	5.03
Poor Organizational Climate	Number	9	7
	Mean	99.55	84.85
	SD	13.02	10.43

Table -1 shows means of professional competence scores of secondary school teachers of more favorable attitude towards teaching and good organizational climate and is 103.54 with S.D. 5.46. The mean of professional competence scores of teachers of more favorable attitude towards teaching and poor organizational climate and is 99.55 with S.D. 13.02. Further the mean of professional competence scores of secondary school teachers with less favorable attitude towards teaching and good organizational climate is 100.33

with S.D. 5.03. The mean of professional competence scores of teachers with less favorable attitude towards teaching and poor organizational climate and is 84.85 with S.D. 10.43.

(ii) Main interactional effect of Attitude towards Teaching and Organizational Climate on Professional Competence of Secondary School Teachers

Table 2: Complete Summary of Analysis of Variance (Attitude towards Teaching and Organizational Climate on Professional Competence of Secondary School Teachers)

Source of Variation	SS	Df	MS	F
Attitude Towards Teaching	473	1	473	5.21*
Organizational Climate	558.7	1	558.7	6.15*
Attitude Towards Teaching* Organizational Climate	194	1	194.5	2.14
Error	2358.5	26	90.7	

* Significant at 0.05 level

From the table-2 it is found that the F value for the main effect of attitude towards teaching on professional competence is 5.21, which is significant at 0.05 level. It shows that the different dimensions of attitude towards teaching shows significant effect on professional competence of secondary school teachers. It may be observed from the table- 2 that the F value for the main effect of organizational climate on professional competence came out to be 6.15, which is significant at 0.05 level. It means that the secondary school teachers weather having good or poor organizational climate differ significantly on dimensions of professional competence. This indicates that organizational climate have significant effect on professional competence of secondary school teachers. Further it can be concluded from the table-2 that the F value for interaction effect of attitude towards teaching and organizational climate on professional competence is 2.14, which is not significant even at 0.05 level of significance. The non-significance interaction effects are indicative of the fact that significant main effects of attitude towards teaching and organizational climate of secondary school teachers on professional competence are independent of each other. So our hypothesis, *“There will be no significant interactional effect of attitude towards teaching and organizational climate of secondary school teachers on professional competence”* is accepted.

These findings are also supported by Mehrotra (1973) found that the attitude of teachers who completed the course was more favourable than that of those who did not complete the course. Garg (1983) found that the simulated teaching situations generated more effective performance. Organizational climate has significant positive effect

on professional competence. Veeraraghwan (1986) found that there is no significant variation between organizational climate and teacher effectiveness of high, average and low performing schools. Sidhu (1991) found that the intelligence, emotional maturity, self-esteem and environmental facilities contribute significantly towards professional competence. Srivastva (1991) found that there is an inverse relationship between occupational stress and job performance. Bhaker and Singh (1996) studied that the government school teachers are poor in attitude than the private school teachers. Uma and Venkataramaah (1996) found that the rural elementary school teachers are more efficient. Pandey and Maikhuri (1999) found that there is no significant difference between competent teachers having high or low experience of teaching. Lowerence (1999) found that the school type or organizational climate does not influences teacher effectiveness. Roul (2007) found that the teachers of autonomous colleges were more effective than the teachers of non-autonomous colleges. Riti (2010) found that there was no significant difference in the teacher effectiveness of male and female teachers. But the location of the school has significant impact on the teacher's effectiveness.

CONCLUSIONS

- The main effect of attitude towards teaching of secondary school teachers on professional competence contributes significantly. This shows that more or less favourable attitude towards teaching shows significant effect on professional competence scores of secondary school teachers.
- The main effect of organizational climate of secondary school teachers on professional competence contributes significantly. This

shows that the secondary school teachers weather having good or poor organizational climate differ significantly on dimensions of professional competence. This indicates that organizational climate have significant effect on professional competence of secondary school teachers.

- The interactional effect of more or less favourable attitude towards teaching and good or poor organizational climate of secondary school teachers do not contribute significantly. This shows that the significant effect of more and less favourable attitude towards teaching and good as well as poor organizational climate of secondary school teachers are independent of each other.

EDUCATIONAL IMPLICATIONS

The result of the present study shows that government secondary school teachers are more professionally competent than the private secondary school teachers. Private secondary school teachers should be given training for improving attitude towards teaching which includes management training, communication, conflict resolution and stress management training. Teachers can play a pivotal role in improving the understanding level of students by providing suitable climate in which they can master their understanding.

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