Research Paper

Standardization and calibration of Teacher's Work Culture Scale

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ABSTRACT

Teachers have always played the role of catalyst for social changes in our society. They are role model for students who provide inspiration, direction and meaning of life. Teaching has always held a place of pride in Indian. The work culture of teacher working in Government school, Private school (Government aided or unaided), Missionary school or working as Para teachers are different in different organisations. The working culture of teachers is also different in schools situated in urban areas or rural areas. There are several work done for stress, depression, quality of life, life satisfaction and Psychological well-being of teachers working in different categories of schools situated in urban or rural areas but the these psychological traits depend upon working culture of teachers. If working culture of teachers will be better then they will have low stress or depression with high quality of life, satisfied life and psychological well-being. This study was conducted on teachers of Ranchi district. 100 (50 male and 50 female) higher secondary school teachers were selected by random from government. and private schools of urban and rural areas. The scale consists 44 items Likert type having minimum score 44 and maximum 220. The statements of the scale are in English and Hindi both. This test has internal and external reliability and validity is found 0.87.

Keywords: *Work Culture, Reliability, Validity*

Teaching is one of the most significant and noblest of all the work in the world. All other work in the society has their bases in teaching. As a profession it is the basis of the development of any country. Teachers are essential for the effective functioning of the nation. Teachers play an important role in constructing the personality of their students.

Work is an integral part of everyday life. On an average, people spend around eight hours per day in the work place which forms one third of their entire life. Hence work should yield satisfaction, give peace of mind, spent time purposefully, constructively, and fruitfully. Since people at work commonly feel that work should be something that can be enjoyed. Every person at work attempts to make his work more enjoyable for himself and those around themselves. An organization has its boundaries, goals and objectives, technology, managerial practices, material and human resources as well as constraints. Its teachers have skills, knowledge, needs and expectations. These two sets of factors- organizational and organism- interact are labelled as work culture. The work culture of individual may be examined at four levels within an educational organization.

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The four levels are:
1. Educational organization goals and objectives and the way they are perceived and reacted to by the employees.
2. Educational technology of an institution, its structure, work forms, and financial position.
3. Social groups, norms, values, power structure, and role relations.
4. Work behaviours and other work related activities.

However, in the teaching profession, there has been a greater penetration of social habits and cultural values into the fabric of educational organizations. Work culture of a teacher is the common sense that a teacher brings to work. The work culture of a teacher consists of the attitude towards work, beliefs about work, common expectations of work, and the perception of the way things have always being done at work. Many elements of work culture are uncommon and assumed. The work culture affects the way teachers interact with their students, colleagues, higher authorities and the community members.

In the age of knowledge, the work culture of a teacher is driven by the need to access information in order to transmit knowledge. Work is focused on the transmission of knowledge. The work culture of a teacher is developed over a period of time in response to the needs of the work place and the inputs that are available to get the work done. Teacher's Work culture is made up of the beliefs and expectations of the teachers. Teacher's work culture is socially and culturally moulded. It is also observed that all individual teachers do not have similar work culture. Psychologically it is true that all teachers have individual differences. They differ due to their heterogeneous nature. Climatic conditions, orthodoxy and dogmatic beliefs, and caste hierarchy affect the work conditions and work culture. Every individual teacher possesses his / her own unique culture and co-exists with different characteristics in the team of teachers in an educational organization. The urge for work and the sincerity to work and interest the teacher takes at work differ from individual to individual and organization to organization and form their work culture.

Organizational aspects contributing to strong Work Culture of teachers
Work culture plays an important role in extracting the best out of employees and making them stick to the organization for a longer duration. The organization must offer a positive ambience to the employees for them to concentrate on their work rather than interfering in each other's work. The educational institution must possess a work culture in which every teacher should be provided a feel of being a part of the educational organization and therefore will be more involved, more excited and more loyal to the educational organization.

The following aspects of an educational organisation contribute to strong work culture of a teacher:

➢ **Diversity**: A diverse staff will help provide a strong work culture for their work. Hiring teachers of different ethnicities, ages, gender, abilities and personalities will ensure a vibrant and interesting workforce.
➢ **Safety**: A safe place to work is essential for workplace. Teachers should be provided with written safety guidelines, which must be followed to ensure the well being of all.
➢ **Creativity**: A healthy workplace is one in which creativity flows. Teachers should be encouraged to brainstorm, plan and present ideas that are new and focused on propelling their work upward; Explore different ways of doing things to avoid
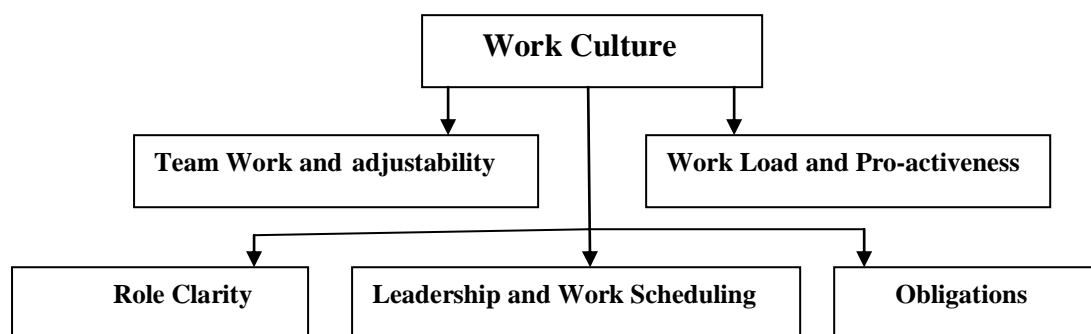
stagnancy and spark imaginations; Hold frequent meetings in which the floor for everyone to contribute thoughts is open.

➢ **Structured**: A workplace must be structured in order to be productive. A healthy structure provides a framework while not stifling the ideas and aspirations of the teaching staff. A structure that will allow teachers to lean upon it while they ascend to new heights in their work should be built.

➢ **Flexible**: Teachers are flexible in themselves and they will make the workplace a pleasant one to inhabit. Teachers should be allowed some flexibility in setting their work hours. Willingness to bend to the needs and desires of staff members will gain their trust and loyalty and create a healthy work culture.

➢ **Wellness Focus**: A healthy work culture has teachers who are given every opportunity to take care of their physical and mental health. Perhaps, the best way to do this is with quality health care benefits.

Components of Teacher's Work Culture
The work culture of an individual teacher is routine of his history, traditions, values and vision of work. An organization is formed to achieve certain goals and objectives by bringing individuals together on a common platform and motivating them to deliver their level best. It is essential for the employees to enjoy at the workplace for them to develop a sense of loyalty towards it. An organization is said to have a strong work culture when the employees follow the organization's rules and regulations and adhere to the existing guidelines.
The components of teachers work culture within the educational institution.

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                        ┌─────────────────┐
                        │  Work Culture   │
                        └─────────────────┘
            ┌──────────────────┐         ┌────────────────────────────┐
            │ Team Work and    │         │ Work Load and Pro-activeness│
            │ adjustability    │         │                            │
            └──────────────────┘         └────────────────────────────┘
   ┌──────────────┐   ┌──────────────────────────────┐   ┌──────────────┐
   │ Role Clarity │   │ Leadership and Work Scheduling│   │ Obligations  │
   └──────────────┘   └──────────────────────────────┘   └──────────────┘
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Team Work and Adjustability: Team work refers to the process of a teacher working collaboratively with a group of teachers in order to achieve a common goal, cooperate using their individual skills and providing constructive feedback to each other to achieve the goal of the team. Adjustability refers to the ability of a teacher to adjust to his world of work. It is indicated by the adjustment of the individual teacher to his colleagues, supervisor, higher authorities, students and also his/her adjustment to their interest and temperament.

Work Load and Pro-activeness: Work load of a teacher is the amount of work to be done by him/ her as assigned to or expected in a specified time period. Pro-activeness is the teacher's preparedness to intervene or control an expected situation related to their work. It refers to a teacher acting in advance to deal with an expected difficulty or problem that may occur at work and controlling rather than waiting to respond to it after it happens.

Role Clarity: It is the clarity of understanding of the teacher about the nature and responsibilities in the tasks of his/ her work. It refers to the certainty, definiteness and

distinctness with reference to the duties to be performed by the teacher. It is their awareness about the criteria by which their performance will be judged.

Leadership and Work Scheduling: Leadership refers to the ability of the teacher to influence their colleagues and students, having a vision and communicating it, building trust among higher authorities, colleagues and students and taking effective action to realize their organizational goals. Work Scheduling refers to assigning job task to oneself, planning for performing work to achieve their teaching objectives within the stipulated, planned time bearing in mind one's own abilities and job description.

Obligations: refer to the condition of a teacher being morally and socially bound to his/her duties towards their work. It is the commitment of the teacher towards their students, profession, higher authorities, colleagues, and the society.

Total Work Culture: is indicated by the sum total of the scores on all the components of Teacher's Work Culture. In the present study, the level of Work Culture of Teachers is represented by the total scores obtained by the teachers on Teacher's Work Culture Scale. Work Culture of teachers is categorized as strong, moderate and weak work culture.

Purpose for developing the tool:
Teachers have always played the role of catalyst for social changes in our society. Mankind has always regarded teachers as a boon to the society because teachers who are not only to polish the learner's intellect and aptitude but also take steps to shape a multi-faceted personality. They are role model for students who provide inspiration, direction and meaning of life. Teaching has always held a place of pride in Indian. The work culture of teacher working in Government school, Private school (Government aided or unaided), Missionary school or working as Para teachers are different in different organisations. The working culture of teachers is also different in schools situated in urban areas or rural areas. There are several work done for stress, depression, quality of life, life satisfaction and Psychological well-being of teachers working in different categories of schools situated in urban or rural areas but the these psychological traits depend upon working culture of teachers. If working culture of teachers will be better then they will have low stress or depression with high quality of life, satisfied life and psychological well-being. This situation inspired me to develop a scale to measure working culture of teachers in English and Hindi both.

Item construction
Development of 'Teacher Working Culture Scale' demands specific the working culture of teachers male and female working in different kind of schools, situated in rural and urban and their academic and administrative conditions. More over it was also taken into consideration that the organizational aspects contributing to strong work culture of teachers. The scale developer therefore, studied the situation of working culture of teachers and need of management. Each source of test item was stated in the form of test situation having the alternative option arranged in a hierarchical order: the first carrying the minimum work culture whereas the fifth option the maximum. Necessary modifications were incorporated in the teachers work culture items, so prepared, to ensure that the work culture is intelligible to the teachers. Employing this technique initially, 83 Teacher's work culture related items were constructed.

Pre-Try-Out
These 83 teacher's work culture related items so prepared were subjected to two experienced Professors Prof. (Dr.) Jigar Parikh, Head Dept. of Psychology in Sri PHG Municipal Arts and Science College, Gandhinagar and Prof. (Dr.) Pragna Parikh, Head Dept. of Psychology, Smt. Sadguna & BD Arts College for Girls, Ahmadabad. Those professors were specifically requested to evaluate these 83 test items on their strengths of relevance. Both the evaluators had undertaken evaluation and development of other psychological scale in the past. They have tested the scale and rejected 26 items of Teacher's work culture.

Final Try-out and standardization
The final Try-Out was conducted on rest 57 items for their further and final modification with discussion of different working teachers of social science. This pilot test was conducted on a sample of 100 teachers (50 Male and 50 Female) working in different schools situated in Ranchi district located in urban and rural areas. The Teacher's work culture was administered and responses so obtained were processed for Item Discrimination and Item Potentiality. After reviewing the 57 items it was observed that 13 items were similar to other items and hence those items were deleted. Hence finally 44 items in the test were acceptable.

Translation into Hindi
The absence of this self-administered instrument in Hindi, which is a major language in India, is an important limitation in using this scale. Hence the final Teacher's work culture scale containing 44 items were translated into Hindi and sent to Prof. (Dr.) Tanuja Kaushik, HoD School of Management, G D Goenka University, Gurgaon who had sufficient knowledge of both the languages (spoken and written) and had received formal education in both languages. The translator was knowledgeable about both the English-speaking and Hindi-speaking cultures and idioms. She had verified the translated scale and edited as and where required. The changes were agreed upon by the developer and incorporated and a draft of English / Hindi version was developed for further use. The quality of translation is acceptable for use in Hindi-speaking population.

The questionnaires are distributed as per above groups as under:

Table No.1, Distribution of items

Area (Group)	Items number	Total
Team Work and Adjustability	4,8,11,12,15,28,33,36,43,44	10
Work Load and Pro-activeness	19,20,24,25,37,42	6
Role Clarity	1,3,9,10,13,16,27,30,34,38	10
Leadership and Work Scheduling	2,5,6,14,18,22,26,39,41	9
Obligations	7,17,21,23,29,31,32,35,40,	9

The final form of Teacher's work culture scale was prepared comprising of 44 statements. The scale consists of 36 positive and 8 negative statements as under.

Responses	Item number	Total
Positive	1,2,3,4,5,6,7,8,9,10,11,12,13,14,16,17,18,19,20,21,22,23,24,26, 28, 33,34,35,36,37,38,39,40,41,43,44	36
Negative	15,25,27,29,30,31,32,42	8
	Total	44

The validity and reliability was established for the final tool consisting of 44 items.

RELIABILITY:
Reliability refers to the consistency of a measure. A test is considered reliable if we get the same result repeatedly. If a tool gives same result on different occasion it is said to be reliable. Reliability hence means consistency of the result. The scores should be stable and trust worthy for good reliability. There are two types of reliability-
➢ Internal reliability and
➢ External reliability

Internal reliability:
The split-half method assesses the internal consistency of a test. This is done by comparing the results of one half of a test with the results from the other half. A test can be split in two halves in several ways, e.g. first half and second half, or by odd and even numbers. If the two halves of the test provide similar results this would suggest that the test has internal reliability.

External reliability:
It measured the stability of a test over time. Same test was given to participants on two separate occasions in a gap of four weeks. The similar results were obtained which established external reliability. The test-retest method assesses the external consistency of a test.

Table No. 2, Reliability of Test Score

Method	Split-half	Test-retest
Team Work and Adjustability	0.78	0.89
Work Load and Pro-activeness	0.86	0.91
Role Clarity	0.79	0.92
Leadership and Work Scheduling	0.81	0.88
Obligations	0.83	0.89

In the present study, the test-retest reliability at the group level was good for all the groups. At the item level too, the test-retest reliability of each item was found to be very good. The items which had 't' values of 1.75 or more were selected for the final scale.

Table – 3, Sample for Test-Retest Reliability

School Name	Gender	Male				Female				Total
	Area	Urban		Rural		Urban		Rural		
	Category	G	P	G	P	G	P	G	P	
S S Doranda Girl's High School						7				7
Kanya Pathsala, Doranda						5				5
L E B B High School, Ranchi		8				2				10
Marwari School, Ranchi		4				3				7
Surendranath Centenary School Ranchi			4				3			7
Saraswati Vidya Mandir, Ranchi			5				4			9
Tender Heart Senior Secondary School, Ranchi			5				5			10
Govt. High School, Tatisilway				5				3		8
St Anna School, Mandar					4				3	7
St Joseph School, Kanke					5				5	10

School Name	Gender	Male				Female				Total
	Area	Urban		Rural		Urban		Rural		
	Category	G	P	G	P	G	P	G	P	
British public School, Chanho					2				2	4
S S +2 High School, Khuti				4				5		9
S S Plus 2 School, Ormanjhi				4				3		7
Total		12	14	13	11	17	12	11	10	100
Sub Total		50				50				100

Table No. 4, Split-half Reliability by Pearson correlation and Spearman-Brown

Method	Teacher's work culture (English) Score Mean (SD)	Teacher's work culture (Hindi) Score Mean (SD)	Paired t – test (p- values)	Intra-class correlation
Team Work and Adjustability	38.56(1.23)	38.42(1.21)	0.889	0.923**
Work Load and Pro-activeness	19.47(1.32)	19.31(1.25)	0.964	0.912**
Role Clarity	36.87(2.56)	36.65(2.52)	0.725	0.897**
Leadership and Work Scheduling	31.62(2.58)	31.43(2.36)	0.595	0.904**
Obligations	30.83(2.18)	30.64(2.03)	0.692	0.898**

The Intra-class correlation coefficient was significant ($P<0.001$) for each group and range The Pearson correlation of split forms estimates the half-test reliability. The Spearman-Brown Formula based on the half test correlation predicts full test reliability. This coefficient will be higher than the half-test reliability coefficient.

VALIDITY
The concept of validity was formulated by Kelly (1927, p. 14) who stated that a test is valid if it measures what it claims to measure. There are two main categories of validity used to assess the validity of test (i.e. questionnaire, interview, IQ test etc.): Content and construct.

1.   On the basis of expert Judgment:
First of all I have 83 statements related to Teacher's work culture and then I took experts opinions from Gandhinagar, Ahmadabad and experts of social science based at Ranchi. The statements having any objection were eliminated from the questionnaire and finally 44 questions were selected. Pilot study was done to measure Teacher's work culture on 50 male teachers and 50 female teachers from Ranchi.

On the basis of Statistical Analysis:
Construct validity uses statistical analyses, such as correlations, to verify the relevance of the questions. Validity of scale was established by the statistical method and validity was found 0.87.

SCORING
The scale consists 44 statements 36 positive and 8 negative. The sum of the score for the entire scale is obtained to measure work culture. The higher the score more is the work culture. The minimum and maximum possible score range is 44 to 220

Sr. No.	Type of items	Strongly disagree	Disagree	Undecided	Agree	Strongly Agree
1	Positive	1	2	3	4	5
2	Negative	5	4	3	2	1

NORMS

The norms given below should be considered as reference points for interpreting the test scores.

Scores	Interpretation
40 - 65	Very low work culture
66 - 99	Low work culture
100 - 190	Average work culture
191 - 210	High work culture
211 - 220	Very high work culture

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