

# **A STUDY OF PROFESSIONAL COMMITMENT OF THE PRIMARY SCHOOL TEACHERS IN RELATION TO THEIR ORGANIZATIONAL CLIMATE**

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**by**

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March, 2021**

## **CERTIFICATE OF THE SUPERVISOR**

This is to certify that the thesis entitled ‘**A study of Professional commitment of the primary school teachers in relation to their organizational climate**’ submitted by Ms. Pooja Gupta (Registration no. UNI/Ph.D./2014-15/02474 and Enrollment No. 14121210053) for the award of degree of Doctor of Philosophy by Babu Banarasi Das University, Lucknow is a record of authentic work carried out by her under my supervision. To the best of my knowledge, the matter embodied in this thesis is the original work of the candidate and has not been submitted elsewhere for the award of any other degree or diploma.

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## **DECLARATION BY THE CANDIDATE**

I, hereby, declare that the work presented in this thesis, entitled “**A study of professional commitment of the primary school teachers in relation to their organizational climate**” in fulfillment of the requirements for the award of Degree of Doctor of Philosophy in Babu Banarasi Das University, Lucknow is an authentic record of my own research work carried out under the supervision of **Prof. (Dr.) Ritu Sharma**.

I also declare that the work embodied in the present thesis is my original work and has not been submitted by me for any other Degree or Diploma of any university or institution.

**Date:**

**(POOJA GUPTA)**

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## PREFACE

Primary schools and their teachers have important roles in directing society to the future through specific goals. Therefore, it can be said that commitment of teachers to their organizations is important in order to realize these goals. If the organizational climate is not fully satisfied or dissatisfaction occurs, the teachers may lose interest in his/her professional commitment, responsibilities and his /her teaching gets adversely affected, and they will fail to accept many types of challenges related to teaching, excepted it many studies have been done conducted on organizational climate and professional commitment but the researcher could not trace any study focusing on the relationship between organizational climate and professional commitment at primary level. In this context, the researcher selected the present problem to study “*A study of Professional commitment of the primary school teachers in relation to their organizational climate*”. With this aim, the researcher has formulated hypothesis based on the objectives. This study is a descriptive type of study. In which the survey method was used.

Organizational climate scale (by Sanjyot Pethe, Sushma Chaudhry, Upender Dhar) and ‘Teacher’s Professional Commitment scale’ (by Dr. Amrita Maheswari), was administered to a selected simple random sample of 300 primary school teachers (150 female teachers and 150 male teachers) form selected simple random sample of 200 primary schools (100 government primary schools and 100 private primary schools) of Lucknow district. The data were analyzed with the help of the statistical techniques of Mean, S.D., t-test, and Correlation.

The findings revealed that there found a significant difference in the professional commitment among government and private primary school teachers. The result showed that the t value of all dimensions of professional commitment between male teachers and female teachers from government primary schools is not significant at 0.05 level. The result revealed that t value of all dimensions of professional commitment as a commitment to the learner, to the society, to the profession, to the

institution, to achieve excellence and to the human value between male teachers and female teachers from private primary schools are not significant at 0.05 level. The result presented that the t value of all dimensions of professional commitment between male teachers and female teachers from primary schools are not significant at 0.05 level. There found a significant difference in organizational climate and its dimension as a reward and interpersonal relationship, organizational processes, clarity of role & sharing of information, and altruistic behavior among government and private primary schools. The result shows a significant and a low correlation between the professional commitment of government primary school teachers and their organizational climate. The result shows a significant/ high correlation between the professional commitment of private primary school teachers and their organizational climate. The result found the substantial correlation between the professional commitment of primary school teachers and their organizational climate.

The present study revealed that professional commitment will help to motivate the teachers who will promote quality education. The present study also contributes to giving the knowledge of various aspects of the professional commitment and organizational climate. The present study found that primary school teachers from private primary schools have more commitment to the institution than government primary school teachers. It will be the guideline to Management, Administrators, and policymaker to involve the teachers in the system to a great extent.

Teachers should be committed to inculcate values, commitment to the values and participatory principles to promote their teamwork, and provide them widen the scope of the dialogue, debate, and exchange of information and ideas. Primary school's teachers and head should play an important role to increase awareness and to awaken to the local community for girls and scheduled caste and scheduled tribe children education and also enroll them in enlarging amount. Various in-service teacher training programs should be organized by the school management by which the teachers ought to be taught to develop professionalism, to inculcate values, to develop new and innovative teaching-learning strategies, to develop teaching skills, etc. which

will help them to be committed to their profession. The counseling sessions should be arranged to provide ample opportunities that help teachers to express themselves and become independent thinkers.

The work contained in this thesis has been published in the form of following papers:

1. A study of professional commitment among government and non-government primary school teachers, *International journal of social and scientific research, care and research foundation's Nasik (Maha.)*, Vol.-02, Issue-3, Oct.-Dec. 2016, ISSN NO: 2454-3187.
2. वर्तमान भारतीय समाज में मूल्य संकट के सन्दर्भ में मूल्य शिक्षा की भूमिका, *Bhartiya shiksha shodh patrika, peer-reviewed journal*, volume 36, no:1, January-June 2017, ISSN NO: 0970-7603.
3. A Study of Professional Commitment among Government and Non-Government Primary School Teachers in Relation to their Organizational Climate, *Review of research, International Online Multidisciplinary journal*, Vol.-7, Issue-3, December-2017, ISSN NO: 2249-894X (with Meena Yadav).
4. A Study of the Organizational Climate of Government and Private Primary Schools, *International researcher's journal peer-reviewed journal*, volume vii, Issue-4, May, 2020, ISSN NO: 2321-6301 (with Ritu Sharma).
5. मानवीय मूल्यों के संवर्धन में शिक्षकों की व्यवसायिक प्रतिबद्धता, *Journal of humanities & applied sciences, peer-reviewed*, volume-x, Issue-2, july 2020, ISSN NO: 2248-9673 (with Ritu Sharma).
6. A Study of the Professional Commitment of Female Teachers from Primary Schools, *Asian Resonance, A peer-reviewed/ refereed Multidisciplinary International research journal*, volume -9, Issue-4, October 2020, ISSN NO: 2349-9443 (with Ritu Sharma).
7. A Study of the Professional Commitment of Primary Schools' Teachers towards Society, *Indian journal of social studies and humanities, International peer-reviewed refereed*, volume - 1 (5) / Jan-Mar 2021, ISSN NO: 2277-7458 (with

Ritu Sharma).

8. Emerging issues and trends in education and teachers' commitment in 21<sup>st</sup> century, *International E-Conference on Teacher Education Generation Next: Perspectives, Opportunities, & Challenges* in collaboration Guru Angad Dev Teaching-Learning Center of ministry of Education, Gov. of India, SGTB Khalsa college, Delhi University, Delhi, India (Communicated).



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# CHAPTER-I

# **CHAPTER I**

## **INTRODUCTION**

Education is a great source in changing human behavior and making him a good civilian in society, and further inspiring him to bring about ideal modifications in the social structure. Hence, education apart from being a process of changing behavior and is also the base of social reforms in this way, education is an enduring process of growth and development [66]. Education is an eternal longing and aspiration. Education is useful and essential; it is the progress and growth of society and the country. Education awakens social consciousness; it protects social culture and social heritage, and also passes it on to the next generation and develops it [66]. Education brings out a man from his limited knowledge so as to enable him to accept a healthy attitude towards the society, nation, and also the world and so that an individual is capable to perform his duty.

Education provides form and shapes the quality of life. The country, and its goals are extremely sacred, and the influence is permanent. It is always proceeded by appropriate devotees like teachers. The future of any nation is being prepared by teachers through the educational process. A country can afford its own future, which is proceeded by competent and dedicated teachers and they make the formal education system effective and output high-quality products from the system. Quality education can be achieved with the sincere efforts of the teachers, who are committed and dedicated [66]. The teacher is wanted to be an idealistic man with high morals. Therefore, they must be desired to commit to their profession, to the learner, to society, and to high human values. So, there showed that committed teachers are more accountable for the existence of the Indian education system [62].



## **1.1 ROLE OF PRIMARY EDUCATION:**

Primary education is the largest sub-sector of any education system, and it provides a unique opportunity to contribute to social transformation through the education of the younger generation. Primary education is the foundation of countrywide education. In India, the concept of primary education was brought up primarily by Mahatma Gandhi to make school education self-dependent [111]. Primary education is the basic pillar of the education system, starting from pre-school education to secondary school. The period of elementary education is necessary for children's lives because children's personality has undergone some changes and development, such as social, moral, emotional, psychomotor, and emotional, etc. The basic need of primary education is to provide establishment, create opportunities, and provide opportunities for children of different ages to enter the education system. Through a balanced curriculum, they can develop their physical, mental self, and social feelings and gradually develop. Quality of primary education is to sharpen the general intelligence of the child, his attitude expands and to learning and get masterly in the main course subjects.

The Indian government brings attention to primary education, also include elementary education. According to the education act 2009, education has been made free and compulsory for the learners from class 1<sup>st</sup> to 8<sup>th</sup> and 6 to 14 years of age [108,109]. There have been many efforts to improve the quality made by the government. Various articles of the Indian Constitution such as 21A, 45 [128] are declared that free and compulsory education is provided as a fundamental right to children from class 1st to 8th [108]. The ratio of public schools to private schools in India is 7:5. India has improved in terms of raising the attendance rate of primary education in the 7 to 10 age group 2011, The Indian government has also banned child labor in order to ensure that the children do not enter unsafe working conditions (Blackwell, 2004) [25]. 80% of accredited primary schools are government-funded or operated, making it the largest education provider in the country (from the original school archive on December 31, 2008). The government has been many efforts to

develop the quality. The District Education Resurgence Program (DERP) was started in India in 1994 with the objective of making primary education important and improving the existing primary education system. 85% of DERP is funded by the central government, and 15% by the state government. DERP opened 84,000 alternative education schools offering alternative education to around 3.5 million children as well as 1.6 lakh new schools, supported by UNICEF and other international programs (India 2009: Reference Album) [177]. Therefore, primary education should be strong and it can be when teachers are committed, accountable and competent.

## **1.2 ROLE OF TEACHER:**

The main source of holistic and exact education is the teacher. The teachers fulfill their increasing responsibility only when, they process the following qualities; good physical and mental health, high social ability, high cultural viewpoint, positive life philosophy, morality, clear knowledge of their subjects and proficiency of skills, and power of organization. The teacher should be a friend, guide, and philosopher, apart from imparting education to children. According to Clark & Peterson [34], "Changing teacher commitments should prove important in efforts to spread newly developed images of good teaching".

According to Basi [15], teaching is:

- An entrepreneurial process in which aggregates of intellectual (scientific) capital and labor produce systematic transmission of knowledge from the teacher to the taught.
- A partnership process wherein the teacher learns in asymmetrical ways.
- An enabling process in which teaching is regarded as an activity consisting of helping others to learn.

- An ideological process where the practice of teaching and theories about teaching are either supportive or subversive of the dominant power.
- A missionary process envisaging teachers' evangelists of knowledge and proselytizers of rationality, conceiving teaching as a vocation.
- A mercenary process conceiving teaching as a mode of production of exchange values of knowledge addressed to the creation of income, sufficient to meet the hazards of ever-growing material needs.
- A professional process in which certain knowledge- jobs and cognitive tasks have to be routinely performed as in any other profession.

In today's age teachers are facing several problems. If the teachers acquire professional commitment and liability, if they are able to do their various tasks in the classroom, and also community, in a sincere professional manner, then the chain reaction can begin starting with a sound teacher performance and culminating into high-quality teaching among more and more students in cognitive, affective and psychomotor domains of human development [177].

According to the Secondary Education Commission [168] "We are convinced that vital factor in the contemplated educational reconstruction, is the teacher his personal qualities, his personal qualification, his personal training and the place that he occupies in the school as well in the community".

### **1.3 TEACHER EDUCATION:**

Every educational institution required good teachers means that it becomes essential that the most capable and appropriate people be required into the teaching profession. There are required in the education system that to prepare good teachers. In

this way, teacher education is an important stream in any education system and also teacher education may be assumed as one of the sharp indicators of the country's future. Teacher education is knowledge, skill, and ability which is related to the life of 'teacher as a teacher' and it reshapes the attitudes, remolds the habits, and reconstitutes the personality of a teacher. We are now transiting to an explosion of a knowledge society, where the quality of teacher education would be a great source of the education system. Who knows his students well, who has mastery over his subjects and who is committed to the profession. NCF-2005 [166], defined that the Teacher's education program needs to provide space for the engagement with issues and concerns of contemporary Indian society, its pluralistic nature, and issues of identity, gender, equity, livelihood, and poverty. This can help teach in contextualizing education and evolving a deeper sympathetic purpose of education, and its relationship with society.

Every learner is supposed to acquire mastery level learning in identifying competency areas. NCTE [117] has analyzed the existing curriculum of teacher education from the competency areas. It has developed that to improve the excellence of education and emphasis needs to competencies, commitment and willingness to perform, and also curriculum framework [38, 39] based upon competencies, commitments, and performance has been developed.

#### **1.4 PROFESSIONAL COMMITMENT:**

Professional commitment is created of two words, 'professional' and 'commitment'. 'Professional' means relating to a profession', 'Commitment' means 'the workers/professionals, too is very recent of a group they belong to'. Commitment is 'pledged', externally energized, extrinsic, and promise to someone. Teaching is a profession, and it assumes that every teacher must be committed to this profession. Commitment is the feeling of dedication between the person of the group or a Profession, they belong to.

Professional commitment is to complete dedication and devotion to work. It comes with its own set of ideologies and morals that protect the integrity and effectiveness of that particular kind of work. Professional commitment is to do with the best and function with integrity.

### **1.5 PROFESSIONAL COMMITMENT INCLUDES SOME OF THE FOLLOWING THINGS:**

There is a requirement that teachers' knowledge should be best and never be complacent about it and provide training to improve knowledge and skillset it is important to be able to admire the commitment at work.

- To do teamwork with others and go-getting to accomplish a common goal while playing to the strengths of everyone involved.
- To uphold the values and doctrines of teachers' work.
- To be reliable, dependable, and accountable and become responsible for the work teacher have undertaken.
- To treat the workplace with respect and behave accordingly, including being dressed in a professional way.
- To do the best work with honesty and transparency, and maintain the faith.
- As a professional it is important to take tasks pro-actively and deliver the best quality work that the teachers are capable of.

Now it is necessary to clarify the commitment first.

## **1.6 COMMITMENT:**

Commitment refers to responsibility and participation, or restriction of freedom of movement or activity [178]. Commitment comes when individual experiences responsibility for the outcomes of an individual's work. If what is done depends primarily on the head's orders, impersonal controls overwork, or the efforts of others, results are not attributed to one's efforts. In this situation, at least individual accountability rests with others.

O'Reilly and Chatman [120] proposed that "the term commitment is generally refers to consequences, antecedents, and the process of becoming committed or to the state of commitment or attachment itself."

Meyer and Allen [107] defined that "Commitment as a psychological attachment may take the following three forms: affective, normative and continuance type of commitment".

According to Kanter [85], "Commitment is the willingness of social actors to give their energy and loyalty to social systems, the attachment of personality systems to social relations who are as self-expressive".

Commitment indicates to person's direction towards the profession in respect of loyalty, identification, and attachment. Commitment is an act that is pushed physically, mentally, and emotionally. Commitment can be characterized especially in terms of commitment to an occupation, a particular job, a given profession, or to an organization.

### 1.6.1 STRATEGIES FOR GAINING COMMITMENT:

There are many activities that the organization can take to help make commitment happen. The management must share the following with staff (NCTE) [117]:

1. **Respect:** The organizational philosophy usually needs to be overvalued. Employees at all levels must perceive that management respects them, their ideas, and their dedication. An open, honest, participative culture is required to encourage employees to share ideas to which management will then give careful consideration.
2. **Responsibilities:** For employees to take a more active role in decision-making, institutions must share much more information than they have up to now. Before making meaningful suggestions, everyone must understand the actual goals of the organization.
3. **Information:** Teams should be formed is on corporate the various functional areas. As education and exposure increase, mutual respect and trust may arise.
4. **Reward:** To change behavior, the new behavior must be reinforced. The reward system should be adjusted to encourage involvement, loyalty, and especially commitment.
5. **Loyalty:** The organizations that reward effort get effort. Those organizations that exhibit loyalty inspire loyalty. Those organizations that take the time to articulate a clear, exciting vision of the future get people to commit their talents and energy to make it happen.

There are some other steps to establish commitment:

- Establish people-first values.
- Guarantee fair treatment. Establish a workable procedure that guarantees fair treatment to all employees.
- Boost upward and downward communication.
- Use value-based hiring.
- Provide employee security.
- Actualize employees: Every employee has the opportunity to use all his/her skills at work, enrich jobs, and provide challenges that empower them, institute comprehensive promotion from within career progression.

### 1.6.2 FORMS OF COMMITMENT:

Forms of commitment are as shown in Figure 1.1 (Meyer and Allen [107]):



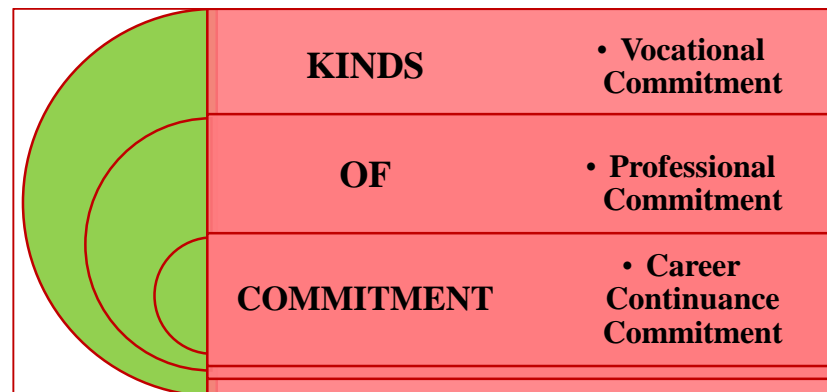
**Fig. 1.1:** Forms of commitment



- **Affective Commitment** indicates a psychological attachment and to the target of commitment a feeling of belonging.
- **Continuance Commitment** refers to the concern of related parties to leave or abandon their respective entities.
- **Normative Commitment** refers to the totality of internalized normative pressures to actions way that meets organizational goals and interest.

### 1.6.3 KINDS OF COMMITMENT:

Commitment is shown in Figure 1.2 below (Darin J. Tindowen [40]):



**Fig. 1.2:** Kinds of Commitment

- **Vocational Commitment** is referring to the missionary character of the teaching, which motivates many teachers in their work, especially in primary or elementary education.
- **Professional Commitment** is the commitment of the teachers towards their profession. It describes the teachers' commitment to knowledge, competency, etc.

- **Career Continuance Commitment** is an implied commitment to remain in teaching for the security and extrinsic rewards it brings.

Other observers have found out that people feel many commitments at work in their organization, and also workgroup or trade union, locale.

## **1.7 CONCEPT OF PROFESSION:**

Each profession establishes a stand of behavior to discriminate between those who belong to that profession and that others do not. However, all profession is not capable to maintain the similar profession of behavior (Horton) [64].

Tawney [163] defines a profession as "A trade, which is organized, incompletely no doubt, but genuinely, for the performance of education".

A profession has a need for specific skills, abilities, and qualifications for its performance. It has a duration-specific, sustained, systematic program of preparation for both its perspective and working personnel. It has an exclusive recognized role in society. It is founded on a distinct theory and philosophy. It has a distinct characteristics methodology in its practices.

A profession is directed by a principle consciously evolved by its practitioners themselves and generally accepted by them and others in society. It has an ever-growing body of knowledge, with an increasing number of specialization within it.

This age is the age of professionalism. Different occupations like law, medicines, etc. are considered as professions and the need for professionalism has become quite acute. Every occupation including teaching is a profession because it has to go in turn with modernization, which has entered every field of life. Moreover,

teaching is a social responsibility including the preparation of a responsible future citizen.

A professional, who is committed to calling who takes the time to obtain the training, education, and expertise required to work in an excellent mode, some of the characteristics of a committed professional are:

- Keeping the latest developments in their discipline.
- Contribute to discipline/academic field.
- Cooperate with faculty management agencies.
- Access faculty development programs and resources.
- Collaborate with colleagues in the department/discipline.
- Willing to be a risk-taker.
- Being able to inspire others.
- Being a committed lifelong learner.
- Being committed to 'quality' rather than 'quantity'.

### **1.8 TEACHERS' PROFESSIONAL COMMITMENT:**

Teacher commitment is a complete devotion and dedication to the teaching profession. Teaching being a profession, every teacher wants to be committed to their

profession. Committed teachers should be internally motivated. Teacher commitment may be directed towards many entities; such as, to the occupation of teaching, to student success, to specific programs, or to the school as an organization. NCTE [117] has identified teacher commitment areas, as shown in Figure1.3:



**Fig. 1.3:** Teachers' Professional Commitment

- 1. Commitment to the Students:** The students are the greatest responsibility of the teachers. Commitment also implies the teacher's patience towards their faults malice coupled therewith pedagogically correct explanations commitment to their progress. Teachers should make a sincere effort for the all development of the students. This commitment is also an important part of the teaching-learning process effective and as such it ought to be inculcated in them through the teacher education programs.
- 2. Commitment to the Society:** This area of commitment basically relates to create the filling of equity for children of illiterate parents, to advise the parents for development to the child. Other classes of society; adults, should be encouraged to participate in adult education. The teachers should participate in various activities for the progress of the community, and of the school and also

be able to internalize the value of their own day to day work in developing a rich human resource for the advancement of the individual family, learner, the large society and the large community. The teacher should understand and realize the invaluable significance of their work for national development.

- 3. Commitment to the Profession:** This area of commitment involves two important components namely a strong wish for professional development and self-importance in one's being in the teaching profession. A committed teacher's, mind always engaged with the development of students, their thought, collectively and individually, and enhancement of their performance. The committed teacher not only looks for the overall development of children set to their charge but also applies their self for their professional growth to contribute their best to the profession. Educating students is definitely empowering them. This is deserves to an integral part of teacher education, as without inculcating such commitment in the teachers, they may not be able to understand the dignity of the profession nor their factual role therein.
- 4. Commitment to achieving Excellence:** Professionally, committed teachers are devoted to their search for knowledge and excellence and also for their students. They always effort to get excellence in the whole teaching-learning process by their continual work for becoming better teachers. Naturally, teacher education tries to develop this first love among the teachers during their pre-service teacher preparation program and should try to keep it up in-service teacher education and strongly establish this commitment and professional values as teachers.
- 5. Commitment to Human Value:** The commitment to the values of teachers is also urgent and as well as essential, it is necessary for the crises of values in the present-day world. The value system always acts as a radar and shows to human beings to follow even though it differs not only the society but also from person to person. However, there are certain common values, other than those

enshrined in the constitution, which need that the teachers' willing doing and feeling as a manifestation of their behavior as teachers. These include honesty, truth, objectivity, love, cooperation, punctuality, regularity, etc. Observance of these values by the teacher can create a great impact on the mind of the learners who will unconsciously accept these values in their personality.

Hence, teachers are committed to a particular organization's goals, values, and philosophy. They are devoted to the norms and moral values of the profession and also support students in mentoring and coaching roles. They continue to extend their proficiency and ability. Campbell et al. [32], "The teachers are an active practitioner who continually evaluates the effects of their activities and choices to the learners, parents and the professionals, and who dynamically seeks out opportunities to develop professionally". To conclude, one can see that 'teaching' just as other 'professions' is growing by systematic methods and inquiry, which requires perpetual, research on the part of teachers. A Professional practitioner needs to undertake research work to continue his work (service/job) in a better and more organized way. Thus it is essential that teachers are constantly in touch with changes in their field of work, so that teaching retains the status of a 'profession'.

## **1.9 ORGANIZATIONAL CLIMATE:**

The Organizational climate presents the characteristics, surrounding a school. It presents all social, emotional, physical, and administrator factors and also reward and interpersonal relationship, organizational processes, clarity of role & sharing of information, and altruistic behavior in school, which contribute to the teaching-learning situation in the school [115].

1. **Reward and Interpersonal Relationship:** Through this, the organizational climate would be harmonious and healthy and due to better interpersonal relationships, teachers would be fully committed to their work.
2. **Organizational Processes:** It is important factor, if the organizational processes of the school would be systematic and planned, the school employees would feel better in the school and give a good performance.
3. **Clarity of Role & Sharing of Information:** In this factor, the principal plays an important role. Teachers and employees work with full dedication through fairness, honesty, and open dialogue with the principal.
4. **Altruistic Behavior:** This factor provide a healthy school climate, where school administrator/management and their employees have a harmonious relationship.

Teaching and learning situations in schools seem to be a function of the atmosphere of the school and the productivity of the teacher. In this school climate teachers has responsibilities, accountabilities, and also committed to their work. Every teacher wanted to be an ideal man with morals. Professionally, he is supposed to have a rapport with all persons concerned with his profession [74]. Committed school teachers can make an effective school. For this, creating a positive school climate (Peterson & Skiba, 2001) [124] which helps to build teachers' commitment.

Education is a process to make capable human beings who are provided for the growth of the community and raise the benefits of education in different scopes of life, be it political, social, economic, or technological. A school is not merely disseminating information and knowledge. Most bodies like government, institution sees education as an important investment, and therefore spend the tax payer's money each year for the providing of education at all stages. Therefore, there is a serious concern of the government to confirm that the money provided for education is wisely

spent. There are a number of resultant administrative, financial, and political problems that require attention. Educational reforms have generally neglected the psychological life of the school or organizational climate which is the key to the success of reforms. This climate, in fact, is to be used to ensure the success of the new programs. It is important to examine the concept of the organizational climate.

### **1.9.1 CONCEPT OF ORGANIZATION:**

Human being has always lived in organized groups, this group gave them a distinct identity and they were doing every task which was required for survival and progress. This sort of group activity requires co-operation without which members may work at cross- purposes and thus miss the benefits to the association. To achieve the co-operation thereby the desired goal, some system of a structural relationship had to be established. So this system of group relationship built on co-operation. An organization should be viewed as two or more people working co-operatively towards a common objective or a set of objectives. This system of co-operation is made of several components; the human elements, work elements, physical elements, and condition elements. These components set together collectively can be thought of as an organization.

The organization is a social system of co-operation that is designed to enhance individual effort at goal accomplishment. The British Philosopher Herbert Spencer based his principles of sociology (1876) on the postulate that “Society is an organism” [153], pointing out the many analogies between structures and functions while emphasizing the internal process of integration and differentiation (a division of labor).

### **1.9.2 CONCEPT OF CLIMATE:**

Organizations, the cultural structure of their population, etc., yet one can feel the exclusivity of an organization. From time to time this exclusivity is labeled as



the organization climate. Another similar commonly used term is the organization, environment, and personality of the organization. The term of climate is referred to the general feeling of the ones in a group and they showed in their behavior.

Gordon W. Allport (1937), “Personality is the dynamic organization within the individual of those psycho-physical systems that determine his unique adjustment to his environment” [5].

### **1.9.3 CONCEPT OF ORGANIZATIONAL CLIMATE:**

Cornell in 1955 was probably the first term of Organization climate (37). In this sense, the organization is a formal structure.

Argyris (1957) [09] defined “the term ‘personality’ for organizational climate and others described the term as a ‘general flows of behavior and feeling’ and felt to be the interaction between environmental and personal variables of members of a group or group which operate in an organization”.

Organizational climate is the collaboration, with each other, of the organizational components, namely structure system, the behavior of the participants, leadership, culture, and psychological desires. It may be defined as Organizational climate is the measurement of one’s relationship with superiors and other employees in the work environment and also it has the social usefulness of the school, the standard and ideals of the education, and its sub-system deal with their participant and environment.

### **1.9.4 COMPONENT OF ORGANIZATIONAL CLIMATE:**

The parameters that collectively represent the climate are as follow:

- **Members' Concern:** The orientation of an organization found dominant is the concern of the organization.
- **Interpersonal Relationship:** In an organization is a set of people, Interpersonal relationships depict the nature of the organization.
- **Degree of Control:** Flexibility in the organizational system is important. The system can be either flexible or controlled. The degree of control can be centralized or decentralized.
- **Individual Freedom:** Empowerment and autonomy are required to bring efficiency to work.
- **Type Structure:** The type of structure is linked to whom. The chain of command is important to increase productivity.
- **Reward System:** A carrot and stick approach is important for the organization. There will be an atmosphere of competition among employees themselves and earn high rewards such as increment and promotion when the rewards are based on merit and productivity.
- **Risk-Taking:** How members respond to risk. If individuals feel free to try out new ideas without any fear, they will not vacillate in taking risks. Advanced ideas will be encouraged.
- **Conflict Management:** Different among people and groups in the organization is not run common. When they are managed effectively then there will be an atmosphere of co-operation in the organization. When they are suppressed or not handled properly, their people will be unsatisfied.

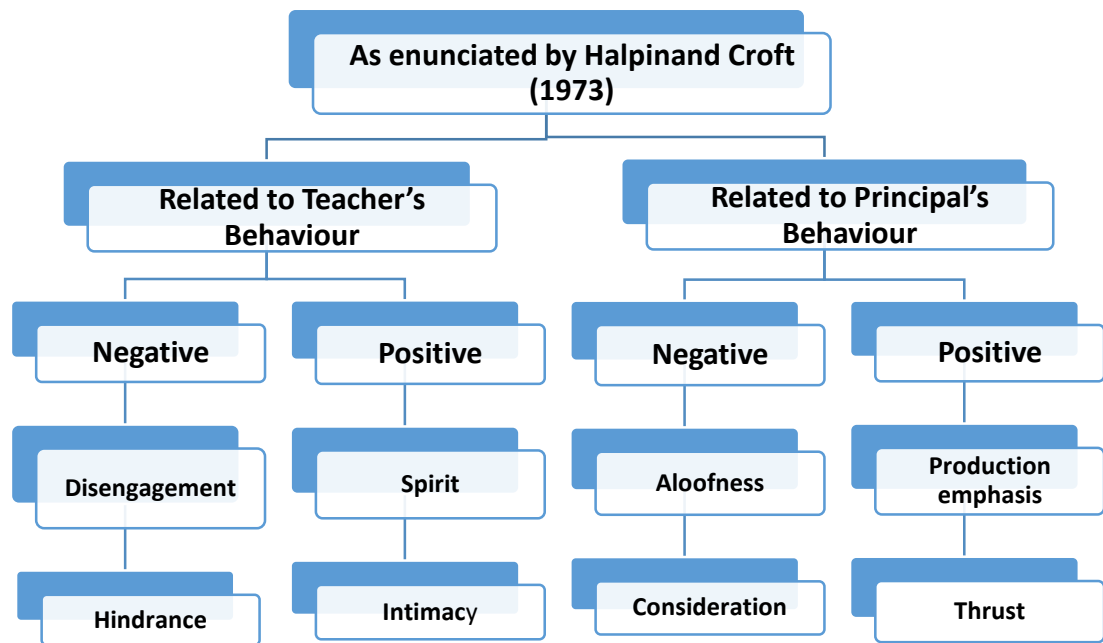
- **Degree of Trust:** The degree of the trust or lack of trust among people in the organization. If there is combined trust between different individuals, groups, and also between management and workers, there will be peace in the organization. The members will cooperate with each other for achieving individual as well as organizational goals.

### **1.9.5 ORGANIZATIONAL CLIMATE OF SCHOOL:**

The school climate is an absolute nature of the school that is proficient by its members, which affects their activities. According to Norton [119], “The determination of school climate is the forerunner of the purpose of the strategies for school improvement generally and improvement of conditions in the workplace specifically”. “Organizational climate is a fairly persistent quality of the organization’s environment which is faced by its members, has an influence on their behavior, and should be described the values of a precise set of attributes or characteristics in that particular organization” (Hoy et al.) [72]. School climate is a multi-dimensional concept.

### **1.9.6 DIMENSION OF SCHOOL CLIMATE:**

The dimension of School Climate is shown in Figure 1.4 [74]:



**Fig. 1.4:** Dimension of School Climate

#### **1.9.6.1 Teacher's behavior (Group behavior characteristics):**

In creating a positive organizational school climate, teachers' role is as important as their perception of the climate. Smylie [151] defined that "Teachers' willingness to participate in school decision making is influenced primarily by their relationships with their principals".

Teacher's behavior should be a task-oriented situation, enjoying a sense of accomplishment, have morality, and also maintain friendly social relations with each other.

#### **1.9.6.2 Principal's behavior (Leader behavior characteristics):**

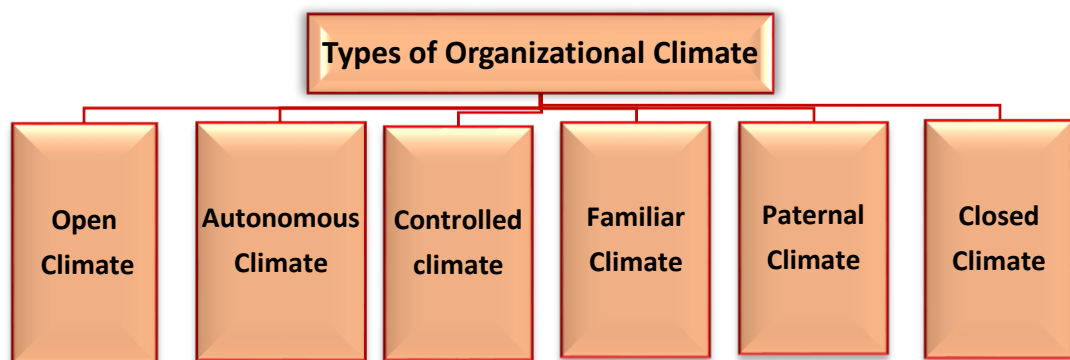
In an organization principal plays a role as the role of a model for the appearance, they wish to see in the staff members and the school. They always offer maintain to the members. The principal's behavior is formal and impersonal and also

he to try to do something extra for teachers in human terms. He is highly directive, motivational, and has to help nature for teachers.

The interaction among the teachers included staff and the principal obviously affects the atmosphere of the organization. “Without pressure, some teachers and the subordinate staff may fail to take seriously the duties given to them and consider their personal interests as more superior than their official duties” (Brown & Medway) [29].

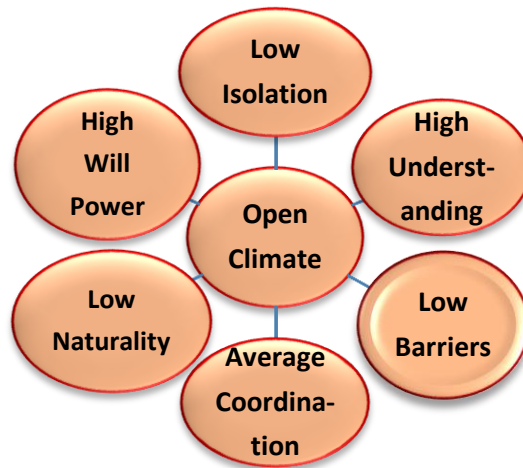
### 1.9.7 TYPES OF ORGANIZATIONAL CLIMATE:

There are identified six school climate profiles as shown in Figure 1.5 according to Motilal Sharma [141] and Halpin [67].



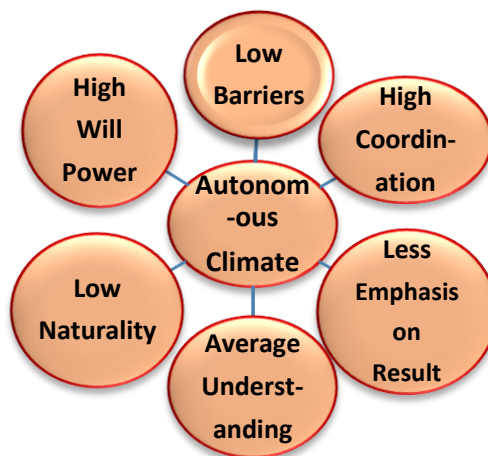
**Fig. 1.5:** Types of Organizational Climate

1. **Open Climate:** In the Figure 1.6, A climate in which high willpower, high understanding, and average coordination among teachers. Every teacher feels satisfied with work and nothing is hidden from teachers.



**Fig. 1.6:** Classification of Open Climate

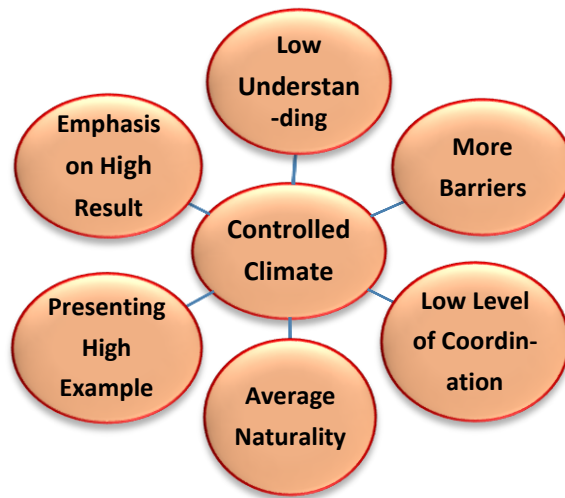
2. **Autonomous/Democratic Climate:** In the Figure 1.7, A climate in which high coordination, high willpower and average understanding in teachers, and their low barriers and less emphasis on the result. Here the head teacher is relatively aloof.



**Fig. 1.7:** Classification of Autonomous/Democratic Climate

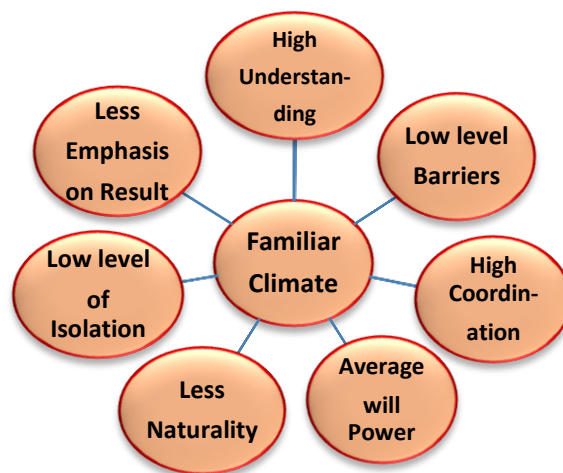
3. **Controlled Climate:** In the Figure 1.8, the third climate, low understandings and a low level of coordination in teachers. There is an emphasis on high results,

presenting high examples, and more barriers. The schools' heads are highly dominant.



**Fig. 1.8:** Classification of Controlled Climate

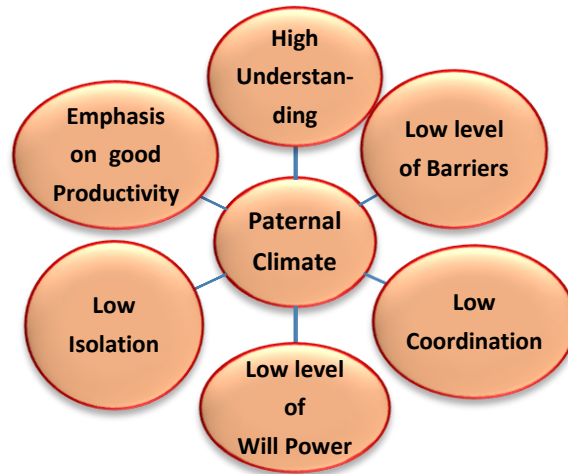
4. **Familiar Climate:** In the Figure 1.9, the fourth climate average will power, high coordination, low level of isolation, and high understanding among teachers.



**Fig. 1.9:** Classification of Familiar Climate

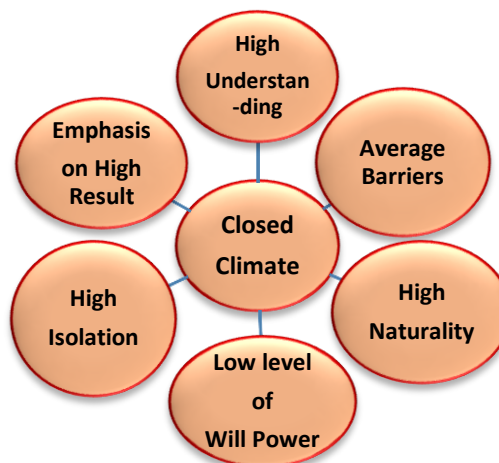
5. **Paternal Climate:** In the Figure 1.10, the fifth climate low level of willpower, low coordination, low level of isolation, and high understanding among

teachers. Here, the school heads are dictators. The school heads are to control teachers as well as to satisfy their social needs.



**Fig. 1.10:** Classification of Paternal Climate

6. **Closed Climate:** In the Figure 1.11, the sixth category climate; here the low level of will-power, high isolation, and high understanding among teachers. The principal's leadership is seen as controlling and high defectiveness as well as unsympathetic and unresponsive and teachers responding minimally and exhibiting little commitment to the tasks at hand.



**Fig. 1.11:** Classification of Closed Climate



Therefore, in the organizational climate, good interpersonal relationships, effective guidance and consultation, complete teaching and learning, effective leadership, and continuous supervision and evaluation.

“Organizational climate is a predictor of teacher commitment, and professional teacher behavior is the component which the greatest predictor” (Douglas) [46]. The organizational climate has an emotional impact on the teachers’ - commitment and behavior, and decisions and processes motivation, cooperation and teamwork, social relationships and rewards of good performances.

#### **1.10 THE RELATIONSHIP BETWEEN PROFESSIONAL COMMITMENT AND ORGANIZATIONAL CLIMATE:**

The stability and effectiveness of the organization (school) generally depend on their climate of the organization, and also the fulfillment of their teacher’s commitment. According to the NPE, “The school as an institution has certain objectives which it has to achieve” [115]. Organizational climate has a vital role in a school; it is a system that on purpose co-ordinates the actions between the persons and affects their behavior. A good school climate will cause the teachers to feel happy, confident, and safe and does not feel in danger to come and teach. According to Othman and Kasuma [121], “Headmaster feels confident, friendly, simple, easy to find and be open and able to provide leadership. Pupils also have friendships, feeling comfortable to learn, and attend school. The interaction between these features will define whether the climate is in respectable condition or otherwise”.

It is necessary to achieve the goals and aims, in school with their organizational climate. It is increased the good working condition among school teachers and heads in an effort to gain the goals of the school system. The American Institutes for Research [06] defines that “Positive school climate is correlated to the managed classrooms and common areas, high and clearly stated expectations concerning individual responsibility, feeling safe at school, and teachers and another

supporting staff that constantly acknowledge students and fairly address their behavior”.

Suliman & Iles [158] defines that "The organizational climate is reflected in the organization's objective to develop its staff or employees by providing them good working environments and conditions and also supporting them. So they can enhance commitment among the staff toward the organization”. Therefore, the school organization should be accountable for playing a vital role in generating a good working condition for the teachers. Thus, it would show the way to the improvement of academic achievement and behavior of students.

Teacher's professional commitment is the main factor in school progress. It is a primary variable, which creates the effectiveness of the human resources in any organization for evaluation. Those teachers, who are happy with their job, give their best in the upliftment of society whereas an unsatisfied teacher can become short-tempered and may create tensions consequently it can affect their educational growth and also the student's learning process. A stable committed, and satisfied teacher can contribute the well-being of his/ her pupils. Along with student's desires admiration, liberty, interplanetary, and flexibility, the teacher also wants the same. The school teachers and school heads must have a relationship based on common admiration and to create a constructive and good organizational climate. Organizational climate is the proper system of professional relationships that control, motivates their member, and manages so that they help to attain an organization's goals.

As for schools, the climate is a necessary connection between the organization and teacher commitment. It mentioned that the proper features of schools have an important effect in which teachers be acquainted with the climate. The climate shows a compound of the affect variables that interfere with the organizational climate and other features of teacher performance, commitment, and effectiveness. The implication of the climate of organization and commitment of their teachers is applicable since it is revealing of how well the teacher to understand their full potential.

High-performance organizations are inclined to make the best use of everyone's capabilities. Therefore, the organizational climate of the school totally affects the teacher's presentation in school. It will have an outcome on their commitment and devotion, motivation, and efficiency in their work. In an organization with a humanistic relationship, collegiality, a high teaching proficiency, and participation, triggering a higher success of education, too.

### **1.11 SIGNIFICANCE OF THE STUDY:**

The present study may throw light on the relationship among the professional commitment of the teachers from primary school and their organizational climate. According to Peterson & Skiba [124], "Schools can become effective when there are committed teachers. Thereby, making a progressive school climate for to build teachers committed".

Nowadays in our country high qualifications and adequate professional degrees getting people are becoming primary teachers due to attractive higher salary package and other personal causes, but due to higher expectation and internal dissatisfaction they are incapable to bring good education to students and incapable commit to their work. Organizational climate is also a big reason behind the degradation in the teachers' commitment towards their work. Due to the deficiency of healthy, altruistic behavior and cooperative schools' organizational climate, teachers are unable to full devotion even if they are ready to do so. Hence, there must be an interpersonal relationship between schools' organizational climate and teachers' commitment. Then only they will be capable to carry their responsibilities and duties with full devotion.

The teachers would be responsible, accountable, and committed to their job in a strong school climate. So there will be obviously created a harmonious interpersonal relationship among teachers and their heads. "A healthy school climate can be described as one with a strong academic emphasis. Therefore, this is inbuilt

teachers' confidence that they can reach students only by getting the support of the organization which will help to manage and teach students in a productive manner. Therefore, it is the learners, teachers, and school heads that must create a humane school culture from where one will have total hope and confidence (McGrath & Nobel; Bear, et al.) [106].

#### **1.12 NEED OF THE STUDY:**

Every human being is developed, their knowledge and skills are enhanced, their behavior is changed and they are made civilized and cultured citizens by education. In this way, schools and their members have a vital role because they arranged proper education in an organized manner in a good school climate. School climate is the process for the all-around development of the students. It is maintain a harmonious relationship among the administrator, principal, teachers, and other staff. Every school wants to set up to the expected standard but often they failed; the reasons may be the lack of teachers' accountability, interest and commitment to their profession. If the organizational climate is not fully satisfied or dissatisfaction occurs, the teachers may lose interest in his/her professional commitment, responsibilities and his/her teaching gets adversely affected, and they will fail to accept many types of challenges related to teaching, excepted many studies that are related to organizational climate and professional commitment such as by Maheshwari (2003) [102], Anitha, S. (2008) [08], Madhu Gupta and Priya Kulshreshta (2008) [61], Magdalena Stan Maria (2009) [99], etc. are accessible but the researcher could not be trace any study related the relationship among organizational climate and professional commitment at primary level. In this context, the researcher selected this research problem to study "A study of professional commitment of the primary school teachers in relation to their organizational climate" Hence, the objectives of this research are to find the relationship among teacher's commitment (the six dimensions), and the four factors of the schools' organizational climate.

### **1.13 STATEMENT OF THE PROBLEM:**

*“A study of Professional commitment of the primary school teachers in relation to their organizational climate”.*

### **1.14 DEFINITIONS OF THE KEY TERMS:**

- 1. Professional commitment:** Professional commitment is referred to as complete dedication and devotion to any profession. It is made up of two words, ‘professional’ and ‘commitment’. ‘Professional’ means relating to or ‘belonging to a profession’, ‘Commitment’ means ‘the workers/professionals, too is very recent of a group they belong to’.
- 2. Organizational climate:** The Organizational climate presents the characteristics, surrounding a school. It presents all social, emotional, physical, and administrator factors and also reward and interpersonal relationship, organizational processes, clarity of role & sharing of information, and altruistic behavior in school, which contribute to the teaching-learning situation in the school.
- 3. Primary level:** Class 1 to 5 is considered as the primary level of education for the research work.

### **1.15 OBJECTIVE:**

1. To study the professional commitment of government and private primary school teachers.
2. To find gender-wise difference in the professional commitment of primary school teachers (government and private).

3. To study the organizational climate of government and private primary school teachers.
4. To find the relationship between the professional commitment of government primary school teachers and their organizational climate.
5. To study the relationship between the professional commitment of private primary school teachers and their organizational climate.
6. To study the relationship between the professional commitment of primary school teachers and their organizational climate.

The null hypothesis has framed for this objective.

#### **1.16 HYPOTHESIS:**

**H<sub>01</sub>:** There is no significant difference between the professional commitment of the government and the private primary school teachers.

**H<sub>02</sub>:** There is no significant difference between the professional commitment of the male teachers and the female teachers from the government primary schools.

**H<sub>03</sub>:** There is no significant difference between the professional commitment of the male teachers and the female teachers from the private primary schools.

**H<sub>04</sub>:** There is no significant difference between the professional commitment of the male teachers and the female teachers from the primary schools.

**H<sub>05</sub>:** There is no significant difference between the organizational climate of the government and the private primary school teachers.

**H<sub>06</sub>:** There is no relationship between the professional commitment of the government primary school teachers and their organizational climate.

**H<sub>07</sub>:** There is no relationship between the professional commitment of the private primary school teachers and their organizational climate.

**H<sub>08</sub>:** There is no relationship between the professional commitment of the primary school teachers and their organizational climate.

### **1.17 DELIMITATION:**

1. The geographical area for this research work was the district of Lucknow.
2. The sample size of the present study is 300 primary school teachers (150 female teachers and 150 male teachers) and 200 primary schools (100 the government and 100 the private primary schools) from the Lucknow district.
3. In this study, the female and male teachers of the primary school of Lucknow district have been taken.

# **CHAPTER-II**



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

Review of related literature is an essential pre-required for planning and execution of any research work which means to locate, read and explore the past as well as current literature of research concerned with the plan investigation. In the present chapter, an effort has made to review literature a self-effacing survey of the work in the field so as to bring out the need for the survey. The review has been presented as under.

#### **2.1 STUDIES RELATED TO PROFESSIONAL COMMITMENT:**

- **Mathur, V.R. (1981)** [105], attempted to find out if there existed a correlation between mobility and professional commitment. The study also aimed at finding an optimum mobility quotient, which is conducive to professional commitment of women teachers. The result indicated that there was a relationship among mobility and professional commitment of. Normally, teachers did not like unnecessary transfer and change of school. The optimum mobility quotient was the one where unnecessary displacements and transfers were avoided, transfers were made with due consideration to teachers convenience, measures were taken to avoid lack of mobility and proper recognition and appreciation of work was given in the form of timely promotions, rewards and public recognition.
- **Sengupta (1990)** [138], sought to examine the professionalization of female and male teachers of Calcutta University. The objectives were, to study the professional commitment of female teachers, to compare the professional commitment of male and female teachers. Results presented that majority of women teachers were not very effective in their teaching. Most of the women teachers restricted their activities within their department and a large proportion

of male teachers had higher professional involvement in comparison to women teachers.

- **Bisaria (1991)** [24], studied the professional commitments and mobility patterns of higher secondary school teachers of Delhi. The findings suggested that the general scheme of transmissions after a sure length of stay at one school was not to commitment. In fact, frequent transfer majority of the mobility pattern were negatively correlated to professional commitment; therefore, it might be a good policy, if transfers were done only after an assessment of the performance of teachers. Under normal circumstances women teachers detested going to school between their home and the school was too large.
- **Allen, N. J., Smith and Meyer, J. P. (1993)** [107], studied that the three components of commitment are a psychological statements “that either characterizes the employee’s relationship with the organization or has the implications to affect whether the employee will continue with the organization”. Result presented that employee who have normative commitment will remain because they feel they have to, employee with a strong affective commitment will remain within a firm because they want to and employee with a strong continuance commitment will remain with an organization cause of they have to.
- **Punia, B. K. (2000)** [129], conducted a study to investigate commitment among university teachers on two dimensions, job commitment and organizational commitment. The result showed that university teachers were more committed towards their job as compared to their organization.
- **Bagraim, jeffrey j. (2003)** [13], studied The dimensionality of professional commitment. This studied examines the dimensionality of professional commitment among a sample of 240 South African actuaries. Data were obtained, via a mailed questionnaire, from members of the South African

Actuarial Society employed in the financial services industry. The analysis defined that South African actuaries are highly committed to their profession.

- **Bogler and Somech (2004)** [27], surveyed teachers in Israeli high schools to find impact of teacher empowerment on teacher's organizational commitment, professional commitment and organizational citizenship behavior. The study indicated that teacher's awareness of their empowerment were significantly related to their feelings of commitment to the organization and to the profession; professional growth, status and self-efficacy, teacher empowerment were significant predictors of professional commitment.
- **Maheshwari (2004)** [103], attempted to find, the secondary school teachers have presented a reasonable level of the professional commitment; the professional commitment is differently distributed among school teachers.
- **Park (2005)** [122], advanced two strong reasons why teacher have commitment. First, commitment was an internal force coming from within teachers themselves who had needs for greater responsibility, variety and challenge in their work. Second, there were external forces directing both reform and development in education and seeking higher standards and greater accountability that were dependent upon each teacher's combined efforts, as well as the sustained efforts of the teachers within each school or institutional group.
- **Anitha, S. (2008)** [08], found that age-wise, gender-wise and faculty-wise differences produce no difference in commitment among teachers. Teachers having doctoral degree are found to be more committed compared to teachers having post graduate degree and teachers teaching in degree colleges are found to be more committed compared to teachers teaching in inter college university.

- **Joolideh, Faranak and K. Yashodhara (2008)** [81], found in their study that the female teachers had better commitment to their work than male teachers.
- **Madhu Gupta and Priya Kulshreshta (2008)** [61], found that that there was a the male and the female teachers' have differences in reference to professional commitment and also government and public school teachers' professional commitment.
- **Magdalena, Stan Maria, (2009)** [99], done a comparative study about Professional Commitment in Teachers, professional commitment signifies an attitude reflecting the strength of the bound among employees and organizations. The result showed that the configuration of the professional commitment dynamics in the pre-primary and teaching staff, in the reference of the "age" variable and, subsequently, the "years of teaching experience" variable.
- **Shukla (2009)** [145], found, there was very low correlation among teaching competency and professional commitment. This indicates that professional commitment, and teaching competency are not relevant to each other which means teachers are committed need not be competent and vice versa.
- **Sharma, Sumeer (2010)** [142], found that a significant positive correlation was obtained between the variable of Job satisfaction and professional commitment of teacher educators.
- **Sylvester (2010)** [161], held that the factors like gender, location of institute, educational qualification and years of teaching experience of teacher educators have no impact on level of job satisfaction.

- **Khalili, Ashkan and Dr. Asmawi, Arnifa (2011)** [92], studied Appraising the Impact of Gender Differences on Organizational Commitment: Empirical Evidence from a Private SME in Iran. The present study indicates that women and men have the similar continuance commitment, affective commitment. The finding showed that women have a greater level of normative commitment than men within the SME.
- **Kumar, Ajay (2012)**, revealed that effective school education anticipates effective teacher education. In making teacher education truly effective and functional, the role of teacher educators is most crucial. It is universally recognized that the onus of the quality of education of teachers rests squarely on the teacher educators. This research study was planned the professional commitment in relation to thinking style and teachers effectiveness of teachers working in teachers training institutions of Haryana. For the purpose, a sample of 350 teachers, teaching in teacher s training institutions of four districts namely Panipat and Kurukshetra (Ambala Division), Rewari and Gurgaon (Gurgoan Division), Jind and Bhiwani (Hisar Division) and Rohtak and Jhajjar (Rohtak Division) of Haryana was randomly selected. Professional Commitment Scale (PCS) by Kanchan Kohli, Job Value Questionnaire (JVQ) by Seema Sanghi, Teachers Effectiveness Scale (TES) by Dr. Pramod Kumar and Dr. D.N. Mutha and Thinking Style Questionnaire (TSQ) made by Investigator collect the data. The findings were that out of 100, 33 percent teachers of teacher training institutions are highly committed to their profession while 38 percent has to be moderately committed and small number of them i.e. 29 percent are less committed, and also found that out of 100, 46 percent teachers of self-finance teacher training institutions are highly committed to their profession while 36 percent moderately committed and small number of them i.e. 18 percent are less committed. There found that out of 100, 16 percent teachers of Govt./ Govt. aided teacher training institution are highly committed to their profession while 43 percent moderately committed and 41 percent of them are less committed. There found a positive correlation.

- **According to Rathod (2013)** [131], found in their study that committed teachers have a difference in students' learning, and school success. Education as shown by the teachers highly committed and to contribute to the future of schools.
- **Dhamane, F. Vijay (2014)** [44], found in their study that the professional Commitment of teachers from aided, and unaided secondary school was found significantly different. This was due to the problems faced by the teachers of unaided schools. The Professional commitment of permanently appointed secondary teachers and temporarily appointed secondary teachers was also found significantly different. This study will contribute to compare the Professional Commitment of different types of teachers, and also the schools.
- **Dr. Sawhney N. (2015)** [50], studied that teachers occupy a place of pivotal importance in the education system and teachers have the arduous responsibility of preparing the youth to shoulder the responsibility of the nation. Even though results show no difference in professional commitment between rural and urban secondary schools teachers yet an analysis on percentile basis indicated that rural teachers display higher commitment than teachers of urban schools.
- **Moses, I. Admiraal W. F. and Berry A. K. (2016)** [114], this empirical study examined the relationship between student-teachers' gender, gender roles and commitment to teaching within the context of a large, university-based teacher education program in Tanzania. A self-report questionnaire was administered, comprising commitment to teaching items, gender as a demographic variable and items from Bem sex role inventory (BSRI). Cluster analysis on the masculine and feminine scale of the BSRI indicated three clusters: (1) highly androgynous students with high scores on both masculine and feminine scales, (2) medium androgynous students with relatively high scores on both masculine and feminine scales, on both masculine and feminine scales of the BSRI. More female than male student-teachers reported to be highly androgynous.

Covariance analysis showed that gender roles were significantly related to commitment to teaching and to intention to enter the teaching profession. Highly androgynous student–teachers reported significantly more commitment to teaching and higher intentions to enter the teaching profession compared to medium and low androgynous student– teachers.

- **Shukla, Ambrish K. and Dr. Waris, A. (2016)** [144], found in their study that secondary school teachers (man and woman) have differ significantly in respect to professional commitment and teachers have not any differences in professional commitment in relation to area.
- **Bibiso, A. Olango M. and Bibiso, M. (2017)** [21, 65]. Found in their study that there was an assenting relationship between female students' academic achievement and the teacher’s commitment. But, the teacher's commitment was not satisfactory to the educational goals of female students.
- **Liyaqat, Bashir (2019)** [94, 65], studied, aimed to find the influence of professional commitment on teaching effectiveness among the teachers from secondary school. The result indicates that professional commitment is significant predictor of teaching effectiveness of the teachers from secondary school. This shows that professional commitment, and teaching effectiveness are significantly related to each other. Thus, there was professional commitment have an important role in teaching effectiveness. If professional commitment will be high then teaching will effective.
- **Fayaz, Ahmad Kumar (2019)** [119, 65], was found in their study that the direct recruited teachers have better professional commitment than to promoted senior secondary school teachers.
- **Park, Joo-Ho and et al. (2020)** [123], Research showed that teacher influence in the instruction domain has a statistically stronger relationship with teacher

professional commitment than job satisfaction. In contrast, teacher influence in the managerial domain of school decision-making has a statistically stronger relationship with teacher job satisfaction than professional commitment. The results have policy implications for involving teachers in school decision-making and improving their overall job satisfaction.

## **2.2 STUDIES RELATED TO ORGANIZATIONAL CLIMATE:**

- **Shilat (1978)** [143], made an attempt to measure and identify organizational climate, teacher morale and academic motivation of pupils. He found a relationship between organizational climate and pupil motivation, organizational climate and teacher morale, and pupil achievement, in the S.S.C. Examination. He concluded rural schools organizational climate in was autonomous and paternal, whereas in urban schools closed and open types were found to be predominant.
- **Tripathi (1980)** [170], found a relationship among Teacher Attitudes and organizational climate. He concluded that on professional attitudes, the mean differences between teachers of urban and rural colleges, government and private colleges and girls and boys colleges were not significant.
- **Chopra (1983)** [33], investigated overall job satisfaction of school teachers with different climate condition. Organizational climate description questionnaire by M.L. Sharma (1978) and teachers Job satisfaction Inventory by Wall were used. The investigator founded that teachers working in school with open climate were found to be more likely to show higher overall job satisfaction than their counterpart.
- **Hoy, et al. (1991)** [72], found discrepancies in their study, this finding is also whether the climate is open [Democratic in nature] or close [Autocratic in



nature], healthy or unhealthy [to both teachers and students], but also too founded that the root cause for the discrepancies in perceptions.

- **Abu, Saad & Vernon, L. H. (1995)** [01], conducted a study exploring aspects of the Organizational Climate of all the Bedouin Arab schools in Israel, using a sample of 373 teachers drawn from them. The results revealed that at the same time as the principal's management was the dominant factor, which determining the organizational climate within these schools, other factors included considerations of teaching load, the nature of relationships among teachers, levels of autonomy and qualities of school resources.
- **Maheshwari (2003)** [103], explored the ways and means of enhancing commitment. Study was conducted on 400 secondary school teachers. Study founded that healthy school environment enhances commitment among teachers.
- **Smart, Roma (2004)** [150], found positive relationship between professional commitment and working condition, revealing good working condition of the schools will facilitate to professional commitment of teachers from the primary school, and also significant relationship is found between professional commitment and qualification, showing that teachers of lower qualification more committed than the highly qualified ones.
- **Bandhu, Tarlok and Arora, Babita (2006)** [14], studied School organizational climate at secondary stage: A psychometric study. There were objective at looking into the prevailing school climate at the secondary stage and difference in teachers' perception on factors of school organizational climate through location and in the reference gender, There was 25 secondary schools (15 rural and 10 urban) and 200 teachers working in these school as a form of data, it was found that paternal type of climate is more prevalent in secondary school, followed by familiar type of climate. There is no significant

rural-urban and gender difference in determining school organizational climate. This is indicative of the fact that the teacher' perceptions are by and large similar and across gender and location to determine type of school organizational climate implication have been laid down to improve the prevailing trend of paternalistic behavior of principals to make secondary school more open and autonomous.

- **Thapa, Amrit and Cohen, Jonathan (2013)** [165], for more than a century, there has been a growing interest in school climate. Recently, the U.S. Department of Education, Center for Disease Control and Prevention, Institute for Educational Sciences, a growing number of State Departments of Education, foreign educational ministries, and UNICEF have focused on school climate reform as an evidence-based school improvement strategy that supports students, parents/guardians, and school personnel learning and working together to create ever safer, more supportive and engaging K–12 schools. This work presents an integrative review on school climate research. The 206 citations used in this review include experimental studies, correlational studies, literature reviews, and other descriptive studies. The review focuses on five essential dimensions of school climate: Safety, Relationships, Teaching and Learning, Institutional Environment, and the School Improvement Process. We conclude with a critique of the field and a series of recommendations for school climate researchers and policymakers.
- **Isci, Sabiha and et al. (2015)** [76], the analysis results showed that leadership has a large positive effect on organizational climate. Of the moderators identified, such as leadership style/approach, climate type, publication type, year of publication and sample group/sector, it was found that only leadership style/approach was a moderator variable.

- **Berberoglu, Aysen (2018)** [16], found in their study that organizational climate is correlated with the organizational commitment and observed organizational performance.
- **Gemnafle, Mathias and et al. (2018)** [56], this paper presents the quality of teachers' work which is absolutely correlated to the quality of graduates from different levels and types of education. A teacher who has a positive performance which revealed the self and learning achievement of the learners is certainly sustained by various factors. One factor that contributes significantly to teacher performance is the school's climate. A teacher as a member of a school organization always perceives and responds to every circumstance, speech, attitude and or behavior that occurs around it. Therefore, in creating a positive school organization climate should be the primacy of the work of every educational leader called the principal. The implication is to provide effective and efficient information in the organizational climate and improve teacher performance in improving student learning outcomes in schools.

### **2.3 STUDIES RELATED TO RELATIONSHIP BETWEEN ORGANIZATIONAL CLIMATE AND PROFESSIONAL COMMITMENT:**

- **Kareger (1994)** [93], found that professional commitment consisted of two constructs- commitment to professional role and professional activities. The independent variable was the perception of eight-climate dimensions – faculty involvement in the faculty development, academic policy, in students' academic policy, resource allocation, decision making process, professionalism, faculty academic growth and administrative climate. Result showed that all eight climate variable were significantly related to commitment to professional activities. When commitment variables and climate variables were compared across to universities it was found that when resource allocation

and professionalism decreased, and the environment was autocratic, occupational commitment decreased.

- **Gamoran, O. (2003)** [55], found that professional development opportunities are to raise teachers' sense of professional commitment if they are school-wide, while programs in which individuals teachers participate without other teachers from their school are unlikely to do so.
- **Douglas (2010)** [46], selected sample as 1,353 teachers from 67 elementary schools in the research and used standardized tools Organizational Commitment Questionnaire and Organizational Climate Index (OCI). The result found that collegial leadership is a good predictor of teacher commitment, while professional teacher behavior is the best predictor of teacher commitment in the last conclusion that organizational school climate, collegial teacher behavior, and teacher commitment have a relationship with each other.
- **Talwar and Kumar, Pradeep (2010)** [162], found that there is high correlation between teaching commitment and educational aspiration of primary students, there found a significant differences among the teaching commitment gender-wise in the primary school teachers and there is insignificant differences in the educational aspiration of boys and girls belonging from the government primary schools. The finding indicated, a correlation among teaching commitment and educational aspiration of primary students, and finding presented whether there is a significant difference in the educational aspirations of boys and girls belonging to primary schools. The investigator has used the random sampling techniques. The sample was 130 teachers and 150 students from government primary schools of Bangalore district, Karnataka.
- **Adeogun and Olisaemeka (2011)** [02], conducted study on secondary schools in Lagos, State of Nigeria to define the correlation among school climate and learners achievement, as well as teacher productivity for sustainable

development. There used simple random sampling for selected one principal, seven teachers, and seven students. The researcher concluded that school climate can directly influence academic performance and teacher productivity.

- **Dorathi (2011)** [45], found a statistically significant, positive correlation between organizational climate and service orientation was found. With no a climate that creates a well-functioning and harmonious school, it becomes difficult to strike a high academic achievement level.
- **Kaur (2011)** [88], found that a significant relationship existed between life satisfaction and school teachers' (public and government) organizational climate. There existed no significant relationship gender-wise in teachers.
- **Zahoor (2012)** [175], studied and found in their study that the private schools have higher mean value than government school and found that the teachers of private schools are comparatively better adjusted than their counterpart.
- **Babu, Ajay and Kumari, Mandakini (2013)** [11], studied the impact of the organizational climate on teacher effectiveness. In this study sample were 100 elementary school teachers (50 from Government Schools and 50 from Private Schools) from Koderma District of Jharkhand. School Organizational Climate Descriptive Questionnaire (SOCDQ) developed for this study and standardized tool by Motilal Sharma was used for this study. The result presented that a significant difference among the Teacher Effectiveness of Elementary School in regarding to their Organizational Climate.
- **Duff, B. Kinlaw (2013)** [51], investigates the Differences in assessments of organizational school climate between teachers and administrators. The aim of this study was to examine the organizational climate perceptions of teachers and principals and to establish the extent to which their perceptions differed. The standardized tool OCDQ-RE was used for this study. In this study the

researcher has selected a sample of 244 teachers and 11 administrators in four north Georgia elementary schools. The results revealed that relationship the organizational school climate perceptions of teachers and administrators in only one of the four schools were alike. All administrators of the four schools had a more positive perception about their school's organizational school climate than did the teachers. These findings have implications for the administrators and the schools, as well as superintendents. To increase an accurate depiction of a school's organizational climate, it is not enough to elicit of just the administrators; the teachers must also be questioned for their perceptions of the climate.

- **Dr. Rani, Reena and Ms. Rani, Poonam (2014)** [49], investigates and found in their research climate of the organization in that elementary school have no correlation with job satisfaction and indicates that the elementary schools' organizational climate and female teacher's job satisfaction were no correlated with each other.
- **Raman, Arumugam, Ling, C. Chi and Khalid, Rozalina (2015)** [130], in this study the researcher has established that teachers' commitment and climate of school both has relationship. Dimensions of organizational climate index such as working pressure, collaborative leadership; and teachers' professional behavior have affirmative relationship with commitment of teachers while dimension of the institutional transparency has no relationship with the commitment of teachers. The findings of the study can give to the schools, and school administrators. This is for the reason that by understanding school administrators, school climate influence and also the teachers will be capable to work towards materializing education excellence at present and for the future.
- **Bahrami, Mohd. A. and et al, (2016)** [12], found a correlation between organizational commitment and organizational climate. There is a correlation

between focus on production and normative and continuance commitment among the affective commitment and avoidance of organizational climate.

- **Othman, C. and Kasuma, J. (2016)** [121], conducted study on teachers from 5 primary schools in Sri Aman district with 131 respondents has been selected as a sample. This study purpose to examine the relationships, between the climate of school and the commitment of teachers with the assumption and predictability of key dimensions of the climate of school in relation to academic press, institutional vulnerability, collegial leadership and teacher professionalism towards teacher commitment. Result indicated that the commitment of teachers from the primary schools and school climate is in moderate level. The dimensions school climate were definitely correlated the commitment of teachers.
- **Yazdi, V. Saeed and Mohammad, Y. F. Hosein (2017)** [172], studied a relationship in school climate and the commitment of the job with regard to the role of job consciousness in the employees of Islamic Azad University of Yazd. The results of the research hypothesis, achieved through stepwise regression and path analysis showed that a relationship among the climate of the school and the job commitment, job consciousness has a mediating role. Furthermore, there was a significant relationship among the variables of organizational climate and job consciousness and job commitment ( $P < 0/01$ ). The climate of the population for this study had more predictive power than the job consciousness of its employees in connection with employee engagement. The relationship among school climate and the commitment of the job in people who have a higher job consciousness is stronger.

The above review clearly indicates that so many researches are conducted in the field of teachers' professional commitment and the organizational climate of primary school but there is a very low amount of review related to the primary schools in India. These schools have a main role in free and compulsory elementary education. This research work is an effort to fulfill this lacking.

# CHAPTER-III



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter describes the selection of subjects, criterion measure, reliability of data, administration of Teacher's Professional Commitment Scale and Organizational Climate Scale, data collection and techniques of statistics was used. The study is literally everywhere, and knowing to the research method will help us to understand how we came to know what we accept as a fact. Research methods are a variety of techniques that people use while studying a given phenomenon. They are planned, scientific and value-natural. The selection of a method, and the specific design within that method appropriate in investigating a research problem in agreement with systematic ideologies and satisfactory sufficient to lead to dependent generalization. A pre-plane and well-defined method provide the research with a scientific and feasible plan for attacking and solving the problem under investigation.

#### **3.1 EDUCATIONAL RESEARCH:**

Dr. K.P. Pandey [84], has defined educational research as “An application of the systematic method which study of educational problems or educational thought. It represents an activity towards the progress of an organized body or corpus of scientific knowledge about the events with which educators are concerned.”

The main objective of educational research is to understand, explain, and to some extent predict and control human behavior in an educational settings. It attempts to achieve knowledge about the nature of children, how they learn and how they grow. Therefore educational research is an objective, deliberated, and systematic attempt to answer meaningful educational questions pertaining to educational phenomena or thought. That questions may arise from various fields such as teaching, learning, educational resources, information and communication technology,

computer-aided teaching-learning, educational evaluation, educational administration, and management, organization, supervision, and planning at the primary, secondary and tertiary levels of education.

### **3.2 RESEARCH METHODOLOGY:**

This study is a descriptive type of study. In which the survey method was used. A descriptive type survey method was conducted to collect data, and there was described and analyzed the data in the light of formulated objectives and hypotheses.

The survey method involves rapid appraisal of facts or depiction of the real situation. It obtains data from at a particular time. The focus of a survey is not to focus on individuals as individuals; it rather aims at procuring generalized observations or statistics. The present study is also a correlation and prediction study. Correlation studies areas frequently used type of descriptive research concerned with determining the relationship existing between variables. These are used a description of the existing phenomena and enable a researcher to ascertain the extent to which variations in one variable are associated with variations in another.

### **3.3 SELECTION OF VARIABLES:**

The Researcher reviewed the available literature pertaining to the Professional Commitment and Organizational Climate from books, magazines, journals, periodicals and research papers. After having gone through the literature, the researcher had detailed discussions with the supervisor. After a thorough discussion, the following variables were selected. Variables can mainly be divided into two categories:-

#### **1. Independent variable:**

- i. Organizational climate

- ii. Gender
- iii. Government primary school
- iv. Private primary school

## **2. Dependent variable**

- i. Professional commitment of primary school teachers

## **3.4 METHODOLOGY:**

The methodology of this research study is generally divided into the following five major steps:-

- 1. Population
- 2. Selection of sample
- 3. Sampling procedure
- 4. Tools
- 5. Procedure –
  - i. Data collection,
  - ii. Analysis of data,
  - iii. Statistical treatment.

### 3.4.1 Population:

Before deciding the sampling procedure it will be worthwhile to clarify the concept of population. The well identifiable and specified group is known as the population or universe such as all primary school teachers, all housewives, etc.

In this study, the population covers all the female and male teachers from government and private government primary schools in Lucknow district.

### 3.4.2 Sample:

The selected number of persons or objects from the population is a sample. A sample is a proportion of the population selected for observation and analysis. There were selected sample consisted of 300 teachers from 200 selected primary schools of Lucknow district. Selected sample are as shown in Table 3.1:

**Table 3.1:** Details of the sample

PROFESSIONAL COMMITMENT AND ORGANIZATIONAL CLIMATE			
GOVERNMENT PRIMARY SCHOOL (100 SCHOOLS)		PRIVATE PRIMARY SCHOOL (100 SCHOOLS)	
MALE TEACHERS	FEMALE TEACHERS	MALE TEACHERS	FEMALE TEACHERS
75	75	75	75
150		150	

### 3.4.3 Sampling:

In sampling, a small the proportion of the population is taken out and studied. Valid inference can be drawn from the careful observation of variables within a relatively small proportion of the population. Sampling helps a researcher in selective representative units from which data can be gathered that permits to draw inference about the nature of the entire population.

This study has been used a simple random sampling method. Simple random sampling is the main type of probability sampling and it is an unbiased technique. It is a proportion of a population chosen from a large set. In which each proportion of the population has the same probability of being chosen at any stage during the sampling process. Each section is chosen randomly and completely by chance and each subset of the section has the same probability of being chosen for the sample as any other subset of section. This process is known as simple random sampling.

The researcher has used simple random sampling to select the sample in the present study. The reason behind it (Simple random sampling technique) is free from bias as individuals who make up the subset of the larger group are chosen at random, each individual in the large population has the same probability of being selected. The sample selected through this method carries the greatest potential for representing the whole like a larger group. Another important reason for using its simplicity. The sampling has been done in two stages:

**Stage-1:**

- **Selection of primary schools** - A list of all government and private primary schools from Lucknow district were obtained to the Shiksha Bhawan / DIET. 200 schools (100 private and 100 government primary schools) were selected from list randomly using a lottery method.

**Stage-2:**

- **Selection of teachers** – Second stage is the selection of the teachers. It was also done on two stages:
  1. There was used simple random sampling to obtain 150 male teachers (75 government primary school's male teachers and 75 private primary

school's male teachers) from the selected primary school of Lucknow district.

2. There was used simple random sampling to obtain 150 female teachers (75 from government primary school and 75 from private primary school) from the selected primary school of Lucknow district.

The selected sample (teachers and primary schools) was drawn from various institutions [Annexure 3 and 4] are shown in Table 3.2:

**Table 3.2:** Selected primary schools (Government and Private) and Teachers

S.N.	PRIMARY SCHOOLS	NO. OF PRIMARY SCHOOLS	MALE TEACHERS	FEMALE TEACHERS
1.	GOVERNMENT PRIMARY SCHOOLS	100	75	75
2.	PRIVATE PRIMARY SCHOOLS	100	75	75
3.	TOTAL	200	150	150

#### **3.4.4 Tools used for data collection:**

In the present research to assess professional commitment, a “Teacher’s Professional Commitment Scale” developed by Dr. Amrita Maheshwari [100] for professional commitment and “Organizational climate scale” prepared by Sanjyot Pethe, Sushma Chaudhry, Upender Dhar was used to identify school climate [125].

##### **3.4.4.1 Description of Teacher’s Professional Commitment Scale (TPCS):**

“Teacher’s Professional Commitment Scale” [Annexure 1] developed by Dr Amrita Maheshwari [100]. The construction of Teacher’s professional commitment scale was planned with the purpose of measuring the professional commitment of

teachers. The present self-rating scale was designed for operational measurement of the professional commitment of teachers.

- **Construction of Items:** The source for selection of items was the information and view obtains from the teachers, principals, school administrator, and teacher educators. They were approached for identifying the most committed teachers, and what they meant by Professional Commitment six main dimensions:

- 1) **Commitment to the learner:** Including readiness to help learners, love for the learner, concern for their all-round development etc.
- 2) **Commitment to the Institution:** Institutional commitment of a teacher will be reflected in relation to his/her identification with and involvement in the organizational activities of his/her institution.
- 3) **Commitment to the profession:** Internal acceptance of the role and responsibility to the profession. It states the teacher's commitment to his profession, e.g., a sense of pride in his profession, adherence to his professional ethics, and commitment to his professional association.
- 4) **Commitment to achieving excellence:** Care and concern for doing everything in the classroom, and it is doing in school and community in the best possible manner of 'Whatever you do, do it well' or the do-it-well attitude.
- 5) **Commitment to the Society:** Such as awareness and concern about the impact of the teacher's work on the degree of advancement of families, communities and nation.

- 6) Commitment to Human values:** Including the role model aspect comprising genuine practice of professional values such as impartiality, objectivity, intellectual honesty, national loyalty etc. with consistency.

The items, which were identified by them, were reflecting the professional commitment of teachers, are critically examined. The selected items were fifty in all. The list of selected items, thus prepared was further referred to eminent professors of Education, and a final list of forty items (in Hindi) was prepared. Apart from this, collected the information by the especially NCTE Documents and survey of the literature was considered.

After this, items were developed in the form of proper statement and Likert type 5-point rating scale was developed for each of them. Mode of scoring and instruction for the subjects were also formulated.

A team comprising of five expert eminent professors of Education was entrusted the task of ascertaining content validity of the scale in general and the items in particular. There items were discussed with the twenty teachers of the Gaziabad district to know their reaction. After the discussion, items were modified accordingly. Thus the preliminary draft constructed.

- **Final Draft:** 1/3 value-method, suggested by Aaanastasi (1968) and Guilford (1954) and used by Bureau of psychology, Allahabad and on the basis this  $\sum 1/3$  value suitable items, i.e., items having highest  $\sum 1/3$  value, was selected for the scale, these were thirty. Thus, the final draft of Teacher's Professional Commitment scale consisted of thirty items.
- **Scoring of Teacher's Professional Commitment scale:** Teacher's Professional Commitment scale comprised of total thirty items. Items were developed in the form of statements. All items were positive. All item in this scale was given that with five alternatives-strongly agree, agree, undecided,



disagree and strongly disagree. The minimum-maximum score was 5 to 1 for scoring purposes, in all items of 6 dimensions of professional commitment the “strongly agree alternative” were assigned maximum weight, i.e. 5 and “strongly disagree” was assigned the minimum value i.e. 1 in the final construction of the scale. Row score was obtained from five items in each dimension was divided by 5. This way score on each dimension fall 1 - 5. This is easy to interpret and handle. Likewise, in order to carry the total score of the professional commitment within the range of 1 to 5, to total final score was divided by 30.

- **Reliability of the Scale:** Reliability of the Teacher’s Professional Commitment scale was established by Split-half method and internal consistency reliability. Split h-half of the test was calculated after dividing the total score into two parts, i.e., score on odd items and score on even items. In order to find full test reliability, the half test reliability so obtained was subjected to Spearman-Brown Prophecy Formula. Split-half reliability was found 0.73. Internal consistency, reliability, calculated by K.R.-21 for the Professional Commitment scale was fairly good, that is, .82. Hence the teacher’s Professional Commitment scale test was found fairly and adequately reliable.
- **Validity of Scale:** Teacher’s Professional Commitment Scale was found to possess high Face, Content and Criterion Validity.
- **Directions for Administration:** Teacher’s Professional Commitment Scale is a self-administering scale. The purpose of the scale is clearly explained to the subjects. It is assured that their responses will be remain confidential and used only for the study. It was requested to the subject that read the instructions carefully. It is emphasized that no item should be omitted and these items have nothing “right” or “wrong”. This scale has no time limit. However, it takes around thirty minutes to complete it.

- **Directions for Scoring:** Teacher's Professional Commitment Scale comprised of total thirty items. All items were positive. For the purposes of scoring, there are in all 30 questions which was 5 to 1 of all 6 dimensions of professional commitment the "strongly agree alternative" were assigned maximum weight i.e. 5 and "strongly disagree" was assigned the minimum value i.e. 1.

#### **3.4.4.2 Description of Organizational Climate Scale:**

"Organizational Climate Scale" [Annexure 2] prepared by Sanjyot Pethe, Sushma Chaudhry, Upender Dhar [115]. The scale administered to 205 subjects. The obtained score was subjected to factor analysis and also the four factors were identified. Factor-1 is measured by items 2, 3, 4, 5, 10, 11, 12, 14 and 15 Factor-2 is measured by items 13, 16, 17, 18, 19, 20, 21 and 22. Factor-3 is measured by items 6, 7, 8 and 9. Factor-4 is measured by item 1. These were the results:

- Reward and interpersonal relationship:** This factor contributes by 9 variable or items with a total load factor of 5.68346. This factor has covered 48.1 percent of total variance.
- Organizational processes:** This factor contributes by 8 variable or items with a total load factor of 5.15152. This factor has covered 8.0 percent of total variance.
- Clarity of role & sharing of information:** This factor contributes by 4 variable or items with a total load factor of 2.8775. This factor has covered 6.0 percent of total variance.
- Altruistic behavior:** This factor contributes by one variable or item with a total load factor of 0.75124. This factor has covered 4.7 percent of total variance.

- **Reliability:** There was determined the reliability of this test by the reliability coefficient on a sample of 205 subjects comprised of executives and supervisors. The split half reliability coefficients 0.87.
- **Validity:** Besides face validity, as all items were related to the variable under focus, with high validity. There is a assessment of judges/experts that items of the scale are directly connected to the concept of organizational climate. The validity from the coefficient of reliability (Garret 1981), the reliability index was calculated, which indicated high validity on account of being 0.93.
- **Scoring:**
  - **High Score:** 125 & above
  - **Normal Range:** 84 – 124
  - **Low Score:** 83 & below

#### **3.4.5 Data Collection:**

An Authority letter is taken from the head of the School of Education by the researcher, and principals of selected schools are contacted and the utility of research work is explained. All the principals and their teachers have taken an interest in the research work and provided the necessary facilities for the data collection.

The data have collected in one phase from primary schools. It has been done in two settings. In the first setting, the ‘Organizational Climate Scale’ has been administered, and the second setting to assess the professional commitment, the ‘Teacher’s Professional Commitment Scale’ has been administered.

The entire necessary instructions have been given to the subject about the ‘Organizational Climate Scale’ and ‘Teacher’s Professional Commitment Scale’. The researcher demonstrated each item of the question before the subject for their convenience of giving the appropriate answer. Those teachers chose a sample would have to give a response to questionnaire. If any difficulty is faced by teachers to understand any question the same has been explained them. Administered all subjects of particular school has been in a one setting. To ensure the objectivity and uniformity in the investigation the entire administration and scoring has been done by the researcher herself. After the administration of the test in each school, all response sheet from subject has been collected and scored according the instruction. The data collected through the questionnaires which would specially formulate to gather the information about Organizational climate and Teacher’s Professional Commitment.

#### **3.4.6 Data Analysis:**

The data analysis has been done after the completion of the scoring of several response sheets with the help of scoring key. Then score has tabulated and subjected to statistical analysis using Mean, S.D., t-test, and Correlation.

##### **3.4.6.1 Mean:**

In statistics, the statistical mean provides good knowledge of the data set at hand, and as a single number. It provides a lot of insights into the experiment and the data. The formula is [181]:

$$\text{Mean } \langle x \rangle = \sum x / N$$

Where:  $\sum$  represents the summation

$x$  represents scores

$N$  represents the number of scores.

**3.4.6.2 Standard deviation:** The formula of standard deviation is [184]:

$$\sqrt{\frac{\sum (x - \bar{x})^2}{(n-1)}}$$

Where:  $\bar{x}$  is the sample mean AVERAGE (number1, number2,...)

$n$  is the sample size.

**3.4.6.3 t-test:** The formula of t-test [179]:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

Where:  $t$  represents t-test value

$\bar{x}_1$  represents mean of first set of values

$\bar{x}_2$  represents mean of second set of values

$s_1$  represents standard deviation of first set of values

$s_2$  represents standard deviation of second set of values

$n_1$  represents total number of values in first set

$n_2$  represents total number of values in second set

**3.4.6.4 Pearson Product Moment Correlation:** The formula is [183]:

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

Where:  $r$  represents the Pearson correlation coefficient

$n$  represents the Numbers of pairs of scores

$\sum x$  represents the Sum of  $x$  scores

$\sum y$  represents the Sum of  $y$  scores

$\sum x^2$  represents the Sum of squared  $x$  scores

$\sum y^2$  represents the Sum of squared  $y$  scores

#### **3.4.6.5 Degree of Freedom:**

The degree of freedom is referred to the number of values' distribution that are independent of each other and cannot be reduced. It is symbolized by the  $(df = N - 1)$  [147].

#### **3.4.6.6 Level of Significance:**

A level of significance is the gap between two samples in a real difference between the parameters of the population from which the sample were drowned, if  $P > .05$  then the values are taken significant, if  $P < .05$  then the values are not significant [147].

# **CHAPTER-IV**

## **CHAPTER IV**

### **ANALYSIS OF DATA, RESULT AND INTERPRETATION**

The main focus of this research study is to study the professional commitment of teachers from private, and the government primary schools in relation to their organizational climate. In this chapter, the data analysis and interpretation would be discussed under three sections in relation to the objectives of this research study at the level of significance 0.05.

#### **SECTION 1**

The professional commitment of teachers from private and government primary school in reference to gender has studied in this section.

**Objective 1:** To study the professional commitment of government and private primary school teachers.

**H<sub>01</sub>:** There is no significant difference between the professional commitment of the government and the private primary school teachers.

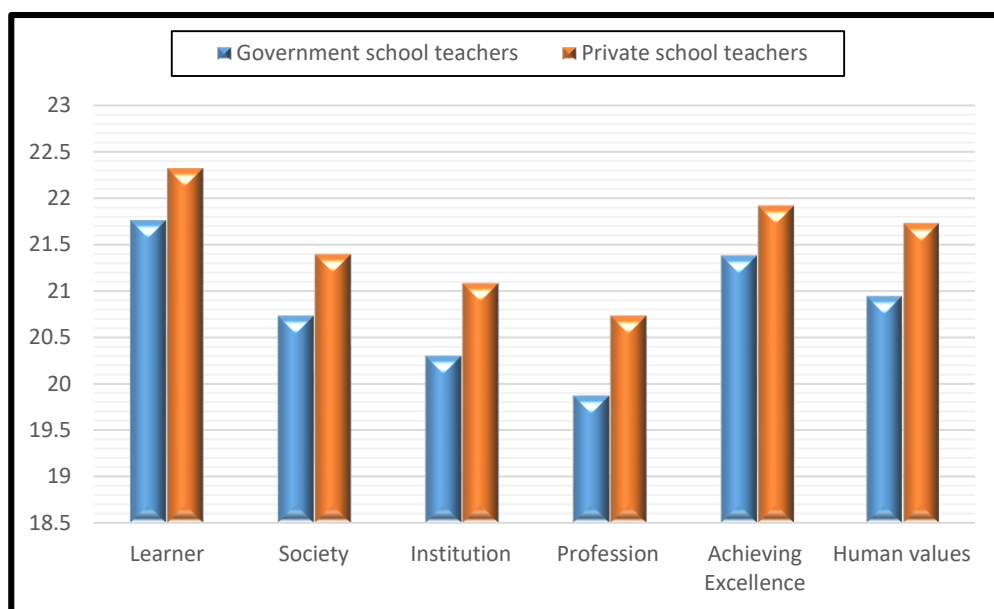
Table 4.1 shows Professional Commitments between the teachers from Government and Private Primary Schools on the basis of six dimensions.



**Table 4.1:** Professional Commitments between the teachers from Government and Private Primary Schools

S.N.	Dimension of Commitment	Primary School Teachers	N	Mean	S.D.	$\sigma D$	t – value
1.	Learner	Government School	150	21.77	2.08	0.20	<b>2.75*</b>
		Private School	150	22.32	2.10		
2.	Society	Government School	150	20.74	2.32	0.22	<b>3.00*</b>
		Private School	150	21.40	2.11		
3.	Institution	Government School	150	20.31	2.81	0.31	<b>2.51*</b>
		Private School	150	21.09	2.84		
4.	Profession	Government School	150	19.88	3.01	0.30	<b>2.86*</b>
		Private School	150	20.74	2.41		
5.	Achieving Excellence	Government School	150	21.39	2.29	0.22	<b>2.40*</b>
		Private School	150	21.92	2.06		
6.	Human values	Government School	150	20.95	2.89	0.30	<b>2.60*</b>
		Private School	150	21.73	2.36		

\*Significant at 0.05 level



**Fig. 4.1:** Comparisons of Professional Commitments between Government and Private Primary School Teachers

The data have further been analyzed by computing t-values that it has significant differences at 0.05 (1.97) levels in all six dimensions of professional commitment. From these results, it can be said that:

1. **Commitment to the Learner:** Table 4.1 shows that t-value of 2.75 > 0.05 level of significance. This shows that private primary school teachers have more commitment to the learner than government primary school teachers. Hence, above mentioned hypothesis-1 is rejected at level 0.05 of significance.
2. **Commitment to the Society:** Table 4.1 indicates that t-value of 3.00 > 0.05 level of significance. Thus, this can be said that teachers from private primary school have more commitment to the society than government primary school teachers. Hence, above mentioned hypothesis-1 is rejected at level 0.05 of significance.
3. **Commitment to the Institution:** Table 4.1 shows that t-value of 2.51 > 0.05 level of significance. The finding reveals that private primary school teachers have more commitment to the institution than government primary school

teachers. Hence, above mentioned hypothesis-1 is rejected at level 0.05 of significance.

- 4. Commitment to the Profession:** Table 4.1 presents that t-value of  $2.86 > 0.05$  level. This shows that private primary school teachers have more commitment to the profession than government primary school teachers. Therefore, above mentioned hypothesis-1 is rejected at level 0.05 of significance.
- 5. Commitment to Achieving excellence:** Table 4.1 indicates that t-value of  $2.40 > 0.05$  level of significance. Thus this can be said that private primary school teachers have more commitment to achieving excellence than government primary school teachers. Hence, above mentioned hypothesis-1 is rejected.
- 6. Commitment to the Human value:** Table 4.1 presents that t-value of  $2.60 > 0.05$  level. There found that private primary school teachers have more commitment to the human value than government primary school teachers. Hence, above mentioned hypothesis-1 is rejected at level 0.05 of significance.

This finding indicates, there exist significant difference regarding professional commitment between government and private primary school teachers in all the six dimensions at 0.05 (1.97) levels of significance. Its mean private primary school teachers have more commitment to the profession than government primary school teachers. This conclusion has similarity with Joolideh, Faranak and K. Yashodhara (2008) [81], they have found that normative commitment significant difference between private and government school teachers. This study also supported the result finding by Madhu Guptha and Priya Kulshreshta (2008) [61, 65 and 66], their findings shown that there was significant difference in professional commitment scores of public and government school teachers. This finding is supported to the study by Misra, Ansari and Khan (2009) [110], they have found that private and public school teachers differed significantly on organizational commitment and organizational health.

**Objective 2:** To find gender-wise difference in the professional commitment of primary school teachers (government and private).

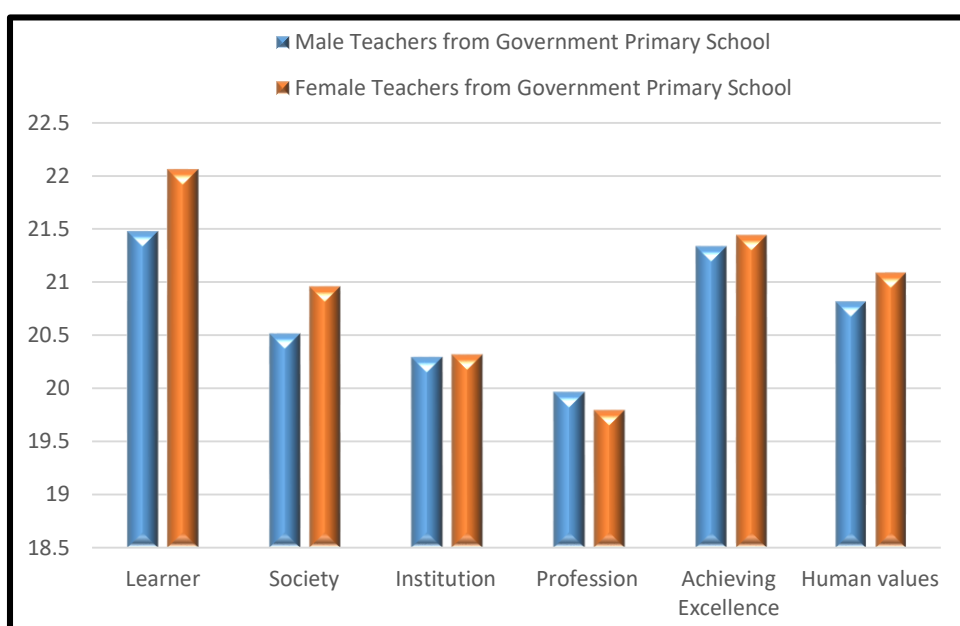
**H<sub>02</sub>:** There is no significant difference between the professional commitment of the male teachers and the female teachers from the government primary schools.

**Table 4.2:** Professional Commitments between the Male and Female Teachers from the Government Primary Schools

S.N.	Dimension of Commitment	Government Primary School's Teachers	N	Mean	S.D.	$\sigma D$	t – value
1.	Learner	Male teachers	75	21.48	2.14	0.33	<b>1.75</b>
		Female teachers	75	22.06	1.98		
2.	Society	Male teachers	75	20.52	2.56	0.36	<b>1.22</b>
		Female teachers	75	20.96	2.04		
3.	Institution	Male teachers	75	20.30	2.94	0.44	<b>0.09</b>
		Female teachers	75	20.32	2.70		
4.	Profession	Male teachers	75	19.97	2.86	0.47	<b>0.36</b>
		Female teachers	75	19.80	3.17		
5.	Achieving Excellence	Male teachers	75	21.34	2.21	0.36	<b>0.27</b>
		Female teachers	75	21.44	2.37		
6.	Human values	Male teachers	75	20.82	2.87	0.45	<b>0.60</b>
		Female teachers	75	21.09	2.94		

\*Significant at 0.05 level

Table 4.2 shows the professional commitment between the male teachers and the female teachers from the government primary schools in all six dimensions.



**Fig. 4.2:** Comparisons between Professional Commitment of Male and Female Government Primary School Teachers

The data have further been analyzed by computing t-values between the male teachers and the female teachers from government primary schools in all six dimensions of professional commitment. Table 4.2 presents, there was insignificant differences between two groups in all six dimensions at the 0.05 (1.98) level. From these results, it can be said that:

1. **Commitment to the Learner:** Table 4.2 presents that t-value of 1.75 is not significant at the 0.05 of significance. There found, the female and male teachers from government primary schools unable to make any difference from each other in the professional commitment to the learner.
2. **Commitment to the Society:** Table 4.2 indicates that t-value of 1.22 < 0.05 level of significance. Thus, the male teachers and female teachers from government primary schools both have professional commitment to the society.

3. **Commitment to the Institution:** Table 4.2 shows that t-value of  $0.09 < 0.05$  level of significance. This indicates that male teachers and female teachers from government primary schools do not make any difference from each other in the professional commitment to the institution.
4. **Commitment to the Profession:** Table 4.2 presents that t-value of  $0.36 < 0.05$  of significance. There found, the male teachers and female teachers from government primary schools both have professional commitment to the profession.
5. **Commitment to Achieving excellence:** Table 4.2 shows that t-value of 0.27 is not significant at 0.05 of significance. Thus, this presented that female teachers and male teachers from government primary schools do not make any difference from each other in the professional commitment to achieving excellence.
6. **Commitment to the Human value:** Table 4.2 describes that t-value of 0.60 is not significant at 0.05 level. Thus, this revealed, the government primary schools teachers (female and male) both have professional commitment to the human value.

This result presented, the male teachers and the female teachers of government primary schools have not been significant differences with each other in all of the six dimensions at 0.05 (1.98) levels. Hence, above mentioned hypothesis-2 is accepted at level 0.05 of significance. Therefore, the male teachers and the female teachers from the government primary schools are both committed to their profession. This result is supported the study of Vijay F. Dhamane (2014) [44], found an insignificant difference among professional commitment of female and male teachers of secondary school.

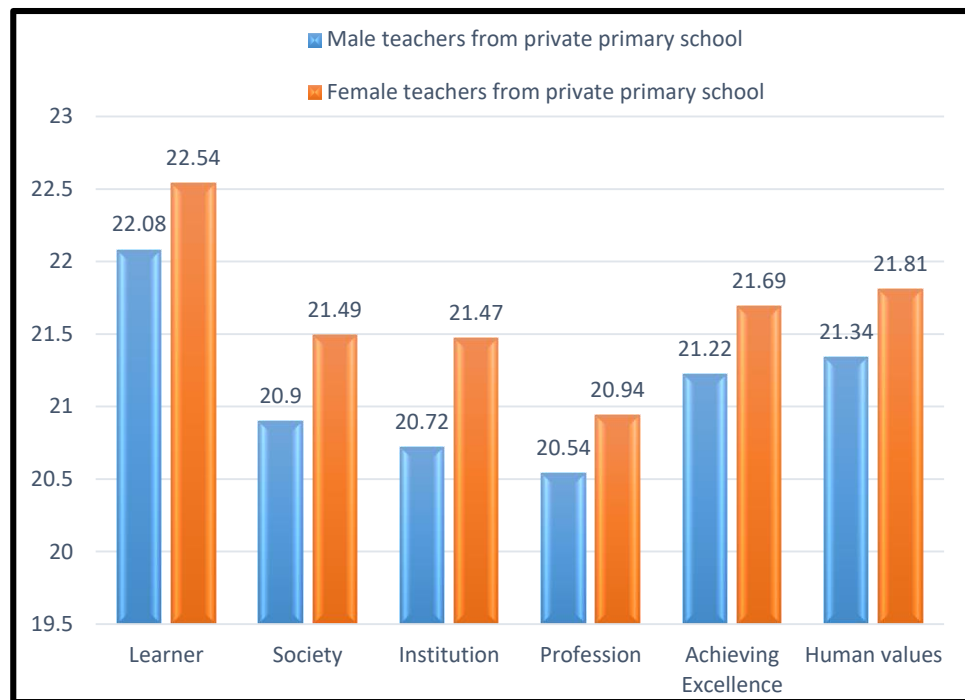
**H<sub>03</sub>:** There is no significant difference between the professional commitment of the male teachers and the female teachers from the private primary schools.

Table 4.3 below showing the professional commitment between the male teachers and the female teachers from the private primary schools in all six dimensions.

**Table 4.3:** Professional Commitments between the Male and Female teachers of the Private Primary Schools

S.N.	Dimension of Commitment	Private Primary School's Teachers	N	Mean	S.D.	$\sigma D$	t – value
1	Learner	Male Teachers	75	22.08	1.66	0.28	<b>1.64</b>
		Female Teachers	75	22.54	2.02		
2	Society	Male Teachers	75	20.9	2.23	0.33	<b>1.78</b>
		Female Teachers	75	21.49	2.02		
3	Institution	Male Teachers	75	20.72	3.22	0.44	<b>1.7</b>
		Female Teachers	75	21.47	2.35		
4	Profession	Male Teachers	75	20.54	2.02	0.38	<b>1.05</b>
		Female Teachers	75	20.94	2.75		
5	Achieving Excellence	Male Teachers	75	21.22	2.19	0.38	<b>1.23</b>
		Female Teachers	75	21.69	2.69		
6	Human values	Male Teachers	75	21.34	2.52	0.4	<b>1.75</b>
		Female Teachers	75	21.81	2.54		

\*Significant at 0.05 level



**Fig. 4.3** Comparisons between the Professional Commitment of Male and the Female Teachers from the Private Primary School

The data have further been analyzed by computing t-values between male teachers and female teachers from the private primary schools on all six dimensions of professional commitment. Table 4.3 presents that the two groups have not significant differences in all six dimensions at the 0.05 (1.98) level. From these results, it can be said that:

- 1. Commitment to the Learner:** Table 4.3 presents that t-value of 1.64 is not significant at the 0.05 of significance. There found, the male teachers and female teachers from the private primary schools have no difference from each other in the professional commitment to the learner.
- 2. Commitment to the Society:** Table 4.3 indicates that t-value of  $1.78 < 0.05$  level of significance. Thus, the male teachers and female teachers of private primary schools both have professional commitment to the society.



3. **Commitment to the Institution:** Table 4.3 shows that t-value of 1.70 is not significant at the 0.05 level. This indicates that male teachers and female teachers from the private primary schools have no difference from each other in the professional commitment to the institution.
4. **Commitment to the Profession:** Table 4.3 presents that t-value of 1.05 is not significant at the 0.05 of significance. There showed, the male teachers and female teachers from the private primary schools have no difference from each other in the professional commitment to the profession.
5. **Commitment to Achieving excellence:** Table 4.3 shows that t-value of 1.23 < 0.05 level. There presented, the female teachers and male teachers from the private primary schools have no difference from each other in the professional commitment to achieving excellence.
6. **Commitment to the Human value:** Table 4.3 describes that t-value of 1.75 < 0.05 level. Thus, the male teachers and female teachers from the private primary schools have no difference with each other in the professional commitment to the human value.

This result indicated, the female teachers and the male teachers from private primary schools have not been found significant differences with each other in all six dimensions at 0.05 (1.98) levels of significance. Hence, above mentioned hypothesis-3 is accepted at level 0.05 of significance. Therefore, the private primary schools teachers (male and female) are committed to their profession.

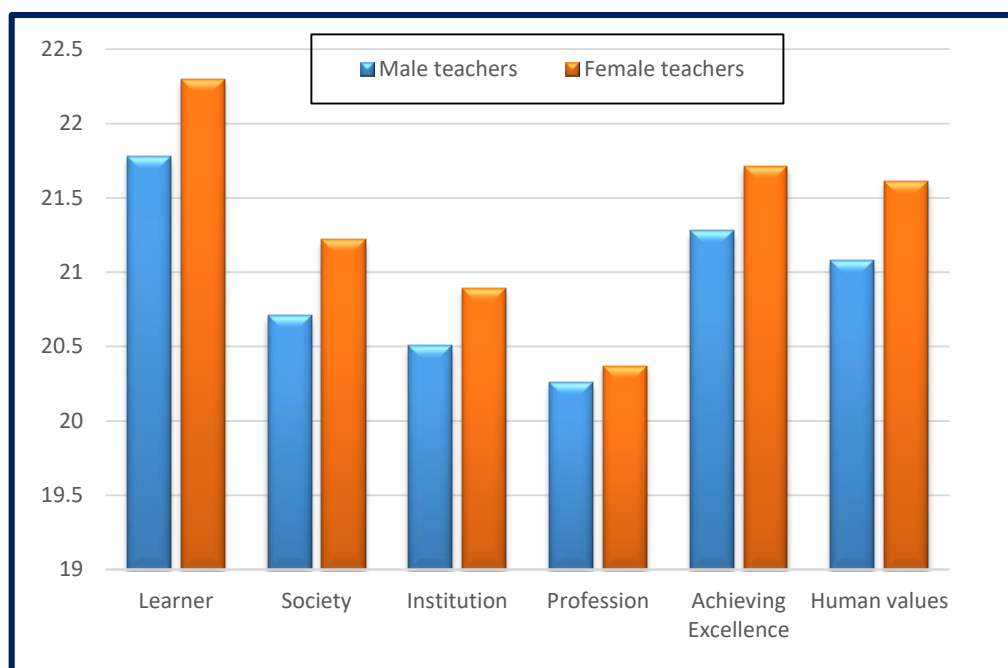
**H<sub>04</sub>:** There is no significant difference between the professional commitment of the male teachers and the female teachers from the primary schools.

Table 4.4 shows the professional commitment between the male teachers and the female teachers from the primary schools in all six dimensions.

**Table 4.4:** Professional Commitments between the Male and Female teachers of the Primary Schools

S.N.	Dimension of Commitment	Private Primary School's Teachers	N	Mean	S.D.	$\sigma D$	t – value
1	Learner	Male Teachers	150	21.78	1.93	0.22	<b>1.54</b>
		Female Teachers	150	22.12	2.21		
2	Society	Male Teachers	150	20.71	2.40	0.24	<b>1.37</b>
		Female Teachers	150	21.04	2.23		
3	Institution	Male Teachers	150	20.51	3.08	0.31	<b>1.22</b>
		Female Teachers	150	20.89	2.59		
4	Profession	Male Teachers	150	20.26	2.48	0.31	<b>0.35</b>
		Female Teachers	150	20.37	3.01		
5	Achieving Excellence	Male Teachers	150	21.28	2.19	0.24	<b>1.83</b>
		Female Teachers	150	21.72	2.34		
6	Human values	Male Teachers	150	21.08	2.70	0.28	<b>1.89</b>
		Female Teachers	150	21.61	2.61		

\*Significant at 0.05 level



**Fig. 4.4:** Comparisons between the Professional Commitment of Male and the Female Teachers from the Primary School

The data have further been analyzed by computing t-values between the male teachers and the female teachers from primary schools on all six dimensions of professional commitment. Table 4.4 presents that the two groups have not significant differences in all of the six dimensions at 0.05 (1.97) levels of significance. From these results, it can be said that:

- 1. Commitment to the Learner:** Table 4.4 presents that t-value of 1.54 is not significant at the 0.05 of significance. This indicates, the male teachers and female teachers from primary schools do not make any difference from each other in the professional commitment to the learner.
- 2. Commitment to the Society:** Table 4.4 indicates that t-value of  $1.37 < 0.05$  level of significance. Thus, the female teachers and male teachers from primary schools do not make any difference from each other in the professional commitment to the society.

3. **Commitment to the Institution:** Table 4.4 shows that t-value of  $1.22 < 0.05$  level. This indicates that male teachers and female teachers from primary schools do not make any difference from each other in the professional commitment to the institution.
4. **Commitment to the Profession:** Table 4.4 presents that t-value of 0.35 is not significant at the 0.05 of significance. There found the female teachers and male teachers from primary schools do not make any difference from each other in the professional commitment to the profession.
5. **Commitment to Achieving excellence:** Table 4.4 shows that t-value of  $1.83 < 0.05$  level. Thus, the male teachers and female teachers from primary schools do not make any difference from each other in the professional commitment to achieving excellence.
6. **Commitment to the Human value:** Table 4.4 describes that t-value of  $1.89 < 0.05$  level. Therefore, the female teachers and male teachers from primary schools do not make any difference from each other in the professional commitment to the human value.

This finding revealed that male and female teachers from the primary schools have not been found significant differences with each other in all of the six dimensions at 0.05 (1.97) levels of significance. Thus, this can be said that primary school male and female teachers both have committed to their profession.

Therefore, the research hypothesis-Ho<sub>4</sub> is accepted. This finding is supported from the findings of Sharma, Sumeer (2010) [142], which found that professional commitment of teacher educators is independent of the gender difference. The finding is also in concordance with the study of Sood, Vishal & Arti Anand (2010) [152], their finding shown that there are insignificant differences among the male teachers and the female teachers from secondary school with regard to their role commitment.

## SECTION-2

Private and government primary school teachers and their organizational climate have studied in this section.

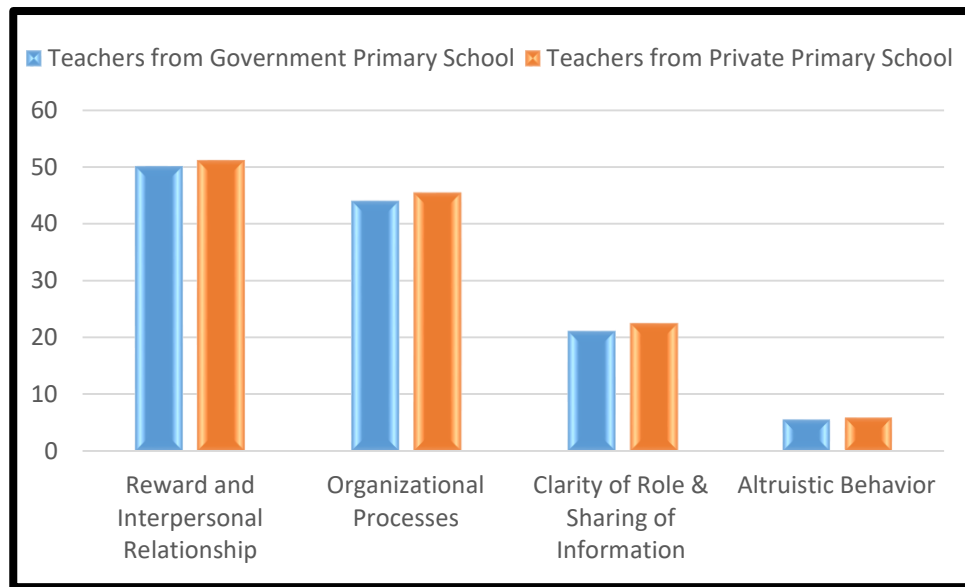
**Objective 3:** To study the organizational climate of government and private primary school teachers.

**Hos:** There is no significant difference between the organizational climate of the government and the private primary school teachers.

**Table 4.5:** The Organizational Climate of the Private and Government Primary School Teachers

S. N.	Factors of Organizational climate	Primary School's Teachers	N	Mean	S.D.	$\sigma D$	t – value
1.	Reward and interpersonal relationship	Government School	150	50.08	5.17	0.50	<b>2.12*</b>
		Private School	150	51.14	3.73		
2.	Organizational processes	Government School	150	43.96	3.51	0.41	<b>3.36*</b>
		Private School	150	45.43	3.81		
3.	Clarity of role & sharing of information	Government School	150	21.16	2.75	0.26	<b>5.26*</b>
		Private School	150	22.53	2.10		
4.	Altruistic behavior	Government School	150	5.63	0.92	0.09	<b>3.44*</b>
		Private School	150	5.94	0.81		

\*significant at 0.05 level



**Fig. 4.5:** Comparisons between the Organizational Climate of the Private and Government Primary School Teachers

The data have further been analyzed by computing t-values between the government and private primary schools and their organizational climate, in all four factors of organizational climate. Table 4.5 presents, two groups have been found significant differences with each other in all four factors, i.e. reward and interpersonal relationship, organizational processes, clarity of role & sharing of information, altruistic behavior at 0.05 (1.97) levels of significance. From these results, it can be said that:

- 1. Reward and Interpersonal Relationship:** Table 4.5 shows that the obtained t-value of  $2.12 > 0.05$  level. Hence, there found a significant difference between the government primary schools teachers and the private primary schools teachers in reference to reward and interpersonal relationship. Thus, this can be said that private primary schools have well arranged for reward and have better interpersonal relationship for teachers than government primary schools.
- 2. Organizational Processes:** Table 4.5 describes that the obtained t-value of  $3.36 > 0.05$  level of significance. Therefore, there found a significant difference

between private and government primary schools teachers in reference to organizational processes This indicates that the private primary schools have been well organizational processes for their teachers than government primary schools.

- 3. Clarity of Role & Sharing of Information:** Table 4.5 present that the obtained t-value of  $5.26 > 0.05$  level of significance. Therefore, there found a significant differences among the government and private primary schools teachers in reference to clarity of role & sharing of information This finding reveals that private primary schools have been appropriate clarity of role & sharing of the information to their teachers than government primary schools.
- 4. Altruistic Behavior:** Table 4.5 present that the obtained t-value of  $3.44 > 0.05$  level of significance. So, there found a significant differences among the government and the private primary schools teachers in reference to altruistic behavior. Thus, this can be said that private primary schools have been additional altruistic behavior to their teachers than government primary schools.

There found, the two groups have significant differences at 0.05 (1.97) levels. Thus, the research hypothesis  $H_{05}$  is rejected, it can be established that teachers from the private primary school has significantly differences with government primary schools in the reference of the organizational climate from the simple comparison of the mean value. This conclusion has similarity with Zahoor (2012), found a significant differences among the teachers from private and government schools in respect to their organizational climate [175, 64].

### SECTION 3

The relationship among the primary schools teachers' professional commitment, and their organizational climate have been discussed in this section.

**Objective 4:** To find the relationship between professional commitment of government primary school teachers and their organizational climate.

**Ho<sub>6</sub>:** There is no relationship between the professional commitment of the government primary school teachers and their organizational climate.

**Table 4.6:** The Professional Commitment of teachers from Government Primary School, and their Organizational Climate

The Professional Commitment of the Government Primary School Teachers and their Organizational Climate			Significant Level
	Organizational Climate	Professional Commitment	0.05
Organizational Climate	1	0.298*	
Professional Commitment	0.298*	1	

\*significant at 0.05 level

Table 4.6 shows that a relationship among the professional commitments of teachers from the government primary schools in relation to their organizational climate is significant ( $r=0.298$ ). The research finding has shown that the research hypothesis Ho<sub>6</sub> is rejected. Thus, the  $r$  value presented that  $0.298 > 0.05$  (0.159), so there is a low relationship [147] between professional commitments of teachers from government primary schools in relation to their organizational climate. This result is in agreement with Adeogun and Olisaemeka (2011) [02], conducted study on secondary schools in Lagos, State of Nigeria to define the correlation among student achievement and school climate, and also teacher productivity for sustainable development. The researcher concluded that school climate can directly influence academic performance and teacher productivity.



**Objective 5:** To study the relationship between professional commitment of private primary school's teachers and their organizational climate.

**H<sub>07</sub>:** There is no relationship between the professional commitment of private primary school teachers and their organizational climate.

**Table 4.7:** The Professional Commitment of teachers from Private Primary School and their Organizational Climate

Private Primary School Teachers' Professional Commitment and their Organizational Climate			Significant Level
	Organizational Climate	Professional Commitment	0.05
Organizational Climate	1	0.692*	
Professional Commitment	0.692*	1	

\*significant at 0.05 level

Table 4.7 shows that a relationship among the professional commitments of teachers from the private primary schools in relation to their organizational climate is positive ( $r = 0.692$ ). This finding has shown that the hypothesis H<sub>07</sub> is rejected. Thus, the  $r$ -value presented that  $0.692 > 0.05$  (0.159), so there are high correlation [147]. The high correlation shows that a healthy organizational climate of a school can increase teachers' commitment. This finding is supported the study of Raman Arumugam, Ling Chang Chi, and Khalid Rozalina (2015), who studied 178 teachers and observed that school climate has a relationship with teachers' commitment, explored the ways and means of enhancing commitment [130, 63]. This result is in agreement to the study result by Maheshwari (2003), found a healthy school environment enhances commitment among teachers [103]. This finding is also supported the study conducted by Joseph (2003) found in their study a positive relationship among the professional commitment and their working conditions [82, 63].

**Objective 6:** To study the relationship between professional commitment of primary school's teachers and their organizational climate.

**H<sub>08</sub>:** There is no relationship between the professional commitment of the primary school teachers and their organizational climate.

**Table 4.8:** The Professional Commitment of teachers from Primary School and their Organizational Climate

The Professional Commitment of Primary School's Teachers and their Organizational Climate			Significant Level
	Organizational Climate	Professional Commitment	0.05
Organizational Climate	1	0.451*	
Professional Commitment	0.451*	1	

\*significant at 0.05 level

Table 4.8 presented the relationship among the professional commitments of primary school teachers in relation to their organizational climate is positive ( $r = 0.451$ ). The result has shown that the hypothesis  $H_{08}$  is rejected. There are found the substantial correlation [147] because the  $r$ - value  $0.451 > 0.05$  (0.112), so there are significant correlation. It indicates that primary school has a substantial and good climate, which can help to increase the teachers' commitment. This result is supported to the study by Karadag, Baloglu, and Cakir (2011) found in their study that while there was a positive correlation between school culture, and organizational commitment the direct effect of the school culture on organizational commitment was not meaningful [86, 63]. This result is also have an agreement with Douglas (2010), found a relationship among organizational school climate, collegial teacher behavior, and teacher commitment [46].

# **CHAPTER-V**

## **CHAPTER V**

### **CONCLUSION, EDUCATIONAL IMPLICATION AND SUGGESTION**

This study has been designed to analyze to professional commitment of the primary school teachers in relation to their organizational climate [61]. For this purpose analysis has been done on the basis of data obtained through Organizational Climate Scale by Sanjyot Pethe, Sushma Chaudhry, Upender Dhar [125] and Teacher's Professional Commitment scale by Dr. Amrita Maheswari [100]. The result and interpretations have been reported systematically in the previous chapter. This chapter covers:

- Conclusion
- Educational implication
- Suggestion

#### **5.1. CONCLUSION:**

After the completion of work which is based on the research objective stated in chapter 1 and 4 and in view of the findings sure conclusions may be drawn:

**H<sub>01</sub>:** There is no significant difference between the professional commitment of the government and the private primary school teachers.

There found that the t value has significant differences at 0.05 level (Table 4.1) in reference to the all six dimension of professional commitment between teachers from the government and the private primary school. Therefore hypothesis 1 is rejected.

There found private primary school teachers have been additional committed to their profession than government primary school teachers. The reason may be that availability of learning material and new approaches to teaching-learning methods etc. are in private primary schools. The other side reason may be that government primary schools' teachers have extra workload such as duty in pulse polio, election, census, etc.

**H02:** There is no significant difference between the professional commitment of the male teachers and the female teachers from the government primary schools.

This finding indicated the t value of the all six dimension of professional commitment between the male and female teachers from government primary schools is insignificant at 0.05 level (Table 4.2). Hence hypothesis 2 is accepted.

There found that both they are committed to their profession and understood their responsibility, accountability, and commitment toward their profession/teaching.

**H03:** There is no significant difference between the professional commitment of the male teachers and the female teachers from private primary schools.

This result presented that the t value of the all six dimension of professional commitment between the male and female teachers from private primary schools is insignificant at 0.05 level of significance (Table 4.3). Therefore, hypothesis 3 is accepted. There found that both they are committed to their profession.

**H04:** There is no significant difference between the professional commitment of the male teachers and the female teachers from primary schools.

This result found that the t value of the all six dimension of professional commitment between the male teachers and the female teachers from primary schools

is insignificant at 0.05 level of significance (Table 4.4). Therefore, hypothesis 4 is accepted. There showed that both they are committed to their profession.

**H<sub>05</sub>:** There is no significant difference between the organizational climate of the government and the private primary school teachers.

This result presented that the t value of all four factors of organizational climate as a reward and interpersonal relationship, organizational processes, clarity of role & sharing of information, and altruistic behavior between the governments primary schools and the private primary schools have been significant differences at 0.05 of significance (Table 4.5). Thus, hypothesis 5 is rejected.

**H<sub>06</sub>:** There is no relationship between the professional commitment of the government primary school teachers and their organizational climate.

This finding presented that the correlation value of professional commitments of teachers from government primary schools in relation to their organizational climate is found to be  $0.298 > 0.05$  level (Table 4.6). Hence, hypothesis 6 is rejected, and this presented a low relationship [147] between the professional commitments of teachers from the government primary schools in relation to their organizational climate.

**H<sub>07</sub>:** There is no relationship between the professional commitment of the private primary school teachers and their organizational climate.

There found the r-value (0.692) of professional commitments of private primary school teachers in relation to their organizational climate (Table 4.7). It is significant at the 0.05. Hence, hypothesis 7 is rejected, so there are high correlation [147]. Hence, there are a high and strong correlation among the professional commitments of the teachers form the private primary school and their organizational climate.

**H<sub>08</sub>:** There is no relationship between the professional commitment of the primary school teachers and their organizational climate.

This finding indicated the r-value (0.451) of professional commitments of teachers from primary schools in relation to their organizational climate (Table-4.8). It is significant at the 0.05. Hence, hypothesis 8 is rejected. Therefore the relationship between professional commitments of the teachers from primary schools in relation to their organizational climate is positive and significant. It indicates that primary school climate has a substantial and healthy relationship, which can help to increase the commitment of the teachers.

## **5.2 EDUCATIONAL IMPLICATION:**

The present study is about the professional commitment of primary school teachers and their organizational climate. The results of this study seem wider implications in the field of the professional commitment of teachers and their organizational climate.

- This study shows that the role of government and private primary school teachers. Private primary school teachers have more commitment to their profession than government primary school teachers.
- The present study will help to throw light on the role of female and male teachers from primary schools. They are both committed to their profession. The reason may be that in this period of competition teachers have desires to do very well in their work and contributes to the high amount in order to gain respect [66].
- This research reveals the role of primary school teachers. They play an important role in society and guide society to the future through specific goals.

- The present study will help to throw light on the role of committed teachers, who can make the Indian education system survive. When they see themselves in the role of social reconstruction, their professionalism may be awakened towards society.
- This study presents that private primary school teachers more committed to achieve excellence than government primary school teachers.
- This study indicated, private primary school teachers more committed to the institution than government primary school teachers.
- The present study will help to understand to professional commitment of teachers; it refers to complete dedication and devotion to the teaching profession. The teaching is the honorable of all professions, it is service to society[66].
- This study presents that the role of committed teachers, who have nurture value and help students to internalize value.
- The present study will help understand the organizational climate of government and private primary schools. A healthy school climate help to increase the commitment of the teachers to their profession.
- This study presents shows that private primary schools have a better organizational climate than government primary schools. Therefore, teachers from the private primary schools have been a large amount of commitment and accountability to their profession.
- The present study shows a relationship among professional commitment of primary school teachers and their organizational climate. A good school climate



is responsible for establishing a harmonious relationship between teachers, students, and administrators.

- This study presents that the professional commitment will help teachers who are ready to motivate quality education.
- This study also contributes to giving the knowledge of various aspects of the professional commitment and organizational climate.
- By understanding the professional commitment, all teachers will effort to develop the quality of school organization and the teaching-learning process.
- This research work will be a guideline to the teachers, administrators, and management to a great extent.
- This study will help teachers increase professional commitment and generate a good and healthy organizational climate for the school.
- The professional commitment of a teacher will help to improve the schools' climate.
- The present study will help to understand that the role of the committed teachers, who can make the Indian education system survive. It may be possible when they see their role as a social reconstruction, their professionalism gets awakened towards society [66].
- This study will presents that primary school teachers role, who have a very important role in the society, and it is directing the society for the future through specific goals [66].

- Teachers should be willing to understand the local community and participate in various activities related to the development of the schools, and the community. Teachers will be able to accept the value day-to-day world in emerging a rich human resource for the advancement of the individual learner, family, local community, and the larger society [66].
- They should put their attitude always positive towards teaching profession and they should try to update themselves with the latest techniques and get motivated for their contribution in the education [66].
- This study will help to presents that private primary schools have a better organizational climate than government primary schools. Therefore, the teachers from private primary school have been accountability and commitment to their profession than government primary school teachers. The reason may be that clarity of role & sharing of information, altruistic behavior, reward, and interpersonal relationship make a healthy and cooperative environment of schools which improves the teachers' accountability and commitment [66].

This study contributes to relate the teacher professional commitment and the nature of their service. The children who develop their personality in the guidance of the teachers and their observation. Thus, it is necessary, the teachers make a commitment, accountability, and responsibility for their profession. This truly comes when the school environment is healthy, and their relationship is harmonious. It may be, at present, serious attempts are needed to improve the area of learning and professional commitment. Perhaps, the present study will go a long way towards making improvements in these primary schools and the professional commitment of teachers.

### **5.3 SUGGESTION:**

There are some suggestions for teachers, researchers, and administrators are given below:

#### **5.3.1 Suggestion for Teachers:**

Teachers must always keep in mind that learning is lifelong and dynamic process. They should always be ready to learn.

- Teachers must always keep in mind that learning is a lifelong and dynamic process. They should always be ready to learn.
- Teachers must always be committed to human values, to establish values, and to provide them with a wider range of dialogue, debate, information and thought exchange and the principle of participatory to promote teamwork [62, 65].
- Teachers' community should arrange meetings and create informal learning communities around a particular interest. Some specific developments, such as game-based learning.
- Primary school's head and teachers should play an important role to increase awareness and to awaken to the local community for children education and also enroll them in enlarging quantity.
- Teachers and school heads must create a relationship based on mutual admiration and equality and also to make a healthier and positive organizational climate of the school and commit themselves to their profession.
- Teachers must focus on the student's effective and enjoyable learning.

- Teachers should be willing to understand the local community and participate in various activities related to the development of the schools, and the community also be able to internalize the value [63].
- The teachers must always try to identify themselves to their profession and it should be considered as inseparable [63, 64].
- The teachers must always have a confident towards their work, aware to latest technology, and motivated to their contribution in the education field [64, 65].
- They should conduct self-assessments from time to time because this is the most important factor in professional commitment [64].
- Teachers should establish a friendly relationship, and there is no professional hatred and disharmony between each other [64].
- Teachers should always strive to identify themselves with their profession, which is considered indivisible [65].
- To promote social justice in the in-service teacher training programs [62, 63].
- Professionalism, enhancing the knowledge, knowledge refers to the content knowledge, the technical knowledge, and practical understanding a teacher needs in order to carry out his or her duties [62].
- There is a need, to increase the professionalism, and also the commitment of the teachers. Professional responsibility school teachers, the educational planner, and the administrator should keep in there for an educational program [63].

- This study will be the guideline for every teacher of primary school, they increase the quality of school organization and education, and to know all aspects of professional commitment like; achieve excellence, the institution, the society, to inculcate value [65].
- The present study will help to throw light that teachers should put their attitude always positive in their teaching profession and they should try to update themselves with the latest techniques, and get motivated for their contribution to the field of education [65].

### **5.3.2 Suggestion for Researchers:**

In the supported of the study, and experience gained through it, the following points could able suggested for future researches such as:

- The present study has only conducted an extensive comparative study on primary school teachers and it can be planned for secondary and higher secondary teachers.
- This research work has only conducted the district of Lucknow, and it could be planned in two regions.
- The same research can be conducted in urban and rural areas, between two cities and two states.
- This research work has only conducted in the government primary schools and the private primary schools. It could be planned for among private, public and government schools.

- The present study has included only two areas as the professional commitment of teachers of primary school, and organizational climate of primary schools. Other areas may be taken up.
- The present study has included only teachers' professional commitment (gender-wise) who were belonging to the government and private primary school teachers. Other areas may be taken such as the age group, experience, etc.
- The research study may be conducted for college and university teachers too.

### **5.3.3 Suggestion for Administrators:**

- Many different types of teacher training programs should be organized by the management authorities of schools and state government which the teachers ought to be develop professionalism, to inculcate values, to develop innovative and new teaching-learning strategies, to develop teaching skills, etc. which will help them to be committed to their profession.
- Government authorities and administrators should provide a favorable environment and separate classrooms for each class of government primary schools for effective teaching.
- Consultation meetings should be arranged to provide sufficient opportunities to help teachers express themselves and become independent thinkers.
- The school management must be provide new teaching materials, methods, and enable them to have a dialogue with others.

- Organizational climate is the best source of teacher's commitment. Thus all possible efforts should be made to keep the organizational climate congenial.
- Codes of conduct and professional ethics can guide teachers to do the best for their duties. It includes dress code, good citizenship and the teacher's ability to interact with others and society at large.
- Educational planners and administrators should continue to carry out education plans to improve the professional commitment and professional responsibility of school teachers.
- The organizational climate must make congenial to the requirements of individual so that his/her professional commitment would be increased.
- While ensuring that grants are recognized, schools should have the necessary educational facilities so that teachers can use these educational resources and develop a positive attitude towards their profession [64].
- On entering the teaching professions teachers should be required to fill up the bond, which makes it necessary for the teachers to be in a job for at least a specified period this checks the entry of those candidates who want to take up the profession just for the time being [64].
- They must have the commitment and responsibility to administrators, students, and guardians in the terms of students' performance and growth. The climate of the organization must be depending on the needs of personnel to increase their professionalism.

- It is important, to enhance the professional accountability and commitment of the school teachers, the educational planner and administer should keep in there for an educational program [64].

It may conclude that develop a code of professional ethics and professional skills would improve professionalism in teachers, as well as professionalism, would develop commitment in the teachers and it will be possible with an effective and supportive organizational climate. In the same manner, ministry, authority, and school management should not disregard the climate of the school's organization which has been established the teachers' professional commitment [63].



# SUMMARY

## SUMMARY

The purpose, procedures and findings are summarized in this chapter. In present research work a study of teachers' professional commitment from primary schools in relation to their organizational climate.

Education is a basic source of human development. In this way, schools and their teachers arranged well education for the learners in a worthy school climate. Every school wants to establish to the expectable standard but often they failed; the reasons may be the lack of teachers' accountability, content, and commitment to their profession. If the organizational climate is unsatisfied, perhaps the teachers may lose interest in his/her professional commitment, responsibilities, and his/her teaching gets adversely affected, and they will fail to accept many types of challenges related to teaching, excepted, many studies are accessible but the researcher could not trace any study which is related to a relationship among the organizational climate and the professional commitment at primary school. In this context, the researcher selected the present problem to study.

The present study was entitled, "*A study of Professional commitment of the primary school teachers in relation to their organizational climate*".

The major objectives of the study, as

### **OBJECTIVE:**

1. To study the professional commitment of government and private primary school teachers.
2. To find gender-wise difference in the professional commitment of primary school teachers (government and private).

3. To study the organizational climate of government and private primary school teachers.
4. To find the relationship between professional commitment of government primary school teachers and their organizational climate.
5. To study the relationship between professional commitment of private primary school teachers and their organizational climate.
6. To study the relationship between professional commitment of primary school teachers and their organizational climate.

The null hypothesis has framed for this objective.

#### **HYPOTHESIS:**

Ho<sub>1</sub>: There is no significant difference between the professional commitment of the government and the private primary school teachers.

Ho<sub>2</sub>: There is no significant difference between the professional commitment of the male teachers and the female teachers from the government primary schools.

Ho<sub>3</sub>. There is no significant difference between the professional commitment of the male teachers and the female teachers from private primary schools.

Ho<sub>4</sub>: There is no significant difference between the professional commitment of the male teachers and the female teachers from primary schools.

Ho<sub>5</sub>: There is no significant difference between the organizational climate of the government and the private primary school teachers.

Ho<sub>6</sub>: There is no relationship between the professional commitment of the government primary school teachers and their organizational climate.

Ho<sub>7</sub>: There is no relationship between the professional commitment of the private primary school teachers and their organizational climate.

Ho<sub>8</sub>: There is no relationship between the professional commitment of the primary school teachers and their organizational climate.

It seems worthwhile to mention some of the important delimitations of the present study.

1. The geographical area for this research work was the district of Lucknow.
2. The sample size of present study was of 300 primary school teachers (150 female teachers and 150 male teachers) and 200 primary schools (100 the government and 100 the private primary schools) from Lucknow district.
3. In this study, the female and male teachers of primary school of Lucknow district have been taken.

The Review of Related Studies has completed by the researcher in second Chapter. Taking into consideration the outcomes of the studies conducted earlier in this part.

The third Chapter related with the research methodology. Descriptive survey research method was used in present study. An attempt was made in this Chapter to describe sampling procedure, construction and selection of tools, procedure for collection of data and analysis of data.

For sampling, there used a simple random sampling technique to select the primary schools (private and government primary schools) and teachers (male and female). To assess professional commitment, a 'Teacher's Professional Commitment Scale' developed by Dr. Amrita Maheshwari was used and 'Organizational climate scale' prepared by Sanjyot Pethe, Sushma Chaudhry, Upender Dhar was used to identify school climate. The data have given in the tabulated form in fourth Chapter which related to the analysis of data, results, and interpretation. In fifth chapter covered-

## **CONCLUSION:**

The following conclusions were drawn:

1. There found the teachers from the private primary schools have been more commitment than government primary school teachers.
2. In this study was found that government school teachers, both they (male and female) are committed to their profession and understood their responsibility, accountability, and commitment toward their profession/teaching.
3. There was found that private school teachers, both they (male and female) are committed to their profession.
4. There found that primary school teachers, both they (male and female) are committed to their profession and understood their responsibility, accountability, and commitment toward their profession/teaching.
5. There was found a significant difference among the organizational climate in government and private primary school teachers. This indicated, the private and government primary school teachers have significant differences from each other in organizational climate.

6. This study presented that there was a low relationship among the professional commitment of the teachers from government primary school and their organizational climate.
7. There was found a high and strong correlation which establish a relationship among the professional commitment of teachers from private primary school and their organizational climate.
8. In this study presented that there was found a substantial and healthy relationship among the professional commitment of teachers from primary school and their organizational climate, which may help to increase the commitment of the teachers.

Hence, from the above result it may be stated that the sample of 300 the teachers from primary school (the male and the female teachers) from 200 primary schools (government and private primary schools) of Lucknow district studied, it was found that teachers from the private primary schools have been additional commitment to their profession than the government primary school teachers, the male teachers and the female teachers from primary schools (government and private primary schools) both have commitment toward their profession/teaching. There found, the government and private primary school teachers have significant differences with each other on organizational climate and a relationship found among the professional commitment of primary school teachers (government and private primary school teachers) and their organizational climate has found greater than at 0.05 significant level.

#### **EDUCATIONAL IMPLICATION:**

- The present study will help to throw light on the role of committed teachers, who can maintain the education system survive. When they see themselves like a social reconstruction, their professionalism may be awakened towards society.

- This research revealed the role of primary school teachers. They play an important role in society and guide society to the future through specific goals.
- This study presents that private primary school teachers more committed to achieve excellence than government primary school teachers.
- This study indicated private primary school teachers more committed to the institution than government primary school teachers.
- The present study will help to understand the professional commitment of teachers; it refers to complete dedication and devotion to the teaching profession. The teaching is the worthy of all professions, it is service to society.
- This research study indicated, the role of committed teaches, who have nurture value and help students to internalize value.
- This study will help to understand to climate of organization of government and the private primary schools. A healthy schools climate helpful to increase the commitment of the teachers to their profession.
- This study presented that private primary schools have a better organizational climate than government primary schools. Therefore, private primary school teachers have more commitment and accountability to their profession. The reason may be that clarity of role & sharing of information, altruistic behavior and reward, and interpersonal relationship make a healthy and cooperative environment of schools, which improves the accountability and commitment of the teachers.
- The present study showed a relationship among professional commitment of primary school teachers and their organizational climate. A good school climate

is responsible for establishing a harmonious relationship between teachers, students, and administrators.

### **SUGGESTION:**

There are some suggestions for teachers, researchers, and administrators are given below:

### **SUGGESTION FOR TEACHERS:**

- Teachers must always keep in mind that learning is a lifelong and dynamic process. They should always be ready to learn.
- Teachers should be willing to understand the local community and participate in various activities related to the development of the schools, and the community also be able to internalize the value.
- The teachers must always have a confident towards their work, aware to latest technology, and motivated to their contribution in the education field.
- Teachers should establish a friendly relationship, and there is no professional hatred and disharmony between each other.
- Teachers should always strive to identify themselves with their profession, which is considered indivisible.
- Teachers must focus on the student's effective and enjoyable learning.
- Teachers may arrange the meeting with the group of committed and professional teachers and interact on how to develop commitment.



- They must always try to identify themselves to their profession and it should be considered as inseparable.
- They should conduct self-assessments from time to time because this is the most important factor in professional commitment.

#### **SUGGESTION FOR RESEARCHERS:**

- The present study has only conducted an extensive comparative study on primary school teachers and it can be planned for secondary and higher secondary teachers.
- This study work has only conducted in Lucknow district, and it could be planned in two regions.
- The same research can be conducted in urban and rural areas, between two cities and two states.
- This study was conducted in the government, and private primary schools. It could be planned for among private, public, and government schools.
- The present study has included only two areas as the professional commitment of teachers from primary school and organizational climate of primary schools. Other areas may be taken up.
- This research was conducted in the professional commitment of government and private primary school teachers in terms to gender. Other areas may be taken such as the age group, experience etc.
- A similar study may be conducted for college and university teachers too.

### **SUGGESTION FOR ADMINISTRATORS:**

- Educational planners and administrators should continue to carry out education plans to improve the professional commitment and professional responsibility of school teachers.
- The school management must be provide new teaching materials, methods, and enable them to have a dialogue with others.
- Organizational climate is the best source of teacher's commitment. Therefore, every effort should be made to keep the organizational climate pleasant and soothing to help teachers work in a more professional manner.
- While ensuring that grants are recognized, school should have the necessary educational facilities so that the teachers can use these educational resources and develop a positive attitude towards their profession.
- The teachers must make accountable and committed to administrators, students, and guardians in the terms of students' performance and growth.
- The organizational climate must make congenial to the requirements of individual so that his/her professional commitment would be increased.
- Government authorities and administrators should provide a favorable environment and separate classrooms for each class of government primary schools for effective teaching.

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# APPENDICES

**Annexure: 1**

**TEACHER'S PROFESSIONAL COMMITMENT SCALE**

Dr. (Mrs.) Amrita Maheshwari

Consumable Booklet

of

**T P C S**

(Hindi Version)

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कृपया निम्न सूचनाएँ भरिये—

नाम.....

उम्र..... वर्ष (लगभग) शिक्षा.....

अनुभव..... वर्ष (लगभग) लिंग.....

विद्यालय : शासकीय/अशासकीय.....

वैवाहिक स्थिति: विवाहित/अविवाहित.....

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### निर्देश

प्रस्तुत मापनी में कुल 30 कथन दिये गये हैं, जो अध्यापक की व्यावसायिक प्रतिबद्धता से सम्बन्धित हैं। यह कथन आप पर कहाँ तक लागू होते हैं, अथवा आप उनसे कहाँ तक सहमत या असहमत हैं, जानने के लिये उन कथनों के सामने 5 विकल्प दिये गये हैं। प्रत्येक कथन को ध्यानपूर्वक पढ़िये एवं उनमें से किसी एक, जो भी आपकी सहमति के लिये सबसे उपयुक्त लगे, पर गुणा (x) का निशान लगाइये। आपके उत्तर पूर्णरूप से निजी व गोपनीय रखे जायेंगे और उनका प्रयोग केवल शोध कार्य हेतु ही किया जायेगा।

#### SCORING TABLE

Dimension	A	B	C	D	E	F	Total
Scores							
Interpretation							

### व्यावसायिक प्रतिबद्धता

#### (A) शिक्षण के प्रति प्रतिबद्धता (Commitment to Learner)

कथन	पूर्णतया सहमत	सहमत	तटस्थ	असहमत	पूर्णतया असहमत
1. शिक्षक पितृतुल्य होता है, उसका लक्ष्य छात्र का सर्वांगीण विकास है।					
2. शिक्षक का दायित्व है कि वह अपने शिक्षण को इतना प्रेरक एवं रुचिकर बनाये कि विद्यार्थी के लिये अधिगम एक आनन्दपूर्ण अनुभूति बन जाये।					
3. शिक्षक को अपंग, पढ़ाई में कमजोर और गरीब विद्यार्थियों की पढ़ाई पर अन्य विद्यार्थियों की अपेक्षा अधिक ध्यान देना चाहिये।					
4. अच्छा शिक्षक वह है जो विद्यार्थी में जिज्ञासा उत्पन्न करे और उसे स्वअध्ययन के लिये प्रेरित करे।					
5. शिक्षक को कक्षा में किसी विद्यार्थी से गलती होने पर भी उसे स्नेह से समझाना चाहिये न कि डाँट-डपट व मार-पीट द्वारा।					

**(B) समाज के प्रति प्रतिबद्धता**  
**(Commitment to Society)**

कथन	पूर्णतया सहमत	सहमत	तटस्थ	असहमत	पूर्णतया असहमत
1. समाज नई पीढ़ी के समाजीकरण का दायित्व व शिक्षक को सौंपता है अतः शिक्षक समाज के प्रति उत्तरदायी है।					
2. सामाजिक परिवर्तन के एक अभिकर्ता के नाते शिक्षक को सामाजिक पुनर्निर्माण में सक्रिय भूमिका निभानी चाहिए।					
3. शिक्षकों को साक्षरता, जनसंख्या, नियन्त्रण, पर्यावरण, जागरूकता जैसे अभियानों में सक्रिय भाग लेकर प्रभावी भूमिका निभानी चाहिए।					
4. जब तक शिक्षक समाज के मार्गदर्शक का दायित्व वहन नहीं करेगा, तब तक उसकी सामाजिक प्रतिष्ठा में वृद्धि नहीं होगी।					
5. शिक्षक अपने समुदाय और संस्थान के मध्य एक सेतु है जिसके माध्यम से संस्थान व समुदाय दोनों का विकास सम्भव है।					

(C) संस्थान के प्रति प्रतिबद्धता  
(Commitment to Institution)

कथन	पूर्णतया सहमत	सहमत	तटस्थ	असहमत	पूर्णतया असहमत
1. मैं, अपने संस्थान का नाम सदैव गर्व से लेता हूँ।					
2. यदि समान पद व वेतन पर मुझे किसी अन्य संस्थान में नियुक्ति मिले तो मैं ऐसा कदापि नहीं करना चाहूँगा।					
3. यदि कोई मेरे संस्थान की बुराई या आलोचना करता है, तो मुझे बहुत पीड़ा होती है।					
4. मैं, अपने संस्थान की गरिमा बढ़ाने के लिये कोई भी कार्य करने को तत्पर हूँ।					
5. मैं, अपने संस्थान के साथ एकात्मता की अनुभूति करता हूँ, अतः उसकी हर गतिविधि में संलग्न रहता हूँ।					

**(D) व्यवसाय के प्रति प्रतिबद्धता**  
**(Commitment to Profession)**

कथन	पूर्णतया सहमत	सहमत	तटस्थ	असहमत	पूर्णतया असहमत
1. शिक्षण एक श्रेष्ठ व्यवसाय है, मुझे इस पर गर्व है।					
2. मुझे यदि आज अन्य व्यवसाय चुनने का अवसर मिले, तो भी शिक्षण को ही वरीयता दूँगा।					
3. मुझे अध्यापन भी अन्य व्यवसायों की भाँति चुनौतीपूर्ण व्यवसाय लगता है।					
4. मैं आमतौर पर अध्ययन-अध्यापन सम्बन्धी बातों में ही व्यस्त रहता हूँ—चाहे घर हो या स्कूल।					
5. व्यावसायिक सुरक्षा के लिये शिक्षकों की शिक्षक संघों में सक्रिय सदस्यता होना अनिवार्य है।					

**(E) सर्वोत्तमता के प्रति प्रतिबद्धता**  
**(Commitment to Achieving Excellence)**

कथन	पूर्णतया सहमत	सहमत	तटस्थ	असहमत	पूर्णतया असहमत
1. शिक्षक से सभी की यह अपेक्षा है कि वह प्रत्येक कार्य सर्वोत्तम ढंग से करे।					
2. छात्रों के अधिगम को सुगम बनाने के लिये शिक्षक को सदैव नवीन शिक्षण प्रणालियों, सहायक सामग्री तथा पद्धतियों को अपनाने का प्रयास करना चाहिए।					
3. शिक्षण एक ऐसा व्यवसाय है जिसमें निरन्तर अध्ययनशील बने रहना होता है।					
4. आदर्श शिक्षक वह है जो छात्रों के लिये मार्गदर्शक, मित्र दार्शनिक बन जाये।					
5. शिक्षक के अध्यापन की श्रेष्ठ गुणवत्ता की कसौटी उसके विद्यार्थियों की श्रेष्ठ उपलब्धियाँ ही हो सकती हैं।					




**(F) मानवीय मूल्यों के प्रति प्रतिबद्धता**  
**(Commitment to Human Values)**

कथन	पूर्णतया सहमत	सहमत	तटस्थ	असहमत	पूर्णतया असहमत
1. शिक्षक अध्यापन की अपेक्षा अपने आचरण से छात्रों को अधिक सिखाता है।					
2. शिक्षकों में वैज्ञानिक दृष्टिकोण, ईमानदारी, मानवीय प्रेम जैसे गुणों का होना अनिवार्य है।					
3. समाज का मार्गदर्शक होने के नाते शिक्षक के सार्वजनिक व्यवहार में उच्च नैतिक गुणों की अभिव्यक्ति होनी ही चाहिए।					
4. शिक्षक का यह दायित्व है कि वह अपने विद्यार्थियों में नागरिकता के गुण और अन्तर्राष्ट्रीय बोध विकसित करे।					
5. शिक्षकों को अपने विद्यार्थियों के साथ जाति, धर्म, भाषा, लिंग आदि का भेदभाव किये बिना समान तथा न्यायपूर्ण व्यवहार करना चाहिए।					

## ANNEXURE II

### ORGANIZATIONAL CLIMATE SCALE



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**Sanjyot Pethe (Indore)**  
**Sushama Chaudhari (Indore)**  
**Upinder Dhar (Indore)**

Consumable Booklet  
of  
**O C S - P C D**  
(Hindi Version)

कृपया निम्न सूचनाएँ भरिये— दिनांक

नाम (ऐच्छिक) \_\_\_\_\_

उम्र \_\_\_\_\_ लिंग \_\_\_\_\_

जाति \_\_\_\_\_ धर्म \_\_\_\_\_

शैक्षिक योग्यता \_\_\_\_\_ पद \_\_\_\_\_

संगठन \_\_\_\_\_ अनुभव \_\_\_\_\_

**निर्देश**

आपकी संस्था एवं उसमें कार्यरत व्यक्तियों के सम्बन्ध में अपनी राय नीचे लिखे हुए 22 द्विभाजित वाक्यों पर ☒ द्वारा प्रदर्शित करें। याद रखें कोई भी उत्तर सही या गलत नहीं है। यह मापनी केवल कामकाजी व्यक्तियों की राय जानने के लिए दी जा रही है।

**SCORING TABLE**

Factors	I			II			III			IV			Total
Page	2	3	4	2	3	4	2	3	4	2	3	4	
Raw Scores													
Interpretation													

Estd. 1971 ☎:(0562) 2464926

**NATIONAL PSYCHOLOGICAL CORPORATION**

4/230, KACHERI GHAT, AGRA-282 004 (INDIA)

Sr. No.	DICHOTOMOUS ATTRIBUTES														Score
1.	लोग काम में एक-दूसरे की मदद करते हैं।	7	6	5	4	3	2	1	लोग काम में एक-दूसरे की मदद नहीं करते हैं।	<input type="radio"/>					
2.	मेहनत का पुरस्कार नहीं दिया जाता है।	1	2	3	4	5	6	7	मेहनत का पुरस्कार दिया जाता है।	<input type="radio"/>					
3.	लोगों के आपस में सुखद रिश्ते हैं।	7	6	5	4	3	2	1	लोगों के आपस में सुखद रिश्ते नहीं हैं।	<input type="radio"/>					
4.	निष्पादित कार्य की सराहना नहीं की जाती है।	1	2	3	4	5	6	7	निष्पादित कार्य की सराहना की जाती है।	<input type="radio"/>					
5.	लोगों का मूल्यांकन उनके द्वारा प्राप्त किये गये परिणामों के आधार पर किया जाता है।	7	6	5	4	3	2	1	लोगों का मूल्यांकन उनके द्वारा प्राप्त किये गये परिणामों के आधार पर नहीं किया जाता है।	<input type="radio"/>					
6.	रचनात्मक आलोचनाएँ प्रोत्साहित नहीं की जाती हैं।	1	2	3	4	5	6	7	रचनात्मक आलोचनाएँ प्रोत्साहित की जाती हैं।	<input type="radio"/>					
7.	सभी स्तर के लोगों के नये विचारों को प्रोत्साहित किया जाता है।	7	6	5	4	3	2	1	सभी स्तर के लोगों के नये विचारों को प्रोत्साहित नहीं किया जाता है।	<input type="radio"/>					
8.	लोगों की भूमिकाएँ सही ढंग से परिभाषित नहीं की जाती हैं।	1	2	3	4	5	6	7	लोगों की भूमिकाएँ सही ढंग से परिभाषित की जाती हैं।	<input type="radio"/>					

Area	I				II	III			IV
Item No.	2	3	4	5	—	6	7	8	1
Score									
Total									

Sr. No.	DICHOTOMOUS ATTRIBUTES														Score
9.	समस्याओं का समाधान दूसरों से मिलकर किया जाता है।	7	6	5	4	3	2	1		समस्याओं का समाधान दूसरों से मिलकर नहीं किया जाता है।					<input type="radio"/>
10.	वरिष्ठों एवं कनिष्ठों के मध्य सौहार्दपूर्ण संबंध नहीं हैं।	1	2	3	4	5	6	7		वरिष्ठों एवं कनिष्ठों के मध्य सौहार्दपूर्ण संबंध हैं।					<input type="radio"/>
11.	श्रेष्ठता पुरस्कृत की जाती है।	7	6	5	4	3	2	1		श्रेष्ठता पुरस्कृत नहीं की जाती है।					<input type="radio"/>
12.	नये कार्यों के प्रति लोगों को प्रोत्साहन और समर्थन नहीं मिलता है।	1	2	3	4	5	6	7		नये कार्यों के प्रति लोगों को प्रोत्साहन और समर्थन मिलता है।					<input type="radio"/>
13.	समूह के विकास के साथ-साथ व्यक्तिगत विकास को प्रोत्साहित किया जाता है।	7	6	5	4	3	2	1		समूह के विकास के साथ-साथ व्यक्तिगत विकास को प्रोत्साहित नहीं किया जाता है।					<input type="radio"/>
14.	संपादित कार्यों के औपचारिक मूल्यांकन के पश्चात कर्मचारियों को इस मूल्यांकन से अवगत नहीं किया जाता है।	1	2	3	4	5	6	7		संपादित कार्यों के औपचारिक मूल्यांकन के पश्चात कर्मचारियों को इस मूल्यांकन से अवगत किया जाता है।					<input type="radio"/>
15.	रचनात्मकता के वातावरण को बनाये रखा जाता है।	7	6	5	4	3	2	1		रचनात्मकता के वातावरण को बनाये नहीं रखा जाता है।					<input type="radio"/>
16.	इस संस्था में कार्य करना आनंददायी नहीं है।	1	2	3	4	5	6	7		इस संस्था में कार्य करना आनंददायी है।					<input type="radio"/>

Area	I					II		III	IV
Item No.	10	11	12	14	15	13	16	9	—
Score									
Total									

Sr. No.	DICHOTOMOUS ATTRIBUTES														Score
17.	किसी भी समस्या के	7	6	5	4	3	2	1	किसी भी समस्या के						
	संबंध में निर्णय लेने से	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	संबंध में निर्णय लेने से						
	पहले संबंधित लोगों की								पहले संबंधित लोगों की						
	राय ली जाती है।								राय नहीं ली जाती है।						
18.	इस संस्था में विचारों का	1	2	3	4	5	6	7	इस संस्था में विचारों का						
	आदान-प्रदान खुलेपन	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	आदान-प्रदान खुलेपन						
	से नहीं होता है।								से होता है।						
19.	वरिष्ठों के साथ काम	7	6	5	4	3	2	1	वरिष्ठों के साथ काम						
	करने से कुछ सीखने	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	करने से कुछ सीखने						
	का अनुभव होता है।								का अनुभव नहीं होता है।						
20.	लोग एक-दूसरे की	1	2	3	4	5	6	7	लोग एक-दूसरे की						
	योग्यता में विश्वास	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	योग्यता में विश्वास						
	नहीं रखते हैं।								रखते हैं।						
21.	कार्य करने के लिये	7	6	5	4	3	2	1	कार्य करने के लिये						
	साधन उपलब्ध कराये	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	साधन उपलब्ध नहीं						
	जाते हैं।								कराये जाते हैं।						
22.	समस्याएँ सहानुभूति के	1	2	3	4	5	6	7	समस्याएँ सहानुभूति के						
	साथ नहीं सुलझायी	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	साथ सुलझायी						
	जाती हैं।								जाती हैं।						

Area	I		II						III	IV
Item No.	—		17	18	19	20	21	22	—	—
Score										
Total										

## ANNEXURE III

### List of selected Government primary schools and Teachers

S. No.	Name of Government primary school of Lucknow District	No. of selected Teachers	
		Male Teachers	Female Teachers
1.	Primary School, Rehman khera, Lucknow	1	1
2.	Primary School, Mavaiya, Lucknow	-	1
3.	Primary School, Mohanlal Ganj, Lucknow	1	-
4.	Primary School, Aryanagar, Charbagh, Lucknow	-	1
5.	Primary School, Cannt, Lucknow	-	1
6.	Primary School, Anura, Lucknow	1	1
7.	Primary School, Haruni, Lucknow	1	1
8.	Primary School, Daroga Khera, Lucknow	1	1
9.	Primary School, Picadily, Bara birva, Lucknow	-	1
10.	Primary School, Udayganj, Lucknow	1	1
11.	Primary School, Purva, Malihabad, Lucknow	1	-
12.	Primary School, Tarauna, Malihabad, Lucknow	1	-
13.	Primary School, Baniya Khera, Malihabad, Lucknow	1	-
14.	Primary School, Gaurakheda, Malihabad, Lucknow	1	1
15.	Primary School, Latif Ngara, Sarojini Nagar, Lucknow	1	1
16.	Primary School, Scooter India, Sarojini Nagar, Lucknow	-	1
17.	Primary School, Saraysahjadi, Bani, Lucknow	1	1
18.	Primary School, Ramchaura, Sarojini Nagar, Lucknow	1	-
19.	Primary School, Haiwatmau, Sarojini Nagar, Lucknow	1	-
20.	Primary School, Utraithiya, Sarojini Nagar Zone 1, Lucknow	1	-
22.	Primary School, Ganeshpur, Semra, Chinahat, Lucknow	-	1
24.	Primary School, Ganeshpur, Chinahat, Lucknow	1	1
25.	Primary School, Chandan, Chinahat, Lucknow	-	1
26.	Primary School, Takrohi-1, Chinahat, Lucknow	1	1
27.	Primary School, Tara Ka Purva, Chinahat, Lucknow	1	-
28.	Primary School, Paniganov, Ismailganj-1, Lucknow	1	1
29.	Primary School, Ahiranpurva, Chinahat, Lucknow	1	-
30.	Primary School, Pandey Ka Talab, Chinahat, Lucknow	1	1
31.	Primary School, Kamta-1, Chinahat, Lucknow	-	1
32.	Primary School, Kamta-2, Chinahat, Lucknow	1	1

33.	Primary School, Raitha, Chinhat, Lucknow District,	1	1
34.	Primary School, Hirankhuri, Chinhat , Lucknow District	1	-
35.	Primary School, Khataiyya, Chinhat, Lucknow District	1	1
36.	Primary School, Kundari Bhauli, Chinhat , Lucknow District	1	1
37.	Primary School, Palhari, Chinhat , Lucknow District	-	1
38.	Primary School, Purab Gaon, Chinhat, Lucknow District	1	1
39.	Primary School, Roshnabad, Chinhat , Lucknow District	1	1
40.	Primary School, Baisanbagh, Chinhat,Lucknow District	1	-
41.	Primary School, Achalikheda, Mohanlalganj, Lucknow	1	1
42.	Primary School, Laval, Mohanlalganj, Lucknow	1	1
43.	Primary School, Gaura, Mohanlalganj, Lucknow	1	-
44.	Primary School, Dehva, Mohanlalganj, Lucknow	1	1
45.	Primary School, Daud Nagar, Mohan Lal Ganj, Lucknow	1	1
46.	Primary School, Nabi Nagar, Mohan Lal Ganj, Lucknow	1	-
47.	Primary School, Madiyanv, B.K.T., Lucknow District	-	1
48.	Primary School, Vshrapurva, B.K.T., Lucknow District	1	1
49.	Primary School, Dereva, B.K.T., Lucknow District	1	-
50.	Primary School, Devri Rookhara-1 B.K.T., Lucknow District	1	1
51.	Primary School, Devri Rookhara-2 B.K.T., Lucknow District	1	1
52.	Primary School, Dilvasi, B.K.T., Lucknow District	1	-
53.	Primary School, Ataraura, B.K.T., Lucknow District	1	1
54.	Primary School, Dahanauri, B.K.T., Lucknow District	1	-
55.	Primary School, Digoie,, B.K.T., Lucknow District	1	1
56.	Primary School, Dudhara, B.K.T., Lucknow District	1	1
57.	Primary School, Baraura, Hussainbari, Balaganj, Lucknow	1	1
58.	Primary School, Chitragnpt Nagar, Alambagh, Lucknow	-	1
59.	Primary School, Hindnagar, Baldikhera, Lucknow	1	1
60.	Primary School, Bhadrakh, Banglabajar, Lucknow	1	1
61.	Primary School, Khurram Nagar, Lucknow	-	1
62.	Primary School, Haidarganj, Lucknow	1	1
63.	Primary School, Aminabad, Lucknow	-	1
64.	Primary School, Barauliya, Daliganj, Lucknow	1	1
65.	Primary School, Alamnagar, Lucknow	1	-
66.	Primary School, Sahadatganj, Lucknow	-	1
67.	Primary School, Kanausi-2, Lucknow	1	-
68.	Primary School, Mahanagar 38 vahini, P.A.C., Lucknow	1	1

69.	Primary School, Kharika, Telibagh, Lucknow	1	1
70.	Primary School, Ahibaranpur , Lucknow	1	1
71.	Primary School, Barauliya, Daliganj-1, Lucknow	1	1
72.	Primary School, Chandganj, Lucknow	-	1
73.	Primary School, Narahi , Lucknow	-	1
74.	Primary School, Bahadurpur , Lucknow	1	1
75.	Primary School, Saray Hasanganj, Lucknow	1	-
76.	Primary School, Puraniya, Aliganj, Lucknow	-	1
77.	Primary School, Narpatkheda, Lucknow	1	-
78.	Primary School, Neelmatha, Zone-1, Lucknow	1	1
79.	Primary School, Para, Zone-4, Lucknow	1	1
80.	Primary School, Ujariuaon, Gomti Nagar, Lucknow	1	1
81.	Primary School, Chhavni, Madiyaon, Lucknow	-	1
82.	Primary School, Chhandoiya, Zone-4, Dubagga, Lucknow	1	1
83.	Primary School, 32 Vahini, P.A.C., T.P.nagar, Lucknow	-	1
84.	Primary School, Purana Maha Nagar, Lucknow	1	1
85.	Primary School, Chhitwapur, Hussainganj, Lucknow	1	1
86.	Primary School, Nirala Nagar, Lucknow	-	1
87.	Primary School, Triveni Nagar, Nagar Kshetra, Lucknow	-	1
89.	Primary School, Mardan Kheda, Rajaji Puram, Lucknow	1	1
90.	Primary School, East Colony, Badshaha Nagar, Lucknow	1	1
91.	Primary School, Aliganj, Zone-2, Lucknow	-	1
92.	Primary School, Sikander Pur, Janki Puram, Lucknow	1	1
93.	Primary School, Mahura Kanla, Gosaiganj, Lucknow	1	1
94.	Primary School, Halimabad, Goshai Ganj, Lucknow	1	1
95.	Primary School, Ghorsara, Goshai Ganj, Lucknow District	1	1
96.	Primary School, Gohramau, Kakori, Lucknow District	1	1
97.	Primary School, Gwalpur, Kakori, Lucknow District	1	-
98.	Primary School, Jehta-1, Kakori, Lucknow District	1	1
99.	Primary School, Mall-1, Lucknow District	1	1
100.	Primary School, Mall-2, Lucknow District	1	-
	<b>Total</b>	<b>75</b>	<b>75</b>



## ANNEXURE IV

### List of selected Private primary schools and Teachers

S. No.	Name of Private primary school of Lucknow District	No. of selected Teachers	
		Male Teachers	Female Teachers
1.	U.P. Public Inter college, Alambagh, Lucknow	1	1
2.	Lucknow Model Public Inter college, Sujan pura, Lucknow	1	1
3.	Desh Bharti Public School, Para, Lucknow	1	1
4.	Baal Vidya Mandir, Charbagh, Lucknow	-	1
5.	Vivekanand Public School, South City, Lucknow	1	1
6.	Red Rose Public Primary College, Hind Nagar, Lucknow	1	-
7.	Lok Bharti Public School, Lucknow	-	1
8.	Adersh Patel Inter college, Dubbaga, Lucknow	1	1
9.	Bharat Academy Public School, Balaganj, Lucknow	1	-
10.	Heera Lal Yadav Primary Scool, Gouri, Lucknow	-	1
11.	Creative Convent Inter College, Shanti Nagar, Lucknow	1	
12.	Little Angel Inter College, Sainik Society, Lucknow	-	1
13.	St. Meera Public Inter College, Sarojini Nagar, Lucknow	1	1
14.	Avadh collegiate Inter College, Baldi Kheda, Lucknow	1	-
15.	Redian Public Inter College, Ekta Nagar, P.G.I. Lucknow	-	1
16.	Ram Bharosi Maku Lal Inter College, Telibagh, Lucknow	1	1
17.	New Central Public I. C., E-Block, Rajajipuram, Lucknow	1	1
18.	St. Xavier Inter College, C-Block, Rajajipuram. Lucknow	1	-
19.	Our Little Angels, Sringer Nagar, Lucknow	1	1
20.	Alambagh Inter College, Sringer Nagar, Lucknow	1	-
22.	Darshan Academy, Sneh Nagar, Lucknow	-	1
24.	Lucknow Convent Inter College, Sec-D, LDA, Lucknow	1	-
25.	St.Merry Day Inter College, Bangla Bajar, Lucknow	-	1
26.	Bal Guide Inter College, Sec-16, Jankipuram, Lucknow	1	1
27.	Central Public School, Gadhikanaura, Lucknow	1	-
28.	A.L.S. Academy, Munsipulia, Lucknow	-	1
29.	King Gorge Inter College, Ismileganj, Lucknow	1	1
30.	Formative Day School, Laxmanpuri, Lucknow	1	1
31.	Red Rose College, Sanjay Gandhi Puram, Lucknow	1	1
32.	Arvind Academy, Chinahet, Lucknow	-	1

33.	Gandhi Montessori School, Chauk, Lucknow	1	1
34.	Sohan Lal Inter College, Rajendra Nagar, Lucknow	1	1
35.	Sanatan Dharm Vidya Mandir, Arya Nagar, Lucknow	1	1
36.	St. Clombus School, IMM, Road, Lucknow	1	1
37.	S. C. Bosh, Academy Inter College, Faijullahganj Lucknow	1	1
38.	Dr. L.P. Lal Memorial Public School, Bhithauli, Lucknow	1	1
39.	Delhi Public School, Jankipuram, Lucknow	1	1
40.	Cosmopolitan Inter College, Mubarakpur, Lucknow	1	1
41.	Lucknow Public School, Jankipuram, Lucknow	1	1
42.	Capital Convent Inter College, Jankipuram, Lucknow	1	-
43.	Maharada Pratap Public School, Chathameel, Lucknow	1	1
45.	Nageshver Inter College, Bakhsi Ka Talab, Lucknow	-	1
46.	Rameshvaram International School, B.K.T., Lucknow	1	1
47.	W. W. P. Public Inter College, Matiyari Chauraha, Lko	1	-
48.	New St. Johns Inter College, Muftiganj, Lucknow	-	1
49.	Bapu Montessori School, Birhana, Lucknow	1	1
50.	Hindu Baal Vidyalay, Dugavan, Lucknow	-	-
51.	D.H.S. Public School, Mall , Luknow	1	1
52.	Jawahar Lal Nehru JHS Mall, Lucknow	-	1
53.	Kanya JHS, Mall, Lucknow	1	1
54.	Vishwa Bharti Public School, Malihabad, Lucknow	1	-
55.	Rani Laxmi Bai Public School, Malihabad, Lucknow	1	1
56.	Mahabali Memorial, HasnapurMalihabad, Lucknow	1	1
57.	Srikanhaiyalal Shikshan Sansthan, Malihabad, Lko.	1	1
58.	S.s.mont.School, Malihabad, Lucknow District	1	-
59.	Chaudhary Pyarelal Pb. Goshai Ganj, Lucknow District	1	1
60.	Shishu Mandir Primary School, Gosaiganj, Lucknow	-	1
61.	Lala G. P. Verma J.H.S., Gosaiganj, Lucknow District	-	1
62.	Bal Guide English School,Gosaiganj, Lucknow District	1	-
63.	Adarsh Balvidya Mandir, Gosaiganj, Lucknow District	1	1
64.	Sriram Adha Gramin Vidyal, Mohanlal Ganj, Lucknow	1	1
65.	Wisdom W. P. Inter College, Chinahat, Luknow.	1	1
66.	Pragya Balika Inter College, Chinahat, Luknow	-	-
67.	Indian Public School, Chinahat, Luknow	1	-
68.	P.B.V.M. Inter College, Chinahat, Luknow	1	1
69.	A.L.S. Academy, Indra nagar, Lucknow	1	1
70.	Samar Public High School,Indra nagar, Lucknow	1	1

71.	Sun Flower Public School, Indra nagar, Lucknow	1	1
72.	Bhutt Academy Public School, Indra nagar, Lucknow	1	1
73.	Sarla Devi J.H.S., Barabanki road, Lucknow	1	1
74.	M. P. Siksha Niketan, Sitapur road, Lucknow	-	1
75.	S.S.S. Public School, Nagram, Lucknow District	-	-
76.	A. J. Vidyapith, Utraithiya, Lucknow	1	1
77.	Bharti Public School, Behta, Lucknow	-	1
78.	Bharti vidya mandir, Mohanlal Ganj, Lucknow	1	1
79.	Gyan Jyoti PublicSchool, Mohanlal Ganj, Lucknow	1	1
80.	B.B.M., Mavai Chauraha, Lucknow	1	1
81.	New Public Inter College, Neelmatha, Lucknow	1	1
82.	St. Angeles School, Shanti nagar, Lucknow	1	1
83.	Bal Shiksha Kendra, Keshrikheda, Lucknow	-	1
84.	Niirmala Convent School, Kurshi road, Lucknow	1	1
85.	New Public Inter Colllege, para, Lucknow	-	1
86.	Indian Public inter college, Puran nagar, Lucknow	1	1
87.	Lucknow Model Public School, Rakabganj, Lucknow	1	-
88.	Adersh Patel Inter College, Gomti nagar, Lucknow	1	1
89.	Vivekanad Public School, Politenique, Lucknow	1	-
90.	Mahanagar Public Inter College, Gomtinagar, Lko.	1	1
91.	Hindu Blavidya Mandir, Dugawan, Hrinagar, Lucknow	1	1
92.	Jawahar Lal Inter College, Gomti nagar, Lucknow	1	1
93.	St. Pol Public School, L.D.A., Lucknow	1	1
94.	Lucknow Public School, Rajendra nagar, Lucknow	1	-
95.	R. D. Public School, Banthara, Lucknow	1	1
96.	A. R.Memorial Gyan Niketan, Bnthara, Lucknow	1	1
97.	Ashram Academy School, B.K.T., Lucknow	1	-
98.	Master Public School, B.K.T., Lucknow	1	1
99.	S.K.D. Primary School,Mohanlal Ganj, Lucknow	1	1
100.	Saraswati Montessori, Aminabad, Lucknow	1	1
	<b>Total</b>	<b>75</b>	<b>75</b>