SCHOOL CLIMATE AND TEACHING BEHAVIOR

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Abstract

Modern work behavior at the person rank depends upon the awareness of his/her own effective situation (Daly, 2009). In lessons situation, the school climate factors may play a part in teachers' modern behavior. Addressing this issue, role of apparent school climate for modern behavior of teachers was calculated. The model for the study planned of 300 school teachers from 28 schools of Bulandshahr and neighboring areas (West UP, India). They were administered the subsequent procedures: (a) Modern effort behavior Sample (Jansen, 2000), (b) School Climate awareness Sample (Johnson, Stevens and Zvoch, 2007). Link and deterioration study were used to inspect the dynamics of correlation between school climate awareness and modern work behavior. Results of deterioration study exposed that instructional innovation, student relation and association were the important predictors of modern work behavior. This study is a remarkable input towards accepting the school climate factors that are key for modern work behavior of school teachers.

Keywords: School Climate, Teaching, Behaviour, Students.

Introduction

Teachers provide as the really vital part of any culture by educating the childhood and imparting awareness upon them in their most susceptible years. Usually, the teaching work insist for focus issue familiarity and instructional competencies, but today there is a increasing need to move ahead the levels of teacher's modernization competencies to promise that teachers are talented to perform the part of leader as well. Teachers' modern work behavior will increase their effectiveness in teaching and consequently be useful for the students in conditions of acquiring awareness. Modern work behavior is defined as the deliberate conception, opening and application of new ideas within a work role, group or society, in order to earnings role show, the group or the society (Janssen, 2000). The scope of modernism ranges from the growth and success of new ideas that have an collision on theories, practices or products across the whole society, to smaller scale ideas that are related to improvements in daily work processes and work designs (Axtell, Holman, Unsworth, Wall, & Waterson, 2000).

Teachers principally contribute to small scale innovations in the domain of their work roles and initiate the process of innovation in their teaching. However, individual level innovative work behavior of teachers depends upon the perception of his/her own working conditions. The present study aims to examine the role of school climate perception in predicting innovative work behavior of school teachers.

METHOD

Participants:

The participants in this study were secondary and higher secondary school teachers, erratically elected from 28 unlike private (n=214) and government (n=186) schools of Bulandshahr and neighboring areas (West UP, India). Out of 485 school teachers, 400 were ready to contribute in the study, sparkly roughly 82% retort rate. The insertion criteria of the study were full time secondary and higher secondary school teachers with lowest teaching knowledge 3 years. Part time school teachers and teachers teaching non-scholastic subjects (like physical education, music etc.) were excluded from the study. The sample comprised of 155 male teachers (39%) and 245 female teachers (61%). The teachers were middle aged (Mean =40.03 yrs, S.D. = 9.38) and qualified (Mean = 12.77 yrs, S.D. = 8.43).

Measures*:*

The subsequent procedures were used for the current study:

(a) *General Information Schedule* with socio-demographic in sequence (age, gender, school type, teaching experience etc).

(b) *Innovative Work Behavior (IWB) Scale:* This was a 9-item five-point liker type (Always to Never) scale originally developed by Janssen (2000). This scale consists of 3 mechanisms: idea generation, idea support and idea achievement. The dependability of the scale in this revision is measured with Cronbach's Alpha, á = 0.90.

(d) *School Climate Perception (SC):* Revised School-Level Environment Questionnaire (Revised SLEQ), the 21-item five-point liker type (Strongly Agree to Strongly Disagree) questionnaire, developed by Johnson, Stevens and Zvoch (2007), was used for measuring school climate perception. This scale consists of 5 domains -Collaboration, decision making, instructional innovation, student relations and school resources. The reliability of the scale in this study is measured with Cronbach's Alpha, a = 0.86.

Procedure*:*

Firstly, list of schools of Bulandshahar (West UP, India) was collected from District Inspectorate Offices of Secondary Education, based upon the requirements of the study. The principals of 35 schools were approached for permission to collect the data from their teachers, out of which 28 schools agreed for this study to be conducted. The informed consent was taken from the teachers after rapport. Data were randomly collected from 300 secondary school teachers by administering the above-mentioned measures. Statistical analysis of the data was done using SPSS software.

RESULTS

In Table 1, expressive data (Means & Standard Deviations) of the study variables are reported. Table 2 shows the parallel of modern work behavior with the dimensions of apparent school climate. It reveals that all the dimensions of school climate were surely and considerably linked with modern work behavior of teachers. Relationship and teaching modernism were more sturdily related to present work behavior.

TABLE 1: Means and Standard Deviation of the variables (N= 300)

S No	Variables	Mean	S.D
1.	Association	21.70	3.78
2.	Student Relation	15.30	2.75
3.	School Resources	12.48	3.10
4.	Decision Making	9.24	2.12
5.	Teaching Behavior	30.74	7.50
6.	Teaching Ideas	10.11	2.61

TABLE 2: Relationship between Perceived School Climate dimensions & modern Work Behavior

S No	Dimensions of Perceived School Climate	Teaching Behavior
1.	Association	.48**
2.	Student Relation	.40**
3.	School Resources	.31**
4.	Decision Making	.38**
5.	Teaching Ideas	.67**

N = 300; * p < .05; * * p < .01

In regulate to resolve which factors of seeming school climate most considerably calculate modern work behavior of teacher's stepwise deterioration analysis was performed. It can be seen from the Table 3 that 44.50% of the variance in modern work behavior is explain by instructional modernization (F value=321.30, p<.001). Instructional modernization and student affairs together produce 46.10% of the variance in innovative work behavior with F value=171.84, p<.001. 47% of the variance in innovative work behavior is explained by instructional innovation, student relation and collaboration (F value=118.74, p<.001). This suggests that instructional innovation, student relation and collaboration are the predictors of innovative work behavior.

TABLE 3: Stepwise Regression Analysis with Innovative Work Behavior as dependent variable and dimensions of Perceived School dimensions as independent variable

Steps	Variables	R	Adjusted R^2	ΔR	F	β
1.	Teaching Ideas	.447***	.445	.447	F(1398) = 321.30***	.67***
2.	Teaching Ideas Students Relation	.464***	.461	.017	F(2397) = 171.84***	.61*** .15***
3.	Teaching Ideas Students Relation Collaboration	.474***	.470	.010	F(3396) = 118.74***	.55*** .11*** .12***

N = 300; * ** p < .001, * * p < .01

DISCUSSION

Present study exposed that school climate which supports modernism in teaching commands, strong teacher-student relation and mutual culture, fosters modern work behavior among teachers. Lichtman (2007) found that climate factors that develop feelings of opportunities for own expansion and growth seem to be the most powerful. A sustainable, positive school climate fosters mutual work environments and thus gives independence in part of teachers. When teachers identify their school climate as positive, they will be more occupied in their teaching job and try to address the special needs and necessities of students. Chou, Shen, Hsiao & Chen (2010) thus recommended that teacher's trust and recognition with schools authority their modern behavior which would promote the schools, increase the use of several instructional methods, and develop students' multiple knowledge and originality. Structural impediments to teacher autonomy and creativity often weaken the sense of collegiality and trust among teachers and also increase lack of expectation among them (Ingersoll, 1996; Jalongo & Isenberg, 1995). Teachers' innovative behavior will therefore enhance if they perceive that their school is encourage and reward them for their novel ways of teaching. Instruction modernism element of the school climate thus emerged as the most significant for modern work behavior.

Further, improvement is not possible if teachers' don't get sustain from the other members of the school society. Support from other teachers, principal and other staffs will lead to a helpful environment in school and boost teachers' innovativeness. Teachers' perception of principal support have been linked to teacher promise, collegiality, and retention (Singh & Billingsley, 1998), and equally, lack of such support may render teachers susceptible to job-related stress and burnout (Farber, 1984; Westman & Etzion, 1999). Teachers who perceive their principals as more loyal also report a greater motivation to participate in decision-making regarding school policies (Smylie, 1992), and interest for such contribution is nurtured when teachers view their input as having an effect (Pankake & Moller, 2007). Relationship between the members of school is therefore required for improvement to occur. Noteworthy finding of this study is that teachers' perceive healthy relationship with students is important for their innovative activity in class. The structure or organization of a school community greatly affects the way students and teachers feel about the time they spend at school. Hamre and Pianta (2001) explained that an sensitively and collectively positive school climate contributes to the progress of students' assurance, teachers' belief that they can be effective in their jobs, and an environment of geniality in student-teacher interaction. Student's unwillingness to learn and respond in the class could be an inhibit factor for teachers' innovativeness. Teachers' proclivity to innovate will boost if they perceive that students are respectful and responding well to the new teaching technique. Further, in this study it was found that assessment making and school assets were extensively related to modern work behavior but were not forecaster of the same. From this finding it can be said that school's decision making and resources, though are related to innovative activity, teachers' don't perceive them as contributing factor for bringing innovation in teaching. It may be due to the reason that these two factors are externally controlled and depends a lot upon the administration of the schools. Hence, lack of assets and inflexibility in decision making may affect person level modern work behavior of teachers but not hinder in their search of innovativeness.

CONCLUSION

In today's world of quick change and learning reform taking consign, modern work behavior is a drive area which wishes to be improved among school teachers. The present study implies that school climate awareness is the vital determiner of modern work behavior of school teachers.

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