



Teachers Perception on HRD Climate with reference to Private Schools in Western Odisha, India

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Abstract

Teachers are the most imperative factor who shapes the behaviour of a child. They are the most essential element for the development of an elegant society. With high-quality teachers the civilization can move in the right direction. Therefore the development of teachers in education sector has key role to play in the development of a nation. Present study focuses on the issue of Human resource development climate prevailing in the private schools of western Odisha. Based on teacher's opinion the OCTAPAC Culture, general climate and HRD implementation dimension were surveyed and the overall HRD Climate was calculated.

Keywords: HRD Climate, OCTAPACE Culture, General climate.

Introduction

According to John Dewey "Education is a form of learning in which knowledge, skills and habits of a group of people are transferred from one generation to the next through teaching"¹. It is a basic tool for making a civilized society. Schooling is the first and foremost platform to provide education to a child. In India schooling education is broadly classified as primary school, secondary school and high school. Schools under the funding and control of government are called as the Government schools and those which are run by the private management are called as the private schools. In recent times the percentage growth in the number of private schools has increased considerably. According to Ministry of HRD Govt of India Private sector in schooling is estimated to be around 14%. The National Sample Survey, 2009 reports that 7% of students are in private aided and 20% in private unaided schools. It is estimated that 63% secondary schools are under private management². State Odisha in terms of schooling education has done fairly good. This is because the overall literacy rate in the state 73.5%, which is just behind the national average of 74.04 % (according to Census 2011). Globalization is defined as the idea by which we understand the transition of human society into the third millennium³. Therefore in present era of globalization teachers imparting education are the key indicators of development of schools. Therefore the study of their development becomes a broad issue. The present study aims in making a survey of Human resource development climate with respect to schools in western Odisha. For imparting quality education in schools, teachers are considered to be the most important and valuable assets. Human resource development therefore plays a vital and essential role in maintenance and development of employees which would lead to higher satisfaction in their

job. Job satisfaction becomes an important aspect for the faculty members as dissatisfaction affects the teaching process and influences other roles played by the teacher⁴. Human resource development is a continuous process to ensure the development of employee's competencies, dynamism, motivation and effectiveness in a systematic and planned way. Hence, HRD is concerned with the development of Human resource and optimum utilization of existing human capabilities. i.e. intellectual, entrepreneurial and creation of new ones in an organization. The present study is based on the study of Human resource Development climate in private schools of western Odisha. Human resource development climate is an integral part of organizational climate. It can be defined as perceptions the employee can have on the developmental environment of an organization. It can be further grouped into three-broad Categories: 1- OCTAPAC culture 2- general climate 3- human resource development mechanisms. The OCTAPAC items deal with the extent to which Openness, Confrontation, Trust, Autonomy, Pro-activity, Authenticity and Collaboration are valued in the organization. General climate items focus on the importance given to human resources development by the top management. The items dealing with human resource development mechanisms measure the extent to which human resource development mechanisms are implemented seriously.

Literature Review: Khan and Tarab analyzed the HRD Climate in Private Sector Telecommunication Industry of India. They studied the relationship between Employee Development and HRD Climate in Reliance Communications Ltd. They developed a positive relationship between the climate of the organization and the development of the employees. The overall employee development average score

was found to be 3.59 indicating the fact that the overall score was found to be average and there is still scope for further development⁵. Mane in his article judged HRD practices in private sector milk processing organizations in Pune region to be moderate due to poor HRD practices and further suggested scientific way to enhance the HRD climate⁶. Mohanty, Parija and Sahu in their article studied the level of HRD climate among employees and analyzed the impact of HRD climate on job performance in selected private Insurance companies. They concluded that average HRD climate was prevailing in the private insurance sector in Odisha⁷. Srimannarayana studied HRD Climate in 18 manufacturing organization, where response was collected from 726 employees. The overall mean score of HRD climate was found to be 3.49 (62.32%). From the fact he concluded that the suitability of developmental climate prevailing in manufacturing sector in India was of moderate level only⁸. Kilam and Kumari in their article studied the HRD and career planning in public sector banks. They found "Career Planning and Development" to be one of the most important HRD Sub System⁹. Saraswathi presented a comparative analysis of HRD climate based on employees working in software and manufacturing organizations. The overall mean of HRD climate was found to be 3.77 and 3.46 in software and manufacturing organization respectively indicating the fact that the developmental climate were found to be better in software organizations compared to that of manufacturing organization¹⁰. Benjamin in his paper examined the relationships among human resource development climate (HRDC), organizational Citizenship behaviour (OCB) and voluntary turnover intentions (VTI) in Nigerian banks. He found Nigerian banks management can reduce turnover and foster citizenship behaviour by ensuring that a favourable developmental climate exists within their organizations¹¹. Bais in his article studied Human resource development in Life Insurance Corporation of India. He suggested policy measures to improve the functioning of Human Resource Development Practices of LIC in India¹². Sekar, Muttiah and Santosh presented the HRD Climate of workers in Indian manufacturing companies. They found the existence of average climate for development in these organizations¹³. Dubey and Sharma in their article studied the HRD Climate in private engineering colleges of Odisha and found the overall HRD Climate score to be 3.59 which stands to be average¹⁴. Battu in his book studied HRD Climate in Agrigold Pvt. Ltd. He compared the perception of managers, supervisors and workers on different level of general climate, OCTAPAC culture and HRD mechanisms. He indicated the overall climate in the organization to be good but just below the desired level¹⁵.

Objectives of Study: Following are the broad objectives of study: i. To study Teachers perception on various aspects of general climate prevailing in their schools. ii. To study Teachers perception on HRD Process through OCTAPACE

Culture. iii. To study opinions of the employee on the HRD mechanisms implemented by private schools.

Hypothesis: Following hypothesis are formulated on the basis of research objective: i. Significant relationship does not exist between age of the respondent teachers in private schools and their education. ii. Significant relationship does not exist between experience of the respondent teacher in private schools and their income. iii. Significant relationship does not exist between income of the respondent teachers in private schools and their education level. iv. Significant relationship does not exist between experience of the respondent teachers in private schools and their age group.

Research Methodology

Methodology: The methods adopted for the current research are given as:

Population and Sampling Techniques: In the present study population consists of the teachers engaged in private school of western Odisha spread over four different districts. (Bargarh, Bolangir, Sambalpur and Sundergarh). The teachers working in private schools were taken as element of study. Convenience sampling technique was adopted to collect the primary data. HRD Climate survey questionnaire designed by Prof. T.V. Rao was used as a principle instrument for collecting data. This is the standardized and widely used instrument for HRD Climate survey. Modifications were made in the questionnaire as per suitability. A total of 380 questionnaires were distributed in 12 different schools covered in four different districts. The total number of filled questionnaire which was received back was found to be 263 so the response rate was found to be 69% approximately.

Limitation of the Study: i. Some of the employee teachers were not interested to give answer to the formulated questionnaire therefore there is a chance of personal bias on the part of teacher which can affect the authenticity of collected data. ii. The sample size was restricted to 263. iii. Due to lack of time and adequate financial resources the data collection was restricted to 12 private schools covering four districts in western Odisha.

Results and Discussion

Data Analysis: Data analysis was done by using SPSS Software Version 16. Reliability test was checked by cronbachs alpha. Testing of hypothesis was done by one way ANOVA technique. Statistical tools like descriptive statistics, mean and standard deviation were used to analyze the data. Data analysis includes

Table-1
Sample of Study

		Frequency	Percent
Age of the respondent teacher	Under 20 years	21	8
	21-30 years	95	36.1
	31-40 years	76	28.9
	41-50 years	57	21.7
	50 years and above	14	5.3
	Total	263	100
Gender of the teacher	Female	137	52.1
	Male	126	47.9
	Total	263	100
Educational qualification of teachers	12th	21	8
	Graduate	76	28.9
	B.ed.	74	28.1
	Post Graduate	45	17.1
	Post Graduate with B.ed.	47	17.9
	Total	263	100
Experience of the teacher	0-1 Years	45	17.1
	2-3 Years	60	22.8
	3-5 Years	53	20.2
	5-9 Years	57	21.7
	10 Years and above	48	18.3
	Total	263	100
Teaching class	Primary School Teacher	54	20.5
	Middle School Teacher	97	36.9
	High School Teacher	65	24.7
	Higher Secondary School Teacher	47	17.9
	Total	263	100
Monthly income of the teacher	Less than Rs.5000	46	17.5
	Rs.5001-10000	101	38.4
	Rs. 10001-15000	72	27.4
	Rs.15001-20000	28	10.6
	Above Rs.20000	16	6.1
	Total	263	100
Family size of the teacher	1-2 Members	92	35
	3-4 Members	119	45.2
	4-6 Members	36	13.7
	More than 6 Members	16	6.1
	Total	263	100
Religion of the teacher	Hindu	220	83.7
	Sikh	12	4.6
	Muslim	7	2.7
	Christian	24	9.1
	Total	263	100

Table-2
Test of Reliability

Reliability Statistics	
Cronbach's Alpha	No. of Items
0.952	49

The above table 2 shows the reliability test for 49 items. The value of Cronbach's Alpha was found to be 0.952 which suggests that the data collected is reliable for further analysis.

Hypothesis Testing: 1.H0: There is no relationship between age of the respondents and education of the respondent. H1:

There is significant relationship between age of the respondents and education of the respondent

In the above table-3 that the P-Value is less than the F Value. Hence the null hypothesis was rejected. Therefore it is concluded that there is significant relationship between age and education of the respondent.

H0: There is no relationship between experience of the respondents and income of the respondent H1: There exist relationship between experience of the respondents and income of the respondent

Table-3
Hypothesis Testing by Analysis of variance (ANOVA)

Educational qualification of the teacher and age	Sum of Squares	df	Mean Square	F	P-Value, Sig.
Between Groups	128.384	4	32.096	31.493	0
Within Groups	262.939	258	1.019		
Total	391.323	262			

(P<0.05)

Table-4
Hypothesis Testing by Analysis of variance (ANOVA)

Monthly income of the teacher and experience	Sum of Squares	df	Mean Square	F	P-Value, Sig.
Between Groups	175.559	4	43.89	84.389	0
Within Groups	134.182	258	0.52		
Total	309.741	262			

(P<0.05)

Table-5
Hypothesis Testing by Analysis of variance (ANOVA)

Educational qualification of the teacher and income	Sum of Squares	df	Mean Square	F	P-Value, Sig.
Between Groups	229.269	4	57.317	91.253	0
Within Groups	162.054	258	0.628		
Total	391.323	262			

(P<0.05)

Table-5
Hypothesis Testing by Analysis of variance (ANOVA)

Age of the respondent teacher and experience	Sum of Squares	df	Mean Square	F	P-Value, Sig.
Between Groups	209.923	4	52.481	188.592	0
Within Groups	71.795	258	0.278		
Total	281.719	262			

(P<0.05)

In the above table-4 that the P-Value is less than the F Value. Hence the null hypothesis was rejected. It is therefore concluded that there is significant relationship between experience and income of the respondent

H0: There is no relationship between income of the respondent and educational level of the respondent. H1: There exists relationship between income of the respondent and educational level of the respondent.

In the above table-5 that the P-Value is less than the F Value. Hence the null hypothesis was rejected. It is therefore concluded that there is significant relationship between income and educational level of the respondent.

H0: There is no relationship between experience of the respondents and age group level of the respondent. H1: There exist relationship between experience of the respondents and age group level of the respondent

In the above table-6 that the P-Value is less than the F Value. Hence the null hypothesis was rejected. It is further concluded

that there is significant relationship between experience and age group level of the respondent.

It is observed from the above table-7 that the mean score of General climate stands at 3.48. It indicates the fact that the general climate prevailing in the school is average in nature and there is still further scope of development in this area.

It is observed from the above table-8 that the mean score of OCTAPAC Culture is found to be 3.67 indicating the fact that the implementation of HRD practices by the school authority is average.

The score of HRD mechanism stands at 3.01 which clearly states that it is below average or poor and further improvements can be made in this direction.

From the above table-9 it is concluded that the overall HRD Climate mean value stands at 3.38 which clearly states that it is average in nature.

Table-7
Data Interpretation –General Climate

GENERAL CLIMATE		Mean	SD
1	Management believes human resource in the form of teacher is an important resource and it is treated more humanly	3.75	0.996
2	The policies in in the institution facilitates Teachers development	3.57	1.078
3	Senior Teachers take active interest in learning process of the juniors teachers	3.48	1.044
4	Psychological climate in the institute is conducive for the teachers for acquiring new knowledge and skills	3.73	1.097
5	The senior teachers in the organization motivates the junior teachers	3.86	1.115
6	Development of colleagues is seen as an important part by the senior teachers	3.69	1.13
7	Job relation in the institution facilitates teachers development	3.67	1.057
8	Teachers feel free to report their complain to the senior authority	3.62	1.052
9	The educational circle always motivate the teachers to do the work in efficient way	3.34	1.028
10	Teachers in the organization has a sense of belongingness and they feel proud to work	3.54	1.206
11	Group goals are valued more in the institution than individual goals	3.44	1.318
12	There are adequate circulation of routine information in the school	3.31	1.291
13	Teachers in the institute are encouraged to work through empowerment	3.7	1.122
14	Teachers have a clearly defined work structure and role clarity	3.38	1.296
15	The teachers in the organization feel that they have fulfilled their psychological needs	3.47	1.184
16	The institution encourages participative leadership style	3.49	1.007
17	Institution revises job description from time to time	2.94	1.393
18	The institution has system of teachers participation in management	2.9	1.42
19	Teacher perceives opportunities for acquiring capabilities	3.23	1.14
	Overall mean score of General climate	3.48	

Table-8
Data Interpretation-OCTAPAC Culture

Descriptive Statistics		Mean	SD
OPENNESS			
1	Teachers behaviour in the School is informal in nature	3.12	0.941
2	Teachers do not hesitate to discuss their problems with the Senior teachers	3.95	0.825
3	Teachers are not afraid to express or discuss their feelings with their Colleagues	3.87	0.918
4	Teachers in the school do not have any fixed mental impressions about each other	3.9	1.053
COLLABORATION			
5	The employees in the School are helpful to each other	3.91	1.075
6	Team spirit is of high order in the institution	4.22	0.869
7	The institutions future plans are made known to the staff to help their juniors and prepare them for the future	3.95	0.989
TRUST			
8	Management in the institution believe that employee behaviour can be changed for development at any stage of their life	3.49	1.015
9	Teachers in the institution trust each other	4.02	1.023
10	When any teacher make mistake his senior treat it with understanding and help him to learn from such mistakes rather than punishing him or discouraging him	3.98	1.115
AUTHENTICITY			
11	Performance appraisal reports are based on fulfillment of objectives	3.76	1.169
12	Teachers are serious to learn when they are provided training	3.7	1.145
13	Teachers returning from training programmes are provided with sufficient Scope to try out what they learnt	3.36	1.276
PROACTIVITY			
14	Top Management makes effort to identify and utilize the potential of their teachers	3.38	1.367
AUTONOMY			
15	When senior Teachers delegate authority to the junior teachers, they use it as an opportunity for development	3.91	1.129
CONFRONTATION			
16	Teachers in the organization take pains to find out their strengths and weakness from their senior teachers or colleagues	2.81	1.196
17	Teachers are encouraged to experiment with new methods of teaching and try out their creative ideas in Learning process	3.01	1.166
	Overall mean score of OCTAPAC Culture	3.67	

Table-9
Data Interpretation-HRD Mechanism

	HRD MECHANISM	Mean	SD
1	Weakness of the teachers are communicated to them in a non-threatening way	3.51	1.073
2	Teachers are sponsored for training programmes on the basis of genuine training needs	3.22	1.155
3	The institution ensures teachers welfare to such an extent that they can save lot of mental energy for work purpose	3.54	1.168
4	There are suitable rewards for the good work done by the teachers	2.21	0.928
5	Teachers lacking competence are helped to acquire competence	3.63	1.018
6	The senior teachers in the organization point out career opportunities to the juniors	2.61	1.317
7	The selection process of newly hired teacher in the institution is unbiased	3.57	1.14
8	The institution conducts orientation session and training for staffs at all level	2.83	1.434
9	There are adequate and timely appraisal system in the organization	2.89	1.469
10	When behaviour feedback is given to teachers they take it seriously and use it for development	2.81	1.435
11	Institution provide core management skills to the senior teachers	2.85	1.457
12	The management boosts the confidence of newly promoted senior teacher	2.74	1.388
13	The exceptional behaviour of a teacher in helping the institution is recognized, rewarded and made visible	2.78	1.442
	Overall mean score of HRD mechanism	3.01	

Table-10
Data Interpretation-Overall HRD Climate

SI No	Statement	Mean score
1	OCTAPACE Culture	3.67
2	General climate	3.48
3	HRD Mechanism	3.01
	Overall mean score of HRD Climate	3.38

Conclusion

From the study it is revealed that the mean score of the overall HRD climate in private schools of western Odisha is found to be 3.38 which is not good but average in nature. This signifies that there exist ample of gaps between the management and private school teachers in context to developmental activities. Therefore suitable steps must be taken on the part of management to raise the HRD climate in the schools in order to reinforce teacher's development which in turn will lead to quality education system in the area.

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