A Study on Temperament and Work Culture of Higher Secondary School Teachers

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Abstract

The working style of teachers provide a direction to the condition of the school. If the working style has an effective setup, the result of the school will also be impressive. The temperament of teachers and their work culture may play a great role in providing excellence. An attempt has been made to know about the relationship between these two variables. This study was conducted on teachers of Durg district. 327 higher secondary school teachers were selected by random from govt. and private schools of urban and rural areas. The obtained data were treated statistically to know relationship by employing Product Moment Co-efficient of Co-relation. The value of r is +.045 which is found not significant at .001 level of significance. This finding reveals that there exist no significant relationship between the temperament and work culture of higher secondary school teachers.

Introduction

It is fact that teaching is an art. It is gifted and such teachers teach effectively and efficiently. They also play a great role in fulfilling the aspirations of their students. The trained teachers are given the methods, tips and technology to make their teaching at par with the gifted one. Temperament of these teachers leave an impact on the students achievement (Sinha, 2008). The teachers temperament and personality also try to form a particular environment in the school. The temperament of teachers and school environment motivate the teachers to develop work culture in themselves. The meaning of work culture is the system of working place where the persons perform their duties to their best and develop work culture in the academic and cultural arena of the school. The joint efforts of Principal, teachers, administrative staff and students in having a congenial environment in the school campus is termed as work culture of the school.
Various studies have been conducted by various research scholars in the field of work culture but they are not in the field of education. The study is trying to find a conclusion on the relational effect of temperament and work culture of school teachers.

**Hypothesis**
There exists no significant relationship between temperament and work culture of Higher Secondary School Teachers.

**Sample**
To verify the proposed hypothesis, 327 higher secondary school teachers were selected by purposive sampling technique. 135 teachers from govt., 124 teachers from private and 68 teachers from undertaking schools were selected from 50 schools.

**Tools**
A test prepared by Dr. P.K. Srivastava & Smt. Kanak Sinha was employed to measure the temperament by Teachers Temperament Scale. This test has two sub test A & B. Each sub test has 7 questions in every dimensions. There are 7 dimensions in total. The statements have three points rating i.e. 0, 1, 2 respectively for ‘no’, ‘indecisive’ and ‘yes’. In total the maximum score is 98 for sub test A. Similarly for test B also. For temperament the maximum mark is 196.

Another test for measuring work culture was prepared by Dr. P.K. Srivastava named as Teacher’s Work Culture: Questionnaire. This test is also prepared on three points rating scale consisting of 45 statements. The scoring is 1 for ‘no’, 2 for ‘undecided’ and 3 for ‘yes’. In total the maximum mark will be 135.

**Analysis and Discussion**
The obtained scores were statistically analysed and is presented for discussion in the table given as under

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>Correlation (r)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Temperament</td>
<td>327</td>
<td>22.0719</td>
<td>1.3575</td>
<td>+.045</td>
</tr>
<tr>
<td>Work culture</td>
<td>327</td>
<td>95.4067</td>
<td>7.3877</td>
<td></td>
</tr>
</tbody>
</table>

It is evident that there exist no significant relationship at .001 level of significance. Hence the proposed hypothesis that there exists no significant relationship between temperament and work-culture of higher secondary school teachers is accepted.
Conclusion
It is concluded from the above inference that the temperament does not play any role in enhancement or decrease of work culture.

Singh (1989) Chaddha (1991) and Verma (1992) revealed from their studies that the temperament of school student do not show any positive correlation with creativity or stress or academic achievement. Valensik et al. (2010) found no relationship between temperament of school teachers and class room interactions.

Bibliography
