

A Correlation between Organizational Climate and Teachers' Attitude towards Child Protection of Elementary School Teacher

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ABSTRACT

The purpose of this study to find out the correlation between organizational climate and Teachers' attitude towards child protection of elementary school teacher. The sample of this study is 527 teachers of elementary school. To measure the Organizational Climate, Organizational climate scale for teachers (OCST) by Venita Singh (2015) used to assess the organizational climate of teachers and Self-made tool prepared by researcher used to measure Teachers' attitude towards child protection. Karl Pearson Correlation coefficient used for the statistical treatment of the data. The results revealed that there is a significant relationship is found among the organizational climate and it's dimensions and Teachers' attitude towards child protection.

1. Introduction

India has the honor of having the largest population of children in the world. After six decades of independence in spite of taking various initiatives for child protection every day the wellbeing and safety of children is threatened by abuse and negligence. Educational institution is a place where children spend their major chunks of time. Teachers play a significant and pivot role in child development. Teachers have responsibility to protect children from intentional and unintentional harm.

There are so many cases in which teachers are intelligently observe and monitor children for signs of abuse. They cleverly and tactfully prevent and respond towards child abuse and negligence. Another side of coin shows that in some case teachers' are responsible for child abuse and in some other cases they are unable to understand if the child has been exposed to some form of abuse. It seems that the action or response taken by the teachers towards the child protection issues are dependent on their attitude and highly affected by organizational climate. Various studies indicated that these are the vital component which affects teacher attitude towards children.

Organizational Climate

The term organizational climate refers to the overall characteristics, atmosphere in a school. It refers to the sum of all physical, social, emotional and instruction factors. Teachers are highly affected by their organizational climate. It affects the teachers' processes and decisions, behavior and motivation, team work and co-operation, social relationships.

Attitude

Attitude usually refers to the beliefs, action, tendencies and feelings of individual's towards object, people and ideas. Attitude is multidimensional and complex in nature. It is highly affected by person own motives, values, emotions, internal needs and external social pressure etc. An attitude is a Particular feeling about something. It is very particular in case

of teachers. Studies indicate that teachers are lacking with child abuse reporting attitude. So it is very important to know the factors which are required to developing teacher's attitude towards child protection.

2. Child Protection

Child protection is defined as a broad term to describe philosophies, policies, standards, guidelines and procedures to protect children from both intentional and unintentional harm. UNICEF stated child protection means preventing and responding to violence, exploitation and abuse against children. Child protection also includes response which means the act of responding and investigating towards suspected cases of possible child abuse and negligence. According to the Integrated Child Protection Scheme (ICPS) Child Protection is about keeping children safe from a risk or perceived risk to their lives or childhood.

Elementary School

Elementary school has Primary and Upper Primary classes both in Government and Private schools. Primary school includes class I to V and upper primary includes classes VI to VIII.

School Teacher

In this study the School Teachers means the elementary school teachers who are handling the Primary and Upper Primary classes in government and private schools of Chhattisgarh.

Douglas (2010) explored the significant relationship between school organizational climate and teacher commitment. Babu and kumari (2013) study indicated that there was significant relationship between the teachers organizational climate and teacher effectiveness and found that maximum number of effective teachers were comes under government school where open climate exists. Bai (2014) found that organizational climate of school was significantly related to physical education teacher's burnout. Roman et al.

(2015) study contributed to how school organizational climate influenced teachers commitment. Feng (2010) results revealed that the majority of teachers from Taiwan felt physical discipline was acceptable and perceived as an effective feature of child rearing means Taiwanese teachers attitude towards reporting Physical punishment was to be negative. Choo and walsh (2013) developed tool to assess Teachers' Attitudes toward reporting child abuse and neglect.

This review of literature reveals the importance of organizational climate and shows all these variables are necessary for living satisfactory and effectively with other members of society. As we know child protection is a serious problems that make extraordinary demands on teachers' knowledge and professionalism but no published research work find regarding the responsible factors for affecting and developing teachers' attitude towards child protection.

3. Objectives

1. To find out the relationship between Organizational climate and attitude towards child protection of elementary school teachers.

4. Hypothesis

H_{0r1} There exists of no significant relationship between the scores of organizational climate & it's dimension and attitude towards child protection of elementary school teachers.

5. Delimitation of the study

The study has the following delimitations

- i. The study conducted only on government and private school teacher's teaching in elementary Schools of Raipur district Chhattisgarh.

Sample

Out of the available universe it is planned to select by using stratified random sampling approximately 527 Teachers and 93 schools respectively.

Tools of the study

Organizational Climate (2015) Organizational climate scale for teachers (OCST) by Venita Singh will be used to assess the organizational climate of teachers as perceived by the elementary school teachers. It consists of 66 items measuring different four dimension – 1. Leadership 2. Organizational Structure and Design 3. Inter-Personal Relations Co-working relations 4. Member Quality.

Teachers Attitude Scale towards child protection is developed by the researcher.

6. Result and Discussion

H_{0r1} There exists of no significant relationship between the scores of organizational climate & it's dimension and attitude towards child protection of elementary school teachers.

In order to verify this hypothesis, correlation between organizational climate & it's dimension and attitude towards child protection of elementary school teachers was calculated. The data obtained was computed and result was depicted in table 1.

Table No. - 1

Value of Correlation (r) between Organizational Climate & its' Dimension and Attitude towards child protection of Selected Elementary School Teacher

Sr No.	Organizational Climate & its Dimensions	N	Teachers' Attitude Towards Child Protection
			'r'
1	Leadership	527	0.314**
2	Organizational Structure and Design	527	0.297**
3	Inter-Personal Relations Co-working relation	527	0.346**
4	Member Quality	527	0.194**
5	Organizational Climate Total	527	0.347**

** Significant at 0.01 level

While observing the correlation coefficient calculated between each dimension of organizational Climate and Teachers' attitude towards child protection, it was evident that all the areas and total organizational climate have significant and positive relationship with teachers' attitude towards child protection. It means that as organizational climate and area of organizational climate gets better, the teachers' attitude towards child protection also shows sign of improvement. The calculated 'r' values of 0.314, 0.297, 0.346, 0.194 and 0.347 respectively, showing .01 level of statistical significance.

Since positive and statistically significant relationship was found between the organizational climate and area of organizational climate and teachers' attitude towards child protection, H_{0r1} stating that "There exists of no significant relationship between the scores of organizational climate & it's dimension (Leadership, Organizational Structure and Design, Inter Personal Relations Co-working relations, Member Quality) and attitude towards child protection of elementary school teachers.", stands rejected.

7. Conclusion

The hypothesis revealed that there is significant relationship between organizational climate & it's dimension and teachers' attitude towards child protection. This is due to teachers who prefer a custodial approach of controlling pupils, who have lower morale due to school climate conditions and who are less likely to burn out, tend to adopt conflict-inducing attitudes towards pupils. The results also demonstrate a high incidence of educational, psychological and somatic complaints in students whose characterized teachers are perceived as more hostile in their attitude towards pupils.

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