A RESEARCH PROPOSAL
On

PROFESSIONAL CULTURE OF SCHOOL TEACHERS

Submitted to

GANDHIGRAM RURAL INSTITUTE (DEEMED TO BE UNIVERSITY)
Gandhigram-624 302
Dindigul District, Tamil Nadu.

Under the Scheme of

Government of India
Ministry of Human Resource
Development

Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNMTT)

Department of Higher Education
Ministry of Human Resources and Development
Government of India
New Delhi.

Submitted by

Dr. A. Michael J Leo

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Rev. Dr. D. Thomas Alexander, S.J.
PRINCIPAL

To

Project Coordinator,

SoE – PMMMNMTT,

The Gandhigram Rural Institute,

Gandhigram.

      The **St. Xavier's College of Education (Autonomous), Palayamkottai** forwards application of **Dr. A. Michael J Leo** for the School of Education under PMMMNMTT Research project entitled **Professional Culture of School Teachers** With an undertaking that this organization agrees to administer and manage the PMMMNMTT – SoE , GRI Grant, provide basic required infrastructure facilities, make available all its research facilities such as library, laboratory and other equipment and provide the material and managerial assistance for the project against the earmarked Institutional Overhead of 5 % of the project'sbudget.

      If the Principal Investigator directing the project leaves our institution to join some other institution after a part of the sanctioned grant has been received, we would have no objection to the transfer of the project to a new institution, if the Principal Investigator and Project Coordinator SoE - PMMMNMTT, GRI, so desires. The institution, however, shall continue to be responsible for submitting the audited statement of accounts and utilization certificate for the grant received by it, for this purpose.

Signature (Seal)

Name: Rev. Dr. D. Thomas Alexander S.J.

Date: 14-02-2019

Designation: Principal

Principal
St. Xavier's College of Education
(Autonomous)
Playamkottai - 627 002.

GANDHIGRAM RURAL INSTITUTE (Deemed to be University)

GANDHIGRAM – 624 302, DINDIGUL DISTRICT, TAMILNADU

(Ministry of Human Resource Development, Government of India)

Accredited by NAAC with 'A' Grade (3rd Cycle)

SCHOOL OF EDUCATION

Under the Scheme of PMMMNMTT

Application for Research Projects (Minor)

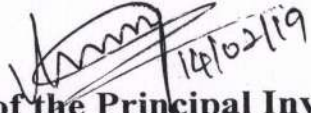| 1.	Name of Principal Investigator (PI)	Dr. A. Michael J Leo (Principal Investigator) Rev.Fr. A. Martin George (Co-Investigator)
2.	Present Position and Institutional Address of the organization of the Principal Investigator /Co-Investigator(telephone/mobile/ E- mail id mustbe written clearly)	Assistant Professor in Education St. Xavier's College of Education (Autonomous), [Re-Accredited (3rd Cycle) by NAAC at 'A' Grade with CGPA:3.67] Palayamkottai, Tirunelveli, Tamil Nadu - 627 002.
		Telephone: 0462-2577630 Mobile No. : 9994006762 E-Mail: amjlsxce@gmail.com
	Mailing Address	Assistant Professor in Education, St. Xavier's College of Education (Autonomous), Palayamkottai, Tirunelveli, Tamil Nadu - 627 002.
3.	Date of Birth and Age (PI & C PI)	19/12/1980 and 38 (PI) & (CPI) 09/10/1969 and 49
4.	Gender	Male
5.	Category to which the PI belongs: (Tick one or more boxes, as applicable. Enclose relevant certificates,(if any)	OBC
6.	University/Institutes where the project would be located Give complete address.	Assistant Professor in Education, St. Xavier's College of Education (Autonomous), Palayamkottai, Tirunelveli, Tamil Nadu - 627 002. Phone no. Fax: 0462-2577631 Email: sxcedn@edu.in Website: www. sxcedn.edu.in

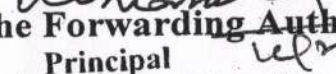| 7.	Type of Institution where the project will be located and administered	Government Aided College (Autonomous)		
8.	Educational Qualification and academic attainment of the PI& Co PI (Please enclose a brief academic CV as in annexure II)	M. Sc., M. Ed., M. Phil., SET, NET, Ph. D. (Edn.), M.Sc. (Psy.) **Annexure II Enclosed**	☐ ☐ ☐	
9.	Indicate if PI has received any Other Research grant previously from PMMMNMTT of other Institutions? Those scholars, who have ongoing Research Projects (Major/Minor and Research Programme) as Main Project Director need not apply (Please tick)	Nil		
10.	If completed, specify (clearly mention the title of the study)	-		
11.	Title of the Project Proposal (Brief Abstract of the proposal in 1500 words as per Annexure 1)	Annexure I Enclosed		
12.	Discipline(s) of the proposed Research Studies (Kindly indicate)	Professional Development of Teachers and Teacher Educators		
13.	Estimated Budget and duration of the study (Please provide detailed estimate of the budget in a separate sheet. Please follow the norms provided in the guidelines)	Budget (In Rs.) 4,95,250/- Duration (is in months) 12 months		

DECLARATION

If any of the above information supplied by me is proved to be incorrect, my project may be cancelled.

Place: Palayamkottai

Date: 14-02-2019.

Signature of the Principal Investigator

Dr. A. Michael J. Leo
Assistant Professor in Education
St. Xavier's College of Education (Autonomous)
Palayamkottai - 627 002.

Signature of the Forwarding Authority
Principal
St. Xavier's College of Education
(Autonomous)
Playamkottai - 627 002.

Discipline of the Project

Education: Professional Development of Teachers and Teacher Educators

Title: PROFESSIONAL CULTURE OF SCHOOL TEACHERS

1.1 INTRODUCTION AND STATEMENT OF THE PROBLEM

Education is a process of acquiring and being able to apply knowledge. Knowledge means knowing surroundings with its realities, structures, requirements, usages, and their relationships to the self. Hence, it is the process of developing personality. Education helps a man to make deliberate and conscious efforts to live comfortably and happily in his physical and social environment. The real education comprises of the formation of heart, mind and physique. The teacher is a dynamic force of the school. A school without teacher is just like a body without the soul, a skeleton without flesh and blood, a shadow without substance. There is no greater need for the cause of education today than the need for strong manly men and motherly women as teachers for the young as social engineers, the teachers can socialize and humanize the young by their man-like qualities.

The only means of strengthening intellect as teachers for the well-being of the learners is to let the mind be an access road for all thoughts, not selected gathering. This open-mindedness, sympathy, tolerance, intellectual adaptability and width of interest will develop the attributes essential for successful living and dealing with children. When the teachers are dealing with the children, the only monitoring mechanism is the feedback which is received from the students. The other stakeholders of the schools may be helping the teachers to be on their professional track. The feedback mechanisms established at the schools are not properly systematized, practiced and evaluated in a cycle to be implemented effectively for the benefit of the students and the school organization.

The teachers' professional skills are developed through the attributes of the teachers which are controlled by a number of psycho-social factors. The term professional attributes of teachers are dynamic as well as

inconsistent in terms of the organizational climate. The Government Schools, Private Schools in English Medium and CBSE schools may have different organizational climate and culture which have an influence on the professional culture of the teachers. Here the investigator is making an attempt to uncover the different professional culture of schools teachers in Tamil nadu.

1.2. AIM AND OBJECTIVES OF THE STUDY

1.2.1. Aim

This study aims at finding the current status of the professional culture of the teachers working in different schools under various curriculum and management, so as to suggest the ways and means of developing a professional culture of learning as teacher.

1.2.2 Objectives of the Study

a) To find the level of the professional culture of the teachers working in different schools in terms of a) Team work b) Responsibility c) Leadership d) Role Clarity e) Professional Development and f) Professional Commitment

b) To find out the level of professional culture of school teachers in terms of demographic variables.

c) To find out whether there is any significant difference among school teachers in their professional culture in terms of gender, nature of the institution, nature of the job and years of experience

d) To compare the level of professional culture of teachers with their backgrounds in order to find out the factors behind it.

e) To suggest the ways and means (Action Plan) of developing a professional culture at schools based on findings.

1.3 CONCEPTUAL FRAMEWORK

Professional Culture, defined as the way in which organizational members perceive and characterize their environment in an attitudinal and value-based manner has been asserted as an important and influential aspect of satisfaction and retentions, as well as institutional effectiveness. It is a

collective perception of the work environment by the individuals within a common system. It is the set of characteristics that describe an organization and that (a) distinguish one organization from other organizations; (b) are relatively enduring over time and (c) influence the behavior of the people in the organization. It enables a teacher to develop a professional pattern to learn and teach and to be available for the needy. A professionally cultured teacher in a school is able to do the following

a) The teacher must feel safe to take risks, and should not be vulnerable in front of colleagues

b) The ability of the teacher to make non-defensive and reflective self-evaluation towards students' achievement and behaviour.

c) The ability to use data to refocus teaching constantly.

d) The openness for Public Teaching

e) The habit of constant learning towards high expertise teaching

f) The consistent effort for collaboration and responsibility for interdependent work and joint responsibility for students and organization.

g) Showing the professional commitment and smartness in implementing classroom practice, class structures, and school policies and procedures

h) The ability and open mind to appreciate and recognize the works and achievement of students and colleagues and administrators.

i) Demanding and high standards for teaching expertise for all teachers

j) Clarity and Legitimacy in decision-making

1.3.1 Professional Culture of Teachers

An educational organization is formed to achieve certain goals and objectives by bringing individuals together on a common platform and motivating them to deliver their level best. It is essential for the teachers to enjoy their work for them to develop a sense of loyalty towards it. Professional culture plays an important role in extracting the best out of teachers and making them stick to the profession. The organization too plays an important role by offering a positive ambience to the teachers for them to concentrate on their work rather than interfering in each other's work.

Professional culture is a combination of qualities in an organization and its employees that arise from what is generally regarded as appropriate ways to think and act. Professional culture is a concept which deals in the study of: Beliefs, thought processes, attitudes of the teachers and ideologies and principles of the educational organization. It is the work culture which decides the way teachers interact with each other and how an educational organization functions.

1.3.2 Dimensions of Work Culture

A more healthy work culture leads to satisfied teachers and an increased quality of education. The following are factors influence the work culture.

a. Team Work

Team work and adjustability is prevalent in many fields throughout the world. In the field of education every teacher should increase their adjustability with colleagues, students and head of the institution. They should work in teams to take important decisions of work. The importance of individual teacher within an institution is an important variable in the performance of the institution as a whole. Teacher's adjustability and team work can identify high quality solutions to emerging problems in the school. It leads to good communication and hence to improvement in school performance. This can decrease problems by maximizing flexibility and responsiveness to student demands.

b. Responsibility

Teachers have the power to change the world. They can affect students' lives through the gift of knowledge, evaluating students' progress, and caring about and encouraging the student both in and out of the classroom. The following are the obligations of a teacher. The teacher's top priority is to present the curriculum to students. Teachers must have in-depth knowledge and experience in the subject matter being presented. Teachers are also responsible for testing students on the curriculum and grading the students' knowledge of the course material. Teachers must manage the classroom, keep control of the students and administer proper forms of discipline when disruptive situations arise. Teachers are obligated to report suspected

problems students are having at home. The proper authorities, including law enforcement, can then investigate the problems, which can include abusive relationships or failure to provide for the student's basic needs.

c. Leadership

Transformational leadership is a type of that leads to positive changes in those who follow. Teachers must have transformational leadership which means they should be energetic, enthusiastic and passionate. Transformational leaders are concerned and involved in the educational process; they are also focused on helping of the group succeed as well in the society. Transformational leadership involves offering support and encouragement to individual followers. In order to foster supportive relationships, transformational leaders keep lines of communication open so that followers feel free to share ideas and so that leaders can offer direct recognition of each follower's unique contributions. Teachers have a clear vision that they are able to articulate to students, also able to help the same passion and motivation to fulfill the goals.

d. Role clarity

Role clarity is defined as having sufficient information about the responsibilities and objectives of one's job and having knowledge of the behaviors considered appropriate to reach these goals. Ideally, the process of defining each teacher's role should proceed such that each teacher is clear about his or her role. Unfortunately, this is often not the case and teachers experience a lack of role clarity or, as it are commonly called, role ambiguity.

Teachers are often unclear about how to do their jobs, when certain tasks should be performed and the criteria by which their performance will be judged. In some cases, it is simply difficult to provide a teacher with a crystal-clear picture of his or her role. For example, when a job is relatively new, it is still "evolving" within the organization.

Furthermore, in many jobs the individual teacher has tremendous flexibility regarding how to get the job done. This is particularly true of highly complex jobs. In many other cases, however, role ambiguity is simply due to poor communication between either headmaster or colleagues and among members of work groups. These factors affect the work culture of

teachers in educational institutions. The institution must provide a work culture in such a way that every individual should feel as a part of the educational organization and therefore more involved more exited, stress free at work, satisfied of work and more loyal to the institution. Teachers must be given opportunity to take part in decision making and implementation of the plans, which in turn may improve the work culture as well as overall performance of the institution

e. Professional Development

The teachers who are proactive don't sit around waiting for answers to appear; they stand up, put one foot in front of the other, and find the answers. They don't wait for someone to hand them an instruction manual and a box of tools; they're resourceful. They are constantly moving forward, looking to the future, and making things happen. They're actively engaged, not passively observing. They learn to anticipate problems and events. These type of teachers will predict the need for the profession and continue to develop themselves professionally.

f) Professional Commitment

Commitment to student learning includes teacher dedication to helping students learn regardless of their academic difficulties or social background. Conceptually, this type of commitment speaks to increasing student engagement in learning and academic achievement, particularly for students who are academically at risk. A commitment to the community includes creating a symbolic relation between the school and community. Teachers need to orient and motivate the community to perceive the importance of education as a lifelong process. Teachers need to have deep concern and commitment towards the community and the organization for which they work. Organizational commitment is defined as a multidimensional concept that includes belief in and acceptance of the organization's goals and values; willingness to exert effort on the organization's behalf; and a desire to remain in the organization.

1.4 NULL HYPOTHESES

a) There is no significant difference between male and female school teachers in their professional culture and its dimensions.

b) There is no significant difference between high school teachers from rural and urban locality of schools in their professional culture and its dimensions.

c) There is no significant difference between married and unmarried school teachers in their professional culture and its dimensions.

d) There is no significant difference among government, aided and private school teachers' professional culture and its dimensions.

e) There is no significant difference between the school teachers having teaching experience up to 10 years and 11-20 years in their professional culture and its dimensions.

f) There is no significant difference among boys, girls and co-education school teachers in their professional culture and its dimensions.

g) There is no significant association between age and work culture and its dimensions of high school teachers.

h) There is no significant association between educational qualification and professional culture and its dimensions of school teachers.

i) There is no significant association between subject handled by the school teachers and their professional culture and its dimensions.

j) There is no significant association between hobbies of school teachers and their professional culture and its dimensions.

1.5. REVIEW OF RELATED LITERATURE

Kimberley, Robinson & Viviane (2000) found that an increase in teacher workload had been identified as an undesirable consequence of site-based school management. It found that, as local involvement in the management of schools increased, the percentage of time teachers spent in non-teaching duties rose from 42 percent in 1971 to 56 percent in 1990. Similar increases had been noted with self-management.

Singh and Sandeep Kumar Singh (2015) conducted a study on quality of work life of teachers working in higher educational institutions. The purpose of the study was to find out the impact of quality of work life on teachers job

satisfaction, commitment and engagement working in higher educational institutions. The findings of the study revealed that the quality of work life facilities the employees job satisfaction, performance and personal and as well as institutional effectiveness. A better quality of work life improved the well-being of the teachers as well as the institution's growth.

Arumgam Ramah et.al. (2015) conducted a study on the relationship between culture and organizational commitment among Chinese primary school teachers. The purpose of this study was to identify the relationship between school culture and organizational commitment. The study focused on twenty three primary Chinese schools (SJKC) in Kota Setar, Kedah, Malaysia. Findings of the study revealed that school culture is related to organizational commitment. Dimensions of human relations, open system, rational goal, internal process showed positive and significant relationships with organizational commitment, thus, proving that school culture is a predictor of organizational commitment.

1.6 SCOPE OF THE STUDY

The rapid growth of private schools with State, CBSE and ICSE streams demanding teachers a lot academically and socially where the middle class and upper class students are studying. On the other hand the teachers are recruited by Teachers Recruitment Board for Government Schools where the village and downtrodden students study. At this time, finding the professional culture of the teachers at schools of different category in Tamil Nadu would help the teacher educators to understand the actual professional culture of the teachers at Tamil Nadu. This may pave the way to direct the wings of Teacher Education programmes in Tamil Nadu.

1.7 METHODOLOGY

1.7.1 Method

The mixed method is proposed to be used to study the professional culture of school teachers in Tamil nadu. The investigator proposes the normative survey along with Interview and Schedule to be employed in the research design.

1.7. 2. Population and Sample

The population of the present study is the teachers working in government, aided, and private schools which are coming under state, CBSE, ICSE curriculum in Tamil Nadu.

A sample of 5000 teachers working in government, aided, and private schools which are coming under state, CBSE, ICSE curriculum in Tamil Nadu are planned to be taken randomly from **57841 schools** for this present study.

1.7.3. Tools Proposed to be Used

As the study aims to find the professional culture of school teachers, the following tools are proposed to be used by the investigator.

i.   Personal Data Sheet

ii. Professional Culture Inventory (WCI) developed by the investigator (2019)

iii. An Interview Schedule for the teachers prepared by the Investigator (2019)

1.7.4. Statistical Techniques proposed

The investigator is planning to employ the statistical techniques namely percentage analysis, t test and ANOVA and Chi-square for the analysis of data.

1.8 RELEVANCE AND JUSTIFICATION OF THE STUDY

The present educational system is questioned in terms of curriculum, methods of teaching, guidance and counselling, teacher behaviour and professional development of teachers. The teachers are the core pillars of any educational organisation that are tied and controlled by different factors emerging from the school. A British survey found that, as local involvement in the management of schools increased, the percentage of time teachers spent in non-teaching duties rose from 42 percent in 1971 to 56 percent in 1990. Similar increases had been noted with self-management. The question is whether the teachers are spending quality time at school for the benefit of its customers. So an attempt is made by the investigator in finding out the professional culture of the school teaches in Tamil nadu.

1.9 ANTICIPATED / EXPECTED OUTCOMES FROM THE RESEARCH

a) As this study find the professional culture of the teachers in Tamil Nadu, the difference in the level of professional culture could be identified and implications could be suggested.

b) As the study finds the professional culture of the teachers at schools, the government, school administrators and the teachers may have an effective feedback mechanism over their profession which would help them to revise the policies regarding school management.

c) This research would help the student teachers and teaches as an reflecting image of their professional practices which would direct their wings in the right direction.

d) This research may be helpful for the government in redesign the school policies on teachers and professional development.

1.10 TENTATIVE CHAPTERIZATION

Chapter I	:	Introduction and Conceptual Framework
Chapter II	:	Review of Related Literature
Chapter III	:	Research Methodology
Chapter III	:	Analysis of Data
Chapter V	:	Findings, Interpretation, Recommendations and Implications

1.11 TIME FRAME

The investigator proposes the following breakup of the schedule for the completion of the research work.

Review of Related Literature	:	2 Months
Conceptual Framework	:	2 Months
Selection and finalization of tools	:	2 Months
Administration of tools	:	3 Months
Analysis of data	:	1 Months
Writing report	:	1 Months
Finalization/computer binding	:	1 Months
Total	:	12 Months

1.12. ESTIMATED BUDGET

S. No.	Expenditure Heads	Total Budget (in Rs.)
1.	Research Staff: Hired Services	1,42,500/-
2.	Fieldwork: Travel/Logistics/Boarding, etc.	1,66,500/-
3.	Equipment: Computer, printer etc. Books/Journals/ Source Material/Software and Data Sets, etc.	95,000/-
4.	Contingency	47,500/-
5.	Publication of Report	20,000/-
6.	Institutional Overheads (over and above the total cost of the project to be paid to public funded institutes only)	23,750/-
Total		4,95,250/-

1.13 BIBILIOGRAPHY

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1.14 APPENDICES

Attached as per the application form

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