

Work Culture of Government Secondary School Teachers in Ladakh

¹Asmat Fatima, ²Dr. Jaswinder Kaur

¹*Research Scholar, School of Education, RIMT University*

²*Assistant Professor, School of Education, RIMT University*

Abstract—This study is an attempt to compare work culture based on gender and locality. The data was collected from randomly selected 600 teachers working in government secondary school from the districts of Ladakh by administering the Teachers' Work Culture of Manju, N. D. and Sheela, G. (2013). The findings indicated that most of teachers reported a high work culture exist in schools. Furthermore, a significant difference in the overall and all dimensions of work culture of male and female teachers found. Additionally, a significant difference is also found in the overall and team work and adjustability, pro-activeness, obligation, leadership and work scheduling dimensions of work culture except role clarity between the teachers from rural and urban locality. Furthermore, the findings revealed that female teachers and teachers from rural localities reported significantly high work culture as compared to male secondary school teachers.

Index Terms—work culture, secondary school teachers, Ladakh

I. INTRODUCTION

Work culture considered as work-related activities in the framework of norms and values regarding work. Work culture plays an important role in extracting the best out of employees and making them stick to the organization for a longer duration. Work culture viewed as the system of personally and collectively accepted meanings of work, operating for a given group at a given time [1]. Work culture defined as a system of shared values those results in high performance in organizations [2]. Work culture also illustrated by the prevalent patterns of feeling and behaviour in an organization, as well as the totality of the various levels of interacting forces around the focal concern of work [3].

The reviewed studies consistently highlight the importance of organizational culture and work environment in influencing teachers' motivation, performance, job satisfaction, commitment, and professional development. Recent studies found that a positive school work environment is associated with higher teacher motivation and teaching competence [4], while a strong

organizational culture significantly improves teacher performance [5, 6, 7]. Research also shows that organizational culture is positively related to job satisfaction, work motivation, and organizational commitment among teachers [8, 9, 10, 11]. Researchers [12, 13, 14] stressed that even the communication, transmitting norms, leadership structures, policies, procedures, and allocation of resources are related to the organizational culture and objectives.

Several studies further revealed that supportive organizational climates promote teacher effectiveness, learning behavior, and professional satisfaction [14, 15, 16] (Binakshi, 2012; Sompracha et al., 2015; Iancu, 2009). It was emphasized that work culture directly affects organizational commitment, with job involvement and job satisfaction serving as important mediating factors. Meanwhile, [18] found minimal differences in work culture perceptions based on gender and institution type, except for leadership, where aided colleges demonstrated better performance. Overall, the literature suggests that a positive and supportive work culture plays a crucial role in enhancing teachers' effectiveness, motivation, satisfaction, learning, and commitment, ultimately contributing to improved educational outcomes.

II. SIGNIFICANCE OF THE STUDY

A constructive work culture increase job satisfaction, motivation, and overall well-being. Strong workplace cultures often support innovation, adaptability, and students; academic performance. Understanding the work culture contributes to reduce stress and improve their job performance of the secondary school teachers. The findings will be useful to understand the professional environment, attitudes, and work practices of teachers in a unique geographical region. The findings also can assist school administrators and policymakers in improving working conditions and educational quality. Furthermore, it contributes to educational research by providing insights into the work culture of teachers in Ladakh and suggests measures for enhancing school effectiveness.

III. OBJECTIVE AND HYPOTHESES

The study aims to identify the levels of work culture and significant difference in of work culture of secondary school teachers based on gender and locality. Synchronizing with the above objective, following hypotheses are formulated: H01: There is no significant difference in work culture among secondary school teachers in relation to their gender; H02: There is no significant difference in work culture among secondary school teachers in relation to their location

IV. RESEARCH METHODOLOGY

The Descriptive survey method is employed for the present investigation. A sample of six hundred teachers working in government secondary schools is drawn from the districts of Ladakh by simple random sampling and data is gathered by administering Teachers' Work

Culture scale of Manju, N. D. and Sheela, G. (2013) [19]. The scale consists of 55 items that consist of five dimensions as Team Work and Adjustability, Pro-activeness, Obligation, Leadership and Work Scheduling, and Role Clarity. The scale possesses face validity, content validity, and constructs validity. The test-retest reliability coefficient for the scale was found to be 0.819, while the Cronbach's Alpha reliability found to be 0.876.

Data Analysis and Interpretation of the Results: The data is analyzed by employing descriptive statistics and t-test through SPSS.

Table 1: Level of Teachers' Work Culture in Secondary Schools

Levels	N	%
Very Low Work Culture	4	0.67
Low Work Culture	12	2.00
Average Work Culture	169	28.17
High Work Culture	284	47.33
Very High Work Culture	131	21.83

Table 1 presents the percentage distribution of teachers working in government secondary schools in Ladakh Union Territory across different levels of institutional work culture. The table shows that most teachers (47.33%) working in government secondary schools reported a high level, 28.17% of teachers have an above-average level, 21.83% of teachers have a very high level, 2% of teachers have a low level, and only 0.67% of teachers have a very low level of institutional work culture.

Table 2: Work Culture of Male and Female Secondary School Teachers

Dimensions of WC	Group	Mean	SD	df	t
Team Work and Adjustability	MSST	59.26	9.26	298	2.09**
	FSST	61.04	8.73		
Pro-activeness	Male	67.16	9.44	298	1.99**
	Female	62.53	9.96		
Obligation	Male	58.23	8.74	298	2.05**
	Female	57.86	8.49		
Leadership and Work Scheduling	Male	58.23	8.79	298	2.62**
	Female	61.12	9.25		
Role Clarity	Male	60.37	7.54	298	2.31**
	Female	58.16	7.21		
Overall WC	Male	68.78	8.25	298	2.28**
	Female	71.26	7.36		
*/** at 0.01/0.05 level of significant					

Table 2 reveals a statistically significant difference in the overall work culture (2.28) of male and female secondary school teachers as well as on its dimensions, i.e., teamwork and adjustability(2.09), pro-activeness (1.99), obligation (2.05), leadership and work scheduling (2.62), and role clarity (2.31) at the 0.05 level. Therefore, the null hypothesis, “*There is no significant difference in institutional work culture among secondary school teachers in relation to their gender*”, is rejected.

Furthermore, it is also revealed that female secondary school teachers reported a significantly higher/stronger work culture (71.26) and its dimensions, i.e., teamwork and adjustability (61.04), leadership and work scheduling (61.12), as compared to their male (68.78, 59.16, & 58.23) secondary school teachers. On the other hand, male secondary school teachers reported a significantly stronger work culture in the pro-activeness (67.16), obligation (58.23), and role clarity (58.16) dimensions, as compared to female secondary school teachers (62.53, 57.86, & 58.16).

Table 3: Work Culture of Rural and Urban Secondary School Teachers

Dimensions of WC	Group	Mean	SD	df	t
Team Work and Adjustability	Rural	58.78	7.25	298	2.28**
	Urban	61.26	7.36		
Pro-activeness	Rural	60.16	7.28	298	2.06**
	Urban	59.45	7.09		
Obligation	Rural	57.17	8.66	298	3.01*
	Urban	58.83	8.11		
Leadership and Work Scheduling	Rural	57.03	8.12	298	2.59*
	Urban	59.11	7.94		
Role Clarity	Rural	61.47	7.33	298	1.31
	Urban	60.01	7.90		
Overall WC	Rural	67.17	8.66	298	3.76*
	Urban	64.83	8.11		
*/** at 0.01/0.05 level of significant					

Table 3 shows a statistically significant difference in the overall work culture (3.76) of rural and urban secondary school teachers, as well as in its dimensions, i.e., teamwork and adjustability(2.28), pro-activeness (2.06), obligation (3.01), leadership and work scheduling (2.59), at 0.01 and 0.05 levels. Whereas, the role clarity dimension of work culture is found to be insignificant at 0.01 and 0.05 levels. Therefore, the null hypothesis, “*There is no significant difference in institutional work culture among secondary school teachers in relation to their location*”, is partially rejected and partly accepted.

Furthermore, rural secondary school teachers reported a significantly stronger work culture (67.17) and its dimensions, i.e., pro-activeness (60.16) and role clarity (61.47), as compared to urban secondary school teachers (64.83, 59.45, & 60.01). On the other hand, urban secondary

school teachers reported a significantly stronger work culture in teamwork and adaptability (61.26), obligation (58.83), and leadership and work scheduling (59.11) dimensions, as compared to their counterparts, female secondary school teachers (58.78, 57.17, & 57.03).

V. DISCUSSION AND CONCLUSION

A mean comparison between male and female secondary school teachers across various dimensions of institutional work culture reveals a statistically significant gender difference. It is worth noting that previous studies have also found gender differences in these aspects of institutional work culture, supporting the results presented above. The findings reveal that both male and female teachers have strengths in different aspects of institutional work culture. Female teachers excel in teamwork, leadership, and overall institutional engagement, which may reflect stronger collaborative skills, interpersonal awareness, and organizational sensitivity. This aligns with research indicating that female educators often emphasize cooperative practices and adaptability in institutional settings. The results show that female teachers demonstrate greater adaptability, stronger performance, and stronger collaboration within the institutional environment, as well as better leadership qualities and more effective work organization. This indicates that women may play a more prominent role in maintaining smooth operational functioning and collaborative leadership in schools. On the other hand, male teachers show higher scores in proactiveness, obligation, and role clarity, suggesting a focus on initiative, responsibility, and understanding of institutional expectations. The findings depicted that male teachers may be more inclined to take initiative and act proactively in institutional tasks. Male teachers may have a marginally stronger sense of duty or responsibility, which means they have a clearer understanding of their roles and responsibilities within the institution. This suggests that male teachers may focus more on individual responsibility and initiating action, which can drive institutional efficiency, and this clarity can contribute to efficient task execution and adherence to school policies. Moreover, the result shows that female teachers' higher overall score suggests that their collaborative and leadership-oriented approach may slightly enhance the overall work culture in schools, implying that their strengths in teamwork, leadership, and collaboration strengthen the general institutional environment more strongly. The result provides evidence that female teachers exhibit a slightly more positive perception or participation in the institutional work culture. Both genders contribute positively, suggesting that a balanced, collaborative institutional culture benefits from the strengths of both male and female teachers in complementary ways.

Furthermore, a mean comparison was conducted between teachers working in secondary schools in rural and urban areas on various dimensions of institutional work culture. The data reveal notable differences in institutional work culture between rural and urban secondary school teachers. The difference between rural and urban teachers was not significant on the dimension of role clarity of work culture, indicating that teachers across both contexts have a similar understanding of their roles and responsibilities within the school system. The findings suggest

that urban teachers generally score higher on institutional work culture, particularly in the teamwork, obligation, and leadership dimensions. This may be due to better access to resources, structured institutional processes, and professional development opportunities in urban schools, which foster a more organized and collaborative work environment. Higher scores indicate that teachers working in urban areas are generally more collaborative and flexible within the institutional environment. This may be attributed to better exposure to structured work environments and professional development programs in urban schools. It also reflects a stronger sense of duty and responsibility towards institutional tasks. This may result from better supervision, accountability mechanisms, and organized institutional processes, more effective planning, organizing, and leadership in school activities in urban schools. This aligns with urban schools' tendency to have better infrastructure and administrative support that facilitates leadership roles. On the other hand, teachers working in rural areas scored higher on the proactiveness dimension of work culture, indicating that they often take the initiative in challenging or resource-constrained settings, reflecting adaptability and problem-solving skills despite limitations. It clearly means that they tend to take more initiative in completing institutional tasks. This could reflect their ability to adapt and act independently in settings with inadequate resources or fewer structured systems. In the context of overall perceptions of work culture, teachers in urban areas scored significantly higher than those in rural areas. It indicates that general institutional work culture is stronger in urban schools, likely due to better resources, systems, and collaborative practices that enhance teamwork, leadership, and obligation, while rural teachers demonstrate individual initiative that compensates for fewer institutional resources. This finding implies that rural teachers often compensate for limited institutional support with individual initiative, whereas urban teachers benefit from structured environments that enhance collaborative and leadership behaviors.

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