Personal Effectiveness, Organizational Culture and Work-Related Stress among Teachers

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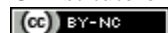

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ABSTRACT

The aim of the study was to observe whether there is a relationship between personal effectiveness, organizational culture and work-related stress among teachers. The study also aimed to observe the difference between teachers working in different institutions (viz., CBSE, ISC, UG, & PG) with respect to the same. Personal Effectiveness Scale – Teachers (Pareek, 2001), Organizational Culture Profile (Pareek, 2003) and Stress Indicator Tool (Kelly, 2004) were administered to a sample of 320 teachers working in CBSE schools (n=80); ISC schools (n=80); under-graduate colleges (n=80); and post-graduate colleges (n=80) who were selected through a purposive sampling technique. Results indicated significant differences between teachers working in different institutions with respect to the dimensions of organizational culture (p<0.05). The teachers working in CBSE institutions reported more favourable perception of their organizational culture than those working in ISC, UG or PG institutions. Results also indicated that significant correlations were observed between the dimensions of self-disclosure, proaction, authenticity and confrontation (p<0.05) among the CBSE, ISC, UG, and PG teachers. This study highlights the importance of periodic self-assessment to enhance effective work performance of teachers thereby improving the productivity and work culture of the educational organization.

Keywords: teachers, personal effectiveness, organizational culture, work-related stress

INTRODUCTION

Work-related stress is a global and increasing concern. Today's work context is commonly characterized by increased work demands, fast-paced work environments, uncertainty, and higher adaptability requirements, all of which contribute to an increase of work stress and negative consequences, such as various psychological and physical strains (Brymer, 1982). Although these work conditions are commonly observed in high-stress jobs, the same work stressors do not necessarily have the same effect on all individuals and in all contexts. The teaching profession is an occupation with a high prevalence of work-related stress (Wolters & Daugherty, 2007). This may lead to sustained physical and mental health problems in teachers. It can also negatively affect the health, well-being and educational attainment of children, and impose a financial burden on the public budget in terms of teacher turnover and sickness absence.

Teachers' occupational stress has received increasing recognition over recent years. Health and Safety Executive's (HSE, 2011) formal definition of work related stress is, "The adverse reaction people have to excessive pressures or other types of demand placed on them at work." De Heus and Diekstra (1999) argues that teachers are more prone to stress and burnout than the other professionals. The main sources of this stress can be summarized as five dimensions of poor relationships with colleagues, principal, and parents, students' misbehaviors, time management, lack of professional recognition, and work overload (Boyle, et al., 1995; Cooper et al., 1996). The majority of the evidence for identifying the main work stressors facing teachers point to specific factors: heavy workload, relationships with colleagues and management, poor working environment, pupil behaviour, long working hours, providing cover for teacher shortages and absences, pressure of school targets and inspections, coping with change and administrative duties (Benmansour 1998; Lambert 2006; NUT 2011; Travers 1996).

There are four main considerations that make the incidence of work-related stress highly relevant to educational administration. Firstly, the emphasis on face to face contact with students and the real time nature of service delivery means that lecturers are required to respond promptly and they are ''subject to a mass of competing, often contradictory or conflicting demands and expectations from a multiplicity of sources'' (Hales & Nightingale, 1986). Secondly, if lecturers are unduly stressed and therefore unhappy, this will be reflected in their dealings with students, and the quality of the service provided will suffer consequently (Brymer, 1982). Thirdly, high stress levels have the potential to result in high levels of staff

turnover and this will, in turn, result in higher training costs and problems in service quality maintenance (Peterson, 1984). This can be a particularly significant problem in a labor-intensive sector such as the education sector. Finally, university administrators have a moral obligation to protect the welfare of their staff by adopting management practices that reduce their employees' exposure to situations where stress may become a problem (Erkutlu & Chafra, 2006).

Work related stress develops because a person is unable to cope with the demands being placed on them which can be a significant cause of illness and is known to be linked with high levels of sickness absence, staff turnover and other issues such as more errors. Kyriacou (2011) has defined 'teacher stress' as the experience, by teachers, of unpleasant negative emotions, resulting from aspects of their work as a teacher that are triggered by a perception of threat in dealing with the demands made upon them. This trigger of threat involves three elements: having to deal with the demand, the fear of being unable to deal with the demand satisfactorily, and the fear that not dealing with the demand satisfactorily may have negative consequences.

Having considered the sources of stress in teachers, it is reasonable to look into some factors that might influence stress in teachers. Personal Effectiveness can be one such influential factor which is about unblocking the potential that an individual possesses. While personality measurement helps us to see a consistent pattern in a person's orientation, individuals with different types of personalities can be equally effective. One pre-condition for personal effectiveness is better self-awareness, but only understanding oneself does not make a person effective. It assesses the consistency in an individual's orientation towards the situation. Campbell & Kyriakides (2000) identified three main conditions in which a broader view of teacher effectiveness is incorporated: undue influence of available techniques upon concepts to be taught; emphasis on institutional (ignoring the role of teacher) effectiveness; and tenuous relationship to teacher improvement. Different personality types can be equally effective depending on how well he/she knowing oneself and managing the responses of those with whom he/she interacts.

Openness is critical for personal effectiveness. It has two aspects- self-disclosure (sharing with others what they do not seem to know about oneself) and use of feedback (being open to what others say on aspects which one may not be aware of). Pareek (2001) defined personal effectiveness as, being the best to oneself by mobilizing motivation and galvanizing cognitive capability in order to address the demand of a given situation; and the dimensions, self-disclosure is defined as, sharing with others what they do not seem to know about one- self; Feedback as, being open to what others say on aspects which one may not be aware of; and Perceptiveness as, sensitivity to others' feelings and to non-verbal cues. In addition, perceptiveness or sensitivity to others' feelings and to non-verbal cues is also important.

Personal effectiveness is often perceived by employees as the extent to which they have sufficiently met the task requirements of their job, or the extent of their individual productivity. The organizational environment can have a strong effect on personal effectiveness and productivity (Arthur, 1994; Donald et al., 2005). Styles of organizational culture that maximize employees' abilities to approach their tasks in ways that they perceive as constructive and fulfilling are likely, therefore, to be positively related to personal effectiveness.

Keeping in view the discussion in the previous paragraphs, organizational culture can be considered as another influential factor which encompasses the values and norms shared by members of a social unit. These values and norms indicate correct ways of relating to others (Schein, 1990). Cultural values are in turn reflected in actual behavioral patterns. Organizational culture is one of the key factors in determining how successful an organization will be in managing work stress.

Schein (1990), one of the most prominent theorists of organizational culture, gave the following very general definition, "A pattern of shared basic assumptions that the group learned as it solved its problems

of external adaptation and internal integration that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems".

According to Pareek (2003), organizational culture is the collective behaviour of humans who are part of an organization and the meanings that the people attach to their actions. Organizational culture includes ethics, values, beliefs, attitudes, norms, ethos, climate, environment and culture. The eight dimensions organizational culture is openness, confrontation, trust, authenticity, pro-action, autonomy, collaboration and experimentation which are essential for a strong and successful organization. A culture with these values has the greater chance of achieving high involvement and satisfaction, team work, growth and free flow of communication within the organization. Pareek (2003) defined Openness as, freedom to communicate, share and interact without hesitation and receiving feedback from customers and giving ideas and suggestions to team members; Confrontation as, facing the problems and challenges boldly and not shying away; Trust as, maintaining the confidentiality of information shared by others and company; Authenticity as, congruence between what one feels and says; Pro-action as, taking initiative, preplanning and taking preventive action; Autonomy as, using and giving freedom to plan and act in one's own sphere; Collaboration as, giving help to and accepting help from others in team; and Experimentation as, using and encouraging innovative approaches to solve problems.

Organizational culture can be an asset or a liability. Understanding culture means understanding the difference between the formal and the informal rules, the way of doing things and the real way espoused (Wallach, 1983). Understanding how the interrelationship among these influences work and how they exert their effects is, however, not easy. Influencing factors bearing in teachers' work can exert a positive or negative impact on their effectiveness and therefore lead to burnout.

Hakanen et al. (2006), used the Job Demands–Resources (JD–R) Model (Bakker et al., 2003; Demerouti et al., 2001) to examine how teachers' working conditions are related through work-related well-being – i.e. through burnout and work engagement – to their health problems and to organizational commitment. The results confirmed the existence of the both energetical and motivational processes, although the energetical process seems to be more prominent. The energetical process as a loss process is expected to be more prominent than the gain process, i.e., the motivational process. The importance of resource loss is further underscored by the fact that poor job resources were directly associated with burnout and were indirectly associated with lower levels of work engagement.

Along the line, the study by Kinman et al. (2011) examined relationships between 'emotional labour', burnout (emotional exhaustion, depersonalization and personal accomplishment) and job satisfaction in a sample of UK teachers. Findings highlight the need for teacher-training programmes to raise awareness of the emotional demands of teaching and consider ways to enhance emotion regulation skills in experienced as well as recently qualified staff.

Certainly, there is no shortage of discussion on burnout. In a study by Nagar (2012), it was reported that job burnout, which has been recognized as an issue of serious concern for employees and employers, is linked to decreased job satisfaction. The findings indicate that burnout is a syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment. The results show that increased depersonalization has a negative impact on an employee's satisfaction with his/her job. Teachers experiencing high levels of depersonalization eventually suffer deterioration of their relationship with students which in turn leads to a reduced sense of satisfaction with various aspects of their job. The findings also reveal that teachers with high levels of emotional exhaustion exhibit lower levels of job satisfaction. Working beyond one's capacity to match up with institutional demands lead employees to overwork, thereby significantly affecting their health. The results also indicate that, the absence of desired rewards in response to dedication and hard work, leads to negative evaluation of one's work and feelings

of inefficiency and poor self-esteem thereby leading to decreased levels of satisfaction with one's job. Teachers high on job satisfaction are more likely to exhibit greater organizational commitment.

There is yet another study by Chang and Lu (2007) that aimed to explore prevalent characteristics of organizational culture and common sources of work stress and, to analyze how characteristics of organizational culture may be linked to stressors. Four characteristics of organizational culture were identified, including family-kin, informal work obligations, organizational loyalty and subgroup involvement. Job characteristics, home-work interface, interpersonal relationships and career development were identified as common sources of work stress. Results revealed that characteristics of organizational culture could either alleviate or aggravate stress, depending on employees' perception and attribution. Findings indicated that stressors related to job characteristics seem particularly linked to informal work obligation but not to organizational loyalty as characteristics of organizational culture.

Taking into account the discussion in the preceding paragraphs, it is reasonable to look into a study by Erkutlu et al. (2011) that examined the moderating role of organizational culture in the relationship between leader's power bases and subordinate's job stress. The results of this study reveal that aggressiveness dimension of culture from the Organizational Culture Profile, strengthened the positive relationship between harsh power bases and job stress and another dimension, respect for people, and weakened that relationship. Furthermore, respect for people dimension strengthened the negative relationship between soft power bases and job stress.

To be able to understand, Lather et al. (2010) carried out a longitudinal study with the aim to calculate the personal effectiveness scores under the three categories: self-disclosure, openness to feedback, and perceptiveness; to determine the type of personal effectiveness and which dimension of personal effectiveness is lacking among the health personnel mostly; and to develop personal effectiveness norms for public health management personnel in South East Asia region, under the categories of self-disclosure, openness to feedback and perceptiveness. More than three-fourths of the public health management personnel in SEAR were found to be 'high' on openness to receiving feedback followed by three-fifths who have 'high' perceptiveness. However, less than one-half have 'high' self-disclosure. The compositions of the three dimensions of personal effectiveness of all the respondents suggested that about one-fourth were 'effective'. Nearly one-third of the respondents were found to be 'secretive''. One out of every ten respondents was found to be "ineffective".

Higher education researchers have made some attempts to study campus cultures. Initially, in the early 1960s the study of culture primarily concerned student cultures (Bushnell, 1960; Davis & Hare, 1956; Pace, 1960; Clark, 1963). Since the early 1970s Clark has pioneered work on distinctive colleges as cultures, the role of belief and loyalty in college organizations, and organizational sagas as tools for institutional identity. Later, work has also included the study of academic cultures (Becher, 1981; Freedman, 1979; Gaff & Wilson, 1971), and the system of higher education as a culture (Bourdieu, 1977). Thus, a foundation has been prepared based on which the current research attempts to study teachers' perception toward their organizational culture, in the Indian context, with respect to their, personal effectiveness and the work-related stress that they experience working in different institutions (viz., CBSE, ISC, UG, & PG) because, western research has consistently identified differences in teacher behavior at the classroom level, rather than differences at the school level, as ultimately more important in explaining variance in student outcomes (Scheerens & Bosker, 1997, Kyriakides et al., 2000 and Muijs and Reynolds, 2010). In this context, the objectives of the present study are as follows:

Objectives
1. To study whether there is a role of type of educational institution (viz. CBSE school , ISC school, Under-graduation college, Post-graduation college) on personal effectiveness, and its 3 dimensions (viz. Self-disclosure, Feedback, and Perceptiveness); organizational culture, and its 8

dimensions (viz. Openness, Confrontation, Trust, Authenticity, Proaction, Autonomy, Collaboration, and Experimentation); and Work-related stress in teachers.

2. To study whether there is a relationship between personal effectiveness, organizational culture and Work-related stress in teachers working in different types of educational institution (viz., CBSE school , ISC school, Under-graduation college, Post-graduation college).

METHOD
Research Design

The present study adopts a between group design to observe whether there are any differences between the teachers working in different types of educational institution (ISC and CBSE schools, Undergraduate and Post-Graduate colleges) with respect to personal effectiveness and its 3 dimensions (viz., self-disclosure, feedback, and perceptiveness), organizational culture and its 8 dimensions (viz., openness, confrontation, trust, authenticity, proaction, autonomy, collaboration, and experimentation) and work-related stress. This study also adopts correlational design to observe whether there is a relationship between personal effectiveness, organizational culture and work-related stress in teachers working in different types of educational institution.

Sample

Non-probability purposive sampling technique was used to select a sample of 320 teachers, of which 80 teachers were working in schools affiliated to CBSE, 80 teachers were working in schools affiliated to the ISC board, 80 teachers were working in undergraduate colleges and the remaining 80 teachers were working in postgraduate colleges. Female teachers working in unaided posts in schools/colleges and with minimum of 2 years of experience in that institution were included in this sample. Teachers working in international or government schools/colleges were not included in this sample. Also, teachers still in interning phase or under probation and those working on an adhoc basis were not included in this sample.

Instruments

The instruments used in this study are as follows:

1. **Information Schedule**

   Information Schedule was designed to collect the professional and demographic details of the participants**.** The details to be filled by the participants included demographic information, along with details about their educational qualification, type of educational institution they are working in, type of post (aided/ unaided), work experience and monthly income.

2. **Personal Effectiveness Scale – Teachers.**

   PE Scale – T, developed by Udai Pareek, 2001, gives the respondents' profile of effectiveness in terms of self-disclosure, feedback, and perceptiveness. It contains 15 statements, five for each of the three dimensions and the respondents need to respond on a 5-point Likert scale ranging from 0 – 4 for the items - 2, 7, 8, 9, 13, and 14; and the reverse scoring for the items - 1, 3, 4, 5, 6, 10, 11, 12, and 15. Using '11' as a cut-off for high or low scores, combining the three dimensions of personal effectiveness, the respondents are categorized into 8 categories ranging from effective to ineffective. Its Cronbach Alpha reliability is -0.9 and Split-half reliability is 0.81.

3. **Organizational culture**

   The Organizational Culture, developed by Pareek (2003), is a 40-item instrument that gives the profile of organization's ethos in eight dimensions – openness, confrontation, trust, authenticity, proaction, autonomy, collaboration and experimentation. The instrument contains two parts. In

part 1, values are stated in items 1-24 (3 statements of each of the 8 values), and the respondent is required to check on a 4-point scale ranging from 1- 4 for the items - 12, 22, 25, 26, 28, 30, 31, 35, and 40; and the reverse scoring for the items - 1, 2, 3, 4, 5,6 ,7, 8, 9, 10, 11, 13, 14, 15, 16, 17, 18, 19, 20, 21, 23, 24, 27, 29, 32, 33, 34, 36, 37, 38, and 39, how much each item is valued in his/her organization. Part 2 contains 16 items on beliefs, 2 each for 8 values, and the respondent checks (on a 4-point scale) how widely each of them is shared in the organization. Its Cronbach Alpha reliability is 0.9.

4. **HSE's Stress Indicator Tool**

The Stress Indicator Tool, developed by MacKay et al (2004) Health and Safety Executive, UK, is a 35-item questionnaire. The score provides summary information of how one is performing against each of the Management Standards stressors. It is a 5 point Likert scale ranging from 1 (Never) to 5 (Always) for the items - 1, 2, 4, 7, 8, 10, 11, 13, 15, 17, 19, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, and 35 and reverse scoring for the items - 3, 5, 6, 9, 12, 14, 16, 18, 20, 21, 22, and 34. The higher the score, the higher is the Stress. The Cronbach Alpha reliability of the scale is 0.78 and Split-half reliability is 0.65.

Procedure

The study was initiated after taking due permission and consent from the Principals of the concerned institutions. The teachers were briefed about the nature of the study and those who agreed to participate were asked to sign an Informed Consent form. Rapport was established with the participants and they were made aware that their participation in the study was purely voluntary. They were assured of maintaining confidentiality through-out the study. Thereafter, the participants were asked to complete the demographic sheet. The questionnaires were then administered to those who met the criteria of the study. In addition to the written instructions the participants were also instructed verbally, and were encouraged to seek clarification on any aspect related to the study. Although, there was no time limit set, the participants were requested to fill-in the questionnaires in about an hour.

RESULTS

Table. 1 Mean, Standard Deviation and F-ratio of Personal Effectiveness, Organizational culture & their dimensions and Work-related stress for the ISC, CBSE, UG & PG

Variables	Type of Institution					
	CBSE (80)	ISC (80)	UG (80)	PG (80)	Total (320)	
	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	F
openness	15.475 (2.57)	14.56 (2.412)	14.7 (2.218)	14.98 (2.36)	14.93 (2.41)	2.267
confrontation	14.8 (2.23)	13.61 (2.447)	14.225 (2.49)	14.7 (2.572)	14.33 (2.47)	3.963**
trust	14.975 (2.164)	14.99 (2.379)	14.81 (2.445)	14.79 (2.569)	14.89 (2.38)	.155
authenticity	14.28 (2.135)	13.51 (1.994)	14.138 (2.03)	14.84 (2.303)	14.19 (2.16)	5.277**
proaction	15.5 (2.387)	14.83 (2.443)	14.613 (2.303)	14.25 (2.79)	14.80 (2.52)	3.569*
autonomy	14.5 (2.561)	14.09 (2.567)	14.2 (2.467)	14.74 (2.83)	14.38 (2.61)	1.019
collaboration	15 (2.284)	14.09 (2.527)	14.3 (2/513)	14.814 (2.873)	14.55 (2.573)	2.233
experimentation	14.85 (2.284)	13.66 (2.635)	13.988 (2.259)	14.46 (2.72)	14.24 (2.517)	3.529*
self disclosure	6.8 (3.671)	6.81 (3.417)	6.975 (3.547)	6.84 (3.59)	6.86 (3.541)	.041
feedback	5.513 (2.968)	5.8 (2.730)	6.038 (2.862)	4.98 (2.58)	5.58 (2.81)	2.154
perceptiveness	5.63 (3.164)	5.63 (3.124)	6.14 (3.264)	5.86 (3.23)	5.81 (3.19)	.466
work related stress	138.32 (11.60)	136.04 (11.57)	136.53 (11.89)	138 (12.54)	137.22 (11.89)	.691

Note: **$p<0.01$; *$p<0.05$; df = 3

Table 1 indicates that there was a significant difference between the teachers working in different types of institutions (viz. CBSE, ISC, UG, & PG) with respect to the confrontation dimension of organizational culture ($F = 3.963$, $p<0.01$). As evident from the mean scores, the CBSE teachers scored significantly higher than the ISC, UG, & PG teachers with respect to the confrontation dimension of organizational culture. In other words, teachers working in CBSE schools are more capable of facing the problems and challenges boldly and not shying away than, the teachers working in other institutions (viz. ISC, UG, & PG).

Additionally, table 1 reveals that there was a significant difference between the teachers working in different types of institutions (viz. CBSE, ISC, UG, & PG) with respect to the authenticity dimension of organizational culture ($F = 5.277$, $p<0.01$). The mean scores indicate that, PG teachers scored significantly higher than the mean scores of CBSE, ISC, &UG teachers with respect to authenticity dimension of organizational culture. In other words, teachers working in PG colleges show more congruence between what they feel and say than, the teachers working in other institutions (viz. CBSE, ISC, & UG).

Moreover, the results in Table 1 reveal that there was a significant difference between the teachers working in different types of institutions (viz. CBSE, ISC, UG, & PG) also observed, with respect to the proaction dimension of organizational culture ($F = 3.569$, $p<0.05$). As evident from the mean scores, CBSE teachers scored significantly higher than the ISC, UG, & PG teachers with respect to proaction dimension of organizational culture. In other words, teachers working in CBSE schools are more involved in taking initiative, preplanning and taking preventive actions than, the teachers working in other institutions (viz. ISC, UG, & PG).

Furthermore, table 1 indicates that there was a significant difference between the teachers working in different types of institutions (viz. CBSE, ISC, UG, & PG) with respect to the experimentation dimension of organizational culture ($F = 3.529$, $p<0.05$). As evident from the mean scores, CBSE teachers scored significantly higher than the ISC, UG, &PG teachers with respect to experimentation dimension of organizational culture. In other words, teachers working in CBSE schools encourage and use more innovative approaches to solve problems than, the teachers working in other institutions (viz. ISC, UG, & PG).

Finally, Table 1 also indicate that, there was no significant difference between the teachers working in different institutions (viz. CBSE, ISC, UG, & PG) with respect to the dimensions openness, trust, autonomy, collaboration, self-disclosure, perceptiveness, feedback and work-related stress (p>0.05).

Table 2. Tukey HSD multiple comparisons of CBSE, ISC, UG, and PG teachers

Dependent Variable			Mean Difference (I-J)	Sig.
confrontation	CBSE teachers	ISC	1.188[*]	.012
		UG	.575	.444
		PG	.100	.994
	ISC teachers	UG	-.612	.386
		PG	-1.087[*]	.026
	UG teachers	PG	-.475	.607
authenticity	CBSE teachers	ISC	.763	.106
		UG	.138	.977
		PG	-.563	.336
	ISC teachers	UG	-.625	.245
		PG	-1.325[*]	.001
	UG teachers	PG	-.700	.159
proaction	CBSE teachers	ISC	.675	.317
		UG	.887	.111
		PG	1.250[*]	.009
	ISC teachers	UG	.212	.949
		PG	.575	.462
	UG teachers	PG	.363	.793
experimentation	CBSE teachers	ISC	1.188[*]	.014
		UG	.862	.127
		PG	.387	.758
	ISC teachers	UG	-.325	.842
		PG	-.800	.178
	UG teachers	PG	-.475	.622

*. The mean difference is significant at the 0.05 level.

$df = 3$

Table 2 shows that there was a significant difference between the CBSE teachers and ISC teachers with respect to confrontation dimension of organizational culture ($F=1.188$, $p<0.05$); and there is also a significant difference between the ISC teachers and PG teachers ($F=-1.087$, $p<0.05$) with respect to the same dimension. Additionally, Table 2 reveals that there was a significant difference between the CBSE

teachers and PG teachers with respect to the proaction dimension of organizational culture (F=1.250, p<0.05).

Moreover, the results of table 2 also indicate that, there is a significant difference also observed between the CBSE teachers and ISC teachers with respect to the experimentation dimension of organizational culture (F=1.188, p<0.05). Furthermore, table 2 also reveals that there was a significant difference between the ISC teachers and PG teachers with respect to the authenticity dimension of organizational culture (F=-1.325, p<0.05). Thus, hypotheses H1(viii); H2(viii); H3(viii); H4(viii); H5(viii); and H6(viii) were accepted.

Finally the study indicated that there was no significant difference observed between the teachers working in different institutions (viz. CBSE, ISC, UG, & PG) with respect to the dimensions openness, trust, autonomy, collaboration, self-disclosure, perceptiveness, feedback and work-related stress (p>0.05).

Table 3a. Correlations among Work-related stress and the dimensions of Personal Effectiveness & Organizational Culture in ISC teachers

	openness	confrontation	trust	authenticity	proaction	autonomy	collaboration	experimentation	self disclosure	feedback	perceptiveness
self disclosure	.216	.271[*]	.068	.351[**]	.316[**]	.050	.338[**]	.260[*]			
feedback	-.181	-.432[**]	.019	.149	-.273[*]	-.212	.054	-.022			
perceptiveness	-.128	.052	-.060	.043	-.004	.074	-.156	.062			
work related stress	-.001	.124	-.132	-.017	.135	.064	-.042	-.072	-.210	-.348[**]	-.142

Note: **p<0.01;   *p<0.05

Table 3a reveals that there was a significant correlation between the self-disclosure dimension of personal effectiveness and confrontation dimension of organizational culture (r = .271, p<0.05); the authenticity dimension of organizational culture (r = .351, p<0.01); the proaction dimension of organizational culture (r = .316, p<0.01); the collaboration dimension of organizational culture (r = .338, p<0.01); and the experimentation dimension of organizational culture (r = .260, p<0.05) in the teachers working in ISC schools. In other words, higher the self-disclosure, higher is the likelihood of facing the problems and challenges boldly and not shying away; showing congruence between what one feels and says; taking initiative, preplanning and taking preventive action; giving help to and accepting help from others in team; and using and encouraging innovative approaches to solve problems.

Additionally, Table 3a indicates that there was a significant correlation between the feedback dimension of personal effectiveness and the proaction dimension of organizational culture (r = -.273, p<0.05); and the confrontation dimension of organizational culture (r = -.432, p<0.01) in the teachers working in ISC schools. In other words, being open to what others say on aspects which one may not be aware of encourages initiation, pre-planning, taking preventive actions by facing the problems and challenges boldly and not shying away.

Similarly, Table 3a has also revealed the significant correlation between work related stress and the feedback dimension of personal effectiveness (r = -.348, p<0.01) in the teachers working in ISC schools. In other words, the lower the work-related stress, the higher is the likelihood of being open to what others say on aspects which one may not be aware of.

Table 3b. Correlations among Work-related stress and dimensions of Personal Effectiveness and Organizational Culture in CBSE teachers

	openness	confrontation	trust	authenticity	proaction	autonomy	collaboration	experimentation	self disclosure	feedback	perceptiveness
self disclosure	.012	.255*	.101	-.243*	.293**	-.108	.139	.045			
feedback	-.042	.058	.047	.095	.019	-.131	.121	.028			
perceptiveness	-.070	-.113	-.014	-.082	-.223*	.105	.140	-.384**			
work related stress	.045	-.174	-.082	.216	-.106	.212	.041	.108	-.366**	-.117	-.099

Note: **$p<0.01$;   *$p<0.05$

Table 3b indicates that there was a significant correlation between the self-disclosure dimension of personal effectiveness and confrontation dimension of organizational culture ($r = .255$, $p<0.05$); the proaction dimension of organizational culture ($r = .293$, $p<0.01$); and authenticity dimension of organizational culture ($r = -.243$, $p<0.05$) in the teachers working in CBSE schools. In other words, higher the self-disclosure, higher is the likelihood of facing the problems and challenges boldly and not shying away, and taking initiative, preplanning and taking preventive actions being congruent in what one feels and says.

Moreover, results also show that there was significant correlation between perceptiveness dimension of personal effectiveness and proaction dimension of organizational culture ($r = -.223$, $p<0.05$); and experimentation dimension of organizational culture ($r = -.384$, $p<0.05$) in teachers working in CBSE schools. In other words, the lower the sensitivity to others' feelings and to non-verbal cues, the higher is the likelihood of taking initiative, preplanning and taking preventive action, and using and encouraging innovative approaches to solve problems.

Lastly, Table 3b has also revealed the significant correlation between work related stress and the self-disclosure dimension of personal effectiveness ($r = -.366$, $p<0.01$) in the teachers working in CBSE schools. In other words, the lower the work-related stress, the higher is the likelihood of sharing with others what they do not seem to know about one- self.

Table 3c. Correlations among Work-related stress and the dimensions of Personal Effectiveness & Organizational Culture in UG teachers

	openness	confrontation	trust	authenticity	proaction	autonomy	collaboration	experimentation	self disclosure	feedback	perceptiveness
self disclosure	.014	.256*	-.123	-.012	.239*	-.065	.139	.226*			
feedback	.070	-.214	-.023	.252*	-.013	-.019	.088	.004			
perceptiveness	-.001	.004	.064	.001	-.106	.119	.001	-.123			
work related stress	.045	-.164	.022	.157	.002	.062	.018	-.017	-.240*	-.012	-.098

Note: **$p<0.01$;   *$p<0.05$

Table 3c revealed that there was a significant correlation between the self-disclosure dimension of personal effectiveness and confrontation dimension of organizational culture ($r = .256$, $p<0.05$); the proaction dimension of organizational culture ($r = .239$, $p<0.05$); and the experimentation dimension of organizational culture ($r = .226$, $p<0.05$) in the teachers working in undergraduate degree colleges. In other words, higher the self-disclosure, higher is the likelihood of facing the problems and challenges boldly and not shying away by taking initiative, preplanning and taking preventive actions, and using and encouraging innovative approaches to solve problems.

Additionally, Table 3c revealed that, there was a significant correlation between the feedback dimension of personal effectiveness and the authenticity dimension of organizational culture ($r = .252$, $p<0.05$) in the teachers working in undergraduate degree colleges. In other words, the higher the congruity between what one feels and says the higher is the likelihood of being open to what others say on aspects which one may not be aware of.

Finally, Table 3c has also indicated significant correlation between work related stress and the self-disclosure dimension of personal effectiveness ($r = -.240$, $p<0.05$) in the teachers working in undergraduate degree colleges. In other words, the lower the work-related stress, the higher is the likelihood of sharing with others what they do not seem to know about one-self.

Table 3d. Correlations among Work-related stress and dimensions of Personal Effectiveness & Organizational Culture in PG teachers

	openness	confrontation	trust	authenticity	proaction	autonomy	collaboration	experimentation	self disclosure	feedback	perceptiveness
self disclosure	.112	.166	.113	-.045	.242*	.102	.214	.119			
feedback	.089	-.217	.095	.170	-.235*	.185	.032	-.013			
perceptiveness	-.278*	.038	.058	-.247*	.122	-.085	-.161	.052			
work related stress	-.096	.145	.156	.177	.022	.193	.142	.186	-.178	-.017	.036

Note: **$p<0.01$; *$p<0.05$

Table 3d has indicated that there was a significant correlation between the self-disclosure dimension of personal effectiveness and the proaction dimension of organizational culture ($r = .242$, $p<0.05$) in the teachers working in undergraduate degree colleges. In other words, higher the self-disclosure, higher is the likelihood of taking initiative, preplanning and taking preventive actions.

Additionally, table 3d has also indicated significant correlation between the feedback dimension of personal effectiveness and proaction dimension of organizational culture ($r = -.235$, $p<0.05$) in teachers working in undergraduate degree colleges. In other words, not being open to what others say on aspects which one may not be aware of; there is likelihood of taking initiative, preplanning and taking preventive actions.

Lastly, results revealed significant correlation between the perceptiveness dimension of personal effectiveness and openness dimension of organizational culture ($r = .278$, $p<0.05$); and authenticity dimension of organizational culture ($r = .247$, $p<0.05$) in the teachers working in postgraduate colleges. In other words, the higher the sensitivity to others' feelings and to non-verbal cues, the lower is the freedom to communicate, share and interact without hesitation and receiving feedback from customers and giving ideas and suggestions to team members, exhibiting congruity in what one feels and says.

DISCUSSION

Despite conventional wisdom that school inputs make little difference in student learning, a growing body of research suggests that schools can make a difference, and a substantial portion of that difference is attributable to teachers. Students who are assigned to several ineffective teachers in a row have significantly lower achievement and gains in achievement than those who are assigned to several highly effective teachers in sequence (Sanders & Rivers, 1996). Teacher effects appear to be additive and cumulative, and generally not compensatory. Considering this, the current study focused on studying the role of type of educational institution on organizational culture, personal effectiveness and work-related stress in teachers.

In the context of structure of academic disciplines, Light (1974) concluded that faculty in different disciplines have distinctive activity patterns. By the same token, the findings of this study proved that there is a significant difference between teachers working in ISC schools, CBSE schools, undergraduate colleges and post-graduate colleges with respect to confrontation, authenticity, proaction, and experimentation dimensions of organizational culture indicating that teachers working in CBSE schools and undergraduate colleges are more capable of facing the problems and challenges boldly by taking initiative, preplanning and taking preventive actions being congruent in what one feels and say and using more innovative approaches to solve problems than the teachers working in ISC schools but, ISC teachers are more proactive and involved in taking initiative, preplanning and taking preventive actions when compared to the teachers working in undergraduate and post-graduate graduate colleges. The results support the findings of Cheng (1993) who suggests that difference in organizational culture can be reflected teachers' attitudinal level in terms of organizational commitment, social job satisfaction, intrinsic job satisfaction, and influence job satisfaction. At the same time, Tierney (1988) suggests that, the organizational cultural influences occur at many levels, within the department and the institution, as well as at the system and state level, however, that all effective and efficient institutions will not have similar organizational cultures.

The present study has reported no significant difference between teachers working in ISC schools, CBSE schools, undergraduate colleges and post-graduate colleges with respect to the openness, trust, autonomy, collaboration dimensions of organizational culture, self-disclosure, feedback, and perceptiveness dimensions of personal effectiveness and work-related stress. Teddlie and Reynolds (2000) have acknowledged the issue of differences in schools' levels of effectiveness and the issue of the differences between individual teachers in their effectiveness, rather than individual schools, is one even more fraught with problems, suggesting that, it makes professionals vulnerable since they are judged as individuals, rather than as a group which is what happens if their school is evaluated. The kind and quality of in-service professional development as well as pre-service education may make a difference in developing this knowledge. Several studies done by Cohen and Hill (1997); Wiley and Yoon (1995); Brown, Smith and Stein (1995) have found that higher levels of student achievement are associated with teachers' opportunities to participate in sustained professional development grounded in content-specific pedagogy linked to the new curriculum they are learning to teach.

Furthermore, the results show positive correlations between the organizational culture, personal effectiveness and work-related stress in teachers. Significant relationships were found between the confrontation, authenticity, proaction, collaboration, experimentation dimensions of organizational culture and self-disclosure, perceptiveness, feedback dimensions of personal effectiveness in teachers working in ISC schools, CBSE schools, undergraduate and post-graduate colleges indicating that teachers are facing the problems and challenges boldly and not shying away has an influence and/or is influenced by sharing with others what they do not seem to know about one-self, the higher the ability to confront the problems and challenges boldly and not shying away, the lower is the likelihood of not being open to what others say on aspects which one may not be aware of and/or vice-versa and the higher the initiativeness, preplanning and taking preventive action, the lower is the possibility to be sensitive to others' feelings

and to non-verbal cues, and/or vice-versa, and/or the lower is the possibility of being open to what others say on aspects which one may not be aware of; and lastly, the higher/lower is the possibility of the psychological and physical strains that appear when a mismatch is experienced between the work demands and one's resources.

However, the study reported no significant relationship between the openness, trust, autonomy dimensions of organizational culture and self-disclosure, feedback, perceptiveness dimensions of personal effectiveness; and work-related stress in teachers working in ISC schools, CBSE schools, Undergraduate colleges and post-graduate colleges. This indicates that the freedom to communicate, share and interact without hesitation and receiving feedback from the customers and giving ideas and suggestions to team members has no influence on, and/or is not influenced by sharing with others what they do not seem to know about oneself by being open to what others say on aspects which one may not be aware of and the sensitivity to others' feelings and to non-verbal cues. And also, has no influence on, and/or is not influenced by the psychological and physical strains that appear when a mismatch is experienced between the work demands and one's resources.

Western research has consistently identified differences in teacher behaviour at the classroom level, rather than differences at the school level, as ultimately more important in explaining variance in student outcomes (Scheerens & Bosker, 1997, Kyriakides et al., 2000; Muijs and Reynolds, 2010). The current study serves to delve deeper into an understanding of the contribution of teachers and their ability to provide conditions for good quality learning in the Indian Context. The study also revealed that in CBSE teachers, significant correlations were observed between organizational culture, personal effectiveness and work stress, than the ISC, UG, and PG teachers, which indicates teachers working in CBSE institutions show more favourable perception of their organizational culture than those working in ISC, UG or PG institutions.

Limitations and Implications

It is clear that there is no such thing as a typical education school. They are large and they are small; undergraduate, graduate, and combinations of both. The present research was a comparison study which focused mainly on studying the differences among teachers with respect to organizational culture, personal effectiveness and amount of work-related stress that revealed a significant difference between the teachers. A more complete understanding of its significance requires more investigations in terms of demographic factors. The study could further be replicated or taken forward taking into account the demographic factors and also be extended to the groups that include Medical, Engineering and other institutions.

The study provides researchers with suggestions for new empirical directions of high importance to the understanding of the favourable culture perceived by the teachers working in CBSE institutions. The findings of the present research could be the basis to plan programs for development of teachers that will lead to the teacher's professional growth. It will also help them identify their specific demographic characteristics which could influence their perception toward their organizational culture and their personal effectiveness. Further research along these lines can facilitate the understanding of organizational culture in attempt to minimize the occurrence and consequences of cultural conflict and help foster the development of shared goals. Studying the cultural dynamics of educational institutions and systems will enable teachers to recognize how those actions and shared goals are most likely to succeed and how they can best be implemented.

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