

A Study on the Perception of School Teachers on HRD Climate in Coimbatore City, Tamilnadu

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ABSTRACT

The purpose of education is to make an individual learn which leads to positive changes in a person. In order to sustain individual and societal improvement, education plays a major role. Education has become a must remedy for every country to help its existence and development economically. The future of the nation is in the hands of the youth and that future is determined by the education they receive today. Education is a stepping stone for a society's advancement. In today's technology driven world, the teachers carry the role of a parent, mentor, role model, and many more. The teachers are facing lots of challenges in making the students learn. Teachers are encouraged to really tune into how each individual student learns, and try to really challenge and inspire them to learn. The importance of teachers is something that cannot be understated. The study aimed at measuring the perception of school teachers on HRD climate, HRM Effectiveness and Organisational Effectiveness. Primary data is collected from 349 teachers working in government and private schools located in Coimbatore city. Focus should be given on improving the quality of teachers by providing appropriate training programmes.

Keywords: Human Resource Development, Climate, OCTAPAC Culture, HRD mechanism.

INTRODUCTION:

In an educational institution with a high extent of humanistic relationship, collegiality, and participation, the teaching effectiveness will be high, leading to a higher success of education. Schools are the stepping stones for higher education. So, schools need to focus persistently in providing healthy work environment for the teachers which is the need of the hour. It is necessary to identify teachers' drives and needs and to channelise their behaviour to motivate them towards better performance.

HUMAN RESOURCE DEVELOPMENT:

The human resource of an organisation must be best managed for its development and success. Human Resources Management has been defined as "the total knowledge, skill, creative abilities, talents, attitudes and beliefs of the individuals involved". (Magginson Leon C, 1977). Thus, Human Resource Management is a long-term perspective and a development function. Climate is the atmosphere in which individuals help, judge, reward, constrain and find out about each other. It influences morale and the attitudes of the individual toward his work and his environment.

HRD CLIMATE:

HRD Climate contributes to the organisations' overall health and self-renewing capabilities which in turn, increase

the enabling capabilities of individual, dyads, team and the entire organisation.

HRD Climate is the perception that the employee can have on the development environment of an organisation (Rao and Abraham, 1986).

The elements of HRD Climate can be grouped into three broad categories – General Climate, OCTAPAC Culture and HRD Mechanisms. The general climate items deal with the importance given to human resources development in general by the top management and line managers. The OCTAPAC items deal with the extent to which Openness, Confrontation, Trust, Autonomy, Proactivity, Authenticity and Collaboration are valued and promoted in the organisation. The items dealing with HRD Mechanisms measure the extent to which HRD Mechanisms are implemented seriously.

SCOPE OF THE STUDY:

The outcome of the research will enable the government, policy makers, teachers, administrators, researchers and educationists to understand the existing working culture of teachers at schools and will help to identify the areas of improvement.

RESEARCH GAP:

The detailed review of literature reveals that most of the empirical studies were done to study the Human Resource Development (HRD) Climate at schools and very limited studies pertaining to schools in India were done. The present study aims to bridge that gap found in the literature.

OBJECTIVES OF THE STUDY:

To study the perception of school teachers on Human Resource Development Climate prevailing in Private, Government, Government aided and Corporation higher secondary schools in Coimbatore city.

LIMITATIONS OF THE STUDY:

1. Some of the respondents were reluctant to answer the questionnaire and there is a chance of personal bias.
2. The sample size was restricted to 349 teachers working in 43 higher secondary schools comprising of corporation, government aided, government and private higher secondary schools located in coimbatore city.

REVIEW OF LITERATURE:

Arif Hassan et al., (2006) conducted a study to measure employees' perception of human resource development practices as determinant of HRD Climate and quality orientation and found that large inter-organisational differences exist in HRD practices. Karunesh Saxena and Pankaj Tiwari (2009) made an attempt to find out the type of HRD Climate that is prevailing in public sector banks in Ahmedabad and found that the HRD climate in public sector banks was average and the perception of employees regarding the HRD Climate did not differ significantly on the basis of gender, qualification and designation but it differs significantly on the basis of age. Huang and Fraser (2009) using work pressure as school environment variable, observed that male science teachers perceive lower work pressure than their female counterparts. More female science teachers felt constant pressure to work long hours to complete their work resulting in higher work pressure than males. Gupta and Malhotra (2012) carried out HRD Climate survey in 13 selected different information technology organisations and found most of the employees are highly satisfied with the prevailing human resource development practices, policies and climate in different organisations. Anitha Thomas and Avijan Dutta (2013) studied the relationship between types of OCTAPACE and psychological contract in hotel industry. Full-time employee working for the hotel were the respondents. The results showed that the perceived organisational support and psychological contract fulfilment are important factors that shape the quality of work values.

RESEARCH METHODOLOGY:

Sources of Data:

The present study had used both primary and secondary data. The primary data were collected from the respondents by administering a well structured questionnaire personally. The secondary data were collected from the Tamilnadu government's official websites and its publications, research publications and books relevant to the study.

Population and Sample Description:

The higher secondary school teachers were identified to be the primary respondents for the study. Out of the total population frame of 6001 teachers in 138 schools (Government/ Aided/Corporation/Private) across North/South/West/East/Central zones, 43 schools were selected based on few criteria as follows: schools which had been established and running for a minimum of 3 years, with higher secondary sections, with at least 25 numbers of teachers and with a minimum student strength of 200 were only considered for the study. Stratified proportionate random sampling method was adopted to select the respondents from each type of schools. Out of 1099 teachers in 43 schools, 419 questionnaires were administered and 349 responses were taken for the study.

Measuring Instrument:

A structured questionnaire was used to study the perception of school teachers on Human Resource Development Climate and factors influencing it. The HRD Climate survey developed by Rao and Abraham at Centre for HRD Xavier Labour Relations Institute (XLRI, India) was used in the study. The demographic portion of the instrument was developed by the researcher to sort out the demographic information. A pilot study was done to test the reliability and validity of the questionnaire.

ANALYSIS AND INTERPRETATION:

Table 1: Classification of respondents based on demographic characteristics

Demographic Variables		Frequency	Percentage
Age of the teacher	Below 30	53	15.2
	31-40	120	34.4
	41-50	118	33.8
	Above 50	58	16.6
	Total	349	100.0
Gender of the teacher	Male	45	12.9
	Female	304	87.1
	Total	349	100.0
Educational Qualification of Teachers	UG	41	11.8
	PG	35	10.0
	UG , Bed	65	18.6
	PG,Bed,M.Phil	190	54.4
	Others	18	5.2
	Total	349	100
Experience of the teacher	Below 5 years	58	16.6
	5-10 years	103	29.5
	11-15years	52	14.9
	16-20years	70	20.1
	21-25years	44	12.6
	Above 25 years	22	6.3
	Total	349	100.0
Monthly Income of the Teacher	Below 5000	15	4.2
	5001-10000	111	31.8
	10001-15000	68	19.5
	15001-20000	18	5.2
	Above 20000	137	39.3
	Total	349	100.0

**OVERALL PERCEPTION OF SCHOOL TEACHERS ON HRD CLIMATE:
FACTORS:**

Table 2: Mean and standard deviation of HRD Climate factors

HRD Climate variables	N	Minimum	Maximum	Mean	Std. deviation
General climate	349	1.84	5.00	4.2515	.64298
Openness	349	1.50	5.00	4.0086	.79370
Collaboration	349	2.00	5.00	4.2913	.76740
Trust	349	1.67	5.00	4.0745	.85407
Authenticity	349	1.67	5.00	4.3849	.62913
Proactivity	349	1.00	5.00	4.3582	.87466
Autonomy	349	1.00	5.00	4.1060	.92705
Confrontation	349	2.00	5.00	4.2092	.80271
Overall octapac culture	349	1.93	5.00	4.2047	.63194
HRD Mechanism	349	2.08	5.00	4.2127	.65711
HRD Climate=gen,oct,hrd	349	2.17	5.00	4.2108	.61207

General Climate:

Teacher's perception towards general climate of the schools under HRD climate was 4.2515 which denoted that most of the teachers were working in a good climate. The factors upon which the teachers hold a less favourable opinion were revision of job description which was not done periodically, less interest shown by senior teachers towards the learning process) and development of colleagues or junior teachers teachers were little reluctant to place their problems before the management and juniors teachers were of the opinion that the seniors played a less role in motivating them.

OCTAPAC Culture:

It was observed from the above table that the mean score of openness was found to be 4.0086 which indicates that high degree of openness was present in schools as teachers feel free to discuss their problems with each other. The mean score of collaboration was 4.29. Collaboration was there among the teachers in accepting interdependencies, to be helpful to each other and work as teams. During occasions like school annual day celebrations, Children's Day celebrations, preparing students for competitions, teachers worked as teams. It was found that the mean score of Trust was 4.07. The teachers were of the opinion that an atmosphere of friendship and trust coexisted at schools. The mean score of Authenticity was 4.38. Teachers were genuinely interested to learn from training programmes and they were given sufficient opportunities to try out new thoughts and strategies learnt during the training programmes. The mean score of Proactivity was 4.35. The school management are interested to identify the capability of teachers in advance and entrust them with tasks matching their skill set. The mean score of Autonomy was 4.10 and it showed that teachers were given freedom to work independently with responsibility. Confrontation is bringing out problems and issues into the open with a view to solving them rather than hiding them for fear of hurting or getting hurt (T.V. Rao). It was observed from the above table that the majority of the teachers agreed that they got an opportunity to discuss their drawbacks or incompetence in teaching and even arrived at a solution.

HRD Mechanism:

The mean score of HRD mechanism stood at 4.21 that favour healthy HRM practices.

HRD Climate:

The mean score of HRD Climate was found to be 4.2108. It denoted that good HRD Climate was prevailing in the schools.

Table 3: Test of significant difference in the perception of corporation, government aided, government and private school teachers on Human Resource Development Climate

Variables	Sum of squares			Df			Mean squares		F	Sig
	Between groups	Within groups	Total	Between groups	Within groups	Total	Between groups	Within groups	Between groups	Between groups
General climate	2.297	141.576	143.873	3	345	348	.766	.410	1.866	.135
Openness	2.253	216.972	219.224	3	345	348	.751	.629	1.194	.312
Collaboration	1.138	203.801	204.939	3	345	348	.379	.591	.642	.588
Trust	8.425	245.416	253.841	3	345	348	2.808	.711	3.948	.009
Authenticity	.931	136.808	137.738	3	345	348	.310	.397	.782	.504
Proactivity	.343	265.886	266.229	3	345	348	.114	.771	.148	.931
Autonomy	2.342	296.736	299.077	3	345	348	.781	.860	.908	.438
Confrontation	.783	223.448	224.231	3	345	348	.261	.648	.403	.751
HRD Mechanism	2.351	147.914	150.265	3	345	348	.784	.429	1.828	.142
Climate=gen,oct,hrd	.983	129.389	130.371	3	345	348	.328	.375	.874	.455

Null Hypothesis Ho1 : No significant difference exists in the perception of school teachers on HRD Climate across corporation, government aided, government and private higher secondary schools.

The significant value for the perception of teachers across schools on HRD Climate was greater than 0.05 (5% level of significance) hence, the null hypothesis Ho1 was accepted for this variable.

Table 4: Test of significant difference in the perception of male and female teachers across schools

Variables	Mean			Std. deviation			F	Sig.	
	Male	Female	Total	Male	Female	Total	Between groups	Between groups	Result
General climate	4.1228	4.2706	4.2515	0.62668	0.64418	0.64298	2.077	0.15	NS
Openness	3.7056	4.0535	4.0086	0.81584	0.78179	0.7937	7.676	0.006	*
Collaboration	3.9926	4.3355	4.2913	0.7961	0.7544	0.7674	7.985	0.005	*
Trust	3.963	4.091	4.0745	0.75953	0.8671	0.85407	0.881	0.349	NS
Authenticity	4.1185	4.4243	4.3849	0.69324	0.61049	0.62913	9.488	0.002	*
Proactivity	4.2889	4.3684	4.3582	0.84267	0.88018	0.87466	0.323	0.57	NS
Autonomy	3.8444	4.1447	4.106	0.8779	0.92923	0.92705	4.15	0.042	*
Confrontation	3.9889	4.2418	4.2092	0.84267	0.79287	0.80271	3.923	0.048	*
HRD mechanism	4.1248	4.2257	4.2127	0.58704	0.66675	0.65711	0.924	0.337	NS
Climate=gen,oct,hrd	4.0166	4.2395	4.2108	0.60885	0.60828	0.61207	5.262	0.022	*

Ho2: No significant difference exists in the perception of male and female teachers on HRD Climate across schools.

The significant value was less than 0.05 (5% level of significance), hence the null hypothesis (Ho2) was rejected for HRD Climate. The difference in the perception across gender from various schools was mainly caused by variables such as collaboration, authenticity, autonomy and confrontation.

Table 5: Test of significant difference in the perception of teachers with varied educational qualification across schools

	Mean										Std. Deviation										F	Sig.
	HRD mechanism	Confrontation	Autonomy	Proactivity	Authenticity	Trust	Collaboration	Openness	General climate		HRD mechanism	Confrontation	Autonomy	Proactivity	Authenticity	Trust	Collaboration	Openness	General climate			
Climate=gen, oct, hrd	3.751	4	4.5	3	4	4.166	4.166	4.166	3.552	DTE	0.3846	0.7071	0	0	1.1785	0.7071	0.2357	0.1767	0.4838	DTE		
	4.232	4.247	4.182	4.048	4.390	4.504	3.943	3.943	4.324	UG	0.6779	0.8422	1.2237	1.0217	0.5682	0.9395	0.7284	0.896	0.6171	UG		
	4.259	4.283	4.214	4.285	4.371	4.428	4.123	4.123	4.320	PG	0.5625	0.6782	0.7100	0.9102	0.6134	0.7005	0.6536	0.8677	0.5473	PG		
	4.234	4.288	4.207	4.046	4.461	4.430	4.005	4.005	4.322	UG Bed	0.6713	0.8426	1.0522	0.8674	0.6366	1.0077	0.8212	0.7558	0.6715	UG Bed		
	4.196	4.169	4.205	4.089	4.321	4.331	4.142	4.142	4.211	PG Bed MPhil	0.6038	0.8261	0.8590	0.8526	0.6483	0.8145	0.7836	0.7915	0.6625	PG Bed MPhil		
	3.952	3.861	4.3	4	4	4.4	3.6	3.6	4.031	PG MPhil Med	0.4799	0.5700	0.7071	1.2247	0.4346	0.6411	0.9249	0.5184	0.5820	PG MPhil Med		
	4.267	4.294	4.083	4.666	4.5	4.388	4.055	4.055	4.140	PG MPhil	0.5037	0.6645	0.5164	0.5477	0.6469	0.7123	0.6116	0.4183	0.6170	PG MPhil		
	4.09	4.23	4	4	4	4	4	4	4.578	PhD	0.2753	0.7071	0	0	0.4714	1.4142	0.2357	0.1767	0.6698	PhD		
	4.395	4.538	4.5	5	5	4.666	3.333	3.333	4.315	UG DTM	0.0701	0.8027	0.9270	0.8746	0.6291	0.8540	0.7674	0.7937	0.6429	UG DTM		
	4.285	4.423	4.75	4.5	4	4.833	3.666	3.666	4.394	Other	0.0701	0.8027	0.9270	0.8746	0.6291	0.8540	0.7674	0.7937	0.6429	Other		
	4.210	4.212	4.209	4.106	4.358	4.384	4.074	4.074	4.251	Total	0.6120	0.8027	0.9270	0.8746	0.6291	0.8540	0.7674	0.7937	0.6429	Total		
	0.3846	0.3263	0.7071	0	0	1.1785	0.7071	0.7071	0.4838	DTE	0.6779	0.8422	1.2237	1.0217	0.5682	0.9395	0.7284	0.896	0.6171	DTE		
	0.6779	0.7704	0.8422	1.2237	1.0217	0.5682	0.9395	0.7284	0.6171	UG	0.5625	0.6782	0.7100	0.9102	0.6134	0.7005	0.6536	0.8677	0.5473	UG		
	0.5625	0.5830	0.6782	0.7100	0.9102	0.6134	0.7005	0.6536	0.5473	PG	0.6713	0.8426	1.0522	0.8674	0.6366	1.0077	0.8212	0.7558	0.6715	PG		
	0.6713	0.5823	0.8426	1.0522	0.8674	0.6366	1.0077	0.7005	0.6715	UG Bed	0.6038	0.8261	0.8590	0.8526	0.6483	0.8145	0.7836	0.7915	0.6625	UG Bed		
	0.6038	0.6769	0.8261	0.8590	0.8526	0.6483	0.8145	0.7005	0.6625	PG Bed MPhil	0.4799	0.5700	0.7071	1.2247	0.4346	0.6411	0.9249	0.5184	0.5820	PG Bed MPhil		
	0.4799	0.7757	0.5700	0.7071	1.2247	0.4346	0.6411	0.7005	0.5820	PG MPhil Med	0.5037	0.6645	0.5164	0.5477	0.6469	0.7123	0.6116	0.4183	0.6170	PG MPhil Med		
	0.5037	0.6443	0.6645	0.5164	0.5477	0.6469	0.7123	0.7005	0.6170	PG MPhil	0.2753	0.7071	0	0	0.4714	1.4142	0.2357	0.1767	0.6698	PG MPhil		
	0.2753	0.2175	0.7071	0	0	0.4714	1.4142	1.4142	0.6698	UG	0.0701	0.8027	0.9270	0.8746	0.6291	0.8540	0.7674	0.7937	0.6429	UG		
	0.0701	0.0543	0.3535	0.7071	0	0.2357	0.4714	0.4714	0.4838	DTM	0.6120	0.8027	0.9270	0.8746	0.6291	0.8540	0.7674	0.7937	0.6429	DTM		
	0.6120	0.6571	0.8027	0.9270	0.8746	0.6291	0.8540	0.8540	0.4838	Other	0.305	0.192	1.016	0.463	0.592	0.688	0.813	0.793	0.656	Other		
	0.305	0.51	0.192	1.016	0.463	0.592	0.688	0.688	0.656	Total	0.973	0.995	0.426	0.899	0.804	0.719	0.604	0.623	0.749	Total		
	0.973	0.867	0.995	0.426	0.899	0.804	0.719	0.719	0.749	Between Groups										Between Groups		

Ho3: No significant difference exists in the perception of teachers with varied educational qualification on HRD Climate across schools.

The significant values for the perception of teachers with varied educational qualification were more than 0.05 (5% level of significance), hence the null hypothesis (Ho3) was accepted for all the parameters of HRD Climate.

Table 6: Test of significant difference in the perception of school teachers with varied income levels across schools

Variables	Mean						Std. deviation						F	Sig.
	Below 5000	5000-10000	10000-15000	15000-20000	20000 & above	Total	Below 5000	5000-10000	10000-15000	15000-20000	20000 & above	Total	Between Groups	Between Groups
General climate	4.4947	4.2537	4.1517	4.3099	4.2651	4.2515	0.51214	0.61678	0.63155	0.56769	0.68867	0.64298	0.999	0.408
Openness	4.25	3.973	3.9118	3.8194	4.0839	4.0086	0.90139	0.84433	0.83617	0.70087	0.72335	0.7937	1.223	0.301
Collaboration	4.7333	4.3033	4.1373	4.4444	4.2895	4.2913	0.44006	0.75015	0.80676	0.6157	0.79193	0.7674	2.143	0.075
Trust	4.0444	4.1081	4.0049	4.3889	4.0438	4.0745	0.99096	0.80298	0.86481	0.65927	0.89645	0.85407	0.813	0.518
Authenticity	4.7333	4.3784	4.2941	4.4444	4.3893	4.3849	0.49119	0.59201	0.73195	0.54832	0.62042	0.62913	1.559	0.185
Proactivity	4.6	4.2793	4.2206	4.5	4.4453	4.3582	0.82808	0.93586	0.95956	0.70711	0.79446	0.87466	1.397	0.234
Autonomy	4.4	4.1712	3.9265	4.1667	4.1022	4.106	0.91026	0.98971	0.98217	0.85749	0.85134	0.92705	1.174	0.322
Confrontation	4.5	4.2162	4.0588	4.4722	4.2117	4.2092	0.70711	0.73738	0.88743	0.49918	0.84175	0.80271	1.585	0.178
HRD mechanism	4.4154	4.2134	4.0124	4.265	4.2824	4.2127	0.68049	0.67664	0.72106	0.55484	0.60203	0.65711	2.387	0.051
Climate=gen, oct, hrd	4.4635	4.2107	4.0798	4.3123	4.2348	4.2108	0.61592	0.6238	0.68284	0.50139	0.57107	0.61207	1.606	0.172

Ho4: No significant difference exists in the perception of teachers with varied income levels on HRD Climate across schools.

The significant values for the perception of school teachers with varied income levels were more than 0.05 (5% level of significance), hence the null hypothesis (Ho4) was accepted for all the parameters of HRD Climate.

Table 7: Test of significant difference in the perception of school teachers with varied years of experience across schools

Variables	Mean							Std.deviation							F	Sig.	Result
	Below 5 years	5-10 years	10-15 years	15-20 years	20-25 years	Above 25 years	Total	Below 5 years	5-10 years	10-15 years	15-20 years	20-25 years	Above 25 years	Total			
General climate	4.3331	4.2401	4.1143	4.1945	4.4509	4.1435	4.2515	0.61011	0.71978	0.57421	0.6585	0.41041	0.61102	0.64298	1.398	0.224	NS
Openness	4.0063	4.0066	3.8429	4.0326	4.2917	3.8295	4.0086	0.85576	0.8116	0.82043	0.74497	0.58753	0.78447	0.7937	1.311	0.259	NS
Collaboration	4.4473	4.2895	4.181	4.1643	4.4222	4.1364	4.2913	0.63803	0.82311	0.83761	0.82372	0.55317	0.79455	0.7674	1.542	0.176	NS
Trust	4.135	4.0497	3.9524	4.1304	4.2889	3.7121	4.0745	0.82779	0.89929	0.83683	0.81893	0.70972	0.96661	0.85407	1.481	0.195	NS
Authenticity	4.4937	4.4035	4.1905	4.2995	4.4889	4.3333	4.3849	0.49746	0.64641	0.71987	0.67916	0.61109	0.62573	0.62913	1.623	0.153	NS
Proactivity	4.3418	4.386	4	4.4348	4.5667	4.3182	4.3582	0.86062	0.90728	1.08465	.8131	0.56832	0.83873	0.87466	1.674	0.14	NS
Autonomy	4.2658	4.1404	3.9429	4.0435	4.2	3.6818	4.106	0.92969	0.92053	1.21129	0.88176	0.66436	0.77989	0.92705	1.783	0.116	NS
Confrontation	4.3228	4.193	4.2429	4.1087	4.2833	4.0455	4.2092	0.70728	0.83748	0.90238	0.83521	0.76207	0.73855	0.80271	0.786	0.56	NS
HRD mechanism	4.2668	4.1842	4.1626	4.2085	4.3795	4.0315	4.2127	0.61623	0.76037	0.64325	0.57822	0.46896	0.69562	0.65711	0.911	0.474	NS
Climate=gen,oct,hrd	4.2903	4.2103	4.0699	4.1796	4.3747	4.0258	4.2108	0.56575	0.66767	0.697	0.57827	0.42457	0.60664	0.61207	1.516	0.184	NS

Ho5: No significant difference exists in the perception of teachers with varied years of experience on HRD Climate across schools.

The significant values for the perception of school teachers with varied years of experience were more than 0.05 (5% level of significance), hence the null hypothesis (Ho5) was accepted for the parameters HRD Climate and Organisational Effectiveness.

FACTOR ANALYSIS:

Factor analysis is a multivariate technique also known as data reduction. It can be used in situations where large number of variables affecting a particular situation is studied. The results of the factor analysis are summarized as follows.

Table 8: Correlation of Latent Variables - 1st Order

	General climate	OCTAPAC culture	HRD mechanism
General climate	1.000		
OCTAPAC culture	0.667	1.000	
HRD mechanism	0.482	0.725	1.000

The above table shows that in first order, General Climate, HRD Mechanism, and OCTAPAC Culture were highly influencing HRD Climate.

Table 9: Standardized Regression Weights

			Estimate
HRD climate	<---	General climate	.121
HRD climate	<---	HRD mechanism	.124
HRD climate	<---	OCTAPAC culture	.795

79.5% of the variation in HRD Climate was explained by OCTAPAC, 12.4% of the variation in HRD Climate was explained by HRD mechanism and 12.1% of the variation in HRD Climate was explained by General Climate prevailing at schools.

Table 10: Covariances

			Estimate	S.E.	C.R.	P	Label
Gencli	<-->	Hrdmech	.306	.028	10.956	p<0.001	Highly Significant
Gencli	<-->	Octapac	.328	.028	11.706	p<0.001	Highly Significant
Hrdmech	<-->	Octapac	.338	.029	11.752	p<0.001	Highly Significant

Table 11: Correlations

			Estimate
Gencli	<-->	hrdmech	.726
Gencli	<-->	octapac	.806
Hrdmech	<-->	octapac	.811

From table 10 and table 11, it was observed that Bi directional relations (correlation and covariance) were established between the general climate, OCTAPAC culture and HRD mechanism. All correlation values were positive and stronger since they were greater than 0.7.

FINDINGS:

It was inferred that the perception of school teachers towards the general climate at schools is good. The general climate was perceived to be very good for corporation schools, followed by aided schools, private schools and

least for government schools. The overall OCTAPAC Culture prevailing in schools was good. The OCTAPAC Culture was perceived to be very good for corporation schools, followed by private schools and aided schools and least for government schools. Teachers had a very high and a favourable perception on HRM practices at schools. The HRM practices perceived to be very good for aided schools, followed by corporation schools and private schools and least for government schools.

The results indicated that no significant difference existed in the perception of teachers across schools on HRD Climate.

SUGGESTIONS:

In case of General Climate, Training programmes, Yoga classes for teachers, create situations to work with senior teachers as an opportunity for learning are few programmes that could be implemented to develop teachers' performance in all types of schools. Developing team spirit, decent compensation packages and clear cut career development path for teachers can be used to improve OCTAPAC Culture. HRD Mechanism component needs to be given more attention by the top management of the schools with respect to the variables such as reward and appreciation and more importantly by providing feedback with focus on learning in all types of schools.

CONCLUSION:

The school administrators should create an environment of openness by giving enough opportunities to its employees to express their views, ideas and suggestions without fear. Professional interaction and socialising should be encouraged so that they can work together happily and enthusiastically. Teachers should accept ownership and responsibility for tasks so that it would not be necessary for the principal to exercise control over every task performed by them. For instilling good HRD Climate within schools, measures must be taken to enhance the climate of the schools by focusing on the goals, adequate communication, optimal use of available resources, higher level of cohesiveness, high morale, innovativeness, autonomy, high adaptations and problem-solving adequacy. With these criteria, good HRD Climate will definitely lead to high effectiveness.

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