# Exploration of Openness and Confrontation in Organizational Culture among Male and Female School Teachers in Government and Private Secondary Level Schools of Udaipur

**Dr. Nisha Agarwal**

Head, Department of Psychology, RNT PG College, Kapasan, (Chittorgarh)

**Abstract:** *This research aims to delve into the dimensions of openness and confrontation within the organizational culture of male and female secondary level school teachers in both government and private secondary level schools. The study conducted on 120 secondary level school teachers from Udaipur, selected via convenience sampling, with an equal distribution of 60 teachers in government and private secondary level schools. Within each category, there are 30 male and 30 female teachers. OCTAPACE Profile developed by Rao and Pareek was used as a tool for data collection. The results indicate that there is no significant difference between openness and confrontation in organizational culture between teachers from government and private secondary level schools. Furthermore, the male secondary level school teachers have significantly more openness and confrontation in comparison to female secondary level school teachers. This research endeavours to provide insights into the nuances of organizational culture among secondary level school teachers, shedding light on potential gender-based and institutional differences. Such insights are crucial for fostering a conducive organizational environment and enhancing the effectiveness of counselling practices in both government and private secondary level school settings.*

**Keywords:** Openness, Confrontation, Organizational Culture, Teachers

## 1. Introduction

The roles of government and private secondary level school teachers in fostering openness and managing confrontation differ due to their respective contexts and institutional frameworks. In the context of openness, government secondary level school teachers prioritize creating inclusive environments within public institutions, where students from diverse backgrounds feel valued and accepted. With access to a wide array of resources and support services, they advocate for equity and social justice, ensuring that all students have equal opportunities for personal growth and development. Conversely, private secondary level school teachers leverage the close-knit nature of their communities to foster trust and openness among students, families, and staff. Through personalized support and adherence to confidentiality standards, they create safe spaces where students feel comfortable sharing their concerns and seeking guidance. By tailoring their approach to the unique needs of each student, private secondary level school teachers promote a culture of openness and acceptance, facilitating deeper connections and encouraging students to address their challenges openly.

In terms of confrontation, government secondary level school teachers are equipped with conflict resolution skills to mediate disputes and manage confrontational situations within the school community. They advocate for positive communication and teach students constructive ways to address conflicts, fostering a culture of respect and understanding. Conversely, private secondary level school teachers employ supportive confrontation techniques, gently challenging students to confront their issues while providing compassionate guidance and encouragement. They may also involve parents or guardians in addressing confrontational behaviour, emphasizing character development and values education to empower students with the skills needed to navigate confrontational situations effectively. Through these approaches, both government and private secondary level school teachers play vital roles in promoting healthy communication and conflict resolution skills, ultimately fostering a positive and supportive environment for student growth and development. In summary, both government and private school teachers play important roles in fostering openness and managing confrontation within their respective contexts. While government teachers may focus on promoting inclusivity, equity, and conflict resolution within public institutions, private teachers may emphasize trust, confidentiality, and personalized support within smaller, close-knit communities. Regardless of the setting, teachers strive to create safe and supportive environments where students feel empowered to address their challenges and conflicts in constructive ways.

## 2. Review of Literature

Organizational culture refers to the shared values, beliefs, norms, and behaviours that characterize an organization and guide its members' interactions and decisions. It's often described as the "personality" of an organization, shaping its identity and influencing how employees perceive their work environment. According to Kotter (2012), a strong and positive organizational culture can significantly impact organizational performance. When employees align with the organization's values and norms, they tend to work more cohesively toward common goals. This alignment fosters collaboration, innovation, and productivity, ultimately leading to improved performance outcomes. Organizational culture directly affects employees' job satisfaction. A supportive and inclusive culture where employees feel valued, respected, and engaged tends to result in higher levels of job satisfaction. When employees feel a sense of belonging and fulfilment within the organization, they are more likely to

be motivated, committed, and productive in their roles. A well-established organizational culture provides a framework for problem-solving and decision-making. When employees understand the organization's values and norms, they can make more informed decisions aligned with those principles. This shared understanding fosters a sense of certainty and confidence among employees, enabling them to navigate challenges effectively and resolve issues in a manner consistent with the organization's overarching objectives.

In Muksin Wijaya's (2019) journal article titled "The Role of Organizational Culture in Enhancing the Effectiveness and Efficiency of Organizational Strategy," the author emphasizes the crucial relationship between organizational strategy and culture in contemporary contexts. Wijaya elucidates that organizational culture plays a pivotal role in shaping organizational strategy, spanning from its inception to its execution phases. This research underscores the significant impact of organizational culture on the entire spectrum of strategic processes, from formulation to implementation. By illustrating how organizational culture permeates strategic activities, it provides valuable insights into optimizing organizational effectiveness and efficiency.

In their 2012 study, Yunus et al. delve into the correlations among organizational culture, job satisfaction, organizational commitment, and lecturer performance within an Indonesian higher education setting. Employing a quantitative methodology, the researchers administered a survey questionnaire to gather data. Their analysis unveils significant associations between organizational culture, job contentment, organizational dedication, and lecturer effectiveness. Notably, elements such as teamwork, employee engagement, and communication within the organizational culture emerged as pivotal factors influencing both job satisfaction and organizational commitment. The study underscores the imperative of fostering a positive organizational culture to bolster job satisfaction, organizational commitment, and ultimately, lecturer performance within higher education institutions. Its findings furnish academic leaders and administrators with valuable insights into enhancing organizational culture, job satisfaction, and organizational commitment among lecturers, thereby fostering heightened performance and productivity.

Scharpf and Fawcett (2015) conducted a study focusing on the correlation between organizational culture and job satisfaction within the context of female school teachers. The research involved surveying 108 female school teachers from a Midwestern state in the United States. Utilizing hierarchical multiple regression analysis, the authors examined the gathered data. Their findings indicated a significant positive association between job satisfaction and organizational culture among female school teachers. The study underscored the significance of a positive organizational culture characterized by supportive and collaborative relationships, transparent communication channels, and avenues for professional growth. Such a culture was found to contribute to heightened job satisfaction and foster a more favorable working atmosphere for female school teachers. The implications of these findings are pertinent for school administrators and policymakers aiming to enhance the working conditions for female school teachers. By cultivating

a positive organizational culture within schools, administrators can potentially elevate job satisfaction levels and mitigate counsellor burnout, ultimately leading to improved student outcomes. The study offers valuable insights into the interplay between organizational culture and job satisfaction among female school teachers, underscoring the importance of fostering a nurturing and supportive work environment within educational institutions.

Falkenstrom et al., (2018): This study investigated the relationship between various work-related factors and counsellor wellness, as well as their impact on client outcomes. The researchers identified several key factors associated with improved client outcomes, including Low conflict, Low and emotional exhaustion. A collaborative and cooperative atmosphere within the workplace was linked to improved client services with the clear understanding of roles and responsibilities among teachers contributed positively to client outcomes. The study concluded that higher levels of job satisfaction among teachers were associated with better client outcomes.

Considering the importance of openness and confrontation dimension of organizational culture with reference to male and female school teachers from government and private secondary level schools of Udaipur this mini research is undertaken with following objectives.

## 3. Objectives

The objectives of the present research paper are as follows:
1) To study the openness and confrontation dimensions of organizational culture of school teachers from government and private secondary level schools.
2) To study the openness and confrontation dimensions of organizational culture of male and female secondary level school teachers.
3) To compare the openness dimension of organizational culture of school teachers from government and private secondary level schools.
4) To compare the openness dimension of organizational culture of male and female secondary level school teachers.
5) To compare the confrontation dimension of organizational culture of school teachers from government and private secondary level schools.
6) To compare the confrontation dimension of organizational culture of male and female secondary level school teachers.

**Hypotheses**
The following hypotheses are framed for the present research
1) There is no significant difference between openness dimension of organizational culture of school teachers from government and private secondary level schools.
2) There is no significant difference between openness dimension of organizational culture of male and female secondary level school teachers.
3) There is no significant difference between confrontation dimension of organizational culture of school teachers from government and private secondary level schools.

4) There is no significant difference between confrontation dimension of organizational culture of male and female secondary level school teachers.

**Sample**

Convenience sampling involves selecting subjects based on their easy availability or accessibility to the researcher. In this case, 120 secondary level school teachers from Udaipur were selected using convenience sampling. The sample was divided into two categories: government secondary level schools and private secondary level schools, each with an equal distribution of 60 teachers. Within each category, there are 30 male and 30 female teachers. This ensures a balanced representation of both genders within each type of secondary level school. Such balanced representation can help in making fair comparisons and drawing conclusions about the population of secondary level school teachers in Udaipur.

**Tool**

OCTAPACE Profile developed by TV Rao and Dr. Udai Pareek in 1994 was used. It includes eight important values relevant to institution building are 'openness, confrontation, trust, authenticity, pro-action, autonomy, collaboration and experimentation.' An acronym for these values, OCTAPACE is designed to give it a meaning i.e. octa means eight steps

and pace means to create functional ethos. It is a 40 items instrument that gives the profile of organizations ethos in eight values. The test contains high level of reliability and validity.

## 4. Method of Data Collection

All secondary level school teachers were individually contacted at their respective schools. Once rapport was established, each counsellor was assured of the confidentiality of their identity. Subsequently, the OCTAPACE Tool was distributed among them. They were informed about the importance of confidentiality regarding their names. The collected responses were then scored according to the procedure outlined in the test manual.

## 5. Results and Discussion

The skewness and kurtosis value for openness dimension of organizational culture are -0.25 and -0.48 respectively. Similarly, skewness and kurtosis value for confrontation dimension of organizational culture are -0.16 and -0.92 respectively. Therefore, the data is considered as normal and independent group 't' test is applied and results are as follows:

**Table 1:** Comparison of openness and confrontation dimensions of Organizational Culture of Government Vs Private and Male Vs Female Secondary level school Teachers

| Dimensions of Organizational Culture | | N | Mean | S.D. | Mean Difference | 't' | p value |
|---|---|---|---|---|---|---|---|
| Openness | Government Schools | 60 | 14.133 | 2.574 | -1.333 | 3.029 | 0 |
| | Private Schools | 60 | 15.467 | 2.236 | | | |
| | Male | 60 | 15.767 | 2.15 | 1.933 | 4.594 | 0 |
| | Female | 60 | 13.833 | 2.451 | | | |
| Confrontation | Government Schools | 60 | 14.917 | 2.586 | -0.583 | 1.215 | 0.732 |
| | Private Schools | 60 | 15.5 | 2.671 | | | |
| | Male | 60 | 16.417 | 1.862 | 2.417 | 5.637 | 0 |
| | Female | 60 | 14 | 2.749 | | | |

Table 1 shows that the mean scores of openness dimension of organizational culture is 14.133 for teachers from government secondary level schools and 15.467 for teachers from private secondary level schools. The 't' score is found to 3.029 which is significant at 0.01 level (p =0.000; p<0.01). It infers that there is significant difference in openness dimension of organizational culture between teachers from government and private secondary level schools. The mean scores also leads that teachers from government secondary level schools have comparative lower level of openness dimension of organizational culture in comparison to teachers from private secondary level schools.

Table 1 illustrates that the mean scores of openness dimension of organizational culture is 15.467 for male teachers and 13.833 for female teachers. The 't' score is found to 4.594 which is significant at 0.01 level (p =0.000; p<0.01). It infers that there is significant difference in openness dimension of organizational culture between male and female secondary level school teachers. The mean scores also indicates that male teachers have more openness in comparison to female teachers.

Moreover, table 1 displays that the mean scores of confrontation dimension of organizational culture is 14.917 for teachers from government secondary level schools and

15.500 for teachers from private secondary level schools. The 't' score is found to 1.215 which is insignificant at 0.05 level (p =0.732; p>0.05). It infers that there is no significant difference in confrontation dimension of organizational culture between teachers from government and private secondary level schools. The mean scores also directs that teachers from government secondary level schools and private secondary level schools have similar confrontation dimension of organizational culture.

Table 1 illustrates that the mean scores of confrontation dimension of organizational culture is 16.417 for male teachers and 14.00 for female teachers. The 't' score is found to 5.637 which is significant at 0.01 level (p =0.000; p<0.01). It infers that there is significant difference in confrontation dimension of organizational culture between male and female secondary level school teachers. The mean scores also specifies that male teachers have more confrontation in comparison to female teachers.

In the domain of openness, government secondary level school teachers operate within the framework of public institutions mandated to serve diverse student populations. They actively strive to create inclusive environments where students feel safe to express themselves openly, fostering an atmosphere of acceptance and respect. With access to a wide

**Volume 14 Issue 9, September 2025**
**Fully Refereed | Open Access | Double Blind Peer Reviewed Journal**
**www.ijsr.net**

Paper ID: MR25916170037    DOI: https://dx.doi.org/10.21275/MR25916170037    785

array of resources within the public education system, including counselling materials and community partnerships, government teachers advocate for equity and social justice, ensuring that all students, regardless of their backgrounds, have equal access to support services and opportunities for growth. However, in private secondary level schools, teachers capitalize on the intimate and close-knit nature of their communities to cultivate trust and openness among students, families, and staff. This environment of familiarity and rapport allows students to feel more comfortable seeking support and sharing their concerns, facilitating deeper connections and promoting a culture of openness within the school community. Through personalized and tailored support, private secondary level school teachers foster a sense of belonging and encourage students to be transparent about their challenges, thus facilitating holistic development and well-being.

In terms of confrontation, government secondary level school teachers are equipped with conflict resolution skills to mediate disputes and manage confrontational situations within the school community. They play a pivotal role in crisis intervention, working to de-escalate tensions and ensure the safety of students and staff during emergencies. Moreover, government teachers advocate for positive communication and conflict resolution skills among students, empowering them to express their concerns constructively and resolve conflicts in a respectful manner. On the other hand, private secondary level school teachers engage in supportive confrontation, providing compassionate guidance and encouragement as they challenge students to confront their issues or behaviours. This approach, coupled with close collaboration with parents or guardians to address confrontational behaviour, enables private secondary level school teachers to emphasize character development and values education. By fostering traits such as empathy and resilience, private teachers equip students with the necessary skills to navigate confrontational situations effectively, ultimately contributing to their personal growth and development.

## 6. Conclusion

On the basis of the statistical analysis:

The hypothesis *"There is no significant difference between openness dimension of Organizational Culture of school teachers from government and private secondary level schools"* is <u>rejected</u>.

The hypothesis *"There is no significant difference between openness dimension of Organizational Culture of male and female secondary level school teachers"* is <u>rejected</u>.

The hypothesis *"There is no significant difference between confrontation dimension of Organizational Culture of school teachers from government and private secondary level schools"* is <u>accepted</u>.

The hypothesis *"There is no significant difference between confrontation dimension of Organizational Culture of male and female secondary level school teachers"* is <u>rejected</u>.

In summary, while both government and private secondary level school teachers aim to foster openness and manage confrontation, they do so within different contexts and with distinct approaches but with similar output. Government teachers focus on creating inclusive environments and advocating for equity, while private teachers emphasize trust, personalized support, and character development. Both play essential roles in supporting students' social and emotional well-being. While male teachers have significantly more openness and confrontation in comparison to female secondary level school teachers.

## 7. Implications

Fostering a conducive organizational culture for secondary level school teachers is paramount for ensuring their effectiveness in supporting students' academic, emotional, and social needs. Among the key elements crucial for such a culture are openness and constructive confrontation. These qualities encourage transparent communication, collaboration, and resolution of conflicts, ultimately enhancing the overall functioning of the counselling team.

1) Enhanced Communication: Openness encourages transparent communication channels among teachers, fostering clarity and understanding within the team.
2) Improved Collaboration: Openness promotes a collaborative environment where teachers can share insights and work together to address challenges effectively.
3) Constructive Feedback: Encouraging confrontation in a constructive manner allows for honest feedback, leading to professional growth and development among teachers.
4) Resolution of Issues: Confrontation enables timely addressing of conflicts or discrepancies, leading to quicker resolution and improved team dynamics.
5) Accountability: Openness and confrontation instill a sense of accountability among teachers, encouraging them to take ownership of their actions and decisions.
6) Trust Building: A culture of openness and constructive confrontation nurtures trust among teachers, fostering stronger relationships and teamwork.
7) Innovation and Creativity: Openness encourages teachers to freely express ideas and opinions, leading to innovative approaches to problem-solving and service delivery.
8) Personal and Professional Growth: Through openness and confrontation, teachers can receive valuable input and support for their personal and professional development.
9) Supportive Environment: Creating an organizational culture that values openness and confrontation promotes a supportive environment where teachers feel heard, valued, and empowered.
10) Overall Effectiveness: By fostering openness and constructive confrontation, schools can create a culture that supports the well-being and effectiveness of teachers, ultimately benefiting the students they serve.

In conclusion, cultivating openness and constructive confrontation within the organizational culture for school teachers yields multifaceted benefits. From improved communication and collaboration to enhanced accountability

and personal growth, these qualities contribute significantly to creating a supportive and effective environment for teachers. By prioritizing openness and confrontation, schools can empower teachers to excel in their roles and better serve the diverse needs of students.

## References

[1] Falkenstrom, F., Grant, J., & Holmqvist, R. (2018). Review of organizational effects on the outcome of mental health treatments. Psychotherapy Research, 28(1), 76-90.

[2] Kotter, J. (2012). Corporate culture and performance. New York, NY: Free Press.

[3] Wijaya, M. (2019). The Role of Organizational Culture in Optimizing the Effectiveness and Efficiency of Organizational Strategy. Media Informatics, 18(2), 67-74.

[4] Yunus Handoko, Margono Setiawan, Surachman, Djumahir (2012), Organizational Culture, Job Satisfaction, Organizational Commitment, the Effect on Lecturer Performance, International Journal of Business and Management Invention, Vol.2. pp 21-30.

**Volume 14 Issue 9, September 2025**
**Fully Refereed | Open Access | Double Blind Peer Reviewed Journal**
**www.ijsr.net**

Paper ID: MR25916170037     DOI: https://dx.doi.org/10.21275/MR25916170037     787