



INVESTIGATING TRUST AND AUTHENTICITY DIMENSIONS OF ORGANIZATIONAL CULTURE AMONG MALE AND FEMALE SCHOOL TEACHERS IN GOVERNMENT AND PRIVATE SECONDARY LEVEL SCHOOLS OF UDAIPUR

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ABSTRACT

This study delves into exploring trust and authenticity within the organizational culture among male and female school teachers in both government and private secondary level schools of Udaipur. The study surveyed 120 secondary level school teachers from Udaipur, selected through convenience sampling, ensuring an equal distribution of 60 teachers from government and private secondary level schools. Within each category, there were 30 male and 30 female teachers. The OCTAPACE Profile by Rao and Parrek was used as a tool for data collection. Comparative analyses between government and private sectors and between male and female teachers is conducted. The results indicate that there is no significant difference in trust and authenticity dimension of organizational culture for school teachers from government and private secondary level schools. Furthermore the results infer that male secondary level school teachers have significantly more trust and authenticity dimension of organizational culture in comparison to female teachers. The research offers insights into organizational dynamics, potentially uncovering gender-based and institutional disparities, crucial for fostering supportive environments and enhancing counselling practices in Udaipur's educational landscape.

KEYWORDS :

INTRODUCTION

Trust and authenticity are fundamental elements of the roles of both government and private secondary level school teachers. Let's explore how teachers in each setting cultivate trust and authenticity. In the realm of trust, government secondary level school teachers work diligently within the public education system to establish rapport with students, parents, and staff members. They prioritize building trust through active listening, empathy, and consistent support, creating an environment where students feel comfortable sharing their concerns. By adhering to strict confidentiality standards and maintaining transparent communication, government teachers foster trust by ensuring that students' privacy is respected and that their interactions are conducted with integrity. In contrast, private secondary level school teachers often benefit from working within smaller, close-knit communities where relationships are naturally stronger. In such environments, teachers have the opportunity to develop deeper connections with students, families, and staff, fostering trust through familiarity, shared experiences, and personalized support. By maintaining a consistent presence within the school community and upholding confidentiality standards, private teachers further solidify their role as trusted sources of support and guidance for students.

In terms of authenticity, government school teachers demonstrate genuine empathy and compassion in their interactions with students, conveying authenticity in their concern for students' well-being. While maintaining professional boundaries, they may also share personal experiences or insights when appropriate, helping students feel understood and validated. By adhering to ethical guidelines and professional standards, government teachers ensure that their actions align with their values and principles, enhancing their authenticity as teachers. Private school teachers, on the other hand, often leverage their personal connections with students, families, and staff members to authentically engage with individuals on a deeper level. They have the flexibility to implement creative approaches and interventions that align with their authentic style and philosophy, fostering meaningful connections with students.

Additionally, private teachers may adopt a collaborative approach to counselling, involving students and families in the decision-making process, which further promotes a sense of ownership and authenticity in the counselling relationship. Through these strategies, both government and private secondary level school teachers strive to cultivate authentic relationships with their students, ultimately contributing to their overall well-being and success.

In summary, both government and private secondary level school teachers prioritize building trust and authenticity in their interactions with students and stakeholders. While government teachers focus on establishing rapport within the broader public education system, private teachers capitalize on the close-knit nature of their school communities to foster deeper connections and authenticity. Regardless of the setting, teachers demonstrate genuine empathy, maintain confidentiality, and adhere to ethical standards to build trust and

authenticity in their counselling relationships.

Review Of Literature

Research on trust and authenticity as dimensions of organizational culture has garnered significant attention from scholars and practitioners alike. Trust, a cornerstone of effective organizational functioning, embodies the belief that individuals or entities will act reliably, honestly, and ethically. Within organizational contexts, trust plays a pivotal role in fostering positive relationships among employees, between employees and management, and between the organization and its stakeholders. Moreover, trust promotes collaboration, openness, and transparent communication, all of which are crucial for organizational success.

Recent reviews on trust in organizational culture underscore its profound impact on employee engagement (Ahmadi, Salamzadeh, et al. 2012), commitment (Yunus H. et. al. 2012), and job satisfaction (Hearn and Stewart, 2018). Leaders who are perceived as trustworthy and transparent communication practices contribute significantly to building and maintaining trust within an organization. Furthermore, trust has been shown to influence organizational performance by facilitating knowledge sharing, innovation, and risk-taking among employees.

Authenticity, another vital dimension of organizational culture, revolves around the alignment between an organization's stated values and its actual practices and behaviours. An authentic organizational culture is characterized by consistency between what the organization professes and what it practices. Authenticity fosters trust, commitment, and employee identification with the organization, thus contributing to a positive work environment (Mujeeb and Ahmad, 2011).

Reviews on authenticity in organizational culture highlight the crucial role of leadership authenticity in shaping organizational identity and employee perceptions. Authentic leaders who genuinely care for their employees and adhere to ethical principles contribute to the cultivation of a more authentic organizational culture. Organizations that prioritize authenticity tend to enjoy higher levels of employee engagement (Karakus, Mehmet & Aslan, Battal, 2009), morale, and organizational citizenship behaviours.

Recent studies (Kumar, 2019) have also explored the intricate relationship between trust and authenticity in organizational culture. Authenticity enhances trust by reinforcing perceptions of sincerity and integrity in organizational practices, while trust, in turn, contributes to the establishment of an authentic organizational culture. This interconnection between trust and authenticity underscores their collective importance in shaping organizational dynamics and employee experiences.

Understanding the importance of trust and authenticity dimensions of organizational culture for male and female teachers of government and private secondary level schools the following objectives are framed.

Objectives

The objectives of the present research paper are as follows:

1. To study the trust and authenticity dimension of organizational culture of school teachers from government and private secondary level schools.
2. To study the authenticity dimension of organizational culture of male and female secondary level school teachers.
3. To compare the trust dimension of organizational culture of school teachers from government and private secondary level schools.
4. To compare the trust dimension of organizational culture of male and female secondary level school teachers.
5. To compare the authenticity dimension of organizational culture of school teachers from government and private secondary level schools.
6. To compare the authenticity 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 trust dimension of organizational culture of school teachers from government and private secondary level schools.
2. There is no significant difference between trust dimension of organizational culture of male and female secondary level school teachers.
3. There is no significant difference between authenticity dimension of organizational culture of school teachers from government and private secondary level schools.
4. There is no significant difference between authenticity dimension of organizational culture of male and female secondary level school teachers.

Sample

The sample comprises 120 secondary level school teachers from Udaipur, selected through convenience sampling. Among them, 60 teachers work in government secondary level schools, equally divided between males and females. Similarly, the remaining 60 teachers work in private secondary level schools, with an equal distribution of males and females.

Tool:

The OCTAPACE Profile, developed by TV Rao and Dr. Uday Pareek in 1994 was used which encompasses eight crucial values essential for institution building: openness, confrontation, trust, authenticity, pro-action, autonomy, collaboration, and experimentation. These values are encapsulated in the acronym OCTAPACE, symbolizing "octa" for eight steps and "pace" for creating functional ethos. The instrument comprises 40 items designed to assess the organization's ethos across these eight values. Renowned for its reliability and validity, the OCTAPACE Profile offers valuable insights into organizational culture and leadership dynamics.

Method Of Data Collection:

Each secondary level school teacher was reached out to within their school setting. Following the establishment of rapport, they were provided with the OCTAPACE Tool, with strict assurances of confidentiality regarding their personal information. Subsequently, the teachers' responses were gathered and scored according to the prescribed procedure outlined in the test manual.

RESULTS AND DISCUSSION:

The skewness and kurtosis value for trust dimension of organizational culture are -0.09 and -0.91 respectively. Similarly, skewness and kurtosis value for authenticity dimension of organizational culture are -0.28 and -0.65 respectively. Therefore, the data is considered as normal and independent group 't' test is applied and results are as follows:

Table 1 Comparison of trust and authenticity 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
Trust	Government Schools	60	15.233	2.445	-0.333	0.818	0.759
	Private Schools	60	15.567	1.995			
	Male	60	16.500	1.652	2.200	6.201	0.000
	Female	60	14.300	2.196			

Authenticity	Government Schools	60	15.183	2.765	-0.117	0.243	0.853
	Private Schools	60	15.300	2.479			
	Male	60	16.433	2.243	2.383	5.588	0.000
	Female	60	14.050	2.425			

Table 1 shows that the mean scores of trust dimension of organizational culture is 15.233 for teachers from government secondary level schools and 15.567 for teachers from private secondary level schools. The 't' score is found to be 0.818 which is insignificant at 0.05 level ($p = 0.759$; $p > 0.05$). It infers that there is no significant difference in trust 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 and private secondary level schools have similar trust dimension of organizational culture.

Table 1 illustrates that the mean scores of authenticity dimension of organizational culture is 16.500 for male teachers and 14.300 for female teachers. The 't' score is found to be 6.201 which is significant at 0.01 level ($p = 0.000$; $p < 0.01$). It infers that there is significant difference in authenticity dimension of organizational culture between male and female secondary level school teachers. The mean scores also indicates that male teachers have more authenticity in comparison to female teachers.

Moreover, table 1 displays that the mean scores of authenticity dimension of organizational culture is 15.183 for teachers from government secondary level schools and 15.300 for teachers from private secondary level schools. The 't' score is found to be 0.243 which is insignificant at 0.05 level ($p = 0.853$; $p > 0.05$). It infers that there is no significant difference in authenticity 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 authenticity dimension of organizational culture.

Table 1 illustrates that the mean scores of authenticity dimension of organizational culture is 16.433 for male teachers and 14.050 for female teachers. The 't' score is found to be 5.588 which is significant at 0.01 level ($p = 0.000$; $p < 0.01$). It infers that there is significant difference in authenticity dimension of organizational culture between male and female secondary level school teachers. The mean scores also specifies that male teachers have more authenticity in comparison to female teachers.

In the realm of trust, government secondary level school teachers operate within the structured framework of public institutions, aiming to build trust within established systems and protocols. They prioritize consistency and reliability, striving to be dependable sources of support for students within the diverse contexts of public education. By adhering to institutional guidelines on confidentiality and engaging in transparent communication, government teachers foster trust through their commitment to honesty, openness, and integrity within the institutional context. Conversely, private secondary level school teachers capitalize on the close-knit nature of their communities to cultivate trust through personal connections and shared experiences. Providing personalized support tailored to individual student needs, they create a safe and confidential environment within the private school setting, further solidifying their role as trusted advisors and advocates. With a consistent presence and accessibility, private teachers continuously nurture trust within the intimate school community, ensuring that students, parents, and staff feel valued and supported.

Regarding authenticity, government secondary level school teachers demonstrate genuine empathy and compassion in their interactions with students, conveying authenticity in their concern for student well-being within the structured framework of public institutions. While maintaining professional boundaries, they may share personal experiences or insights when appropriate, contributing to a sense of understanding and validation for students within the public education system. Adhering to ethical practice and professional standards, government teachers uphold authenticity by ensuring that their actions align with their values and principles, reinforcing their credibility and trustworthiness within the institutional context. Conversely, private secondary level school teachers foster personal connections and

flexibility in their approach, authentically engaging with students, families, and staff on a deeper level within the private school setting. With the freedom to implement creative interventions and a collaborative approach to counselling, they empower students to take ownership of their growth and development, fostering authenticity and empowerment within the intimate school community. Through these strategies, both government and private secondary level school teachers strive to cultivate authentic relationships and promote student well-being within their respective educational contexts.

CONCLUSION:

On the basis of the statistical analysis:

The hypothesis *“There is no significant difference between trust dimension of organizational culture of school teachers from government and private secondary level schools”* is accepted.

The hypothesis *“There is no significant difference between trust dimension of organizational culture of male and female secondary level school teachers”* is rejected.

The hypothesis *“There is no significant difference between authenticity dimension of organizational culture of school teachers from government and private secondary level schools”* is accepted.

The hypothesis *“There is no significant difference between authenticity dimension of organizational culture of male and female secondary level school teachers”* is rejected.

In summary, both government and private secondary level school teachers prioritize building trust and authenticity, but they do so within different contexts and frameworks and therefore have similar level of trust and authenticity. Government teachers focus on establishing trust within the framework of public systems and protocols, while private teachers leverage the close-knit nature of their school communities to foster deeper connections and authenticity. Regardless of the setting, teachers demonstrate genuine empathy, maintain confidentiality, and adhere to ethical standards to build trust and authenticity in their counselling relationships. Male secondary level school teachers have higher trust and authenticity dimension of organizational culture in comparison to female secondary level school teachers.

Implications:

Increasing trust and authenticity within the organizational culture for school teachers can yield significant implications for fostering a more effective work environment:

- **Enhanced Collaboration:** Trust and authenticity promote an environment where teachers feel comfortable collaborating with colleagues, sharing ideas, and seeking support when needed.
- **Improved Communication:** When trust is high and authenticity is encouraged, teachers are more likely to engage in open and honest communication, leading to better understanding and alignment of goals and expectations.
- **Strengthened Relationships:** Building trust and authenticity fosters stronger relationships among teachers, leading to increased support and camaraderie within the team.
- **Increased Job Satisfaction:** When teachers feel trusted and valued for their authentic selves, job satisfaction tends to increase, leading to higher levels of engagement and commitment to their work.
- **Enhanced Problem-Solving:** Trust and authenticity create a safe space for teachers to address issues and challenges openly, leading to more effective problem-solving and decision-making processes.
- **Greater Accountability:** When trust is established, teachers are more likely to hold themselves and others accountable for their actions and decisions, leading to greater responsibility and ownership of their work.
- **Improved Student Support:** A culture of trust and authenticity among teachers translates into better support for students, as teachers are better equipped to address their needs and concerns effectively.
- **Reduced Stress and Burnout:** When teachers feel trusted and supported in their authentic selves, they are less likely to experience stress and burnout, leading to better overall well-being and job satisfaction.
- **Enhanced Organizational Reputation:** A culture of trust and authenticity can enhance the reputation of the school counselling department, attracting talented professionals and promoting positive relationships with students, parents, and other stakeholders.

- **Overall Organizational Effectiveness:** By prioritizing trust and authenticity within the organizational culture for school teachers, schools can create a more supportive and effective work environment, ultimately leading to improved outcomes for students and the school community as a whole.

Fostering trust and authenticity among school teachers enhances collaboration, communication, and student support. This cultivates a positive work environment, reducing stress and improving job satisfaction. Further research on effective strategies and case studies could provide valuable insights for enhancing organizational culture in school counselling departments.

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