

## INSTITUTIONAL CLIMATE AND TEACHER EDUCATORS' MORAL IN THE PRIVATE TEACHERS' TRAINING INSTITUTES OF KOLKATA

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**Abstract:** This research work studied the level of professional commitment of teacher educators serving in secondary teacher training institutions of Kolkata, West Bengal. The data were gathered through 'institutional climate inventory' and 'Teachers' morale rating Scale of Teacher Educators' from 80 teacher educators of 10 B. Ed. colleges of Kolkata. Results showed that the level of Teachers' morale of B. Ed. teacher educators in Kolkata is highly correlated with the institutional climate perception of them. Significant differences were found in teachers' morale of B. Ed. teacher educators with regard to Subject discipline and teaching experience. However, male and female teacher educators were found to have similar level of teachers' morale towards the institutional perception. The study discusses certain suggestions for enhancing the teachers' morale level of B. Ed. teacher educators.

**Key words:** Institutional climate; Teachers' morale; Teacher educators.

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### **Introduction:**

The ultimate goal of education is the harmonious and progressive development of the child. It can be achieved only when teachers have certain characteristics and qualities in them. A scholar may properly be devoted to his special subject, but the teacher must always think of subject matter in relation to its value in life and its use for children. The great teacher is concerned with what the pupil can do with subject matter and how knowledge affects the learner, and not primarily with the mastery of a subject for its own sake. The teacher begins with the innate capacities of the child, his experience in the home and in the outside world, his physical, moral and spiritual potentialities and work with him to develop a person who can meet the problems of life in an intellectual way. Thus, the teacher is potentially the integrator of personalities, the counselor and guide to learners, the

developer of citizens and the servant of the state as guardian of the individual. Teachers care about their salaries, of course, but researchers have found that they tend to be motivated more by intrinsic rewards such as self-respect, responsibility, and a sense of accomplishment than by extrinsic rewards such as job security, salaries, and fringe benefits.

Amruth (2000) reported that teachers measured their job satisfaction by such factors as participating in decision making, using their skills in ways that are valued, having freedom and independence, being challenged, expressing their creativity, and having opportunities to learn. Recent studies echo those findings. An important part of any individual's job is a feeling of self-worth. Employees experience higher levels of morale when they perceive that their contributions are valued and appreciated. A higher level of dedication results when employees feel that they have an active voice in issues that directly impact them.

#### **Need and significance of the study:**

Education is a process of developing the potentialities of the man to maximum possible extent in order to enable him to lead a creative and happy life in the society. An educated person possesses skill to produce more in his particular field than a lay man. According to Adam Smith (1776) "educated man is a sort of expensive machine". Nations all over the world depend to education to attain economic growth to its zenith. Improving the education system is vital for the country's progress as it contributed to national development through dissemination of specialized knowledge and skills.

The need to advance towards a "learning society" by learning throughout life is globally accepted as one of the most important challenges of 21st century education. The need for people to return to education in order to deal effectively with new and changing situations has become convincingly stronger. Learning to learn is suggested as the only way to meet the challenge of education in the new millennium. The process of "learning to learn" has to become the foundation of our school education system. This foundation concept art school education will help our nation to develop in to a "learning society". This refers to a big challenge - quality of the teachers and teacher preparation programmes in our nation. Teacher training programmes both at pre-service and in-service levels faces many challenges. The teacher education institutions of Kolkata are mostly under four types of managements. They are Government colleges, Aided colleges, unaided colleges and University B. Ed departments. As a teacher educator, the researcher had varied experiences under different managements. From his observation the institutional climate prevailing under various managements have varying effect on the morale of teacher educators. It is

hoped that the results of this study will bring helpful guidelines to educators and to authorities of teacher education institutions to improve the morale of teacher educators, with the help of its relationship with Institutional Climate Perception of teacher educators. Such a study may prove beneficial for those interested in making the teacher education programs more productive.

**Hypotheses:**

**H01:** There are no significant differences on the teaching experiences of teacher educators in their teacher's morale.

**H02:** There are no significant differences among the different subject discipline teacher educators in their teacher's morale.

**H03:** There are no significant differences in the perception of the institutional climate among the different subject discipline teacher educators.

**H04:** There are no significant differences in the perception of the institutional climate on the teaching experience of teacher educators.

**Methodology:**

The main aim of the present investigation was to study the effects of TEI institutional climate on teacher's morale as a whole and in combination with certain personal variables such as gender, discipline and teaching experience. Also, it aimed to evaluate how effective teachers differ from less effective ones in terms of job satisfaction and teacher attitudes. To investigate the factors underlying these variables, proper procedure and standardized tools were used. Methodology is the procedure used by the researcher in conducting a study. The accuracy of the results of any research work depends upon the method by which the conclusions are attained (Travers, 1978). In order to reach the most reliable conclusion, it is essential to select appropriate methods. The methodology followed by the investigator can be given under the following headings.

1. Variables of the study
2. Sample on which the study was conducted
3. Tools employed for conducting the collection of data
4. Data collection procedure
5. Scoring and consolidation of data
6. Statistical procedure for analysis.

## **A. VARIABLES OF THE STUDY**

**The variables of the study are:**

**Dependent variable:** ‘Teacher Morale’ of teacher educators is the dependent variable for this study.

**Independent variable:** ‘Institutional Climate Perception’ of teacher educators is the independent variable selected for the study. Institutional Climate Perception total score and component dimensions also were treated as independent variables and are listed below.

- 1) Institutional Climate Perception
- 2) Academic climate perception
- 3) Social climate perception
- 4) Physical climate perception
- 5) Administrative climate perception

### **Minor Variables:**

In this study following variables were selected for selection of the total sample.

- 1) Year of experience
- 3) Subject discipline

## **B. SAMPLE ON WHICH STUDY WAS CONDUCTED**

According to Best and Khan (2006), “the primary purpose of research is to discover principles that have universal application, but to study a whole population to arrive at generalization would be impracticable, if not impossible.” In this sense the most important factor in determining the generalization of research results is in the selection of sample used in collecting the research data. A sample is a small proportion of population selected for observation and analysis. By observing the characteristics of the sample, one can make certain inferences about the characteristics of the population from which it is drawn. The population selected for present study was teacher educators working in B. Ed colleges of Kolkata, West Bengal. Treating this as the reference population, the researcher selected the sample considering the following aspects:

- 1) Factors to be considered for selecting sample
- 2) Size of the sample
- 3) Technique of sampling

### **Size of the sample:**

The universe of the study was teachers training Institutions of Kolkata. The researcher intended to study on a sufficient sample of 80 teacher educators from three types of

institutions which may come under WBUTTEPA of Kolkata. The data were collected from these TEI were selected on random basis.

### C. TOOLS EMPLOYED FOR THE COLLECTION OF DATA

The researcher used already standardized two tools for the purpose of study. They are:

1. Institutional Climate Inventory for Teacher Educators
2. Teacher Morale Rating Scale for Teacher Educators

In addition to these, the investigator constructed a personal profile, for collecting details about the Personal profile of teacher educators.

### Result and analysis:

**Teacher morale in relation to teacher's training institutional climate and subject discipline:** The means and SDs of teacher morale scores of teachers' educator's in different organizational climates and subject discipline design are given in table 1

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
						Lower Bound	Upper Bound
Academic Climate	Science	17	58.706	5.6763	1.3767	55.787	61.624
	Language	19	57.421	4.9139	1.1273	55.053	59.789
	Social Science	33	55.121	5.8564	1.0195	53.045	57.198
	Total	69	56.638	5.6982	.6860	55.269	58.007
Social Climate	Science	17	54.706	5.0592	1.2270	52.105	57.307
	Language	19	50.842	4.2198	.9681	48.808	52.876

	Social Science	33	51.091	4.6055	.8017	49.458	52.724
	Total	69	51.913	4.8286	.5813	50.753	53.073
Physical Climate	Science	17	39.882	6.2238	1.5095	36.682	43.082
	Language	19	39.053	4.8930	1.1225	36.694	41.411
	Social Science	33	36.606	6.0773	1.0579	34.451	38.761
	Total	69	38.087	5.9129	.7118	36.667	39.507
Administrative Climate	Science	17	91.588	13.4446	3.2608	84.676	98.501
	Language	19	83.526	12.8684	2.9522	77.324	89.729
	Social Science	33	85.515	9.1074	1.5854	82.286	88.745
	Total	69	86.464	11.6108	1.3978	83.675	89.253
ORGANIZATIONAL CLIMATE	Science	17	244.882	26.6737	6.4693	231.168	258.597
	Language	19	230.842	21.3366	4.8950	220.558	241.126

TEACHERS' MORALE	Social Science	33	228.333	19.6591	3.4222	221.363	235.304
	Total	69	233.101	22.7364	2.7371	227.640	238.563
	Science	17	201.76	15.825	3.838	193.63	209.90
	Language	19	192.21	13.939	3.198	185.49	198.93
	Social Science	33	186.09	13.166	2.292	181.42	190.76
	Total	69	191.64	15.251	1.836	187.97	195.30

**Table 1: One way ANOVA within the subject groups and Teachers' morale and institutional (organizational) climate**

It may be concluded from the ANOVA that mean teacher morale scores of teachers' educators turned out to be 56.638 (SD=5.6982), 51.913(SD=4.8286), 38.087(SD=5.9129), and 86.464(SD=11.6108) in case of Academic, Social, Physical and Administrative climate. Also, it may be seen that science teachers have a mean score of 201.76 (SD=15.825) in comparison to 186.09 (SD=13.166) of social science teachers and 192.21(SD=13.939) of language teachers. With respect to the institutional climate the mean score of Science teachers is 244.882 (SD=26.6737) in comparison to the 230.842 (SD=21.3366) of language teachers and 228.333 (SD=19.6591) of the Social Science teachers.

**Teacher morale in relation to teacher's training institutional climate and teaching experience:**

The mean and SDs of teacher's moral scores in each cell of institutional climate and teaching experience are given in table 2.

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		
					Lower Bound	Upper Bound	
Academic Climate	up to 5 years	36	55.694	5.9513	.9919	53.681	57.708
	5+ years to 10 years	15	58.933	5.9578	1.5383	55.634	62.233
	more than 10 years	18	56.611	4.6036	1.0851	54.322	58.900
	Total	69	56.638	5.6982	.6860	55.269	58.007
Social Climate	up to 5 years	36	50.861	5.1722	.8620	49.111	52.611
	5+ years to 10 years	15	53.667	4.0473	1.0450	51.425	55.908
	more than 10 years	18	52.556	4.3821	1.0329	50.376	54.735
	Total	69	51.913	4.8286	.5813	50.753	53.073
Physical Climate	up to 5 years	36	36.250	6.6349	1.1058	34.005	38.495
	5+ years to 10 years	15	39.667	5.0380	1.3008	36.877	42.457
	more than 10 years	18	40.444	3.6173	.8526	38.646	42.243
	Total	69	38.087	5.9129	.7118	36.667	39.507
Administrative Climate	up to 5 years	36	83.139	12.2221	2.0370	79.004	87.274
	5+ years to 10 years	15	90.867	11.5565	2.9839	84.467	97.266
	more than 10 years	18	89.444	8.4729	1.9971	85.231	93.658
	Total	69	86.464	11.6108	1.3978	83.675	89.253
ORGANIZATIONAL CLIMATE	up to 5 years	36	225.944	23.5153	3.9192	217.988	233.901
	5+ years to 10 years	15	243.133	22.6837	5.8569	230.571	255.695
	more than 10 years	18	239.056	16.4548	3.8784	230.873	247.238
	Total	69	233.101	22.7364	2.7371	227.640	238.563



TEACHERS' MORALE	up to 5 years	36	188.42	15.108	2.518	183.30	193.53
	5+ years to 10 years	15	187.73	14.806	3.823	179.53	195.93
	more than 10 years	18	201.33	12.039	2.838	195.35	207.32
	Total	69	191.64	15.251	1.836	187.97	195.30

**Table 2: One way ANOVA within the Teaching experience and Teachers' morale and institutional (organizational) climate**

It can be observed from the statistical analysis (ANOVA) that teacher's morale of teachers' educators in relation to experience and institutional climate varies from highest to lowest. When the experience is less than 5 years then the performance of the teachers with different dimensions of climate, namely, physical, social, academic and administrative from mean value lowest to highest mean value as (36.250, 50.861, 55.694 and 83.139) respectively. When the experience from 5+ to 10 years then the performances of teachers' educators with different dimensions of climate namely, administrative, academic, social, and physical vary from highest mean value to lowest mean value as 90.867, 58.933, 53.667 and 39.667 respectively and when experience is 10years and more than 10 years, the performances of teachers' educators with different climate i.e. Administrative, Academic, Social and Physical 89.444, 56.611, 52.556 and 40.444 very highest scores to lowest scores as respectively. From overall view we can say administrative climate seems to favor the performance of those teachers' educators in all the groups. Whereas physical climate of the institution is not favorable for the teachers' morale of all groups. On the other hand, the academic and social climate of the institutions does not influence much with respect to the year of experience of the teacher educators.

### Testing of hypothesis:

#### H01 and H04:

This Table 1 shows in case of comparing the mean score of teachers' morale among the teacher educators of different length of experience (upto 5 years, 5 to 10 years and more than 10 years), the calculated F value is 5.599 and p is 0.006 ( $p < .05$ ). Hence, 'p' is significant at 0.05 level. So, H01 is rejected and it can be said that, **significant difference found** among the teacher educators of different years of experience with respect to the teachers' morale.

This Table 1 shows in case of comparing the mean score of institutional climate perception among the teacher educators of different length of experience (upto 5 years, 5 to 10 years and more than 10 years), the calculated F value is 4.227 and p is 0.019 ( $p < .05$ ). Hence, 'p' is significant at 0.05 level. So, H04 is rejected and it can be said that, **significant difference found** among the teacher educators of different years of experience with respect to the institutional climate perception.

### **H02 and H03:**

This Table 2 shows in case of comparing the mean score of teachers' morale the teacher educators of different subject discipline (Science, Language and Social Science), the calculated F value is 6.991 and p is 0.002 ( $p < .05$ ). Hence, 'p' is significant at 0.05 level. So, H02 is rejected and it can be said that, **significant difference found** among the teacher educators of different discipline with respect to the teachers' morale.

The Table 2 also shows in case of comparing the mean score of institutional climate perception of the teacher educators of different subject discipline (Science, Language and Social Science), the calculated F value is 3.313 and p is 0.043 ( $p < .05$ ). Hence, 'p' is significant at 0.05 level. So, H03 is rejected and it can be said that, **significant difference found** among the teacher educators of different discipline with respect to the institutional climate perception.

### **Conclusions:**

So it can be concluded that here significant differences had been found of among the teacher educators in their teacher's morale having different span of teaching experiences.

Significant differences also found among the different subject discipline teacher educators in their teacher's morale and in the perception of the institutional climate.

Significant differences again found in the perception of the institutional climate among the teacher educators having different years of the teaching experience.

On the other hand no significant differences found in the perception of the institutional climate on the gender of the teacher educators.

### **Educational Implications:**

Organising academic programmes in the institution and providing opportunity to faculties for attending academic programmes outside the institution should be encouraged.

Teacher educators should be encouraged to become more cosmopolite in approaching teaching techniques and practices. This cosmopolite approach could take the form of attending university or college in-service programs, extensive reading of educational

research or "educational" magazine articles, and involvement in "professional" organizations pertaining to their particular field or area.

Principals should be given training on leadership qualities and inter personal relations. This will help to improve the social climate.

Teachers should be given a role on the rule making and decisions making programmes in the institution. This is very essential to ensure a better Administrative climate.

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