

TEACHER EFFECTIVENESS IN RELATION TO THEIR INSTITUTIONAL CLIMATE OF TEACHERS EDUCATORS

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ABSTRACT

Good teachers are the heart of every nation hence the heart should function in an effective manner, otherwise the soul will not survive in the body. Therefore every nation wants effective teachers for the development. Such teachers are produced by the Teacher education colleges. So, the present study focuses on Teacher Effectiveness of Teacher Educators as one variable. Whatever may be the effectiveness, it will more often governed by Environment which is one of the motivating factor for individual performance. Hence the present study considered Institutional Climate as independent variable. 293 Teacher Educators from the colleges of Teacher education from Tamil Nadu selected as sample by SRS technique. Two tools were constructed by the Investigators and used for data collection. This study revealed more than eighty percentage teacher educators are in Effective and more effective category, similarly the prevailing Institutional climate also more conducive. Further there exists high **positive relationship** between the Teacher Effectiveness and Institutional Climate. Furthermore it revealed the Institutional Climate and selected demographic variables contributed significantly to Teacher Effectiveness and thus strengthens the selection of variables.

(Key words: Teacher Effectiveness, Institutional Climate, Teacher education colleges.)

Introduction

The ultimate aspiration of teacher education is to produce effective future teachers for the nation's progress. It could be possible only by the effective teacher educators, who can mould their student teachers with their effective teaching, through their style of teaching and make to achieve accomplishment of teaching. For that the Teacher Educators should be effective and transform their effectiveness in their subject knowledge to student teachers.

“Lives its life” in terms of intergroup relations, economic productivity, political process, and other institutional activities like Educational Institution can be studied in relation to the physical setting of the institutions, community and, more particularly, the design of its neighbourhoods and so on. If human behaviour in relation to the physical setting can only be understood by analysing it at all levels of Social Organisation. Hence, the Teacher Education institution unit is one of the most important social organisation to make solid foundation to the future of nations. Hence the investigators choose this present relationship study of Teacher Effectiveness and Institutional Climate

Significance of the study

- ✓ The teacher educators of teacher education colleges play an imperative role in determining the behaviour of prospective teachers with all competencies.
- ✓ Environment is one of the motivating factors to improve one's effectiveness in the same manner the teacher education institutions has to be supportive of their teacher educators effectiveness.
- ✓ Institutional climate has the authority to impact the performance of individuals in the institutions. It is the social surroundings, the human behaviour or social impression that permeates all activities in the educational institution
- ✓ **Selamat (2013)** pointed out that the teachers' job performance is the way in which a teacher behaves in the process of teaching and it is known to be related to teachers effectiveness. From the above said that good performance of student teacher depends upon effective teaching of their Teacher Educators. Hence this present study focuses to Teacher Effectiveness in relation to their Institutional Climate of Teacher Educators.

Research Gap

Investigator totally reviewed 14 studies in the same combination of Teacher Effectiveness and Institutional Climate in that 9 studies were Indian studies further in that 8 studies were done in our north India and remaining 5 studies were done in abroad. More over this combination studied were done in School level and Naresh Kumar (2017) chosen 100 Engineering Faculties as sample of the study. Consequently an investigator wants to investigate in the field of Teacher Education especially in Teacher Training Institutions suited in the home town and nearby the home town of investigator.

Statement of the Problem

Environment and behaviour are clearly/closely intertwined because environment affects not only the human behaviour it will also affect the performance. This study focuses to measure the work environment of Teacher Educators in the relation to Institutional Climate. Hence the problem title goes as "**Teacher Effectiveness in relation to their Institutional Climate of the Teacher Educators**".

Definition of Terms

This study focused to three key terms wise Teacher Effectiveness, Institutional Climate and Teacher Educators.

Teacher Effectiveness

How gleam the Teacher Educators focus to understand the subject matter expertise by their self and delivered to their student teachers with clear manner, way of handling class with interest and aptitude of relationship with their students and colleagues.

Institutional Climate

Institutional Climate is a somewhat continuing quality of the Internal Working Environment that is experienced/ perceived by its member, influences their behaviour and can be portraying in terms of the assessment of a particular set of characteristics of Intuitions'. In this study prevailing institutional climate of teacher education colleges refers Institutional

climate of teacher educators.

Teacher Educators

In this study the teacher educators means those who are working as the training arm of the teaching profession of the teacher education institutions.

Objectives of the study

This study has the following objectives

1. To find out the Level of Teacher Effectiveness of the Teacher Educators.
2. To find out the prevailing Institutional Climate of Teacher Educators.
3. To find out whether there is any significant difference in Teacher Educators Teacher Effectiveness based on their District, Gender, Age and Teaching Experience.
4. To find out whether there is any significant difference in the Institutional Climate of Teacher Educators based on their District, Gender, Age and Teaching Experience.
5. To find out whether there is any relationship between the Teacher Effectiveness and Institutional Climate of Teacher Educators for entire and sub samples.
6. To find out the contribution of different variables upon Teacher Effectiveness of Teacher Educators

Hypotheses of the study

Based on the above objectives the following hypotheses are framed.

1. The Level of Teacher Effectiveness of Teacher Educators is Effective.
2. Teacher Educators have Unfavourable Institutional Climate.
3. There is no significant difference in the Teacher Effectiveness of Teacher Educators based on their District, Gender, Age and Teaching Experience.
4. There is no significant difference in the Institutional Climate of Teacher Educators based on their District, Gender, Age and Teaching Experience.
5. There is a significant relationship exists between Teacher Effectiveness and their Institutional Climate of Teacher Educators.
6. The contribution of independent and demographic variables upon the dependent variable Teacher Effectiveness of Teacher Educators is significant.

Methodology

In this Normative survey method 293 Teacher Educators are selected as sample by using (SRST) Stratified Random Sampling technique from the following three districts namely Cuddalore, Villupuram and Kallakurichi. These colleges are affiliated to TamilNadu Teachers Education University.

Tools used

Two tools were used for this study wise

- i. Teacher Effectiveness Scale for Teacher Educators (TESTE) Constructed and Validated by N.Sathya & Dr.N.Amuthasree
- ii. Institutional Climate Scale for Teacher Educators (ICSTE) Constructed and Validated by N.Sathya & Dr.N.Amuthasree.

The tools TESTE is a five point scale comprised of 40 statements with the validity score of 0.702 and reliability **0.945** the second tool ICSTE is a five point scale comprised of 37 statements with the validity score of 0.770 and reliability **0.948**.

Sample Distribution:

As stated above Stratified Random sampling technique was used for the present study. The table No.1 expresses the distribution of sample and its percentage

Table – 1
Demographic Variable wise distribution of the sample

Sl.No.	Demographic Variables	Sub-Samples			
		Sub Samples	Number	%	Total
1	District	Cuddalore	132	45%	293
		Villupuram	102	35%	
		Kallakurichi	59	20%	
2	Gender	Male	180	61%	293
		Female	113	39%	
3	Age	Below 40 Years	170	58%	293
		Above 40Years	123	42%	
4	Teaching Experience	Blow 10 years	169	58%	293
		Above 10 years	124	42%	

Statistical Technique

The sample thus Collected were subjected to the following statistical analysis

- ✓ Descriptive Analysis – Mean and SD
- ✓ Differential Analysis- ‘t’ test and F test
- ✓ Correlation Analysis -PMC
- ✓ Regression Analysis

Data Analysis and Interpretations

Hypothesis 1: The Level of Teacher Effectiveness of Teacher Educators is Effective.

The level of Teacher Effectiveness is categorising into Ineffective, Effective, Highly Effective based on the following Table.2.

Table – 2
Level of Teacher Effectiveness of Teacher Educators

Variable	Range	Scores	Frequency (N)	Percentage	Levels
Teacher Effectiveness	Below P 25	151 and below	42	14%	In Effective
	P25 toP75	152 to 181	132	45%	Effective
	Above P75	182 and above	119	41%	Highly Effective

From table-2 it is observed that Teacher Effectiveness of Teacher Educators is Effective as 45% of Teacher Educators lie in this range, 41% of the Teacher Educators lie in Highly Effective range and only 14% of the Teacher Educators are in Ineffective category. Altogether 86% of teacher educators are having effective teacher effectiveness. Hence the hypothesis is accepted and it is concluded that the Teacher Effectiveness of Teacher Educators are Effective.

Hypothesis 2: Teacher Educators have Unfavourable Institutional Climate.

The level of Institutional Climate is categorising into three like Unfavourable, Favourable, Most Favourable based on the following Table.3.

Table – 3
Level of Institutional Climate of Teacher Educators

Variable	Range	Score	Frequency (N)	Percentage	Levels
Institutional Climate	Below P ₂₅	135 and below	92	32%	Unfavourable
	P ₂₅ to P ₇₅	136 to 161	118	40%	Favourable
	Above P ₇₅	162 and above	83	28%	Most Favourable

From table – 3 it is observed that 40% of teacher educators lie in the favourable category, 28% of the Teacher Educators lie in Most Favourable category and 32% of the Teacher Educators is in Unfavourable category. Altogether 68% are having favourable Institutional Climate. Hence the hypothesis is rejected and it is concluded that the Teacher Educators have Favourable Institutional Climate.

Differential Analysis

In order to find out the significant difference in the Teacher Effectiveness of teacher educators for the sub samples selected, the test of significance ‘t’ test and F test were used based on the nature of samples after framing in the following null hypothesis.

Hypothesis 3: There is no significant difference in the Teacher Effectiveness of Teacher Educators based on their District, Gender, Age and Teaching Experience.

Table – 4
Significant difference among the sub samples for Teacher Effectiveness Scores of Teacher Educators’

Variables	Sub samples	Number	Mean	Standard Deviations	‘t’ value	Level of Significant at 0.05 Level
Districts	Cuddalore	132	168.49	25.14	3.32	Significant
	Villupuram	102	174.63	19.24		
	Kallakurichi	59	175.53	15.24		
Gender	Male	180	169.78	22.08	2.32	Not Significant
	Female	113	175.65	20.49		

Age	Below 40 Years	170	175.11	18.28	2.75	Significant
	Above 40 Years	123	167.81	25.03		
Teaching Experience	Blow 10 years	169	172.85	20.11	.727	Not Significant
	Above10 years	124	170.94	23.61		

From the above table 4 it is observed that:-

In the case of residing districts, the calculated F ratio is found to be 3.32. The calculated F value is greater than the table value of 2.99 which is significant at 0.05 level. Hence the stated hypothesis is rejected and it is concluded that Teacher Educators differ in their Teacher Effectiveness based on their Residing District.

In the case of Gender, the calculated the 't' ratio found to be -2.32. The calculated 't' value is lesser than the table value of 1.96 which is not significant at 0.05 level. Hence the stated hypothesis is accepted and it is concluded that Teacher Educators do not differ in their Teacher Effectiveness based on their Gender.

In the case of Age, the 't' ratio found to be 2.75. The calculated 't' value is greater than the table value of 1.96 which is significant at 0.05 level. Hence the stated hypothesis is rejected and it is concluded that Teacher Educators differ in their Teacher Effectiveness based on their age.

In the case of teaching Experience, the 't' ratio found to be 0.727. The calculated 't' value is lesser than the table value of 1.96 which is not significant at 0.05 level. Hence the stated hypothesis is accepted and it is concluded that Teacher Educators do not differ in their Teacher Effectiveness based on their Teaching Experience.

Hypothesis 4: There is no significant difference in the Institutional Climate of Teacher Educators based on their District, Gender, Age and Teaching Experience.

Table – 5

Significant difference among the sub samples for Institutional Climate Scores of Teacher Educators'

Demographic Variables	Sub samples	Number	Mean	Standard Deviations	F / 't' value	Level of Significant at 0.05 Level
District	Cuddalore	132	168.49	25.14	F 12.04	Significant
	Villupuram	102	174.63	19.24		
	Kallakurichi	59	175.53	15.24		
Gender	Male	180	145.71	21.59	1.08	Not Significant
	Female	113	142.76	23.42		
Age	Below 40 Years	170	146.25	20.89	1.49	Not Significant

	Above 40 Years	123	142.24	24.05		
Teaching Experience	Blow 10 years	169	145.89	21.84	1.17	Not Significant
	Above10 years	124	142.77	22.93		

From the above table 5 it is observed that:-

In the case of residing districts, the calculated F ratio is found to be 12.04. The calculated F value is greater than the table value of 2.99 which is significant at 0.05 level. Hence the stated hypothesis is rejected and it is concluded that Teacher Educators differ in their Institutional Climate based on their Residing District.

In the case of Gender, the calculated the 't' ratio found to be 1.08. The calculated 't' value is lesser than the table value of 1.96 which is not significant at 0.05 level. Hence the stated hypothesis is accepted and it is concluded that Teacher Educators do not differ in their Institutional Climate based on their Gender.

In the case of Age, the 't' ratio found to be 1.49. The calculated 't' value is lesser than the table value of 1.96 which is not significant at 0.05 level. Hence the stated hypothesis is accepted and it is concluded that Teacher Educators do not differ in their Institutional Climate based on their age.

In the case of teaching Experience, the 't' ratio found to be 1.17. The calculated 't' value is lesser than the table value of 1.96 which is not significant at 0.05 level. Hence the stated hypothesis is accepted and it is concluded that Teacher Educators do not differ in their Teacher Effectiveness based on their Teaching Experience.

Correlational Analysis

In order to find out the relationship between teacher effectiveness and their Institutional climate of teacher educators, the Pearson's Product Moment Correlations was used after framing the hypotheses and their results were given in table 6

Hypothesis 5: There is a significant relationship exists between Teacher Effectiveness and Institutional Climate of Teacher Educators.

Table – 6

Relationships between Teacher Effectiveness and Institutional Climate

Correlations			
		TEACHER EFFECTIVENESS	INSTITUTIONAL CLIMATE
TEACHER EFFECTIVENESS	Pearson Correlation	1	.463**
	Sig. (2-tailed)		.000
	N	293	293
INSTITUTIONAL CLIMATE	Pearson Correlation	.463**	1
	Sig. (2-tailed)	.000	
	N	293	293

** . Correlation is significant at the 0.01 level (2-tailed).

From the above table 6 it is observed that there is positive relationship between the Teacher Effectiveness and Institutional Climate of the Teacher Educators. Hence the hypotheses stated is accepted. So, it is inferred that there is a positive relationship between the Teacher Effectiveness and Institutional Climate of the Teacher Educators

Hypothesis 6: The contribution of independent and demographic variables upon the dependent variable Teacher Effectiveness of Teacher Educators is significant.

Table -7 (a)

Contribution of Independent variable towards the dependent Variable

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	29249.887	1	29249.887	79.206	.000 ^b
	Residual	107462.536	291	369.287		
	Total	136712.423	292			

a. Dependent Variable: TEACHER EFFECTIVENESS
b. Predictors: (Constant), INSTITUTIONAL CLIMATE

From the above table 7(a) it is found that the F value is 79.206, which is significant at 0.05 levels. It indicates the significant contribution of independent variable and demographic variables of this study on the dependent variable Teacher Effectiveness of Teacher Educators. The following table will explain the how much it contributes.

Table -7 (b)

Contribution level of Independent variable and demographic variables towards the dependent Variable

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.463 ^a	.214	.211	19.217	1.415

a. Predictors: (Constant), INSTITUTIONAL CLIMATE

b. Dependent Variable: TEACHER EFFECTIVENESS

Table 7 (b) shows the R square value, which is found 0.214 and it is the obvious that only 21.4% of the total variance of the Teacher Effectiveness of Teacher Educators is attribute by the independent variable of Institutional Climate and demographic variables selected for the study. The remaining percentage of 78.6 % (1-R Square) is to be effected by other factors which are not included in this study.

Findings of the study

This study revealed the following findings

1. Teacher Educators have the **Effective** level of Teacher Effectiveness.
2. Teacher Educators have the **Favourable** Institutional Climate.
3. Teacher Educators differ in their Teacher Effectiveness based on their Residing District, and Age whereas in the case of Gender and Teaching Experience but they do not differ in their teacher Effectiveness.
4. Teacher Educators differ in their Institutional Climate with regard their District, whereas in the case of Gender, Age and Teaching Experience they do not differ in their Institutional Climate of Teacher Educators.
5. There exist a positive relationship between Teacher Effectiveness and Institutional climate of teacher educators.
6. Institutional Climate and demographic variables contributed significantly to the Teacher Effectiveness of the Teacher Educators.

Discussion/Conclusions

From the study it is observed that nearly 86% teacher educators are having effective teacher effectiveness, out of which 41% are very effective, only 14% are less effective. Likewise 68% of Teacher Educators are favourable Institutional climate, out of which 28% are most favourable only 32% are less favourable Institutional climate. It seems the Institutional Climate and other demographic variables contributes significantly to the teacher effectiveness. Further there is positive high relationship existing between teacher effectiveness and Institutional climate. Hence, if teacher education institutions provide much more institutional climate to the teacher educators certainly the teacher effectiveness of teacher educators become very effective. Thus the variables selected are appropriate and the findings revealed is an eye opener for the existing teacher education institutions and the policy makers.

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