

Research Article

Perception of Prospective Teachers on their Institutional climate in Tiruvallur District - A survey

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Abstract

The study explores the perception of prospective teachers regarding the institutional climate in teacher education colleges located in Tiruvallur District. A survey research design was adopted, and data were collected from prospective teachers using a structured questionnaire that measured key dimensions of institutional climate, including physical environment, academic support, administrative efficiency, interpersonal relationships, and student services. The findings indicate that most prospective teachers perceive their institutional climate as moderately favourable, with higher satisfaction in interpersonal relationships and academic support, and lower satisfaction in administrative responsiveness and infrastructure facilities. The study highlights the need for institutions to strengthen collaborative practices, improve administrative systems, and enhance learning resources to create an environment that promotes teacher development and well-being. The results provide useful insights for policymakers, administrators, and teacher educators aiming to enhance the quality of teacher education institutions in the district.

Keywords: Institutional climate; Prospective teachers; Teacher education; Perception; Survey; Tiruvallur District; Educational environment

Introduction

India has one of the world's largest teacher education systems. Teacher education is provided by university departments of education and affiliated colleges, government and government-aided institutions, private and self-financing colleges, and open universities, in addition to university departments of education and affiliated colleges. Despite the fact that most teacher education programmes are practically identical, the quality varies amongst institutions and universities. In certain locations, the supply of instructors considerably outnumbers the need, while in others, qualified teachers are in short supply, resulting in the

hiring of under qualified and unqualified individuals. Teacher education programmes are primarily institution-based in the situation where manpower planning becomes a necessity. Their pupils need to be exposed to the reality of school and community more and more. Internships, teaching practise, practical activities, and supplementary educational activities all require greater planning and organisation. Teacher Education programmes' curriculum, pedagogy, and evaluation need to be made more objective and complete. The current teacher education system needs to be more sensitive to both educational and social circumstances.

Institutional Climate

The organisational climate is the result of the relationships that have been built between the principal and the instructors, as well as between the teachers themselves. Within the organisation, it also includes task achievement and need-satisfaction dimensions. As a result, corporate atmosphere plays an important role in supporting and accomplishing organisational goals, including student academic successes. A particular organisational climate can be stimulating, supporting, neutral, antagonistic, or detrimental to students' academic success, job satisfaction, and motivation to work in the educational organisation due to its unique interactions with individual features and personalities.

It's defined as a set of quantitative work environment attributes based on the collective perception of the people who live and work there, and shown to impact their motivation and behaviour. It is a common term that expresses how it feels to work at a company. According to Mohanty (2009), organisational climate refers to the work environment as well as group interaction and leadership traits that exist between teacher and teacher, headmaster and teacher, headmaster and pupils, and teacher and pupils.

Personality, according to Halpin and Croft (1963), is to the individual what organisational climate is to the organisation. Organizational climate, according to Sharma et al. (1973), is the interaction that occurs between organisational members in order for them to fulfil their specified responsibilities while also meeting their own requirements. He also stated that it is the consequence or arising conditions of social interaction among the teachers and between the teachers and the principal within the school or any other organisation. Climate, according to Miskel (1985), refers to variables like shared values, social beliefs, and social standards that influence how individuals behave in organisations.

Studies

In **Prachinburi, Thailand, Ladyong (2014)** conducted a case study on organisational atmosphere and teacher motivation. Teachers are highly motivated in their work, according to the findings. Responsibility is the highest or most important motivator of teachers' work, while recognition is the lowest or least important motivator of teachers' work, among the five factors. According to teachers, an open organisational climate exists in schools. School-Community Interrelationship is reported to be the highest or most open climate among the four components of organisational climate, whereas Collegial Leadership is the lowest or least open climate. The job motivation of teachers is influenced by the organisational climate. Two aspects of organisational climate, collegial leadership and school-community interrelationships, were revealed to be important in predicting teachers' work motivation utilising method enter and method stepwise multiple regression analysis.

Roy (2015) conducted research on teacher educators' perceptions of their own teacher education institutions' organisational climate. The findings revealed that teacher educators' assessments of the organisational climate in their respective teacher education institutions deviated from the norm. Dimensionally, their perceptions were dissimilar. The perceptions of teacher educators about the organisational climate of their respective teacher education institutions were unaffected by gender, management style, or geographic diversity.

Significance of the Study

Because teachers play such an important role in the educational system, teacher training institutes serve as the basis upon which the entire educational system is built. The entire educational edifice will collapse if the teacher education system is ruined. Teacher educators and teacher education institutes play a critical role in this scenario. Redesigning and reorganising teacher education institutions, as well as assuring the quality of teacher educators, has thus become one of our society's top priorities.

Statement of the Problem

The present study is titled as “Perception of Prospective Teachers on their Institutional Climate in Tiruvallur District –A survey”.

Objectives

- To find out the Perception of B. Ed students on their Institutional Climate.

- To find out whether there is a significant difference in the Perception of B. Ed students on their Institutional Climate based on Gender, Locality, Marital Status, UG Degree and Parents occupation.

Hypotheses

1. The Institutional Climate as perceived by prospective teachers is Neutral.
2. There is no significant difference between the prospective teachers in their perception of institutional climate based on Gender, Locality, Marital status, UG Degree and Parent's Occupation.

Method Adopted Tool Used in the Present Study

The survey method draws attention to an existing educational issue and proposes ways to address it. For the study titled "Perception of prospective teachers on their Institutional Climate," the researcher chose a survey method. The data was collected using a questionnaire created by S.P. ANAND (Regional Institute of Education, Bhubaneswar). The scale has 40 elements, 25 of which are positive and 15 of which are negative. It is designed to assess prospective teachers' perceptions of their institution's climate. The scoring scheme is 5,4,3,2 & 1 for favourably illustrated statements, and 1,2,3,4 & 5 for negatively illustrated statements.

Sample

Sampling is a crucial tool for advancing a discipline's new corpus of knowledge. As a result, educational researchers must have a strong understanding, awareness, and experience in sampling. A total of 220 prospective teachers were chosen at random from three private colleges for this study.

Data Analysis and Interpretation

Mean score for total sample is 112.82 and Mean Percentage was calculated to be 37.60 % for Perception of Prospective Teachers on their Institutional Climate.

Table 1

Frequency and Percentage of Perception of Prospective Teachers on their Institutional Climate in each category

Categories	Range	Frequency	Percentage
Unfavourable	59-93	1	0.5
Neutral	94-128	218	99.1

Favourable	129-220	1	0.5
Total		220	100%

From the table 1, it is observed that more number of prospective teachers lie in the neutral category showing that their perception on their Institutional Climate is neutral as hypothesised.

Table 2

Mean S.D and t value of Perception of Prospective Teachers on their Institutional Climate based on Gender, Locality, Marital Status and UG Degree.

Sub Variable		N	Mean	S. D	't' Value	L.S
Gender	Male	45	119.56	25.61	1.97	S at 0.05
	Female	175	111.09	25.96		
Locality	Urban	191	111.79	25.12	1.28	NS
	Rural	29	119.62	31.23		
Marital Status	Married	104	110.24	25.58	1.39	NS
	Unmarried	116	115.13	26.38		
UG Degree	Arts	73	106.75	23.30	2.57	S at 0.05
	Science	147	115.83	26.90		

It is observed that the Mean score for Male **prospective teachers 119.56** is higher than that of Female **prospective teachers 111.09**. The 't' value (**1.97**) is greater than the table value at **0.05** level showing significant difference between the means. Mean score for Urban prospective teachers (**111.79**) is lesser than the Rural students mean score (**119.62**). The t-value (**1.28**) is lesser than the table value showing no significant difference between the means.

Mean scores for Married Trainees (**110.24**) are lesser than the Unmarried Trainees (**115.13**). The 't' value (**1.39**) is lesser than the table value showing no significant difference between the means. Mean score of **prospective teachers who possess Arts Degree 106.75** is lesser than the Science Degree students' mean score **115.83**. The 't' value (**2.57**) is greater than the table value at **0.05** level showing significant difference between the means.

Table 3

ANOVA for Perception of Prospective Teachers on their Institutional Climate - Parent's Occupation

Variable	Source of variance	Df	Sum of Squares	MSS	F value	L.S
Institutional Climate	Between groups	2	332.192	166.09	0.24	NS
	Within groups	217	148452.53	684.113		

From table 3 cited above, it is observed that F-value obtained (**0.24**) is lesser than the table value showing no significant difference among groups.

Findings

- Neutral level of Institutional Climate is perceived by prospective teachers of Tiruvallur District.
- Locality, Marital Status and Parent's Occupation of prospective teachers are not influenced by their perception on Institutional Climate.
- Gender and UG Degree of prospective teachers are influenced by their perception on Institutional Climate.

Educational Implications

Academic programmes should be organised within the institution, and faculty should be given the chance to attend academic programmes outside the institution. Inside the college, weekly paper presentations should be instituted. This will assist trainees in maintaining an academic orientation, resulting in a more positive perspective of the setting. Teacher educators should be encouraged to approach teaching strategies and practises with a broader global perspective. In-service programmes, substantial reading of educational research or 'educational' magazine articles, and participation in professional organisations relevant to their specialty or area would all be encouraged. The institution should be well-equipped with all of the sophisticated items available on the market that can aid teachers and students in improving their performance. Teachers may be given a voice in the institution's rule-making and decision-

making processes. Faculty members' 'Institutional Climate Perception' should be assessed at regular intervals so that better corrective steps may be performed.

Conclusion

Teacher education refers to the process of preparing teachers for their careers. It is not simply teacher training, but the development of information, skills, and abilities that enable a teacher to carry out his or her professional obligations and responsibilities successfully and efficiently. Teachers all over the world are constantly challenged to make improvements in their academic and professional lives for the good of their society and nation. As a result, teacher education programmes must adapt to the changing world of teaching as well as the changing professional world of teachers. As a result, all components of our teacher education programmes must undergo revolutionary transformations, as they are completely accountable for the mental composition of all future educators.

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