



ISSN Print: 2394-7500
ISSN Online: 2394-5869
Impact Factor: 5.2
IJAR 2017; 3(5): 510-512
www.allresearchjournal.com
Received: 11-03-2017
Accepted: 12-04-2017

Dr. Dulumoni Goswami
Associate Professor, Dept. of
Education, Guwahati
University, Assam, India

Gitanajli Choudhury
Research Scholar,
Dept. of Education, Guwahati
University, Assam, India

Institutional climate of B. Ed Colleges: A study of the Non-government B. Ed Colleges of Kamrup District of Assam

Dr. Dulumoni Goswami and Gitanajli Choudhury

Abstract

This paper aims to find out the climate level of different non-govt. teachers' training colleges (B. Ed) of Kamrup District of Assam. Since teachers are reshaped and reoriented in these colleges under the care and supervision of teacher educators, the climate of these institutions is also a matter of discussion. The investigators try to see the climate of these training institutes with their locality. Results show that the climate level of these teachers' training institutes are significant and different. The investigators also find that the institutional climate of rural and urban B.Ed. colleges is same in Kamrup District of Assam.

Keywords: Parental attitude, participation, sports, girls

1. Introduction

The climate of teachers' training institutes nurtures the quality of education. Quality-oriented teachers are reshaped and reoriented in these teachers' training institutes who help to rebuild the nation at a stretch. Generally, the climate of the institutions reflects the atmosphere of the institution. It influences the behavior of the workers within that institution. The climate transmits the outcomes of the institution. Positive, supportive, democratic authentic climate of the institution create the success of the institutions and that type of institutional climate create committed teacher educators who want to work well together and try to set high goals for the would be student teachers. The word 'environment' of the institution carries the same meaning of the word 'climate' of the institution. Attractive, conducive climate in an institution leads to motivation which brings job satisfaction to the employees of the institution. The climate of the teachers' training institutes also defines the current status, position and situation of the institution which influence teacher educators' performance, depending upon how these teacher educators view their current situation in institution as positive or negative.

The climate of these non-govt. teachers' training institutions is of great importance for various reasons. Every member of the educational society can put a question on the climate of these non-govt. teachers' training institutes which are producing future teachers for the nation without getting any financial help from the government. These teachers' training institutes are doing their respectable and valuable job throughout the year with the help of their dedicated and committed teacher educators. Hence, the investigators study the various areas of the institutional climate like physical, administrative, financial, professional and academic so that they can assess the total climate of the institution.

2. Review

The investigator have reviewed a number of research studies conducted on the institutional climate and organizational climate.

Bhatnagar (1979) ^[1] conducted a study to investigate organizational climate of Teacher Training Institutions of Uttar Pradesh and its relationship with their effectiveness. He found that the organizational climate of Teacher Training Institutions were characterized by higher level of hindrance factor like authoritarianism, high academic emphasis, low level of discipline and control and lack of facilities.

Correspondence

Dr. Dulumoni Goswami
Associate Professor, Dept. of
Education, Guwahati
University, Assam, India

Each teacher training institution had a unique kind of climate. He also found that the organizational climate affected the effectiveness of the institution. Rural Teacher Training Institutions had high level of discipline and control and high academic emphasis as compared to the urban Teacher Training Institutions were high on democracy, freedom and lack of facilities. He also found that men's Teacher Training Institutions had better social support, greater trust, more academic emphasis and better discipline and control than women's Teacher Training Institutions.

Dr. Sunita Arya (2012) [2] made a research on the topic 'A study of professional Commitment in relation to Institutional Climate among Teacher Educators' in which the researcher found that there is no significant difference in professional commitment of teacher educators of Govt. aided and self-financed institutions. There is no significant difference in institutional climate of teacher educators of Govt. aided and self-financed institutions. There is also slight, negligible relationship between professional commitment and institutional climate of Govt. aided as well as self-financed institutions as per findings of their study.

3. Objectives

The study was conducted with the following objectives-----

1. To study the institutional climate in the non-Govt. B. Ed colleges.
2. To find out the differences between rural and urban B. Ed colleges with respect to their institutional climate.

4. Null Hypotheses

Ho1: The institutional climate of teachers' training colleges is not significantly different.

Ho2: There exist no differences between rural and urban B. Ed colleges with respect to their institutional climate.

5. Methodology

To know the existing status of the population, the investigators apply the Descriptive Survey method which gives pertinent and precise information for the study.

6. Population

The population of the study consists of all the teachers' training colleges of Kamrup District. The district covers rural and urban areas. There are seven (7) rural and five (5)

teachers' training colleges within the district. The total no. of teacher educators in these teachers' training colleges is 96 which is the population of the study. There are 56 nos. and 40 nos. teacher educators working in rural and urban teachers' training colleges respectively. As the volume of the population is low, the investigators have selected all the numbers of population for the study as saturated sample technique.

7. Tools used for study

To carry the present study, the investigators administered a self-made questionnaire scale named as "Institutional Climate". Reliability of the questionnaire is found as 0.81 which was calculated by split-half method. For content validity, the questionnaire was consulted with the experts in this field.

8. Delimitation

The study is confined to non-govt. B. Ed colleges of Kamrup (rural and urban) district.

9. Findings and Discussion

Objective No.1: To study the institutional climate in the non-govt. B. Ed colleges

Ho1: The institutional climate of non-govt. teachers' training colleges is not significantly different.

To know the level of institutional climate of non-govt. teachers' training institutes, the investigators collected the data from the teacher educators who are working in these institutes professionally. To analyze the objective, the institutional climate questionnaire used to collect the data in which there are five areas like physical, administrative, financial, professional, academic climate with 70 statements. The responses of raw score of 96 teacher educators in these five areas i.e. strongly agree, agree, not sure, disagree and strongly disagree. The collected raw scores of teacher educators converted into z score in order to know the level of institutional climate. The z score ranges from +1.26 to -1.26 and the obtained raw scores of 96 teacher educators distributed according to the ranges. The ranges of five levels of climate like high, above average, moderate, below average and low level climate with z score are shown in the following table no.1

Table 1: Chi square test for institutional level of significance

Level of institutional climate	z score	No. of teachers	Percent	Chi square value	df
High level	1.26 & above	12	12.5	77.6*	4
Above average level	.51 and 1.25	14	14.58		
Moderate level	-0.50 to 0.50	53	55.22		
Below average level	-0.51 to -1.25	13	13.54		
Low level	-1.26 & below	4	4.16		
Total		96	100		

*Significant at 0.01 level

From the tableno.1, it is inferred that 55.22% teacher educators have moderate level of climate. 12.5%, 14.58%, 13.54% and 4.16% of teacher educators has high, above average, below average and low level of institutional climate. To ascertain the objective, chi square value of institutional climate is taken with df 4 and the result is found as 77.6 which is significant at 0.01 level of significance. Hence, the hypothesis is rejected. It indicates that there is

significant different to the level of institutional climate of the B. Ed colleges.

Objective No.2: To find out the differences between rural and urban B. Ed colleges with respect to their institutional climate.

Ho2: There exists no differences between rural and urban B. Ed colleges with respect to their institutional climate.

To know the differences between rural and urban B. Ed colleges with respect to their institutional climate, the investigators apply t test of the obtained data from the rural and urban teacher educators respectively. 56 nos. teacher

educators are found in rural teachers' training institutes and 40 nos. teacher educators are working professionally in urban areas of Kamrup District. The result of this objective is illustrated in the following table no.2

Table 2: Locality wise differences in the institutional climate

Locality	Mean	SD	MD	df	t-value	Level of significance
Rural(56)	237.45	21.460	-2.404	94	.559	Not significant
Urban(40)	239.85	20.274				

To analyze the objective, t- test is applied. The mean and SD value of rural teacher educators (56) is 237.45 and 21.460. On the other hand, the mean and SD value of urban teacher educators (40) are found as 239.85 and 20.274. Locality wise mean difference is 2.404. Though the mean value of urban teacher educators is slightly higher than the mean value of rural teacher educators which is quite negligible. The calculated t-value is .559 with df 94 which is not significant at the both the level of significance. Therefore, the hypothesis of this objective is accepted. It means that there is no significant difference among the Non-Govt. teachers' training colleges with respect to their institutional climate

10. Conclusion

The teachers' training colleges should be more sensitive to the emerging demands of the quality education. To test the institutional climate of Non- Govt. teachers' training colleges is a matter of concern. It is because the quality of education which is enriched by teachers does not confine only Government teachers' training colleges in Assam. Hence, the investigators try to find the major area of education sector, the teachers' training colleges and its climate. They find that the levels of institutional climate are totally significant as well as different though they are situated in different areas of the district. Every teachers' training institutes has own climate to implement the teachers' training programs among the student teachers trainees. But another significant result is found that the climate of teacher teachers' training institutions have same though all are situated in different areas. It means that all teachers' training institutes have good and positive institutional climate to produce the quality and skill oriented teachers for the future of the nation.

11. References

1. Bhatnagar Meenaxi. A study of organizational. 1979.
2. Dr. Sunita Arya. Professional Commitment In Relation To institutional Climate among Teacher Educators: Research Paper, Global Research Analysis, 2012; 1(7).