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A Study of Teacher Education Institute Climate and Professional Ethics of Teacher-Trainees

Ishrat Naaz

ABSTRACT

The present study focuses on the Teacher Education Institute Climate and professional ethics of teacher- trainees of Delhi and NCR region. The non- probability sampling technique was used and a sample of 177 teacher-trainees from Delhi and NCR region was drawn. The purposive convenient sampling method was used as institutes were selected keeping the time, purpose and distance in the mind. In order to study the institutional climate of different teacher education institutes, the investigator used "Teacher Education Institute Climate Inventory" developed by Anand (1992) and self-constructed scale for measuring the perception of professional ethics of teacher- trainees. The analysis and interpretation of the raw data, lead to certain findings. The Teacher Education Institute Climate of Pradeep Memorial Comprehensive College of Education (PMCCE) is very good as compared to Ideal Institute of Management and Technology (IIMT) and Modern College of Professional Studies (MCPS). The perception of professional ethics of teacher-trainees of all three teacher-training institutes has average score. There is a significant difference and relationship between the Teacher Education Institute Climate and professional ethics of teacher-trainees of selected institutes.

Keywords: Code of conduct, Congenial climate, Non-probability sampling perception of professional ethics, Significant difference, Significant relationship, Teacher education institute climate, Teacher trainees

INTRODUCTION

Education has always been regarded as a panacea for alleviation of all the evils that inflict society. Consequently we find constant reminders from national and international organisations, commissions and concerned people for universalisation of education. We have some mega projects/schemes being laid out under Sarva Shiksha Abhiyaan. A look at our achievement so far makes us realise that it is not just quantity that will help in our upliftment. Our success is imminently intertwined with the quality of education being provided to our children. Such a proposition for quality schooling puts our teachers and the teaching profession in the limelight. President of USA, Barrack Obama, has also emphasised that teaching profession needs to be taken seriously, 'As president, I will launch a campaign to recruit and support hundreds of thousands of new teachers across the country – because the most important part of any education is the person standing in front of the classroom. It's time to treat teaching like the profession that it is....' A number of thinkers and educationists in modern India have expressed their views concerning the roles and responsibilities of the teachers. According to Swami

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Vivekananda, 'The only true teacher is he who can immediately come down to the level of the students and transfer his soul to the students and see through the student's eyes and hear through his ears and understand through his mind. Such a teacher and none else can really teach.' The professional preparation of teachers has been recognised to be crucial for the qualitative improvement of education since the 1960s (Kothari Commission, 1964–1966), but very few concrete steps have been taken in the last four decades to operationalise this. The Kothari Commission (1964–1966) emphasised the need for teacher education to be brought into mainstream academic life, but teacher education institutes continue to exist as insular organisations. After independence, NCERT took initiative to implement some innovations in Teacher Education Programmes (TEPs) through its four regional colleges of education, which were launched in 1960s. But such innovations could not go beyond these institutes. The teacher is a backbone of the educational system, maker of the mankind and the architect of the society.

Therefore, the Education Commission (1964–1966) observed that the destiny of the nation is being shaped in her classrooms and recommended, 'A sound programme of professional education of teachers is essential for the qualitative improvement of education. Investment in teacher education can yield very rich dividends because the financial requirement is small when measured against the resulting improvement in the education of millions' (p. 124).

Needless to say the teachers are responsible for providing quality education. The training of teachers thus becomes very important. As the nature of training being imparted in these teacher training institutes (TTIs) will ensure quality schooling and the quality of the teachers depends a lot on the training being provided in the TTIs. Therefore, training of teachers is emphasised by various Education Commissions since 1960s.

Unfortunately, the performance of teachers in schools is not very satisfactory. This means that something is wrong somewhere, either the school environment or the training being provided in the TTIs. So the training of the teachers need to be taken very seriously as it has direct consequences on the overall development of the students. But the situation is not so.

NEED AND JUSTIFICATION OF THE STUDY

It has been predicted that in the next decade, the population of adolescents will cross billion. At such a point, it would become essential to provide necessary guidance to them in order to enable them to undertake their services well to the country and this universe. This guidance can be aptly provided by able teachers: the teachers who are committed to their profession and have a sense of professional ethics, which will ensure that they do justice to their students, society and their profession. UGC 6th Pay Commission has been revised to invite worthy candidates to opt for the teaching profession. Thus, the meaningful study in the areas of Teacher Education becomes inevitable as it will have a wash-back effect on improving the teacher education in our country.

National Curriculum Framework, 2005, also addresses teachers as 'agents of change' (p. 107). While discussing the major shifts in Teacher Education Programme, NCF 2005 says, 'The social climate of the school and the classroom exert a deep influence on the process of

learning and education as a whole' (p. 110). This climate in the schools is created by the teachers. The orientation with which these teachers enter the school system is directly influenced by the Teacher Education Institute Climate they are carrying from. Thus, if we want this change to be effected into the school system, we need to ensure that the Teacher Training Institute Climate is reinforcing the same in teacher-trainees. Hence, the need to study the Teacher Education Institute Climate existing in various institutes.

While doing review of related literature, the investigator came across studies on the teaching aptitude (Ramakrishna, 2008), teaching attitude (Upadhyaya, 2006), educational aptitude (Kulshrestha and Heeranandani (2006)), and effect of B.Ed. training programme (Singh, 2004). While concept papers on professional ethics were found, no major researches on this variable of study could be traced by the investigator. A need was felt to fill this by undertaking study of Teacher Education Institute Climate and the professional ethics of teacher-trainees.

OBJECTIVES

1. To study the Teacher Education Institute Climate and professional ethics of teacher-trainees of selected Institutes.
2. To find out the difference in the Teacher Education Institute Climate of selected Institutes.
3. To find out the difference in the professional ethics of teacher-trainees of selected Institutes.
4. To find out the relationship between Teacher Education Institute Climate and professional ethics of teacher-trainees.

HYPOTHESES

1. There is no significant difference in the Teacher Education Institute Climate of selected institutes.
2. There is no significant difference in the professional ethics of teacher-trainees of selected institutes.
3. There is no significant relation between Teacher Education Institute Climate and professional ethics of teacher-trainees of selected institutes.

RESEARCH METHODOLOGY

Method

A descriptive survey method of research was applied to conduct the study.

Population

All TTIs of Delhi and NCR constitute the population for the study.

Sample

A sample of 177 teacher-trainees from three TTIs of Delhi and NCR.

The non-probability sampling technique (purposive sample) was used to collect relevant data.

Tools Used

Two tools were used to find out the difference in organisational climate of selected TTIS and professional ethics of teacher-trainees are as follows:

- (i) Teacher Education Institute Climate inventory by Anand (1992) standardised.
- (ii) Professional ethics inventory for teacher-trainee (self-constructed).

Statistical Techniques

The following statistical techniques were applied to analyse the data:

- (i) Mean
- (ii) (Coefficient of correlation (Pearson's)
- (iii) ANOVA (one-way)

Analysis and Interpretation of Data

There are two approaches, which are employed in the analysis of data, and have been applied by the investigator in the present study as well:

- a) Descriptive analysis
- b) Inferential analysis

A) Descriptive Analysis:

Descriptive statistical analysis limits generalisation to the particular group of individuals observed. No conclusions are extended beyond this group, and any similarity to those outside the group cannot be assumed. The mean and standard deviation have been applied in the present study and the findings of which have been tabulated in Tables 1 and 2.

Quality of Teacher Education Institute Climate

The data obtained on Teacher Education Institute Climate Inventory of all the three Institutes PMCEE, IIMT and MCPS are interpreted and tabulated in Table 1.

Table 1: Mean score obtained by the teacher-trainees of three institutes on teacher education institute climates (TEIC)

Institutes	Mean score	Interpretation
MCPS	252.0	Good
IIMT	264.2	Good
PMCEE	301.9	Very Good

Table 1 reveals that the Institutional Climate in PMCEE with the mean score of 301.9 is very good and congenial as compared to IIMT and MCPS with the mean scores of 264.2 and 252.0 respectively. It shows as environment and work culture were not common in all the three institutes, which included factors such as principal, teacher educators, pupil teachers, administration and infrastructure. Principal and faculty of PMCEE came across as warm and

Interpretation of the scores

Table 3 shows that the value of F ratio obtained are 10.52918, which is greater than the F critical value (2.42 $p > 0.05$). Therefore, it can be interpreted that there is a significant difference in the Teacher Education Institute Climate (TEIC) of teacher-trainees of three selected institutes. Thus null hypothesis is rejected. There is a significant difference in the Teacher Education Institute Climate of selected institutes.

Discussion

The result shows that there is a significant difference between the Teacher Education Institute Climate of three institutes. The mean score (301.90) of PMCCE is greater than the other two institutes, i.e., MCPS and IIMT 252.09 and 264.24, respectively. As environment and work culture were not common in all the three institutes, which include factors such as principal, teacher educators, pupil teachers, administration and infrastructure. Principal and the faculty were found to come across as warm and accessible. It seems their upright nature and warmth played an important role in maintaining the congenial and ethical environment of the institute. So, there is a significant difference in the Teacher Education Institute Climate of all the three training institutes.

Hypothesis (Ho-2): There is no significant difference in the professional ethics of teacher-trainees of selected Institutes.

To accept or reject the above null hypothesis, the one way-ANOVA test was used, which calculated the variance between the groups of three teacher education institutes.

Table 4: Showing F ratio value and F critical value of three group of variance of professional ethics of teacher-trainees

Source of variation	ANOVA					
	SS	df	MS	F	p-value	F-critical
Between groups	10450.61	4	2612.652	8.342689	3.57E-06	2.424193
Within groups	53864.66	172	313.1666			
Total	64315.27	176				

Interpretation of the Scores

The result obtained thus from the above table reveals that the value of F ratio is 8.342689, which is greater than the F critical value (2.42 $p > 0.05$). Therefore, it can be interpreted that there is a significant difference in the professional ethics of teacher-trainees of three selected institutes. Thus, null hypothesis is rejected and alternate hypothesis is accepted. Therefore, there is a significant difference in the professional ethics of teacher-trainees of selected institutes.

Discussion

The result shows that there is a significant difference between the perceptions of professional ethics of teacher-trainees of all the three institutes. The mean score (193.49) of PMCCE is greater than the other two institutes, i.e., MCPS and IIMT 175.42 and 182.66, respectively.

Since teacher education institute climate of PMCCE was better than the other two institutes, it also reflects on the professional ethics of the teacher-trainees of PMCCE. Professional ethics include factors such as teacher relationship with students, home, community, administration and with fellow teachers. This ethical and congenial environment has helped them to have the right perceptions of professional ethics in them and which is inculcated in the teacher-trainees of the institute.

Hypothesis (Ho3): *There is no significant relation between Teacher Education Institute Climate and Professional Ethics of teacher-trainees of selected Institutes.*

To test the significant relation between Teacher Education Institute Climate and professional ethics of teacher-trainees of selected Institutes, Pearson Correlation Coefficient was calculated. $r = 0.665234$.

Interpretation of the Scores

The result shows that there is a substantial significant relationship with r calculated as 0.665234, between Teacher Education Institute Climate and professional ethics of teacher-trainees of three selected Institutes, i.e., PMCCE, IIMT and MCPS.

Discussion

The result thus shows that the Teacher Education Institute Climate plays an important role in the nurturing of professional ethics in teacher-trainees. The climate and environment is most congenial in PMCCE and therefore the perception of teacher-trainees towards professional ethics is also good and vice-versa. The institutional climate of these institutes has substantial correlation in between them. Thus, the null hypothesis is rejected and alternate hypothesis is accepted. Therefore, there is a significant relationship between Teacher Education Institute Climate and professional ethics of teacher-trainees of selected Institutes.

FINDINGS

The analysis and interpretation of the raw data lead to certain findings. These have been listed below:

- The Teacher Education Institute Climate of PMCCE is very good with mean score of 301.90 as compared to IIMT and MCPS with mean scores 264.2 and 252.09 respectively.
- The professional ethics of all three teacher education institutes have average mean scores 193.49, 182.66 and 175.42.
- There is a significant difference in the Teacher Education Institute Climate of selected institutes.
- There is a significant difference in the professional ethics of teacher-trainees of selected institutes.
- There is a significant relation between Teacher Education Climate and professional ethics of teacher-trainees of selected institutes.

EDUCATIONAL IMPLICATIONS

The findings of this study enabled the investigator to draw out some implications. By following these points, the teacher institutes may ensure a favourable environment for the nurturance of right professional ethics among the teacher-trainees. The Principal should keep in touch with all the activities of the teacher-training programme. He should be most suggestive by nature. He should be a morale booster for the teachers and the students.

- The teachers educators should try to complete the course of study systematically; they should take due interest in internship in teaching; they should be keen to develop personal contacts with the teacher-trainees.
- Students are the junior partners involved in the process of generating climate in the teacher education institute. So they should not do things that vitiate the institute atmosphere; they should participate in institute activities very enthusiastically and should try to develop community like life in their institute.
- Administration is considered to be the nucleus of the institute climate; so it should take due care in the execution of the well-planned programmes. There should be systematic management and human touch in institute administration.
- The impact of infrastructure facilities on the institute atmosphere cannot be ignored; it can help in generating the required climate by keeping the things in working order, maintenance of buildings, library, computer rooms, playgrounds, etc.
- Moral and value education should be given through class room interaction. It becomes the moral duty of every teacher to inculcate values through her teachings and by being a role model herself.
- Getting along with colleagues amicably and being able to work as a team is another quality a teacher should possess.

CONCLUSION

One of the major conclusions of the present study has been that the Teacher Education Institute Climate has direct bearing on the professional ethics of teacher-trainees. Therefore, the climate of the Teacher Education Institutes must be duly taken care of by principal, teacher educators, pupil teachers; it must be congenial and ethical, in order to help teacher-trainees develop the right perception towards professional ethics. The Teacher Education Institute Climate of PMCCE was found to be very good as compared to IIMT and MCPS. The perception towards professional ethics of teacher-trainees of all three teacher education institute has average scores.

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