

Predictors of Institutional Climate

Dr.D.Ponmozhi

Principal, O.P.R. Memorial College of Education, Vadalur, Tamilnadu, India.

ABSTRACT: *The present investigation is an endeavor to find predictors of Teachers training Institutional Climate. The opinion of 100 teacher trainees studying in three Teachers training Institute was collected through Anand's Teacher Training College Climate Inventory Scale (2000) from Cuddalore District. Regression analysis was used to analyses the data with the help of IBM SPSS19. The result showed that Parental Income, Gender and Medium of instruction acted as predictor among personal variables. Among the sub samples Principal is not contributing to the total Institutional Climate but the Teacher Education, Infrastructure were relatively strong indicators and Teacher training, Administration were moderate indicator of Institutional Climate. The overall results suggest that the model was statistically significant. A total of 24% and 88% of the variance of Institutional Climate were explained by personal variables and sub samples respectively.*

Keywords: *Administration, D.T.Ed., students, Infrastructure, Institutional Climate Principal, Teacher Educators, Teacher Trainees,*

I. INTRODUCTION

Experience is learning, as advocated by recent learning theories. It is the duty of the teacher to facilitate learning environment within the training institutes. The infrastructural and instructional facilities together created climate for student teachers. This climate is equally responsible for the development of students inside the campus as well as basis for future success. The quality of institutional climate is decided by its subcomponents. All the machinery should work together holistically to bring the quality climates which facilitate molding of student teachers in a proper way.

II. NEED OF THE STUDY

Institutional climate will create a culture. Those who nurtured in that culture may spread the same to their working place. The learning of student teachers and institutional climate influence each other. So the researcher wants to identify influencing factors institutional climate in Teachers Training Institutions. organization differs from the other not only in structure but also in the attitudes and behavior they elicit in people,

Research Objectives of the study

1. To find the predictor of Teachers Training Institutional Climate.
2. To find the contributors of Teachers Training Institutional Climate.

Hypotheses of the study

1. There is no significant predictor of Teachers Training Institutional Climate.
2. There are no significant contributors of Teachers Training Institutional Climate

III. MATERIALS AND METHODS

With the help of random sampling method 100 student teachers from three teacher training institutes were chosen as samples for the study. Two self financing and one government Teacher training institutes were randomly chosen. Anand's Teacher Training College Climate Inventory Scale (2000) has been utilized to collect the data from the sample. The scale contains 100 items in five sub scale. Principal, Teacher Educators, Teacher Training, Administration and Infrastructure constitute the subscale. The 50 positive and 50 negative items are equally distributed in the scale.

IV. ANALYSIS AND INTERPRETATION

The researcher used regression analysis to find the predictor among personal variables such as Type of college, Locality of living, Gender, Age, Major Subject, Medium of instruction, Qualification, Parental Occupation and Parental Monthly income. Principal, Teacher Educators, Teacher Training, Administration and Infrastructure (subscale) were use to fond contributor of Institutional Climate through **IBM SPSS 19**.

	b	SE-b	beta	Pearson r	Sr ²	Structural coefficient
(Constant)	240.958	17.222				
Parental income*	28.477	7.783	0.324	0.364	0.103	0.715
Gender*	21.167	7.785	0.245	0.331	0.057	0.650
Medium*	15.336	6.292	0.218	0.275	0.046	0.540
Note. The dependent variable Institutional Climate . R ² = 0.259, Adjusted R ² = 0.236 Sr ² is squared semi-partial correlation. * p < .05						

Table-1 shows Type of college, Locality of living, Gender, Age, Major Subject, Medium of instruction, Qualification, Parental Occupation and Parental Monthly income was used in a stepwise multiple regression analysis to predict opinion about **Institutional Climate**. **The prediction model contained three of the nine predictors and was reached in three step with six variables removed.** The model was statistically significant, $F(3, 96) = 11.211, p < .001$, and accounted for approximately 24% of the variance of opinion about **Institutional Climate** ($R^2=0.259$, Adjusted $R^2 =0.236$). Opinion about **Institutional Climate** is primarily predicted by higher levels of Parental income and lesser levels of Gender and Medium of instruction. The raw and standardized regression coefficient of predictors together with their correlation with opinion about **Institutional Climate** their squared semi-partial correlations and their structure coefficients are shown in table-1. The Parental income received the strongest weight in model followed by Gender and Medium of Instruction. The unique variance explained by each of the variables indexed by the squared semi-partial correlation was relatively low: Parental income, Gender and Medium of Instruction uniquely accounted for approximately 10%, 5%, and 4% Opinion about **Institutional Climate**. **Inspection of the structure coefficient suggests that Parental Income was strong indicator and Gender and Medium of instruction was the Moderate indicator of Opinion about Institutional Climate.**

	b	SE-b	beta	Pearson r	Sr ²	Structural coefficient
(Constant)	10.568	13.054				
Teacher Education	1.565	.207	.368	.805	0.073	0.856
Infrastructure	1.364	.194	.344	.796	0.063	0.850
Teacher training	1.039	.221	.216	.676	0.028	0.721
Administration	1.083	.245	.219	.738	0.025	0.788
Note. The dependent variable Institutional Climate . R ² = 0.937, Adjusted R ² = 0.878 Sr ² is squared semi-partial correlation. * p < .05						

Table – 2 shows Principal, Teacher Educators, Teacher Training, Administration and Infrastructure were used in a stepwise multiple regression analysis to find contributors of Institutional Climate. The prediction model contained four of the five predictors and was reached in four steps with one variable removed.

The model was statistically significant, $F(4, 95) = 171.399, p < .001$, and accounted for approximately 88% of the variance of Institutional Climate ($R^2=0.937$, Adjusted $R^2 =0.878$). Institutional Climate is primarily predicted by the higher levels of **Teacher Education and Infrastructure** and to the lesser extent by **Teacher training and Administration**. The raw and standardized regression coefficient of predictors together with their correlation with Institutional Climate, their squared semi-partial correlations, and their structure coefficients are shown in table-2. The **Teacher Education** received the strongest weight in model followed by **Infrastructure and Teacher training and Administration** received the lowest weight of the four weights with the sizeable correlations between the predictors, the unique variance explained by each of the variables indexed by the squared semi-partial correlation was relatively low: **Teacher Education, Infrastructure, Teacher training and Administration** uniquely accounted for approximately 7%, 6%, 3% and 3% of Institutional Climate. **Inspection of the structure coefficient suggests that, the Teacher Education, Infrastructure were relatively strong indicators and Teacher training and Administration moderate indicator of Institutional Climate.**

V. CONCLUSION

The stepwise regression showed that Parental Income was strong indicator and Gender and Medium of instruction was the Moderate indicator of Institutional Climate. Parental income decides the affordability of the family for education, so they choose better teacher education institutions where more facilities are available. So teacher education institutions are providing more facilities to attract the students from affluent family background. **The Government should take necessary measures to give free education for prospective teachers.** Single Gender institutions are enjoying better institutional climate so it may be continued.

Teacher Education, Infrastructure were relatively strong indicators and Teacher training and Administration moderate indicator of Institutional Climate. The subsample principal not contributed towards the institutional climate. **So qualified Principals should be appointed in Teacher Training institutions and make still more better institutional climate.**

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