ABSTRACT

The present study was entitled as “INFLUENCE OF INSTITUTIONAL CLIMATE PERCEPTION ON TEACHER MORALE OF TEACHER EDUCATORS”. The dependent variable of the present study is ‘Teacher Morale’ of teacher educators. The independent variable for the study is ‘Institutional Climate Perception’ of teacher educators. Four component dimensions constitute ‘Institutional Climate Perception’ of a teacher educator. They are ‘Academic climate Perception’, ‘Social Climate Perception’, ‘Physical Climate Perception’ and ‘Administrative Climate Perception’. Sex, Locale, Nature of appointment of teacher educators and Type of managements of institutions in which they are working were treated as criterion variables for identifying the sub samples. The sample selected for the study was based on stratified cluster sampling. The teacher educators working in the B.Ed colleges, which may come under the four Universities of Kerala state were taken as the sample. The final sample of the study consisted of 244 teacher educators. Two newly constructed and standardised tools were used for the study. For measuring the ‘Teacher Morale’, Teacher Morale Rating Scale for Teacher Educators was used. ‘Institutional Climate Inventory for Teacher Educators’ was used to measure the ‘Institutional Climate Perception’ of teacher educators. ‘Institutional Climate Inventory’ was divided into four parts mainly Academic Climate Perception, Social Climate Perception, Physical Climate Perception and the Administrative Climate Perception. In addition to these two tools, ‘Personal and Academic Profile for Teacher Educators’ was used to collect the academic history of teacher educators. Pearson’s Product Moment Coefficient of correlation, Test of significance of difference between correlations, multiple
regression analysis and Analysis of covariance (ANCOVA) were major statistical
techniques used to analyse the collected data. From the analysis it was found that:
1) Relation between ‘Teacher Morale’ and ‘Institutional Climate Perceptions’ of
Teacher Educators for the total sample and for the relevant sub samples is positive
and significant at 0.01 level. 2) Positive and significant (0.01 level) relationship exist
between ‘Teacher Morale’ (total score) and ‘Institutional Climate Perception’
variables of teacher educators for the total sample and for the relevant sub samples. 3)
There is no significant difference in r’s obtained between ‘Institutional Climate
Perception’ and ‘Teacher Morale’ of teacher educators for the sub samples. 4) There
is no significant difference in r’s obtained between ‘Institutional Climate Perception’
variables and ‘Teacher Morale’ of teacher educators for the sub samples compared. 5)
The result shows ‘Institutional Climate Perception’ variables predict significantly the
criterion variable ‘Teacher Morale’. 6) Institutional Climate Perception (total score)
and Academic, Social, Physical and Administrative climate Perceptions of teacher
educators working in different types of colleges differ significantly. 7) There is
significant difference in the variable ‘Teacher Morale’ among the teacher educators
working in four types of B.Ed colleges and this difference is mainly due to the
influence of their ‘Academic Profile’.