INTRODUCTION

Teachers are being asked to accomplish more in their institutions today than ever before. Expectations that are being placed on them seem to be expanding exponentially. Not only are teachers expected to teach specific content for high-stakes testing and mentor students in the love of learning, but they must also function as frontline social workers (Lumsden, 1998). Coupled with this broad range of social problems that find their way into our educational institutions, many other pressures affect teachers and their classrooms. Many components of education including teaching society find it difficult to cope with these new changes. Teachers are being stretched to the limit. Expectations placed on them seem to be expanding exponentially. Increasingly their role encompasses not only teaching specific content and mentoring students in the love of learning, but functioning as frontline social workers. Many of the teachers are bewildered due to the expectations on them. They need internal motivation to perform their duties effectively.

Teachers care about their salaries, of course, but researchers have found that they tend to be motivated more by intrinsic rewards such as self-respect, responsibility, and a sense of accomplishment than by extrinsic rewards such as job security, salaries, and fringe benefits. Amruth (2000) reported that teachers measured their job satisfaction by such factors as participating in decision making, using their skills in ways that are valued, having freedom and independence, being challenged, expressing their
creativity, and having opportunities to learn. Recent studies echo those findings.

An important part of any individual’s job is a feeling of self-worth. Employees experience higher levels of morale when they perceive that their contributions are valued and appreciated. A higher level of dedication results when employees feel that they have an active voice in issues that directly impact them.

Teacher morale is the force that motivates a teacher to act effectively in his role as a teacher. Lack of morale will lead to a state of confusion and state of anarchy in classroom. Large-scale teacher surveys also tell us much about characteristics of schools that support high teacher morale—as well as those that do not. For example, Perie and Baker (1997) analyzed data from a study conducted by the National Center for Education Statistics and found that the “most satisfied” teachers viewed their schools as supportive, safe, autonomous environments. They were also more likely to feel that staff members were recognized for a job well done, that their administration was supportive and caring, that teachers in their schools participate in making important school decisions, that principals frequently discuss instructional practices with teachers, and that there is a great deal of cooperative effort among the staff.

Whitener et al. (1997) analyzed data from surveys of teachers who had either left teaching due to “dissatisfaction with teaching as a career” or
who, while still teaching, had transferred due to “dissatisfaction with the previous school.” Both groups said two factors significantly influenced their decision: inadequate support and lack of recognition from school.

In addition to being expected to deal with a smorgasbord of broader social problems that find their way into the classroom, many other pressures plague teachers, prompting Parks (1983) to ask, "How does one compensate professionals for inadequate books and supplies, large classes, disruptive students, public criticism, limited assistance, increased duties, and the lowest salaries paid to highly educated personnel in the nation? How does one lead a group in which morale is so low that over 40 percent of survey respondents would not again select teaching as a profession and 57 percent are definitely planning to leave, will leave if something better comes along, or are undecided about staying?"

Where teacher morale is high, students typically show high achievement, researchers have found. But when teacher morale sinks, achievement drops and other problems come to the surface. Low teacher morale usually leads to indifference toward others; cynical attitudes toward students; little initiative when it comes to preparing lessons and other classroom activities; preoccupation with leaving teaching for a better job; increased use of sick leave; and bouts of depression. Discouraged teachers are a drain on a school system, but more important, teachers with unhealthy attitudes often are a symptom of an unhealthy school organization.
The morale of teachers is the foundation for school reform. Teacher morale advances a professional presence, necessary for a dynamic working environment.

**NEED AND SIGNIFICANCE OF THE STUDY**

Education is a process of developing the potentialities of the man to maximum possible extent in order to enable him to lead a creative and happy life in the society. An educated person possesses skill to produce more in his particular field than a lay man. According to Adam Smith (1776) “educated man is a sort of expensive machine”. Nations all over the world depend to education to attain economic growth to its zenith. Improving the education system is vital for the country’s progress as it contributed to national development through dissemination of specialized knowledge and skills. Also education is probably a better and effective instrument for ensuring the equity and social justice than many other direct measures (Tilak 1995).

The need to advance towards a “learning society” by learning through out life is globally accepted as one of the most important challenges of 21st century education. Our traditional distinction between initial and continuing education has lost its relevance in the modern context of rapidly changing society (Raj, G.S, 2001). The need for people to return to education in order to deal effectively with new and changing situations has become convincingly stronger. Learning to learn is suggested as the only way to meet the challenge of education in the new millennium. The process of
“learning to learn” has to become the foundation of our school education system. This foundation concept art school education will help our nation to develop into a “learning society”. This refers to a big challenge - quality of the teachers and teacher preparation programmes in our nation. Teacher training programmes both at pre service and in service levels faces many challenges.

Since teacher plays a vital role in the education system, the teacher training institutions acts as a foundation upon which the edifice of the whole education system rests. If the teacher education system is spoiled it will collapse the entire educational edifice. It is in this context that teacher educators and teacher education institutions gets utmost importance. Revamping and restructuring of teacher education institutions and ensuring the quality of teacher educators, thus become one of the most important priority of our society.

Of course salaries and other economic benefits can improve the satisfaction and their morale to their to their profession. Still, the teacher educators of the past were shown high morale with out the UGC pay scales and other benefits. They used to enjoy their teaching. They were sincere and dedicated to their profession. These facts show that there can be factors causing morale other than mere economic benefits.

It is a fact that all dedicated teachers will show high loyalty to their institution. In the same way dedicated and sincere teacher educators
maintain a cordial relation with their institution. They used to enjoy working in their institutions. Institutions provide them satisfaction and a good environment for working. This might prove that institutional climate as perceived by the teacher educators can influence the morale of the teacher. Hence, this study investigates about the influence of Institutional Climate Perception as a determinant of teacher morale of teacher educators.

The teacher education institutions of Kerala are mostly under four types of managements. They are Government colleges, Aided colleges, Unaided colleges and University B.Ed centers. As a teacher educator, the investigator had varied experiences under different managements. From his observation the institutional climate prevailing under various managements have varying effect on the morale of teacher educators.

It is hoped that the results of this study will bring forth helpful guidelines to educators and to authorities of teacher education institutions to improve the morale of teacher educators, with the help of its relationship with Institutional Climate Perception of teacher educators. Such a study may prove beneficial for those interested in making the teacher education programs more productive.

**STATEMENT OF THE PROBLEM**

The present study was entitled as “INFLUENCE OF INSTITUTIONAL CLIMATE PERCEPTION ON TEACHER MORALE OF TEACHER EDUCATORS”.
DEFINITIONS OF KEY TERMS

Some of the key terms used in the study are defined below.

Institutional Climate Perception

Institutional Climate Perception is defined as the perception of teacher educators towards academic, social, physical and administrative climate or environment prevailing in an institution.

Teacher Morale

Teacher morale is a composite of many teacher attributes that will lead to his/her confidence, determination, satisfaction and enthusiasm as a teacher.

Teacher Educators

The term refers to teachers working in colleges offering B.Ed courses.

VARIABLES

The dependent variable of the present study is the ‘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’. The following variables were treated as criterion variables for identifying the sub samples:

1) Sex
2) Locale
3) Nature of appointments
4) Type of management

HYPOTHESES

1. There will be significant and considerable relationship between ‘Teacher Morale’ and ‘Institutional Climate Perception’ of teacher educators for the
   a) total sample
   b) relevant sub samples

2. There will be significant and considerable relationship between ‘Teacher Morale’ and ‘Institutional Climate Perception’ variables of teacher educators for the
   a) total sample
   b) relevant sub samples

3. The correlations obtained between ‘Teacher Morale’ and ‘Institutional Climate Perception’ for the comparable sub samples will not differ significantly.

4. The correlations obtained between ‘Teacher Morale’ and ‘Institutional Climate Perception’ variables for the comparable sub samples will not differ significantly.

5. ‘Teacher Morale’ of teacher educators can be predicted with the help of ‘Institutional Climate Perception’ variables selected.
6. There will be significant difference in ‘Teacher Morale’ of teacher educators working in Government, Aided, Unaided colleges and University B.Ed Centers of teacher education.

7. There will be significant difference in the ‘Institutional Climate Perception’ and its component dimensions of the teacher educators working in four types of colleges.

**OBJECTIVES OF THE STUDY**

The present study had the following objectives:

1. To estimate the relationship between ‘Teacher Morale’ and the ‘Institutional Climate Perception’ of teacher educators for the total sample and relevant sub samples based on sex, locale, nature of appointment of teacher educators and type of management of colleges.

2. To estimate the relationship between ‘Teacher Morale’ and ‘Institutional Climate Perception’ variables of the teacher educators for the total sample and relevant sub samples based on sex, locale, nature of appointment of teacher educators and type of management of college.

3. To test whether the correlations obtained between ‘Teacher Morale’ and ‘Institutional Climate Perception’ for the comparable sub samples differ significantly.
4. To test whether the correlations obtained (Teacher Morale and each of the Institutional Climate Perception variables) for the comparable sub samples differ significantly.

5. To develop multiple regression equation for predicting ‘Teacher Morale’ of teacher educators using Institutional Climate Perception variables.

6. To test whether there exist any significant difference in ‘Teacher Morale’ of teacher educators working in Government, Aided, Unaided and University B.Ed Centers of teacher education.

7. To test whether there exist any significant difference in the perception of Institutional climate and its component dimensions of teacher educators working in Government, Aided, Unaided and University Centers of teacher education.

**METHODOLOGY**

**Sample**

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 Universities selected were University of Kerala, University of Calicut, Kannur University and M.G University. The final sample of the study consisted of 244 teacher educators.
Tool

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.

Statistical Techniques

The statistical techniques used for analysing the data are the following:

1. Pearson’s Product Moment Coefficient of correlation
2. Test of significance of difference between correlations
3. Multiple regression analysis
4. Analysis of covariance (ANCOVA)

SCOPE AND LIMITATIONS OF THE STUDY

The present study has been specially intended to study the influence of ‘Institutional Climate Perception’ variables on ‘Teacher Morale’ of teacher educators. The data required for the study was collected using stratified random sampling technique. Teacher educators working in B.Ed colleges under different types of managements were taken for the study. Sample was drawn from four universities in the state. Since the tools used
were adequate for the purpose and sample size is enough (N = 244) for the study, the investigator hopes that the study will yield dependable results which would be generalizable also.

This study intends to find out the influence of Institutional Climate Perception on Teacher Morale of teacher educators. The influences of many other variables related to institutional and personal factors were not studied due to time constraints. Influence of factors like sex, locale, nature of appointment of teacher educators and type of management in which they are working were studied on the relationship between these two variables. But factors like marital status, income, religion etc were not studied due to time constraints. The researcher limited the study to teachers working in B.Ed colleges. Teachers working in institutions providing M.Ed and T.T.C were not considered for the study.

Still, it is hoped that the results obtained will help the investigator to satisfy the objectives of the study.
REVIEW OF RELATED LITERATURE

• Theoretical overview of teacher morale
• Theoretical overview of institutional climate
• Studies related with teacher morale
• Studies related with organizational climate
• Studies related with class room climate
• Studies related with school climate
• Conclusion