CHAPTER: 1

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1.0 INTRODUCTION

The journey of Teacher Education in India during the post independence period has been continuous, progressive, positive and interesting. From the miniscule system in 1947, it has now grown into a big banyan tree with its ever developing branches in various directions.

Arora, G.L & Panda, P ¹ (1998-99) While a few Montessori training institutions, a few (612) Normal schools, some Basic Training colleges and a few secondary training colleges (25) and a few university departments of education opened after Sadler Commission Report in 1917 was all that constituted Teacher Education in 1947, we today have large mass of institutions and organization which constitute the monolithic system of Teacher Education.

Teacher Education was fortunate enough to get attention of the central government after independence. The 1948 University Education Commission, the 1952 Secondary Education Commission, the 1964 Indian Education Commission, the National Commission on Teachers in 80’s, the National Policies on Education 1968, 1986, 1992, the reviews of these policies and the Planning Commissions have all provided a fillip to Teacher Education by treating it at par. The establishment of National Council of Education (NCERT) in 1961 and the National Council for Teacher Education (NCTE) in 1973 with its secretariat at NCERT ultimately culminating in the granting of statutory status by the Parliament of India to a National Council of Teacher Education 1993-all these are evidences of the importance that Teacher education has received.

Today there is a huge quantitative expansion of teacher education institutions. With more and more privatisation in this field, on one hand when the demand of schools for trained teachers
can be fulfilled, on the other hand there arises the need to assess the quality at Teacher Education Institutions. At B.Ed level wherein secondary school teachers are trained, it becomes prominent to know the organizational climate. It must be noted at the outset, that the organizational climate is a powerful force in bringing about desired changes in the teacher-trainees which is the ultimate aim of education. The type of organizational climate prevailing can bring about changes in knowledge, skills, attitudes and appreciations among teacher-trainees.

Undoubtedly any philosopher can comment that the ultimate aim of any education is to make a man of good character and useful citizen of the universe. Such education we can achieve through the quality of education, quality of teachers and quality of teaching learning process. Other things remaining equal, the quality of education largely learning transaction cannot be undertaken in vacuum but it is positively directed action, for which teacher educators are to be endeavour with satisfaction towards a job and the need of possessing the quality change-prone. This is the right time to focus the significance of Teacher Educators’ Job Satisfaction in relation to Organizational Climate prevailing in the colleges.

The keystone in the teacher educational edifice is doubtless the teacher educator. On him depends much more than any other - the progress and prosperity of future teachers. Nobody can effectively take his place or influence teacher trainees in the manner and degree; it is possible, for him alone to do. It is strongly believed that to be a teacher is to be the member of a holy order.
The Secondary Education Commission\(^2\) (1953) defined

“We are however, convinced that most important factor in the contemplated educational reconstruction is the teacher—his quality, his educational qualifications, his professional training and the place he occupies in the school as well as in the community. The reputation of the school and its influence on the life of the community invariably depend on the kind of teachers working in it.”

Similar views were expressed by The Indian Education Commission\(^3\) (1964-66) regarding the role of the teacher. The commission opined that “Of all different factors, which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant”.

‘Schools are nurseries of the Nation’, ‘Teachers are the Architects of the future’ and ‘Teacher Educators shape the Teachers’ are no more figurative expressions but truthful statements, as significant as they are suggestive. Victories are won, peace is preserved, progress is achieved, civilization is built up and history is made in educational institutions, which are the seed beds of culture, where children in whose hands quiver the destiny of the future, are trained and from their ranks will come out when they grow up. In their attitude to life and their approach to problems they will bear the imprint and the influence of the training they received from teacher educators. Hence it becomes necessary to know the personality characteristics of Teacher Educators which will ultimately affect their job satisfaction which in turn will increase their effectiveness at college.
Lot of research efforts have been directed on teaching competency but unfortunately much attention is not drawn to correlate Organizational climate of B.Ed Colleges and Personality Characteristics of Teacher Educators in relation to Teacher Educator's Job Satisfaction.

Fontana, D ⁴ (1986) regards “If the teacher trainer is too rigid or has a doctrine belief of that his methods are right and those of any one who disagrees with him are wrong, then he will be depriving his children of a range of possible learning experiences, to their disadvantage and to his own”. Thus, it is clear that an effective and competent Teacher Educator will achieve the desired learning outcomes, provided if he is satisfied in his profession. But no significant efforts are found for such a study.

Further, the Area of Research focused on integrating Teacher Education and Teacher which seemed attention-grabbing and inimitable to the investigator. Hence, the investigator has selected the following statement for her study.

1.1 PROBLEM STATEMENT

A Study of Organisational Climate and Personality Characteristics on the Job Satisfaction of Teacher Educators of Gujarat

1.2 DEFINITIONS OF KEY WORDS

1. Organizational Climate

   Theoretical Definition

Hoy and Forsyth ⁵ (1986)

“Organizational Climate is a concept that deals with staff member’s perceptions of working environment. This climate is directly influenced by administrators which in turn affects the motivation and behaviours of the whole staff. Climate is a relatively enduring
quality that is experienced by principal and teachers, influences their behaviour and is based on their collective perceptions.”

Gerber\(^6\) (2003)

“Organisational climate is defined as the shared perception, feelings and attitudes that organizational members have about the fundamental elements of the organization, which reflect the established norms, values and attitudes of organization culture and influences individuals’ behaviour positively or negatively.”

[v] **Operational Definition**

In the proposed study, the scores scored in B.Ed Colleges’ Organizational Climate Description Scale constructed by the investigator will be considered as Organizational Climate.

2. **Personality Characteristics**

[v] **Theoretical Definition**

Prince, M indicated in Asthana, B\(^7\) (2013)

“Personality is the sum total of all the biological innate dispositions, impulse, appetites and instincts of the individual and the acquired disposition and tendencies acquired by experience.”
Stranger, R indicated in Asthana, B

“Trait or characteristic is a generalised tendency to evaluate situations in predictable manner and to act accordingly”.

Operational Definition

In the proposed study, the scores scored by Teacher Educator in Teacher Educator’s Personality Inventory constructed by the investigator will be considered as their Personality Characteristics.

3. Job Satisfaction

Theoretical Definition

Locke (1969)

“Job Satisfaction is the pleasurable emotional state resulting from the appraisal of one’s job achieving or facilitating one’s values.”

Scultz (1999)

“Job Satisfaction is the psychological disposition of people towards their work and this involves a collection of numerous attitudes and feelings.”
Operational Definition

In the proposed study, the scores scored in Teacher Educators’ Job Satisfaction Inventory constructed by the investigator will be considered as Job Satisfaction.

4. Teacher Educators

Dictionary Meaning

Singh Y.K 11 (2012)

In education, one who teaches and trains students, often a course of study, lesson plan, teacher’s pedagogy or a practical skill, including learning and thinking skills.

Operational Definition

In the proposed study, the teacher educators working as full time teacher educators and in face to face mode B.Ed course in Gujarat state are considered as Teacher Educator.

1.3 OBJECTIVES OF THE STUDY

A specific objective lies behind every task. Without objectives in mind, doing the research is like aimlessly wandering with the title of the research work.

Patel R S 12 (2009) emphasizes the importance of objectives penning down,

“It is more desirable that the researcher continues to do his research work keeping in view the objectives of his research rather than merely focussing on title in order to get more clarity of research work.”
The objectives for the proposed study were:

1. To construct and standardize Organisational Climate Scale for Teacher Education College.
2. To construct and standardize Personality Characteristics Inventory for Teacher Educators.
3. To construct and standardize Job Satisfaction Inventory for Teacher Educators.
4. To study the effect of Organisational Climate of Teacher Education College on Job Satisfaction of Teacher Educators.
5. To study the effect of Personality Characteristics of Teacher Educators on their Job Satisfaction.

1.4 VARIABLES OF THE STUDY

It is imperative to gain understanding for the variables and its types in any research work. The following are the variables included in the proposed study.

- **Dependent variable**
  
  Teacher Educator’s Job Satisfaction

- **Independent Variables**
  
  1. Organizational Climate of Teacher Education Colleges
     - Open Climate
     - Autonomous Climate
     - Controlled Climate
     - Familiar Climate
     - Paternal Climate
     - Closed Climate
  
  2. Teacher Educator’s Personality Characteristics
     - Effective Personality
     - Usual Personality
     - Fragile Personality
1.5 HYPOTHESES FOR THE STUDY - $H_0$.....n

Hypotheses are the eyes to see research problem scientifically.

Best J.N & Kahn J.V $^{13}$ (2003),

“The research hypothesis is a formal affirmative statement predicting a single research outcome, a tentative explanation of the relationship between two or more variables”.

One of the types of hypothesis is the Null Hypothesis ($H_0$).

Best J.N & Kahn J.V $^{14}$ (2003),

“The null hypothesis relates to a statistical method of interpreting conclusions about population characteristics that are inferred from the variable relationships observed in samples.”

The null hypotheses for the proposed study are:

$H_{01}$ There will be no significant difference between the mean scores of Job Satisfaction on Teacher Educators working in Open Climate and Autonomous Climate.

$H_{02}$ There will be no significant difference between the mean scores of Job Satisfaction on Teacher Educators working in Open Climate and Controlled Climate.

$H_{03}$ There will be no significant difference between the mean scores of Job Satisfaction on Teacher Educators working in Open Climate and Familiar Climate.

$H_{04}$ There will be no significant difference between the mean scores of Job Satisfaction on Teacher Educators working in Open Climate and Paternal Climate.

$H_{05}$ There will be no significant difference between the mean scores of Job Satisfaction on Teacher Educators working in Open Climate and Closed Climate.

$H_{06}$ There will be no significant difference between the mean scores of Job Satisfaction on Teacher Educators working in Autonomous Climate and Controlled Climate.

$H_{07}$ There will be no significant difference between the mean scores of Job Satisfaction on Teacher Educators working in Autonomous Climate and Familiar Climate.
Ho₈ There will be no significant difference between the mean scores of Job Satisfaction on Teacher Educators working in Autonomous Climate and Paternal Climate.

Ho₉ There will be no significant difference between the mean scores of Job Satisfaction on Teacher Educators working in Autonomous Climate and Closed Climate.

Ho₁₀ There will be no significant difference between the mean scores of Job Satisfaction on Teacher Educators working in Controlled Climate and Familiar Climate.

Ho₁₁ There will be no significant difference between the mean scores of Job Satisfaction on Teacher Educators working in Controlled Climate and Paternal Climate.

Ho₁₂ There will be no significant difference between the mean scores of Job Satisfaction on Teacher Educators working in Controlled Climate and Closed Climate.

Ho₁₃ There will be no significant difference between the mean scores of Job Satisfaction on Teacher Educators working in Familiar Climate and Paternal Climate.

Ho₁₄ There will be no significant difference between the mean scores of Job Satisfaction on Teacher Educators working in Familiar Climate and Closed Climate.

Ho₁₅ There will be no significant difference between the mean scores of Job Satisfaction on Teacher Educators working in Paternal Climate and Closed Climate.

Ho₁₆ There will be no significant difference between the mean scores of Job Satisfaction on Teacher Educators having Effective and Usual Personality.

Ho₁₇ There will be no significant difference between the mean scores of Job Satisfaction on Teacher Educators having Effective and Fragile Personality.

Ho₁₈ There will be no significant difference between the mean scores of Job Satisfaction on Teacher Educators having Usual and Fragile Personality.
1.6 RATIONAL OF THE STUDY

The quality of teachers is central in education system. Teacher Educators prepare the teachers for their jobs and make them competent, skilful and well-informed for schools. No educational reforms are possible without passable preparation of teachers. Passable preparation of teachers is the job of Teacher Educators and totally depends upon their involvement in training teachers. Teacher educator’s levels of job satisfaction contribute supplementary in shaping teachers of tomorrow. Every profession has its certain aspects conducive for job satisfaction and teaching profession is not an exception. Unless and until a Teacher Educator derives satisfaction from his job, he/she cannot contribute for promising and competent teachers who will be capable of catering the needs of society and nation.

In Gujarat, the Teacher Educators are working in different types of institutions like government-aided, government-unaided and self-financed. Each institution is different in its organizational climate with respect to management, principal, relation with colleagues and students. Their job satisfaction also depends upon the organizational climate prevailing in his/her institution. If this organizational climate is not affable and easy going, their job satisfaction gets affected adversely.

Individual Personality traits of Teacher Educators are also very potent. Each Teacher Educator is different in his/her personality and this is the factor responsible which makes him/her positive or negative towards their profession. Teacher Educator’s levels in thoroughness in work, amiability, extroversion, emotional stability and intelligence play a key role in shaping his own personality as a teacher educator. If his personality is flimsy, it affects job satisfaction adversely.

Organizational Climate and Personality Characteristics are thus important factors influencing job satisfaction. Positive organizational climate in B.Ed colleges provide favourable and committed attitude among teacher educators which eventually makes a significant difference in the involvement of the teacher educators.

Job Satisfaction as a factor being influenced by two variables, Organizational Climate Education Colleges of Teacher and Personality Characteristics of Teacher Educators seems to never have been attracting focus of previous investigators. That this conceptual relational framework has not been applied to Teacher Education, could be seen from review of related literature, especially in our Indian and our Gujarat state contexts. The dearth of needed research was found as a dire necessity by the investigator. Therefore, the proposed study...
concerns itself with descriptive survey on Job Satisfaction with variables of Organizational Climate in Teacher Education Colleges and the Personality Characteristics of the individual Teacher Educators.

Job Satisfaction of Teacher Educators, Organizational climate of Teacher Education Colleges and Teacher Educator’s Personality Characteristics altogether are the plinth defining the class of education and training provided at any B.Ed college. These three constructs together if positive can boost the quality of education and training and vice versa is also true.

The investigator herself is in field of education from almost last 15 years, has served as Offg. Principal of B.Ed College. The concern towards qualitative enhancement could be hence studied at grass root level. This became one of the reasons for contributing towards the contribution in form of the proposed study.

1.7 LIMITATIONS OF THE STUDY

The research in any subject demands on a very wide crusade an enormous amount of time and effort. So, it becomes necessary to limit the scope of any research.

Best J.N & Kahn J.V 15 (1989),

“Limitations are those conditions beyond the control of the researcher that may place restriction on the conclusion of the study and their application to other situations.”

The limitations for the proposed study are:

1. The proposed study is limited for Teacher Educators of Gujarat state.
2. The proposed study is limited for Teacher Educators of B.Ed colleges.
3. The proposed study is limited for gauging Job Satisfaction of B.Ed Teacher Educators working in face to face mode course.
4. The proposed study is limited for measuring Organizational Climate of B.Ed colleges working as face to face mode course.
5. The proposed study is limited for assessing Personality Characteristics of B.Ed Teacher Educators only as teacher educators and not overall as a person.
6. Due to non availability of Gujarati language tool for finding concurrent validity for Organizational Climate Description tool for teacher education colleges, the tool in English language was used and for Teacher Educator’s Personality Characteristics,
the tool in Hindi language was used. Hence concurrent validity is limited to the understanding of English and Hindi language of teacher educators.

1.8 SCHEME OF FURTHER CHAPTERS

Chapter 2  : Review of Related Literature
In this chapter, the conceptual framework of Job Satisfaction, Organizational Climate and Personality Characteristics is discussed:

- Theory of Job Satisfaction includes its discussion of its concept, definitions, major theories, variables and measurement of Job satisfaction.
- Theory of organizational Climate includes overview of its concept, definition, aspects, historical overview, measurement, factors influencing and classification of organizational climate.
- Theory of Personality Characteristics includes outline of its concept, definitions, inventories of Personalities (with Roles- on Job and for Recruitment)

Chapter 3  : Review of Related Previous Studies
In this chapter, review of related previous studies done by M.Ed, M.Phil and Ph.D students is discussed which includes details like Objectives, Sample, Research Methodology, Tools used, Data Analysis techniques used and major findings of their study.
The chapter also includes the summary derived from review of previous studies and significance of the proposed study; i.e its need and discriminating aspects as compared to previous studies.

Chapter 4  : Research Planning and Procedures
This chapter includes Planning and Procedures of proposed research. This includes the details on Research Methodology, Research Tools, Population, Variables, Sample, Data Collection and Data classification.

Chapter 5  : Construction and Implementation of 3 Research Tools
Tool -1: Teacher Educator’s Job Satisfaction Inventory
Tool-2: Organizational Climate Description Scale for Teacher Education Colleges
Tool-3: Teacher Educator’s Personality Characteristics Inventory
This chapter includes the steps carried on for construction, standardisation and implementation of 3 Research tools necessary for the proposed study: Teacher Educator’s Job Satisfaction Inventory, Organizational Climate Description Scale for Teacher Education Colleges and Teacher Educator’s Personality Characteristics Inventory. This includes Pre try-out, Pilot-test, Item-analysis, Construction and Scoring method of all 3 Final tools.

Chapter 6   :   Reliability, Validity and Scoring of 3 Research Tools
This chapter includes details on how reliability and validity is determined for all the 3 Research Tools:

- Teacher Educator’s Job Satisfaction Inventory
- Organizational Climate Description Scale for Teacher Education Colleges, and
- Teacher Educator’s Personality Characteristics Inventory.

Chapter 7   :   Data Analysis and Interpretation
This chapter includes complete details of Data Analysis and its Interpretation. This includes the details on statistically analysing objectives and deriving significance of hypotheses. It also includes establishing norms for all the 3 research tools.

Chapter 8   :   Research Summary, Findings, Conclusions and Suggestions
In this chapter, the Findings found, Conclusions drawn, Educational implications drawn out and necessary recommendations and suggestions for further researches are suggested.
REFERENCES


2. www.teindia.nic.in/Files/Secondary_Education_Commission_Report, p 127


   New Delhi: Prentice –Hall of India, p 11
