



The Impact of Institutional Environment on Professional Ethics and Relationship of Teacher-Educators and Student-Teachers.

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Abstract

The institutional environment has played a crucial role in a Teacher education institutional environment resulting in high individual, institutional performance and specially motivation to work and relationship building among teacher-educators and student-teachers. Motivation is the process of stimulating people to action and to achieve a desired task and healthy institutional environment in an individual's expressed career related goals or choices. Teacher-educators play a important role in bringing about social transformation leading to national reconstruction. The quality of teacher-educators and inputs, therefore become of paramount importance in the whole process of teaching and learning that are influenced by the institutional environment. To achieve this, researcher selected randomly 168 teacher-educators and 560 student-teachers from the two divisions, Bangalore, and Kalaburagi from Karnataka state. In the present study there is a significant relation in the Pearson correlation scores of Institutional environment among the groups of teacher-educators and academic relationships among teacher-educators and student-teachers. One of the significant findings of the study is the Institutional environment is correlated with teacher-educators professional ethics, Teacher-educators and student-teachers academic relationship effectiveness. So, all Teacher education institutions principals and teacher-educators must try to improve their Institutional environment with positive approach, it will lead to higher achievement of the student-teachers and also the Teacher education institutions.

Keywords: Teacher Education Institutional Environment, Teacher-Educators, Student-Teachers, Professional Ethics, Academic Relationship.

Introduction

Institutional environment is concerned with individuals in groups for achieving certain objectives. The institutional environment a structure in which the individuals are given specific position and it is also process of co-ordination and unification. Institution environment as a process, it is involved with specification of activities, group in activities, placement of personnel and delegation of power / authority. The educational environment of any institution is the resulting condition from social interactions among and between teacher-educators; the student-teacher's and teacher-educators (R.

Periasamy and J.Prabhu 2021). Physical and material aspects, social interactions, organizational and administrative structure and values/ belief systems/norms/ thinking styles prevalent in institutions can provide safe and orderly environment for teachers and other employees working in institutions (K.S.Misra 2019). It is found, some institutions doing exceedingly well and forging ahead while others seem to be sliding towards doom. The particular environment of a institutions may affect the role participants in numerous ways: their perceptions, motivation, morale, behavior, adjustments work effectiveness, learning and academic achievement. The concept of Institutional environment originated in late 1950s as educationalists studied variations in work environments. The concepts of Institutional environment and professional ethics, student-teachers and teacher-educators academic relationships culture have become part of standard rhetoric in contemporary discussions of teacher education training effectiveness. Unfortunately, both terms complex and neither clearly defined.

Need and significance of the study

The institutional environment plays significant role in equipping student-teachers for quality life as teacher-educators. Institutions, are channel of building confidence, promoting team spirit and teaching life skills which make student-teachers competent and courageous to face future (R. Periasamy and J.Prabhu - 2021). Teacher educators and non-teaching staff of an educational institutions respond to their cognitive representations of the characteristics of the psychological atmosphere of the institutions. This institutional environment can affect behaviors and attitudes of members in organization (Len and Lee, 2017). It can influence the effectiveness of whole institution as well as its sub-categories in education. It can affect teaching-attitudes, institutional expectations, morale, work engagement, job satisfaction and well being of teacher-educators working in institutions (K.S.Misra-2019). Institution environment have vital role in making of future generation of our country. To make reality, deep understanding of institutional environment and its influence on teacher-educators, and student-teachers effectiveness is desirable. Hence the researcher found a high scope for researcher in this area and this investigation is a modest venture in this direction.

Objectives of the study

The following objectives have been framed;

1. To find the significant correlation between teacher education institutional environment and teacher-educators professional ethics.
2. To find the significant correlation between teacher education institutional environment and teacher-educators and student-teacher academic relationships.

Hypothesis of the study

The following hypothesis have been framed;

1. There is no significant correlation between teacher education Institution environment and teacher-educators professional ethics
2. There is no significant correlation between teacher education institutional environment and teacher educator and student-teacher academic relationships.

Limitation of the Study

There are several limitations on the scope of this study. The findings of study are of limited generalizability in many respects with regard to population generalizability. Subjects for the study are teacher-educators working in all types of teacher education institutions from Bangalore and Kalaburagi divisions in the state of Karnataka, India. The data were collected from the teacher-educators and student-teachers during 2023 - 2024. In a near future, due to policy of the government the change may happen among the variables which had been included in the study. Hence, these results might be

invalid across time. The result is also limited to specific psychological tests. Constraint of money and time the investigator limit the samples only in Bangalore and Kalaburagi divisions in the state of Karnataka, using simple random sampling, consisting of 168 teacher-educators and 560 student-teachers.

Research Methodology

Investigator adopted the descriptive survey method. The population for present study has been identified as the teacher-educators and student-teachers, in Bangalore and Kalaburagi divisions of Karnataka. The population has been further limited to the 28 colleges. Using simple random procedure from the list of teacher education institutional colleges. The researcher identified various types and categories of colleges from Bangalore and Kalaburagi divisions and 168 teacher-educators with 560 student-teachers selected from the population.

Research tools

The following tools were selected and used by researcher in present study. Therefore, researcher standardized following tools considering previous tools, which were used in earlier research. (1) The teacher education institutional environment tool questionnaire was developed and standardized by researchers (2023). (2) The tool on teacher-educators professional ethics scale was developed and standardized by researchers (2023).(3) Tool on Teacher-educators and Student-Teachers Relationships was developed and standardized by researchers.

Data Collection Procedure

The researcher visited personally each and every selected Teacher Education Institutions and met principals and clarified, purpose of visit. With their kind permission, Teacher-Educators teaching in Teacher Education Institutions were met and the purpose of meeting was explained to them. They were assured that information collected from them will be kept confidential and will be used for research purpose only. The researcher received responses from each unit of the sample in person. The tools selected for study i.e. the teacher education institutional environment tool, teacher-educators professional ethics tool, teacher-educators and student-teachers relationships tool. Questionnaire along with personal data sheet were administered to the Teacher-Educators and Student-Teachers constituting the sample for study in groups at a time and collected back immediately. In certain cases, tools were given home to teacher-educators and student-teachers and collected back after 2/3 days. Necessary instructions and clarifications (wherever required) were given to teacher-educators and student-teachers for answering the tools provided. There was no time limit for answering this tool. However, they were requested to complete task as early as possible and not to leave any items unanswered.

Statistical Techniques for Analysis of Data

The Statistical Package for the Social Sciences (SPSS) version 26.0 was used to analyze the collected data and all the hypotheses were tested at 0.05 and 0.01 levels of significance.

Analysis and interpretation of data

Objective-1: To find the significant correlation between teacher education institutional environment and teacher-educators professional ethics.

Null H₁: There is no relationship in between teacher education institutional environment and teacher-educator's professional ethics.

Table No.1: Shows the Correlation between teacher education institutional environment and teacher-educator's professional ethics.

Variable		Teacher-educators professional ethics.
Teacher education institution environment	Pearson correlation	0.877
	Sig(2-tailed)	.000
	N	168
"Correlation is significant at the 0.01 level(2-tailed)		

The above Table No.1 reveals that, obtained r-value is 0.877 is significant at 0.01 level. The findings revealed a significant positive correlation between the environment of teacher education institutions and the professional ethics of teacher-educators.

Obective-2: To find the significant correlation between teacher education institutional environment and teacher-educators and student-teacher academic relationships.

Null H₂: There is no significant correlation between teacher education institutional environment and teacher educator and student-teacher academic relationships.

Table No.1: Shows the Correlation between teacher education institutional environment and teacher educator and student-teacher academic relationships.

Variable		Teacher-educators and student-teachers academic relationships.
Teacher education institution environment	Pearson correlation	0.159
	Sig(2-tailed)	.040
	N	168
"Correlation is significant at the 0.01 level(2-tailed)		

The above Table No.2 reveals that, obtained r-value is 0.159 which is significant at 0.01 level. A significant positive correlation exists between the environment of teacher education institutions and the academic relationships between teacher-educators and student-teachers.

Major Findings of the Study

1. A positive correlation was found between the environment of Teacher Education Institutions and the professional ethics of teacher-educators.
2. A positive correlation was found between the environment of Teacher Education Institutions and the academic relationships between teacher-educators and student-teachers.

Educational Implications

The following suggestions are laid down for educational implications based on present study. And found significant correlation in teacher education institutional environment, teacher-educators professional ethics and relationship among teacher-educators, student-teachers between the groups of teacher-educators and student-teachers.

1. The government schemes and orientation programs need to undertaken to uptake sufficient well equipped institutional environment.
2. In orientation and intensive short term training programs the principals/ Teacher-Educators from effective institution should be given a chance to air their views, exchange of experiences on teaching-learning techniques.
3. Special attention should be paid to average and low effective student-teachers by providing sound classroom environment, proper institutions atmosphere, good organizational health.
4. The Institutional environment of the teacher education institution should be open environment.
5. Develop the attitude on teacher education institutional environment, it allow distinguish their principal / teacher-educators as highly considerate and democratic in behavior and inculcate it as passion.

Conclusion

In this study the researcher has found that there is a significant correlation in teacher education institutional environment between groups of teacher-educators and student-teachers , with regard to teacher education institutions. Hence, all the teacher education institution's principals and teacher-educators must try to improve their institutional environment with positive approach, it will lead to higher achievement of the student-teachers, teacher-educators effectiveness and also the performance of the institutions should maintain or create a healthy institutional environment which will not only ensure better performance of teacher-educators but also of student-teachers and other staff of the institution and in turn would help in overall development of that institution. The study would reveal, Teacher education Institutional environment influence for act of grasping with mind for professional ethics among teacher-educators and their relationship with student-teachers make them optimistic.

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