

**RESEARCH PAPER****A Study of Impact of Institutional Environment on Teacher Effectiveness of Teacher Education Institutions****B.S. Gupta**Department of Teacher Education
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Email: bsguptaedu@gmail.comReceived: 4th August 2017, Revised: 19th August 2017, Accepted: 23rd August 2017**ABSTRACT**

The Institutional Environment also has a significant impact on teachers. Teacher retention, or getting teachers to stay in the same school for many years, is an important issue in many Teacher Education Institutions. However, many factors linked to Institutional Environment have been found to affect teacher Effectiveness rates. The relationships between teachers and their colleagues and the school administration, also play an important role in teacher's Effectiveness. The objective of the study was to measure the impact of Institutional Environment on Teacher Effectiveness of Teacher of Teacher Education Institutions. The investigator selected the sample through random sampling, 200 teachers were selected from Teacher Education Institutions. To collect the data researcher has used Teacher effectiveness test Prepared by P. Kumar and Muttha and Institutional Environment inventory Prepared by Prof. K.S. Mishra. The salient finding of the study was the Institutional Environment affects the Teacher Effectiveness of Teacher of Teacher Education Institutions.

Key words: Institutional Environment, Teacher Effectiveness, Education Institutions

INTRODUCTION

Improvement of the quality of education has always been the key concern for education. In recent times, quality education has been defined in more pragmatic terms. Improvement of quality of education is not the only reason for value education. The majority of initial teacher training takes place within a higher education context. There has, however, been a shift in the balance in recent years, between school based practice and institution based study, towards school based training through partnership schemes, and diversity in training routes with the introduction of School-Centered Initial Teacher Training and the new Secondary Teaching Programme.

As we all know that the effectiveness of teacher plays a crucial role in the all-round development of a child. This development may be in the form of Physical, mental, social, political and environmental aspects of student life or we can say that the positive achievement of student is directly affected by the effectiveness of a teacher at any place. Teacher should sustain the responsibility of each and every performing student because each and every student is unique in their own way of performance. The more the teacher will be effective with the student the more he will perform better.

The purpose of an organization is to provide the means by which the actors in the organization may cooperate. An Institutional structure is necessary when any group has a common task. An unorganized group is only a mass of people. It can neither determine its purpose nor accomplish its ultimate objectives. Therefore in order to survive, the group must organize. "Our society is an Institutional society. As Institutional environment is considered to be vital for success of the teachers, efforts and appropriate strategies are required for development of Institutional environment skills among teachers. Educational institutions can play a great role by providing attractive and conducive environment that will motivate the teachers and enhance their commitment to their career and organization. There should be inclusion of training programmers for developing Institutional environment in teacher preparation programmers which will result into a very long term effect on the teaching profession.

The present study is aimed at investigating the Teacher Effectiveness and Institutional Environment of Teacher Education Institutions teachers and the relationship between them. The need for the improvement and enhancement in Teacher Effectiveness of teacher educators is now universally emphasized and highlighted in educational circles and forums. How to effect its improvement to the optimum desirable degree is the formidable problem which teachers and educationists face. Hence, the present study was undertaken to assess the level of Teacher Effectiveness of teacher educators and identify the factors responsible for declined commitment and dedication among teacher educators that consequently result in undesirable role played by them in teacher training institutions.

OBJECTIVES OF THE STUDY

1. To compare the Teacher Effectiveness of teachers of high, average and low Institutional Environment of Private Teacher Education Institutions.
2. To compare the Teacher Effectiveness of teachers of high, average and low Institutional Environment of Government Teacher Education Institutions.

HYPOTHESES OF THE STUDY

1. There is significant difference in Teacher Effectiveness of teachers of high, average and low Institutional Environment of Private Teacher Education Institutions.
2. There is significant difference in Teacher Effectiveness of teachers of high, average and low Institutional Environment of Government Teacher Education Institutions.

RESEARCH METHOD

In the present study survey method of Descriptive research under the quantitative research methods were utilized to test the hypotheses proposed.

POPULATION AND SAMPLE

The population for the present study consists of all teachers of Teacher Training Institutions of Allahabad. The present study consisted of 200 teachers of Teacher Training Institutions of Allahabad.

TOOLS USED

There are three tools were used to collect the data in the present study-

1. Teacher effectiveness - Prepared by P. Kumar and Muttha
2. Organisational Environment - Prepared by Prof. K. S. Mishra

USED STATISTICS

In order to find out the significance of difference t-test and ANOVA was used. This was achieved using SPSS version 17.0 statistical package.

ANALYSIS AND INTERPRETATION

1. There is significant difference in Teacher Effectiveness of teachers of high, average and low Institutional Environment of Private Teacher Education Institutions:

Table 1: Mean and S.D. for Teacher Effectiveness of Teacher of Low, Medium and High Institutional Environment of Private Teacher Education Institutions

Group	N	Mean	Std. Deviation	Std. Error
Low	50	182.32	47.342	3.784
Medium	100	240.33	34.211	3.174
High	50	268.36	56.437	4.971

From the table 01, it can be seen that, Teacher Effectiveness of Teacher of low Institutional Environment of Teacher Education Institutions is 182.32, Teacher Effectiveness of medium Institutional Environment is 240.33 and Teacher Effectiveness of high Institutional Environment is 268.36. So it is found that there is difference among Teacher Effectiveness of Teacher of low, medium and high Institutional Environment of Teacher Education Institutions.

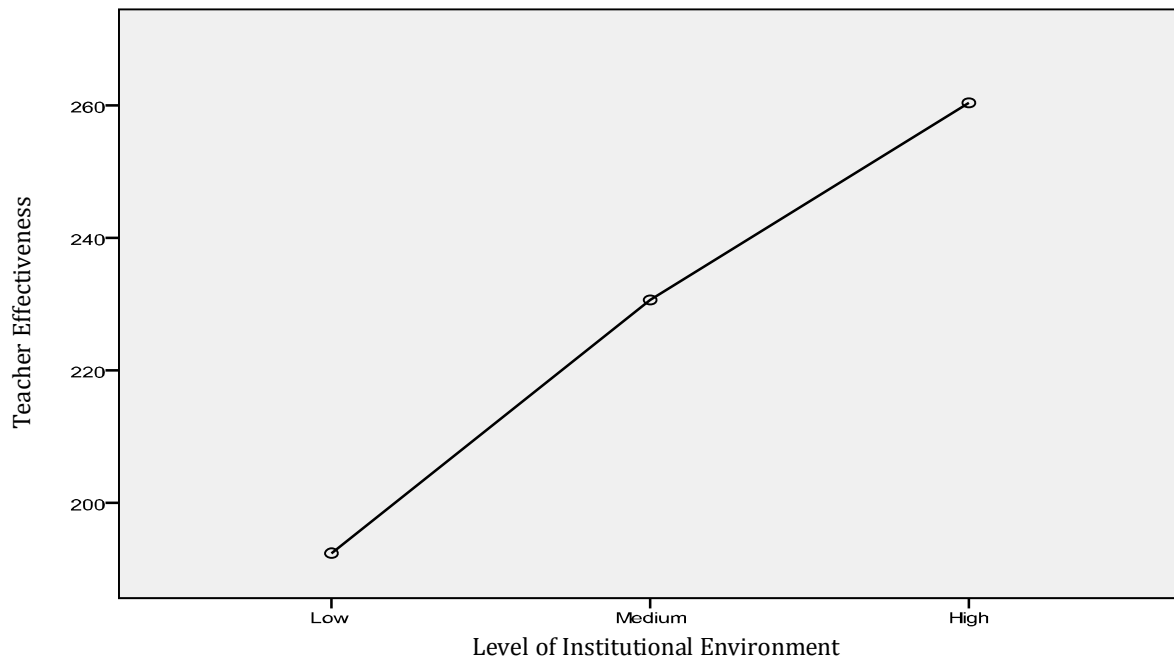
Table 2: ANOVA of Teacher Effectiveness of Low, Medium and High Institutional Environment of Private Teacher Education Institutions

Source	Sum of Squares	df	Mean Square	F
Between Groups	349468.885	2	174884.442	61.519*
Within Groups	1703465.100	197	2845.050	
Total	2056033.985	199		

*Significant at .01 significance level

From the results of the above table 02, it can be seen that, a significant difference was observed among Teacher Effectiveness of low, medium and high Institutional Environment of Teacher Education Institutions in relation to Institutional Environment $F=61.519$ at .05 level of significance. Hence, the null hypothesis is rejected that is 'There is no significant difference among Teacher Effectiveness of low, medium and high Institutional Environment of Teacher Education Institutions, and alternative hypothesis is accepted that is 'There is significant difference among Teacher Effectiveness of low, medium and high Institutional Environment of Teacher Education Institutions.' It means that, the Teacher of low, medium and high Institutional Environment is different in their Teacher Effectiveness. The mean scores of low, medium and high Institutional Environment of Teacher Education Institutions Teacher are presented in the following figure.

Graph 1: Mean Plot of Teacher Effectiveness of Low, Medium and High Institutional Environment of Private Teacher Education Institutions



After the interpretation of analysis of variance it is necessary to know that in which mean significant difference in Teacher Effectiveness of Teacher of Teacher Education Institutions. So that

it is determined the following objectives related to Teacher Effectiveness of low, medium and high Institutional Environment of Teacher Education Institutions -

1. A comparative study of Teacher Effectiveness of Teacher of low and medium Institutional Environment of Private Teacher Education Institutions.
2. A comparative study of Teacher Effectiveness of Teacher of medium and high Institutional Environment of Private Teacher Education Institutions.
3. A comparative study of Teacher Effectiveness of Teacher of high and low Institutional Environment of Private Teacher Education Institutions.

After the analysis of analysis of variance t-test used to study about above objectives and calculated t-value is given below table no. Table 3.

Table 3: T-value of Teacher Effectiveness of Teacher of Low, Medium and High Institutional Environment of Teacher Education Institutions

Group	Mean Difference	Std. Error	t-value
Low- medium	37.247	4.508	7.793*
Medium- high	30.760	5.603	5.212*
High- low	68.507	5.990	10.166*

*Significant at .01 significance level

It is observed from Table 3 that the Mean Difference of Teacher of Low and Medium Institutional Environment are 37.247 with Standard Error 4.508 on Teacher Effectiveness. The calculated t-value is 7.793 which is greater than table value even at .05 level. So, it is significant at .05 levels. It indicates that there exists significant difference in Teacher Effectiveness between low and medium Institutional Environment. So it stated that Teacher of Medium Institutional Environment have better Teacher Effectiveness than Teacher of low Institutional Environment of Teacher Education Institutions .

Table 3 shows that the Mean Difference of Teacher of Medium and high Institutional Environment is 30.760 with Standard Error 5.603 on Teacher Effectiveness. The calculated t-value is 5.212 which is greater than table value even at .05 level. So, it is significant at .05 level. It indicates that there exists significant difference in Teacher Effectiveness between Medium and high Institutional Environment of Teacher Education Institutions. So it stated that Teacher of high Institutional Environment have better Teacher Effectiveness than Teacher of medium Institutional Environment of Teacher Education Institutions .

From the above table 3 show that the Mean Difference of Teacher of high and low Institutional Environment is 68.507 with Standard Error 5.990 on Teacher Effectiveness. The calculated t-value is 10.166 which is greater than table value even at .05 level. So, it is significant at .05 level. It indicates that there exists significant difference in Teacher Effectiveness between high and low Institutional Environment of Teacher Education Institutions. So it stated that Teacher of high Institutional Environment have better Teacher Effectiveness than Teacher of low Institutional Environment of Teacher Education Institutions.

2. To compare the Teacher Effectiveness of teachers of high, average and low Institutional Environment of Government Teacher Education Institutions:

Table 4: Mean and S.D. for Teacher Effectiveness of Teacher of Low, Medium and High Institutional Environment of Government Teacher Education Institutions

Source	N	Mean	Std. Deviation	Std. Error
Low	50	182.38	24.463	4.177
Medium	100	216.03	21.012	2.142
High	50	222.37	21.055	3.353

From the above table 4, it can be seen that, Teacher Effectiveness of low Institutional Environment is 182.38, Teacher Effectiveness of medium Institutional Environment is 216.03 and Teacher Effectiveness of high Institutional Environment Government Teacher Education Institutions is 222.37. So it is found that there is difference in Teacher Effectiveness of Teacher among low, medium and high Institutional Environment Government Teacher Education Institutions.

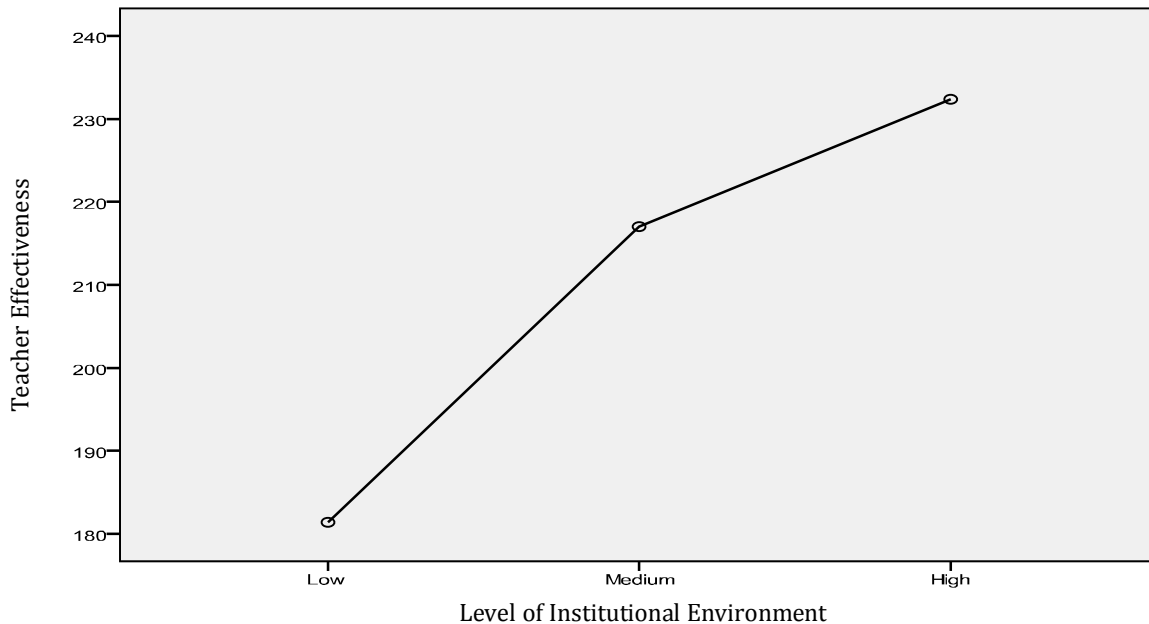
Table 5: ANOVA of Teacher Effectiveness of Teacher of Low, Medium and High Institutional Environment of Government Teacher Education Institutions

Source	Sum of Squares	df	Mean Square	F-ratio
Between Groups	54143.255	2	27053.128	55.224*
Within Groups	68322.018	197	465.980	
Total	122428.273	199		

*Significant at .05 significance level

From the results of the above table 5, it can be seen that, a significant difference was observed among Teacher Effectiveness of low, medium and high Institutional Environment Government Teacher Education Institutions in relation to Institutional Environment $F=55.224$ at .05 level of significance. Hence, the null hypothesis is rejected that is 'There is no significant difference in Teacher Effectiveness among low, medium and high Institutional Environment of Government Teacher Education Institutions and alternative hypothesis is accepted that is 'There is significant difference in Teacher Effectiveness among low, medium and high Institutional Environment of Government Teacher Education Institutions. It means that, the Teachers of low, medium and high Institutional Environment are different in their Teacher Effectiveness. The mean scores of low, medium and high Institutional Environment Government Teacher Education Institutions Teacher are presented in the following figure.

Graph 2: Mean Plot of Teacher Effectiveness of Low, Medium and High Institutional Environment Government Teacher Education Institutions



After the interpretation of analysis of variance it is necessary to know that in which mean significant difference in Teacher Effectiveness of Teacher Government Teacher Education

Institutions. So that it is determined the following objectives related to Teacher Effectiveness of low, medium and high Institutional Environment-

1. A comparative study of Teacher Effectiveness of Teacher of low and medium Institutional Environment of Government Teacher Education Institutions.
2. A comparative study of Teacher Effectiveness of Teacher of medium and high Institutional Environment of Government Teacher Education Institutions.
3. A comparative study of the Teacher Effectiveness of Teacher of high and low Institutional Environment of Government Teacher Education Institutions.

After the analysis of analysis of variance t-test used to study about above objectives and calculated t-value is given below table no. Table 6.

Table 6: Mean Plot of Teacher Effectiveness of Teacher of Low, Medium and High Institutional Environment of Government Teacher Education Institutions

Group	Mean Difference	Std. Error	t-value
Low- medium	35.443	4.602	7.680*
Medium- high	15.541	4.109	3.426*
High- low	50.884	5.616	8.774*

*Significant at .01 significance level

It is observed from Table 6 that the Mean Difference of Teacher of Low and Medium Institutional Environment are 35.443 with Standard Error 4.602 on Teacher Effectiveness. The calculated t-value is 7.680 which is greater than table value even at .05 level. So, it is significant at .05 levels. It indicates that there exists significant difference between Teacher Effectiveness of low and medium Institutional Environment Government Teacher Education Institutions. So it stated that Teachers of Medium Institutional Environment have better Teacher Effectiveness than Teacher of low Institutional Environment of Government Teacher Education Institutions.

Table 6 shows that the Mean Difference of Teacher of Medium and high Institutional Environment is 15.541 with Standard Error 4.109 on Teacher Effectiveness. The calculated t-value is 3.426 which is greater than table value even at .05 level. So, it is significant at .01 level. It indicates that there exists significant difference between Teacher Effectiveness of Medium and high Institutional Environment of Government Teacher Education Institutions. So it stated that Teacher of high Institutional Environment have better Teacher Effectiveness than Teacher of medium Institutional Environment of Government Teacher Education Institutions.

From the above table 6 show that the Mean Difference of Teacher of high and low Institutional Environment is 50.884 with Standard Error 5.616 on Teacher Effectiveness. The calculated t-value is 8.774 which is greater than table value even at .01 level. So, it is significant at .05 level. It indicates that there exists significant difference between Teacher Effectiveness of high and low Institutional Environment Government Teacher Education Institutions. So it stated that Teacher of high Institutional Environment have better Teacher Effectiveness than Teacher of low Institutional Environment of Government Teacher Education Institutions .

RESULT

In the present study, Institutional Environment, have been identified as factors that can lead to improved teacher effectiveness of Teacher Education Institutions. The role of Institutional Environment is very important in teacher effectiveness of Teacher Education Institutions. They should honor teacher's freedom and promote of students learning. The present study, therefore, is justified on the grounds to explore the relationship between Institutional Environment and teacher effectiveness of Teacher Education Institutions. It may be helpful for teachers, administrators and policy making bodies for framing curriculum for better adjustment of students. Therefore, the educationists and policy makers must continue exploring and identifying the variety and complexity of these as well as other related factors that influence the teaching effectiveness of a secondary school teacher since these factors and their interactions may vary across different socio-cultural and economic setups throughout the globe.

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How to cite this article:

Gupta B.S. (2017): A Study of Impact of Institutional Environment on Teacher Effectiveness of Teacher Education Institutions. *Annals of Education*, Vol. 3[3]: September, 2017: 53-59.