



INSTITUTIONAL CLIMATE AS PERCEIVED BY B.ED. STUDENTS IN DISTANCE EDUCATION MODE

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Abstract:

Distance education is a mode of education that focuses on teaching methods and technology with the aim of delivery of teaching often as an individual basis to the students who are not physically present in a traditional educational setting such as classroom. It has been described as "a process to create and provide access to learning when the source of information and the learners are separated by time and distance or both". It is an opportunity to learn at their pace, place and convenience of the learner. The present study reports about perception of distance education students on Institutional Climate. Scale on Institutional Climate developed and standardized by Karuppasamy, M & Muthumanickam, A. (2014) was adopted for the present study. The result indicates that perception towards Institutional Climate among B.Ed. students is satisfactory and some of the independent variables exert a significant influence on the same.

Key Words: Perception of Institutional Climate, B.Ed. students.

Need for the Study:

The developing countries like India have been facing problems in providing education to all through formal education system. In our country, we have number of colleges which is not sufficient to provide an opportunity to all the students to learn higher studies. Distance Education mode is only an alternative one. Distance education is a mode of education that focuses on teaching methods and technology with the aim of delivery of teaching often as an individual basis to the students who are not physically present in a traditional educational setting such as classroom. It has been described as "a process to create and provide access to learning when the source of information and the learners are separated by time and distance or both". It is an opportunity for the learners to learn at their own pace, place and convenience. It is noteworthy that the universities offer teacher education programme (B.Ed. course) as a gift to the teachers in In- service. The teacher education programme in distance education mode is different from the other programmes in the sense that it trains the student teacher for a profession. It has different objectives, methodology, content and the expectation when compared to the other courses.

The students of distance education have minimum required number of face to face contact classes. Here Institutional Climate, includes where the students are attending classes, have necessary infrastructure facilities and also have easily reachable locality. Hence the investigators thought of study the perception of B.Ed. distance education mode students on Institutional Climate.

Terms and Definitions:

| | | |
|-----------------------|---|--|
| Institutional Climate | : | Refers to availability of adequate staff, class room arrangement, student participate, locality, library, laboratories and other facilities in the B.Ed. study centre. |
| Perceived | : | refers to the ability of understanding about student support services through distance education mode |
| B.Ed. Students | : | refers to the candidates those who are studying B.Ed. course through distance education mode of different universities in Tamil Nadu viz., Annamalai, Bharathidasan, Madurai Kamaraj and Manonmaniam Sundaranar Universities |

Variables of the Study:

Dependent Variable:

Perception on Institutional Climate

Independent Variables:

| | | |
|-----------------------------|---|------------------------------------|
| • Gender | : | Male / Female |
| • Age | : | Upto 29 / 30 and Above |
| • Educational Qualification | : | UG degree / PG degree |
| • Teaching Experience | : | Upto 10 years / 11 years and above |
| • Optional | : | Arts group / Science group |
| • Medium of Instruction | : | Tamil / English |
| • Family Climate | : | Congenial / Disturbed |
| • Study Habit | : | Individual / Group |
| • Locality | : | Rural / Urban |
| • Newspaper Reading | : | Regularly / Rarely |

- Mode of Study at Degree level : Regular / Distance mode
- Viewing Educational T.V Programme : Regularly / Rarely
- Listening Educational Radio Programme : Regularly / Rarely

Objectives of the Study:

- To measure the level of perception on Institutional Climate among B.Ed. students in distance education mode.
- To find out whether there is any significant difference in the level of perception on Institutional Climate among B.Ed. students in distance education mode in terms of select social variables.

Hypotheses of the Study:

- B.Ed. students in distance education mode have the average level of perception on Institutional Climate.
- Select social variables exert a significant influence on perception on Institutional Climate among B.Ed. students in distance education mode.

Methodology – In – Brief:

- Design : Descriptive
- Method : Normative
- Technique : Survey

Sample:

A sample consists of 1850 B.Ed. students studying through distance education mode in Annamalai, Bharathidasan, Madurai Kamaraj and Manonmaniam Sundaranar Universities was constituted.

Tools Used:

The following tools were constructed and standardized by Karuppasamy, M., and Muthumanickam, A., (2014) was used in the present study.

- Perception Scale on Institutional Climate ()
- General Information Sheet

Statistical Treatment:

- “t” test between the large independent samples.
- Pearson’s Product Moment Correlation

Hypotheses Verification:

Hypothesis 1: B.Ed. students in distance education mode have above the average level of perception on Institutional Climate.

The empirical average score of perception on Institutional Climate among B.Ed. students in distance education mode involved in this study is found to be 61.26, while the theoretical average is 41 only. Thus the perception on Institutional Climate among B.Ed. students in distance education mode is found to be more than average level.

Hence the hypothesis 1 is accepted.

Differential Studies on Perception on Institutional Climate:

Perception on Institutional Climate and Independent Variables:

Hypothesis 2: Select social variables exert a significant influence on perception on Institutional Climate among B.Ed. students in distance education mode.

The details of results of test of significant difference between the mean scores of perception on Institutional Climate in terms of Independent variables are given in table 1.

Table 1: Significance of Difference Between the Means of Perception on Institutional Climate: Independent Variables – Wise

| Variable | Sub-Variables | N | M | SD | ‘t’ - value | Significance At 0.05 level |
|---------------------------|--------------------|------|--------|--------|-------------|----------------------------|
| Gender | Male | 290 | 59.171 | 10.114 | 4.087 | Significant |
| | Female | 1560 | 61.687 | 7.749 | | |
| Age | Upto 29 | 184 | 58.125 | 7.524 | 5.949 | Significant |
| | 30 and above | 1666 | 61.635 | 8.216 | | |
| Educational Qualification | UG degree | 1039 | 62.333 | 7.844 | 6.205 | Significant |
| | PG degree | 811 | 59.945 | 8.446 | | |
| Teaching Experience | Upto 10 years | 645 | 60.607 | 8.804 | 2.516 | Significant |
| | 11 and above years | 1205 | 61.649 | 7.861 | | |
| Optional Subject | Arts group | 1613 | 61.775 | 7.613 | 5.181 | Significant |
| | Science group | 237 | 57.957 | 10.981 | | |
| Medium of instruction | Tamil | 1285 | 62.930 | 7.093 | 12.342 | Significant |
| | English | 565 | 57.495 | 9.316 | | |
| Family Climate | Congenial | 1651 | 61.273 | 8.028 | | Not |

| | | | | | | |
|---------------------------------------|---------------|------|--------|-------|-------|-----------------|
| | Disturbed | 199 | 61.562 | 9.743 | 0.402 | Significant |
| Study habit | Individual | 1555 | 61.386 | 8.331 | 1.283 | Not Significant |
| | Group | 295 | 60.759 | 7.568 | | |
| Locality | Rural | 1153 | 61.054 | 7.847 | 1.425 | Not Significant |
| | Urban | 697 | 61.632 | 8.794 | | |
| Newspaper Reading | Regularly | 1321 | 61.518 | 8.377 | 1.984 | Significant |
| | Rarely | 529 | 60.707 | 7.772 | | |
| Mode of study at Degree level | Regular | 296 | 58.335 | 9.291 | 6.059 | Significant |
| | Distance mode | 1554 | 61.908 | 7.818 | | |
| Viewing educational T.V. programme | Regularly | 542 | 60.754 | 7.633 | 1.869 | Not Significant |
| | Rarely | 1308 | 61.506 | 8.437 | | |
| Listening educational Radio programme | Regularly | 542 | 61.217 | 8.163 | 0.155 | Not Significant |
| | Rarely | 1308 | 61.299 | 8.227 | | |

It is evident from the above table that out of thirteen variables eight variables exert a significant influence on perception on Institutional Climate among B.Ed. students in distance education mode. Hence the Hypothesis 2 is Partially Accepted.

Conclusions:

The specific conclusions emerge out of the present investigation are as follows:

- B.Ed. students in distance education mode have above the average level of perception on Institutional Climate.
- Perception on Institutional Climate among B.Ed. students in distance mode is dependent on
 - Gender
 - Age
 - Educational qualification
 - Years of teaching experience
 - Optional subject
 - Medium of Instruction
 - News Paper Reading
 - Mode of study at degree level
- Perception on Institutional Climate among B.Ed. students in distance mode is independent on
 - Study habit
 - Locality
 - Family Climate
 - Viewing educational T.V. programme
 - Listening educational radio programme

Educational Implications and Recommendations:

- The main findings of the study stated that perception on Institutional Climate have the above average level among the B.Ed. students in distance education mode.
- Distance education institutions can provide information like advertisement about the course, admission, fee particulars, course materials, contact seminars, workshops, and conduct of examinations; publish the results, distribution of certificates through printed and electronic media for the benefit of various age group of learners for their distance education courses.
- Distance education institutions can provide more facilities that are infrastructural, laboratories equipments and reference materials to attract science subject students in distance education mode.

The distance education is having more scope in present and also future. The distance education mode attracts more number of people who wants to pursue higher education along with their career and also career mobility.

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