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## Work Culture of Teacher Educators

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### Abstract

This piece of writing discusses the work culture of teacher educators in terms of their Team work, Obligation, Leadership and Role clarity and to find whether there is any significance difference among teacher educators in their work culture in terms of gender and type of institution. The investigator employed simple random sampling technique to select 120 teacher educators who are working in 13 Colleges of education affiliated to TamilNadu Teachers Education University, Chennai. The investigator has used Work Culture Inventory (WCI) developed and validated by Michael J Leo, Shaiju Francis (2018), which contains 32 statements with five alternatives against each statement. The findings of the study are (a) The male and female teacher educators do not differ in their team work, obligation, leadership, role clarity and work culture in total; (b) The teacher educators from aided and self-financed colleges of education do not differ in their team work, obligation, role clarity and work culture in total, but the teacher educators from aided colleges showed better performance in their leadership than the self-financed colleges of education as one of the dimensions of work culture.

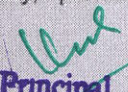
**Key Words** : Work Culture, Teacher Educator, Team Work, Obligation, Leadership, Role Clarity etc.

### Background of the Study

Every teacher education institution has its own culture. Culture is a part of our life. It may be stated about culture, Indian Culture or Foreign Culture, tribal culture, and religious culture. Schein, a long time leading expert in the field of organizational culture, describes culture as a relatively stable pattern of organizational behaviour that lies outside the immediate awareness of the organization's members and reflects the shared behavioural, emotional, and cognitive learning the group

has undergone over time. As an organization evolves, the behaviours of the organization develop a consistent pattern based upon the shared assumptions of the organization (Schein, 1992). Espoused values, group norms, habits of thinking and acting, personnel behaviour are among the more readily understood elements that Schein (1992) believes represent the organization's culture.

The teacher educators need to maintain a healthy, pattern and formula in

  
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the teacher education college so that the prospective teachers will get a health ambience in the institution to study. The mushroom growth of teacher education institutions in Tamilnadu, conversion of teacher education courses into two years and draft level policy of converting teacher education into integrated course made drastic change and showed an inconsistency in the work pattern among the teacher educators which directly and indirectly affects the formation of teachers by the teacher education institutions. The teacher educators are not able to follow a consistent pattern of work due to number of policy, curriculum and administrative changes in the field of teacher education. So this study aims to assess the work culture of teacher educators. The present study is

**Work Culture of Teacher Educators.**

#### Definitions of the Key Terms

By the term work culture, the investigator means that beliefs, thought processes and attitude of the teacher educators, ideologies and principles of the educational organization. It is the work culture which decides the way how the teacher educators interact with each other in the educational organizational functions. In the present study, it includes the dimensions namely team work, obligation, leadership and role clarity of the teacher educators working in the teacher education institutions.

#### Objectives of the Study

- a. To find the level of the work culture of the teacher educators in terms of
  - a. Team work
  - b. Obligation
  - c. Leadership and
  - d. Role clarity
- b. To find out whether there is any significance difference among teacher

educators in their work culture in terms of gender.

- c. To find out whether there is no significant difference between the teacher educators from aided and self-financed colleges of education in their work culture.

#### Null Hypotheses

- a. There is no significant difference between the male and female teacher educators in their work culture.
- b. There is no significant difference between the teacher educators from aided and self-financed colleges of education in their work culture.

#### Methodology

The investigator employed simple random sampling technique to select 120 teacher educators who are working in 13 Colleges of education affiliated to TamilNadu Teachers Education University, Chennai in Tirunelveli, Tuticorin and Kanyakumari District. The sample consists of 31.7% of male and 68.3% of female teacher educators. As this study aims at measuring the Work Culture of teacher educators, the investigator has used Work Culture Inventory (WCI) developed and validated by Michael J Leo (2018), which contains 32 statements with five alternatives against each statement representing the five possible ways such as strongly agree, agree, neutral, disagree and strongly disagree. The four dimensions of work culture are namely, team work, obligation, leadership and role clarity. To ensure the suitability, the content validity was ensured for WCI and the reliability was established by adopting test re-test method which was found to be 0.785. After the collection of data, the data were analysed based on the objectives as follows:

**Objective 1**

Level of Work Culture and its dimensions of Teacher Educators

**Table 1**

*Level of work culture and its dimensions of teacher educators*

Work Culture and its dimensions	Low		Moderate		High	
	N	%	N	%	N	%
Team Work	27	22.5	76	63.3	17	14.2
Obligation	20	16.7	85	70.8	15	12.5
Leadership	28	23.3	77	64.2	15	12.5
Role Clarity	23	19.2	82	68.3	15	12.5
Work Culture	21	17.5	83	69.2	16	13.3

It is inferred from above table that among the teacher educators, 22.5% of them have low, 63.3% of them have moderate and 14.2% of them have high level of Team work.

Among the teacher educators, 16.7% of them have low, 70.8% of them have moderate and 12.5% of them have high of Obligation.

Among the teacher educators, 23.3% of them have low, 64.2% of them have moderate and 12.5% of them have high level of Leadership.

Among the teacher educators, 19.2% of them have low, 68.3% of them have moderate and 12.5% have high level of Role clarity.

Among the teacher educators, 17.5% of them have low, 69.2% of them have moderate and 13.3% have high level of work culture.

**Null Hypothesis 1**

There is no significant difference between male and female teacher educators in their work culture.

**Table 2**

*Difference between male and female teacher educators in their work culture*

Work Culture and its dimensions	Male (N=38)		Female (N=82)		Calculated 't' value at	Remark 5% level
	Mean	SD	Mean	SD		
Team Work	21.24	2.295	21.15	1.976	0.222	NS
Obligation	47.26	4.144	47.20	5.394	0.076	NS
Leadership	25.76	3.017	25.82	3.403	0.087	NS
Role clarity	37.68	4.765	37.35	5.073	0.346	NS
Work Culture	131.95	10.201	131.51	11.279	0.210	NS†

(At, 5% level of Significance, the table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference between the male and female teacher educators in their team work, obligation, leadership, role clarity and work culture in total.

**Table 3**

*Difference between the teacher educators from aided and self-financed colleges of education in their work culture*

Work Culture and its dimensions	Aided (N=50)		Self-Financed (N=70)		Calculated 't' value	Remark at 5% level
	Mean	SD	Mean	SD		
Team Work	21.16	2.044	21.19	2.108	0.067	NS
Obligation	46.82	5.302	47.50	4.818	0.731	NS
Leadership	26.39	3.411	24.98	2.910	2.363	S
Role clarity	37.56	5.361	37.39	4.691	0.189	NS
Work Culture	130.52	12.392	132.46	9.725	0.959	NS

(At, 5% level of Significance, the table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference between the teacher educators from aided and self-financed colleges of education in their team work, obligation, role clarity and work culture in total. But there is significant difference between the teacher educators from aided and self-financed colleges of education in their leadership as one of the dimensions of work culture.

While comparing the mean scores of teacher educators from aided (M=26.39) and self-financed (M=24.98) colleges of education in their leadership, the teacher educators from aided colleges of education are better than their counter parts.

### Interpretations

The 't' test results reveals that the male and female teacher educators does not

### Null Hypothesis 2

There is no significant difference between the teacher educators from aided and self-financed colleges of education in their work culture.

differ in their team work, obligation, leadership, role clarity and work culture in total. This may be due to the fact that the gender differences are nullified by the magnificent efforts taken by a lot women teacher educator who are extremely competent in the field of teacher education like men, even more than that. So there may not be gender differences in their work culture and its dimensions.

The 't' test results reveals that the teacher educators from aided colleges of education showed better leadership quality compared to the teacher educators from self-financed colleges of education. This may be due to the fact that the teacher educators from aided colleges may be clear in their role to be executed and the field of interest in a specific domain of teacher education. So they might have identified their area of

strength in which they may guide the youngsters and prospective teachers properly. S they may express better leadership quality.

### Recommendations and Educational Implications

The following are the recommendations as educational implications which are derived from the findings

- ◆ As the gender gap is minimised in the work culture of teacher educators, the universal standard teacher education curriculum could be reached through faculty exchange, research abroad, MOU with foreign universities and comparative studies at international levels.
- ◆ The visit of Indian teacher educators to other International Universities, Colleges of Education and Research institutes could be made mandatory for their Career Advancement Schemes.
- ◆ The linkages among the agencies of teacher education may create better clarity on the work culture among the teacher educators.
- ◆ The orientation and refresher courses need to be specific on the issues of the components of teacher education such as

Internship, Professional Development, pre-service Skill development for teachers and curriculum transaction.

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