

## Research Article

# A Study of the Impact and Reflection of Vision and Mission Statement on the Behaviour of Student Teachers with Respect to Institutional Climate of the Teacher Education Colleges

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**How to cite this article:**

Pereira EN. A Study of the Impact and Reflection of Vision and Mission Statement on the Behaviour of Student Teachers with Respect to Institutional Climate of the Teacher Education Colleges. *J Adv Res Humani Social Sci* 2023; 10(2):1-5.

Date of Submission: 2023-09-11

Date of Acceptance: 2023-10-20

## A B S T R A C T

Institutional Climate is a vital factor in the overall achievement of an organization. It is an unwritten personality and the environment of a school which has an impact on its norms, value and expectations. To large extent vision and mission of the organization is reflected in the institutional climate. Colleges of teacher education work towards preparing effective teachers to meet the needs and confront the challenges of the diverse society. The present study is an attempt to study the Impact and Reflection of vision and mission statement on the Behaviour of Student Teachers with respect to Institutional Climate of the Teacher Education Colleges. Colleges of teacher education work towards helping the future teachers to recognize and utilize the knowledge that they possess in many ways in different settings the present study has taken into consideration the aspects of institutional climate such as Esprit, Communication and Transparency.

**Keywords:** Impact And Reflection, Vision, Mission, Behaviour of Student Teacher, Institutional Climate

## Introduction

Institutional Climate is the most influential aspect of the institution. Institutional climate enhances the overall productivity of the institutions by fostering well-being of the employees. Today many institutions are trying to become learning organizations infact it is the need of the hour. Institutions try to build the institutional environment of trust for individuals, to recognize the needs of the individuals and to acknowledge the strengths and limitations of the individuals.

Teacher education institutions are concerned with how to structure the institutional climate in order to develop perceptions, values and beliefs to influence the behaviour

of their work force. Researches showed that successful organizations, including educational institutions, had a consistency in values and culture rather than procedures and control systems, which provides the glue that holds them together, stimulates commitment to a common mission, galvanizes the creativity and energy of their participants.

The review of related literature indicates that though the institutional climate plays a vital role in increasing the efficiency not much studies are conducted to study the impact of it on the behaviour of the students. Some of the studies are Organizational Climate of Teacher Education Institutions in and Around Kolkata by Anusri Kundu<sup>1</sup> and Anindya Basu,<sup>2</sup> Organizational Climate of Teacher

Education Institutions in West Bengal in Relation to Teacher Educators' Motivation to work by Mashab Ghosh<sup>1</sup> and Abhijit Guha,<sup>22</sup> 2016. The research study on Transnational Study on Organizational Climate of Educational Institutions in India and Bhutan' by Dr. (Mrs.) Vandana Punia<sup>1</sup> and Dr. (Mrs.) Amita Kaushik.<sup>2</sup>

### **Methodological Framework**

From the review of related literature it was observed that institutional climate being the important aspect of the institution it is necessary to study how it impacts the behaviour of the student teachers

### **Statement of the problem**

A study of the Impact and Reflection of vision and mission statement on the Behaviour of Student Teachers with respect to Institutional Climate of the Teacher Education Colleges.

### **Definition of the Terms**

#### **Vision and Mission Statement**

For the present study vision and mission statement has been defined as the philosophy of the managements of selected English medium colleges of teacher education which projects where the institution should go and what major changes and challenges it should adopt and how to link its activities to the needs of the society and legitimize its existence.

#### **Institutional Climate**

For the present study institutional climate is defined as impact and reflection of vision and mission statement on developing the potential of people through constructive activities and democratic attitude while keeping in mind their strengths and limitations. In the aspects it is also highlighted that liveliness, open communication and transparency contributes in helping institutions to know their reason for being in business. This spreads inspiration, gives direction and improves the level of commitment.

#### **Colleges of Teacher Education**

For the present study colleges of teacher education is defined as the selected aided and unaided English medium institutions transmitting the Bachelor of Education course of the University of Mumbai.

#### **Student Teacher**

For the present study student teacher is defined as a student studying for Bachelor of Education course of the University of Mumbai in the selected aided and unaided English medium colleges of teacher education.

#### **Objective**

To compare the specific behaviour of the student teachers in

the area of institutional climate in the following categories of the sample.

In the following aims and objectives categories with respect to student teachers are:

- Aided and Unaided colleges of teacher education
- Male and Female student teachers
- Graduate and Post graduate student teachers

### **Hypothesis**

There is no significant difference in the impact and reflection of the vision and mission statement on the specific behaviour of student teachers in the area of institutional climate in the categories of the sample.

### **Institutional Climate**

- Esprit
- Communication
- Transparency
- Aided and Unaided colleges of teacher education
- Male and Female student teachers
- Graduate and Post graduate student teachers

### **Population of the Study**

The population of present research study consists of student teachers of aided and unaided colleges of teacher education.

### **Sampling**

The B.Ed colleges of teacher education in greater Mumbai are mainly of two types, aided and unaided. The researcher identified the colleges that are completed minimum 5years of existence and atleast once gone through NAAC accreditation.

The sample of the study was selected using purposive sampling method. It is defined as, <sup>1</sup>"the selection of a group of people, events, behaviors, or other elements that are representative of the population being studied in order to derive conclusions about the entire population from a limited number of observations." The colleges selected for the present research study were mainly based on two criteria that are atleast once gone through NAAC accreditation and minimum five years of existence. Hence the purposive sampling method was used in the present study.

### **Nature and Size of the Sample**

For the present research study the data was student teachers from selected colleges of teacher education. Hence the data was collected from student teachers enrolled in the selected colleges of teacher education. The study includes only the English medium colleges of teacher education. The total no of colleges selected for the study is 10. Out of these

10 colleges five colleges were aided and 5 were unaided.

The sample of the present study consists of 570 student teachers studying in selected English medium aided and unaided colleges of teacher education affiliated to the University of Mumbai, situated in Greater Mumbai area, minimum 5 years of existence and atleast once gone through NAAC accreditation.

**Interpretation of ‘t’**

**Type of College: Aided and Unaided Colleges of Teacher Education**

from the Table 2, it can be seen that the t value of the impact and reflection of the vision and mission statement on the specific behaviour of student teachers in the area

**Table 1.Descriptive statistics of scores of impact and reflection of vision and mission statement on the specific behaviour student teachers in the area of institutional climate of selected colleges of teacher education**

Area IC	Categories	N	Mean	Median	Mode	S.D.	Skewness	Kurtosis
	Total	570	98.54	100.00	100.00	13.86	-.836	.973
Type	Aided	330	101.50	103.00	100.00	13.50	-1.216	2.195
	Unaided	240	94.48	95.00	87.00	13.35	-.513	.527
Gender	Male	47	95.72	97.00	100.00	11.06	-.117	0.055
	Female	523	98.80	100.00	100.00	14.07	-.888	1.036
Quali	Grad	397	96.93	98.00	98.00	14.12	-.852	1.134
	Post Grad	173	102.23	104.00	100.00	12.53	-.723	.001

The descriptive statistics for the institutional climate scores for student teachers of colleges of teacher education are presented in Table 1. The mean and median values for the total sample and for the categories do not differ much, except for unaided colleges of teacher education and male student teachers which indicates normality of the distribution. The SD for all the distributions is almost the same, except for the category of male student teachers. All the distributions are negatively skewed showing high institutional climate in the total sample as well as the categories. The kurtosis values indicate that the distributions are platykurtic in nature except for male and post graduates student teachers which is leptokurtic or peaked in nature except for aided category. This shows high concentration of scores at the higher end.

of institutional climate of aided and unaided colleges of teacher education is 6.16 which is significant at 0.01 level with df = 568. It means that the mean scores of the impact and reflection of vision and mission statement on the specific behaviour of student teachers in the area of institutional climate of aided and unaided colleges of teacher education differs significantly. In this context the null hypotheses that there is no significant difference in the impact and reflection of vision and mission statement on the specific behaviour of student teachers in the area of institutional climate of aided and unaided colleges of teacher education is rejected. Further the mean score of the impact and reflection of vision and mission statement on the specific behaviour of student teachers in the area of institutional climate of aided colleges of teacher education

**Table 2.Relevant statistics for t-test of the impact and reflection of vision and mission statement on the specific behaviour of student teachers in the area of institutional climate in the categories of the sample**

VariableC	Groups	N	df	Mean	S.D.	SEd	t	level of significance
Type	A	330	568	101.50	13.44	1.14	6.16	S0.01 (2.58)
	UA	240		94.48				
Gender	Male	47		95.72	13.85	1.72	1.79	NS
	Female	523		98.80				
Quali	Grad	397		96.93	13.65	1.18	4.49	S0.01 (2.58)
	P.Grad	173		102.23				

The original and the smoothed frequency polygons depict the distributions in a pictorial form and support the distribution of the descriptive statistics.

is 101.50 which is significantly higher than that of unaided colleges of teacher education whose mean score of the impact and reflection of vision and mission statement on

the specific behaviour of student teachers in the area of institutional climate is 94.48. It may therefore be said that impact and reflection of vision and mission statement on the specific behaviour of student teachers in the area of institutional climate of aided colleges of teacher education were found to be significantly superior to the impact and reflection of vision and mission statement on the specific behaviour of student teachers in the area of institutional climate of unaided colleges of teacher education.

#### **Gender: Male and Female Student Teachers**

The t value of the impact and reflection of the vision and mission statement on the specific behaviour of male and female student teachers in the area of institutional climate of colleges of teacher education is 1.79 which is not significant at 0.05 level with  $df=568$ . It means that the mean scores of impact and reflection of vision and mission statement on the specific behaviour of male and female student teachers in the area of institutional climate of colleges of teacher education does not differ significantly. In this context the null hypotheses that there is no significant difference in the impact and reflection of vision and mission statement on the specific behaviour of male and female student teachers in the area of institutional climate of colleges of teacher education is accepted.

#### **Qualification: Graduate and Post Graduate Student Teachers**

The t value of the impact and reflection of the vision and mission statement on the specific behaviour of graduate and post graduate student teachers in the area of institutional climate of colleges of teacher education is 4.49 which is significant at 0.05 level with  $df=568$ . It means that the mean scores of impact and reflection of vision and mission statement on the specific behaviour of graduate and post graduate student teachers in the area of institutional climate of colleges of teacher education differs significantly. In this context the null hypotheses that there is no significant difference in the impact and reflection of vision and mission statement on the specific behaviour of graduate and post graduate student teachers in the area of institutional climate of colleges of teacher education is rejected. Further the mean score of the impact and reflection of vision and mission statement on the specific behaviour of graduate student teachers in the area of institutional climate of colleges of teacher education is 96.93 which is significantly lower than the impact and reflection of vision and mission statement on the specific behaviour of post graduate student teachers of colleges of teacher education whose score is 102.23. It may therefore be said that the impact and reflection of vision and mission statement on the specific behaviour of post graduate student teachers in the area of institutional climate of colleges of teacher education were found to be significantly

greater to the impact and reflection of vision and mission statement on the specific behaviour of graduate student teachers in the area of institutional climate of colleges of teacher education.

#### **Result**

##### **The findings of the Study Are**

The impact and reflection of vision and mission statement on the specific behaviour of student teachers in the area of institutional climate differs significantly among the student teachers of aided colleges of teacher education as compared to the unaided. It is also observed that in the male and female category of student teachers the impact and reflection of vision and mission statement does not differ significantly. In the category of qualifications the impact and reflection of vision and mission statement is significant among the post graduate student teachers compare to graduates.

The vision and mission statement has a high impact and reflection on student teachers institutional climate, this shows that vision and mission statement has very important role to play in the formation as well as moulding of various areas of the colleges of education.

Among the student teachers in the category of qualifications post graduate student teachers show high impact and reflection of vision and mission. It is interesting to know that compared to graduate student teachers post graduate student teachers are less in number but still they display very high impact and reflection of vision and mission statement.

In the gender category female student teachers are showing high impact and reflection of vision and mission statement.

#### **Conclusion**

Vision and mission are inspiring words chosen by the many successful institutions to concisely convey the direction of their institution. The colleges of teacher education must constantly evaluate their vision and mission statement to create new objectives and goals suitable to the changes taking place. Such intellectual deliberation will help the institutions in knowing what the institutions are doing and where they are heading. It will further help the institutions to venture into new trends which are emerging in the field of education. This will further motivate the educational institutions in setting benchmarks and therefore, enhancing the quality. As the demand for effective and skilled teachers is increasing globally this culture will surely increase the productivity and the employability of the teachers. To conclude a well-crafted vision and mission statement of teacher education institution can create a vibrant institutional climate which will play significant role in energize the internal and external stakeholders. hence

implying a positive impact of organization's mission and vision on organizational performance.

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