

## **ABSTRACT**

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**Topic of Research** : A Study of Teacher Education Institution Climate and  
Personal Values and Professional Ethics of Student Teachers  
in Government and Private Institutions.

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In its vision for Teacher Education, the NCF 2005 highlights the fact that teacher education must become more sensitive to the emerging demands from the school system. For this it must prepare the teacher for the roles of being an encouraging, supportive & humane facilitator in teaching-learning situations to enable learners to discover their talents, & an active member of a group of persons who makes a conscious effort for curricular renewal. Hence, the need for professional ethics in teachers. National Curriculum Framework, 2005 addresses teachers as ‘agents of change’. (P-107) While discussing the major shifts in Teacher Education Program, NCF 2005 says, “The social climate of the school & the classroom exert a deep influence on the process of learning & education as a whole.” (p. 110). This climate in the schools is created by the teachers. The orientation with which these teachers enter the school system is directly influenced by the Teacher Education Institute Climate they are carrying from. If teachers are to become ethically aware then the pre-service teacher education program is the most important place for the inclusion of ethical content and commitments required in the teaching profession. Thus, if we want this change to be effected into school system, we need to ensure that the Teacher Training Institute Climate is reinforcing the same in teacher-trainees Educational institutes have transformed their role from preparing individuals to producing human machines devoid of human values. In such a condition, it is interesting to examine the developing value pattern especially personal values of the prospective teachers who are the purveyor of our developing society.

The present research intends to study the perception of student-teachers towards existing climates of their institutions, personal values and professional ethics in government and private teacher education institutions.

Descriptive survey method was being adapted for this study. Population comprises of students-teachers (400) of four government and four private institutions of Delhi and NCR was drawn using random sampling technique. The data were collected with the help of five tools namely, Professional Ethics Perception Scale for Student-teachers (PEPSST) (self constructed), Teacher Education Institution Climate Scale (TEICS) (self constructed), Personal Value Questionnaire (PVQ) by G P Sherry and R P Verma (2006), Descriptive Questionnaire on Professional Ethics (self constructed) and Interview Scale on Professional Ethics (self constructed). In order to give meaning to the data, analysis of the data utilized both qualitative and quantitative methods. Standard statistical techniques used in this study were – descriptive statistics, correlation statistics and inferential statistics.

The various types of analyses and the corresponding results in the above section revealed that almost all the variables were positively correlated to the perception of professional ethics of student-teachers in both types of TEIs. The result infers that the student-teachers in government and private TEIs have moderate positive perception towards their institutional climate being found in the institution. The study has also tried to establish that there was a significant difference in the TEICs and professional ethics of student-teachers in government and private TEIs. The study also established that there is positive as well as negative correlation between some attributes of personal values with professional ethics of student-teachers of selected TEIs.

In the nutshell, the study establishes that TEIC and all the ten types of personal values of student-teachers have 15.24% contribution on the perception towards professional ethics (Multiple R 0.445, R Square 0.1524). Whereas TEIC alone has 12.9% in predicting student-teacher's perception as personal values has the remaining contribution. TEIC is an important predictor for determining student-teachers perception towards professional ethics.

One of the major conclusions of the present study has been that the TEIC and personal values of student-teachers have direct bearing on the professional ethics of student-teachers. Therefore, the climate of the institutions and personal values of student-teachers must be duly taken care of. A small effort has been made by the investigator to prod the less explored field of professional ethics in teacher education. A lot of serious and good quality work needs to be taken up at various levels to study this variable.