



Relationship between School Climate and Tenacious Behavior of Special Education Teachers of Kerala.

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ABSTRACT : Tenacious behaviors are key to success in any field especially in Special Education, Teacher Tenacity plays a vital role to nourish non cognitive traits which is viewed as 21st century skills for success and satisfaction. The paper attempts to study the relationship between School Climate and Teacher Tenacity among 400 special education teachers from Central and Southern Kerala. The data were collected through survey method by administering the tools namely Scale of School Climate factors in teaching (Usha and Thankam, 2018) and a Scale on Teacher Tenacity (Usha and Thankam, 2018). Mean difference analysis and correlation were used to analyze data. The result revealed that there is significant correlation between School Climate and Tenacious behavior of teachers for total sample and samples based on locality and type of management of institution. Mean difference analysis revealed that there is significant difference in urban and rural teacher for both School Climate and Tenacity. Government and unaided school teachers differ in their perception regarding School Climate.

KEYWORDS: School Climate, Tenacity

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I. INTRODUCTION

Special education sector always demands teacher's efficacious behavior in order to cater vivid student community. Teacher's in service and pre service preparations are needed to change to equip teachers with enthusiasm and flexible mindsets. The factors associated with School Climate may influence teacher's actions and behavior inside the institution[1]. Social learning theory proclaimed that modeling better teacher performance vicariously influence student outcomes. Thus improvement in special education settings demands better teacher qualities and circumstances.

School Climate denotes the social emotional, ethical, academic and structural aspect of school life [5]. Teacher's dispositions towards school life definitely reflect on outcome behavior of teachers at special school. Teacher's perceptions of School Climate influence one's ability to implement school based reforms and programs [2] and [8]. Schools with high relational trust or social relationship among school community improve student outcome [4]. Inter personal relations and administrative policy are the describing fact that create a negative climate [10]. School Climate related factor such as inadequate support from school administration student discipline problem and limited freedom in school decision making, must control the characteristics of both teachers and students [11]. Interpersonal relation and supportive atmosphere arises out of individuals capacity to hold positive flexible mindsets and progressive goals; that is a Tenacious teacher is a necessity in any educational setting especially in special education. Tenacity, as a quality essential for better teacher accommodation arises out of many things. But the paper tries to exfoliate the relationship between School Climate factors and Tenacious behavior of teachers in special schools.

Tenacious behavior of teachers include growth mindset, goal setting, belonging, value affirmation and self regulation in teaching. Purposeful goal setting ,broad determinant mindset towards challenges , value attached practices, and self controlled strategies and decisions are key aspects of Teacher Tenacity in Special Education settings. Teacher Tenacity is exfoliated when teachers are seeking and enjoying challenging teacher encounters and remained unhindered in the face of uncertainties in teaching. In Special Education the properties of teachers and schools that promote student Tenacity are challenge(promote growth mindset and set learning goals in students), scaffolding(provide cognitive and motivational support that lead to self regulation) and

belonging (promote connectedness and acceptability) [6]. Teachers who are self-determined individuals can foster self-determination in students while teaching[9]. Thus Teacher Tenacity pave way for better social adaptation and survival to pupils with intellectual differences.

Mindsets of teachers are the psychological resources that decorate teacher behavior, establish teaching learning environment and enhance the teacher student relationship. Critical shortage of special education teachers due to attrition emerged from teacher's narrow perception regarding job design and role dissonance [7]. Poor working conditions are another major element apart from teacher's mindset that flourish special school teaching and learning process. Role dissonance is deduced from the difference between teacher expectations of experience from the special school and their perceptions regarding regular education [3] and [7]. Tenacious teachers are the backbone to any educational enterprise that promotes success and effective pupil outcomes.

II. NEED FOR THE STUDY

The special education is an emerging area that need tremendous changes in its' form and structure. Especially the teacher preparation regarding special education programmes should consider the positive psychological qualities like Tenacity, positive mindset etc and how these qualities can be developed in various conditions of special schools. Studies regarding teacher retention, and attrition connected with teacher's mindsets [3] and role dissonance [7] are the undercurrent to conduct a study which find out the relationship between School Climate and Teacher Tenacity among Special Education Teachers from Central and Southern part of Kerala. A need for excellence and accountability in teaching are the milestones teachers have to achieve for better functioning in special education sector.

III. OBJECTIVES

The objective of the present study are as follows

- To find out whether there exist any difference in the mean scores of urban and rural teachers for School Climate and Teacher Tenacity for total sample.
- To find out whether there exist any difference in the mean scores of government and unaided teachers for School Climate and teacher Tenacity for total sample.
- To find out the relationship between School Climate and Teacher Tenacity for total sample and subsamples based on locality and type of management of institution.

IV. HYPOTHESES

The hypotheses are

- There is significant difference in the mean scores of urban and rural school teachers for School Climate and Teacher Tenacity.
- There is significant difference in mean scores of government and unaided school teachers for School Climate and Teacher Tenacity.
- There is relationship between School Climate and Teacher Tenacity for total sample and subsamples based on Locality and Type of Management of Institution.

V. METHODOLOGY

A descriptive survey is adopted for the study. Population comprised of special education teachers from Southern and Central part of Kerala.

Sample: 400 teachers are selected by random sampling method, giving due importance to subsamples selected such as urban, rural, government and unaided school teachers.

Tools used : A scale on School Climate comprised of 40 items which encompass items regarding four aspects of School Climate (safety, teaching-learning relationship and environmental / structural) The tool is standardized after pilot testing. The coefficient of criterion validity obtained is 0.76 and reliability coefficient is 0.75.

A scale on Teacher Tenacity (Usha and Thankam, 2018) is a 26 item scale which deals with various subcomponent of Tenacity in teaching context. The coefficient of criterion validity obtained is 0.79 and the reliability coefficient obtained is 0.78.

Statistical technique used : Preliminary analysis, mean difference analysis and correlation analysis is used to analyze data and to obtain results

VI. ANALYSIS, INTERPRETATION AND DISCUSSION

Preliminary analysis of the scores of independent variable School Climate and dependent variable; Teacher Tenacity were done to know basic characteristics of sample selected. The important statistical indices like mean, median ,mode , standard deviation, skewness, and kurtosis are calculated .The result of preliminary

analysis reveal that the sample distribution approaches to normality. The result of mean difference analysis is presented in Table 1.

Table I
Data and result of significance of difference between mean scores of School Climate and Teacher Tenacity based on locality and type of management of institution.

Variable	Sample	Number	Mean	Standard Deviation	T value
School Climate	Urban	129	101.32	12.26	2.63**
	Rural	271	104.48	10.73	
	Government	33	95.82	11.51	4.13**
	Unaided	367	104.15	11.07	
Teacher Tenacity	Urban	129	66.65	7.60	- 1.11
	Rural	271	67.65	07.52	
	Government	33	65.97	08.23	- 1.02
	Unaided	367	67.37	07.49	

P<0.01

The results reveal that for School Climate, urban and rural samples and government and unaided samples differ significantly, while for Teacher Tenacity urban and rural samples, government and unaided samples are similar.

The coefficient of correlation of School Climate and Teacher Tenacity were computed for total sample and subsample based on locality and type of management of institution and are presented in table II.

Table II
Result of correlation between School Climate and teacher Tenacity for total sample and the subsamples based on locality and type of management of institution.

Sample	Number	r value
Total sample	400	0.52**
Urban	129	0.59**
Rural	271	0.48**
Government	33	0.56**
Unaided	367	0.52**

p≤0.01

The result of correlation reveal that there is significant relationship between School Climate and Teacher Tenacity for total sample and subsamples selected for the study . School Climate is positively correlated with the Tenacious behavior of teachers irrespective of sample selected which indicate that better the School Climate higher the Teacher Tenacity.

Educational implications

- School Climate factors are instrumental to produce Tenacious behavior in teaching .
- To inculcate positive non cognitive traits in students, teachers have to acquire that qualities through teacher preparation programmes.
- To structure School Climate, institutions must provide provisions for healthy personal interactions among members of school community.
- Flexible mindsets and long time goal orientation among special school teachers are an added advantage for better pupil outcome.

VII. CONCLUSION

Special education teachers are confronting with differences in pupil such as situational, academic and personal variations in which academic and personal elements can be reduced more easily by preventive interventions while situational elements like School Climate factors need a collaborative approach to dilute the issues attached with it. Authorities from government and non governmental agencies should consider a conducive and progressive School Climate for making teaching and learning more meaningful and worthwhile. If teachers are better accommodated that will make more tenacious behavior in teaching, which reflect later in students better behavioral outcome.

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