



An investigation of Effects of Capabilities of Teacher Education University on Student Teachers' Teaching Mood and Vivacity

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Abstract

The present research was conducted aiming to investigate the effects of capabilities of Teachers Education University on the student teachers' teaching mood and vivacity. The study was conducted using correlational descriptive study design in which the statistical population included all the B.A. (Hons) students, totally 898 subjects, of Teachers Education University in Chaharmahal and Bakhtiari Province during the 2016-2017 school year. A total of 148 questionnaires were distributed among the student teachers through stratified random sampling method. Then, in order for data analysis, the Pearson correlation test and stepwise regression analysis were used. According to the obtained results, the students' teaching mood and vivacity had significant positive relationships with the organizational atmosphere of university, the educational equipment and facilities of university, future job expectations, and the use of student teachers' creativities.

Keywords: Teachers Education University; Mood; Teaching Mood; Student Teacher

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1. Introduction

Education can be considered as one of the fundamental pillars in any society, so that survival, endurance, and progress of the society depend on the quality of education.

Teachers Education University is a university known as the one characterized with provision, education, and empowerment of human resources for the Ministry of Education, pioneer in education, research, and production of the influential science needed for education, excellence in training-based education and professional competencies, capability for exploiting novel educative technologies for its missions, being founded on the basis of Islamic regime's measures, having faithful managers and faculty members who are featured with Islamic ethics, piousness, seeking for

excellence and evolution, and belief in a global justice society (realization of Mahdavi Society) [1].

Creating and expanding the teacher training institutes along with various and appropriate programs can provide the ground for educating teachers who can acquire the necessary skills in humanistic and perceptive dimensions and exploit their knowledge and experiences in order for changing the unexperienced human beings into creative, maturing, and balanced ones [2].

Mood refers to the feelings exhibited by an institute's staff, as groups and group members, in working conditions and requirements, which affect the organization's environment and performance. Mood is a group phenomenon and is indeed the staff's attitude toward the organization, management, working conditions, and colleagues [3].

One of the major factor with which the organizations are currently engaged is the low efficiency and productivity of their human forces. Encouraging and pleasing the teachers plays an important role in quality, efficiency, effectiveness, and improvement of education. One of the effective factors in creating and enhancing the teachers' mood is to provide good atmosphere in the schools; besides, enhancing the staff's mood requires satisfaction of their needs in the working environment, and only those managers who provide the ground for satisfaction of their staff's high-level needs will accomplish creating suitable mental environment within the organization [4].

Mood is a combination of the attitude, feelings, and emotions of the individual(s) toward performing a job, as much as possible, in a working environment [5]. Today, having high-energy and creative staff with committed human assets is considered as the most important organizational resource [6].

A teacher is considered as one of the fundamental pillars in education and the teacher's key role in the teaching process has made the education experts to believe in the high dependence of education quality in any society on the teachers' performance quality; therefore, educating and providing efficient and high-mood teachers is one of the major issues due to which the education system's authorities and experts should adopt an appropriate approach in order to provide an atmosphere within the schools wherein the teachers can exhibit higher performance and efficiency [7] (Wiles, 1995).

As indicated by the studies in this regard, the teachers' vivacity and hopefulness would increase the level of capability, competency, and efficiency among the students leading to the enriched social relationships (Stansbury and Hui, 2009).

According to the studies, taking the mental aspect of an organization into account can result in the increased efficiency, motivation, mood, and performance of the staff. What meant by this aspect of organization is indeed the organizational atmosphere, which has a major contribution to the organization's effectiveness [8]. As stated by researchers, the organizational atmosphere, in case of being at a good level, can play a considerable role in creation of a sense of satisfaction among the staff. Accordingly, an individual with a more positive attitude toward the organizational atmosphere will have, then, a positive attitude toward his job and will accept the organization's goals and values for which he will do his best [9].

The present paper is aimed to investigate the effects of capabilities of Teachers Education University regarding the student teachers' teaching mood. One of the most important factors affecting the staff's mood in any organization is the dominant atmosphere within that organization. Organizational atmosphere refers to the whole

internal environment of the organization and includes a set of features observed by the members of that organization. It describes the organization. It separates an organization from other ones. It affects and guides the staff. It also refers to the level of individual independence given to the members of the organization, level and degree of the communicative goals, rules, and methods determined by the superintendents for their subordinates, as well as the behaviors rewarded by the organization and types of the suggested rewards (Brown and Moberg, 1980).

Mood represents the staff's willingness or unwillingness to do the works; in other words, the staff's perception of their job and the level of efforts and desire exhibited by them to achieve the organization's goals is known as the working mood of an organization's employees [10]. One of the psychological concepts associated with working behavior, which has been highly regarded in recent years, is job attachment. Job attachment is defined as a positive mental status associated with the job, which is characterized with energy, sacrifice, and job attractiveness. The job-attached employees have high energy and exhibit sufficient eagerness and enthusiasm for performing their occupational duties; besides, they are so concentrated on their job that they do not even perceive the passage of time [6,11]. Kohen (1995) believes that job attachment is a desirable feature since the employees with high job attachment seem to have job satisfaction, demonstrate positive mood during their work, and exhibit high commitment to the organization and their colleagues. Such employees rarely think about resignation and are expected to work for many years for their organization (Brown, 2007).

To date, several studies have been conducted on the staff's mood in different organizations, yet there is no research on the teaching mood and vivacity of the students of Teachers Education University. Nevertheless, it can be said that the previous studies have assessed the hypotheses of the present work and confirmed the effects of the organizations' capabilities on the staff's mood. For instance, Karimifard et al. (2015) concluded that there is a significant positive relationship between organizational confidence and job engagement in Allameh Tabatabaei Complex of Teachers Education University, Khorramabad [12]. Ghasemi et al. (2013) showed that job engagement and its dimensions can positively affect the organizational citizenship behavior [13]. Safari (2015), in his paper entitled "*An Investigation of the Relationship between Organizational Commitment and Job Engagement among Student Teachers*", concluded that the more satisfactory working environments cause the student teachers to feel a higher sense of commitment to their working environment and

exhibit more cooperation with others [14]. Moreover, in another paper entitled "An Investigation of the Relationship between Organizational Atmosphere and Job Attachment in Schools in Semnan", Mesbahian (2016) concluded that there is a relationship between organizational atmosphere and job attachment in the schools in Semnan [15]. On this basis, the present work is aimed to investigate the effects of capabilities of Teachers Education University on the student teachers' teaching mood and vivacity.

2. Method

The present research was conducted using correlational descriptive method, which was implemented through distribution of the researcher-made questionnaire. The statistical population of the study included all the 898 B.A. (Hons) students of Teachers Education University in Chaharmahal and Bakhtiari Province during the 2016-2017 school year. Out of this population, a total of 148 subjects were selected through stratified random sampling method, including 46 students from Bahrololum Complex, 50 students from Shahid Rajaei Higher Education Center in Farrokhsahr, and 52 students from Shahid

Bahonar Complex in Shahrekord. The researcher-made questionnaire distributed among the subjects consisted of 23 questions evaluating the research hypotheses. Subsequently, the Pearson correlation test and stepwise regression analysis were used for analysis of the collected data.

3. Findings

3.1 Research hypotheses

1. There is a relationship between the university's organizational atmosphere and the student teachers' teaching mood and vivacity.

Based on the values obtained for the relationship between the two variables "organizational atmosphere of Teachers Education University" and "teaching mood and vivacity of neo-teachers", it can be concluded that there is a positive significant relationship between these variables since the significance level is 0.001, which is smaller than 0.05.

2. There is a relationship between the educational equipment and facilities of Teachers Education University and the student teachers' teaching mood and vivacity.

Table-1. Correlation between organizational atmosphere of Teachers Education University and neo-teachers' teaching mood and vivacity

		University's organizational atmosphere	Teaching mood
University's organizational atmosphere	Pearson correlation	1	50%
	Significance		0.001
	Number	148	148
Teaching mood	Pearson correlation	0.50	1
	Significance	0.001	
	Number	148	148

Table 2. Correlation between educational equipment and facilities of Teachers Education University and neo-teachers' teaching mood and vivacity

		University facilities	Teaching mood
University facilities	Pearson correlation	1	0.020
	Significance		0.001
	Number	148	148
Teaching mood	Pearson correlation	0.20	1
	Significance	0.001	
	Number	148	148

According to the values obtained for the two variables "educational equipment and facilities of Teachers Education University" and "neo-teachers' teaching mood and vivacity", it can be concluded that there is significant relationship between these variables since the significance level is 0.001, which is smaller than 0.05.

3. There is a relationship between the student teachers' future job expectations in Teachers Education University and their teaching mood.

Based on the values obtained for the two variables "future job expectations" and "neo-teachers' teaching mood and vivacity", it can be concluded that there is a very strong significant relationship between these variables since the significance level is 0.001, which is smaller than 0.05.

4. There is a relationship between the implementation of extracurricular activities in Teachers Education University and the student teachers' teaching mood and vivacity

Table 3. Correlation between future job expectations and neo-teachers' teaching mood and vivacity

	Job future	Teaching mood
Job future	Pearson correlation	1
	Significance	0.78
	Number	148
Teaching mood	Pearson correlation	0.78
	Significance	0.001
	Number	148

Table 4. Correlation between implementation of extracurricular activities and neo-teachers' teaching mood and vivacity

	Extracurricular activities	Teaching mood
Extracurricular activities	Pearson correlation	1
	Significance	0.031
	Number	148
Teaching mood	Pearson correlation	0.031
	Significance	0.042
	Number	148

Considering the values obtained for the two variables "implementation of extracurricular activities" and "neo-teachers' teaching mood and vivacity", it can be concluded that there is a relatively weak relationship between these variables since the significance level is 0.042, which is a bit smaller than 0.05.

Based on the values obtained for the two variables "the use of student teachers' creativities" and "neo-teachers' teaching mood and vivacity", it can be concluded that there is a significant relationship between these variables since the significance level is 0.025, which is smaller than 0.05.

5. There is a relationship between the use of student teachers' creativities and their teaching mood.

6. There is a relationship between the university's academic support for the student teachers and their teaching mood and vivacity.

Table 5. Correlation between the use of student teachers' creativities and their teaching mood and vivacity

	Creativity	Teaching mood
Creativity	Pearson correlation	1
	Significance	0.011
	Number	148
Teaching mood	Pearson correlation	0.011
	Significance	0.025
	Number	148

Table 6. Correlation between Teachers Education University's academic support for student teachers and neo-teachers' teaching mood and vivacity

	Academic support	Teaching mood
Academic support	Pearson correlation	1
	Significance	0.62
	Number	148
Teaching mood	Pearson correlation	0.62
	Significance	0.001
	Number	148

According to the values obtained for the two variables "Teachers Education University's academic support for student teachers" and "neo-teachers' teaching mood and vivacity", it can be concluded that there is a moderate significant relationship between these variables since the significance level is 0.001, which is smaller than 0.05.

4. Discussion and conclusion

The present research was conducted aiming to investigate the effects of capabilities of Teachers Education University on the student teachers' teaching mood and vivacity. The results indicated that the capabilities of Teachers Education University have significant effects on the student teachers' teaching mood and vivacity. These findings are consistent with those of previous works including Karimifard et al. (2015), Ghasemi et al. (2013), Safari (2015), and Mesbahian (2016) [12-15].

For instance, Ghasemi et al. (2013) showed positive effects of job engagement and its dimensions on the organizational citizenship behavior [13]. Karimifard et al. (2015) indicated the positive significant relationship between the organizational confidence and the sense of job engagement in Allameh Tabatabaei Complex of Teachers Education University in Khorramabad [12]. Safari (2015), in his paper entitled "An Investigation of the Relationship between Organizational Commitment and Job Engagement among Student Teachers", concluded that the more satisfactory working environments cause the student teachers to feel a higher sense of commitment to their working environment and exhibit more cooperation with others [14]. Also, in another paper in this regard entitled "An Investigation of the Relationship between Organizational Atmosphere and Job Attachment in Schools in Semnan", Mesbahian (2016) concluded that there is a relationship between organizational atmosphere and job attachment in the schools in Semnan [15]. In the present study, by analyzing the questionnaires, it can be concluded that the factors such as the university's organizational atmosphere, educational equipment and facilities, and the used of student teachers' creativities would affect the students' teaching mood. Besides, future job expectations, academic support for students, and implementation of extracurricular activities have strong, moderate, and relatively weak effects on the student teachers' teaching mood, respectively.

Based on the results of the present study, Teachers Education University is expected to do its best in order to make a better use of its capabilities for

improving the student teachers' teaching mood and vivacity.

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