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Enquiring into the Efficacy of Senior-secondary School Teachers with Respect to Their Locale and Organisational Climate

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Abstract

The present study focuses on determining Teacher Efficacy of senior-secondary school teachers in relation to their locale and Organisational Climate. Sample of the study consisted of 400 teachers, selected through stratified random sampling, belonging to the state of Odisha. The Standardised Teacher Efficacy scale and Organisational Climate Inventory were used to measure the Teacher Efficacy and Organisational Climate of senior-secondary schools. Statistical techniques such as “t” test and Two-way ANOVA were used to find out the significant difference between rural and urban schools and to see the effect of Locale and Organisational Climate on Teacher Efficacy. The result of the study showed that rural and urban teachers don't differ in Teacher Efficacy. On the other hand difference was marked between open and closed climate schools in Teacher Efficacy. The result of two way ANOVA revealed that Locale of senior-secondary school teachers is not affecting the Teacher Efficacy where as Teacher Efficacy is affected by the Organisational Climate of the school. The interaction effect of Locale and Organisational climate on Teacher Efficacy was found statistically significant at 0.05 level.

Key words: Teacher Efficacy; Secondary School; Locale; Organisational Climate

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INTRODUCTION

Teaching is one of the oldest professions in the world. Indeed it is the mother of all professions because practitioners in other professions are taught by the teacher. Teachers are central to any consideration of schools, and a majority of education policy discussions focus directly or indirectly on the role of teacher (Barix, 2010). Teaching being a most sacred and holistic profession, it has to leave an imperishable mark of self sacrifice before the individual and society at a large. Teachers are the role model for the students. The teacher must set a high sense of professional integrity and ideals as his/her each chunk of behaviour is minutely observed by students. It is only the teacher who can play a determinative role in the all round development of pupils. Education becomes effective and faithful only to the extent to which there is personal touch between the teachers and taught. Teachers, particularly those working in senior-secondary level are responsible for making and implementing decisions that essentially affect the lives and prospects of a nation's future generation, as well as the general welfare of a country. This is because, senior-secondary education lays the further foundation for each individual's pursuit of further learning and at the same time it facilitates to realise the need and demand of the nation.

The whole crux of education lies in the hand of teacher as teacher is the source of motivation and enthusiasm for students. The attitude, behaviour pattern, personality of teachers influence the students and at the same time

it inspires the child to master the higher values of life . Irrespective of all the differences inside the classroom, the teacher has to reach to the each and every student and he should work according to the diversified need and demands of the pupils. The teacher having strong sense of efficacy exhibit greater enthusiasm for teaching (Allender, 1984; Guskey, 1994) and are more likely to stay in teaching. Without teacher efficacy teacher can't give continuous and consistence performance which is very essential need of the hour.

The very success of the school lies in the area of mutual cooperation , understanding and dedication of the school personnel. A good school climate contributes largely to the utmost development of the students(Ashton,1994).The school location ,management ,culture ,interrelationship are the determinative factors of the smooth functioning of the school and at the same time it facilitates the students to channelize their talents in constructive way. (Sarason,2009)

Organizational climate is the formal system of task and reporting relationships that controls, coordinates, and motivates employees so that they cooperate to achieve an organization's goals. This includes the leadership focus, authority and responsibility, resource policies and planning deployment or implementation. The task of an administrator is to create an organizational climate and culture that encourages employees to work hard and to develop supportive work attitudes and allows people and groups to cooperate and work together effectively. The way a climate or culture is designed or evolves over time affects the way of people and groups behaviour within the organization. Once an organization decides how it wants its members to behave, what attitudes it wants to encourage, and what it wants its members to accomplish, it can then design its climate and encourage the development of the cultural values and norm to obtain these desired attitudes, behaviours, and goals.

Organizational climate is considered the measurement of an individual's relationship with superiors and other employees in the work environment. Organizational climate is the internal characteristics of a school that distinguishes one school from another (Hoy, Smith, & Sweetland, 2002). Organizational climate influences the behaviour of its members. A school's organizational climate varies from open to closed (Halpin & Croft, 1963). High morale can be classified as open. Teachers work well together without bickering and griping. They are not burdened down by busywork or routine reports. Teachers obtain a considerable amount of job satisfaction, and they have the incentive to keep the organization moving. Teachers are proud to be associated with the school organization. A closed climate is an unhealthy or sick climate. Closed climate is undesirable, crippling to both the faculty and the students (Halpin & Croft, 1963). Teachers are disengaged and do not work well

together. The school climate sets the opportunity for growth and renewal. Human resources administrators must work to promote a school environment that fosters positive personnel development in order to remain vital and alive. The healthy school serves to stimulate people's best efforts by providing meaningful work, motivating challenges, and continuous opportunities for learning. Through an ongoing program of people development, the school system has the ability to innovate and change as needed within a changing society.

Effective communication requires a climate of trust, mutual respect, and clarity of function. Such communication is inhibited in schools where mistrust and poor human relations exist. Effective communications is an important component of an open, positive climate; it serves to tie the school community together. Positive school climate implies positive team building where the goal development and achievement are cooperative tasks that require mutual trust and respect among faculty personnel. Human resources administrators can foster a climate of trust by demonstrating trustworthy behaviour in their leadership roles. Thus, school climate is important to school systems and to the human resources function because it affects all of the important reasons that schools exist. As a study of school climate by Wynn and Carboni (2006) reported, teachers are more likely to remain in the profession when they are satisfied with the school principal's leadership and with the school climate. Human resources leaders have an important role in determining what the school system is and what it might become. In order to have a positive influence, however, they must understand why organizational climate is important to school effectiveness as well as to the effectiveness of the HR function, how it can be determined, and how to foster a positive environment within the system.

Hoy and Woolfolk (1993) used the OHI (Organisational Health Inventory) to examine teacher efficacy and school climate and concluded that Integrity, academic emphasis, and experience are predictors of general teaching efficacy. In the study of Smith (2001), it is revealed that organizational health was related to aspects of faculty trust. The healthier the school climate, the stronger the degree of trust in colleagues ($r = .43, p < .01$), trust in the principal ($r = .56, p < .01$), and trust in clients ($r = .43, p < .01$). School health is positively related to faculty trust, and each aspect of faculty trust is related to the overall index of school health. A healthy school climate provides teachers a means in which they believe in themselves and set high goals for their students (Hoy & Sabo, 1998). From the literature it is evident that school climate has firm relation with the overall development of the students and school itself. *Now question arises how the organisational climate and locale affect the teacher efficacy of senior-secondary school teachers .From the literature it is evident that no such study have been conducted by taking*

organisational climate and locale at senior-secondary level in Indian context which inspired the researcher to undertake the study to see the effect of locale and organisational climate on teacher efficacy of senior-secondary school teachers who are considered as the real builder of the country.

OBJECTIVES

1. To study the teacher efficacy of senior-secondary school teachers with respect to their locale.
2. To study the teacher efficacy of senior-secondary school teachers with respect to their organisational climate.
3. To study the effect of organisational climate and locale on teacher efficacy of teachers.

HYPOTHESES

1. There exists no significant difference in teacher efficacy of senior-secondary school teachers in relation to their locale.
2. There exists significant difference in teacher efficacy of closed and open climate schools teachers.
3. There is significant effect of organizational climate and locale on teacher efficacy of senior-secondary school teachers.

METHOD OF STUDY

Sample and sampling procedure

The investigator selected 80 senior-secondary schools from the district of Odisha by applying the technique of stratified random sampling procedure. While selecting the sample, due emphasis was given to Locale and Organisational Climate of the schools. Out of 38 urban and 42 rural schools, 400 teachers were selected by giving due representation to their number in the concerned schools. The researcher identified 48 closed and 32 open climate schools by keeping in view the guidelines of Organisational Climate Inventory. Here in this study Stratified random sampling procedure was thought to be appropriate, as the investigator was interested to collect sample by giving due representation to locale of the senior-secondary school teachers to see the effect of both independent variable on teacher efficacy.

Tool

To know the teacher efficacy of senior-secondary school teachers, the researcher used Teacher efficacy scale, developed and standardized by Mustapha and Abidili in the year 2008. The teacher efficacy scale is a Likert type of scale having 30 items ranging from strongly agrees to strongly disagree. The scale includes six components of teacher efficacy like sense of personal accomplishment,

positive expectation, personal responsibility, achieving objectives, positive effect, and self control. To measure the Organizational Climate, the researcher used Organisational Climate Inventory (OCI), prepared and standardized by Som Nath Chattopadhyay and K.G Agarwal. The OCI (Organisational Climate Inventory) is a Likert type inventory consisted of 30 statements. The OCI has been constructed by taking care of 10 dimensions like Responsibility, Organisational Clarity, Freedom, Clarity of Goals, Warmth and support, Personal policy, Satisfaction with Organisation, Satisfaction with Organisation, Tension Management, Participation, Communication, Organisational Structure, and Team Work.

Procedure of Data Collection

Prior to collection of data, the principal was told that the teachers surveyed would complete two survey questionnaires; one pertaining to school climate and the other concerning teacher efficacy. Both survey instruments would take approximately 25 minutes to complete. The headmaster was told that teacher participation was voluntary. Their participation was voluntary. There were no risks to participants in the study. Their complete anonymity was guaranteed. They were not asked to sign the survey questionnaire and no identifying code was placed on the surveys. The teachers were told that the study would help educators to learn how to assist school administrators to improve school climate and teacher efficacy.

Statistical Treatment

Descriptive statistics were used in analyzing characteristics of the sample and respondents. Inferential statistics, especially 't' test and two way ANOVA, were used to test hypotheses. To test the first and second hypothesis, 't' test was applied as the researcher was interested to know whether there is any difference in the teacher efficacy of teachers in relation to their organisational climate and locale. To test the third hypothesis, the researcher applied two way ANOVA to see the effect of locale and organisational climate on teacher efficacy of teachers.

RESULTS AND DISCUSSION

Table 1
Test of Significance of Difference between the Means of the Sub-Samples in Teacher Efficacy

Variable	Sub-sample	N	Mean	SD	t value
Teacher Efficacy	Rural	213	60.57	10.13	1.29
	Urban	187	63.89	8.39	
	Closed climate	233	59.32	10.80	
	Open climate	167	65.68	8.71	

*Significant at 0.05 level

From the Table 1 it is found that the obtained 't' value related to H1 (Hypothesis-1) is 1.29 with df =398 states

that there is no significant difference in the mean score of rural and urban schools teachers in Teacher Efficacy. By accepting the null hypothesis, the researcher concluded that Teacher Efficacy is not affected by locale of senior-secondary school teachers. So far as the Organisational Climate is concerned the obtained 't' value is 2.29 with $df = 398$. The obtained score indicates that there is significant difference in the mean score of open and closed climate school teachers in Teacher Efficacy. By retaining the directional hypothesis, the researcher concluded that Teacher Efficacy is affected by the Organisational Climate of senior-secondary school teachers.

A school with a positive climate fosters positive moral (Wander,1997) moral is a key factor in Teacher Efficacy which is a collective sense of satisfaction, enthusiasm, pride and friendliness (Hoy,1990) The present study contradicts the findings of Hughes (2006) who emphasised the role of locale in variation of Teacher Efficacy from one place to another place. The reason of this contradiction may be the changing attitude pattern, awareness of school community and uniformity in school system.

Table-2
Summary of Two-way ANOVA with 2x2 factorial Design having effect of Organisational Climate and Locale on Teacher Efficacy

Dependent Variable	F-Value		
Teacher Efficacy	Main effect of Locale 2.72	Main effect of Organisational Climate 5.27*	Interaction 3.97*

*Significant at 0.05 level

From Table 2 it is cleared that the obtained F value 2.72 related to Locale is not statistically significant. so, the directional hypothesis is rejected by considering the fact that there is no significant main effect of locale on Teacher Efficacy of senior-secondary school teachers. So far as the Organisational Climate is concerned the obtained F value 5.27 is significant at 0.01 level of significance. This implies that there is significant main effect of Organisational Climate on Teacher Efficacy. It is cleared from this table that the obtained Interaction value of Locale and Organisational Climate is 3.97 which is significant at 0.05 level of significance. So, the directional hypothesis is accepted by considering the fact that there is significant interactional effect of Locale and Organisational Climate on Teacher Efficacy of senior-secondary school teachers.

EDUCATIONAL IMPLICATIONS

Generally teacher efficacy of senior-secondary school teachers plays an important role in the process of classroom transaction. A highly efficacious teacher facilitates the students in knowledge construction in a great extent. Owing to high Teacher Efficacy, the teachers

are able to reach at centre of the problems of the students and find out a solution of that particular problem in a smooth way. Therefore, it is essential to focus on the factors which are considered as the generator of Teacher Efficacy. Organisational Climate and Locale of elementary school teachers affects the Teacher Efficacy in a great extent. The study revealed that Organisational Climate is the strong factor for generating high degree of Teacher Efficacy .So the climate of the school should be cordial and cooperative .The administrators need to understand the basic problem of the teachers by which the effectiveness of teaching learning process can be improved in a great extent.

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