The influence of school climate towards counselor’s self-efficacy

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Abstract

The purpose of this research is to specify whether there is any influence of school climate towards counselor’s self-efficacy. The subject of this research consists of 100 counsellors that were chosen randomly in secondary school in Malaysia. The instrument use for the research is based on questionnaire which is containing 3 sections. Section A contains of respondent background. Section B contains of “School Level Environment Questionnaire” (SLEQ). Section C contains of questionnaire regarding “School Counsellor Self-Efficacy Scale” (SCSE) and Section D contains of “Counselling Self-Estimate Inventory” (COSE). Pearson Product Moment Coefficient and Vicariate Linear Regression were used to analyze the data. The finding shows there is a significant relationship between school climate and counsellor’s self-efficacy. The Vicariate Linear Regression Analysis also showed that the school climate was a significant predictor towards counsellor’s self-efficacy. Pertaining to the research findings, several implications and recommendations were put forward

Keywords: Influence, counselor self efficacy, school climate.

1. Introduction

From the year 1997 onwards, the application of the fulltime counsellor for student has been implementing in all secondary school in Malaysia. Even though the counselling practice is still new in Malaysia, the acceptances from the society are positive in the implementation toward the school counselling (Othman Mohamed, 2006). School climate is regarding to the school buildings and also the classes in the school. School climate. Tableman (2004) School climate characterizes the organization at the school building and classroom level. It refers to the “feel” of a school and can vary from school to school within the same district. While an individual school can develop a climate independently of the larger organization, changes in school culture at the district level can positively or adversely affect school climate at the building level. Meanwhile, according to Johns and Stevens (2005), school climate can be defined as the environment around the school or learning environment for a school. Depending on the study, school climate might be called school environment or school-level learning environment In addition, Marshall (2002), also state, characters for a school building physical structures such as schools and interaction between teachers and students are the factors that affect and can help to define the concept of school climate. Characteristics of schools, such as the physical structure of a school building and the interactions between students and teachers, are two diverse factors that both affect and help to define the broad concept of school climate. Additionally, school
climate can significantly impact educational environments, as Freiberg (1998) notes, “school climate can be a positive influence on the health of the learning environment or a significant barrier to learning”. Adapted from Bandura’s (1986, 1997) general social cognitive theory, self-efficacy is belief in one’s capacity to succeed at task. Generally self-efficacy is belief in one’s general capacity to handle tasks. Specific self-efficacy refers to beliefs about one’s ability to perform specific tasks. (Larson & Daniels, 1998). Counsellor (or counselling) self-efficacy refers to counsellors’ beliefs about their ability to perform particular role-related behaviours. These beliefs have been operationalized in a variety of ways, especially as perceived capabilities to enact defined skills and routine session management tasks (which may be termed task or content self-efficacy) or to negotiate more challenging clinical scenarios (coping efficacy). Self-efficacy has been found to be a significant predictor of superior performance. As “belief in one’s capabilities to organize and execute the courses of action required to produce given attainments”

AIMS

The purpose of this research is to specify whether there is any influence of school climate towards counselor’s self-efficacy.

Literature Review

Research on counsellor self-efficacy has become an important thrust in the literature on about a school expressed by students, teachers, staff and parents—the way students and staff “feel” about being at school each day. School climate is a significant element in discussions about improving academic performance and school reform. It is also mentioned in discussions of potential solutions to problems such as bullying, inter-student conflicts, suicide, character education, and moral education. The comprehensive view defines school climate in terms of four aspects of the school environment: A physical environment that is welcoming and conducive to learning, A social environment that promotes communication and interaction, An affective environment that promotes a sense of belonging and self-esteem and An academic environment that promotes learning and self-fulfillment. Meanwhile, referring Clea, James and Robert (2000), school climate refers to factors that contribute to the achievement and establishment of the school. A positive school climate is the classroom awake, expectations or hopes are high and clear, feel safe when you are in school and staff have consistent and good knowledge of students and in providing fair treatment or services. Freiberg (1998) notes, “the interaction of various school and classroom climate factors can create a fabric of support that enables all members of the school community to teach and learn at optimum levels” (p. 22). Manning and Saddlemire (1996) conclude aspects of school climate, including “trust, respect, mutual obligation, and concern for other’s welfare can have powerful effects on educators’ and learners’ interpersonal relationships as well as learners’ academic achievement and overall school progress” (Ekizoğlu & Tezer, 2007).

Method

Pearson Product Moment Coefficient and Bivariate Linear Regression were used to analyze the data.

Instruments

The instrument use for the research is based on questionnaire which is containing 3 sections. Section A contains of respondent background. Section B contains of “School Level Environment Questionnaire” (SLEQ). Section C contains of questionnaire regarding “School Counsellor Self-Efficacy Scale” (SCSE) and Section D contains of “Counselling Self-Estimate Inventory” (COSE).

Results

Analysis of the results obtained have shown that there is a mutual relationship between the factors influencing climate counsellors self efficacy in the schools studied. Statistical regression was used to test this hypothesis. Results obtained are (F = .95, p = .02, p < F). Relationship that exists is a significant positive relationship between
school climate factors to counsellor self efficacy. This means that climatic factors affect counsellor self efficacy. Significant relationship has proved this is consistent with the objectives set out in this study that determines whether there is influence between the climate of the school counsellor self efficacy. Refer to Table 1.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Min</th>
<th>$F$</th>
<th>$p$</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Climate</td>
<td>4.160</td>
<td>.95</td>
<td>.02</td>
</tr>
</tbody>
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**Discussion**

Taylor and Tashakkori (1995) found that a positive school climate is associated with increased job satisfaction for school personnel. Finally, student perspectives are important during the transition from one school level to another. Attending a new school can be frightening for students and this apprehension can adversely affect students’ perceptions of their school’s climate and learning outcomes. In addition, Freiberg (1998) also state that many researchers have created a scale to measure school climate. This provides a direct picture of school climate that is also something very important for each counsellor. Results of this study support the Social Cognitive Theory developed by Bandura (1977). This theory contains the personal factors and environmental factors. Environmental factors is the school climate that will affect counsellor self efficacy. Social cognitive theory provides a framework for understanding, predicting, and changing human behavior. The theory identifies human behaviour as an interaction of personal factors, behaviour, and the environment (Bandura 1977). In the model, the interaction between the person and behaviour involves the influences of a person’s thoughts and actions. The interaction between the person and the environment involves human beliefs and cognitive competencies that are developed and modified by social influences and structures within the environment. The third interaction, between the environment and behaviour, involves a person’s behaviour determining the aspects of their environment and in turn their behaviour is modified by that environment. This theory helps explain how the perception or impression of a person with his relation environment that will affect his mind and how this situation affects oddity whose case has gone. In addition, this theory also explains how the psychosocial, which itself is an individual agent in the development of a proactive and able to commit themselves to an action. What is important is self efficacy are major components of Social Cognitive Theory. This is also in line with the theory Boyartzis the self efficacy is between feature counsellor competency. In fact, according to Bandura (1991) again, self efficacy belief is a person who believes the ability to control a function or event in his life. Therefore, for individuals who are called counsellors do not doubt, they should have a high self efficacy in itself to ensure the trust of other individuals themselves. This will make direct counsellor is confident in and help resolve all problems faced by client. Hopefully there is a high self efficacy counsellor, Counsellors can play this role effectively and completely and treating problems that involve more students today increasingly worrying.

**Implications**

Research findings indicate that school climate has an influence on self efficacy counsellors also succeeded in increasing a clearer understanding of the relationship between school climate and counsellor self efficacy. Effective school climate that is found successful in improving Performance counsellors perform its responsibilities. Features - features such as school climate that is conducive school environment and a good relationship between administrators cannot be denied a clear relationship with the counsellor self efficacy. Research findings parallel with Zabidi Ahmad (2006) again, proves that the school clean, beautiful and will create a secure sense of calm, peaceful and of course the students are eager to learn and teachers are always eager to work. This has become normal to people who liked the beautiful environment, beautiful and clean and quiet person who will make it harder and enthusiastic when working. In addition, the implications of this study are expected to guide and reference by the administrator that the importance of creating space for open communication between the administrators and their subordinates. This is because in between one of the features - features of effective school climate is the principal practice open communication in interactions with teachers and students. Attitudes that principals will facilitate easy mix every
school dared to discuss any problems without creating any communication gap. The existence of such a situation would reduce the sense of pressure and will help increase the motivation to work. Therefore, the administrator is expected to be open to ensure the performance of school counselors and citizens can be improved. Expected with the implications of this study can bring huge variety of parties involved. Among counsellors, the administrators, teachers - teachers and students. This study made no other motive is not to increase the effectiveness of counselling services in the country. Therefore, many researchers hope to study the implications and benefits this brings very useful to various parties.

**Proposed**

In terms of school climate, in an effort to enhance counsellor self efficacy is proposed that attention be given to aspects of foster collaboration between partner’s counsellors, mutual understanding between each other and counsellors understand the task and strengthen the relationship between the administrators with the counsellor. If such a working environment can be improved, the goal to improve self efficacy among counsellors will be implemented. In other words, the counsellor who cannot adapt to the climate will affect self efficacy schools and their performance. Among the proposals that may be considered in improving the school climate is affective involve the parents and the local community with school people. This relationship can be improved by inviting parents and community to be given information about the affairs of their children and explain the programs that schools are held to help develop students to be more outstanding in terms of academic, physical, mental, emotional, and personality. In addition, the counsellors who have high self efficacy will be more willing to advance the objectives of services and defer personal goals or aspirations. In addition, counsellors also need to have a high self motivation which have objectives and goals of life and career that very clear. They believe that the unexpected challenges and will eventually be overcome internal awareness that leads to endurance, perseverance and determination to continue fighting even if forced to perform services responsibilities facing many obstacles. In an effort to increase the level of effectiveness of counselling in the school, expected results of this study can provide inspiration to the parties in formulating specific strategies and activities - activities that involve students and counsellors whether formal or not. In addition, the results of this study can also be used to enhance performance in secondary school counsellor effectiveness through guidance and counselling services provided to students in secondary schools.

**References**


