



RELATIONSHIP BETWEEN COMPONENTS OF TEACHER EFFICACY AND ORGANIZATIONAL CLIMATE WITH ITS ACADEMIC ACHIEVEMENT OF FEMALE SECONDARY SCHOOL TEACHERS

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ABSTRACT:

The purpose of the study is to study the **Relationship between Components of Teacher Efficacy and Organizational Climate with its Academic achievement of female secondary school teachers** . From each school data was collected from ten students and ten teachers selected at random. In all, the data was collected from 45 schools – 450 students, 450 teachers of secondary schools. The findings concluded that ; The perception of organizational climate of secondary school female teachers increases in the academic achievement of students of secondary schools. The perception of dimensions of organizational climate that is performance standards, communication flow, reward system, responsibility, conflict resolution, organizational structure, motivational level, decision making process, support system, warmth and identity problems of secondary school female teachers increases in the academic achievement of students of secondary schools. The teacher efficacy of secondary school female teachers increases in the academic achievement of students of secondary schools. The dimensions of teacher efficacy that is centrality, integration, creativity, helping relationships, super ordination, influence, and growth of secondary school female teachers increases in the academic achievement of students of secondary schools.

KEYWORDS: Teacher Efficacy and Organizational Climate , organizational structure, motivational level.

INTRODUCTION

Lonsdale (1964) defines organizational climate as “the global assessment of the interaction between task achievement dimension and the needs-satisfaction dimension within the organization (Desai, 1979).

According to Perkins and Getzels organizational climate defined “as the kind of social relationship accompanied by various kinds of feelings and emotions which are generated in the people working in the organizations”.

According to Motilal Sharma (1973). The distinct climate atmosphere or personality perceived by persons in a particular building is a result of the manner in which actors at each hierarchical level of the organization interact with each other and with incumbents of their other hierarchical levels. The feeling which results from the interaction of role participants at the various hierarchical levels of the organization housed in a particular building is often referred to now as the organizational climate” (Desai, 1979).

The concept of organizational climate has been assessed by various authors, of which many of them published their own definition of organisational climate. For those interested in understanding organizational climate, it is important to make some distinctions. First, climate and culture are both

important aspects of the overall context, environment or situation. Culture tends to be shared by all or most members of some social group; is something that older members usually try to pass on to younger members; shapes behavior and structures perceptions of the world. Cultures are often studied and understood at a national level, such as the American or French culture. Culture includes deeply held values, beliefs and assumptions, symbols, heroes and heroines, and rituals. Culture can be examined at an organizational level as well. The main distinction between organizational and national culture is that people can choose to join a place of work, but are usually born into a national culture.

NEED AND IMPORTANCE OF ORGANIZATIONAL CLIMATE

After Halpin (1963) there are a few research studies undertaken to see how far school climate is related to student achievement and performance. Thomas (1976) concludes, "No significant relationships between global climate categorization and achievement in the basis subjects have been detected". Fledvebel (1964) and Amarnath (1980) found there is no relationship between climate and achievement. Shah (1981) observed "achievement was highest, in closed climate followed by paternal and autonomous climates and the lowest in familiar climates". As students are the ultimate consumers of schooling system, school climate and achievement studies are more relevant. OCDQ has been used in many countries but only few of them are able to demonstrate a relationship with student achievement.

Teacher Efficacy

The significance of enhancing teacher quality becomes the core in the process of global educational reform, where teacher preparation programs must take this responsibility (for example Holmes Group, 1995; Ministry of Education [MOE], Taiwan, 2001; MOE, Taiwan, 2004; National Research Council [NRC], 2001; Wright et al., 1997; Wu, 2004). The integrity and implementation of the teacher education program had actually a great influence on a teacher's acquisition of subject matter knowledge and instructional strategy, and even more on teacher efficacy (Chang and Wu, 2006). In another word, teacher efficacy was considered as not only the key indicator on examining the appropriateness and adequacy of a teacher's personal instructional readiness (for example Allinder, 1995; Ashton and Webb, 1986; Denham and Michael, 1981; Rosenholtz, 1989) but also a warning of showing critical problems the teacher education program faced and orienting future directions of its reform movement (Chang, 2003; Chang and Wu, 2006). However, most studies conducted in Taiwan (for example Chu-Chen, 2002; Hong, 2002) focused on investigating elementary teacher efficacy "quantitatively" and "generally" (i.e. not specifically for certain subject areas), few of them chose single subject area.

Academic Achievement

The performance of the students in a class is usually judged by their achievement score in the examinations, which is often considered as their academic achievement. The academic achievement has been treated as the main basis for admission and promotion of a student to his / her next class. It has also been taken as a criterion even in selection of the individuals into various vocational and professional courses. On the other hand intelligence is the ability and capacity to learn and carry out abstract thinking to respond appropriately to a new situation. Tewari (1987) refers to intelligence as closely related to intellect, which includes observing, thinking, understanding, remembering and all ways of knowing. We understand that intelligence has a great role to lay in academic activities. Shah and Kishan (1982) in their study have observed that factors such as school climate, teaching method, facilities available both in school and at home, learner's personality characteristics, etc., influence their academic achievement. Deshpande and Lodhy (1981) expressed that academic achievement of an individual was affected by psychological variables like intelligence and personality.

OBJECTIVES OF THE STUDY

1. To study the relationship between organizational climate and its dimensions of female teachers of secondary schools.

2. To study the relationship between teacher efficacy and its dimensions of female teachers of secondary schools.

HYPOTHESES

1. There is no significant relationship between perception of organizational climate and its dimensions that is performance standards, communication flow, reward system, responsibility, conflict resolution, organizational structure, motivational level, decision making process, support system, warmth and identity problems of female teachers with academic achievement of students of secondary schools.
2. There is no significant relationship between teacher efficacy and its dimensions that is centrality, integration, pro activity, creativity, inter role linkage, helping relationships, super ordination, influence, growth and confrontation of female teachers with academic achievement of students of secondary schools

METHODOLOGY

The study adopts Descriptive survey method for investigation

Sample

From each school data was collected from ten students and ten teachers selected at random. In all, the data was collected from 45 schools – 450 students, 450 teachers of secondary schools.

Tools

1. Organizational Climate Inventory – by S. N. Chattopadhyaya and K. G. Agarwal (1988).
2. Role Efficacy Scale (RES) of Udai Pareek (2002).
3. Achievement Scores of Students of X standard from last 3 years.

Statistical Techniques

Correlation analysis

Analysis and Interpretation

Hypothesis: There is no significant relationship between perception of organizational climate and its dimensions that is performance standards, communication flow, reward system, responsibility, conflict resolution, organizational structure, motivational level, decision making process, support system, warmth and identity problems of female teachers with academic achievement of students of secondary schools.

To test this hypothesis, the Karl Pearson's correlation coefficient technique was applied and the results are presented in the following table.

Table No.- 1: Results of Correlation Coefficient between Perception of Organizational Climate and its Dimensions of Female Teachers with Academic Achievement of Students of Secondary Schools

Variables	Academic achievement of secondary school students			
	Correlation coefficient (r-value)	t-value	p-value	Signi.
Perception of organizational climate	0.5833	10.8447	<0.05	S
Performance standards	0.3344	5.3578	<0.05	S
Communication flow	0.4499	7.6058	<0.05	S
Reward system	0.4128	6.8430	<0.05	S
Responsibility	0.4624	7.8744	<0.05	S
Conflict resolution	0.4412	7.4245	<0.05	S
Organizational structure	0.4954	8.6103	<0.05	S
Motivational level	0.3397	5.4542	<0.05	S
Decision making process	0.3836	6.2714	<0.05	S
Support system	0.3521	5.6800	<0.05	S
Warmth	0.4213	7.0151	<0.05	S
Identity problems	0.2978	4.7112	<0.05	S

The results of Table No. 1 reveal that:

1. A significant and positive relationship was observed between perception of organizational climate of secondary school female teachers with academic achievement of students of secondary schools ($r=0.5833$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the perception of organizational climate of secondary school female teachers increases in the academic achievement of students of secondary schools.
2. A significant and positive relationship was observed between dimensions of perception of organizational climate of secondary school female teachers that is performance standards ($r=0.3344$, $p<0.05$), communication flow ($r=0.4499$, $p<0.05$), reward system ($r=0.4128$, $p<0.05$), responsibility ($r=0.4624$, $p<0.05$), conflict resolution ($r=0.4412$, $p<0.05$), organizational structure ($r=0.4954$, $p<0.05$), motivational level ($r=0.3397$, $p<0.05$), decision making process ($r=0.3836$, $p<0.05$), support system ($r=0.3521$, $p<0.05$), warmth ($r=0.4213$, $p<0.05$) and identity problems ($r=0.2978$, $p<0.05$), with academic achievement of students of secondary schools at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the perception of dimensions of organizational climate that is performance standards, communication flow, reward system, responsibility, conflict resolution, organizational structure, motivational level, decision making process, support system, warmth and identity problems of secondary school female teachers increases in the academic achievement of students of secondary schools.

Hypothesis: There is no significant relationship between teacher efficacy and its dimensions that is centrality, integration, pro activity, creativity, inter role linkage, helping relationships, super ordination, influence, growth and confrontation of female teachers with academic achievement of students of secondary schools

To test this hypothesis, the Karl Pearson's correlation coefficient technique was applied and the results are presented in the following table.

Table No.-2: Results of Correlation Coefficient between Teacher Efficacy and its Dimensions of Female Teachers with Academic Achievement of Students of Secondary Schools

Variables	Academic achievement of secondary school students			
	Correlation coefficient (r-value)	t-value	p-value	Signi.
Teacher efficacy	0.5581	10.1560	<0.05	S
Centrality	0.2199	3.4038	<0.05	S
Integration	0.2384	3.7066	<0.05	S
Pro activity	0.1105	1.6782	>0.05	NS
Creativity	0.1952	3.0055	<0.05	S
Inter role linkage	0.0810	1.2271	>0.05	NS
Helping relationships	0.2230	3.4549	<0.05	S
Super ordination	0.1316	2.0041	<0.05	S
Influence	0.1630	2.4952	<0.05	S
Growth	0.1558	2.3824	<0.05	S
Confrontation	0.0860	1.3030	>0.05	NS

The results of Table No. 2 reveal that:

1. A significant and positive relationship was observed between teacher efficacy of secondary school female teachers with academic achievement of students of secondary schools ($r=0.5581$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the teacher efficacy of secondary school female teachers increases in the academic achievement of students of secondary schools.
2. A significant and positive relationship was observed between dimensions of teacher efficacy of secondary school female teachers that is centrality ($r=0.2199$, $p<0.05$), integration ($r=0.2384$, $p<0.05$), creativity ($r=0.1952$, $p<0.05$), helping relationships ($r=0.2230$, $p<0.05$), super ordination ($r=0.1316$, $p<0.05$), influence ($r=0.1630$, $p<0.05$) and growth ($r=0.1558$, $p<0.05$) with academic achievement of students of secondary schools at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the dimensions of teacher efficacy that is centrality, integration, creativity, helping relationships, super ordination, influence, and growth of secondary school female teachers increases in the academic achievement of students of secondary schools.
3. A non-significant and positive relationship was observed between dimensions of teacher efficacy of secondary school female teachers that is pro activity ($r=0.1105$, $p>0.05$), inter role linkage ($r=0.0810$, $p>0.05$) and confrontation ($r=0.0860$, $p>0.05$) with academic achievement of students of secondary schools at 5% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected.

FINDINGS

1. The perception of organizational climate of secondary school female teachers increases in the academic achievement of students of secondary schools.
2. The perception of dimensions of organizational climate that is performance standards, communication flow, reward system, responsibility, conflict resolution, organizational structure, motivational level, decision making process, support system, warmth and identity problems of secondary school female teachers increases in the academic achievement of students of secondary schools.
3. The teacher efficacy of secondary school female teachers increases in the academic achievement of students of secondary schools.

4. The dimensions of teacher efficacy that is centrality, integration, creativity, helping relationships, super ordination, influence, and growth of secondary school female teachers increases in the academic achievement of students of secondary schools.

DISCUSSION AND CONCLUSION

In this study, the researcher aimed to ***Relationship between Components of Teacher Efficacy and Organizational Climate with its Academic achievement of female secondary school teachers. The findings concluded that;*** The perception of organizational climate of secondary school female teachers increases in the academic achievement of students of secondary schools. The perception of dimensions of organizational climate that is performance standards, communication flow, reward system, responsibility, conflict resolution, organizational structure, motivational level, decision making process, support system, warmth and identity problems of secondary school female teachers increases in the academic achievement of students of secondary schools. The teacher efficacy of secondary school female teachers increases in the academic achievement of students of secondary schools. The dimensions of teacher efficacy that is centrality, integration, creativity, helping relationships, super ordination, influence, and growth of secondary school female teachers increases in the academic achievement of students of secondary schools.

EDUCATIONAL IMPLICATIONS

Based on the findings, it was recommended that the teachers should maintain and create a favorable organizational climate in schools to enhance teachers efficacy. Teachers work and their motivation should be monitored by providing fine incentives that would make them perform better. Hence, the management and heads of the schools should be more sensitive to the needs of teachers and students alike in order to cultivate a conducive and enriching school climate. The government should provide all the necessary resources and facilities in school and ensure the effective utilization of these resources in order to enhance better organizational climate and performance among teachers.

In terms of including the development of teacher efficacy, it is important to instill a sense of efficacy in those who are being prepared to ensure that they have the confidence to attempt to apply their knowledge when the appropriate time comes. Teachers can affect student learning which may influence teacher–students interactions and teachers’ success in facilitating the student achievement. An educator with high teaching efficacy engages in activities that promote the development of students achievement, whereas teachers with low efficacy may avoid such development among students. Hence, it can be concluded that higher the teacher efficacy, the more successful teachers will be in facilitating desirable student outcomes.

The leadership practices that have the highest impact on student achievement, to determine the extent to which these leadership practices are implemented, and the relationship between knowledge, use and student achievement.

Organizational climate, teachers efforts that are contributed to improve the student achievement in secondary schools determine differences the perception of principals and their teachers about the extent to which the principals demonstrated these behaviors, and identify specific behaviors principals demonstrated that led to improved student achievement.

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