



RELATIONSHIP BETWEEN COMPONENTS OF TEACHER EFFICACY AND ORGANIZATIONAL CLIMATE WITH ITS ACADEMIC ACHIEVEMENT OF MALE 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 male 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 male 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 male teachers increases in the academic achievement of students of secondary schools. The teacher efficacy of secondary school male teachers increases in the academic achievement of students of secondary schools. The dimensions of teacher efficacy that is integration, pro activity, helping relationships, super ordination, influence, growth and confrontation of secondary school male teachers increases in the academic achievement of students of secondary schools.*

KEYWORDS: performance standards, communication flow, reward system.

INTRODUCTION

Organization is concerned with the working of individuals in groups for achieving certain objectives. The organization may be a structure in which the individuals are given specific position and it is also a process of co-ordination and unification. Organization as a process is the backbone of the management and the mechanism through which the management acts. As a process, it is involved with specification of activities, grouping of activities, placement of personnel and delegation of power or authority.

THE CONCEPT OF ORGANIZATIONAL CLIMATE

The concept of organizational climate originated in late 1950's as social scientists studied variations in work environments. Climate initially was used as a general notion to express the enduring quality of organizational life, a particular configuration of enduring characteristics of the ecology, milieu, social system and culture would constitute a climate as much as a particular configuration of personal characteristics constitute a personality.

Litwin and Stringer (1968) suggest that perception is a critical ingredient of climate and defined it as a set of measurable properties of the work environment, based on the collective perceptions of the people who live and work in the environment and demonstrated to influence their behavior. Infact the climate of

an organization may be roughly conceived as the 'personality' of the organization, that is climate is to organization is what personality is to individual.

IMPORTANCE OF ORGANIZATIONAL CLIMATE

The social climate of the organization is the product of all the relationships that affect it. This climate results from the conscious and unconscious effort of all who are involved. Industry has been more concerned that education with creating the kind of social climate that would be conducive to good morale and organizational efficiency. Much of the available research has been done in industrial setting or in small experimental groups. All of this seems to point out to the fact that every one needs more than just a job to do be it work or play or task for a voluntary group or school work. A number of researches have brought out the importance of the climate as one of the factor affecting students learning. And many studies have found that the classroom climate is definitely linked with students academic achievement in positive direction.

A number of researches have been conducted to find out the relationship between organizational climate and other variables, factors and conditions such as leadership, institutional ideologies, student and teacher characteristics.

TEACHER EFFICACY

Albert Bandura's (1977) theory of self-efficacy, which indicates the significance of teachers' beliefs in their own capabilities in relation to the effects of student learning and achievement. Ashton (1985) also stated that teacher efficacy, that is, "their belief in their ability to have a positive effect on student learning". Several studies further reported, "Teacher efficacy has been identified as a variable accounting for individual differences in teaching effectiveness" (Gibson and Dembo, 1984) and had a strong relationship with student learning and achievement (Allinder, 1995; Gibson and Dembo, 1984).

In many western countries there is a growing shortage of teachers. This decrease has been attributed not to lack of recruitment or increased retirement, but to a decline in job satisfaction and increased teacher burnout (Ingersoll, 2003). Teacher efficacy is a "teachers' judgment as to his or her capabilities to bring about desired outcomes of student engagement and learning even among those students who may be difficult or unmotivated" (Tschannen-Moran and Woolfolk Hoy, 2001). Teacher-efficacy is important because teachers who have a strong sense of efficacy show more enthusiasm and commitment to teaching. Greater organisation, are more resilient when faced with setbacks, more open to new ideas and teaching methods and persist longer with students who are struggling. While a lot is know about experienced teachers' efficacy, relatively little research has been conducted on novice teacher efficacy and even less about how these beliefs develop and change over time (Henson, 2001).

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

HYPOTHESES

- 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 male teachers with academic achievement of students of secondary schools
- 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 male 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 male teachers with academic achievement of students of secondary schools

Table No.-1: Results of Correlation Coefficient between Perception of Organizational Climate and its Dimensions of Male 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	0.6656	13.1362	<0.05	S
Performance standards	0.4528	7.4817	<0.05	S
Communication flow	0.3660	5.7936	<0.05	S
Reward system	0.4431	7.2802	<0.05	S
Responsibility	0.5187	8.9376	<0.05	S
Conflict resolution	0.5177	8.9133	<0.05	S

Organizational structure	0.5116	8.7718	<0.05	S
Motivational level	0.4811	8.0851	<0.05	S
Decision making process	0.5014	8.5361	<0.05	S
Support system	0.4850	8.1699	<0.05	S
Warmth	0.5154	8.8601	<0.05	S
Identity problems	0.4575	7.5794	<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 male teachers with academic achievement of students of secondary schools ($r=0.6656$, $p<0.05$) 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 male 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 male teachers that is performance standards ($r=0.4528$, $p<0.05$), communication flow ($r=0.3660$, $p<0.05$), reward system ($r=0.4431$, $p<0.05$), responsibility ($r=0.5187$, $p<0.05$), conflict resolution ($r=0.5177$, $p<0.05$), organizational structure ($r=0.5116$, $p<0.05$), motivational level ($r=0.4811$, $p<0.05$), decision making process ($r=0.5014$, $p<0.05$), support system ($r=0.4850$, $p<0.05$), warmth ($r=0.5154$, $p<0.05$) and identity problems ($r=0.4575$, $p<0.05$), 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 male 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 male 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 Male 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	0.5534	9.7886	<0.05	S
Centrality	0.1203	1.7844	>0.05	NS
Integration	0.2101	3.1652	<0.05	S
Pro activity	0.1622	2.4219	<0.05	S
Creativity	0.1197	1.7762	>0.05	NS
Inter role linkage	0.1254	1.8617	>0.05	NS
Helping relationships	0.2224	3.3602	<0.05	S
Super ordination	0.1278	1.8975	>0.05	NS
Influence	0.1944	2.9190	<0.05	S
Growth	0.2469	3.7526	<0.05	S
Confrontation	0.1605	2.3954	<0.05	S

The results of Table No. 2 reveal that:

- A significant and positive relationship was observed between teacher efficacy of secondary school male teachers with academic achievement of students of secondary schools ($r=0.5534$, $p<0.05$) 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 male teachers increases in the academic achievement of students of secondary schools.
- A significant and positive relationship was observed between dimensions of teacher efficacy of secondary school male teachers that is integration ($r=0.2101$, $p<0.05$), pro activity ($r=0.1622$, $p<0.05$), helping relationships ($r=0.2224$, $p<0.05$), super ordination ($r=0.1299$, $p<0.05$), influence ($r=0.1944$, $p<0.05$), growth ($r=0.2469$, $p<0.05$) and confrontation ($r=0.1605$, $p<0.05$) 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 integration, pro activity, helping relationships, super ordination, influence, growth and confrontation of secondary school male teachers increases in the academic achievement of students of secondary schools.

A non-significant and positive relationship was observed between dimensions of teacher efficacy of secondary school male teachers that is centrality ($r=0.1203$, $p>0.05$), creativity ($r=0.1197$, $p>0.05$), inter role linkage ($r=0.1254$, $p>0.05$) and super ordination ($r=0.1278$, $p>0.05$) 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

- The perception of organizational climate of secondary school male 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 male teachers increases in the academic achievement of students of secondary schools.
- The teacher efficacy of secondary school male teachers increases in the academic achievement of students of secondary schools.
- The dimensions of teacher efficacy that is integration, pro activity, helping relationships, super ordination, influence, growth and confrontation of secondary school male 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 male secondary school teachers; The findings concluded that;***

The perception of organizational climate of secondary school male 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 male teachers increases in the academic achievement of students of secondary schools. The teacher efficacy of secondary school male teachers increases in the academic achievement of students of secondary schools. The dimensions of teacher efficacy that is integration, pro activity, helping relationships, super ordination, influence, growth and confrontation of secondary school male 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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