

Efficacy of Secondary School Teachers in Relation to Organizational Climate and Qualification in Rural and Urban Area of Munger District

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Abstract:

The present study focuses on determining Teacher Efficacy of secondary school teachers in relation to their locale and Organisational Climate. Sample of the study consisted of 50 teachers, selected through stratified random sampling, belonging to the state of Bihar. The Standardised Teacher Efficacy scale and Organisational Climate scale and qualification scale were used to measure the Teacher Efficacy and Organisational Climate of 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 Teache Efficacy.

Keywords: Teacher Efficacy; Secondary School; Locale; Organisational Climate

I. INTRODUCTION TEACHER EFFICACY

Teachers matter" seems to be the number one truism in educational discourse. Yet, surprisingly, when it comes to explaining how teachers matter, the evidence-based picture is far less clear. Teacher effectiveness is a first layer in which teachers' characteristics, including their beliefs and competencies, could be enhanced by training and professional development. Next, in the area of teaching effectiveness, the state of the art in instructional effectiveness research is discussed in order to identify components of effective teaching repertoires

If the performance of teachers is to be improved, it is necessary to promote their efficacy. Promoting their efficacy means developing them professionally, helping them to reflect on their performance and to make them accountable for their actions. It makes good sense to focus on the promotion of efficacy in teachers if they are to bring about a positive change in the education of their students, according to Selaedi (1999:266-270).

II. ORGANIZATIONAL CLIMATE

Although there are many definitions and conceptual models of School Climate, the one chosen as the basis for this analysis was developed by Tagiuri (1968). Tagiuri presented a model of organizational climate comprised of four factors: culture (psychosocial characteristics), ecology (physical and material elements), Culture refers to such things as assumptions, values, norms, belief systems, history, heroes, myths, rituals, artifacts, and visible and audible behavior patterns. Ecology refers to such things as buildings and facilities, as well as technology used for communication, scheduling, and pedagogy. Social system elements include how instruction, administration, support services, decision making, planning, and formal structures are organized.

Milieu focuses on the people in the organization, e.g., their skills, motivation, feelings, values, demographics, and leadership (Owens & Valesky, 2007).

III. EDUCATION QUALIFICATION

Formal qualifications and experience effects of teacher education – usually expressed in terms of formal qualifications such as a BA or MA degree, or being certified to teach in a specific field – have traditionally been included in "education production functions". In industrialized countries, formal qualifications do not appear to make much difference. In developing countries they more often appear to be significant. The explanation is probably that there is little variation in formal teacher training in developed countries, and teachers are more or less uniformly equipped to carry out their job. In developing countries teacher preparation is less uniformly distributed. One might say that in developed countries, cross-sectional and comparative studies do not show a strong impact from teacher education because there is a lack of variability in the variable of interest.

IV. RATIONALE OF THE STUDY

Every profession as its distinctive responsibilities. Teaching being the basic professional; it must present an ideal where responsibility and seriousness ought to be realized conscientiously. Of the entire person with whom the student come into the contact, the teacher makes the great impact on them. Teacher efficacy has important formative effect on the students' outcomes such as achievement, motivation and the student own sense of efficacy across various area and level

Teacher is one of the important factors affecting instructional and as a result it is an essential variable related to a teacher.

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Research finding over two decades have indicated that Teacher efficacy underline critical instructional decision including use of time , classroom management strategies and questioning techniques.

In composition to secondary and higher education, secondary education should be given more important it lays basic and essential foundation of education. Especially in secondary school, the role of teacher cannot be taken as lightly. Here the dedication, inclination, effort, determination e.t.c., of teacher guides the tiny mind up to their destination. From the current educational scenario, it is quite clear that Teacher efficacy is directly related to the educational achievement (Gaffo, 2004)

Impressive evidence indicate that the healthy organizational climate increases students', motivation, achievement, teacher satisfaction and productivity. Various study done by the Hally and Osenheltz (1984) and Fransica (2002) indicate that the organizational climate has a vital role in Teacher efficacy. Where limited number of studied show a negative relation between organizational climate and Teacher efficacy (Arshad, 2003)

The study conducted by Touanki and podell (2005) reveals that high efficacy teacher make less negative prediction about students than low efficacy teaches, where low efficacy teacher seems to be paying attention to a single characteristic while making the predications.

From this above study it is clear that Teacher efficacy play an important role in an educational setting. As the Teacher efficacy varies from school to school having different organizational climate, by keeping in the view the variation, its relevance and lack of such studies in India, inspired the research to study the Teacher efficacy of secondary school teachers. The investigator has made a humble attempt to explore the problems of teacher efficacy at secondary level because maximum children drop out after completing primary level of education. In this regard teacher efficacy play an important role because urbana area student dropout is less in comparison to rural area student.

So, the researcher select this field for their research what is the effect of locale, organizational climate and qualification on teacher efficacy.

V. OPERATIONAL DEFINITION OF TERMS USED

Efficacy

Here efficacy refers to Teacher efficacy which deal with the teacher belief or thing about his/her owns competence to reach even difficult student to help them to learn. (Milner and Wool folk .Hoy, 2003).here in this present study, it emphasizes certain quality of teacher like; positive expectation, personal responsibility, achieving objective self control etc.

Organizational Climate

The atmosphere in which the school conducts itself is technically known as its organist ion climate. Here in this study it refers to educational environment in which the process of education takes place.

Statement of the Problem

Keeping the above facts in mind the present study has been selected to be conducted with an intention to determine the Teacher efficacy of secondary school teachers.

So, the problem under study is entitled as:

“Efficacy of secondary school teachers in relation to their organizational climate and qualification in Rural and Urban Area of Munger District”.

VI. OBJECTIVES

1. To study the teacher efficacy, organizational climate and qualification of secondary school teachers with respect to their locale nature of job.
2. To study the effect of organizational climate and qualification on teacher efficacy of secondary school teachers in relation to locale.

VII. HYPOTHESIS

1. There is no significance difference in teacher efficacy, organization climate and qualification of secondary school teachers in relation to locale and nature of job.
2. There is significant effect of organization climate and qualification on teacher efficacy of secondary school teachers in relation to locale.

VIII. SCOPE AND DELIMITATION OF THE STUDY

The present study has the area of determining the Teacher efficacy, origination climate and qualification of secondary school teacher and to see the effect of organizational climate and qualification on teacher efficacy. The study was conducted on a sample of 50 secondary school teachers select randomly from different secondary schools teacher of Munger District of (Bihar). The study is confirmed within the Munger District only.

IX. METHODOLOGY

The present study is descriptive type of study. Descriptive research includes collecting data in order to test hypothesis or answer questions concerning the current status of the study. Generally descriptive research includes assessing optional of the individual toward a phenomenon. In this present study the investigator is interested to know the teachers efficacy, organization culture and qualification of secondary school teacher in relation to their locale and nature of job

X. DESIGN OF THE STUDY

The process of reaching a reliable solution to a problem is called research design. It means the planned structure and strategy of investigation conceived to as to obtain answers to research and the variables undertaken in the study. In fact research design can be considered as a guide to the researcher, which guides to a researcher as how to conduct and gives an immediate overview of the researcher to its reader.

The research design can be also called as the “Blue Print” of research study. This present study follows the descriptive type research. Descriptive survey type research studies are those studies that are concerned with describing the characteristics of a particular individual or of a group. The present study is a survey type of research and it is designed to identify efficacy of secondary school teacher in relation to organizational climate and qualification.

XI. SAMPLES AND THE SAMPLING PROCEDURE

The investigator selected 50 samples from the target population by applying the technique of stratified random sampling procedure. Stratified random sampling was thought to be appropriate in this study, as the investigator was interested to collect sample by giving due representation to the locale and nature of job of the secondary school teachers to see the effect of sub-variable on Teacher efficacy

XII. TOOLS

To know the Teacher efficacy of secondary school teachers in relation to organizational climate, and qualification the researcher used

- Teacher efficacy scale, developed and standardized by Bandura in 2003
- Organizational climate scale developed by Pareek and Chattopadya in 1979.
- Qualification scale developed and standardize by Nigeria state government in the year 2009.

XIII. DATA COLLECTION PROCEDURE

The participants used for the study were secondary teacher of Munger District belonging to the state of Bihar. To begin the survey, Headmaster and Principals of selected schools were collected to obtain permission to perform the study. The purpose of the survey was explained to the headmaster and Principals. They have told that the teacher surveyed would complete three survey instruments; one partening to the school climate and other concerning the teacher efficacy and third one with interaction of qualification on teacher efficacy. All instruments would take approximately 25 minutes to complete. The headmaster and principals were told that teacher participation was voluntary. Before teacher completes the survey instruments they were told that the whole process would take less than 30 minute to complete. Their participation was voluntary. There were no risks to participants in the study. Their compete anonymity was guaranteed. They were no asked to sign the survey likert and no identifying code was placed on the surveys. The teachers were told that the study would help educator to learn how to assist school administrators to improve school climate and teacher efficacy.

After establishing a good report with the administrator and teachers’ the researcher collected the data in almost care and responsibility.

XIV. STATICALLY 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 hypothesis. To test the first Hypothesis t test was applied was applied as the researchers was interested to know whether there is any difference. In this teacher efficacy, organizational climate and qualification of secondary school teachers in relation to their locale and nature of the job. To test the second hypothesis, the researchers applied two way ANOVA to see the impact of organizational climate and qualification on teacher efficacy of secondary school teachers.

XV. MAJOR FINDINGS

With the help of tools, data has been collected and analyzed with appropriate statistical measure like: mean, Standard deviation, t test, ANNOVA, and graphical representation.

Research Questions	Tools used	Sample	Major Findings
1.To study the teacher efficacy, organizational climate and qualification of secondary school teachers with respect to their locale and nature of job	Likert Scale	1 Government secondary schools of Munger District	To study the effect of Teacher efficacy, organization climate and qualification of secondary school teacher on locale and nature of job the researchers find that:- ➤ The Teacher efficacy of secondary school teachers is not affected by the nature of job. There is no different between private and government secondary school teacher in Teacher efficacy. ➤ No way has the locale of the secondary school teachers affected their teacher efficacy. There is no difference between rural and urban secondary school teachers in teacher's efficacy. ➤ The organizational climate of secondary school teacher is affected by their nature of job. There is difference between private and government secondary school teacher in organizational climate ➤ The organizational climate of secondary school teacher is affected by their locale. There is difference between rural and urban secondary school teachers in organization climate ➤ No way has the nature of job of secondary school teachers affected their qualification. There is no difference between private and government secondary school teachers in qualification ➤ No way has the locale of secondary school teachers affects their qualification. There is no difference between rural and urban secondary school teachers in qualification
		2 Private secondary schools of Munger District	
		3 Rural government secondary schools of Munger District	
		4 Urban private secondary schools of Munger District	
2.To study the effect of organizational climate and qualification on teacher efficacy of secondary school teachers in relation to locale	Likert Scale	1 Government secondary schools of Munger District	➤ Organizational climate has a strong effect on Teacher efficacy. ➤ Qualification of secondary school teachers is affecting the teacher efficacy. ➤ There is strong interaction effect of organizational climate and qualification on teacher efficacy.
		2. Private secondary schools of Munger District	
		3 Rural government secondary Schools of Munger District	
		4 Rural government secondary schools of Munger District	

XVI. CONCLUSION

From above study, it can be conducted that teacher efficacy, organizational climate, and qualification play an important role in teaching learning process. It is the school climate which has the direct relation with teacher efficacy. As organizational climate affect teacher efficacy in the great extent so, emphasis should be given to school climate by fulfilling the inter relationship of teachers staffs and authority.

- From the overall views of both public and private principals as well as teachers, it was concluded that they mostly favored the open climate and disliked the closed climate.
- In the views of both groups a significant difference was present. Public secondary school teachers had positive views and private secondary school teachers had negative views about disengagement and consideration behaviors.
- It was found that private secondary school teachers slightly agreed with aloofness behavior of principals while secondary school teachers slightly disagreed with it.

XVII. EDUCATIONAL IMPLICATION

This study will provide a clear picture about the teacher efficacy, organizational climate and qualification of secondary school teacher.

- The findings of the study clearly imply that perception of teachers regarding the organizational climate of Indian background/ are moderately favorable. There is scope for tuning this performance to perform better by further improving the organizational climate through better human resource development measures, by addressing their problems. This can be done by recognizing good work, through promotions and rewards. They need to provide with adequate facilities. Due consideration should be provided for suggestions given by them in the process of planning and implementation of the programme.
- The findings clearly depicted that majority of teachers were in medium level of organizational commitment category. Hence, there is a scope to improve the level of organizational commitment among the teachers by increasing their responsibilities with authority and to make them involve them completely to achieve the organizational goals.
- Majority of the teachers belonged to medium level category with respect to the organizational related characters, such as job involvement, job satisfaction, attitude towards job, job performance and achievement motivation. There is scope to improve these characteristics to high level category by introducing appropriate educative programme and adequate training facilities in their respective fields.
- Non availability of well equipped class rooms, lack of laboratory facilities, and overload of work and absence of cordial atmosphere were some of the major problems experienced by the teachers. Appropriate action should be taken to eliminate these problems.

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Generally teacher efficacy of secondary school teachers play important role in the process of classroom transaction .A highly efficacious teacher facilitate the students in knowledge construction in great extent owing to high teacher efficacy , the teachers are able to reach at centre of the problem of the students and find out solution of that particular problem in smooth way . Therefore it is essential to focus on the factor which are considered as the generator of the teacher efficacy

Organizational climate and qualification of secondary school teachers affect the Teacher efficacy in great extent. The study revealed that organizational climate is the strong factor for generating high degree of teacher efficacy .So the climate of the school should be cordial and cooperative .The administrative needs to understand the basic problem of teachers. The teacher should be provided immediate help wherever and whenever they want

Teacher efficacy is somehow affected by qualification of teachers' .So the selection committee has to take care of the qualification criteria while selecting teacher to serve the nation as a whole.

XVIII. RECOMMENDATION

- Teachers play an important role in teaching learning process. So it is necessary that teacher efficacy of secondary school teachers should not be affected by organizational climate.
- It is necessary that at locale wise either rural or urban area secondary school teachers, there should be no any difference in teacher efficacy because the concept of teacher is that those who are living in rural area are not as intelligent as urban area teachers.
- School is a temple where teaching learning process goes on. So either the teacher who is working in private, government, rural, and urban sector the organizational climate should be friendly and tension free. So that teacher can take interest in teaching learning process.
- The most importance factor in teaching learning process is the teacher's qualification because only a qualified and experienced teacher can have know and tolerate any problem in teaching situation. So at present Bihar government should enroll Ctet or Bstet , stet qualified or experienced teacher.

- There is a great interaction between organization climate and qualification on teacher efficacy because a qualified teacher can adjust in all type of conditional environment.
 - The study results revealed that two types of organizational climates that is, open and controlled were found the best. It is therefore, recommended that secondary school teachers as well as principals be made aware of the concept of open and controlled climates and their characteristic features through electronic media and educational workshops. These climates may be ensured through administrative policy and measures.
 - The study results showed that intimacy behavior of teachers was negatively correlated to teachers' performance. Therefore, it is recommended that teachers should avoid showing the intimacy behavior because it wastes time and energy and slow down performance. The principals may engage and support them in research projects. They may be given chances to discuss academic problems in groups and seminars, conferences; workshops may be arranged more and more. Their new ideas and projects may be encouraged. Only abnormal intimacy behavior may be checked with positive and constructive behaviors.
 - Inculcation of negative behaviors of principals and teachers corresponding to the closed climate were found inversely correlated to teachers' performance. It is therefore recommended that such behaviors which cause to produce close climate be avoided.
9. A study can be conducted for the SC, ST, OBC, minorities, general caste secondary school teacher's efficacy, organizational climate and qualification.
 10. A study may be undertaken by comparing the Teacher efficacy and organizational climate of English and Hindi medium Students.
 11. A comparative study could be conducted by comparing the Teacher efficacy of Kendriya Vidyalaya, Zila School, Girls School and Public schools.

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1. Much useful information was brought out by the present study so that it can also be implicated in all other level of school. So as to get complete picture of perceived organizational climate in all institutions and problems faced by them and to formulate suitable strategies to reduce the problems.
 2. A similar study can be conducted by comparing the organizational culture and teacher efficacy of secondary school teachers.
 3. A study has been be conducted for the teachers who have undergone teacher training course under RMSA
 4. More in-depth comparative studies on the significantly associated variables are needed to further authenticate or revise the findings of present study
 5. A similar study can be conducted by comparing the organizational climate and teacher efficacy of para teachers and regular teachers
 6. The present study only concentrated on teachers of Munger District. Future investigation may be done by including teachers of other District as potential respondents
 7. Similar study can be conducted by comparing the efficacy of private school teachers and teacher those who have undergone training courses provided through SSA.
 8. A comparative study can be undertaken on teacher's efficacy of college teachers of costal and tribal area.

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