



## Effect of organizational climate on self-efficacy of Teachers at secondary school level in Azad Jammu and Kashmir

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### ABSTRACT

The major aim of this research was to determine the effect of organizational climate on teachers' self-efficacy at the secondary level in Azad Jammu and Kashmir (AJ&K). Therefore, this study was descriptive and quantitative in nature, and a survey design was used to collect the data. All the secondary school teachers working in secondary schools of District Bagh were the population of the study. The overall population of the study consisted of 2544 secondary school teachers. From which, the researchers selected 254 by using a simple random sampling technique. The survey was completed with the help of questionnaires. For this purpose, two self-developed questionnaires were used in this study which were based on the organizational climate and self-efficacy of teachers. Data were collected via Google Forms by sending them using different social media groups. Furthermore, regression analysis was used to analyze the data. It is concluded that the organizational climate affects the self-efficacy of teachers at the secondary school level in AJ&K.

**Keywords:** *Organizational climate; Self-Efficacy, Secondary school teachers*

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### INTRODUCTION

The organizational environment is a major element in solidifying a valuable seeking atmosphere. At the current time, many educational institutes' officials face difficulties, and they want to make sure that they have implemented reforms with the aim to make improving the progress of the students. Many reforms adopt for the betterment of the students as well as the improvement of the institute. Furthermore, in the practice of teacher height, officials, again and again, judge and evaluate educational practices and experiences to construct the power to teachers for encouraging the student (Koles & Kondath, 2015).

Kutsyuruba et al. (2015), basically, environment or climate refers to the feeling and nature of the students and teachers as well as the other school staff that works under the same origination. The personality of the proper and informal group features and factors within a work environment. The school climate is highly affected by attaining the set goals. The climate both affected the students positively or negatively. According to Freiberg & Stein (1999), six kinds of organizational environments exist in the institute, i.e., parents, well-known, independent, close-up, and controlled. Another study by Madumere and Olisaemeka, (2011) categorizes the schools' atmosphere into two major forms: positive or negative impact on students. A positive school environment is seen as accessible, supportive, respectful, pleasurable, approachable, helpful, and communication with the head of the school and staff of the teacher and learner. We know that encouragement or a positive school atmosphere improves learner motivation and attainment. On the other side, a negative climate affects student progress and reduces the outcome of the school. An Institute in which the Principal of a school is convincing and totally in charge of all activities of the institution is distinctive via non-cordial interaction among all of the institutions' members, e.g., teaching staff and the other employees as well as the head of the school.

Lunenburg and Ornstein (2021) state that the organizational atmosphere is the socialistic context inside teachers' work and educates the students. The learning atmosphere provides the opportunities and qualities the institute provides for its learners. Don et al. (2021) views about the institutional environment are all activities. The school environment includes many of the factors that influence the progress of the students and teachers. These factors include all the facilities that the organization provides for the learner. The facilities include the norms and attitudes of the school principal and staff, the school policies and rules, community involvement, extracurricular activities, delivery methods, communication styles, and exam patterns.

In the early period, human beings' communities comprise developed along with survived based on Education. After some time, the role of Education becomes more essential as an institute. The educational institute is responsible for providing better facilities and enhancing student performance. Definitely, the instructor can only provide better results if he is empowered through sufficient and necessary teaching education features (Swanson, 2022).

Basically, personal efficiency or self-efficiency draws from the social cognitive theory. If the teacher is self-efficient, we can easily set a target and achieve the goal successfully. When we achieve the goal, we can change the students' behavior and eliminate the students' difficulties (Alabay, 2009). The teacher changes the behavior of students positively as well as negatively.

Organizational Climate is a forecaster of the enhancement of the institute as well as the success of the student. Several elements affect student accomplishment, but the most important organizational concessive and positive climate influence the learners' achievements. Consequently, the teacher needs to equip his students with universal knowledge, educational skill, and ability. These skills are essential to become a productive citizen of the current era. So, here is a requirement for teachers always have a positive state of mind concerning their skills and ability to create a favorable atmosphere for their students. So, deciding how teachers perceived their skills and capacity to educate students in different environments and headship was essential. Consequently, this research will ascertain the effect of organizational climate on the self-efficacy of teachers in higher secondary schools of AJ&K. Keeping in view the introduction mentioned above about the variables of the study, the following objectives were formulated to execute the study:

1. To find out the effect of organizational climate on teachers' self-efficacy at the secondary school level.
2. To measure the effect of organizational climate types on teachers' self-efficacy at the secondary school level.

## **LITERATURE REVIEW**

Basically, the conceptual framework of the research mainly depends on Bandura's social cognitive theory. Similarly, the teacher's self-efficiency is based on the theory of Rotter's Locus of control theory. When Albert Bandura was a professor at the University of Stanford, he announced his first theory in 1977. He devoted his life to the research purpose after his first publication. The control theory of Rotter's Locus is essential for the personal-efficacy because the theory focuses on fundamental beliefs of actions and outcomes. These actions and outcomes may have internal or external control (Bandura, 1978; Rotter, 1967).

Halpin (1967) stated the conceptual framework of organizational climate. They stated that the concept of organizational climate laid the foundation for many other theories. Halpin and Croft developed an organizational climate that states the eight types of dimensions of the teacher with his colleague, along with principal and teacher behavior. Hoy et al. (2002) described that presently the changing in the school climate very rapidly, and now the researchers tried their best to find out try to find the best ways of measuring this multifaceted construct. School climate literature focuses on the two main elements that exist one is openness and the second is health. The Organizational Health Inventory (OHI) developed and measured schools' health and factors on three levels. Firstly, the technical level school or academic emphasis and instructor affiliation (Parveen et al., 2022). The second level is managerial level school leadership, resource supportiveness, and principal influence. The third level of the school is school integrity (Hoy and Tarter, 1997).

Organizational climate is significant for the betterment of educational institutes, however, the meaning remains imprecise. Through the goal, identify the factor that provides help to achieve the progress of the students. Many of the researchers state the school climate in a different context. Some researcher state that climate comprises all the facilities, activities, features, and personalities of teachers and Principals (Koles & Kondath, 2015).

Mesch et al. (2006) stated that the organizational climate is one of the important elements in which the behavior of all the members of the school influence the school climate. The inner climate of the school includes the relationship between teacher and student, teacher and Principal, student and Principal, as well as the other staff of the schools, parents, and School Management Council (SMC). All of these members include in the academic decision-making of the school to achieve the goal and outcome.

According to Franco (2010), the school's climate refers to the physical tangibles factors and the attitude and feelings of the learners, teachers, parents, and staff. It includes both, the physical and psychological dynamics of an institution that provide a better learning environment, resulting in the institutional outcome rising facility. Franco (2010), describes the four encompassing to construct a concept of school climate.

1. Physically climate means the environment is conducive to learning and teaching, secure and friendly.
2. Socially climate means the environment promotes interaction & communication between all the school students, faculty, and employees of the school community.
3. Emotional climate indicates an effective environment for the school student, teachers, workers, and community.

4. Academic climate means the environment endorsed with learning and achievement for learners, employees and teachers. As we know, the academic school climate involves the institute's atmosphere, academic achievement, and all student activities.

Koles and Kondath (2015) identified six types of organizational climate that may be positive climate as well as negative climate of the institute. An institute is considered a positive climate if nothing is out of sight from the instructor. Each teacher feels satisfied in their place of a major task as the result of the teacher's liberty to conduct research on what they coach and carry out official activities.

Gülşen and Gülenay (2014) said that every school has a distinctive and different environment. The reason is simple schools operate according to their own rules and regulations. The behavior of the teachers, Principal, community, staff, students, and the facilities of every school is different. These elements make the climate of the schools. The Principal is the key component of the school climate. The behavior of the Principal highly affects the school climate. The Principal changed his leadership style on different occasions. The Principal is the key component that leads the school and brings change.

Social cognitive theory perceived self-efficacy as the belief in one's capabilities to organize and carry on a course of action that is mandatory to produce an outcome (Bandura, 1978). Self-efficacy beliefs influence ideas and emotions to enable individuals to expend and sustain substantial effort in pursuing goals. Additionally, self-efficacy beliefs guide individuals to exercise control over events that affect their life (Bandura, 1986). Phuc et al. (2020) defined professor efficacy as "teachers' beliefs or conviction that they can influence how well students learn, even those who may be difficult or unmotivated".

Much of the research indicates that the teacher's self-efficient determines the achievement and collapse of their students. The higher outcome and the students' efficiency affect the students' success. (Lacks & Watson, 2018) discovered that collective efficacy was more important for determining school achievement and socioeconomic position.

Malureanu et al. (2021) state that almost all the instructors of the institute have factors of self-efficacy, and generally, there are two beliefs about teacher's self-efficiency. The first relates to the teacher's self-efficiency, which means how much teachers are self-confident while delivering the lesson in the classroom. The second concept is related to general teaching efficiency, which means a teacher can find student's difficulties and solve these problems successfully. Generally, teaching efficiency focus on the external issues of the student that the teacher does not directly control, for example, student's home environment, economic condition, intelligence quotient, student's home activities, and parents' engagement. Rienties et al. (2012) stated that the students' performance was highly affected by the home atmospheres of the students. Home environment influences in both ways, positive or negative.

## RESEARCH METHODOLOGY

The primary purpose of this research is to determine the effect of organizational climate on teacher self-efficacy at the secondary level. Therefore, this study was descriptive and quantitative, and a survey design was used to collect the data. All the secondary school teachers working in secondary schools of district Bagh were the population of the study. The overall population of the study was 2544 secondary teachers. A random sampling technique was used in the selection of the school teacher. The sample was taken according to Gay et al. (2009). From which, the researchers selected 254 by using a simple random sampling technique. The survey was completed with the help of questionnaires. For this purpose, two self-developed questionnaires were used in this study based on teachers' organizational climate and self-efficacy. Three experts checked the validity of the instrument from the relevant field. The experts' suggestions were incorporated, and then the questionnaires were used. After the validation of the instrument, the reliability of the instrument was measured by Cronbach's alpha statistical technique with the help of SPSS. The instrument's reliability was found 0.87, which indicated that the instrument was appropriate and could be used for the final survey. Data were collected via google Forms by sending them to different social media groups. Furthermore, the data were analyzed by using SPSS software. Regression analysis was used to analyze the data.

## RESULTS

Keeping in view of the topic and the study objectives, linear regression analysis was used to measure the effectiveness of an independent variable (organizational climate) on the dependent variable (self-efficacy of teachers). The results and interpretation of the tables are as under:

Table 1: Regression analysis of People-Oriented Climate and self-efficacy of teachers

	Regr. (R)	Regr.(R) square	B	beta	t	Sig.	Std. Error	F
People-oriented climate	.73	.588	0.161	0.059	5.881	0.000	0.129	1.561

Table 1 shows regression analysis to determine the contribution of people-oriented climate (independent variable) in predicting teachers' self-efficacy (dependent variable). Additionally, the correlation R is 0.73, and the R-square is 0.58, which shows that teachers' self-efficacy significantly represents 58% of the variance in confidence. The value of  $\beta=0.059$  showed the slope and  $t=5.881$ ,  $p<0.05$  describes that people-oriented climate was a significant predictor and positive impact on teachers' self-efficacy.

Table 2: Regression analysis of Rule-Oriented Climate and self-efficacy of teachers

	Regr.(R)	Regr. (R) square	B	Beta	t	Sig.	Std.Error	F
Rule-oriented climate	0.90	0.762	0.158	0.085	9.063	0.000	0.088	3.201

Table 2 illustrates regression analysis to define the contribution of rule-oriented climate (independent variable) in predicting teachers' self-efficacy (dependent variable). Additionally, the correlation R is 0.90, and the R-square is 0.76, which shows 76% of the variance in a rule-oriented climate is significantly represented by teachers' self-efficacy. The value of  $\beta=0.085$  showed the slope and  $t=9.063$ ,  $p<0.05$  refer to that motivation was found to be a significant predictor and positive impact on teachers' self-efficacy.

Table 3: Regression analysis of Innovation-Oriented Climate and self-efficacy of teachers

	Regr.(R)	Regr. (R) square	B	Beta	t	Sig.	Std. Error	F
Innovation-oriented climate	0.72	0.564	0.008	1.257	10.276	0.000	0.102	3.243

Table 3 shows regression analysis to determine the contribution of innovation-oriented climate (independent variable) in predicting teachers' self-efficacy (dependent variable). Additionally, the correlation R is 0.72, and the R-square is 0.56, which shows 56% of the variance in an innovation-oriented climate is significantly represented by teachers' self-efficacy. The value of  $\beta=1.257$  showed the slope and  $t=10.276$ ,  $p<0.05$  describes that importance was found to be a significant predictor and positive impact on the teachers' self-efficacy.

Table 4: Regression analysis of Result-Oriented Climate and self-efficacy of teachers

	Regr.(R)	Regr. (R) square	b	Beta	t	Sig.	Std. Error	F
Result-oriented climate	0.60	0.432	0.203	0.103	7.542	0.000	0.094	4.735

Table 4 illustrates regression analysis to define the contribution of result-oriented climate (independent variable) in predicting teachers' self-efficacy (dependent variable). Additionally, the correlation R is 0.60, and the R-square is 0.43, which shows the teachers' self-efficacy of teachers significantly represents 43% of the variance in a result-oriented climate. The value of  $\beta=0.103$  showed the slope and  $t=7.542$ ,  $p<0.05$  refers that anxiety was found to be a significant predictor and positive impact on teachers' self-efficacy.

Table 5: Regression analysis of Organizational Climate and self-efficacy of teachers

	Regr.(R)	Regr. (R) square	b	Beta	t	Sig.	Std.Error	F
Organizational climate	0.920	0.782	0.063	0.086	5.112	0.000	0.035	3.299

Table 5 shows regression analysis to determine the contribution of organizational climate (independent variable) in predicting teachers' self-efficacy (dependent variable). Additionally, the correlation R is 0.92, and the R-square is 0.78, which shows that teachers' self-efficacy significantly represents 78% of the variance in organizational climate. The value of  $\beta=0.086$  showed the slope and  $t=5.112$ ,  $p<0.05$  describes that organizational climate was found to be a significant predictor and positive impact on teachers' self-efficacy.

## DISCUSSION

The major theme of this research was to measure the effect of organizational climate on teachers' self-efficacy at the secondary school level in Azad Jammu and Kashmir. The results of this study revealed that the organizational climate of the organization/institution had a significant effect on the self-efficacy of secondary school teachers.

It found that organizational climate was found to be a significant predictor and positive impact on the self-efficacy of secondary school teachers. It was also found that 'teachers' self-efficacy in people-oriented climate, in rule-oriented climate, in innovation-oriented climate, and in result-oriented climate have direct effects on organizational climate. The effect of 'teachers' self-efficacy in a rule-oriented organizational environment appeared to be the greatest among the four types of organizational climate. The findings are consistent with the findings of (Edinger and Edinger, 2018; Skaalvik and Skaalvik, 2014). However, the types of organizational climate used in that study are somehow different from the present study. However, the result of the present study validates the two previously described looks differ from the findings of Shaukat et al. (2019), who stated that there is no significant relationship between organizational climate and self-efficacy of secondary school teachers. This difference between the results of the present study and that of Shaukat et al. (2019) might be related to any small sample size ( $N = 118$ ) involved in their research.

## CONCLUSIONS

Firstly, it is concluded that organizational climate significantly affected the self-efficacy of secondary school teachers. It is further concluded that organizational climate was found to be a significant predictor and positive impact on teachers' self-efficacy. It means that the organizational climate plays a vital role in teachers' self-efficacy. Secondly, it is also concluded that a people-oriented climate, rule-oriented climate, innovation-oriented climate, and result-oriented climate significantly affect the self-efficacy of secondary school teachers. It is further concluded that people-oriented climate, rule-oriented climate, innovation-oriented climate, and result-oriented climate were found to be significant predictors and positive impacts on the self-efficacy of secondary school teachers.

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