SOCIAL SCIENCE REVIEW ARCHIVES

RELATIONSHIP BETWEEN SCHOOL CLIMATE AND TEACHERS SELF-EFFICACY IN PUBLIC SECONDARY SCHOOL DISTRICT SKARDU

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Abstract

School climate is one of the most significant factors in solidifying an effective learning environment. In today's complex educational system, leaders face daily challenges in the world of high stakes testing and state accreditation that force them to ensure that they have implemented reforms that will provide sustained improvement in student achievement. Because of the impact that teachers have in equipping students with global knowledge and academic skills that they need to be productive citizens in the 21st century, there is a need for teachers to have a positive mindset about their abilities to produce a conducive environment for their students. Therefore, it was important to determine how teachers perceived their ability to teach students given the various climate, leadership, and professional situations. Therefore, the purpose of this study was to determine the relationship between school climate and teacher self-efficacy. The study was quantitative and the objectives of the study were: to find out the relationship of collegial leadership with teacher self-efficacy, to analyze the relationship of teacher professionalism with teacher self-efficacy, to determine the relationship of the academic press with teacher self-efficacy, and to investigate the relationship of community engagement with teacher self-efficacy. The statistical population of this study was included 570 male teachers at secondary schools in district Skardu, among them 200 teachers selected using sample random sampling technique. The researcher used two standardized instruments Data were analyzed through SPSS software and the statistical test selected to analyze the data was Pearson r. The findings of the study revealed that there was no significant correlation between collegial leadership and teacher self-efficacy, Academic press and teacher self-efficacy, Community engagement, and teacher self-efficacy except for teacher professionalism. Teacher professional was a significant correlation with teacher self-efficacy.

Key Words: School Climate, Teachers self-efficacy, Secondary schools

Introduction

School is an institution for educating students. It is an institution where teaching and learning processes are carried out by various participants who interact and relate with one another in a way that will ensure the successful realization of the goals of secondary education. School climate is

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one of the most significant factors in solidifying an effective learning environment. In today's complex educational system, leaders face daily challenges in the world of high-stakes testing and state accreditation that force them to ensure that they have implemented reforms that will provide sustained improvement in student achievement.

Moreover, with an often-diverse teacher experience level, leaders consistently assess and evaluate the instructional practices in their building to empower teachers to engage and motivate their students (Kelley, Thornton, & Daugherty, 2005). Pakistan, but Gilgit Baltistan in particular, is facing a great shortage of quality teachers in terms of self-efficacy beliefs. Most of the teachers do not utilize their efficacy skills while they are in the field (Zahid, H., Karim, & Rahimi, (2015). Similarly, students are not being educated properly to meet the national and international educational changes.

School Climate

Climate is referred to as the feeling, character, or personality of a formal and informal group features and factors in a work environment. Climate is said to affect efforts geared towards the goal attainment of a school negatively or positively. The climate of a school is said to be close or open. Marina and Hinjari (2008) identified six types of organizational climates prevailing in schools such as open, parental, familiar, autonomous, close, and controlled. Adeogun and Olisaemeka (2011) classified school climate in two forms, namely positive and negative. School climate therefore as defined by Johnson, Steven, and Zwoch (2007), is the psychosocial context in which teachers work and teach. School climate is a relatively enduring character of a school that is experienced by its participants, that the school (Hoy, 2011). Adejumobi and Ojikutu (2013) viewed school climate as the perception of the situation in which school personnel carries out their day-to-day activities.

Teacher sense of self-efficacy

Teacher self-efficacy refers to the extent to which teachers believe their efforts will have a positive effect on their students' abilities, in redirecting their student's behavior, and on overall student achievement (Ashton & Webb, 1986). In other words, teacher self-efficacy is the belief that s/he has the necessary capabilities to help students learn. Schunk (1989) advocated self-efficacy as a useful concept to explain teacher behaviors. A teacher with low self-efficacy might tend to avoid activities that could exceed their capabilities, while a teacher with high self-efficacy might tend to develop more challenging activities. Teachers with high self-efficacy produced students who performed higher on achievement tests than students taught by teachers with low self-efficacy (Ashton & Webb, 1986).

Objectives of the Study

Following were the objectives of the study:
  i) To find out the relationship of Collegial Leadership with teacher Self-Efficacy.
  ii) To determine the relationship of Teacher Professionalism with teacher Self-Efficacy.
  iii) To analyze the relationship of Academic Press with teacher Self-Efficacy.
  iv) To examine the relationship of Community Engagement with teacher Self-Efficacy.

Hypotheses:
  i) There is no significant relationship between collegial leadership with teacher self-efficacy.
  ii) There is no significant relationship between teacher professionalism with teacher self-efficacy.

iii)   There is no significant relationship between Academic press with teacher self-efficacy.
iv)   There is no significant relationship between Community engagement with teacher self-efficacy.

Literature review
Introduction
School reform efforts are meeting the requirements of the No Child Left Behind (NCLB) legislation of 2001 that has mandates to improve student achievement, as well as student behavior and completion rates (George, White, & Schlaffer, 2007).   During a time when accountability expectations and pressures are increasing and there is a demand for evidence that the work of educators is positively impacting students and schools as a whole, teacher effectiveness, attitude, climate, and overall school improvement are of major focus in schools.   High-quality educators are expected to be in place and supporting the educational efforts of all children in the schools (Fuller, Young, & Baker, 2010). The organizational environment, or the school climate, addresses characteristics of safe teaching and learning environments where relationships are important. These safe climates build connectedness and belonging (Cohen et al., 2009).   There is no comprehensive review of literature of the school climate as it is perceived by teachers that indicates how this climate affects teacher morale and teacher motivation.

Concept of School Climate:
School climate is a broad term that describes a complex system. Many studies implicate a variety of meanings for school climate. School climate is the social system of shared norms and expectations or a shared set of norms and expectations established for students, the teachers' morale and level of empowerment, student perceptions of the school personality, and the student environment as defined by the level of negative student behavior (Bernstein, 1992).
According to Perkins (2006), school climate is the learning environment created through the interaction of human relationships, physical setting, and psychological atmosphere. A favorable school climate provides the structure within which students, teachers, administrators, and parents function cooperatively and constructively (Van Houtte, 2005).

Types of School Climate:
Open Climate: "Open climate refers to an environment in which teachers obtain social needs satisfaction and enjoy a sense of accomplishment in their job. They perceive their principal (leader) as highly considerate and democratic in behavior and hence the group members as well as the principal feel all a piece. So, the group enjoys a high degree of integration and authenticity of behavior" (Sharma, 1973).
Autonomous Climate: "Autonomous climate refers to an environment in which the teachers enjoy a friendly relationship and a high degree of group morale. They satisfy their social needs to a great extent 'moderate and enjoy a degree of job-accomplishment. (Sharma 1973).
Familiar Climate: Familiar climate is characterized by the conspicuously friendly behavior of both the principal and the teachers (Sharma, 1973).
Controlled Climate: "Controlled climate refers to an environment which can be characterized as highly task-orientated at the cost of social needs satisfaction of the members (teachers) (Sharma, 1973).
Paternal Climate: "Paternal climate refers to a situation in which there is very little scope for the members to satisfy their social needs and derive fob satisfaction (Sharma 1973).

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Closed Climate: "Closed climate is characterized by a high degree of apathy on the part of all members of the organization. The organization is not moving. This climate lacks the authenticity of behavior (Sharma 1973).

Concept of Teacher self-efficacy:
Self-efficacy is the self-belief of teachers in their capabilities and the trust they have in their methodologies to accomplish the tasks. In particular cases, self-efficacy gives a surety to teachers that they can transfer their knowledge to the students successfully. Teachers with a greater sense of self-efficacy beliefs are more willing to experiment with new methods of teaching to meet the requirements of their students. Thus, a sense of efficacy in a teacher has a strong positive impact on student performance (Gosky, 1988; Tschanne & Woolfolk, 2001) and if teachers have a low sense of self-efficacy, their students will show poor performance.

Sources of Self-efficacy: When performing a particular task, physiological and emotional conditions like anxiety, enthusiasm or joy affect individuals' beliefs about their capabilities. Bandura (1997) implies that the force of physical and emotional reactions is not so crucial as the beliefs of these reactions. Bandura shared the following four sources of self-efficacy which are very important for the teachers.

Mastery teaching experiences: The most important source of self-efficacy is mastery teaching experiences; it is a scenario in which the teachers share their own success stories; thus, feeling confident about their methods, which proves that they are competent and believe in their capacities.

Vicarious experience: It is a process of learning from other's experiences, especially from the successes of other teachers. These success stories generate positive thoughts among other teachers and motivate them to do something different and creative.

Social persuasion: Teacher self-efficacy through social persuasion can also be improved by giving appreciating and encouraging remarks to boost the confidence level of the teachers. If they are supported by social elements of the society, a clear improvement can be seen in their attitude towards TSE.

Physiological and emotional states: The physiological and emotional behavior of teachers also affects TSE. If they are confident and enthusiastic about their actions, they will get positive and outstanding results.

Research Methodology
The study was quantitative and in the quantitative paradigm, a correlational design was used for this study. The population of the study was contained Govt Secondary Schools male teachers of District Skardu. According to the GB directorate of Education statistics report 2018 there were 27 Govt Secondary Schools in district Skardu and 570 male teachers in Secondary Schools. A simple Random sampling technique was used to select the male teachers of different secondary institutions. Random sampling is the basic sampling technique in which each member of the population has an equal chance of being selected as a subject. The entire process of sampling is done in a single step with each subject selected independently of the other members of the population. Two instruments were used in this study namely School Climate Index (SCI), developed by Tschannen-Moran et al, Parish, and DiPaola. (2006), and the Teacher Sense of Efficacy Scale (TSES), developed by Tschannen-Moran, Woolfolk, and Hoy (2004). This study was quantitative and the data was analyzed with the help of SPSS software and the statistical test selected to analyze the data collection was Pearson Product-Moment correlational coefficient (*Pearson r*) to calculate the coefficients and the results were obtained in the form of tables etc.

Data Analysis
Descriptive Statistics of all variables

Variables	N	Means	Sd
TSES	190	77.79	27.649
SCI	190	93.21	26.899
CL	190	30.77	5.101
TP	190	24.49	6.281
AP	190	23.29	8.63
CE	190	14.66	6.887

The data from the Teacher Sense of Efficacy Scale (TSES) and School Climate Index (SCI) were used to test the hypotheses. Both instruments were coded based on their possible answer which was described in chapter three in the research instrument step. For TSES and SCI answer choice ranged on a Five-point Likert scale. A Pearson Product-Movement Correlation Coefficient analysis was used to test each null hypothesis and correlate of variables. Table 8 provides the Pearson Correlation of dependent variables. The linear difference between two variables in each hypothesis is shown because of Pearson *r*.

Pearson Correlations

Independent Variables	TSES *(r)*
Collegial Leadership	.125
Teacher Professionalism	.370**
Academic Press	.006
Community Engagement	.198

No = 190
** Correlation is significant

The following tables showed the relationship between School Climate and Teacher Efficacy and its descriptive statistics of null hypotheses.

Null Hypothesis one (Ho1)

Independent Variable	Mean	SD	Mean of TSES	SD	Pearson(*r*)
Collegial Leadership	30.77	5.101	77.79	27.649	.125

In above table Null hypothesis, one stated that there would not be a statistically significant correlation between teacher perceived collegial leadership measured by SCI and teacher perceived self-efficacy measured by TSES. The Pearson Product-Moment Correlational Coefficient was calculated to determine the relationship between Collegial Leadership (Mean = 30.77, SD =5.101) and Teacher Sense of Efficacy (Mean =77.79, SD =27.649). The results of the test, r (190) = .125 revealed that there was no significant correlation between Collegial Leadership and Teacher Self-Efficacy. Therefore, there was no significant evidence to reject the null hypothesis. Collegial Leadership was not correlated to the teacher Self-Efficacy.

Null Hypothesis two (Ho2)

Independent Variable	Mean	SD	Mean of TSES	SD	Pearson(*r*)
Teacher Professionalism	24.49	6.281	77.79	27.649	.370**

The data presented in table 4.3.4 reflected that Null hypothesis two stated that there would not be a statistically significant correlation between Teacher Professionalism measured by SCI and

teacher perceived Self-Efficacy measured by TSES. The Pearson Product-Moment Correlational Coefficient was calculated to check the relationship between Teacher Professionalism (Mean =24.49, SD = 6.281) and Teacher Sense of Efficacy (Mean= 77.79, SD= 27.649). Thus, the result of the test, r (190) = .370** revealed that a positive significant correlation between Teacher Professionalism and Teacher Self-Efficacy. Therefore, there was enough significant evidence to reject the null hypothesis. Teacher Professionalism was positively correlated to Teacher Self-Efficacy.

Null Hypothesis Three (Ho3)

Independent Variable	Mean	SD	Mean of TSES	SD	Pearson(*r*)
Academic Press	23.29	8.63	77.79	27.649	.006

According to the above table 4.3.5 Null hypothesis, three stated that there would not be a statistically significant correlation between teacher perceived Academic Press measured by SCI and Teacher Sense of Self-Efficacy measured by TSES. The Pearson Product-Moment Correlational Coefficient was to analyze the relationship between Academic Press (Mean= 23.29, SD=8.63) and Teacher Self-Efficacy (Mean= 77.79, SD= 27.649). Thus, the results of the test, r (190) = .006 revealed that there was no significant correlation between Academic Press and Teacher Self-Efficacy. Therefore, there was no evidence to reject the null hypothesis Ho3. Academic Press was not correlated to teacher self-efficacy.

Null Hypothesis Four (Ho4)

Independent Variable	Mean	SD	Mean of TSES	SD	Pearson(*r*)
Community Engagement	14.66	6.778	77.79	27.649	.198

According to the above table 4.3.6 null hypothesis, four stated that there would not be a statistical correlation between teacher perceived Community Engagement measured by SCI and Teacher Sense of Efficacy measured by TSES. Pearson Product-Moment Correlational Coefficient was used to calculate the relationship between Community engagement (Mean= 14.66, SD= 6.778) and Teacher Self-Efficacy (Mean= 77.79, SD= 27.649). The resulting test, r (190) = .198 revealed that there was no significant correlation between Community Engagement and Teacher Self-Efficacy. Therefore, there was no evidence to reject the null hypothesis H04. Community Engagement was not correlated to teacher self-efficacy.

Findings

1. Table 4.3.3 Null hypothesis, one stated that there would not be a statistically significant correlation between teacher perceived collegial leadership measured by SCI and teacher perceived self-efficacy measured by TSES. The Collegial Leadership (Mean = 30.77, SD =5.101) and Teacher Sense of Efficacy (Mean =77.79, SD =27.649). The results of the test, r (190) = .125 revealed that there was no significant correlation between Collegial Leadership and Teacher Self-Efficacy.
2. The data presented in table 4.3.4 shows that Null hypothesis two stated that there would not be a statistically significant correlation between Teacher Professionalism measured by SCI and teacher perceived Self-Efficacy measured by TSES. The Teacher Professionalism (Mean =24.49, SD = 6.281) and Teacher Sense of Efficacy (Mean= 77.79, SD= 27.649). Thus, the result of the test, r (190) = .370** revealed that a positive significant correlation between Teacher Professionalism and Teacher Self-Efficacy. Therefore, there was enough

significant evidence to reject the null hypothesis. Teacher Professionalism was positively correlated to Teacher Self-Efficacy.

3. Table 4.3.5 Null hypothesis, three stated that there would not be a statistically significant correlation between teacher perceived Academic Press measured by SCI and Teacher Sense of Self-Efficacy measured by TSES. The Academic Press (Mean= 23.29, SD=8.63) and Teacher Self-Efficacy (Mean= 77.79, SD= 27.649). Thus, the results of the test, r (190) = .006 revealed that there was no significant correlation between Academic Press and Teacher Self-Efficacy. Academic Press was not correlated to teacher self-efficacy.

4. Table 4.3.6 null hypothesis, four stated that there would not be a statistical correlation between teacher perceived Community Engagement measured by SCI and Teacher Sense of Efficacy measured by TSES. The Community engagement (Mean= 14.66, SD= 6.778) and Teacher Self-Efficacy (Mean= 77.79, SD= 27.649). The resulting test, r (190) = .198 revealed that there was no significant correlation between Community Engagement and Teacher Self-Efficacy. Community Engagement was not correlated to teacher self-efficacy.

Conclusion

All stakeholders within a school and its community help to form a school's climate. Because a teacher has the most day-to-day interactions with students while he or she is at school, the teacher has an opportunity to shape the school into a positive, effective learning environment or a negative, ineffective one. Thus, the ability of a teacher to be effective in his or her classroom is paramount for a school's success. Even though many factors influence a school's climate, research has pointed to teacher self-efficacy as one of the most conclusive. Teachers who believe that they can make a positive impact on their students by helping them make advances in their learning and growth embody a strong sense of self-efficacy. The findings of the study revealed that there was no significant correlation between collegial leadership and teacher self-efficacy, Academic press and teacher self-efficacy, Community engagement, and teacher self-efficacy except for teacher professionalism. Teacher professional was a significant correlation with teacher self-efficacy.

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