TEACHER EFFICACY OF SENIOR SECONDARY SCHOOL TEACHERS IN RELATION TO ORGANISATIONAL CLIMATE AND CAREER COMMITMENT

A Dissertation Submitted to the

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In partial fulfillment of the requirements for the award of the degree of

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By

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Declaration

I do hereby declare that the dissertation entitled **"Teacher Efficacy of Secondary School Teachers in Relation to Organisational Climate and Career Commitment"** submitted in partial fulfillment of the requirement for the award of the degree of M.Phil. is entirely my original work and all ideas and references have been duly acknowledged. It does not contain any work that has been submitted for the award of any other degree or diploma of any university.

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Certificate

This is to certify that Miss Komal Sharma has completed her dissertation entitled **"Teacher Efficacy of Secondary School Teachers in Relation to Organisational Climate and Career Commitment"** under my guidance and supervision. To the best of my knowledge, the present work is the result of her original investigation and study. No part of the dissertation has been submitted for any other degree or diploma to any other university. The dissertation is fit for submission for partial fulfillment of the requirements for the award of M.Phil. degree.

Signature

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**"Words are often too weak to express one's inner feelings of
indebtedness to one's benefactors"**

I owe a debt to the Almighty God who has given me strength, motivation and patience to achieve the cherished goal of my life and to pen these words.

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Date: Komal Sharma

Abstract

Teacher is the role model for the students. Therefore, he must set a high sense of professional integrity and ideals as his/her each chunk of behavior is minutely observed by students. It is only the teacher who can play a determinative role in the all-round development of pupils. Education becomes effective only to the extent to which there is personal touch between the teachers and the taught. Teachers, particularly those working in secondary level, are responsible for making and implementing decisions that essentially affect the lives and prospects of a nation's future generation, i.e. students. The whole crux of education lies in the hands of teacher as teacher is the source of motivation and enthusiasm for students. The attitude, behavior pattern, personality of teachers influences the students and at the same time it inspires the child to master the higher values of life. The teacher is an inseparable part of an educational organization i.e. the school. A good school climate contributes largely to the utmost development of the students (Ashton, 1994).An organization which provides a positive and supportive climate to the teacher is likely to make the teacher more committed and dedicated to his work and career.

The present study was conducted to know the teacher efficacy of secondary school teachers in relation to organizational climate and career commitment. Teacher efficacy is the willingness of a teacher to take responsibility of success or failures of his students. Organizational climate refers to the attitudes, ethics and beliefs in the work place environment and the importance of the communication in creating and maintaining organizational identity. Career commitment involved the development of personal career goals and identification with and involvement in those goals.

 Descriptive survey method was used to obtain the pertinent and precise information about these variables. The sample of the study consisted of 200 secondary school teachers which is further divided into 100 government and 100 private secondary school teachers. The sample was again sub-divided into 50 male and 50 female secondary school teachers. Simple random sampling technique was used by the researcher for choosing the sample from Jalandhar district of Punjab.

The objectives of the study were (a) to study the level of teacher efficacy, organizational climate and career commitment of secondary school teachers, (b) to find the difference in the teacher efficacy and career commitment on the bases of gender and type of school, (c) to find out the difference in organsiational climate of different types of secondary schools, (d) to predict teacher efficacy on the basis of organizational climate and career commitment. On the basis of the above objectives and reviews, the following hypothesis framed: (a) There exists significant difference in the teacher efficacy of male and female secondary school teachers, (b) There exists significant difference in the teacher efficacy of different types of schools (c) significant difference exists in the organizational climate of government and private schools, (d) the difference is significant in the career commitment of male and female secondary school teachers,(e) significant difference exists in the career commitment of government and private secondary school teachers (f) organsiational climate and career commitment can predict teacher efficacy of secondary school teachers.

Two standardized scales of Teacher Efficacy and Organisational Climate contructed and standardized by Dr .T. Pradeep Kumar (2012) and Sanjyot Pethe (2001) were used respectively in this study. Besides this, one self- constructed scale of career commitment was used by the researcher to collect data. The reliability of the scale was found to be 0.81. The investigator used quantitative technique- percentage, t-test and regression for data analysis.

The findings of the study reveal that (a) male teachers have high teacher efficacy than female teachers. Thus, the hypothesis that there exists significant difference among male and female Secondary School teachers in their teacher efficacy was accepted. (b) Result of the study reported that the male teachers were having high career commitment than female teachers. Thus, the hypothesis that there exists significant difference among male and female Secondary School teachers in their career commitment was accepted. (c) It has been found that the mean score of government and private secondary school teachers were 79.58 and 77.3 respectively and government school having high teacher efficacy than private schools. Thus, the hypothesis that there exists significant difference among secondary school teachers of different types of school in their teacher efficacy was accepted.

(d) The study indicated that government schools have high organisational climate than private schools. Thus, the hypothesis that there exists significant difference in the organizational climate of secondary school teachers of different types of school was accepted. (e) It has been found that the government schools were having high commitment for their career than private schools. Thus, the hypothesis that there exists significant difference among secondary school teachers of different types of school in their career commitment was accepted. (f) The study indicated that the independent variables-oraganisational climate and career commitment are significant predictors of teacher efficacy. Therefore, the hypothesis stating that there exists significant relationship between teacher efficacy, organizational climate and career commitment of secondary school teachers is accepted.

Based on the above stated findings it is recommended that organizational climate should fulfill the needs and aspirations of teaching professionals so that they can serve the society to their best. Qualified and experienced teachers should be recruited to teach in secondary schools. Besides this, in-service training should be conducted for teachers to improve their teacher efficacy. Teachers should be oriented with the professional ethics and professional code of conduct from time to time to make themselves more dedicated towards their career and profession. Teacher appraisals should be there to know the levels of their career commitment and teacher efficacy and steps should be taken to enhance the organizational climate.

As secondary stage is the most crucial stage for a student, improvement in the efficacy of secondary school teachers will definitely help the students to improve their academic achievement. Findings of the study may inspire the school authorities to create a congenial atmosphere in the school. Congenial atmosphere in an organsiation contributes a lot towards making teachers more dedicated and more committed towards their work. It may lead the school management to inspire and nurture career commitment of teachers by providing favorable working condition to them.

Key Words- Teacher Efficacy, Organisational Climate, Career Commitment, Secondary School.

CHAPTER-I

INTRODUCTION

1.1 INTRODUCTION

Of all the creations of God, human life is the most sacred. Man is primarily distinguishable from other animals because of his rationality. The biological aspect of human life is maintained and transmitted by nutrition and reproduction whereas the social aspect of human life is maintained and transmitted by education (Taneja, 2001). Education not only provides us job and livelihood, but also develops our personality. It shapes our character. It makes us well-mannered and cultured. It expands the intellect of mind. It develops a feeling of self-reliance and self-confidence. It takes us from the darkness of ignorance to the knowledge of light, from untruth to truth and from death to immortality. And the process of education can never attain its completeness without the presence of a teacher.

A teacher devotes his entire life to learning and is a living embodiment of lifelong learning. Teacher has always played a pivotal role in the society. The future of the nation is being shaped in its classrooms. Children are our future nation builders. Therefore, the teachers have a great responsibility in moulding the character of children by giving quality education in the schools. In the words of Rabindranath Tagore, the first Nobel laureate, "A Teacher can never teach truly unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame."

The importance of teachers in a nation building cannot be over emphasized. One cannot discuss the role of education in the national development without giving central attention to teachers as the real agent of development. National development hinges on the contributions of the teachers towards attainment of academic excellence by the students .The major work of teachers is human resources development and no nation can develop above its human resources.

The major goal of school education is attainment of academic excellence by the students. Although there may be other objectives that put emphasis on the achievement of excellence in education, the extent to which these goals can be actualized depends largely on the teaching personnel. The performance of a good teacher depends upon the specialization of the subject or fields to be taught. Teacher have the potential for enhancing the quality of education by bringing life to curriculum and inspiring students, making them curious and attempting self-directed learning (Day 2004).

The very success of the school lies in mutual cooperation, understanding and dedication of the school personnel that constitute primarily the teachers. An organization which provides a positive and supportive climate to the teacher is likely to make the teacher more committed and dedicated to his work and career. Professional position or organizational environment creates an atmosphere that affects the behavior of the members of that organization (Pourseif, 2006).

The different professionals trained by teachers have their contributions to national development. Thus, the role of teachers is are very important in national development. In order to teach effectively, teachers must not only feel psychologically and emotionally comfortable, but they must also have some sense of belief that they can make a difference to the lives of children they are teaching. They must feel their professional work in bringing about positive changes in their pupils (Edward, 1996).

1.2   TEACHER EFFICACY

Efficacy definitions are started from nineteen fifties. The concept of efficacy started from the work of Rotter (1966) who developed the term self-efficacy that based on one's locus of control. After that Bandura studied on self-efficacy using social cognition theory. Many other researchers also have studied on self-efficacy and did some variation on conceptualization. The Rand Corporation founded two of the earliest efficacy, and find that efficacy has a positive effect on student achievement and implementation of school programmes. After three years, others researchers create association between efficacious teachers and their (a) classroom management, (b) special

education referrals, (c) teaching ways and (d) students' perceptions of their own tutorial skills.

The teacher efficacy is a variable whose contribution to teach effectively will be investigated in the proposed study. Bandura presented the concept of self-efficacy over quarter century past. A quality conscious teacher is one who is committed, enthusiastic, resourceful and intellectually as well as emotionally in his/her work (Day, 2004). These attributes of teacher can influence learning and achievement of the pupils and can manage student's behavior successfully. Such belief of a teacher about oneself is termed as teacher efficacy. Teacher efficacy shows the belief of a teacher in his/her own capacity to organize and execute course of action in order to achieve desired outcomes (Ashton 1984).

According to Gordon (2002), a teacher's perception of his/her own efficacy is seen as affecting the effort they invest in their teaching, yet because the goals they set and their level of aspiration in their skilled field career.

Conceptual framework of teacher efficacy

In the work of Tschannen-Moran and Hoy (2001), the term teacher efficacy has been defined as the belief or judgments of his teacher's or her capabilities to originate desired outcomes of student engagement and learning. They further say that teacher efficacy is associated with a range of educational outcomes. These outcomes include enthusiasm, commitment and persistence tutorial behaviour on the part of the teacher and achievement motivation and beliefs on self-efficacy on the part of student.

Efficacy is belief in one's ability to hold out the required actions to attain an explicit desired outcome (Bandura 1997). Thus, ones' sense of efficacy affects personal feelings, thoughts and motivation. People with higher efficacy possess the next quality of higher cognitive process. On the other hand, people who have low efficacy they give up quickly, have low aspirations for achievement and experience a lot of anxiety, that results in stress and burnout(Gibson 1984).

For the measurement of teachers' self-efficacy, Bandura constructed various dimensions as (1) Efficacy to influence Decision Making, (2) Efficacy to influence School Resources, (3) Instructional Self-Efficacy, (4) Disciplinary Self-efficacy, (5) Efficacy to Enlist Parental Involvement, and (7) Efficacy to create a Positive School Climate.

Gibson and Dembo (1984), found a 2 factor dimensional construct of teacher efficacy. The primary factor is personal teaching efficacy (PTE), which represents teacher's beliefs of his her own ability to influence students' learning and behavior. The second factor consists of general teaching efficacy (GTE), that represents that the belief about the capacity of teachers and educational system as a help to students.

Importance of Teacher Efficacy

The concept of teacher efficacy has gained attention over the last twenty five years. Researchers on the one hand try to develop the means and ideas of teacher efficacy. On the other hand, they seek to further cultivate the importance of teacher efficacy in teaching to explore its correlation. Studies on teacher efficacy have provided proof of the importance of the role of efficacy on teacher's behaviors. Findings indicate that teacher's efficacy beliefs not solely have wide influence on their tutorial practices and classroom behavior, but also have formative effects on their students' achievement and motivation (Siebert, 2006). During this respect, teachers with high efficacy beliefs manage negative emotive expertise higher than teachers with low efficacy beliefs who might experience more anxiety. Teacher efficacy has been given abundant attention as research has shown that teacher self-efficacy is systematically associated with positive teaching and student learning outcomes (Tschannen- Moran & Woll folk Hoy, 2001).

Woll folk and Hoy (1990), found very little consistent relationship between characteristics of teachers and the behaviors of learning of students. Teachers' sense of efficacy is associate degree exception to the current general rule. They thought that teachers' self-beliefs are determinants of teaching behavior may be a straightforward, nevertheless powerful plan. Students who have efficacious teachers they usually perform better than students in other classes.

Efficacy beliefs influence teachers' persistence ones things do not go smoothly and their resilience within the face of setbacks. Additionally, teachers' efficacy beliefs also influence their classroom behaviour. Efficacy influences the effort that made in teaching, set goals, and their level of aspiration. Teachers with a strong sense of efficacy tend to exhibit greater levels of planning and organization. They also open new ideas and willing to experiment with new ways to meet the requirements of their students (Berman, 1977).

Efficacy of teachers has been said to have a positive relationship with the outcome of students and behavior of teachers. Armor and his colleagues (1986), are the first in this field to establish a connection between teacher efficacy and achievement of students. Besides the relationship between teacher efficacy and student achievements, teacher efficacy is also closely associated with the motivation of students along with their attitude towards the subject they are being taught. According to Fives (2003), teachers with high efficacy can have significant impact on motivation of students in their learning and consequently leading to high academic efficacy of students.

Milner (2003) reported that teacher efficacy has a positive relationship with different aspects of teacher behavior. The first aspect states that teachers who have high efficacy are likely to have high expectations for their students. The second aspect states that teacher with high efficacy are more skillful in managing their classroom. Their levels of planning and organization are also better. Their approach to teaching is activity based and autonomy of the learner is promoted by them. Errors committed by students are also looked after by them less critically. The third aspect shows the greater professional commitments exhibited by teachers with high efficacy. They teach with enthusiasm and passion. Strong persistence is demonstrated by them when they face student failures or difficulties in teaching. Fourthly, teachers having high efficacy tend to show positive attitude towards students. Teachers with high sense of efficacy are more willing to experiment with new ideas and new practices of curriculum.

Ashton, Webb and Doda (1982), argued that the variable of teacher efficacy had a positive correlation to student achievement. This premise was suggested by the results of studies which examined student achievement by using the metropolitan Achievement

Test and teacher efficacy in forty eight basic skills classes in mathematics and communications in four high schools. The findings of this study suggested that students' performance gain on the Metropolitan Achievement Test was correlated to personal teaching efficacy.

In a study on teacher efficacy and teaching profession of male and female teachers .Chaube (1985), concluded that, (a) there was no relationship between attitude towards the teaching profession and teacher efficacy in male and female teachers, (b) there was no inter relationship between attitudes toward the teaching profession and academic achievement in both the sexes. However, these trends were in positive directions, (c) sex did not play any important role in respect of variables (academic achievement, attitude and teacher efficacy).

Bandura (1997) and Tschannen-Moran (1998), identified career commitment as an element that effects teacher efficacy and ends up in successful teaching. Lynch's (1994), found that teachers who have high career commitment, experienced frustration within first few months of their teaching profession. (b) When finishing ten weeks of the school, teachers having career commitment did not experience any change in their self-esteem. He once more states that resilience of those teachers is high who have a high sense of career commitment. On the other hand, teachers with low level of career commitment are found with a low level of resilience. Thompson (1999), states that teachers who were having additional committed to their organization were fewer likely to leave their profession.

Sridhar (2000) investigated to find out the relationship between teacher efficacy and different components of classroom management style i.e. behaviour management, instructional management and people management and. One hundred fifty teachers were taken during this study. It has been found that (a) male teachers have higher level of management than female teachers except for behavioural management, and (b) Most of the gender differences existed within low teacher efficacy levels on management scores.

Edwards and Briers (2000), tried to find whether there exists any relationship between career commitment and self-efficacy of teachers. Results of the study reveal that

there exists a positive relationship between teacher efficacy and career commitment which helps in the professional development of teachers.

Friel and Carboni (2000) studied the effect of employing video technology through the teaching methods of math course. They concluded that video lessons greatly improved beliefs about teacher efficacy.

Wayne (2004) conducted a study to find out the relationship between school climate and teacher efficacy. The sample consisted of one hundred seventy nine teachers randomly selected from thirty seven secondary schools in New Jersy. Findings were that organizational factors help the teachers to manage their teaching effectively and the data also demonstrated that the constructions of general and personal teaching efficacy are separate sets of beliefs.

Looney (2004) investigated the relationship between teacher efficacy and the study variables teachers' efficacy beliefs as measured with the TSES were significantly and positively related to professional community. The results show that teacher efficacy was significantly related to the teachers' view of student ability as incremental or fixed.

Floers and Clark (2004), identified that personality; interpersonal style, interests, and moral worth have an effect on teacher efficacy. On the other hand the study of Onafowora (2005), recommends that additional investigated on learner teachers' self-confidence at different times and to notice consistency patterns or growth as it relates to teacher- efficacy attributes.

Lewandowski (2005) identified that teachers with low efficacy group expressed a confidence and belief in their personal ability to have an effect on student achievement. The result found that low efficacy group verbalized the realization that their own personal efficacy directly impacts students learning.

Yeh (2006) found that teacher efficacy is a reliable predictor to improve the personality characteristics of teachers. The findings suggested that personality types such

as critical thinking, dispositions, intra-personal intelligence and a judicial thinking style results in a reliable outcome in reflective teaching and mastery performance.

John (2007) examined the mediating effects of teacher efficacy by comparing two models derived from Bandura's social-cognitive theory. The sample consisted of three thousand seventy four teachers from two hundred eighteen schools. The results found that, (a) Transformational leadership had an effect on the collective teacher efficacy of the school. (b) Teacher efficacy alone predicted teacher commitment to community partnerships. (c) Transformational leadership had direct and indirect effects on teacher commitment to school mission and commitment to professional learning community.

Rezaeeyan (2007) demonstrated that there is a significant and positive relationship between emotional intelligence and institutional commitment. In a similar study, Shridhar (2007) also found that there was a positive and significant relationship between teacher efficacy and emotional intelligence.

Fabio (2008) conducted a study entitled "Emotional intelligence and self-efficacy of Italian high school teachers". One hundred sixty nine teachers were taken for this study. It was found that (a) there was a significant differences in emotional intelligence emerged with respect to their age (b) In comparison to females, males obtained higher scores in the intrapersonal dimension, while women scored higher on the interpersonal dimension.

Sani (2009) researched the influence of efficacy and emotional intelligence of technical secondary school administrators and teachers professional collaboration on teachers' job satisfaction. One thousand four hundred twenty six school teachers of Malaysia were taken as sample of the study. The study revealed that, there exist significant relationships between all the variables.

Collie (2012) conducted a study on teachers' perception of social-emotional learning and climate in their schools which influenced three outcome variables— teachers' sense of stress, job satisfaction and teacher efficacy. The sample was six hundred sixty four teachers from various elementary and secondary schools. The result stated that (a) the school climate factors that examined teachers perceptions of students motivation and behavior had the most powerful impact on student achievement (b) both

of these variables significantly predicted the sense of stress, teacher efficacy and job satisfaction.

Deep (2013) conducted a study on teacher efficacy of secondary school teachers in relation to their teaching aptitude. The consequence of the research showed that male and government secondary school teachers have higher efficacy. Rural and more experienced secondary school teachers have higher teaching ability. Teacher efficacy is a significant factor in teaching which depends on teaching aptitude. Therefore, teaching ability should be given considerable importance while appointing the teachers.

Ohri (2013) conducted on a study of teacher efficacy and job satisfaction of secondary school teachers. This study concludes that (a) all types of aided schools teachers are able with more teacher efficacy than all types of government and non-aided school teachers. (b) Besides finding also stated that aided school teachers have better professional and academic knowledge and better relationship with pupils, principals and parents.

1.3 ORGANISATIONAL CLIMATE

Organization as a concept has been discussed by different authorities in different ways. In the human organization, like in a school, we find a number of individuals are working together towards achieving common goal. Each of these individuals is bringing to the work situations different background of personal and social experiences. These individuals differ in their demands of their jobs. These demands depend on an individual's physical and social needs.

The organization can now be defined as a highly complex social system composed of the most complex social system composed of the most complex organizers, the human beings interacting with each other and are interdependent ingredients of the interaction phenomena where the interaction takes place between two dimensions namely the social and psychological dimensions of the social system. Organizational development is essentially an important and large theme. A healthy school continuously strives to bring satisfaction among its members, teachers and non-teaching staff, and provide a better quality of organizational climate it makes the school a challenging and

interesting learning center for students, teachers, principal and achievements of students in curricular and co-curricular activities and a centre for inculcation of social sensitively and values.

Types of organization

Two types of organization are distinguished in the organizational theory formal and informal organizations. The differences between the two are features of which they are structured.

1. A formal organization is deliberately planned, created and concerned with the planned coordination of the activities of a number of people for the achievement of some common, explicit purpose or goal, through division of labour and function and through a hierarchy of authority and leadership.
2. The informal organization arises from the interaction of people working towards a goal and for development of groups with their own relationship and norms of behavior unlike those defined within a normal structure. The informal organization is more flexible and loosely structured with membership often spontaneous and in varying degrees of involvement.

Climate

According to National school climate council (2007), school climate refers to the quality and character of the school life. Climate refers to a condition with a linkage of thinking, feelings, and actions by those in the organization. Therefore, it is subjective and is bound by the complete manipulation of power and influence of somebody (Denison, 1996). Castro and Martins (2010) said that "organizational climate is a perception that is shared, emotions and the attitude that members of the organization and the basic organizational elements that reflects the norm, value, attitude, culture and influence of the positive and negative attitude of individual in the organization".

Types of climate:

Open climate

The open climate depicts a situation in which the members enjoy extremely high spirit. The teachers work well together bickering and griping. They are not burdened by mountains of busy work or by routine reports. The behavior of the principal represents an appropriate integration between his personality and the role he is required to play as principal. He sets an example by working hard himself. He can either criticize actions of teachers or go out of his way to help the teacher depending upon the situation. He does not have to emphasize production. He does not do all the work himself because he has the ability to let appropriate leadership acts emerge from the teachers. He is full control of the situation and he clearly provides leadership for the staff.

Closed climate

The close climate marks a situation in which the group members obtain little satisfaction in respect to either task achievement or social needs. Teachers are disengaged and do not work well together. Consequently, group achievement becomes minimal. To secure some sense of achievement, the major outlet for teachers is to complete a variety of reports and to attend to a host of housekeeping duties. Spirit is low because the group members obtained neither social need satisfaction nor the satisfaction that comes from task achievement. The principal is high aloof and impersonal in controlled and directing the activities of the teachers. He sets up rules regulations about how things should be done and these rules are usually arbitrary.

Paternal climate

It refers to a situation in which there is little scope for the members to satisfy their social needs and drive job satisfaction. The faculty has no work in the way the principal wants but at the same time the principals was a paternal guardian of the school faculty. He does not ignore the individual interest hence his behavior is perceived as highly considerable.

Familiar climate

It is characterized by the conspicuously friendly behavior of both the principal and teacher's. The teachers have established personal friendship among themselves. Social needs satisfaction high. The principal exercises leadership in an indirect manner and tries to keep production satisfactory.

Autonomous climate

It refers to an environment in which the teachers enjoy a friendly relationship and a high degree of group morale. They satisfy the social needs to a great extent moderate and enjoy a degree of job accomplishment. It may be defined as a set of properties which are specific to a particular organization in relation to its work environment and when can be assessed by the way the employees are dealt with in the organization. It also includes its societal and task environment. This definition views the climate as an entity generated by the unique way of interaction of a particular organization with its constituents and the significant forces outside its boundaries. However, the assessment of those particular ways entail methodological questions because the nature of assessment would likely to be independent upon what specifically is being assessed and also upon what measures of assessment is being employed have mutually competing definitions and approaches to the organizational climate.

In recent years the term organizational climate has become a matter of concern of social scientists, educationists and management personnel. Researchers have undertaken the study of organizations with a view to understand the dynamics of academic organizations and methods to improve those organizations. Any institution is also an organization and like other organizations, It may also be taken as an institution's individuality or inner-life. This climate has a great impact on the output capacity of the institution. The climate in educational institution affects the teachers and their teaching & the learners and their learning.

Organizational climate deals with values and attitudes of persons within a completely different subsystems existing within the school, the teacher's, non-teaching

and other categories of staff, parents and students. Climate of an organization can be compared to a fertile land where seeds are sown earlier to get greater fruits later. The quality of seeds may be high, the grower may be technically competent, financial resources may be available. But, everything depends on the fertility of the soil to grow and flourish. The same is true of organizational climate of education. Hence a large number of principals, who have introduced innovations, have concentrated their effort on creating an organizational climate. An organization is, no doubt, made up of more than one individual. Climate of an organization although may not be a replica of sum of individual personalities but it is definitely affected by the constituent individuals. In the same way, the climate of an organization affects the personalities of individuals associated with the organizations. Therefore a two way process goes on in which individuals and organizations interact with each other. A school environment plays an important role in achieving the goals framed for the children, because the school environment has maximum impact on their thinking, reasoning and problem solving behavior, achievements, attitudes and values.

The concept of organizational climate first employed in the first half 1960s by George. He was first psychologists who saw the analogy with individual personality and used the concept of organizational climate. School climate has become a global construct that researchers often use loosely to group together with studies of school environment, learning environment, learning climate, sense of community, leadership, academic climate and social climate.

So, it can be said that organizational climate is a new emerging concept. Different researches denoted it in different ways. Some have referred it as school personality and some have called it as atmosphere, environment and even morale of the school. Recently some have preferred to say it as institutional climate from the climate which is different of other types of organization, such as industry, public administration, business and political parties etc. Here this term refers to a set of organizational characteristics which can be induced from the way of working of an organization and it deals with its members of that organization. So, organizational climate is a multidimensional phenomenon and it plays predominant roles in the attainment of desired educational goals.

Tagiuri and Latwin (1968) noted that organizational climate refers to "the quality of the organizational internal environment especially as experienced by the insider".

Litwin and Stringer (1968) defined organizational climate "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 ".

Zohar and Luria (2005) defined organizational climate as the shared perception of what behavior is expected and rewarded inside the organization.

Frechette (2009) stated that organizational climate is a "set of attributes specific to a particular organization that may be induced from the organization that deals with its members and its environment".

Prabagaran (1998) found that a moderate organizational climate leads to average performance of the respondents. Overall, the study shows that the performance and organizational climate has a moderate positive relationship. His findings also showed no significant difference between the perceptions of graduate teachers with non-graduate teachers on work performance. The study also indicate that there exist no significant difference between the perceptions of male teachers with female teacher's performance

Mohd Aris (2000), in his study showed that although the organizational climate is moderate, but the job performance is still at a high level. The relationship showed a weak positive association between organizational climate and job performance. In addition, there are differences in perception of employees on work performance significantly between different types of job and place of work.

Studies done by Safiah (2001), found that teachers' careers and attitudes of administrators is a contributing factor to high stress, while the overall stress factors such as performance appraisals, work environment, colleagues, supervision, which led to a moderate level of stress. Only teaching career has a significant relationship with job performance. However, this relationship is weak. There was no significant relationship between goal orientation and performance based assignments among teachers.

Performance evaluation in 2000 showed that the majority of teachers are performing well, while in 2001 the majority of wage movement is at a plateau.

Kumaran (2003) investigated on organizational climate and academic performance of different kinds of schools. Result showed that (a) younger schools were better in academic performance. (b) Government schools had better position than private schools in all aspects of academic performance and organizational climate.

Ahgar (2008) conducted a study on organizational climate in relation to occupational stress among secondary school teachers. Results show that teachers, the rate of occupational stress of teachers working in disengaged and closed climate significantly exceeds than the teachers working in open climate

In a study on organizational climate and organization commitment, Zhang and Liu (2010) found that (a) educational level, position and length of time working for the present organization had significant effects on organizational climate, (b) Organizational climate had significant effects on human resources management, and (c) Organizational climate also had significant effects on organization effectiveness like staff members' organization commitment and collective identity.

Singh (2011) investigated the impact of organizational climate on learning achievement of secondary schools students. The findings revealed that (1) Familiar climate followed by open and autonomous climate is significantly more facilitative in learning achievement of secondary school students. (2) Control type of school organization is most debilitating in language achievement. (3) He also found that organizational climate varies from school to school and it has its varying effect on student's academic performance.

Zahoor (2012) attempted to find out the organizational climate and adjustment of Government and Private school teachers, showed that every educational institution has a distinguish climate that make them unique from others. The study found that there was a significant difference between organizational climate and adjustment of government and private school teachers.

Babulal (2012) conducted a study on organizational climate of secondary schools of Haryana. The results showed that organizational climates of urban secondary schools were better than the rural secondary schools. The social relationship between teachers and students was democratic and better in urban secondary schools. The study also found that there was a good rapport among the teachers, students and head of the schools in urban schools.

Nurharani (2013) conducted a study to search out the influence of organizational climate on teachers' job performance at Klang Malaysia. The findings were, (a) Organizational climate was found to be a significant factor that affects teacher's job performance, (b) teachers working in unhealthy organizational climate were unable to carry out their tasks effieiently.

Shahram et al (2013) investigated the relationship between the organizational climate and job satisfaction of secondary teachers. The result shows that there is a significant relationship between the target agreement, role agreement and agreement on approaches of organizational climate dimensions with job satisfaction of secondary teachers.

Gupta and Goel (2014) conducted a study to find out the organizational climate of residential and non-residential schools. The study indicates that (1) organizational climate is significantly different in residential and non-residential schools. (2) The study further revealed that levels of disengagement and alienation are significantly found higher in non-residential schools, whereas (3) Levels of psycho-physical hindrance and intimacy are found to be higher in residential schools.

1.4   CAREER COMMITMENT

Career commitment was developed by Blau (1985). Blau(1985), defined career commitment as one's attitude towards one's profession or vocation. He studied on registered nurses and newspaper employees which distinguished them in several skilled levels of their vocations. He recommended that there was some extent of ambiguity and redundancy in the conceptualization and measuring of career commitment with different connected constructs, such as job involvement and organizational commitment so as to avoid the overlap with different constructs mentioned above.

From the beginning of the industrial era in to the late 1980's, the term career was viewed in two similar ways. Firstly, as a property or quality of an occupation or an organization where a career was seen as a sequence of places held by the employee in a single organization Secondly, as a property or quality of an individual whereby each individual could pursue a unique career (Greenhaus, 1987). For example a person may be involved in a profession such as that of an accountant or doctor. Three themes arise in the second approach namely, advancement, a career as a profession, and a career as a source of stability (Greenhaus, 1987).

More recent research has identified a movement away from the traditional concept of a 'career for life', which was directly related to the rapid rate of social, economic and technological change that encouraged the development of successive or multiple careers (Holmes & Cartwright, 1993). Thus, in today's society there square measure obvious flaws with Greenhaus' (1987) definitions of a career as employees might select or have to be compelled to begin replacement line of work and break the sequence of positions. Although a popular sociological term of time, stated (Becker 1960), commitment was not effectively applied to an organization until it was grasped by two theorists in the 1960s. Howard Becker and Amitai Etzioni. Chris Argyris (1957) and Elliot G Mishler (1953) and Etzioni (1961) take an additional psychological approach to commitment: "An individual is committed to an organization to the extent that central tensions are integrated thorugh organizationally relevant acts".

Commitment is defined as, firstly a belief in and acceptance of the goals and values of the profession, secondly willingness to exert considerable effort on behalf of the profession and after that the desire to maintain membership in the profession. A committed teacher always considers each and every student equal shows his sympathy to slow learners and gives his hard effort to make them up to the standard level. He listens to the problems of the student and sought the ways to solve them. Besides knowing the positive aspect of his attitude a committed teacher should know about himself i.e. where he is lacking or what his limitations are. This can be done through self-analysis. He should prepare a diary or write down his personal experiences where he shows his aggressive behavior and should modify it according to the changing conditions and requirements. A teacher should possess the quality of tolerance and forgiveness and must consider his aggressiveness as an obstacle in the growth and development of children. He should create friendly environment and give proper importance to student's problems because the aim of teaching profession is not to teach but to make the students learn. This commitment will indeed add to the effectiveness of teacher's role performance.

Carson and Bedeian (1994) developed three dimensional measures of affective career commitment. The first dimension is 'career identity' which deals with an emotional attachment to the vocation. The second dimension includes career planning which considers the energizing component of career commitment. The final dimension is career resilience which hits dedication on the part of teacher in the face of adversity.

Mark (1991) conducted a study on job satisfaction, teacher stress and career commitment. Seven hundred ten Maltese secondary school teachers were taken as the sample of the study. Results showed that teachers who reported greater stress were less satisfied with their job and less committed to choose a teaching career where they are to start life over again. It also stated that professional recognition needs had the strongest inverse relationship with job satisfaction and career commitment.

Hammond (1997) conducted a study on the career commitment of teachers, and found that the initial years of teaching is an important factor in individual's job

satisfaction, teaching effectiveness, professional commitment and career longevity. In the initial period of their career, many teachers find their job more challenging and more demanding than they were expected. Those challenges lead them to think again about their career choices (Gordon, 1991). The data revealed by National Center for Educational Statistics (1997), showed that there are seventeen percent teachers of public schools who leave their profession within first three years of their career. Thirty seven percent teachers left the job for family or personal reasons, twenty seven percent got retired and twenty percent left the job because they were dissatisfied with teaching or opt for another career.

Nias (1999) identified that the career commitment of teachers' had a significant impact on the teacher's performance and student's achievement. It is a critical predictor of work performance, burn out and turnover of teachers. It also influences on teachers attitude towards their school and achievement of the students (Tsui and Cheng, 1999).

Hall (2000) identified that the career satisfaction and career commitment were positively related and when individuals were allowed to achieve their goals they were found more satisfied related to their careers. Additionally researchers also identified that career commitment was significantly and positively related to skill development and negatively related to career and job withdrawal intensions but not significantly related to work quality (Aryee and Tan (1992).

Goulet and Singh (2002) studied on job involvement, organizational climate and job satisfaction in relation to career commitment. Findings stated that, three variables are positively related to career commitment. This means that if an individual is attached to his job and organization, and he likes what he does in that position, he is more likely to present a high level of career commitment.

Salami (2007) also found that self-efficacy was significantly related to career commitment. The literature reviewed so far shows that persons with high self-efficacy are committed to their career. It is therefore equally expected that self-efficacy can correlate with career commitment of secondary school teachers.

Ware et.al (2007) conducted a study on teacher and collective efficacy beliefs as predictors of career commitment. In this study he revealed that collective efficacy beliefs are predictors of career commitment of teachers. The result of this study supported the hypotheses that the scales would significantly predict teacher career commitment.

Hassan (2008) examined the role of efficacy on the relationship between career commitment and career success. The results showed that career commitment predicted both objectives (i.e. salary level) and subjective (i.e. career satisfaction) career success just for employees with average to high efficacy but not for those with low efficacy.

Douglas (2009) conducted a study on organizational climate and career commitment in schools of Albama. In this study he revealed that relation between climate of schools and career commitments of teachers are closely related. Organizational climate is positively related with career commitment of teachers in Albama schools.

Shukla (2009) studied teaching competency, career commitment and job satisfaction of secondary school teachers, their relationship and influence on each other. The result showed very high positive correlation between commitment to career and job satisfaction levels of secondary school teachers. This means teachers who are satisfied with their job are also equally committed to their career. However, the findings reported a very low positive correlation between teaching competency and job satisfaction.

This shows that job satisfaction level do not affect competency skill of the teachers. The results show very low positive correlation between career commitment and teaching competency. The study also shows that career commitment and teaching competency are not related to each other which means teachers who are committed need not be competent and vice versa.

Noordin (2009) conducted a study on the teacher professionalization and career commitment. The results indicate that there's a higher possibility of the male teachers to leave the teaching profession than the female teachers. The finding revealed that professionalization of teachers varies from low to moderate levels. Teachers have

reflected high levels of career identity. Their career resilience and career planning are moderate.

Zhang (2013) investigated the impact of core self-evaluations on job satisfaction, with a primary focus on confirmation of the mediator role of career commitment. The result revealed that both career commitment and core self-evaluations were significantly correlated with job satisfaction.

After observing all the reviews it can be concluded that teacher efficacy is significantly related with organizational climate and career commitment. The study conducted by Wayne (2004) and Collie (2012), on teacher efficacy and organizational climate showed significant relationship between these two variables. Career commitment has also a positive impact on teacher efficacy. The literature reviewed so far shows that persons with high efficacy will be committed to their career. It is therefore equally expected that efficacy can be correlated with career commitment and organizational climate of teachers. A few studies showed the relationship between teacher efficacy and career commitment. Studies of Goulet and Singh (2002), Neil (2003), and Salami (2007) showed that there is a significant relationship between the two variables. The findings of Douglas (2009), on organizational climate and career commitment revealed that organizational climate is positively related to career commitment of teachers. So, studies are conducted on teacher efficacy and organizational climate of teachers. Similarly, researchers were also done to find out the relationship between organizational climate and career commitment. However, studies on teacher efficacy relating to organizational climate and career commitment are very less. Therefore the researcher tried to fill the gap in this area by carrying out a study on teacher efficacy in relation to their organizational climate and career commitment.

1. 5   SIGNIFICANCE OF THE STUDY

Teachers play a basic and dynamic role in the educational system. It is said that good performance of students depends upon effective teaching of their teachers. Teachers accompanied with good organizational climate bring desirable changes in shaping the future of the students. The development of the every country depends upon the quality of their teachers. Teachers are called the builders of nation. But a teacher can perform his different tasks and responsibilities when he is committed to his career.

Teaching profession is regarded as the most important and noblest profession. For qualitative improvement of education there is need of efficient teachers in schools, who can uplift the very stand of education. Teaching is a mission, to which the teachers are transparently whole hearted and dedicated. Teaching and school climate are clearly very important factors of educational organization. It is considered that organizational climate is significantly related to the efficiency of a school, meaning thereby that school which have good organizational climate may achieve better than schools which lacks such climate. Teacher effectiveness is not fully possible until there is well sequential organizational climate. Moreover, an organization cannot achieve its goals unless its employees are satisfied with the organizational climate and unless they work with full dedication and commitment. Professional position or organizational environment creates an atmosphere that affects the behavior of the members of that organization (Pourseif, 2006).

There is great need and significance of present study, because it will provide us an insight about the organizational climate of secondary schools and its effect on teacher efficacy. The Secondary Education Commission (1952-53) said that the most important factor in contemplated educational reconstruction is the teacher and his personal qualities, educational qualification, professional training and the place he occupies in school as well as in the community. The teacher may not decide the goals of education. But the attitude of teachers toward teaching plays a vital role in the development of education society.

The goal of teaching is effective teaching. However, only that teaching is successful which brings about effective learning. The quality of teaching depends largely on the organizational climate in which a teacher works along with his involvement and commitment towards his profession. The aim of the present study was to know the relationship of teacher efficacy of secondary school teachers in relation to organizational climate and career commitment.

From the above discussion it can be considered that teacher efficacy is greatly influenced by organizational climate and career commitment. Studies conducted by Tschannen-Moran (1998), identified career commitment as a factor that effects teacher efficacy and leads to successful teaching. Earlier studies also show the existence of significant relationship between teaching efficacy and career commitment. However, studies on teacher efficacy relating to organizational climate and career commitment are very less.

So conducting study would fill the gap in this area. This study will help the school management and professionals to create a better organizational climate which could help to develop teacher efficacy. It will also help the administration to explore the career commitment among their staff. It will also guide future researchers to get knowledge about this area and outline strategic planning to enhance quality of education.

1.6 STATEMENT OF THE PROBLEM

In the present study, an attempt was made by the investigator to study the Teacher Efficacy, Organizational Climate and Career Commitment of Secondary School Teachers. It is titled as TEACHER EFFICACY OF SECONDARY SCHOOL

TEACHERS IN RELATION TO ORGANISATIONAL CLIMATE AND CAREER COMMITMENT.

1.7 Operational definition of the terms

The operational definitions of the terms use in the present study are:

Teacher Efficacy

Teacher efficacy is the willingness of a teacher to take responsibility of success or failures of his students. Generally, it has been regarded as the belief of a teacher that he or she can influence the learning of students. This belief also includes those students who are taken to be difficult or seems to have devoid of motivation.

Organisational Climate

Organisational Climate is a kind of group, whose members have various responsibilities for accomplishing the group tasks. It means a part of administration dealing with the systematic arrangements and coordination of activities for certain definite purpose. It refers to the attitudes, ethics and beliefs in the work place environment and the importance of the communication in creating and maintaining organizational identity.

Career Commitment

An individual career attitude is termed as Career commitment. Career commitment can be considered one's attitude towards one's profession or vocation, where career commitment involves the development of personal career goals and an identification with and involvement in those goals, such that one is willing to exert effort in support of their career, congruent with its values. According to Hall (1971) defined "Career Commitment is the strength of one's motivation to work in a chosen career role".

In general career commitment involved the development of personal career goals and identification with and involvement in those goals.

1. 8 OBJECTIVES

The study was designed to attain the following objectives:

1. To explore the level of teacher efficacy, organisational climate and career commitment of the Secondary School teachers.
2. To find out the difference in the teacher efficacy of Secondary School teachers on the basis of certain background variable i.e. gender and type of school.
3. To find out the difference in the organisational climate of different types of Secondary School.
4. To find out the difference in the career commitment of Secondary School teachers on the basis of gender and types of school.
5. To predict teacher efficacy of Secondary School teachers on the basis of organsiational climate and career commitment.

1.9 HYPOTHESES

The study had been designed to attain the following hypotheses:

1. There exists significant difference in the teacher efficacy of male and female Secondary School teachers.
2. There exists significant difference in the teacher efficacy of different types of Secondary Schools.
3. Significant difference exists in the organizational climate of Government and Private Secondary Schools.
4. The difference is significant in the career commitment of male and female secondary school teachers.
5. Significant difference exists in the career commitment of Government and Private Secondary School teachers.

6. Organizational climate and career commitment can predict teacher efficacy of Secondary School teachers.

1.10 DELIMITATION

The study had been delimited to the following areas:

1. The study had been delimited to 200 government and private secondary school teachers.
2. The sample had been taken from Jalandhar District only.

CHAPTER –II
METHODOLOGY

Methodology is one of the most important aspects of any study. It is a way to systematically investigate the research problem. It gives various steps in conducting the research in a systematic and logical way. A well-defined procedure provides the researcher a plan of action for selecting, collecting and analyzing the data economically and effectively. It helps the researcher to proceed systematically while conducting the research and ultimately saves the researchers time, efforts and money. In a research, it is necessary to adopt a systematic procedure to collect the relevant data. The relevant data should be adequate in quantity and quality. It should be sufficient, reliable and valid. The selection of techniques and devices for an investigation is determined by the nature of the problem. The selection of proper method, tool and technique is a very difficult task and must be handled with every caution, care and consideration with respect to time, cost and procedure. Keeping in view all these things, the present chapter deals with the following steps:

- Research method
- Sampling
- Tools
- Procedure of data collection
- Statistical technique

2.1 RESEARCH METHOD

It involves the systematic procedure by which the researcher starts from initial identification of problem to its conclusion. Research methodology is the most important aspect of any study. Research method we mean a systematic approach towards a particular phenomenon. In research there are number of methods and procedures to be applied such as experimental method, historical method and descriptive survey method etc. Keeping in view the research evidences, objectives of the study and hypotheses; the investigator followed descriptive survey method to be the most suitable method for this particular study. In descriptive survey type of research, we collect data through the tools like questionnaire, interview, observation etc. Descriptive research is primarily used to describe the nature or conditions of the present situation and draws valid conclusions on

the basis of the facts observed. The nature of the present study demands the same procedure.

2.2 SAMPLING

The selected respondents from the population is technically called a sample and the process is called sampling technique. Sampling is a process of obtaining information about entire population by examining only a part of it. Sample should be truly representative of the population characteristics without any biasness, so that it may result in valid and reliable conclusions. The sample of the study comprised of 200 secondary school teachers. Data was collected from 100 Government and 100 Private teachers in which 50 male and 50 female teachers has been taken from Jalandhar district.

2.3 SAMPLING FRAME

Sampling frame is a list of the population, object or thing from which the researcher selected sample for data collection. Below is the list of schools in Jalandhar District from which the researcher had selected schools randomly for data collection:

Table 2.1

List of schools

SR. NO	NAME OF SCHOOLS
1.	Governemt Senior Secondary school, Hazara, Jalandhar
2..	Government Secondary School, JanduSingha, Jalandhar
3.	Governemt Senior Secondary school, Talhan, Jalandhar
4.	Governemt Senior Secondary school, Sofi Pind, Jalandhar
5.	Governemt Senior Secondary school (P.A.P) Jalandhar
6.	Cantonment Board Senior secondary school, Jalandhar
7.	Tulsi S.D Senior Secondary School, Jalandhar
8.	Cantt Board Girls Senior Secondary School, Jalandhar
9.	Governemt Senior Secondary school Dakhoha, Jalandhar

10.	Governemt Girls Senior Secondary school, Jalandhar
11.	Governemt Senior Secondary school, Dolike Duhre, Jalandhar
12.	Governemt Senior Secondary school, Dhadda, Jalandhar
13.	Governemt Senior Secondary school, Daroli Kalan, Jalandhar
14.	Governemt Boys Senior Secondary school, Jalandhar
15.	Governemt Girls Senior Secondary school, Ladowali road Jalandhar
16.	Chanakya International school, Jalandhar
17.	N.C model senior secondary school, Jalandhar
18.	Suman day Boarding senior secondary school, Jalandhar
19.	Doaba Khalsa model secondary school, Jalandhar
20.	St.soldier divine public school, Jalandhar
21.	S.D Phullawan senior secondary school, Jalandhar
22.	H.R model senior secondary school, Jalandhar
23.	Silver Oak senior secondary school, Jalandhar
24.	Bhartiya Bal Vidya mandir senior secondary school, Jalandhar
25.	Seventh day secondary school, Jalandhar
26.	M.G.N secondary school, Jalandhar
27.	Swami Sant Das senior secondary school, Jalandhar
28.	Doaba Khalsa senior secondary school, Jalandhar
29.	Model public secondary school, Jalandhar
30.	Arya secondary secondary school, Jalandhar

2.4 SAMPLING DESIGN

Following is the sampling design of the present study which helped the researcher to collect data:
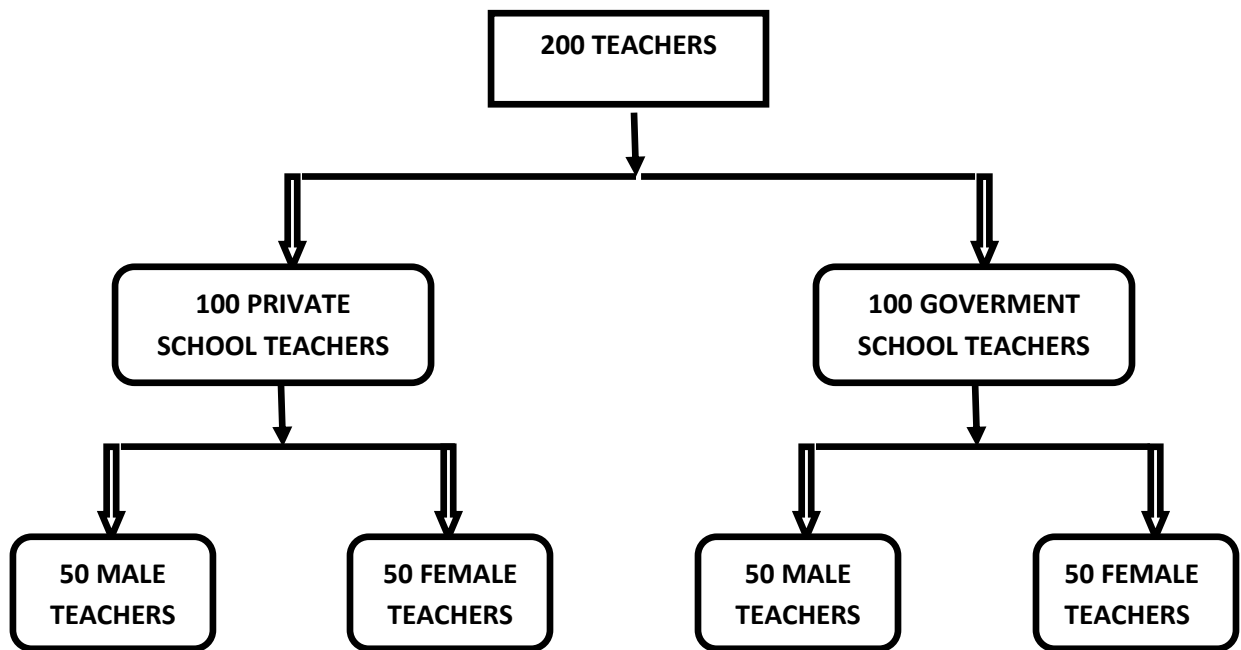
Fig :-2.1 Schematic representation of Sampling Design

2.5 SAMPLING TECHINQUE

Sampling technique is the process by which a relatively small number of individuals or measures of individuals, objects, or events is selected and analyzed in order to find out something about the entire population from which it was selected. In the present study simple random sampling technique was used to select 15 Government and 15 private secondary schools of Jalandhar district.

2.6 TOOLS

For each and every type of research the researcher needs certain instrument to gather new facts and explore new areas. Tools are the basics to collect relevant data for any study. The present study aims at studying the teacher efficacy, organizational climate and

career commitment among secondary school teachers. The following tools will be used in this study:

1. Teacher Efficacy Scale developed by Dr. T.Pradeep Kumar(2012)
2. Organizational Climate Inventory developed by Sanjyot Pethe (2001)
3. Career Commitment Scale has been developed by the Investigator

2.6.1 Teacher Efficacy Scale

Teacher Efficacy Scale, developed and standardized by Dr. T. Pradeep Kumar, was used to measure the Teacher Efficacy of Secondary School teachers. The scale consisted of 20 items. Out of these, 14 were positive and 6 were negative items.

Each statement is set against a five-point scale of 'Strongly Agree', 'Agree', 'Undecided', Disagree' and 'Strongly Disagree'. Weights of 5,4,3,2,1 are given in that order for favourable statements (positive statements) and the scoring is reversed unfavourable statements (Negative Statements) i.e 1,2,3,4,5.

2.6.1.1 Scoring Procedure

The scale has 14 favourable (positive items) and 6 unfavourable statements (negative items). An individual score is the sum of scores of the 20 items. The score ranges from minimum 20 to maximum 100. Higher score indicates highly favourable Teacher efficacy.

Table-2.2

Details of items

Items	Item-wise serial no.	Total
Positive (Favourable)	1,2,3,4,6,7,8,9,11,12,15,16,17,20	14
Negative (Unfavourable)	5,10,13,14,18,19	06
Total		**20**

Table-2.3 Scoring Procedure of Teacher Efficacy Scale

Nature of Items	No.of item	Scoring				
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Positive items	14	5	4	3	2	1
Negative items	06	1	2	3	4	5

2.6.1.2 Reliability

Test-retest method was used to calculate the reliability of the Scale. Pearson co-efficient of correlation formula was used for this purpose. The co-efficient of correlation 'r' was obtained. The test-retest reliability value was 0.78. Since a high correlation value was obtained, the test was found to be reliable.

2.6.1.3 Validity

The items were selected on the basis of the scrutiny by the experts about the intended content of Teacher Efficacy. Therefore, the content validity for the tool is presumed to be present. The items selected for the final scale were based on the item analysis on a sample of 1000 Primary and High school teachers working in Government, Public and Aided schools of Karnataka State through try-out sample. Therefore this scale is deemed to be valid.

2.6.1.4 Norms

As a result of administering the Teacher Efficacy Scale on a sample of 1000 Primary and High school teachers working in Government, Public and Aided schools of Karnataka State. The given category indicates the teacher efficacy and the category wise classification as percentile norms was done.

The following table presents the classification;

Table 2.4

Classification of Teacher Efficacy

Scores	Interpretation
20-30	Highly unfavorable efficacy
31-40	Unfavorable efficacy
41-50	Neutral
51-60	Favorable efficacy
61-100	Highly favourable efficacy

2.6.2 Organisational Climate Scale

Organizational climate is a new emerging concept. Different researchers denoted it in different ways. Some have referred it as school personality some have called it as atmosphere, environment and even morale of the school. Recently some have preferred to say it as institutional climate of other types of organizations, such as industry, public administration, business and political parties etc. Here this term refers to a set of organizational characteristics which can be induced from the way of an organization and it deals with its members of that organization. So, organizational climate is a multidimensional phenomenon and it plays a predominant role in attainment of desired educational goals.

Tagiuri and Latwin (1968) notes that organizational climate refers to "the quality of the organizational internal environment especially as experienced by the insider".

Litwin and Stringer (1968) defined organizational climate "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".

After consulting relevant literature, 40 items were developed. Each item was transferred on a card. Definition of organizational climate was also written on card along

with necessary instructions for the selection of the items given on the cards. A panel of 50 judges with postgraduate degree and more than 10 years of experience in their respective fields was selected. The cards were placed before each judge who was contacted individually. The choice for categorization of each card was noted and the frequency of choice was calculated. The items which were chosen 85% or more times were spotted out and twenty two items were thus selected. These items were compiled in the form of a bipolar scale with affirmative and negative poles or ends. In consultation with 10 judges having command over Hindi as well as English languages, the twenty two items were translated into Hindi to have a Hindi version of the scale.

2.6.2.1 Reliability

The reliability of the scale was determined by calculating reliability coefficient on a sample of 205 subjects comprised of executives and supervisors. The split half reliability coefficient was 0.87.

2.6.2.2 Validity

The scale was administered on 205 subjects. The scores obtained were subjected to factor analysis and four factors were identified. These are (1) Results, rewards and interpersonal relations, (2) Organizational processes, (3) Clarity of roles and sharing of information, and (4) Altruistic behavior. Factor 1 is measured by items 2, 3, 4, 5, 10, 11,12, 14, and 15. Factor 2 is measured by items 13,16,17,18,19,20,21 and 22. Fator 3 is measured by items 6, 7,8 and 9. Factor 4 is measured by item 1.

2.6.2.3 Norms

Norms of the scale are available on a sample of working population. These norms can be regarded as reference points for interpreting the organizational climate scores. The users of this scale are advised to develop their own norms based on their own samples.

2.6.3 Career Commitment

. According to Hall (1971), "Career Commitment is the strength of one's motivation to work in a chosen career role." In general Career Commitment involved the development of personal career goals and identification with and involvement in those goals. Researchers like Neil (2003), Salami (2007), Noordin (2009), Grace (2011) conducted study on career commitment of teachers but the scales were not fulfilling the requirement of the present study. No tool was available on career commitment of secondary school teachers. That is why there was the need to construct tool on career commitment of secondary school teachers.

The scale of career commitment was constructed to explore the career commitment of secondary school teachers. It is a five point scale with a total number of 47 items categorized under 4 dimensions i.e. career identity, career resilience, career planning and commitment toward institution and profession. All the 47 items were responded by putting a tick mark on appropriate choice by the teachers. The scoring was done by giving forward rating 1-5 positive items and reverse 5-1 to negative items.

2.6.3.1 Construction of tool on Career Commitment

The scale of Career Commitment was constructed by the investigator for collecting data from secondary school teachers In the initial draft the investigator prepared a total number of 60 items under 4 dimensions i.e. career identity, career resilience, career planning and commitment toward institution and profession. Items were framed on the basis above dimensions.

1. **Career identity:** refers to establishing a closed association with one's career.
2. **Career resilience:** it refers to the ability to thrive, mature and increase competence.

3. **Career planning:** determines one's developmental needs and setting career goals.

4. **Commitment towards institution and profession:** determines one's (teacher's) dedication towards his institution and profession.

After initial draft, it was submitted to experts. On the advice of experts some questions were deleted, few were added and few were modified. Then the draft was finalized for pre tryout.

2.6.3.2 Item Analysis

Item analysis, according to Ferguson (1952), is "one of the many processes by which one can find which item differentiate and which items do not differentiate between contrasting criterion groups".

The test was having total 60 items before modification. It was administered on 100 secondary school teachers of Jalandhar district. After collecting data the response sheets of these teachers were arranged in the manner of magnitude of the total scores. The highest 27% and the lowest 27% were taken out for analysis, since 27% provides the best compromise between two desirable and inconsistent items: (i) to make extreme groups as large as possible and (ii) to make extreme groups as different as possible. After analyzing all the items all the ambiguous and repeated items were deleted. Finally, the number of items in the scale were reduced to 47 under 4 dimensions i.e. career identity, career resilience, career planning, commitment towards institution and profession.

Table 2.5

Final Draft of Career Commitment

S.No.	Dimensions of Career Commitment	No. of Items
1	Career Identity	12
2	Career Resilience	11
3	Career Planning	8

4	Commitment toward Institution and Profession	16
	TOTAL	**47**

2.6.3.3 Validity of the Scale

A technique or test/scale is valid if it measures what it means to measure or what it was intended to measure. The validity of the scale was established through face validity and content validity.

The face validity of the scale was established by discussing the items of the scale with experienced teachers of Department of Education. Face validity was applied to establish the content validity of Career Commitment Scale. The final draft, consisting 60 items, was given to the experts and they were asked to give their opinion on whether (a) items were related to the particular dimensions of the scale; (b) the items measured what they were purported to measure. On the basis of the experts opinion content validity of career commitment has been established

2.6.3.4 Reliability of the Scale

Reliability is the degree to which an assessment tool produces stable and consistent results. Split half method was applied for the internal consistency of a test scores. After obtaining two scores on odd and even numbers of test items, co-efficient of correlation was calculated. The split half reliability coefficient was 0.81.

2.6.3.5 Scoring

There are 47 items in this scale. Each statement has five alternatives answers-strongly agree, agree undecided, disagree, and strongly disagree. The respondent has to select any one option of each statement as per his/her degree of agreement towards a particular statement.

Table-2.6

Details of Items

Items	Item-wise serial no.	Total
Positive	1,2,3,4,5,6,7,9,11,12,13,14,15,16,17,18,19,20, 21,22,24,26,27,28,29,30,31,32,33,34,35,36,37,38 39,40,41,42,44,45,46,47.	41
Negative	8,10,23,25,30,43	06
Total		47

Table-2.7

Scoring Procedure of Career Commitment Scale

Nature of Items	No.of item	Scoring				
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Positive items	41	5	4	3	2	1
Negative items	06	1	2	3	4	5

2.7 PROCEDURE OF DATA COLLECTION

In order to conduct the study, permission was taken from the principals of various secondary schools of Jalandhar district. After seeking permission and developing good relation with the teachers the tools had been administered to them. The data has been calculated after getting the filled up questionnaire.

2.8   STATISTICAL TECHNIQUES USED

Analysis and interpretation of data was done keeping in view the framed objectives. Parametric statistical technique was used to analyze the data.

1. Percentage was calculated to find out the levels of teacher efficacy, organizational climate and career commitment of secondary school teachers.
2. 't' test was used to find out the significance of difference between different groups.
3. Regression analysis was used to find out the correlation among different variables.

CHAPTER – III

ANALYSIS AND INTERPRETATION

The present chapter deals with the results and their corresponding interpretation in accordance with hypotheses. The analysis and interpretation represents the application of inductive and deductive logic to the research process. Best (1963) comments, "this part of proposal identifies the entire research plan. It describes what must be done, how it will be done, what will be added and how the data will be analyzed and conclusion needed". Analysis of data means studying the tabulated data in order to determine the inherent facts. It involves breaking up of the complex factors into simpler parts and putting them in new arrangements for the purpose of interpretation.

Karlinger says, "To interpret is to explain, to find meaning…Interpretation takes results of analysis, makes inferences pertinent to the research relations". Interpretation is thus, by no means a mechanical process. Interpretation calls for a critical examination of one's analysis. The depiction of results and their interpretations is considered the most important part of research work as it verifies the hypotheses and eventually leads to conclusions of study. The research has no meaning of its own if the data are not analyzed and interpreted. Therefore, analysis and interpretation are very much essential to study the research problem carefully. The tabulated data have no meaning unless these are analyzed by applying appropriate statistical techniques. The data analysis, result and interpretation of findings have been presented in the following way:

3.1 Results pertaining to levels of teacher efficacy, organizational climate and career commitment of secondary school teachers.

3.2 Results pertaining to difference the teacher efficacy of Secondary School teachers on the basis of gender and type of school.

3.3 Results pertaining to differentiate in the organsiational climate of different types of Secondary Schools.

3.4 Results pertaining to difference in the teacher efficacy of Secondary School teachers on the basis of gender and type of school.

3.5 Results Pertaining to Prediction of teacher efficacy with respect to organizational climate and career commitment of secondary school teachers

3.1.1 Results Pertaining to Levels of Teacher Efficacy of Secondary School Teachers

The first objective of the present study was to explore the levels of teacher efficacy of Secondary School teachers. To achieve this objective the researcher had collected data by administering Teacher Efficacy Scale.

This section deals with the teacher efficacy among Secondary School teachers. In order to explore teacher efficacy among secondary school teachers, the data was subjected to statistical analysis and the results so obtained were organized in the following table. Table 3.1.1 shows the levels of teacher efficacy among secondary school teachers.
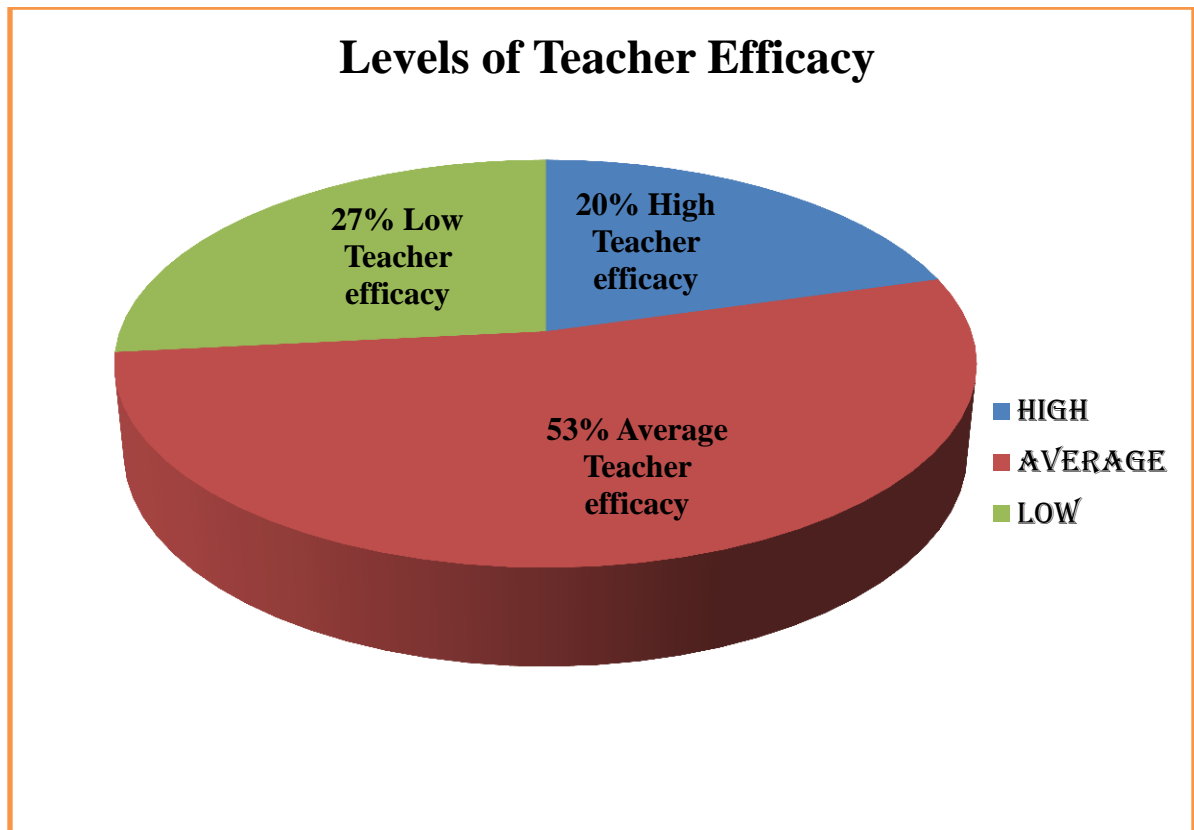
Table 3.1

Levels of Teacher Efficacy of Secondary School Teachers

Levels	N	Percentage
High level of Teacher Efficacy	41	20.5%
Average level of Teacher Efficacy	105	52.5%
Low level of Teacher Efficacy	53	26.5%

From table 3.1 it is found that 20.5% secondary schools were having high teacher efficacy whereas 26.5% secondary schools were exhibiting low scores in their

teacher efficacy. On the whole 52.5% secondary school had shown an average teacher efficacy.

Figure 3.1 Pie graph showing percentage of Secondary School teachers having different levels of teacher efficacy.

From table 3.1 and the pie graph shown above, it is clear that maximum teacher's fall in the category of average teacher efficacy i.e. 53%. Only 20% teachers are there who are showing high efficacy in their teaching and 27% teachers are there who have got below average scores in their teacher efficacy. That means majority of government and private school teachers are having average teacher efficacy. It may be assumed that they gain lots of experience during their teaching job. Conductive environment at school and good relationship among colleagues increase their teacher efficacy

3.1.2 Results Pertaining to Level of Organizational Climate of Secondary Schools

This section deals with the level of organizational climate among secondary school teachers. In order to explore the level of organizational climate among secondary schools, the data was subjected to statistical analysis and the results so obtained were organized in the table.

Table 3.2

Levels of Organizational Climate of Secondary Schools

Levels	N	Percentage
High	48	24%
Average	95	47.5%
Low	57	28.5%

From table 3.2 it is found that 24% secondary schools were having high organizational climate whereas 29% secondary schools were exhibiting low scores in their organization climate. On the whole 47% secondary school had shown an average organizational climate.

Figure 3.2 Pie graph showing percentage of government and private secondary schools having different levels of Organizational Climate.

LEVELS OF ORGANISATIONAL CLIMATE

29% Low Organisational climate

24% High Organisatioanl Climate

47% Average Organisational Climate
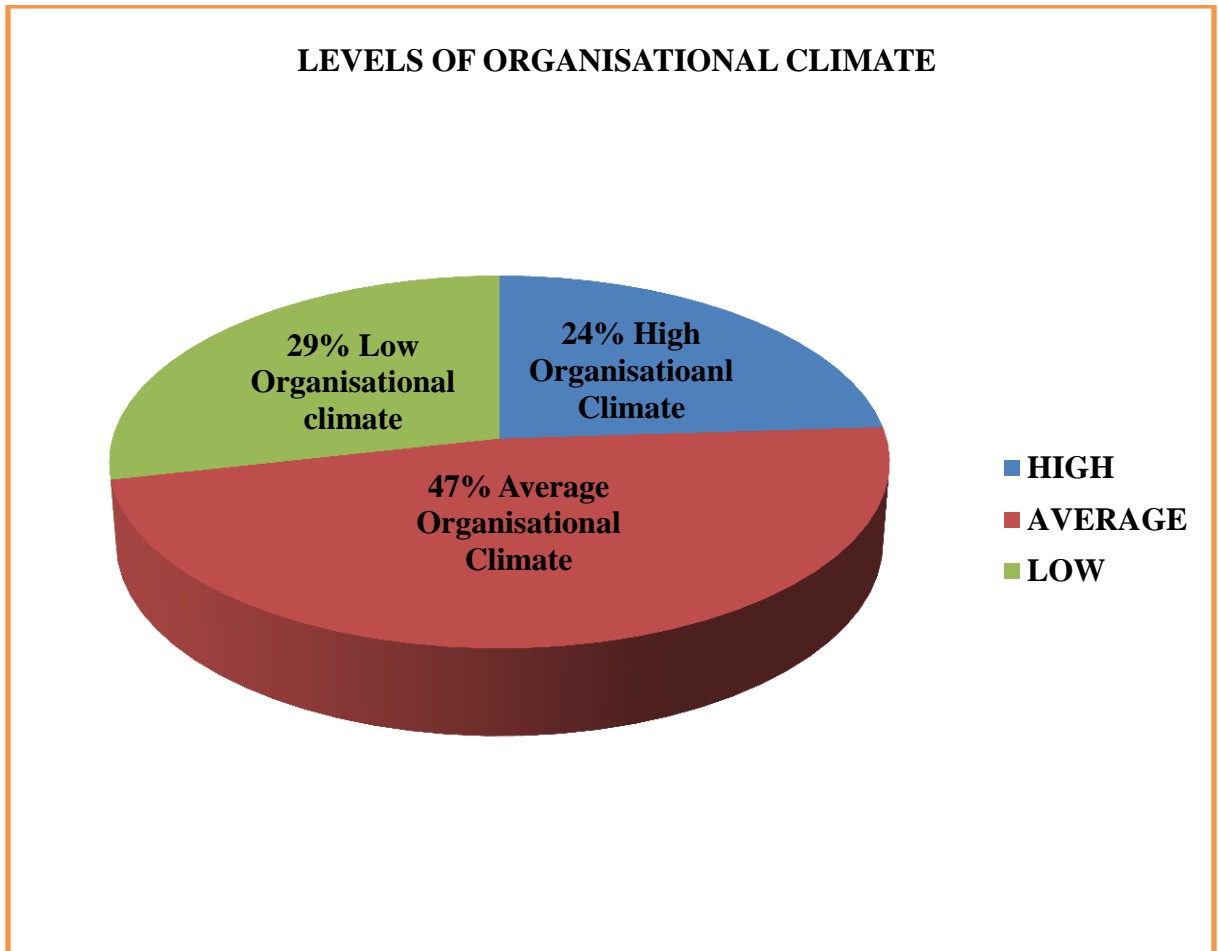
- HIGH
- AVERAGE
- LOW

The figure 3.2 pie graph shows the three levels of organizational climate viz. Low, Average and High. It is found that most of the climate of school comes under the average level as compare to high and low level of climate.

3.1.3 Results Pertaining to Level of Career Commitment of Secondary School Teachers

The first objective this study was study was to explore the level of career commitment among Secondary School teachers. In order to explore the level of career commitment among secondary school teachers, the data was subjected to statistical analysis and the results so obtained were organized in the table. Table 3.1.3 shows the levels of career commitment among secondary school teachers.

Table 3.3

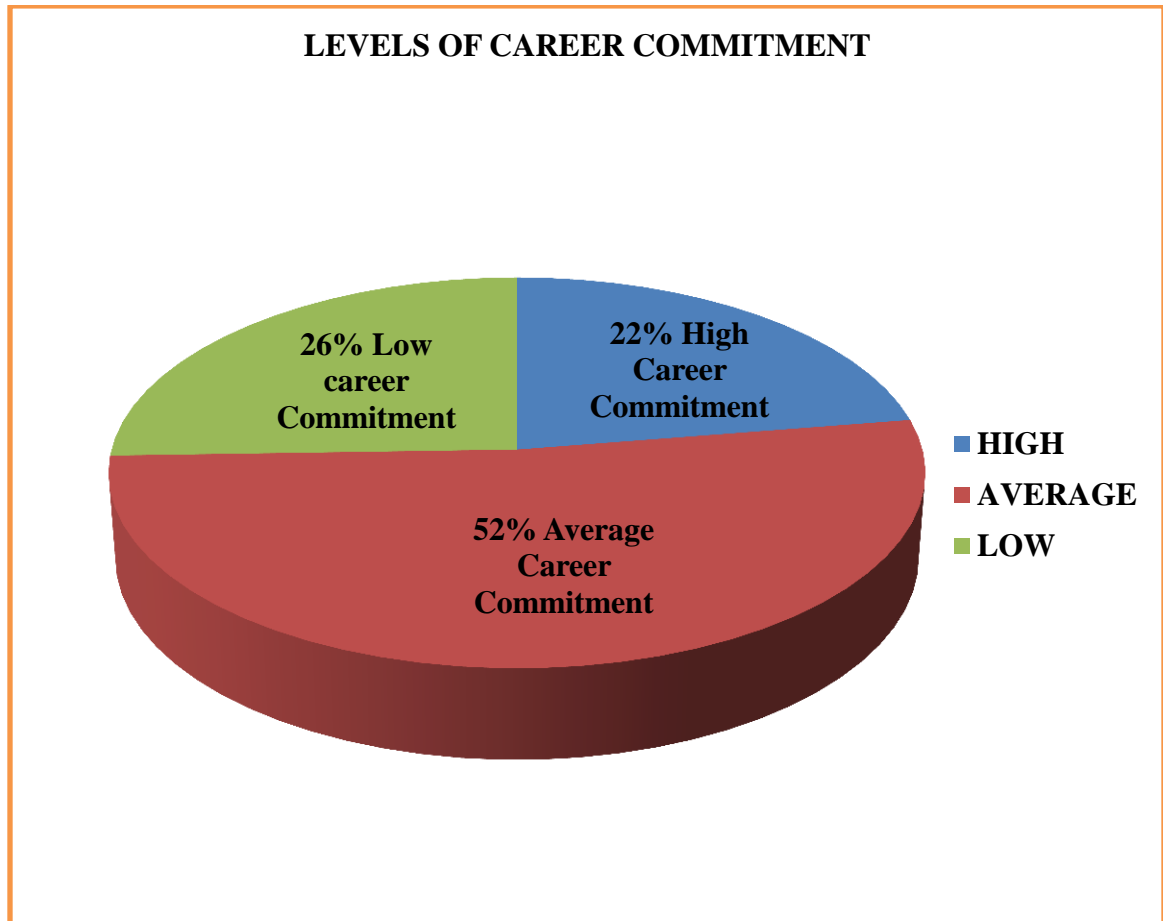**Levels of Career Commitment of Secondary School Teachers**

Levels	N	Percentage
High	45	22.5%
Average	104	52%
Low	51	25.5%

From table 3.3 it is clear that 52% of teacher's have shown average career commitment. Only 22% teachers are there who were showing high commitment in their career and 26% teachers were there who have got below average scores in their career commitment. Thus results indicate that most of the teachers are showing an average level of career commitment.

Figure 3.3

Pie graph showing percentage of secondary school teachers having different levels of Career Commitment.

By exploring the level of career commitment, the graphical representation of figure 3.3 shows the level of career commitment of secondary school teachers. A look at the graph shows clearly that the most of the teachers comes under the average level of their career commitment as compare to high and low level of commitment.

Table 3.4

Result of t- test with respect to Teacher Efficacy of Male and Female Secondary School teachers

| Gender	No. of Teachers(N)	Mean	SD	df	t-value
Male	100	80.62	7.496504		
				198	4.487651**
Female	100	76.26	6.180157		

*=Significant at 0.05 level   **=Significant at 0.01 level

From above table it shows that t-value calculated was 2.26 which are significant at 0.05 and 0.01.   It is found that there is a significant difference between male and female secondary school teachers in their teacher efficacy.

From the data shown above, it can be concluded that there exists significant difference between the male and female Secondary School teachers in their teacher efficacy. Thus the hypothesis that there exists significant difference in the teacher efficacy of male and female secondary school teachers is accepted.

3.4 Bar graph showing the difference between the male and female secondary school teachers in their teacher efficacy
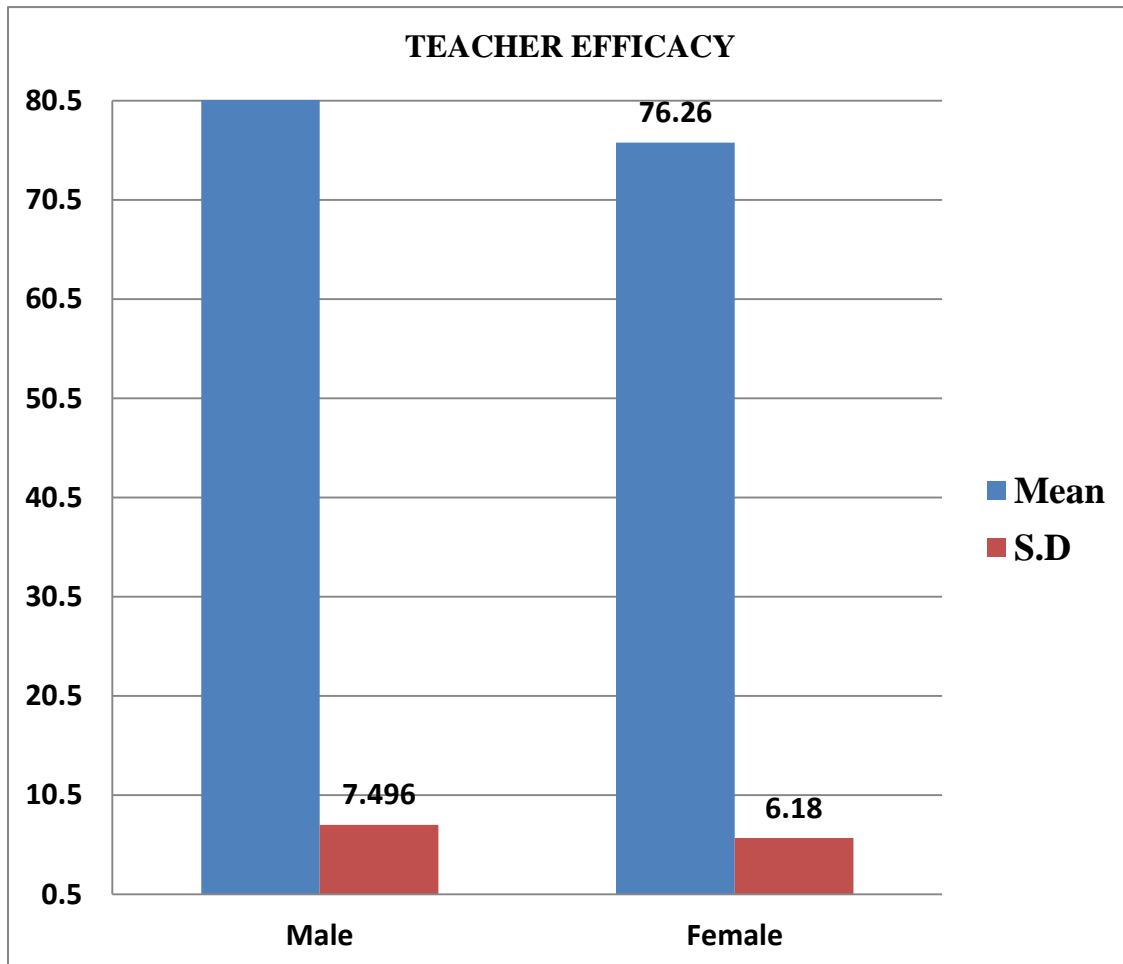
From above graph it shows that male teachers have higher level of efficacy in comparison to female teachers. The probable reason behind this may be that female teachers are overburdened with their household activities and responsibilities in the workplace. They may face difficulties in maintaining a balance between the two. On the other hand, male teachers put more emphasis to their work. This may contribute towards male teachers' higher teacher efficacy than their female counterparts.

3.2.2 Result showing the difference between in the teacher efficacy of Govt. and Private Secondary School teachers

The Second objective of the study was to find out the difference between government and private secondary school teachers in their teacher efficacy. Table 3.6 represents mean scores, SD, N, df and t-value for government and private secondary school teachers in their teacher efficacy.

Table 3.5

Result of t-test with respect to Teacher Efficacy among Government and Private Teachers

School Type	Number of Teachers(N)	Mean	SD	df	t-value
Govt.	100	79.58	7.687		
Private	100	77.3	6.501	198	2.264*

*=Significant at 0.05 level

It is clear from table 3.6 that the mean score of government and private secondary school teachers are 79.58 and 77.3 respectively. The t-value calculated is 2.26 which is significant at 0.05 levels.

From the data presented above, it may be analyzed that there exists significant difference between government and private secondary school teachers in their teacher efficacy. Thus the hypothesis that there exists significant difference among Secondary School teachers of different types of school in their teacher efficacy is accepted.

3.5 Graph showing the difference between the Govt. and Private Secondary School teachers in their teacher efficacy

TEACHER EFFICACY

	Govt.	Private
Mean	79.58	77.3
S.D	7.687	6.5017
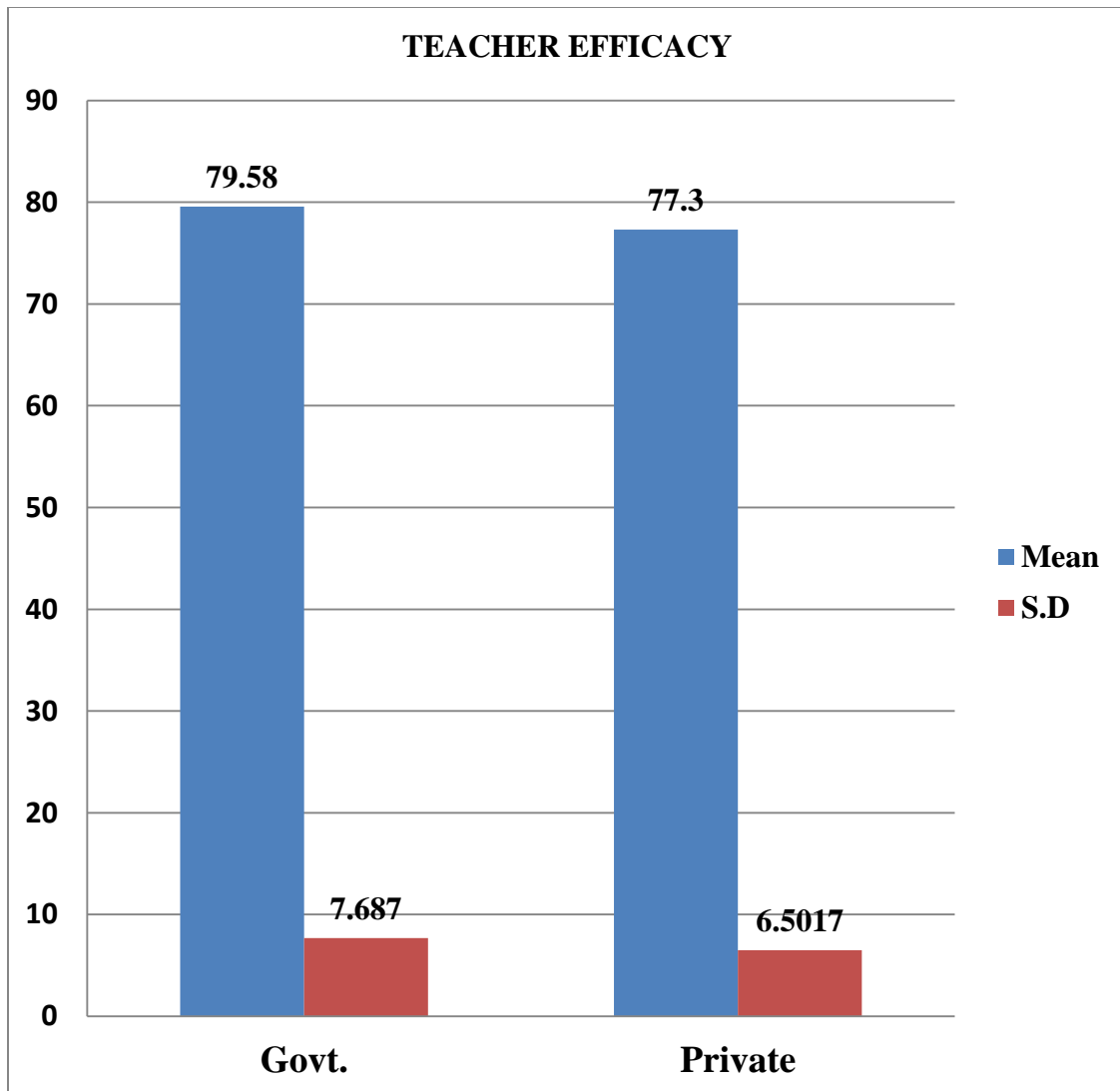
Graph 3.5 shows the difference between private and government secondary school teachers in their teacher efficacy. It states that government teachers were having more teacher efficacy than private school teachers. Thus, the hypothesis that "there exists significant difference between government and private secondary school teachers in their teacher efficacy" is accepted. The Probable reasons behind this may be that the recruitment of government school teachers is done through any entrance or competitive exams. Various workshops, seminars are organized by government bodies to government teachers to enhance their efficiency. On the other hand, private teachers are overburdened with their assignments. Their pay structure is likely to be much less in comparison to

their workload. This may cause worry and tension in them affecting their efficacy to a considerable extent.

Research conducted by Muhammed (2014), supports the result of the present study by stating that government schools have shown high efficacy than private school teachers. In a similar study Deep (2013), also reported that male and government secondary school teachers have higher efficacy than female and private secondary school teachers.

3.3.1 Result pertaining to differences in the Organizational Climate of Govt. and Private Secondary Schools

The third objective of the study was to find out the difference of government and private secondary school in their organizational climate. Table 3.7 represents mean scores, SD, N, df and t-value for government and private secondary school teachers in their organizational climate.

Table 3.6

Result of t-test with respect to Organizational Climate of Government and Private Secondary Schools

| School Type	Number of Teachers(N)	Mean	SD	df	t-value
Govt.	100	107.18	17.8859		
				198	**6.760****
Private	100	106.77	18.870		

*=Significant at 0.05 level   **=Significant at 0.01 level

It is clear from table 3.6 that the mean score of government and private secondary school teachers are 107.18 and 106.77 respectively. The SD computed for government secondary school teachers is 17.88 and for private secondary school teachers 18.870. The t-value calculated is 6.760 which is significant at 0.05 and 0.01 level.

From the data shown above, it can be analyzed that there exists significant difference in the organizational climate of government and private secondary school. The organizational climate of government school is better than that of the private school. Thus

the hypothesis that there exists significant difference in the organizational climate of different types of secondary schools is accepted.

3.6 Bar graph showing the difference between the Govt. and Private secondary schools in their Organisational Climate
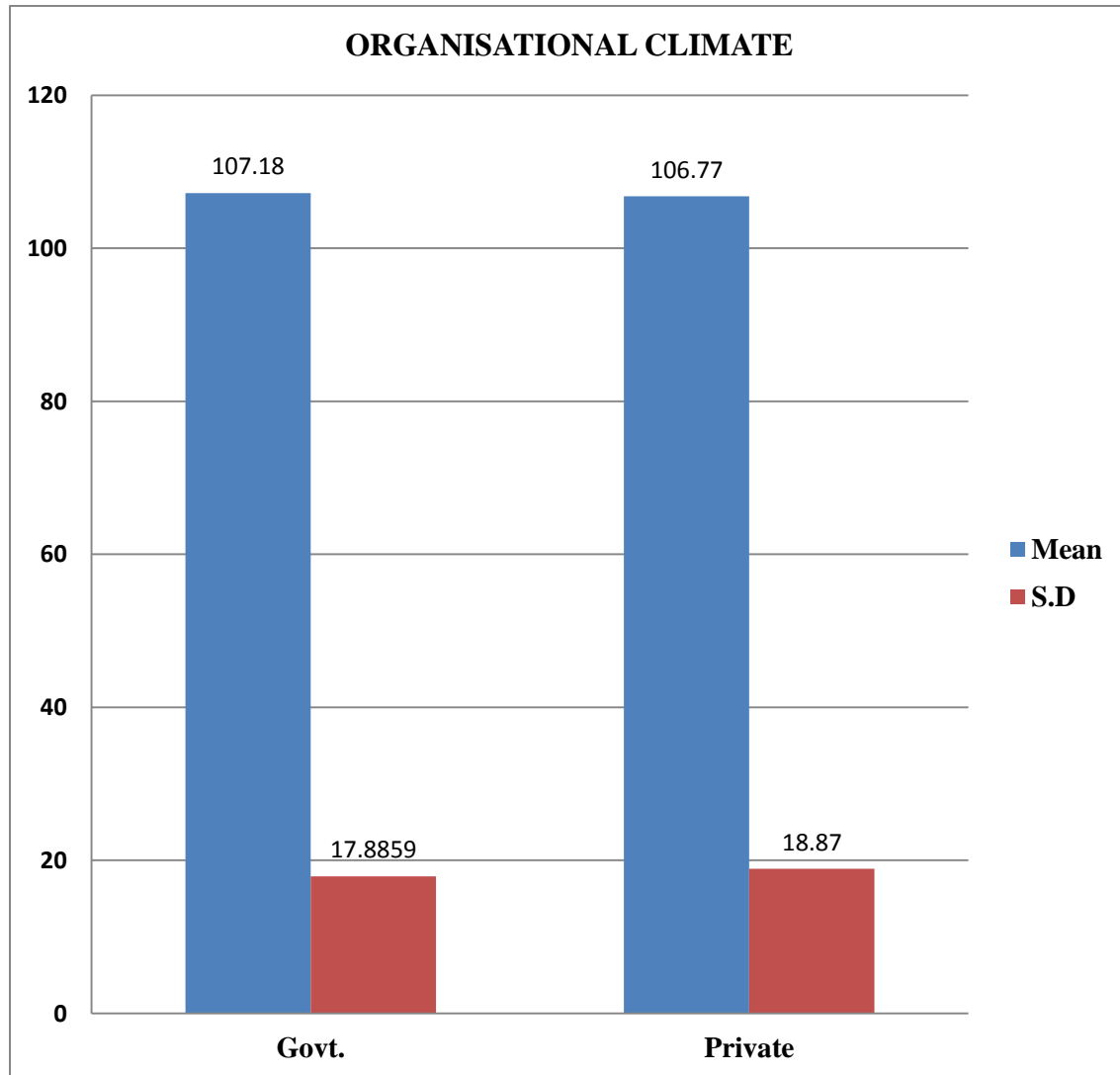
. From the above graph, it can be concluded that government schools were having high level of organizational climate as compared to private schools. This may be due to staff dedication to student learning, high expectations for academic performance and

behavior, caring relationships, and respectful interactions between students, staff, parents and community members. They are investing time and effort in creating a positive organizational climate that is helpful for healthy academic environment and positive outcomes for student and staff.

The findings of the study is supported by Jan Tasleema (2012), who conducted a study on twelve schools in Jammu division. The analysis of the data revealed that government schools have high organizatithonal climate as compared to private schools. Similarly, Kumaran(2003), concluded that government school have better position than unaided and private schools in all aspects of organizational climate and academic performance.

3.4.1 Result pertaining to difference between male and female Secondary School teachers in their career commitment

The fourth objective of the study was to find out the difference between male and female secondary school teachers in their teacher efficacy. Mean scores, SD, df and t-value were calculated to find out the same. Table 3.5 represents mean scores, SD, N, df and t-value for male and female secondary school teachers in their career commitment.

Table 3.7

Result of t-test with respect to Career Commitment of Secondary School Teachers on the Basis of Gender

| Gender	Number of Teachers(N)	Mean	SD	df	t-value
Male	100	196.61	16.81203	198	2.4692*
Female	100	190.5	18.15617		

*=Significant at 0.05 level

It is clear from table 3.7 that the mean score of male and female secondary school teachers are 196.61 and 190.5 respectively. The SD computed for male secondary school teachers is 16.81 and for female secondary school teachers is 18.156. The t-value calculated is 2.46 which are significant at 0.05 levels.

From analyzing the above data, it can be concluded that there exists significant difference between the male and female secondary school teachers in their career commitment. Thus the hypothesis that there exists significant difference among male and female Secondary School teachers in their career commitment is accepted.

3.7 Bar graph showing the difference in the career commitment of male and female Secondary School teachers.
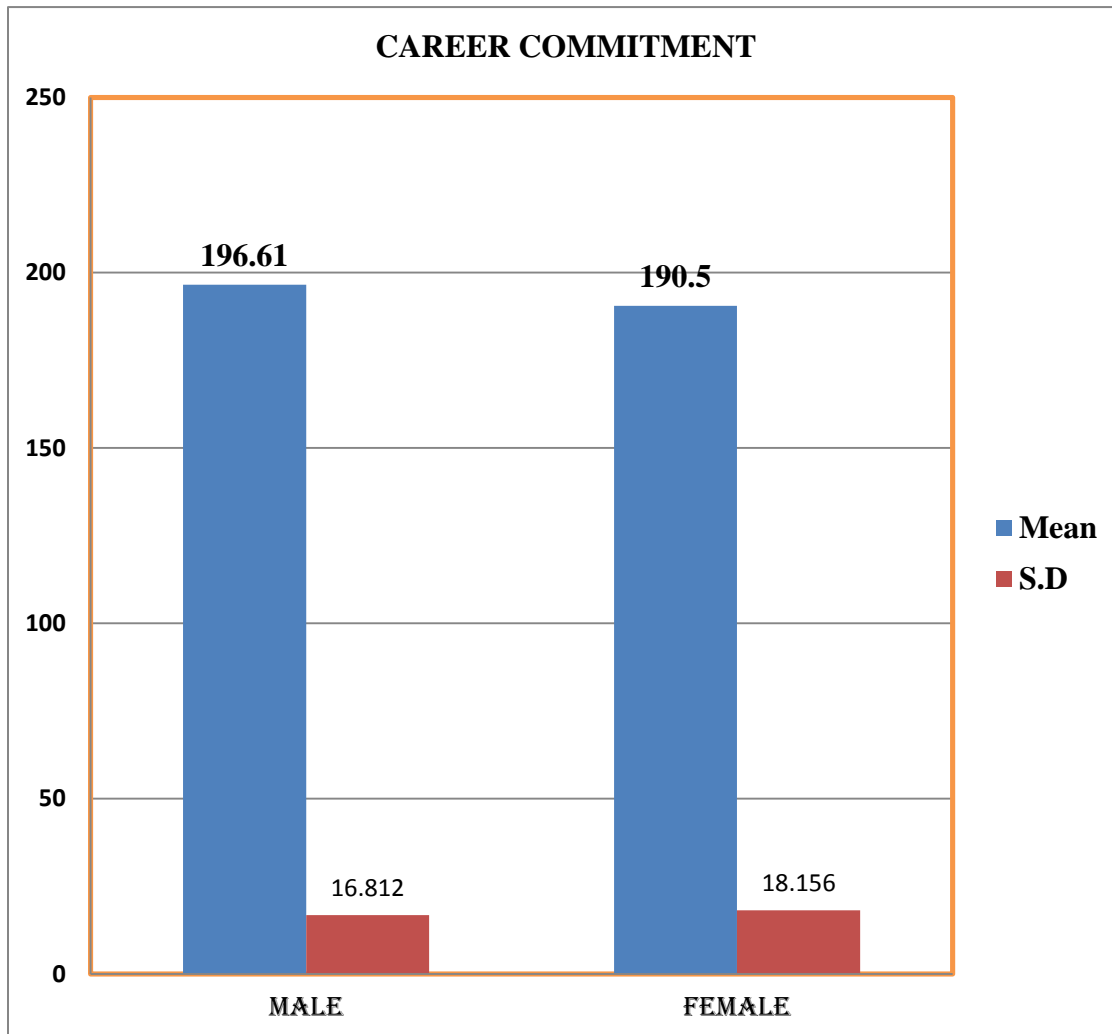
Graph 3.7 shows the difference between male and female secondary school teachers in their career commitment. It is found that male teachers were having high commitment toward their career as compare to career commitment of female teachers. The reasons behind this may be male teachers are more dedicated towards their institution and profession and maintain high personal standards of performance. They are more likely to display effort on behalf of the organization, a strong desire to remain a member of particular organization as compared to female teachers.

The findings of the present study is supported by the investigations of Mowday (1999), Alutto (1986) and Angel and Perry (1981) which reported that male teachers are more committed to their profession than female teachers.

3.4.2 Result pertaining to difference between Govt. and Private Secondary School teachers in their career commitment

The fourth objective of the study was to find out the difference between government and private secondary school teachers in their career commitment. t-value were calculated to find the difference. Table 3.8 represents mean scores, SD, N, df and t-value for government and private secondary school teachers in their career commitment.

Table 3.8

Result of t-test with respect Career Commitment of Government and Private Secondary School Teachers

| School Type	Number of Teachers(N)	Mean	SD	Df	t-value
Govt.	100	198.17	18.425	198	**3.8060****
Private	100	188.94	15.767		

*=Significant at 0.05 level   * *=Significant at 0.01 level

It is clear from table 3.8 that the mean score of government and private secondary school teachers are 198.17 and 188.94 respectively. The calculated t-value 3.806 which is significant at 0.01 level.

From the data it is can be analyzed that there exists significant difference between the government and private secondary school teachers in their career commitment. The government secondary school teachers are more committed to their career than their

private counterparts. Thus the hypothesis that there exists significant difference among secondary school teachers of different types of school in their career commitment is accepted.

3.8 Graph showing the Difference between Government and Private Secondary School Teachers in their Career Commitment

CAREER COMMITMENT

Govt.: Mean 198.17, S.D 18.425
Private: Mean 188.94, S.D 15.767
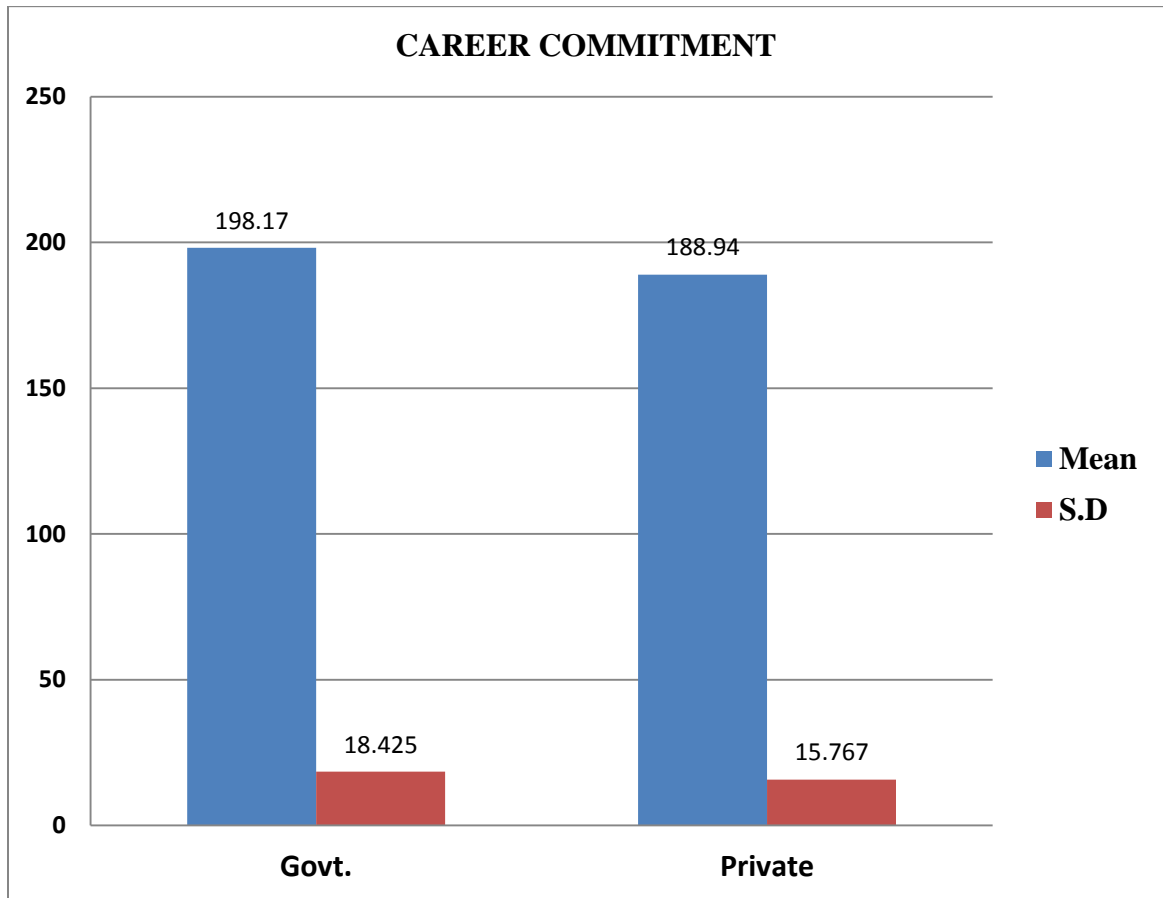
The above graph shows the difference between private and government secondary school teachers in their career commitment. The higher career commitments of government secondary school teachers may be due to that government teachers have high and regular pay structure than private teachers and government teachers. Thus, government teachers are less worried about their pay. They have less burden of their work whereas private teachers have more responsibilities, less payment and they are highly burdened in their workplace. Besides doing teaching, they are assigned with other

responsibilities. All these may contribute towards making them less committed towards their career than government secondary school teachers.

3.5.1 Results Pertaining to Prediction of Teacher Efficacy with respect to Organizational Climate and Career Commitment of Secondary School Teachers

The last objective of the study aimed at predicting teacher efficacy on the basis of organizational climate and career commitment. Regression analysis was used to know the impact of one variable(s) on another variable. The data was analyzed with the help of regression analysis and the results are given below:

Table 3. 9 (A)

Summary of Regression Analysis between Teacher Efficacy, Organizational Climate and Career Commitment

	R	R Square	Adjusted R Square	F value
a. Organisational Climate	.434[a]	.189	.184	46.004**
b. Career Commitment	.491[b]	.242	.234	13.773**

** Significant at 0.01 level of Significance

Table A shows the coefficient of multiple correlation among teacher efficacy, organistaional climate and career commitment. The coefficient is .434 and its square is .184. This means that 18.4% variance in teacher efficacy is explained by organsiational climate. It further shows that the coefficient is .491 and its square is .242. This means that 24.2% variance in teacher efficacy is explained by career commitment.

Table 3. 10 (B)

Summary of ANOVA for Regression

Model		Sum of Squares	Df	Mean Square	F
1	Regression	1941.034	1	1941.034	46.004**
	Residual	8354.246	198	42.193	
	Total	10295.280	199		
2	Regression	2486.938	2	1243.469	31.372**
	Residual	7808.342	197	39.636	
	Total	10295.280	199		

Table B shows that F value is 46.004 which is significant at 0.01 level with df 1/199 and the second F value is 31.372 which is significant at 0.01 level with df 2/199. This means that the model presented the significance in predicting teacher efficacy of secondary school teacher. Thus, the hypothesis that there exists relationship between teacher efficacy, organizational climate and career commitment is accepted. Hence this result suggested calculation of regression analysis

Table 3. 11 (C)

Summary of Coefficient of Regression

Model	Unstandardized Coefficients		Standardized Coefficients	
	B	Std. Error	Beta	T
(Constant)	43.147	5.305		8.133**
Organisational climate	.154	.025	.393	6.229**
career commitment	.098	.026	.234	3.711**

It is evident from the table C that the independent variables oragansiational climate and career commitment are significant predictors of teacher efficacy. One unit change in organizational climate and career commitment will make a change of .154 and .098 units in dependent variable. In other words 1% change in organizational climate can make a change of 15.4% and 9.8% in teacher efficacy and is statistically significant.

The regression equation formulated from these variables is given below:

Teacher efficacy= 43.47+.157(organizational climate) + 0.98(career commitment)

Therefore, hypothesis, Organizational climate and career commitment can predict teacher efficacy of secondary school teachers is accepted. The study conducted by Wayne (2004) and Collie (2012), on teacher efficacy and organizational climate showed significant relationship between these two variables. Studies of Goulet and Singh (2002), Neil (2003), and Salami (2007) showed that there is a significant relationship between the teacher efficacy and career commitment of teachers.

CHAPTER – IV

CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS

4.1 CONCLUSIONS

This final step of research requires critical and rational thinking in summarizing the findings of the study and compares them with the objectives framed in the beginning. Conclusions are vital aspect of any investigation. Mere collection of data, use of ideal statistical technique, presentation and interpretation of data will not serve any purpose without valid conclusions. Conclusions provide a finishing touch and review to the entire research work. Results of research work show acceptance or rejection of the hypotheses. Conclusions have to be drawn keeping in view the limitations of the study. They also help in giving suggestions for further research and recommendations for further action. The following conclusions were drawn on the basis of analysis and interpretation of data:

1. The study revealed that the 20.5% secondary school teachers possess high whereas 26.5 possess low level of teacher efficacy. On a whole 52.5% of secondary school teachers have average level of teacher efficacy.

2. It has been found from the study that 24% secondary schools were having high organizational climate whereas 29% secondary schools were exhibiting low scores in organization climate. On the whole 47% secondary school had shown an average organizational climate.

3. The study states that 52% of teacher's have shown average career commitment. Only 22% teachers are there who were showing high commitment in their career and 26% teachers were there who have got below average scores in their career commitment. Thus, results indicate that most of the teachers are showing an average level of career commitment.

4. It has been found that the mean difference between male and female secondary school teachers were 80.62 and 76.26 respectively. Thus the hypothesis that there exists significant difference in teacher efficacy of male and female Secondary School teachers is accepted.

5. It has been found that the mean score of government and private secondary school teachers were 79.58 and 77.3 respectively. Thus, the hypothesis that there exists significant difference in the teacher efficacy of different types of secondary schools is accepted.

6. The study indicated that the mean score of government and private secondary school teachers were 107.18 and 106.77 respectively. The SD computed for government secondary school teachers was 17.88 and for private secondary school teachers it was 18.870. The t-value calculated was 6.760 which are significant at 0.05 and 0.01 level of significance. Therefore, it was concluded that there exists significant difference in the organizational climate of government and private secondary school teachers. Thus, the hypothesis that significant difference exists in the organizational climate of different types of secondary schools is accepted.

7. Result of the study reported that the mean score of male and female secondary school teachers were 196.61 and 190.5 respectively. Thus, the hypothesis that the difference is significant in the career commitment of male and a female secondary school teacher is accepted.

8. It has been found that the mean score of government and private secondary school teachers were 198.17 and 188.94 respectively. The SD computed for government secondary school teachers and for private secondary school teachers was 18.425 and 15.767 respectively. The t-value calculated was 3.806 which are significant at 0.01 level. From the data it was concluded that there exists significant difference in career commitment of government and private secondary school teachers. Thus, the hypothesis that significant difference exists in the career commitment of secondary school teachers of different types of schools is accepted.

9. The study indicated that both organizational climate and career commitment are predictors of teacher efficacy.

4.2 RECOMMENDATIONS

The present study is beneficial for the teachers of secondary school. The purpose of research is not just collecting data, interpreting data and drawing conclusions. To make the research meaningful and useful, it is essential that the investigator puts forward recommendations which may help the concerned authorities to frame policies and bring about changes in the existing system. Recommendations are based on research and on any other relevant information available to the researchers. This study would help to provide information for curriculum designers and classroom teachers in order to utilize relevant approaches to enhance teacher efficacy of Secondary school teachers. In the light of the above findings, the investigator recommends the following things:

1. Qualified and experienced teachers should be recruited to teach in secondary schools. Besides this, in-service training should be conducted for teachers to improve their teacher efficacy.
2. Private schools should pay due salaries to teachers to maintain the dignity of profession by not exploring them with more work and less salaries.
3. It is recommended that organizational climate should fulfill the needs and aspirations of teaching professionals so that they can serve the society to their best.
4. Teacher aptitude test should be conducted before providing pre-service teaching to teachers to enroll effective students in the course who have ability in actual to become teachers.
5. Schools should arrange more and more in-service course for teachers for updating their teaching skills to improve their efficiency in teaching.
6. Government should modify the existing policies to make provisions for the quality and standard of the organization.
7. Administration should supervise properly the needs and requirements of teachers in order to provide congenial organizational climate.
8. Extension lectures of exemplary figures in the profession should be arranged to give live examples of teachers' commitment toward their institute and career.
9. Government should provide better conditions of service for both private and government school teachers to enhance their commitment towards career and institution.

10. Teachers should be oriented with the professional ethics and professional code of conduct from time to time to make themselves more dedicated towards their career or profession.

11. Teachers should be given opportunity to explore their own strengths and weakness and initiative should be taken by school to overcome these weaknesses.

12. The higher authority has to pay due consideration towards the work of teachers, so that they get intrinsically and extrinsically motivated towards their work.

13. Teacher appraisals should be there to know the levels of their career commitment and teacher efficacy and steps should be taken to enhance their organizational climate.

4.4 EDUCATIONAL IMPLICATION

1. Findings of the present study may help the teachers to improve their efficacy in teaching.

2. As secondary stage is the most crucial stage for a student, improvement in the efficacy of secondary school teachers will definitely help the students to improve their academic achievement.

3. Findings of the study may inspire the school authorities to create a congenial atmosphere in the school.

4. Congenial atmosphere in an organsiation contributes a lot towards making teachers more dedicated and more committed towards their work.

5. Teachers who are more committed to their work are very likely to motivate their students to learn and achieve better. Thus, the results of this study will not only be beneficial to the organization but also to the teachers and students as well.

6. Results of the study may inspire the school management to organize various conferences, workshop, orientation programmes etc. to enhance the efficacy of secondary school teachers.

7. It may lead the school management to inspire and nurture career commitment of teachers by providing favorable working condition to them.

8. It may also inspire the policy makers of education to outline strategic planning to improve the organizational climate of schools which will consequently help in improving the efficacy and commitment of secondary school teachers.

4.5 SUGGESTIONS

For understanding and modifying the behavior of human beings, intensive research in education and psychology is needed. There is no doubt that a single study cannot serve this purpose. Research is a never ending process. After completing the research every investigator becomes aware of areas in which further research is needed and naturally feels motivated to indicate areas which may be taken up for research by other investigators. From her own experience in the field of this study, the researcher offers the following suggestions for further research:

1. The similar study may be replicated on a larger sample.
2. A similar study can be conducted on senior secondary school teachers and other stages of higher education.
3. Similar study may be conducted in other states of India.
4. Teacher efficacy of senior secondary school teachers in relation to professional commitment may be studied.
5. Teacher efficacy of senior secondary school teachers in relation to job satisfaction and professional commitment can also be investigated.