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Teaching Style and Organizational Culture in relation of Teacher efficacy of Teachers of Middle Schools

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Teaching Style and Organizational Culture in relation of Teacher efficacy of Teachers of Middle Schools Abstract This paper aims to ascertain the influence of teaching style and organizational culture in relation to teacher efficacy of teachers of middle school .For this study, the investigators had drawn the samples randomly from five schools of Raipur district. The sample consist of ...200.. male and ...200.... female teacher.

Abstract :-

This paper aims to ascertain the influence of teaching style and organizational culture in relation to teacher efficacy of teachers of middle school .For this study, the investigators had drawn the samples randomly from five schools of Raipur district. The sample consist of ...200.. male and ...200.... female teacher. To measure teaching style, Hameed&Manjushah's "Scale of Teaching Style" 2009 was used. To know organizational culture of teachers, "Scale of school organizational culture" by Gafoor 2002 was used. Teacher efficacy was measured by Musthafa and Abidali's Teacher efficacy scale 2009.

Mean difference analysis and Two-way ANOVA were used for statistical analysis. Through this study, the researcher found that teacher efficacy of teachers of middle schools is highly dependent on teaching styles and organisational culture.. Hence there should be modification of the training programs for the teachers of secondary schools and certain concepts like commitment, pride of profession etc should be included in it.

Teacher centered teaching styles may be opted by the teachers of secondary school to motivate them and their students to make teaching-learning process a great experience.

Key words :-

Teaching Style, Organisational Culture, Teacher Efficacy, Middle School Teachers.

Introduction :-

Every profession is marked with its distinctive responsibilities. Teaching is the basic profession and it must present an ideal in terms of responsibility and seriousness. Teachers make greatest impact on the life of a child as teaching is believed to be the mother of all professions hence it has to set a very high sense of professional categorist. Student's outcomes such as achievement, motivational and students own sense of efficacy is highly influenced by Teachers self efficacy. At the school level, health of the organizational culture positive school environment, classroom based decision making is also related to Teacher efficacy .

The concept of teacher efficacy :-

Teacher efficacy is an essential variable related to a teacher and being a important factor affects instructions. Research findings over two decades have indicated that teachers critical instructional decision including use of time, classroom management strategies and questioning technique. The present study focuses on two major issues affecting teacher efficacy namely teaching styles and organizational culture.

The success of teaching mainly depends on Teaching style of a teacher. According to "Grasha" (1990), prominent qualities which are owned by a teacher, which he utilizes during his teaching practice and that are consistent is termed as teaching style. Over the years , the researchers and educators have come to the conclusion that there is not any single best style of teaching.

A teacher can excel in his performance if he purposefully exhibit an extensive range of teaching style as compared to a teacher who has limited expertise. Every teaching style has a conceptual base that forms our philosophy of teaching. Our teaching styles are intellectually follow without an explicit philosophy of teaching. According to "Grasha"(1994), teaching styles are of following categories- personal model,delegator,expert, facilitator and formal authority.According to John Haltie, teachers efficacy has the highest impact on students achievement and teaching learning process and it even exceeds other issues like involvement of parents, relationship of students and their home environment.

Students get benefitted if the teacher is confident in his ability, persistent through challenge, use innovative practices in teaching on the contrary if teacher is not confident if teacher is not confident enough than it pushes students to difficulty, doesn't try new methods and students are not encouraged to perform well.

Teacher efficacy also plays a vital role in retention of teachers and it keeps educators motivated to perdue further the same profession. Rendering opportunities to teachers for leadership roles also plays a key role to build teachers efficacy.

Teacher efficacy is also raised, when important decisions of schools are being taken with the consent of teachers ,as it creates affinity and sence of responsibility in the mind of teachers towards school and they consider themselves integral part of school system. On the contrary,if the teacher is being overly evaluated and added,it can demoralise teachers fraternity leading to negative impact on class room achievement.

Praise or encouragement is actual identification of a teacher's hardwork and builds strong teacher efficacy. Teachers tend to persist in their sincere efforts when they feel valued and find positive outcome for their students.

Collaborative environment in educational institutions is a key towards building collective and individual teacher efficacy.

Empowering teachers to take on leadership roles plays important role to build teacher efficacy.

Teacher efficacy is also raised when teachers have a role in making important school decisions, feel their voices are heard and can actively participate in building school culture. On the contrary, overly evaluative leadership models can lower teacher self-efficacy and ultimately demoralize teachers, negatively impacting classroom achievement.

Praise or encouragement is authentic recognition of a teacher's hardwork and builds strong teacher efficacy. Teachers who feel valued and see positive outcome for their students are more likely to persist in their efforts.

Collaborative environment in educational institutions is a key towards building collective and individual teachers efficacy.

A teacher's appraisal of social environment continuously influences his perceived efficacy. As "Akhtar" in 2008 has defined that the belief we have in our capabilities is self efficacy, precisely our ability to conquer the challenges successfully in our day today life. Self efficacy is also our capabilities to modify our behaviour to meet our needs. Similarly self efficacy and motivation are deeply entwined. People are highly motivated when they have high self efficacy, and when an individual is highly motivated to learn and succeed, they tend to achieve their goals, giving them an experience that contributes to their self efficacy.

Self confidence is also related positively to self-efficacy like motivation. If a person is confident for his abilities, The high self- efficacy in turn makes him more confident.

Objectives :-

1. To study the teaching styles, organizational culture and teacher efficacy of middle school teachers in relation to type of management , gender and locale.
2. To study the effect of teaching styles and "organizational culture "on teacher efficacy of middle school teachers for the total sample and the sub-samples based on type of management, gender and locale.

Hypothesis :-

1. There will be no significant variation in the teaching styles, organizational culture and teacher efficacy of middle school teachers in relation to "type of management", "locale" and gender.
2. There will be no significant effect of teaching styles and organizational culture on teacher efficacy of middle school teachers for the total sample and the subsamples based on type of management , gender and locale.

Operational Definition of the Important terms :-

Teaching Style - A teaching style consists of methods and principles used by teachers to enable the students to learn.

Organizational Culture - "Organizational culture " is the way in which things are done in the organization. It is determined through the organizations Rituals, Beliefs, Values, Means, Norms and Language.

Statement of the Problem :-

Teaching style and organizational culture in relation to teacher efficacy of teachers of middle schools.

Variable :-

The variables in the proposed study have been as follows –

- | | |
|---------------------------|----------------------------|
| i) Independent | - i) Teaching Style |
| | ii) Organizational Culture |
| ii) Dependent | - i) Teacher efficacy |
| iii) Demographic Variable | - Gender & School |

Delimitation :-

Keeping time and efforts in mind, Certain limitations are required to be kept in mind, although there is no limit to gain knowledge and education following are the limitations which the researcher has undergone for this research work-

- i) In this work, three districts of Chhattisgarh have been involved.
- ii) Out of three districts 370 trainee teachers have been selected. i.e. Raipur, Durg, Kanker.

Methodology :-

- i) **Population** - The study has been conducted on middle school teachers of three districts of Chhattisgarh, 370 teachers have been included.
- ii) **Sample** - To select the sample for proposed study stratified Random sampling technique has been employed. Total 370 teachers have been considered.

Tools :-

Data collection for this investigation has been done by using following tools :-

i) “Scale of school organizational culture” (Gafoor, Zooz)

The “scale of school oranisation culture “was prepared and organized by Gafoor (2002). This scale was developed by giving due weight age to seven components of school organizational culture- Emphasis on Academics, commitment, Co-operative emphasis, expectations, professional management, formalization of rules and Goal consensus.

ii) “Scale of Teaching style” developed by Hameed&Manjusha, 2009

This scale was developed by considering the five forms of teaching styles developed by Grasha (1994) i.e. facilitator, Demonstrator or personal model, formal authority, expert and delegator, It is made in the form of five point scale.

iii) Teacher efficacy scale by Mustafa and Abidali 2009

The scale was developed by Musthafa and Abidali (2009) which includes seven components of teacher efficacy- personal responsibility, achieving objective, positive effect a sense of personal accomplishment, self controls, positive expectation and sense of students goal.

Method of Research :-

Descriptive and survey type has been employed for this study.

Procedure :-

Questionnaire of teaching style scale, school organizational culture scale and teacher efficacy scale was given to middle school teachers. Teachers responded to all the items of the questionnaire.

Analysis & Interpretation of DATA :-

Statistical Techniques used :-

Mean difference analysis was utilized to compare the relevant variables with regard to type of management, gender and locale, two-way ANOVA with “3x3 factorial design” involving three levels of organizational culture, was used to find out the main and interaction effect of Independent variables (Teaching style & Organizational culture) on the dependent variable (Teacher efficacy of middle school teachers.)

Hypothesis-1

There will be no significant variation in the teaching styles, Organizational culture and teachers with respect to type of management., gender and locale.

Table - 1
Summary of Data and Results of Mean Difference Analysis Employed for Comparison of Variable Teaching Style, Organisational Culture and Teacher Efficacy

Sr.No.	Variable	Sub Sample	T-value
1.	Teaching Styles	Gender	0.494
2.		Locale	0.525
3.		Type of Management	
4.		Aided- Unaided	0.050
5.		Unaided-Government	1.370
6.	Organizational Culture	Aided-Government	1.378
7.		Gender	2.084*
8.		Locale	1.783
9.		Type of Management	
10.		Aided-Unaided	0.430
11.	Teacher Efficacy	Unaided- Government	0.719
12.		Aided- Government	1.093
13.		Gender	2.168*
14.		Locale	0.115
15.		Type of Management	
		Aided-Unaided	1.002
		Unaided- Government	1.383
		Aided- Government	2.332*

Table 1 reveals that none of the ‘t’-value obtained for teaching style’s were found significant. This indicates that there was no significant variation in the teaching styles of middle school teachers with respect to “type of management”, gender and locale. Mean difference analysis results revealed that there was a significant variation in gender, based on organizational culture. Females were inferior to males on the basis on organizational culture. It was also clear that there exist a significant variation between Aided and Government school teachers in case of Teacher efficacy. Govt. School teachers were found superior to aided school teachers. To examine whether teacher efficacy of middle school teachers was dependent on variation in the in the different levels of Teaching styles and organizational culture or not, singly and in combination, two-way ANOVA with “3x3 factorial design” was undertaken. Results of ANNOVA is presented and discussed in Table -2

Table -2
Summary of Two-way ANOVA with “3X3 factorial design”

Sr.	Sample	Dependent Variable	F-Values		
			Main Effect of Teaching Styles	Main Effect of Organisational Culture	Interaction
1.	Total	Teacher Efficacy	8.985**	14.787**	0.284
2.	Female		5.877**	13.908**	0.485
3.	Male		1.729	2.020	0.220
4.	Urban		0.083	12.322**	0.396
5.	Rural		15.178**	7.704**	0.473
6.	Aided		2.049	1.867	0.280
7.	Government		3.977**	9.014**	0.738
8.	Unaided		4.801**	2.804	0.552

* Significant at 0.05 level, ** Significant at 0.01 level

According to Table -2, significant difference is revealed in the effect of teaching styles on teacher efficacy at 0.01 level for total sample, rural, female, government and unaided middle school teachers. Hence it can be inferred that teacher efficacy of middle school teachers for total sample and relevant subsamples are dependent largely on teaching style.

From Table-2, it has been observed that there is a significant variation in the main effect of “organizational culture” or teacher efficacy at 0.01 level, for the total sample, Rural, Urban, Female and Government School teachers. The result suggests that Teacher efficacy of middle school teachers for Urban, Rural, Female, Total Sample and Government School change with regard to change in the level of organisational culture.

The Table-2 also revealed that there was no interaction effects of “organizational culture” and teaching styles on teacher efficacy.

Hence the interaction effects of” organizational culture “and teaching styles can not be considered to have profound influence on teacher efficacy of middle school teachers.

➤ **Interpretation and Discussion :-**

Major outcomes of the study are summarized as follows-

- No significant variation between the mean teaching style scores based on type of management , gender and locale was found.
- Significant variation was observed between female and male teachers only when the mean of organizational culture scores were compared and for the sub samples based on type of the management, and locale, no significant variation was found.
- Significant variation was observed in the mean teacher efficacy scores of female and male teachers but mean teaching efficacy scores based on type of management and locale, not significant difference was found.
- For total sample, female, urban, rural and government and unaided middle school teachers, the “main effect “of teaching styles on teachers efficacy was found to be significant at 0.01 level.

- v) For total sample, female, urban, rural and government middle school teachers, the main effect of “organizational culture” on teacher efficacy was found significant at 0.01 level.
- vi) No significant “interaction effect “of” teaching styles “and “organizational culture “ was found ,efficacy of middle school teachers based on total sample and sub-sample, based on type of management, gender and locale.

Educational Implications :-

Teaching style and organizational culture plays a very significant role on teacher efficacy of middle school teachers. Teacher’s self efficacy has important formative effect on student outcomes such as achievement, motivation and various other areas in students life. The present study has great implications for the policy planners, teachers, parents and children to make teaching-learning process feasible for scholastic excellence and specific strategies can be taken to improve the organizational culture of middle schools. Female teachers should be encouraged to take the responsibility in every organizational culture.

The study stresses the schools for modification of the training program for the teachers of secondary schools with inclusion of certain concepts like commitment, pride of profession etc. The finding of the study suggest that evaluation of students and assessment of teachers must be taken as a major factor in improving their efficacy. Every educational institute must provide a supportive climate to their faculty members and they must be given proper training to enhance their personal skills, so that it will maximize their opportunities to improve their teaching styles.

Teachers should adopt learner centered teaching style to motivate their students and thereby making the teaching learning process a delightful experience.

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