

**RESEARCH PAPER****Self Efficacy of Teacher Educators: An Outcome of Organizational Culture of B.Ed. Colleges in Mumbai****Neelu Verma¹ and Shefali Pandya²**¹Bombay Teachers' Training College, Mumbai²Department of Education, University of MumbaiEmail: neeluverma20@yahoo.comReceived: 1st May 2017, Revised: 5th July 2017, Accepted: 9th July 2017**ABSTRACT**

Self efficacy of the employees is affected by many internal and external factors of the organization they work in, for instance, personality of the employee, organizational commitment, or organizational climate. The present study focuses on self efficacy as an outcome of organizational culture of teacher educators in B.Ed. colleges affiliated to the University of Mumbai. The study was conducted on a sample of 214 teacher educators. The study adopted the descriptive method of the correlational type. The results of data analysis exhibit that is a positive relationship between total self efficacy of teacher educators with their total organizational culture. Thus, more conducive the organizational culture, higher is likely to be the self efficacy of teacher educators. It was also found that there is a significant combined relationship of total self efficacy of teacher educators with the dimensions of organizational culture. Among the dimensions of organizational culture, involvement and adaptability contribute significantly to the variance in self efficacy. However, other culture dimensions, consistency and mission have minute negative influence on the self efficacy of teacher educators.

Key words: Organizational culture, self efficacy, teacher educators.

INTRODUCTION

Self-efficacy, the belief in one's own abilities, is considered to be an important trait for teachers. It is a belief that one has the capability to carry out the courses of actions required to manage prospective situations. In other words, self-efficacy is the perception of one's ability to successfully perform a particular behavior. Self-efficacy is at the center of Bandura's social cognitive theory, which views human functioning as a result of the interactions between personal factors, behavior, and environment influence. Unlike efficacy, which is the power to produce an effect, self-efficacy is the belief that one has the power to produce that effect.

The study of Bandura (1997) explained self efficacy as an important influence on human achievement in a variety of settings, including education, health, sports and business. Accepting this concept, Ghaith and Yaghi (1997) examined the relationship between teacher experience, efficacy and attitude. The study endorsed the outcomes of the study of Ross, *et al.*, (1996). They found that teachers' experience was negatively correlated with their attitude and efficacy was positively correlated with experience.

The analysis provided by Tschannen-Moran and Hoy (2007) claimed that teacher's self efficacy depends on the expertise of the teacher and hence, classroom performance is positively related with teaching self-efficacy belief. Guskey and Passaro (1994) detailed about teacher efficacy concept. They found that it is internal versus external distinction that leads to determination of teacher efficacy. Teacher efficacy is not task specific, rather a common concept (Ross *et al.*, 1996). This was revealed from the analysis where teachers were provided with different tasks, and hence it was concluded that subject, education, gender, experience and innovative methods of teaching had impact on teacher efficacy.

Guskey (1988) explored the relationship between teacher's perception and teachers' attitudes towards the use of new practices of teaching. They found that there is a close relationship between teacher's self-efficacy, self-concept and teachers' attitude towards the change in practices adoption. In addition to this, Klassen (2009) studied that teachers with low self-efficacy experience greater difficulties in teaching and have lower levels of job satisfaction. While extensive literature is

available on how psychological and sociological factors influence the self efficacy of an employee, very few researches have focused on how organizational culture affects the self efficacy of employees in an organization. The researcher conducted this study so as to ascertain the facts mentioned in the studies reviewed and confirm if the same was the case with B.Ed. colleges and teacher educators working in them. The researcher also wanted to find if the culture of the teacher education institutions influenced self efficacy of teacher educators in any way.

DEFINITION OF THE TERMS

ORGANIZATIONAL CULTURE:

Denison (1990) has defined organizational culture as, "a code, a logic and a system of structured behaviors and meaning, that have stood the test of time and serve as a collective guide to future adaptation and survival."

INVOLVEMENT:

It is the characteristic that helps in building human capability, ownership and responsibility and is measured in terms of empowerment, team orientation and capability development.

CONSISTENCY:

It is the characteristic that provides a central source of integration, coordination and control. It defines the values and systems that are the basis of a strong culture and is measured in terms of coordination and integration, agreement and core values.

ADAPTABILITY:

It refers to a system of norms and beliefs that support the organization's capacity to receive, interpret and translate signals from its environment into internal behavioural changes that increase its chances of survival, growth and development and is measured in terms of creating change, customer focus and organizational learning.

MISSION:

It is the characteristic that defines a meaningful long-term direction for the organization providing a clear purpose and goals that serve to define an appropriate course of action for the organization and its members and is measured in terms of strategic direction and intent, goals and objectives and vision.

SELF EFFICACY:

It refers to the confidence in one's ability to behave in such a way so as to produce a desirable outcome. Self efficacy is the faith in one's abilities to arrange and perform the traditions of acts requisite to direct forthcoming circumstances. In other words, self efficacy is person's faith in his/her ability to be successful in certain conditions. In this study, the score obtained through Bandura's Self Efficacy Scale (SES) is considered as self efficacy.

AIM OF THE STUDY

- To study self efficacy of teacher educators as an outcome of organizational culture in B.Ed. colleges

OBJECTIVES OF THE STUDY

1. To ascertain the relationship of self efficacy of teacher educators with their total organizational culture.
2. To study the combined relationship of self efficacy of teacher educators with the following dimensions of organizational culture :
 - a. Involvement (In)
 - b. Consistency (Cn)
 - c. Adaptability (Ad)
 - d. Mission (Mn)

NULL HYPOTHESES OF THE STUDY

In order to analyze the data statistically, the following null hypotheses have been formulated:

1. There is no significant relationship of total self efficacy (TSEFF) of teacher educators with their total organizational culture.
2. There is no significant combined relationship of total self efficacy of teacher educators with the following dimensions of organizational culture (OC):
 - a. Involvement (In)
 - b. Consistency (Cn)
 - c. Adaptability (Ad)
 - d. Mission (Mn)

METHODOLOGY OF THE STUDY

The descriptive survey method of the correlational type has been adopted in the present study. The main goal of this type of research is to ascertain the relationship between organizational culture and self efficacy.

SAMPLE SIZE AND SAMPLING TECHNIQUES

The statistical population in this research included teacher educators working in B.Ed. colleges affiliated to University of Mumbai. The sample size selected from the population based on a formula of limited population was 214 and sampling method was random. In this method, all samples have equal probability of selection.

The study has adopted a three-stage sampling technique for selecting the sample. At the first stage, B.Ed. colleges situated in South, North and central Mumbai were selected using stratified sampling technique. At the second stage, B.Ed. colleges were selected as per their type of management, namely, private-aided and private-unaided colleges using stratified sampling technique. At the third stage, teacher educators were selected from these colleges using simple random sampling technique.

DATA COLLECTION TOOLS

The following tools were used by the researcher:

1. ORGANIZATIONAL CULTURE SURVEY (DENISON, 1990):

It comprised of a total of 60 items. It has 4 dimensions and 3 sub-dimensions in each category which makes it a total of 12 areas. The tool had to be responded on a 5-point Likert scale from "strongly disagree" to "strongly agree". Its dimensions include (a) Involvement (Empowerment, Team Orientation and Capability Development), (b) Adaptability (Creating Change, Customer Focus and Organizational Learning), (c) Consistency (Core Values, Agreement, Co-ordination/Integration) and (d) Mission (Strategic Direction and Intent, Goals and Objectives and Vision).

2. TEACHER SELF-EFFICACY SCALE (BANDURA, 1977):

Bandura's instrument for measuring teacher's self efficacy was used by the researcher. It has a total of 30 items under 7 dimensions, viz, (a) Efficacy to influence decision making, (b) Efficacy to influence institutional resources, (c) Instructional self-efficacy, (d) Disciplinary self-efficacy, (e) Efficacy to enlist parental involvement, (f) Efficacy to enlist community involvement, (g) Efficacy to create a positive institutional climate. The scale had to be responded on a five-point rating scale ranging from "a great deal" to "not at all". The highest possible score of a respondent on this tool is 150 and lowest is 30.

FINDINGS OF THE STUDY

1. The first null hypothesis was tested using Pearson's r. The obtained r was 0.4456 which is significant ($P = < 0.0001$) for $df = 212$ rendering the null hypothesis untenable. It may be concluded that there is a positive relationship between total self efficacy of teacher educators with their total organizational culture. Thus, more conducive the organizational culture, higher is likely to be the self efficacy of teacher educators.

2. The second null hypothesis was tested using multiple correlation.

The following table shows the correlation coefficients of TSEFF with the In, Cn, Ad and Mn dimensions of OC.

Table 1: Correlation Coefficients of Tseff with the Dimensions of OC

	In	Cn	Ad	Mn	TSEFF
In	1	0.774	0.775	0.756	0.412
Cn	0.774	1	0.805	0.771	0.381
Ad	0.775	0.805	1	0.816	0.452
Mn	0.756	0.771	0.816	1	0.386
TSEFF	0.412	0.381	0.452	0.386	1

Table 1 shows the correlation coefficients of total self efficacy of teacher educators with that of dimensions of organizational culture. The correlation coefficient of self efficacy with involvement dimension of organizational culture is 0.412, with consistency is 0.381, with adaptability is 0.452 and with mission dimension is 0.386.

Table 2: Regression Coefficients of Tseff with the Dimensions of OC

	b	β	R	$\beta \times r_{xy}$	Variance
In	0.5132	0.1628	0.412	0.0671	6.71
Cn	-0.0577	-0.018	0.381	-0.0069	0.69
Ad	1.0308	0.3417	0.452	0.1543	15.43
Mn	-0.0057	-0.002	0.386	-0.0008	0.08
Multiple R² = 0.2138 (p<0.0001)					
Total Variance Explained = 21.38%					

Table 2 shows the regression coefficients of the TSEFF and dimensions of OC.

From the preceding table, it is seen that the multiple R of total self efficacy with the In, Cn, Ad and Mn dimensions of organizational culture is 0.462 which is significant at 0.0001 level. Hence the null hypothesis is rejected. This correlation is moderate in magnitude.

This implies that 21.38% of the variance in self efficacy is associated with In (6.71%), Cn (0.69%), Ad (15.43%) and Mn (0.08%).

CONCLUSION

Thus, it can be concluded that nearly one-fifth, i.e. 21.38% of the variance in self efficacy is associated with the various dimensions of organizational culture. The remaining 78.62% variance in self efficacy can be attributed to other factors not included in the present study such as, organizational climate, attitude towards work, self confidence, etc.

DISCUSSION

The results of testing of hypothesis indicate that there is a positive relationship between total self efficacy of teacher educators with the total organizational culture. Thus, if the organizational culture is conducive, the self efficacy of teacher educators may be high. The results also indicate that there is a significant combined relationship of total self efficacy of teacher educators with the dimensions of organizational culture. Involvement and adaptability contribute significantly to the variance in self efficacy. In other words, among the organizational culture dimensions, involvement and adaptability are the antecedents with the biggest effect on self efficacy. However, other culture dimensions, consistency and mission have minute negative influence on the self efficacy of teacher educators.

The results reveal that the involvement and adaptability dimensions contribute to raise the self efficacy of teacher educators. These characteristics include empowerment, team orientation and capability development (involvement) and creating change, customer focus and organizational learning (adaptability). These traits need to be strengthened in order to raise the self efficacy levels

among the teacher educators.

To put in simple words, higher involvement and sharing of work leads to better self efficacy. If the head of the institution plans every aspect of the work and involves everyone in the process to some degree, it leads to higher self efficacy. Proper delegation of authority improves the bench strength of teacher educators and leads to efficacy. Cooperation, teamwork and the right combination of required skills also impacts the efficacy of teacher educators in a positive manner. Self efficacy of teacher educators also increases if there is a flexible approach towards work.

However, if the leader of the institution does not practice what is preached and the approach towards work is not consistent and predictable, it leads to lesser self efficacy. If teacher educators work for individual gain and do not share a common perspective, their efficacy diminishes. They should not work in separate units rather coordinate and function together, which leads to better self efficacy among them. The goals of various teacher educators should align with each other as well as the goal of the institution in order to make them more effective and increase their efficacy. Luthans & Peterson (2002) studied self efficacy of managers and found that there was a positive relationship between self efficacy and organizational outcomes.

It is important that there should be a clear and consistent set of values that should govern the way work is done in an institution. The vision of the college should be clear and shared with each member of the college. Short-term thinking should be replaced by long-term viewpoint. The head of the institution should ensure that short-term demands are met without any compromise with the long-term vision in order to increase self efficacy.

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