

The Impact of Organizational Climate on Teachers' Sense of Efficacy and Work Task Motivation: An Analysis of Primary School Teachers in Aizawl

Authors: R. Lalrinmawii¹, Dr. C. Zothanmawia²

¹Research Scholar in the Department of Psychology, Mizoram University

²Assistant Professor in the Department of Psychology, Mizoram University

Abstract

Teachers are an important component of the education system worldwide. Research regarding the working conditions of teachers at the primary level is essential for the improvement of the overall education system. The goal of the research was to analyse the organizational climate, sense of efficacy and the work task motivation of primary school teachers in Aizawl. The sample for the study included 73 primary school teachers from 14 schools from both rural and urban locations within Aizawl district. Significant differences were found between male and female teachers, public and private schools as well as rural and urban locations regarding organizational climate, work task motivation and sense of efficacy.

Keywords: Organizational climate, efficacy, work task motivation, urban, rural, primary schools.

Introduction

The importance of education in shaping the lives of children has been well documented by many an author. Children learn from teachers in schools and internalize the instructions they receive, which heavily influences the way they think and behave. The teacher is tasked with the huge responsibility of shaping the lives of children. Most countries are aware of this situation and thus governments around the world impose strict criteria for the employment of teachers. This is also true for the state of Mizoram where the official employment of teachers necessitate that one holds a bachelor's degree in the subject of Education, especially in schools run by the state government. The importance of the teacher in the education system and the consequent effect it can have on the future of the country warrants a closer investigation into their working conditions. Many studies have been done to assess the mental health and overall job satisfaction of teachers. However, an investigation from the organizational behavioural perspective is relatively novel and needs more exploration.

The system of education and the qualification of teachers in schools has been a major topic of discussion that frequents the discourse among many intellectuals including members of the state legislative assembly. This seems to indicate that the consensus regarding the overall education system in the state is still unsatisfactory despite numerous projects and policy changes. However, it is apparent that attempts are being made to improve the education system in the state.

According to Robbins et al. (2019), ‘Organizational Behaviour is a field of study that investigates the impact that individuals, group and structure have on behaviour within organizations for the purpose of applying such knowledge toward improving an organization’s effectiveness’. Organizational behaviour investigates how people in organizations interact with each other as well as with the structures that surround them and how this impacts behaviour.

Organizational climate refers to how employees within an organization generally perceive their organization which may include their shared perception regarding the policies, practices, and procedures within the organization (Robbins et al., 2019). This shared perception may be understood as the overall personality of the organization which distinguishes it from another. Understanding this shared perception and how it influences the pattern of behaviour among employees in the organization will help in making improvements that will maximize the productivity, efficiency, and overall job satisfaction of the employees.

Schools, like any other organizations, have climates that distinguish them from the rest. Organizational climate in schools may be understood as the general atmosphere of the school as a result of the interaction between the principal and the teachers, as well as how the teachers interact amongst themselves. The result of this interaction creates the organizational climate of the school which may be used as a reference for the evaluation of the standard of schools. The most effective schools seem to have an open organizational climate which indicates a climate in which there is good collegial relationship among the teachers, the teachers communicate openly with the teachers, as well as overall job satisfaction.

Self-efficacy as a construct refers to an individual’s perceived ability “to organize and execute the course of action required to manage prospective situation” (Bandura, 1977, p.2). The term has also been defined as, ‘Perceived capabilities of learning or performing actions at designated levels’ (Schunk & Pajares, 2009; based on Bandura, 1997). This definition has some important connotations. The first is that it involves the individuals ‘perceived’ capabilities, that is, what the individual believes he can do, and not his actual abilities. The second important point is that it refers to the perceived ability to perform a task in the future, and not what the individual has already accomplished, although it is one of the important factors that affect self-efficacy. The third important connotation is that self-efficacy involves that ability to perform a task at the designated level, that is, how much the individual believes he can achieve regarding a particular task.

Motivation is an important factor in the workplace in any organization. Motivation has been found to influence a lot of factors that determine the overall effectiveness of schools. According to the Self Determination Theory, teachers may perceive themselves to be competent, however, they may be motivated by different things to complete their tasks. Some teachers may perform their work tasks because they personally feel that they are doing valuable work and some teachers may be motivated by an external reward like benefits or because they are pressured into performing their work tasks. This theory categorizes motivation into three broad types, ranging from low to high self-determination. These three types of motivation are intrinsic motivation, extrinsic motivation and amotivation. Intrinsically motivated behaviours are fuelled by the pleasure of engaging in the task, extrinsically motivated behaviour refers to engaging in the task as a means to an end, and not because the individual enjoys the task. Amotivation on the other hand refers to not being motivated either intrinsically or extrinsically and it corresponds to lower levels of self-determination. The SDT also proposes different types of extrinsic motivation ranging from lower to higher levels of self-determination, namely – external regulation, introjected regulation and identified regulation. External regulation pertains to behaviours that are regulated by external rewards or

desire to avoid consequences. Introjected regulation occurs when the external demand becomes an internal representation and Identified Regulation occurs when individuals choose to perform the tasks because it suits their values, beliefs, and goals.

OBJECTIVES

1. To assess the effect of gender on sense of efficacy, organizational climate and work task motivation.
2. To assess effect of location (urban-rural) on sense of efficacy, organizational climate and work Task Motivation.
3. To assess effect of school type (private-public) on sense of efficacy, organizational climate and work Task Motivation.

HYPOTHESES

1. Female teachers will score higher in the measures of sense of efficacy, organizational climate and work task motivation.
2. Teachers in the urban areas will score higher in the measures of sense of efficacy, organizational climate and work task motivation.
3. Teachers working in a private school will score higher in the measures of sense of efficacy, organizational climate, and work task motivation.

Methodology:

Schools in Aizawl district were divided onto public (government) and private based on the list made by the Directorate of School Education, Government of Mizoram, as well as identified based on their location. The Office of Registrar and Census Commissioner of India has determined that a settlement be deemed urban based on three criteria (MHA, 2013), which were used to identify notified towns, which are accepted as urban areas in India. Research for this study was carried out using quantitative method of research in which numerical data was collected from the participants using standardized questionnaires. The resultant numerical data was then analysed, and appropriate statistical methods were applied to test the hypotheses using SPSS 22.

Sample:

The sample for this study was chosen from schools with two kinds of Organizational Climate (Public and Private) and two Locations (Urban and Rural). Public schools are those run by the government of Mizoram and Private schools are those that do not receive financial aid from the government (Vedavathi, 2017). Urban and rural areas are those towns and villages designated as Rural or Urban by the Indian census. A multistage sampling technique was employed for this study. First, several towns (Urban) and villages (Rural) were selected via purposive sampling technique. From this list of chosen towns and villages, the list of schools with primary level of education was acquired from the Directorate of School Education, Government of Mizoram, and an equal number of private and public schools were chosen randomly.

Tools used:

The Organizational Climate Description Questionnaire for Elementary Schools (Hoy & Clover, 1986): The OCDQ-RE is a revised psychological scale of the original OCDQ scale that assesses the organizational climate of schools. The form for Elementary school teachers was used for this study. The

scale consists of 6 subscales which assess 6 different dimensions, namely- supportive principal behavior, directive principal behavior, restrictive principal behavior, collegial teacher behavior, intimate teacher behavior and disengaged teacher behavior.

The Teacher's Sense of Efficacy Scale (Tschannen-Moran & Woolfolk Hoy, 2001): TSES measures the sense of efficacy. It has two forms – a long form which comprises of 24 items and a short form which comprises of 12 items. The short form was used for this study. This scale consists of three subscales which measure three domains, namely – efficacy in student engagement, efficacy in instructional strategies and efficacy in classroom management.

The Work Tasks Motivation Scale for Teachers (Fernet et al., 2008): WTMST is a scale developed to measure teachers' motivation toward specific work tasks. This scale was developed by the authors for the assessment of five motivational constructs toward five work tasks - Intrinsic Motivation, Identified Regulation, Introjected Regulation, External Regulation and Amotivation. These motivational constructs are assessed by assessing the teachers on five work tasks - class preparation, teaching, evaluation of students, administrative tasks and complimentary tasks.

Procedure:

The psychological scales were printed out for distribution among the participants. Permission was obtained from each institutional head before initiation of the study. The questionnaires were printed out and handed to the participants, after which they were asked to attempt the questionnaire. The scales were administered in groups at the workplace i.e., at the schools. After administration of the scales, a small token of appreciation was given to each participant to ensure their commitment to the study. The accumulated data was scored and tabulated for further psychological analysis.

Statistical Treatment of Data:

Data for this study was analysed using parametric tests including independent sample t-tests and analysis of variance (ANOVA).

RESULTS AND INTERPRETATION

For this study, data was collected from 73 primary school teachers in Aizawl from both rural and urban locations, and two types of schools – public and private. This included participants with varied educational qualifications and work experience.

In terms of educational qualification, a mean of 2.52 indicated that most of the teachers who participated in the study had completed higher secondary school. The mean score observed for total experience was 2.38 which indicated that most of the teachers who participated in the study had 1-9 years of work experience.

In terms of sex, the sample consisted of 36 male teachers and 37 female teachers. The mean age of the participants was 33.34 approximately, with youngest age observed being 20 and the oldest being 59 years of age. The most frequently observed ages were 24 and 28 years.

Data was collected from rural and urban locations which comprised of 34 teachers from rural locations and 39 teachers from urban locations. Regarding type of school, the sample consisted of 27 teachers from public schools and 46 teachers from private schools.

Table 1. Descriptive Statistics

	N	Min	Max	M	σ
Age	73	20	59	33.34	9.290
Educational Qualification	73	1	5	2.52	1.042
Sex	73	1	2	1.51	0.503
Marital Status	73	1	5	2.78	1.484
Experience in the current workplace	73	1	4	2.08	0.682
Total Work Experience	73	1	5	2.38	0.876
Location	73	1	2	1.53	0.502
Type of School	73	1	2	1.63	0.486

Table 1 shows the descriptive statistics of the sample collected for the research.

Table 2. Reliability of the scales.

Sub-Scale	α
OCDQ-RE (S)	0.64
OCDQ-RE (D)	0.80
OCDQ-RE (I)	0.73
OCDQ-RE (Ds)	0.72
TSES (SE)	0.83
TSES (IS)	0.86
TSES (CM)	0.86
WTMST (IM)	0.96
WTMT (ID)	0.94
WTMST (IJ)	0.94
WTMST (EX)	0.93
WTMST (AM)	0.93

Table 2 shows the reliability of the psychological measures used in the study. All scales were found to have sufficient levels of reliability.

Table 3: Results of the Independent t-test examining the effect of Sex on organizational climate, sense of efficacy and work task motivation.

	t	df	Sig. (2-tailed)	MD	SED
Organizational Climate Description Questionnaire-RE (Restrictive Principal Behaviour))	-2.796	71	0.01	-1.66066	0.59404

Organizational Climate Description Questionnaire-RE (Intimate Teacher Behaviour)	- 2.3 98	7 1	0.02	- 2.354 35	0.98 164
Organizational Climate Description Questionnaire-RE (Disengaged Teacher Behaviour)	- 2.5 9	7 1	0.01	- 3.119 37	1.20 416

Table 3 shows the observed results of an independent t-test to examine the effect that sex has on the variables of organizational climate, sense of efficacy and work task motivation. The outcome of the t-test indicates that significant differences were found in certain dimensions or measures of organizational climate. Female teachers seemed to score higher on the dimensions of supportive principal behaviour (OCDQ-RE, S) with a p-value of 0.007, intimate teacher behaviour (OCDQ-RE, I) with a p-value of 0.019, and disengaged teacher behaviour (OCDQ-RE, Ds) with a p-value of 0.012.

Table 4: Results of the Independent t-test examining the effect of Location on organizational climate, sense of efficacy and work task motivation.

	t	d f	Sig. (2- tailed)	MD	SED
Organizational Climate Description Questionnaire-RE (Intimate Teacher Behaviour) (Disengaged Teacher Behaviour)	2.063 19	7 1	0.04	2.048 27	0.993 63
Teachers' Sense of Efficacy Scale (Efficacy in Student Engagement)	- 2.665 39	7 1	0.01	- 3.227	1.210 704
Teachers' Sense of Efficacy Scale (Efficacy in Instructional Strategies)	- 2.970 29	7 1	0.00	- 7.074 66	2.381 811
Teachers' Sense of Efficacy Scale (Efficacy in Classroom Management)	- 2.488 26	7 1	0.02	- 2.995 48	1.203 843

Table 4 shows the results of an independent t-test to examine the effect of location on the variable of organizational climate, sense of efficacy and work task motivation. The statistical findings indicate that primary school teachers in rural areas scored higher on the dimension of intimate teacher behaviour (OCDQ-RE, I) with a p-value of 0.043. A significant difference was also found in terms of sense of efficacy with primary school teachers in the urban areas scoring higher on three dimensions of the Teacher's Sense of Efficacy Scale namely, efficacy in student engagement, efficacy in instructional strategies and efficacy in classroom management, with p-values of 0.10, 0.004 and 0.015, respectively.

Table 5: Results of the Independent t-test examining the effect of Type of School on organizational climate, sense of efficacy and work task motivation.

	t	df	Sig.	MD	SED
Organizational Climate Description Questionnaire-RE (Supportive Principal Behaviour)	2.146093	71	0.04	2.056361	0.958188
Organizational Climate Description Questionnaire-RE (Directive Principal Behaviour)	3.300836	71	0.00	-4.1562	1.259135
Organizational Climate Description Questionnaire-RE (Disengaged Teacher Behaviour)	3.319961	71	0.00	4.029791	1.213807
Work Tasks Motivation Scale for Teachers (External Regulation)	2.462501	71	0.02	12.15217	4.934891

Table 5 shows the statistical output of an independent t-test to investigate the effect of type of school on organizational climate, sense of efficacy and work task motivation. Significant differences were found on the effect of type of school on the concerned variables. Primary school teachers in public schools were found to score higher on the dimensions of supportive principal behaviour (OCDQ-RE, S) with a p-value of 0.035 and directive principal behaviour with a p-value of 0.002. On the other hand, primary school teachers in private schools scored higher on the dimensions of disengaged teacher behaviour (OCDQ-RE, Ds) with a p-value of 0.001, and external regulation (WTMST, Ex) with a p-value of 0.016.

Table 6: Analysis of variance of Independent Variables and Dependent Variables for work experience of teachers in current workplace.

		Sum of Squares	df	Mean Square	F	Sig.
Organizational Climate Description Questionnaire-RE (Directive Principal Behaviour)	Between Groups	242.153	3	80.718	2.832	0.045
Work Tasks Motivation Scale for Teachers (Amotivation)	Between Groups	3942.579	3	1314.193	4.226	0.008

Table 7 shows the result of analysis of variance (ANOVA) for work experience in the current workplace of the teacher. The observed values indicate that significant differences exist on the dimensions of directive principal behaviour (p-value = 0.045) and motivation (p-value = 0.008).

Discussion

The goal of the study was to analyse the impact of organizational climate on teachers' sense of efficacy and work task motivation. The sample consisted of primary school teachers from local and urban locations as well as public and private schools with varying degrees of educational qualifications and work experience. The study has yielded certain interesting and insightful findings that will help in understanding

the current mental state and perceived working conditions of primary school teachers in Aizawl. Upon investigating whether sex influences organizational climate, sense of efficacy and work task motivation, significant differences were found among male and female teachers. Results of the study revealed that female teachers scored higher on the dimensions of supportive principal behaviour, intimate teacher behaviour and disengaged teacher behaviour. A high score on the dimension of supportive principal behaviour suggests that female teachers consider the principal as a person who shows both a personal and professional interest in the teachers. This indicates that teachers have a comfortable relationship with the principal and that there is an open channel of communication between them. Intimate teacher behaviour indicates that there are strong and cohesive social relations among the teachers. This suggests an open organizational climate and is in line with the second part of Hypothesis 1. Disengaged teacher behaviour indicates that teachers in the school lack a common goal and find it difficult to focus on professional activities. These findings suggest that female participants in the study have good relationships with their colleagues and the principal but lack direction and motivation in terms of professional activities. For sense of efficacy and work task motivation, no significant difference was found, and therefore the null hypothesis is retained.

The effect of location on organizational climate, sense of efficacy and work task motivation was analysed. It was found that teachers in rural areas scored higher on the dimension of intimate teacher behaviour. This implies that primary school teachers working in rural areas of Aizawl tend to have close relations with their colleagues with whom they socialize regularly and consider them as close friends. Teachers in urban areas displayed higher scores in three dimensions of the Teachers' Sense of Efficacy scale, namely- efficiency in student engagement, efficacy in instructional strategies and efficacy in classroom management. This finding suggests that teachers in urban areas are more confident in their capabilities in terms of how they engage with the student, how instructions are given to the students and the overall management of students in the classroom. This supports our second Hypothesis that teachers in urban locations will score higher in these dimensions. Thus, we accept hypothesis 2.

Upon investigating the influence of type of school, significant differences were found. Teachers in public schools scored higher on supportive principal behaviour, which indicates that they view the principal as having genuine concern for the teachers. The principal respects the teachers and frequently gives them praise while criticising them constructively. Teachers in public schools also scored higher on directive principal behaviour which indicates that the principal regularly and closely monitors the teachers and maintains control over them, down to the smallest detail. Private school teachers on the other hand displayed higher scores on disengaged teacher behaviour, which signifies a lack of meaning and focus to professional activities. This also suggests that they have a negative attitude towards each other and are critical of their colleagues. Teachers in private schools also scored higher on the dimension of external regulation, which implies that professional activities are carried out just for the sake of completing them, and that they are motivated to complete tasks in the school by external rewards such as getting paid. This finding does not support Hypothesis 3 which predicated that teachers working in private schools will score higher in these domains. Thus, we reject hypothesis 3 and accept an alternate hypothesis which states that teachers working in public schools score higher in the measures of sense of efficacy, organizational climate, and work task motivation.

Analysis of variance was done to analyse the effect of educational qualification, experience in the current workplace, and total work experience of the teachers. The results revealed that no significant difference exists in terms of educational qualification and total work experience. However, significant differences

were found in the dimensions of directive principal behaviour and amotivation in terms of experience in the workplace. This suggests that experience in the current workplace influenced teachers' perception of the principal as controlling and rigid, as well as their lack of motivation to carry out professional tasks within the schools.

CONCLUSION

The findings of this study have revealed that teachers' mental well being is influenced by certain factors like sex, location, type of school, and experience. Since teachers' effectiveness and productivity is directly influenced by their working conditions and overall mental wellbeing, consideration of these findings can help policy makers in creating the best environment for the teachers where they can provide the best education for students. The general picture of the perceived working conditions of the teachers painted by results of this study may also serve as a reference for further research into this topic.

Limitations

Despite attempts to consider most shortcomings during the research, certain limitations do exist. Some of them are highlighted as follows –

1. The sample for the study did not include an equal number of schools in terms of location and type of school. An equal number of schools in each domain may elicit more representative findings.
2. Quantitative analysis was used for the study which may not provide the complete picture of the variables being explored. Future studies may incorporate qualitative analysis to supplement the research findings.

REFERENCES

1. Anderson, R., Greene, M., & Loewen, P. (1988). Relationships among teachers' and students' thinking skills, sense of efficacy, and student achievement. *Alberta Journal of Educational Research*, 34, 148–165.
2. Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191-215.
3. Bandura, A. (2000). Self-efficacy: The foundation of agency. *Control of human behavior, mental processes, and consciousness: Essays in honor of the 60th birthday of August Flammer*, 16.
4. Chhange, R. (2021). Perceptions of Higher Secondary School Teachers of Mizoram on Their Empowerment. Department of Education, Mizoran University.
5. Chirayath, S. Teacher as a Change Agent and Community Worker – A Co-relational Study on Organizational Climate and Teacher Morale in the High Schools of Jharkhand. *Management and Labour Studies* vol.34 No.3
6. Fernet, C., Senécal, C., Guay, F., Marsh, H., & Dowson, M. (2008). The work tasks motivation scale for teachers (WTMST). *Journal of Career assessment*, 16(2), 256-279.
7. Hoy, W. K., Tarter, C. J., & Kottkamp, R. B. (1991). *Open schools/healthy schools: Measuring organizational Climate*. Beverly Hills, CA: Sage
8. Hoy, W. K., & Tarter, C. J. (1997). *The Road to Open and Healthy Schools: A handbook for change*, Elementary Edition. Thousand Oaks, CA: Corwin Press.
9. Hoy, W. K., & Clover, S. I. R. (1986). Elementary School Climate: A Revision of the OCDQ. *Educational Administration Quarterly*, 22(1), 93–110

10. Ministry of Home Affairs (2013). Unstarred Question No. 6458. Ministry of Home Affairs, Government of India <https://www.mha.gov.in/MHA1/Par2017/pdfs/par2013-pdfs/ls-070513/6458.pdf>
11. Muhammad A.H (2014). The Influence of Motivation, and organizational Culture to High School Teacher Job Satisfaction and Performance; *International Education Studies*, v8 n1 p38-45 2015
12. Robbins, S. P., & Judge, T. (2007). *Organizational behavior*. Upper Saddle River, N.J: Pearson/Prentice Hall.
13. Schunk, D. H., & Pajares, F. (2009). Self-efficacy theory. *Handbook of motivation at school*, 35, 54.
14. Stronge, J.H., Ward, T.J., Tucker, P.D. et al. (2007). What is the Relationship Between Teacher Quality and Student Achievement? An Exploratory Study. *J Pers Eval Educ* 20, 165–184
15. Tschannen-Moran, M., & Hoy, A. W. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and teacher education*, 17(7), 783-805.
16. Vedavathi B., (2017). A Study on Secondary School Organizational Climate and Work values of Secondary School Heads. *Journal of Research & Method in Education*. [IOSR Journal of Research & Method in Education \(IOSRJRME\)](#) 07(02):25-29