

A Study of Teaching Effectiveness in Relation to Professional Competency, Self-Efficacy, and Organizational Climate among Senior Secondary School Teachers of West Bengal

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Abstract: *It is a common fact that education has a transformative power that can be used to analyze the development of measured beings and the society. The central figure in this process is the teacher and their performance significantly determines the level of learning among the students and the results of education as a whole. The effectiveness of teaching is not a single effect but a complex phenomenon that involves the subject knowledge, the skills of a pedagogue, motivation, flexibility, and the ability to engage students in meaningful interactions (Darling-Hammond, 2017). Senior secondary education in Indian scenario, especially in West Bengal, holds a very crucial position since it is the mode of preparing learners to further education and professional life, hence a close examination of the variables influencing teacher efficacy.*

Keywords: transformative power

I. INTRODUCTION

It is a common fact that education has a transformative power that can be used to analyze the development of measured beings and the society. The central figure in this process is the teacher and their performance significantly determines the level of learning among the students and the results of education as a whole. The effectiveness of teaching is not a single effect but a complex phenomenon that involves the subject knowledge, the skills of a pedagogue, motivation, flexibility, and the ability to engage students in meaningful interactions (Darling-Hammond, 2017). Senior secondary education in Indian scenario, especially in West Bengal, holds a very crucial position since it is the mode of preparing learners to further education and professional life, hence a close examination of the variables influencing teacher efficacy.

To make sense of teaching effectiveness, three inter-related variables are used, namely, professional competency, self-efficacy, and organizational climate. Professional competency refers to the area of knowledge, pedagogical skills and ethical investment that prepare teachers with the ability to address various educational requirements (Shulman, 1986). The concept of teacher self-efficacy as a product of social cognitive theory of Bandura (1997) is the belief of teachers in the possibility to modify the engagement and academic performance of students. The concept of organizational climate, in its turn, is associated with the shared views on the working conditions in the school and the levels at which they lead to team work, motivation, and creativity (Hoy and Miskel, 2013).

With the history of educational reform and socio-cultural diversity, West Bengal is a special case of analysis of these dynamics. The state still struggles with the inequality in the institutional resources, teacher readiness, and level of student achievement despite significant policy interventions like the Right to Education Act (2009) and the National Education Policy (2020). The exploration of the connections between the effectiveness of teaching and its determinants within the framework of the current situation is of theoretical and practical interest.



Research Question: - How do professional competency, self-efficacy, and organizational climate relate to teaching effectiveness among senior secondary school teachers in West Bengal?

Hypothesis: - There exists a positive relationship between professional competency, self-efficacy, organizational climate, and teaching effectiveness among senior secondary school teachers in West Bengal.

II. LITERATURE REVIEW

Teaching Effectiveness

The effectiveness of teaching is one of the subjects of study in education research over decades. Stronge (2018) opines that, good teachers should integrate clarity in instructions, mastering the content, and good classroom management with emotional intelligence and responsiveness. In his meta-analysis synthesis, Hattie (2009) found that teacher effectiveness was the most important factor at the school level of achievement among students. With policy frameworks adding outcomes-based education and competency-based pedagogy, the focus on the effectiveness of teaching has been given new impetus in India (MHRD, 2020).

Professional Competency

Professional competency does not imply just content knowledge, but also pedagogical flexibility, technological, and ethical soundness. The Pedagogical Content Knowledge (PCK) idea offered by Shulman, (1986) placed emphasis on the role of integrating both the content of the subject and the capacity to communicate concepts in forms that learners readily understand. A study carried out in India indicates the importance of continuous professional growth in improving competency (Beena & Mathur, 2012). Another area of teacher competency is digital literacy, classroom inclusivity, and assessment that meet current education requirements.

Self-Efficacy

According to Bandura (1997), self-efficacy is the conviction that one can create a desired cause. High self-efficacy teachers are persistent, resilient and innovative even when faced with difficult situations. Tschannen-Moran and Hoy (2001) attributed teacher efficacy to student motivation and student achievement. A meta-analysis by Klassen and Tze (2014) also found that there was a high correlation between teacher efficacy and teaching effectiveness. Teacher efficacy is critical in reducing the contextual obstacles in West Bengal where most schools are limited in resources.

Organizational Climate

Organizational climate means the perceptions of the shared beliefs in the environment of work. Hoy and Tarter (1997) realized that open and supportive climates are conducive to teacher collaboration and innovation whereas closed climates are limiting. Gupta (2014) emphasized that positive climates enhance job contentment and quality in the Indian schools. The access to resources, collegial relationships, and school leadership are the components that have a significant effect on climate. Organizational climate is diverse in West Bengal, both in government, aided and private institutions.

Correlation between Variables

An emerging body of evidence reveals that professional competency and self-efficacy are interdependent in the environment of organizational climate in influencing the effectiveness of teaching. Klassen and Tze (2014) claim that conducive climates strengthen self-efficacy that plays a role in fostering competency-based teaching practices. Theoretical models indicate that these factors have synergistic effects with organizational climate taking the role of mediating variable. Nevertheless, there is still a lack of empirical research in the situation of West Bengal, which requires qualitative investigations of these processes.

III. METHODOLOGY

Research Design

The research followed a qualitative phenomenological methodology, where the focus was to surface the experiences of the teachers in West Bengal. Phenomenology enables the examination of the subjective experiences in a detailed manner with an emphasis on the meanings that the participants have applied to their professional realities (Creswell and Poth, 2018).



Sample Selection

There were 30 senior secondary school teachers selected purposely across various regions of West Bengal such as Kolkata (urban), Howrah (semi-urban) and Purulia and Birbhum (rural). The gender and years of experience as well as the type of school (government, government-aided and private) were diverse. This choice was to represent the diversity of experiences in different contexts.

Data Collection Methods

1. Individual interviews in the form of semi-structured interviews were conducted with individual teachers, based on the issues of professional challenges, as well as teaching practices, self-efficacy perceptions, and organizational climate experiences.
2. Focus group discussions enabled teachers to communicate at the group level, which enabled them to have a greater understanding of the organizational dynamics.
3. Analysis of documents such as teacher performance appraisal and institutional reports served as a background and data triangulation.

Data Analysis Techniques

Thematic analysis was applied to data transcribing, coding and analysis (Braun and Clarke, 2006). The process was done in six steps, namely familiarization, coding, theme development, reviewing, defining and reporting. Themes were formulated on competency, self-efficacy, climate, and effectiveness. Triangulation of data provided validity and credibility of results.

IV. RESULTS**Professional Competency**

The importance of continuous professional learning was highlighted by most teachers. Government school instructors reported that there were few formal training opportunities but stated that they were committed to self-learning and learning with colleagues. Teachers in privacies stated they had access to workshops and online tools, which led to increased confidence in the classroom integration of the ICT. Thematic analysis identified three sub themes, which included: (a) mastery of subject matter, (b) flexibility in dealing with different learners, and (c) digital competency.

Self-Efficacy

Persistence and creativity were related to high self-efficacy. Those teachers who strongly believed that they could made use of new teaching methods like collaborative learning and project based teaching though they were constrained in resources. Less effective teachers emphasized helplessness in big classes and with marginalized socio-economic students. Professional experience was also closely related to self-efficacy, and experienced teachers had more confidence.

Organizational Climate

Favorable environments became important facilitators of performance. Schools where there was clear leadership, cooperation among teachers and had sufficient resources showed that teachers were more motivated and their performance was higher. Conversely, inflexible hierarchies, bureaucracies and the lack of proper infrastructure in certain government schools created frustration. It was found that there were three climate-related subthemes, which include (a) leadership support, (b) collegial collaboration, and (c) infrastructural adequacy.

Inter-relationship of Variables

The results demonstrate a dynamic interaction between the efficacy, competency, and climate. The teachers who worked in favorable climates were more likely to do the professional development reinforcing their competency and self-efficacy. On the other hand, educators who worked in non-supportive settings had low motivation even with individual commitment. One of the conceptual models that would arise as a result of the data is that of organizational climate as a mediating variable that would enhance or reduce the effect of competency and self-efficacy on effectiveness.



V. DISCUSSION

The research confirms that teaching effectiveness is determined by professional competency, self-efficacy, and organizational climate as a complex of various factors in accordance with the world literature (Hattie, 2009; Klassen and Tze, 2014). The framework proposed by Shulman (1986) indicates the need to incorporate the knowledge of the subject and pedagogy which teachers in this study identified to be relevant in addressing the needs of learners in different ways. The self-efficacy theory by Bandura (1997) is very well echoed because the more effective the teacher, the more resilient and flexible they proved to be.

The organizational climate was found as a facilitator and limiting factor, which is consistent with the results of Hoy and Miskel (2013). Schools that had supportive leadership and collaborative cultures enhanced competency and efficacy of teachers, whereas bureaucracy based structures derailed motivation. Such results support the relevance of policy measures to achieve positive climate by training leaders, distributing resources, and providing recognition systems.

These dynamics are enhanced in West Bengal because of the differences in rural and urban settings. Teachers in urban settings frequently mentioned having access to professional development and technology, whereas teachers in rural settings were entirely dependent on self-directed learning. Nonetheless, despite all the issues, high levels of intrinsic motivation were observed among many rural teachers, which proves that self-efficacy has some ability to overcome the lack of resources.

Limitations

The qualitative nature of the study and the small sample size used limited the external validity of the research. To confirm these findings, future research should use mixed-method designs using bigger samples.

Future Research Recommendations

1. Follow-up longitudinal research to determine the impact of professional development on competency and efficacy.
2. Comparison of West Bengal with other states in India to find out general trends.
3. Investigation of online learning space and its contribution to teacher competency and self-efficacy.

VI. CONCLUSION

This paper highlights the inter-relationship between professional competency, self efficacy and organization climate and the teaching efficiency of senior secondary teachers in West Bengal. In order to be more efficient in their learning, teachers should have strong competencies, the belief in their effectiveness and work in favorable climates. The implications of the findings are significant to the educators, policymakers, and researchers.

Implications:

- To educators: Undergo reflective practice and lifelong learning in order to enhance competencies and effectiveness.
- To policymakers: Formulate specific intervention strategies aimed at improving organizational climates especially in schools with limited resources.
- To scientists: Continue to study how these factors interrelate in new situations to better the theoretical knowledge.

With the identification of interrelation of these variables, the stakeholders will be in a position to develop comprehensive strategies that will lead to the improvement of the quality of education in the state of West Bengal, thus empowering both the teachers and learners.

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