

***School Head's Sense of Efficacy and Climate among  
Private Schools***

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**Abstract**

This survey - correlational study attempted to determine the level of school head's sense of efficacy and climate among schools in Iloilo City and their relationship as a whole and when grouped according to sectarian, non – sectarian, elementary, secondary or both elementary and secondary levels. The respondents of the study were the 30 principals of established private schools and 150 selected faculty. The selection of the principals was done purposively while the faculty was randomly selected. The researcher adapted two instruments: the Principal's Sense of Efficacy Scale developed by Tschannen – Moran, et al. (2001) which was answered by the selected principals and faculty to determine the level of school head's sense of efficacy; and the Organizational Climate Descriptive Questionnaire for Elementary Schools (OCDQ-RE) developed by Hoy, Tarter, and Kottkamp (1991) was used to determine the climate among private schools in Iloilo City to be answered by both selected principals and faculty. The use of frequency, mean, standard deviation, the Independent sample t-test, One-way ANOVA, and Pearson-r were utilized for the data analyses. The study revealed that level of school head's sense of efficacy among private schools in Iloilo City is HIGH and the existing climate is OPEN and was attributed to the awareness of the principals of their responsibility and accountability to demonstrate school effectiveness and promote the schools shared values in creating a conducive climate. Likewise, there is a significant relationship between school head's sense of efficacy and school climate among private schools as affirmed by the results.

Keywords: school head's sense of efficacy, climate, private schools

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## Introduction

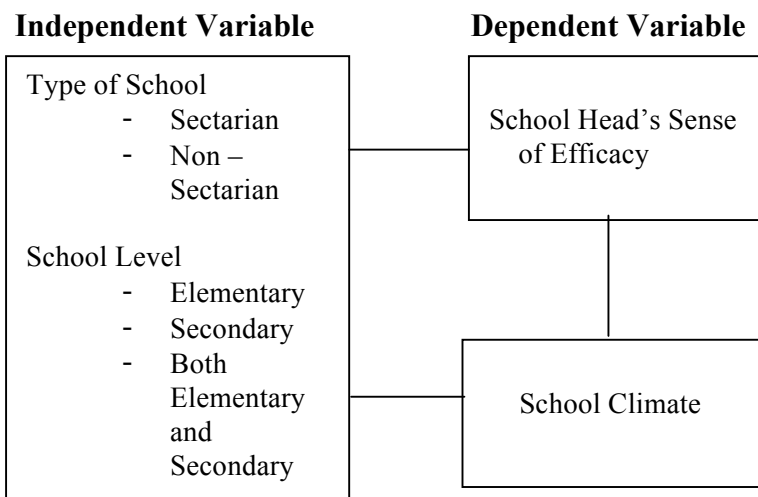
Aside from teachers, parents and students, the principal plays an integral role in the existence of an academic institution. The principal is seen as the key agent in initiating change in school. The responsibility of demonstrating school effectiveness is bestowed in the principal or school head. The principal sets the tone of the school and in many ways shape its organizational conditions. Thus, a school needs an efficacious principal to create a school climate conducive for learning and development. The school head's sense of efficacy influences the kind of climate a school has. His actions may help shape the school climate positively or negatively. Principals with high levels of sense of efficacy believe in their ability to inspire positive change and to motivate others to assume greater responsibility in the school's decision making processes (Schunk, 2012).

This study is indeed timely, for not all schools particularly in Iloilo City have the ideal climate which may be attributed to the school head's sense of efficacy. Likewise, this study wanted to discover schools which were able to cultivate a positive climate due to the school head's sense of efficacy and learn from them. The results will help academic institutions to have efficacious school head and cultivate a school climate that ensures harmonious relationship among the academic community and therefore, improving its effectiveness. With the changing educational culture as attributed by the advent of technology, paradigm shift in the curriculum and the like, there is a need for a study that will help school improve its climate by nurturing efficacious school heads.

## Theoretical Framework

This study is anchored in the social – cognitive theory of Bandura pertaining to self-efficacy. A principal/school head's sense of efficacy is a judgment of his capabilities to structure a particular course of action in order to produce desired outcomes in the school he leads (Bandura, 1997). Likewise, this study is anchored on the idea that the principal and his sense of efficacy affect the school climate. The principal, as the leader of the educational environment has a direct impact on the climate of the school as studied by Hallinger & Heck (1998).

In view of the proceeding theoretical background, the conceptual framework is shown below.



## **Statement of the Problem**

This study on “School Head’s Sense of Efficacy and Climate among Private Schools” aims to address the following questions:

1. What is the level of school head’s sense of efficacy among private schools in when taken as a whole; when grouped as a) type of school; and b) school level as perceived by the principals and faculty?
2. What is the type of climate existing among private schools in when taken as a whole; when grouped as a) type of school; and b) school level as perceived by the principals and faculty?
3. Is there a significant difference in the school head’s sense of efficacy and climate among private schools when grouped as a) type of school; and b) school level?
4. Is there a significant relationship between school head’s sense of efficacy and the type climate existing among private schools?

## **Materials and Methods**

This survey – correlational study attempted to determine the level of school head’s sense of efficacy and climate among private schools in Iloilo City and their relationship as a whole and when grouped according to sectarian, non – sectarian, elementary, secondary or both elementary and secondary levels. The respondents were the 30 purposively selected principals of established private schools and 150 randomly selected faculty. They answered the researcher adapted two instruments: the Principal’s Sense of Efficacy Scale developed by Tschannen – Moran, et al. (2001) to determine the level of school head’s sense of efficacy; and the Organizational Climate Descriptive Questionnaire for Elementary Schools (OCDQ-RE) developed by Hoy, Tarter, and Kottkamp (1991) to determine the climate among private schools in Iloilo City. Descriptive analysis was aided by the use of frequency, mean and standard deviation. For Inferential analyses, the Independent sample *t*-test, One-way ANOVA, and Pearson-*r* were utilized with the level of significance set at alpha 0.05 using SPSS.

## **Results and Conclusions**

The findings show that the level of school heads’ sense of efficacy among private schools in Iloilo City is HIGH as perceived by both the principals and the faculty and when grouped according to school type and school level. The type of climate existing among the private schools in Iloilo City is OPEN. When grouped as to school type, the climate for sectarian is ENGAGED and OPEN for non – sectarian. When grouped as to school level, the climate for elementary is OPEN and ENGAGED for secondary and both elementary or secondary. There is no significant difference in the level of school head’s sense of efficacy among private schools in Iloilo City when grouped as to school type and school level. There is no significant difference in the existing climate among private schools in Iloilo City when grouped as to school type. However, there is a significant difference in the existing climates when grouped as to school level. Moreover, there is a significant relationship between the school head’s sense of efficacy and

climate among private schools in Iloilo City as perceived by both the principals and faculty.

The study concluded that level of school head's sense of efficacy among private schools in Iloilo City is HIGH and the existing climate is OPEN and was attributed plausibly to the awareness of the principals of their responsibility and accountability to demonstrate school effectiveness and promote the schools shared values, therefore, creating a conducive climate. Likewise, there is a significant relationship between school heads' sense of efficacy and school climate among private schools as affirmed by the results indicating that efficacious principals played an integral role in having a positive climate. The principal's sense of efficacy influences the kind of climate a school has. Principals with high level of sense of efficacy believe in their ability to inspire positive change and motivate others to assume greater responsibility in the school's decision making process hence, creating a positive climate. This was evident among sectarian and non-sectarian schools in Iloilo City.

## Tables

Table 1

*Level of School Head's Sense of Efficacy among Private Schools in Iloilo City as Perceived by both the Principals and Faculty*

Categories	N	SD	M	Description
A. Entire Group	180	.57	4.35	High
1. Type of School				
Sectarian	84	.53	4.37	High
Non-Sectarian	96	.61	4.33	High
2. School Level				
Elementary	54	.56	4.41	High
Secondary	41	.63	4.35	High
Both Elementary & Secondary	85	.56	4.30	High

Legend:

<u>Scale</u>	<u>Description</u>
3.51 - 5.00	High
2.51 - 3.50	Average
1.00 - 2.50	Low

Table 2

*Type of Climate existing among Private Schools in Iloilo City as Perceive by the Principals and Faculty*

Categories	N	Principal Openness		Teacher Openness		Climate Description
		Mean	SD	Mean	SD	
A. Entire Group	180	500	73.01	585	95.45	Open
1. Type of School						
Sectarian	84	485	71.05	571	97.51	Engaged
Non-Sectarian	96	513	72.64	597	92.49	Open
2. School Level						
Elementary	54	513	78.74	592	87.61	Open
Secondary	41	493	70.22	573	106.52	Engaged
Both Elementary & Secondary	85	496	70.39	585	95.26	Engaged

Legend:

- Open climate** - both teacher and principal openness scores > 500
- Closed climate** - both teacher and principal openness scores < 500
- Engaged climate** - the principal openness score < 500 and the teacher openness score > 500
- Disengaged climate** - the principal openness score is > 500 and the teacher openness score is < 500

Table 3

*Independent t - test on the Differences in the Level of School Head's Sense of Efficacy among Private Schools in Iloilo City when grouped as sectarian and non-sectarian.*

Category	N	M	df	t	Sig
Type of School					
Sectarian	84	4.37			
Non – Sectarian	96	4.33	178	.43	.67

Table 4

*One – Way ANOVA Result on the Differences in the Level of School Head's Sense of Efficacy of Private Schools in Iloilo City when grouped as elementary, secondary or both elementary or secondary.*

Category	N	M	df	f	Sig
School Level					
Elementary	54	4.41	2		
Secondary	41	4.35		.60	.55
Both Elementary & Secondary	85	4.30	177		

Table 5

*Independent Sample t - test Result on the Differences in the existing climate among private schools in Iloilo City when grouped as sectarian and non-sectarian.*

Category	<i>N</i>	<i>M</i>	<i>df</i>	<i>t</i>	<i>Sig</i>
Type of School					
Sectarian	84	2.78	178	.19	.85
Non – Sectarian	96	2.77			

Table 6

*One – Way ANOVA Result on the Differences in the existing Climate among Private Schools in Iloilo City when grouped as elementary, secondary or both elementary or secondary.*

Category	<i>N</i>	<i>M</i>	<i>df</i>	<i>F</i>	<i>Sig</i>
School Level					
Elementary	54	2.85	2	3.80*	.03
Secondary	41	2.69			
Both Elementary & Secondary	85	2.78			

Note: \* $p < .05$

Table 7

*Pearson – r Result on the Relationship between School Head's Sense of Efficacy and Climate among Private schools in Iloilo City.*

Category	<i>N</i>	<i>r-value</i>	<i>r<sup>2</sup></i>	<i>p</i>
School Heads' Sense of Efficacy	180	.641*	.41	.000
School Climate	180			

Note: \*  $p < 0.05$

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