

A Study on Influence of School Culture on Teacher Self – Efficacy in Tenkasi District

J. Jeba Angel^{1*}, M. Rajee² and T. Jackuline Brindha³

¹Research Scholar, Kamaraj College, Thoothukudi, Affiliated to Manonmaniam Sundaranar University, Abishekapatti, Tirunelveli, Tamil Nadu

²Associate Professor, Department of Business Administration, Kamaraj College, Thoothukudi, Tamil Nadu

³Associate Professor, HOD, Department of Economics, Center for Economics, Kamaraj College, Thoothukudi, Tamil Nadu

*Corresponding Author Email: j.jebaangel@gmail.com

Abstract

Teacher self-efficacy plays a vital role in improving teaching effectiveness, student learning outcomes, and overall school performance. The culture of a school significantly influences teachers' beliefs, motivation, collaboration, and professional growth. This study aims to examine the influence of school culture on teacher self-efficacy among school teachers in Tenkasi District, Tamil Nadu. The research focuses on key dimensions of school culture such as leadership support, collegial relationships, professional collaboration, shared values, and a positive learning environment. These cultural factors are expected to shape teachers' confidence in their ability to manage classrooms, deliver effective instruction, and engage students successfully. The study adopts a descriptive research design and collects primary data from school teachers using a structured questionnaire. A sample of teachers from selected schools in Tenkasi District is considered for the study. Statistical tools such as percentage analysis, mean scores, correlation, and regression analysis are used to examine the relationship between school culture and teacher self-efficacy. The findings of the study are expected to reveal that a positive and supportive school culture significantly enhances teachers' self-efficacy levels. The study highlights the importance of fostering a collaborative and supportive school environment to strengthen teachers' professional confidence and effectiveness. The results will help school administrators, policymakers, and educational institutions understand how improving school culture can positively influence teacher performance and educational quality.

Keywords: School Culture, Teacher Self-Efficacy, Educational Environment, Teacher Motivation, Tenkasi District

Introduction

Education plays a crucial role in shaping individuals and society, and teachers are the key agents in the teaching–learning process. The effectiveness of teachers largely depends on their confidence in their own teaching abilities, commonly referred to as teacher self-efficacy. Teacher self-efficacy reflects a teacher’s belief in their capability to organize and execute the courses of action required to successfully accomplish specific teaching tasks, manage classroom behavior, and enhance student learning outcomes (Albert Bandura, 1997).

Teacher self-efficacy is influenced by several internal and external factors. One of the most significant environmental factors is school culture. School culture refers to the shared values, beliefs, norms, relationships, and practices that shape the behavior and attitudes of members within a school community (Terrence E. Deal & Kent D. Peterson, 1999). A positive school culture promotes collaboration among teachers, supports professional development, encourages open communication, and creates a supportive environment that enhances teachers’ confidence and motivation.

When teachers work in a school environment that values cooperation, leadership support, trust, and professional growth, they are more likely to develop higher levels of self-efficacy. Teachers with strong self-efficacy tend to adopt innovative teaching strategies, effectively manage classroom challenges, and persist in helping students succeed (Megan Tschannen-Moran & Anita Woolfolk Hoy, 2001). Conversely, a weak or negative school culture may reduce teachers’ motivation, limit collaboration, and weaken their belief in their teaching abilities.

In the context of schools in Tenkasi District, understanding the relationship between school culture and teacher self-efficacy is particularly important. Schools in this region operate under varying cultural environments that may influence teachers’ attitudes, professional commitment, and instructional effectiveness. Examining this relationship can provide insights into how a supportive school culture can strengthen teachers’ confidence and ultimately improve educational outcomes.

Therefore, the present study aims to analyze the influence of school culture on teacher self-efficacy among school teachers in Tenkasi District, highlighting the role of institutional culture in shaping teachers' professional competence and effectiveness.

Review of Literature

Teacher Self-Efficacy

The concept of self-efficacy was introduced by Albert Bandura (1997), who defined it as an individual's belief in their capability to organize and execute actions required to achieve desired outcomes. In the context of education, teacher self-efficacy refers to teachers' confidence in their ability to promote student learning, manage classrooms effectively, and implement appropriate instructional strategies.

According to Megan Tschannen-Moran and Anita Woolfolk Hoy (2001), teacher self-efficacy is a critical factor influencing teachers' instructional practices, classroom management, and student engagement. Their study found that teachers with higher self-efficacy tend to adopt innovative teaching methods and show greater commitment to student success.

Similarly, Gibson and Dembo (1984) examined teacher efficacy and its impact on classroom behavior. Their research indicated that teachers with high efficacy levels are more persistent in helping students, use effective teaching strategies, and maintain a positive classroom environment.

School Culture

School culture plays an important role in shaping teachers' attitudes, behaviors, and professional development. Terrence E. Deal and Kent D. Peterson (1999) defined school culture as the shared beliefs, values, traditions, and norms that influence the functioning of a school. A strong and positive school culture encourages collaboration, trust, and continuous improvement among teachers.

Research by Edgar H. Schein (2010) highlighted that organizational culture, including school culture, influences employees' perceptions, motivation, and performance. In educational institutions, supportive leadership and collaborative environments contribute significantly to teacher development and effectiveness.

Relationship between School Culture and Teacher Self-Efficacy

Several studies have examined the relationship between school culture and teacher self-efficacy. Megan Tschannen-Moran and Roger D. Goddard (2007) found that schools with strong collaborative cultures tend to enhance teachers' confidence and professional competence. Their study showed that positive relationships among staff and supportive leadership improve teachers' belief in their ability to influence student achievement.

Similarly, Wayne K. Hoy and Cecil G. Miskel (2013) emphasized that a healthy school culture characterized by trust, openness, and shared goals significantly contributes to teacher motivation and efficacy. Teachers working in such environments feel more empowered and confident in their teaching roles.

Another study by Karen Seashore Louis and colleagues (2010) highlighted that professional learning communities and collaborative school cultures positively influence teachers' instructional practices and self-efficacy levels.

Research Gap

Previous studies have highlighted the importance of teacher self-efficacy in improving teaching effectiveness and student learning outcomes (Albert Bandura, 1997). Research has also emphasized that school culture, including leadership support, collaboration, and shared values, plays a significant role in shaping teachers' attitudes and professional behavior (Terrence E. Deal & Kent D. Peterson, 1999). However, most studies have examined these variables separately rather than exploring their direct relationship. In addition, many existing studies are conducted in international or broader national contexts. Very limited research has focused on the influence of school culture on teacher self-efficacy at the district level in India. Particularly, there is a lack of empirical studies addressing this relationship in Tenkasi District. Therefore, the present study aims to fill this gap by analyzing how school culture influences teacher self-efficacy among school teachers in this region.

Statement of the Problem

Teacher self-efficacy is a crucial factor that influences teachers' effectiveness in classroom instruction, student engagement, and learning outcomes. It refers to teachers'

beliefs in their ability to successfully perform teaching tasks and manage classroom challenges. According to Albert Bandura (1997), individuals with higher self-efficacy tend to demonstrate greater motivation, persistence, and performance in their professional roles. In educational institutions, the school culture, including leadership support, collaboration, and shared values, plays a significant role in shaping teachers' attitudes and professional confidence. A positive school culture encourages cooperation and professional growth among teachers (Terrence E. Deal & Kent D. Peterson, 1999). However, limited studies have examined how school culture influences teacher self-efficacy at the district level, particularly in Tenkasi District, Tamil Nadu. Therefore, the present study attempts to analyze the influence of school culture on teacher self-efficacy among school teachers in this region.

Objectives of the Study

1. To examine the level of school culture in selected schools in Tenkasi District.
2. To assess the level of teacher self-efficacy among school teachers in Tenkasi District.
3. To analyze the influence of school culture on teacher self-efficacy among school teachers in Tenkasi District.

Hypotheses of the Study

1. **H₀₁**: There is no significant level of school culture in selected schools in Tenkasi District.
2. **H₀₂**: There is no significant level of teacher self-efficacy among school teachers in Tenkasi District.
3. **H₀₃**: There is no significant influence of school culture on teacher self-efficacy among school teachers in Tenkasi District.

Research Methodology

The present study adopts a descriptive research design to examine the influence of school culture on teacher self-efficacy among school teachers in Tenkasi District. The sample unit consists of school teachers working in selected government and private schools in the district. A total of 100 teachers are selected as the sample size for the study using the simple random sampling technique to ensure equal representation. The study mainly relies on primary data, which is collected using a structured questionnaire designed to measure school

culture and teacher self-efficacy using a Likert scale. Secondary data is collected from books, journals, and previous research studies related to the topic. The collected data are analyzed using statistical tools such as percentage analysis, mean and standard deviation, correlation analysis, and regression analysis to understand the relationship and influence between school culture and teacher self-efficacy.

Analysis and Discussion

Table 1 Demographic Profile of Respondents

Variable	Category	Frequency	Percentage (%)
Gender	Male	45	45%
	Female	55	55%
Age	Below 30 years	20	20%
	31–40 years	35	35%
	Above 40 years	45	45%
Type of School	Government	60	60%
	Private	40	40%

The demographic analysis shows that 55% of the respondents are female teachers, while 45% are male teachers, indicating that female teachers form the majority of the teaching workforce in the selected schools. Regarding age distribution, 20% of the teachers are below 30 years, 35% fall within the 31–40 years age group, and 45% are above 40 years, showing that most respondents belong to the experienced age group. In terms of the type of school, 60% of the teachers work in government schools, whereas 40% are employed in private schools. These results indicate that the study includes teachers from different backgrounds and experience levels, which helps in providing a balanced understanding of the influence of school culture on teacher self-efficacy.

Table 2 Level of School Culture

Dimensions of School Culture	Mean	Standard Deviation	Level
Leadership Support	3.85	0.62	High

Teacher Collaboration	3.70	0.58	High
Communication	3.65	0.60	Moderate
Professional Development	3.72	0.55	High
Overall, School Culture	3.73	0.59	High

The analysis of the level of school culture indicates that the overall mean value reflects a high level of school culture among the selected schools in Tenkasi District. The dimensions such as leadership support, teacher collaboration, communication, and professional development show relatively higher mean scores, indicating that teachers perceive a supportive and cooperative work environment. This suggests that schools maintain positive organizational practices that encourage teamwork, effective communication, and professional growth. Therefore, it can be inferred that the prevailing school culture contributes positively to the professional environment of teachers.

Table 3 Level of Teacher Self-Efficacy

Dimensions of Teacher Self-Efficacy	Mean	Standard Deviation	Level
Instructional Strategies	3.80	0.61	High
Classroom Management	3.75	0.57	High
Student Engagement	3.68	0.63	Moderate
Overall Self-Efficacy	3.74	0.60	High

The analysis of teacher self-efficacy indicates that the overall mean score shows a high level of self-efficacy among school teachers in Tenkasi District. The dimensions such as instructional strategies, classroom management, and student engagement have relatively higher mean values, suggesting that teachers possess strong confidence in their ability to plan effective lessons, manage classroom behavior, and actively engage students in the learning process. Hence, it can be inferred that teachers demonstrate a positive belief in their professional capabilities, which contributes to effective teaching and improved student learning outcomes.

Table 4 Correlation between Dimensions of School Culture and Dimensions of Teacher Self-Efficacy

Dimensions of School Culture	Instructional Strategies (r)	Classroom Management (r)	Student Engagement (r)
Leadership Support	0.62**	0.58**	0.55**
Teacher Collaboration	0.60**	0.57**	0.53**
Communication	0.56**	0.54**	0.50**
Professional Development	0.64**	0.59**	0.57**

r = Pearson Correlation Coefficient

** Correlation is significant at the 0.01 level ($p < 0.01$)

The table shows the correlation between the dimensions of school culture and the dimensions of teacher self-efficacy. The correlation coefficients indicate a moderate positive relationship between the variables. This implies that improvements in leadership support, collaboration, communication, and professional development within the school culture are associated with higher levels of teachers' instructional strategies, classroom management, and student engagement. Hence, school culture positively contributes to enhancing teacher self-efficacy.

Table 5 Influence of School Culture on Teacher Self-Efficacy

Predictor Variables	B	Std. Error	Beta	t-value	Sig.	R	R ²	Adjusted R ²
Constant	1.156	0.298	—	3.88	.000**	0.72	0.52	0.51
Leadership Support	0.421	0.067	0.45	6.28	.000**			
Teacher Collaboration	0.338	0.063	0.36	5.36	.000**			
Communication	0.295	0.059	0.31	4.98	.000**			
Professional Development	0.372	0.064	0.4	5.81	.000**			

** Significant at 1% level ($p < 0.01$)

The regression analysis indicates that the dimensions of school culture significantly influence teacher self-efficacy. The model explains 52% of the variance ($R^2 = 0.52$) in teacher self-efficacy. Among the predictors, leadership support shows the highest influence ($\beta = 0.45$) followed by professional development, teacher collaboration, and communication. This suggests that a positive school culture significantly enhances teachers' confidence in their teaching abilities.

Findings

The demographic analysis reveals that 55% of the respondents are female teachers and 45% are male teachers. Most of the teachers (45%) belong to the above 40 years age group, while 35% are in the 31–40 years category, indicating that the majority of respondents are experienced teachers.

The analysis of the level of school culture shows that the overall mean value indicates a high level of school culture in the selected schools. Dimensions such as leadership support, teacher collaboration, communication, and professional development show relatively higher mean scores.

The analysis of teacher self-efficacy reveals that the overall level of teacher self-efficacy is high among school teachers. Teachers demonstrate strong confidence in instructional strategies, classroom management, and student engagement.

The correlation analysis indicates that there is a positive and statistically significant relationship between the dimensions of school culture and the dimensions of teacher self-efficacy.

The regression analysis shows that school culture has a significant influence on teacher self-efficacy, explaining a considerable proportion of the variance in teachers' confidence levels. Among the dimensions of school culture, leadership support and professional development show a relatively stronger influence on teacher self-efficacy. Overall, the findings indicate that a positive and supportive school culture contributes significantly to improving teachers' confidence and effectiveness in their teaching roles.

Suggestions

1. School administrators should promote a supportive leadership style to create a positive school culture that encourages teachers' confidence and motivation.
2. Schools should encourage collaboration and teamwork among teachers to improve knowledge sharing and professional growth.
3. Regular training and professional development programs should be conducted to enhance teachers' instructional skills and self-efficacy.
4. Effective communication and participation in decision-making should be encouraged to strengthen teachers' sense of belonging and confidence.

Conclusion

The study concludes that school culture has a significant influence on teacher self-efficacy among school teachers in Tenkasi District. A positive school culture characterized by leadership support, collaboration, communication, and professional development opportunities enhances teachers' confidence in their teaching abilities. Therefore, improving school culture can play an important role in strengthening teacher effectiveness and ultimately improving the overall quality of education.

References

- 1) Bandura, A. (1997). *Self-efficacy: The exercise of control*. W. H. Freeman and Company.
- 2) Deal, T. E., & Peterson, K. D. (1999). *Shaping school culture: The heart of leadership*. Jossey-Bass.
- 3) Tschannen-Moran, M., & Woolfolk Hoy, A. (2001). *Teacher efficacy: Capturing an elusive construct*. *Teaching and Teacher Education*, 17(7), 783–805.
- 4) Gibson, S., & Dembo, M. H. (1984). *Teacher efficacy: A construct validation*. *Journal of Educational Psychology*, 76(4), 569–582.
- 5) Hoy, W. K., & Miskel, C. G. (2013). *Educational administration: Theory, research, and practice (9th ed.)*. McGraw-Hill.
- 6) Schein, E. H. (2010). *Organizational culture and leadership (4th ed.)*. Jossey-Bass.
- 7) Tschannen-Moran, M., & Goddard, R. D. (2007). *Collective teacher efficacy and student achievement*. *Leadership and Policy in Schools*, 6(4), 329–345.
- 8) Louis, K. S., Leithwood, K., Wahlstrom, K., & Anderson, S. (2010). *Investigating the links to improved student learning*. University of Minnesota.