

INFLUENCE OF CULTURE OF QUALITY TO TEACHERS' PERCEPTION ON SCHOOL EFFECTIVENESS, SCHOOL CLIMATE AND COLLECTIVE EFFICACY

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ABSTRACT

The purpose of this study was to explore the interrelationships among teachers' perceptions of school effectiveness, and school climate, and their collective efficacy.

The study sample consisted of 30 faculty members with different academic preparations as general education teachers and as professional teachers. Mixed method was used to analyze the quantitative and qualitative data. Instrument that measures School effectiveness, School climate, and collective efficacy Scale (Hoy, 2013) was used to gather data. Results showed that there is a strong correlation between school effectiveness and school climate. Findings include the influence of academic preparations to the perceptions of the teachers on school effectiveness, school climate index, and teachers' collective efficacy. Themes that emerged from the interview include engaging teaching-learning environment, sustainable motivation. Implications include designing contextual professional development and instructional strategies.

KEYWORDS: School Effectiveness, School Climate, Teachers' Collective Efficacy & Culture of Quality

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INTRODUCTION

Background/ Objectives and Goals

An organization's identity is imperative. It provides direction and increases motivation to stakeholders. A school as an organization should have an identity reflective of its internal characteristics and adherence to its avowed mission and vision. Particulars of the school's characteristics include its pathway to maintaining a culture of quality. .

Academic institution as an organization like St. Dominic College of Asia is no different. The institution strengthens its internal culture of quality through continuous accreditations and certifications from various external government and non-government agencies. Moreover, the culture of quality has been equated to raising the bars in licensure examinations, employability rate of graduates, awards received by students in various competitions, among others While the school continues to claim its culture of quality, no research has yet to validate if the culture of quality has influenced . teachers to believe that the school is an effective school, has very. good school climate index and is able to sustain teachers' collective efficacy. In the same manner, questions are raised if the influence of culture of quality has been embraced by teachers in their teaching-learning plan regardless of academic preparations. In this study, the School Effectiveness refers to a collective, subjective judgment of the overall effectiveness of a school along five dimensions: quantity and quality of product, efficiency, adaptability,

and flexibility; the School Climate describes the school in four dimensions —leadership, teacher professionalism, *achievement press* for students to perform academically, and vulnerability to the community, and Collective efficacy is the shared perceptions of teachers in a school that the efforts of the faculty as a whole will have positive effects on students (Hoy,2013).

The study explored the inter-relationships of the three variables: school effectiveness, school's climate and collective efficacy of teachers because most literature indicated that these variables have been studied separately. For instance, several studies on School Effectiveness such as those on Concentration on teaching and learning(Sammons, Hillman & Mortimore, 1995); Planning and learning goals school wide emphasis on learning (Cotton, 1995); Focus on central learning skills Levine & Lezotte, 1990 as cited by Scheerens, 2013) and on Climate Index and on Collective Efficacy, are conducted either separately or combination of two constructs (Mawhinney, Haas and Wood, Teachers' Perceptions of Collective Efficacy and School Conditions for Professional Learning,2005; Prussia and Kinicki (1996); Sungtaek Lim, Sungmin Eo, 2014) As aptly said there is an apparent need to satisfy international research community about production of a defensible collection of important indicators for gauging school effectiveness (Holdaway, E. & Johnson, N.,2016) as well as school climate and teachers' collective efficacy

Apart from items on School effectiveness, School climate and Teachers' collective Efficacy, teacher's individual views about student learning were asked in an open-ended question. The open-ended question was asked to measure teacher's views that might not be captured in the survey questionnaire.

The hypotheses developed for this study that school effectiveness will be positively related to school climate and teachers' collective efficacy are consistent with the general agreement among scholars and researchers that beliefs about group capability influence the actions of organizational members (Bandura, 1997; Goddard, Hoy, & Hoy, 2000; Klassen, Usher, & Bong, 2010; Raudenbush, Rowan, & Cheong, 1992; Sampson, Morenoff, & Earls, 2000 cited by Mattingly, 2007). The findings of the study could be a basis to designing a model for contextual professional development and instructional strategies.

As the main conduit of implementing the deliverables in an academic institution which include teaching, research and community outreach, teachers can discreetly evaluate the school effectiveness, the school climate and their collective efficacy. In this study, it explored the influence culture of quality to the perceptions of teachers towards the school's effectiveness, school's climate and their collective efficacy. Specifically, this research intended to determine the following questions:

- What is the level of teachers' perceptions of school effectiveness, school climate and their collective efficacy when grouped according to academic preparations?
- Is there significant relationship between school effectiveness and school climate; between school effectiveness and teachers' collective efficacy, and between school climate and teachers' collective efficacy when studied within the group?
- How might their perceptions on school effectiveness, school climate and collective efficacy influence teachers' views on student learning?

On School Effectiveness

School effectiveness refers to effectiveness enhancing conditions at school level (Scheerens, 2004) and contextual variables related with school such as teaching, learning, administration, students' motivation and community involvement (Farhat Saleem, Zarghuna Naseem, Ashiq Hussain and Muhammad Azeem, 2012) or .level of goal attainment of a school (Scheerens, 2013) while considering the .complex quantitative approaches to .school evaluation (Wrigley, 2013). Calman (2011) in her paper, reviewed the factors of an effective school based on the research of Teddlie (2000) and Teddlie and Stringfield (2007) which include: strong and effective principal leadership; Sustained focus on instruction and learning; Safe and positive school climate; Teaching practice; Building staff skills

On School Climate

Researchers have used various definitions . of school climate: as "the set of internal characteristics that distinguish one school from another (Hoy and Miskel,2005); consists of shared values and commonly held definitions .of purpose (Kottkamp, 1984); the relatively enduring quality of .the school environment that affect behavior of the .participants (Hoy, Tarter, and .Kottkamp, 1991, as cited by Mattingly,2007) and is reflected through the school's structures, policies, and practices; the attitudes and values of its members and leaders .(Tubbs and Gardner,2008) and other .preconditions necessary for teaching and learning to take place (Tableman & Herron, 2004).

Moreover, a positive school climate can enhance staff performance, promote higher morale, improve student achievement, .(Freiberg, 1998 as cited by .Marshall,M.L.,2004, Berry & Hirsch, 2005; Loeb et .2005; Southeast Center for Teaching Quality, 2004; Ray, 2005, cited by Mattingway, 2013) and create safer and engaging school (Thapa,A., Cohen,J.,Guffey,S. and D'Alessandro, A.Higgins,2013). Similarly, Goddard et al. (2000) linked school climate and student achievement and that a supportive school climate will pave for students realization of their full potential (cited by Kelly, Thorton and .Daughterty, 2008). In a study conducted on the correlation between school effectiveness and school climate in Zimbabwean Secondary Schools, the study revealed that there was a very high correlation between a positive school climate and a school's high pass rate standards. The findings also revealed that poor results were closely linked to a negative school climate (Tshabalala, Thembinkosi and Alfred Champion Ncube, 2014).

On Collective Teacher Efficacy

Collective teacher efficacy refers to "the perceptions of . teachers in a school that the effort of the faculty as a whole will have a positive effect on students" (Goddard et al., 2000, .cited by Barbara Belfi, .Sarah Gielen, Bieke De Fraine, Karine Verschueren, Chloe Meredith,2014), .it is the product of coordinative and interactive .although every member may not have an exact view of the group (Bandura, 1997, cited by Sungtaek Lim and Sungmin Eo) and .the perception that a group of educators can have an .influence to the . academic performance of the students. (Ramos, M. F.Holanda, C.S., Simone S., Pontes Ramos, Fernando A. Fernandez, Ana Patrícia O and .K. .C. Furtado Nina (2014).

It is also defined as "teachers' perceptions that their effort, as a group, can have a positive impact .on students" (Goddard, 2001, p. 467; Goddard, .Hoy, & Hoy, 2000, p. 480, cited by Temel Calik, Ferudun Sezgin, Ali Çağatay Kilinc, and .Hasan Kavgaci, 2012). It also refers to .teachers' collective ability to promote successful student outcomes within their school (Goddard, Hoy, & Woolfolk Hoy, 2000, as .cited by Eells, 2011) and. a source of individual job satisfaction. (Suleyman Davut Göker, 2012)

In a study conducted by Mattingly (2013) on the effects of collective efficacy as a school context variable, one of the results revealed that higher school's collective efficacy results in higher means of teachers' job satisfaction, internal motivation and the satisfaction of colleague relationship. Similarly, in a research conducted by Harford County Public Schools on collective efficacy, results showed that elementary teachers perceived higher collective efficacy and a than did middle and high school teachers (Mawhinney, Hanne B., Park Jackie Haas, Wood, Carolyn, 2005).

METHODS

Research Design

The main purpose of the study was to explore the influence culture of quality to the perceptions of teachers towards the school's effectiveness, school's climate and their collective efficacy. The study used both qualitative and quantitative methods.

Sample

A random sample of 30 teachers from general education group and from professional courses group: 9 faculty members teaching General education courses; 5 from Business, Culinary; 10 from Business, Management, and 6 from allied Health, a total of 30 respondents.

Instrumentation

The researchers used the instrument on School Effectiveness, School Climate, and Teachers' Collective Efficacy. (Hoy, 2013). The researchers asked the permission from the author to use said instrument in the study. The items were formatted on 6-point Likert Scale. The response format for the items was strongly agree=6, moderately agree, Slightly agree=4, Slightly disagree=3, Moderately disagree=2, strongly disagree=1. The questionnaire was modified and distributed for the main study to the participants.

Data Collection and Analysis

Questionnaires were answered during one of the faculty development programs. Data were coded and entered using Microsoft Excel 2007 and analyzed using SPSS. Pearson correlations was used to calculate the interrelationships between and among school effectiveness and school climate, school effectiveness and teachers' collective efficacy, and school climate and teachers' collective efficacy. In the quantitative phase, the data from the questionnaire were used to explore teachers' perception toward the School's effectiveness, School's climate and Collective teachers' efficacy, as well as the relationships between these. The qualitative data from the faculty interviews underwent thematic analysis. The data helped validate the quantitative results, that is, the relationships between school effectiveness and school climate; school effectiveness and teachers' collective efficacy, and school climate and teachers' collective efficacy.

RESULTS

Table 1: Level of Teachers' Perception on School Effectiveness

	Group A (SASE)	Group B (SIHTM)	Group C (SBCS)	Group D (SHSP)	Ave Means	SD	I
Part 1. School Effectiveness In this school,							
1. the quality of products (e.g. curriculum, teaching) and services produced is outstanding	4.89	5.4	5.2	5.67	5.29	0.3290	SA

Table 1: Contd.,

2. the quality of products (e.g. curriculum, teaching) .and services is high.	4.78	5.4	5.2	5.5	5.22	0.3180	SA
3. the teachers .do a good job coping with the emergencies and disruptions.	5.0	5.4	5.4	5.17	5.24	0.1947	SA
4. everyone accepts and adjusts to changes.	4.56	5.4	5.2	5.17	5.04	0.3593	MA
5. when changes are made .teachers accepted and adjust quickly.	4.78	5.2	5.0	5.17	5.04	0.1929	MA
6. teachers .are well informed about innovations that could affect them.	4.78	5.8	5.0	5.17	5.19	0.4384	MA
7. teachers anticipate problems and prevent them.	5.0	5.0	5.3	5.17	5.12	0.1457	MA
8. teachers .use available resources efficiently.	4.78	5.6	5.3	5.17	5.21	0.3399	SA
Total Ave. Means	4.80	5.40	5.20	5.30			
SD	0.1432	0.2390	0.1414	0.2182			
General Interpretation	MA	SA	SA	SA			

Interpretation: 5.20 – 6.00- Strongly Agree (SA); 4.36-5.19- Moderately Agree (MA);3.52- 4.35- Slightly Agree (SLA);2.68-3.51- Slightly Disagree (SLD);1.84- 2.67 Moderately Disagree (MD); 1-1.83- Strongly Disagree (SD)

Based on the data on Table 1, the general education teachers obtained average means of 4.80 which is interpreted as *Moderately Agree*, while all teachers teaching professional subjects obtained means of 5.40, 5.20 and 5.30, which are all interpreted as *Strongly agree*. Results indicated that the general education teachers' perceptions of the school effectiveness are different to some extent.

Further analysis showed that the two groups strongly agreed that the HEI has these qualities of an effective school: .the quality of products (e.g. curriculum, teaching) and services produced is outstanding ; the quality of products (e.g. curriculum, teaching) .and services is high; the teachers .do a good job coping with the emergencies and disruptions and teachers .use available resources efficiently. .

Table 2: Level of Teachers' Perceptions on School Climate

	Group A (SASE)	Group B (SIHTM)	Group C (SBCS)	Group D (SHSP)	SD	Ave Means	I
Part 2. Climate Index. . In this school							
1.the departmenthead explores all sides of topics and admits that Other opinions exist.	5.5	5.7	5.2	5.8	0.265	5.55	SA
2.the head treats all faculty members as his or her equal.	5.4	5.83	5.2	5.6	0.270	5.51	SA
3.the learning environment is orderly and serious.	5.3	5.5	5.11	5.0	0.220	5.23	SA
4. the department head is friendly and approachable.	5.7	6.0	5.56	6.0	0.221	5.80	SA
5.the school sets high standards for academic performance.	5.5	5.67	5.67	5.8	0.123	5.66	SA
6.teachers help and support	5.7	5.5	5	5.6	0.311	5.45	SA
7the head lets faculty know what's expected of them.	5.6	5.82	5.69	6	0.174	5.78	SA

8. students respect others who get good grades	4.9	5.0	4.89	6	0.537	5.19	MA
9.the head maintains definite standards of performance.	5.6	5.83	5.33	5.8	0.231	5.64	SA
10.teachers believe that their students have the ability to achieve academically.	5.7	5.5	5.67	5.8	0.125	5.67	SA
11. students seek extra work so they can get good grades.	4.8	4.67	5.22	4	0.506	4.67	MA
12. students try hard to improve on previous work.	4.7	4.33	5	4.4	0.307	4.61	MA
13. teachers accomplish their jobs with enthusiasm.	5.3	5.17	4.78	4.20	0.494	4.9	MA
14.academic achievement is recognized and acknowledged by the school.	5.3	4.83	5.33	6	0.481	5.4	SA
15. the head puts suggestions made by the faculty in to operation.	5.6	5.67	5.33	5.6	0.150	5.55	SA
16. teachers respect the professional competence of their colleagues.	5.7	5.83	5.33	6	0.285	5.72	SA
17. cooperative faculty members	5.7	5.67	5	6	0.422	5.59	SA
18.students can achieve the goals that have been set for them.	5.3	5.17	5.11	5.2	0.079	5.20	SA
19.teachers exercise professional judgment.	5.7	5.5	5.22	5.6	0.207	5.51	SA
20. head is willing to make changes.	5.4	5.67	5.44	5.8	0.190	5.58	SA
21.teachers “go the extra mile” with their students.	5.5	5.83	5.11	6	0.393	5.61	SA
22. teachers provide strong social support for colleagues.	5.4	5.5	5.11	6	0.371	5.50	SA
23.teachers are committed	5.6	6.0	5.22	5.8	0.308	5.66	SA
SD	0.2890	0.435	0.245	0.601			
Total Average means	5.43	5.49	5.24	5.57			
Interpretation	SA	SA	SA	SA			

Interpretation

5.20 – 6.00- Strongly Agree (SA);4.36-5.19- Moderately Agree (MA);3.52- 4.35- Slightly Agree (SLA);2.68-3.51- Slightly Disagree (SLD)

1.84- 2.67 Moderately Disagree (MD);1-1.83- Strongly Disagree (SD)

Based on the data on Table 2, all groups of teachers *strongly agreed* to the statements that describe a school climate which obtained average means of 5.43, 5.49, 5.24, and 5.57 respectively.

While teachers strongly agreed to each statement describing the climate of the school, further analysis showed that they Moderately Agreed to .statements such as students respect others who get good grades;; students seek extra work so

they can get good grades; teachers accomplish their tasks with enthusiasm; students try hard to improve on previous work.

Table 3: Level of Teachers' Collective Efficacy

	Group A (SASE)	Group B (SIHTM)	Group C (SBCS)	Group D (SHSP)	SD	Ave Means	I
Part 3: Collective Efficacy. .In this school							
1.teachers are able to get through to the most difficult students.	5.6	5.33	4.89	5.2	0.29	4.26	MA
2.teachers are confident they will be able to motivate their students.	5.8	5.33	5.33	5.2	0.26	5.42	SA
3.if a student doesn't want to learn teachers give up	2.5	2.33	2.56	3.2	0.38	2.63	SLD
4.teachers don't have the skills needed to produce meaningful student learning	2.1	2	2.44	2.6	0.28	2.28	MD
5.if a student doesn't learn something the first time teachers will try another way.	5	4.83	5	5.6	0.34	5.11	MA
6.teachers are skilled in various methods of teaching.	5.4	5.33	5.22	5.8	0.25	5.44	SA
7.teachers are well- prepared to teach the subjects they are assigned to teach.	5.5	5.5	5	5.6	0.27	5.40	SA
8.teachers fail to reach some students because of poor teaching methods.	2.3	2.5	2.33	2.8	0.23	2.48	MD
9.teachers have what it takes to get the students to learn	5.4	5.5	5.2	5.4	0.13	5.4	SA
10.the lack of instructional materials and supplies makes teaching very difficult.	3.9	5.17	4.2	4.6	0.55	4.47	MA
11.teachers do not have the skills to deal with student disciplinary problems.	2.6	2.83	2.44	3	0.25	2.72	SLD
12.teachers think there are some students that no one can reach.	3.3	2.83	2.78	3.4	0.32	3.08	SLD
13.the quality of school facilities really facilitates the teaching and learning process.	4.3	5.17	5.11	4.8	0.40	4.84	MA
14.the students come in with so many advantages they are bound to learn.	5.1	5	5.33	5.8	0.36	5.31	SA
15.the students come to school ready to learn.	4.1	4.5	4.44	5	0.37	4.50	MA
16.the opportunities help ensure that the students will learn.	4.8	5	5	5.4	0.25	5.05	MA
17.students just aren't motivated to learn.	3.4	4.5	3.33	3.2	0.60	3.61	SLA
18.learning is more difficult because students are worried about their safety.	3.3	3	2.22	3.6	0.59	3.03	SLD

19. teachers need more training to know how to deal with the students.	4.9	4.67	3.67	4.6	0.54	4.46	MA
20. teachers truly believe every student can learn	5.9	6	5.67	6	0.56	5.89	SA
SD	1.26	1.26	1.24	1.15			
Total Ave. Means	4.26	4.37	4.11	4.54			
Interpretation	SLA	MA	SLA	MA			

Based on the data on Table 3, both the general education teachers (Group A) and professional teaching business, management courses (Group C) obtained average means of 4.26 and 4.11, respectively. which are interpreted as *Slightly Agree*, while both teachers teaching business, culinary and allied health subjects. (Group B and D) obtained means of 4.37 and 4.54, respectively, which are all interpreted as *Moderately agree*. Results indicated that the general education teachers' perceptions of their collective efficacy are different to some extent. This supports what Bandura mentioned that "collective efficacy is a shared belief of a group about organizing and managing action phases needed for producing skills at certain levels". In other words, collective efficacy reflects the belief of a group about efficiently organizing the actions needed for accomplishing a task (Goddard, Hoy, & Hoy, 2004) and it determines the power of organizations (Bandura, 1982, cited by Temel Çalik, Ferudun Sezgin, Ali Çağatay Kilinc, Hasan Kavgaci, 2012).

Further analysis showed that all groups strongly agreed that the HEI has these qualities of an effective school: teachers are confident they will be able to motivate their Students; teachers are skilled in various methods of teaching; teachers are well prepared to teach the subjects they are assigned to teach; teachers have what it takes to get the students to learn; the students come in with so many advantages they are bound to learn; teachers truly believe every student can learn.

- Is there significant relationship between school effectiveness and school climate; between school effectiveness and teachers' collective efficacy, and between school climate and teachers' collective efficacy when studied within the group?

Table 4: Correlations of Perceived School Effectiveness (SE) and School Climate (Sc) and School Effectiveness and Teachers' Collective Efficacy (TCE)

Respondents' Grouping		SE	SC	TCE
Gen. Education	Correlation Coefficient	1.000	.840**	.326
	Sig. (2-tailed)	.	.005	.391
	N	9	9	9
		SE	CI	TCE
Business, Culinary	Correlation Coefficient	1.000	.300	.900*
	Sig. (2-tailed)	.	.624	.037
	N	5	5	5
		SE	CI	TCE
Business, Management	Correlation Coefficient	1.000	.742*	.246
	Sig. (2-tailed)	.	.014	.493
	N	10	10	10
		SE	CI	TCE
Allied Health	Correlation Coefficient	1.000	.841*	.397
	Sig. (2-tailed)	.	.036	.436
	N	6	6	6

Based on the data on Table 4, there is significant correlations between School Effectiveness and School Climate ($r = 0.840$; Sig. (2-tailed) .005) in the General Education group, ($r = 0.742$; Sig. (2-tailed) .014) in the Business, Management group and in the Allied Health group ($r = 0.841$, Sig. (2-tailed) .036) in the Allied Health group. For these groups, data analysis showed that there are no significant correlations between school effectiveness and teachers' collective efficacy, and between school climate and teachers' collective efficacy. In the Business, Culinary Group, only the correlation between School Effectiveness and Teachers' Collective Efficacy indicated a significant correlation ($r = 0.900$; Sig. (2-tailed) .037). Majority of the results indicated that the perceived school effectiveness has been influenced by the perceived school climate and vice versa. This corroborates the statement that schools are more effective if practices involve more of empirically-based content and processes that include improvement strategies. (Scheerens, 2013).

Only one group showed that school effectiveness influences teachers' collective efficacy. This supports the findings that school effectiveness is significantly related to collective efficacy (J. Darrell Cooper (2010)). Based on the data on Table 5, it also showed that in all groups, school climate and teachers' collective efficacy do not have significant correlations. This means that the teachers' perceptions towards the climate of the school do not influence their collective efficacy. Conversely, teachers' collective efficacy has no association with the school climate.

- How might their perceptions on school effectiveness, school climate and collective efficacy influence teachers' views on student learning?

Qualitative Data Views on Student Learning and Outcomes

Based on the open-ended question and random interview with teachers, their views about student learning outcomes have depicted the relative importance of school effectiveness, school climate and teachers' collective efficacy. Although, there is no direct reference to each variable, their views manifested the interweaving and influence of the three variables in facilitating learning and promoting student achievement. Themes that emerged from the interview are as follows

Engaging Teaching-Learning Environment: Is viewed as an environment that provides a positive climate for interactions between learners and the teacher. As what a professional faculty mentioned "*Students now have short span of attention. Their focus and listening time may last for 15- 20mins. Faculty members must be on guard to create activities that will entice students to continue on listening and interacting with teachers. In that case, I believe learning has taken place.*" In short, an engaging school climate is important to student learning.

Willingness to Learn, Disciplined Learners: Is the themed which is described as learning is possible if the learners continuously crave for learning and possess the discipline in their studies. Consider the views of a general education teacher: "*My current views about student learning is that students must know the value of training, willing to make the effort to learn; they cannot learn adequately if they do have the discipline to learn*". This theme may be associated with teachers' collective efficacy.

Apprenticeship/ Internship Ready: Most of the professional teachers believed that one indicator that a student learning outcome has been attained is that students have succeeded exceedingly in their industry exposures. Here is what a practicum teacher viewed it: "*Student learning, for me is basically preparing the students to the demand of the industry, and if feedback reports would show that my students have raised the bar of the internship standards*". This theme could be attributed to their perceptions on the importance of each variable studied.

Sustainable Motivation: Students need always motivation to learn best. Teachers are demanded to exert their best efforts to impart learning, and it is always student's motivation and readiness to learn that affect their learning process. A psychology teacher said this: "There are variety of ways to motivate students... Students learn in many ways and there are different types of learners. Once a teacher stops motivating his/her students, students will surely start to demonstrate gradual withdrawal from the mainstream of learning activities." This theme could be attributed to their perceptions on school climate and on teachers' collective efficacy.

Focus on Experiential Learning: Teachers described this theme as a need to optimize learning experience and avoid "spoon feeding". A Philosophy instructor said this: "Activities should contain a balance between theory and practice or experiences. It is pivotal that teachers should have a variety of teaching strategies & activities that would elicit or enhance students thinking skills". Consider what the culinary instructor believes in: "As a culinary instructor, I believe that learning comes from experience. Cooking principles are best understood if backed up by experience done in the laboratory, with proper amount of time." This themed could be influenced by the three variables: school effectiveness, school climate, and teachers' collective efficacy.

CONCLUSIONS AND IMPLICATIONS

- Majority of the teachers perceived that the school has the qualities both of an effective school. and a favorable organizational climate. It implies that the strategies of the School for improvement such as accreditation, external certifications, and other practices to embracing culture of quality have an influence on them. . Moreover, the findings imply that the school's leadership, teaching professionals and students' performance as perceived by faculty promotes positive culture and promotes academic optimism (Hoy, 2013) for and among teachers and staff.

Findings to Teachers' Collective Efficacy are varied. The general education teachers and professional teachers in business, management courses slightly agreed only that they will have positive effects on student's achievement, while teachers in management, culinary and allied health moderately agreed only. . Thus, academic preparation could have influenced teachers' perceptions particularly on students' achievement. This is corroborated. by Goddard and Goddard (2001) who stated that mastery experience or academic preparation influences variation to collective efficacy.

- Academic Preparations have varied influenced to the perceptions of teachers toward school effectiveness, school climate, and teachers' collective efficacy. .Data from all groups have shown significant correlations to certain variables. For instance, in General Education, Business and Management, and in Allied Health groups, School Effectiveness and School Climate have significant correlations, while in Business and Culinary Group, School Effectiveness and Teachers' Collective Efficacy have significant correlations.

Majority of the results indicated that school effectiveness influences the teachers' perceptions toward school organizational climate and vice versa. It implies that academic preparations influence the perceptions of the teachers as regards their perceptions towards school effectiveness, school climate index, and teachers' collective efficacy. The varied findings of the variables correlations could be attributed to various factors such as the context of the teaching-learning environment of the respondents, the needs and nature of the teaching discipline-based factors, number of respondents, and perhaps, to the number of teaching experience.

Findings from all groups showed that school climate and teachers' collective efficacy do not have significant correlations. This means that the teachers' perceptions towards the climate of the school do not influence their collective

efficacy. Implications may be viewed as favorable to teacher's performance and more importantly, to student achievement. In short, regardless of the quality of the school climate, teachers are determined to maintain their professional efficacy, and their collective efficacy represents the judgment of teachers that the faculty as a whole can organize and execute the necessary courses of action in order to have a positive effect on student learning (Suleyman Davut Göker, 2012).

- Themes that emerged from the open-ended question are as follows: Engaging teaching-learning environment; Willingness to learn, disciplined learners; Apprenticeship/Internship ready; Sustainable Motivation; Focus on Experiential learning. The interweaving of their perceptions and views reinforces further that three variables should not be studied as standalone but as influencing factors.

Moreover, the academic preparations, teachers' views and the three variables should be cross-referenced when designing contextual professional development and developing instructional strategies. As what Saleem, F., Naseem, Z., Ibrahim, K., Hussain, A. and M. Azeem, (2012) mentioned in their paper a school can be viewed as effective only when all variables are applied rigorously which may include school environment, professionalism, management and quality.

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