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ABSTRACT
                This paper presents the results of instrument development
and adaptation efforts associated with conceptualizing and investigating self
and organizational efficacies in terms of motivation toward achievement of
organizational goals in schools, child welfare agencies, and higher education
institutions. Results of initial conceptual development of a series of
empirical analyses used to explore validity and reliability characteristics
of a new efficacy resilience measure are presented. Subsequent results of
instrument adaptation and further empirical analyses to confirm initial
findings are presented for two studies in different organizational contexts:
a sample of child welfare professionals in Louisiana and a sample of higher
educational faculty from 56 research universities across the United States.
Review of factor analyses results indicated that the social worker sample
results were more like those of an earlier study of teachers than the results
for higher education faculty. It was concluded that the original teacher
instrument can be used with other populations and that self, organizational,
and collective efficacy motivations can be identified and measured in
multiple organizational contexts. Appendixes contain the Teacher Self and
Organizational Efficacy Assessment (TSOEA) and item location indices for
subscales of the TSOEA. (Contains 22 references.) (JLS)

Exploring Dimensions of Personal and Organizational Efficacy Motivation:
A Study of Teachers, Social Workers, and University Faculty

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Exploring Dimensions of Personal and Organizational Efficacy Motivation:

A Study of Teachers, Social Workers, and University Faculty

Objectives

The purpose of this paper is to present the results of instrument development and adaptation

efforts associated with conceptualizing and investigating self and organizational efficacies in terms

of motivation toward achievement of organizational goals in schools, child welfare agencies, and

higher education institutions. This approach to measurement of perceptions of efficacy, congruent

with Bandura's (1977, 1986, 1993, 1995) link of efficacy beliefs to motivation, departs from the

rather traditionally used approaches which attempt to define conceptions of self efficacy relative to

individual beliefs about personal capabilities to perform specific behaviors in work contexts (e.g.,

teachers and control of discipline in classrooms). In addition, views of organizational efficacy

reflected in the studies reported here depart from typical views in which the construct is

conceptualized as an index of collective self efficacies of organizational members (e.g., collective

teacher classroom self efficacy in schools). Results of initial conceptual development and of a series

of empirical analyses used to explore validity and reliability characteristics of a new efficacy

resilience measure are presented for an initial study in schools. Subsequent results of instrument

adaptation and further empirical analyses to confirm initial findings are presented for two studies in

different organizational contexts; a sample of child welfare professionals in the state of Louisiana,

and a sample of higher education faculty from 56 Research I Universities across the United States.

Introduction

During the past decade, concomitant with the development of recent educational and child

welfare reform initiatives has been an expanding research and theory base derived from studies of:

1) organizational learning environments (Fraser & Walberg, 1991; Wood & Bandura, 1989); 2) change processes in organizations (Fullan, 1991, 1993; Lawson & Ventriss, 1992); and 3) the role of self and organizational (collective self efficacy) efficacies in personal learning and organizational change (Bandura,1977, 1982, 1993; Gibson & Dembo, 1984; Lawson & Ventriss, 1992; Pajares, 1997; Raudenbush, Rowan, & Cheong, 1992). These lines of inquiry well document that learning and change processes in organizations are far more complex than typically viewed by public policy makers and the general public and, as McLaughlin (1990) suggests, simply mandating reform policy is insufficient for insuring changes of value, since neither individual nor organizational change occurs without learning. Meaningful change in the organizational settings involves a period of intense personal and organizational learning and problem solving in the authentic organizational environment (Fullan & Miles, 1992). Thus, investigation of both personal and organizational factors that influence adult learning in multiple organizational environments seems needed in order to more clearly understand the complex process of change in organizational settings.

The psychology of human behavior has traditionally pointed to a large number of personal constructs believed to mediate between perceptions and behavior. A key self-perception construct posited as important to social learning is self efficacy. As conceptualized by Bandura (1977), the self efficacy construct is an important mediating link between cognition and behavior that determines how much effort an individual will expend toward execution of a behavior to accomplish a particular outcome, the length of persistence toward goal accomplishment in the face of obstacles, and resilience to failures. The construct is viewed as highly situational and consists of competency and motivational factors which subsequently effect an individual's ability to organize and execute courses of action required to attain various types of goals and/or performances (Bandura, 1977, 1982, 1986,

1993, 1995). In addition, personal perceptions of efficacy and resulting actions are influenced by factors in the environment. Thus, self-efficacy can be understood as involving a complex interplay between perceptions of ability to perform an activity/skill (competence) and judgments of what can be accomplished given the context/resources in the environment (motivation). Such perceptions, in concert, affect an individual's behavior/performance in the environment.

Research in psychology has suggested that high self-efficacy beliefs enhance motivation (Bandura & Cervone, 1983), promote higher goal-setting behaviors, and influence persistence and commitment to goal accomplishment (Latham & Locke, 1986; Locke, Shaw, Assri, & Latham, 1981; Mento, Steel, & Karren, 1987). Bandura (1977) suggests that perceptions of competence can be manifest in motivational behaviors. For example, if an individual believes he/she is competent enough to execute a set of behaviors that will produce certain outcomes, then he/she is more likely to attempt to initiate the relevant behaviors and is likely to persist in activities (in spite of obstacles and/or repeated failure) that are related to accomplishment of desired outcomes.

Most measures of self and collective efficacies attempt to gather personal perceptions of confidence or beliefs in abilities to make things happen without adequate specification of what those things are (Bandura, 1995; Pajares, 1996). Furthermore, Pajares (1996) states that..."omnibus measures that attempt to assess general self-efficacy, for example, provide global scores that decontextualize the self-efficacy/behavior correspondence and transform self-efficacy into a generalized personality trait rather than the context-specific judgment Bandura (1977, 1986, 1993, 1995) suggest." Most recently, however, a new self and organizational efficacy assessment instrument was developed for use in schools to measure personal, motivational elements of the

efficacy construct in terms of effort and persistence toward achieving specific goals . The measure,

The Teacher Self and Organizational Efficacy Assessment (TSOEA) (Loup & Ellett, 1993) attempts

to contextualize self-efficacy behavior by requiring respondents to consider the particular context

(i.e., school, classroom, etc.) in which specific goals might be achieved. In the initial instrument

validation study, Loup (1994) investigated teacher self and organizational efficacy motivation in

schools. In further studies the measure showed considerable utility for use across organizational

contexts such as a state social agency (Ellett, 1995), and in faculty higher education settings (Clarke,

Ellett, Bateman, & Rugutt, 1996).

In schools, teacher self efficacy has been investigated in a variety of studies (e.g., Ashton &

Webb, 1986; Benz, Bradley, Alderman, & Flowers, 1992; Gibson & Dembo, 1984; Wolfolk & Hoy,

1990) and various instruments have been developed to assess teacher perceptions of self-efficacy as

it pertains to teacher/student interactions at the classroom level (e.g., classroom behavior

management) (Emmer & Hickman, 1991). Organizational efficacy, particularly in schools, has been

viewed as an index of the collective self efficacy perceptions of teachers relative to various

classroom interactions (Bandura, 1992). A few studies in public sector organizations have attempted

to link the organizational construct of efficacy more directly to organizational learning and change

(e.g., Lawson & Ventriss, 1992), particularly as these organizational outcomes are related to the

perceived success of the organization. However, few studies (Loup, 1994; Clarke, in press) have

investigated efficacy resilience as it relates to personal and collective motivation and effort in

achieving organizational goals.

The studies reported in this paper build on the work of Loup (1994), who expanded

measurement of the efficacy construct to include motivation and efficacy resilience in schools. In

the initial study of schools reported here (Loup, 1994), instrumentation was developed to gather teacher perceptions of self and organizational efficacy resilience relative to accomplishing several, transituational organizational goals. Adaptations of the measure were further developed and administered in a social agency (Ellett, 1995) and in various higher education settings (Clarke, in press). Results of empirical and conceptual analyses are compared across these various organizational settings and implications for the role of efficacy motivation in organizations are discussed.

<p style="text-align:center">Methodology</p>

<u>Instrumentation</u>

The <u>Teacher Self and Organizational Efficacy Assessment</u> (TSOEA)(Loup & Ellett, 1993) was developed for use in the initial study of schools (Loup, 1994) to explore motivational elements of self and organizational efficacies. Respondents completed the TSOEA by considering each of three key questions, reflective of Bandura's (1977) motivational concepts, in relation to perceived personal efforts and collective efforts of other teachers toward accomplishment of four types of professional goals. The key questions for each goal were as follows: 1) How much <u>energy/effort</u> is put forth in your school to accomplish each goal?; 2) If there are difficult or uncertain obstacles to overcome in accomplishing a goal, how much <u>persistence/perseverance</u> would be put forth to accomplish the goal?; and 3) To what extent would failure to accomplish a goal <u>result in decreasing effort</u> to accomplish future goals? The four goal statements included on the TSOEA were as follows: Goal 1) to enhance the learning of students; Goal 2) to increase the involvement of parents in students' learning; Goal 3) to establish and communicate a school vision; and Goal 4) to establish professional relationships with colleagues and administrators.

Each of the three questions is applied to a specified goal statement independently and a teacher is asked to make two judgements for each goal: 1) a judgement of self efficacy (e.g., my effort), and 2) a judgement of organizational efficacy or the teacher's view of the collective efforts of all other teacher colleagues in the school. The TSOEA response scale is a five-point, anchored, Likert scale ranging from 1=Little/No (Effort, Persistence, Decrease in Effort) to 5=A Large Amount of (Effort, Persistence, Decrease in Effort). Responses are generated for each different key question as it relates to each of the four organizational goals. For the original TSOEA instrument, a total of 24 instrument judgements were made (12 for perceptions of self efficacy and 12 for organizational efficacy). (See Appendix A)

The form of the TSOEA used in the initial study in an urban school district was developed as a result of the following procedures/activities: 1) An initial item pool was developed through focused workshops and interviews with classroom teachers and administrators and through review of related literature and efficacy measures available for use in schools; 2) A review of teacher and administrator input was conducted to explore consistency of views about characteristics of organizational goals in schools; 3) A revision of the content and format of items to be included on the instrument was conducted utilizing input from various selected expert educators; 4) A final review of instrument items and response format by university measurement faculty and selected teachers and school administrators was conducted.

The scales were adapted by Clarke (1995) for use with faculty in higher education settings. The three original items related to motivation/persistence in view of barriers and failure were applied to three core concepts reflecting attainment of work goals vis a vis the traditional teaching, service and research roles of higher education faculty. This form of the TSOEA, the <u>Faculty Self and</u>

Organizational Efficacy Assessment (FSOEA) (Clarke et al, 1996), is a modification of the original measure with two essential differences. The FSOEA addresses three goal statements that faculty members usually attempt to accomplish in their roles as higher education professionals related to teaching, research, and service. In Part I of the FSOEA, respondents are asked to rank their own and fellow faculty members' effort, persistence, and perserverence toward accomplishments of teaching, research, and service goals (efficacy expectation). In Part II, faculty were asked about their beliefs about effecting outcomes in these three areas (outcome expectation). In all, four kinds of efficacy data were collected; 1) individual faculty member efficacy expectation; 2) organizational (collective faculty) efficacy expectation; 3) individual faculty member outcome expectation; and 4) organizational outcome expectation.

The TSOEA was also adapted by Ellett (1995) for use with social work professionals in Child Welfare settings. This form of the TSOEA also assessed social workers' self efficacy and their perceptions of their colleagues' efficacy. The original TSOEA scales were applied to three core concepts/goals; 1) to establish a vision of what social work ought to be; 2) to establish and maintain professional relationships among coworkers; and 3) to accomplish services outcomes for clients.

The Index of Perceived Organizational Effectiveness (IPOE) (Miskel, Fevurly & Stewart, 1979; Mott 1972) was used as a criterion measure in the Loup (1994) study. The IPOE is a self-report, eight item, perceptions instrument. Teachers are asked to rate the overall effectiveness of the school along four dimensions (Quantity and Quality of the Product, Efficiency, Adaptability, Flexibility), each operationalized by two items for a total of eight instrument items (Appendix A). Respondents select one of five alternatives to assess the extent to which the school achieves selected objectives. Scores range from 1=low effectiveness to 5=high effectiveness for a total

instrument score ranging from 8 to 40. Higher scores indicate greater perceived organizational effectiveness. Extensive studies have been completed on the validity and reliability of the IPOE (Miskel, Fevurly & Stewart, 1979; Hoy & Ferguson, 1985; Logan, 1990; Johnson, 1991; Claudet, 1993). Initial studies reported high reliability coefficients ($r = .89$) (Miskel, Fevurly & Stewart, 1979). Results of subsequent studies with large data samples, for example, Logan, 1990 ($r = .88$; $n = 1843$), and Claudet, 1993 ($r = .90$; $n = 2479$), further document the stable reliability characteristics of the IPOE.

Sample and Data Collection

A sample of 90 schools from a large urban/suburban school district in the southeast region of the United States was surveyed for the initial study by Loup (1994) using the TSOEA K-12 form. Usable data were received from 1041 teachers in 54 schools electing to participate. For the follow-up study, teachers in a rural district in Louisiana were surveyed. Useable data were received from 675 teachers.

The higher education form of the TSOEA was sent to all full-time faculty from the departments of political science, psychology, sociology, and two academic units in colleges of education in all 59 public Research I Univerisites in the United States in the Spring of 1996. Useable returns were received from 103 academic units representing 53 universities and 799 faculty.

The social work form of the TSOEA was administered to the entire population of child welfare professionals ($n = 1058$) in the entire state of Louisiana in the fall of 1994. Useable returns were received form 812 respondents.

Data Analyses

For the original TSOEA (Loup, 1994), construct validity characteristics and internal consistency and stability reliabilities were explored using the sample of teachers in the study. A variety of data analyses were completed in this study as follows:1) Summary descriptive statistics for pertinent demographic variables and for each instrument subscale were computed to examine the characteristics for the respondent groups in the study; 2) Large-scale factor analyses were completed to examine/establish the construct validity and structure of the TSOEA instrument; 3) Cronbach Alpha reliability analyses were completed to examine the internal consistency reliability of identified subscales of the TSOEA and IPOE; 4) Stability (reliability) analyses were completed to examine the test-retest reliability of the TSOEA instrument using teachers as the units of analyses, 5) A series of bivariate correlations (Pearson product moment procedures) were completed to examine the relationships between TSOEA subscales and the IPOE using schools as the units of analyses; 6) A series of bivariate correlations were completed within each school between the various TSOEA subscales and the IPOE using teachers as the units of analyses. Results of these analyses as well as those from a variety of multivariate analyses and additional bivariate analyses completed to examine relationships among study variables using teachers and schools as units of analyses are reported in the larger study (see Loup, 1994).

In this comparison study, the various TSOEA forms (K-12 teachers, higher education faculty, and social workers) were subjected to a series of principal components factor analysis procedures to explore their various dimensions in the three different work contexts. This paper reports results comparing the factor structures obtained through review of the Varimax (orthogonal) solutions for each of the three instruments. Reliability analyses (internal consistency)

were completed for the factored subscales of the TSOEA in each study using Cronbach Alpha

procedures.

Results

For each of the studies, a series of exploratory principal component and orthogonal and

oblique factor analyses using teachers (n=1041), higher education faculty (n=799), and social

workers (n=812) as the unit of analysis were completed to empirically examine the structure of

the various TSOEA forms. Results were reviewed in view of a set of initial loading decision rules

and review of item content to assure the best statistical and conceptual alignment of items with

factors.

In the study of K-12 teachers (Loup, 1994), results identified three salient factors that

accounted for 63.2% of the variance in the three-factor solution. The first factor was clearly a

personal efficacy ("ME") factor; the second an organizational factor ("THEE"), and the third

factor was a collective efficacy factor ("We"). The first two efficacy dimensions (Me, Thee)

reference perceptions of initial levels of motivation/persistence to accomplish school goals. The

third dimension (We) references teachers' collective perspectives of persistence in view of

repeated failure to accomplish school goals(Appendix B). This third, unique finding reflects an

efficacy resilience variable that consists of self and colleague collective responses to repeated

failure. Reliability coefficients for the factored subscales ranged from .89 to .95.

Results of factor analyses of the higher education faculty form of the TSOEA (Clarke,

1995) also identified three salient efficacy dimensions consisting of faculty perceptions of "My

Efficacy" regarding teaching and service roles; "Other Faculty" efficacy regarding research; and

"Other Faculty" efficacy regarding service. This Varimax solution accounted for 55.7% of the

total item variance. Reliability coefficients for the factored subscales ranged from .81 to .90. Conceptually, however, these three factors reflected a **Me** component for teaching and service, and a **Thee** component for research and service, which did not coincide with the factors identified (particularly the **We** factor) in the initial study (Loup, 1994) of K-12 school organizations.

Factor analyses of the social work form of the TSOEA identified three salient factors related to energy/persistence to: 1) establish vision and positive relationships; 2) accomplish positive outcomes; and 3) response to repeated failures to accomplish client outcomes. Reliability coefficients for the factored subscales ranged from .76 to .85. Though three factors were identified in this replicated study, again, they did not conceptually coincide with factors identified in the initial study of schools. A strong **Me** component was identified in the first two factors, and a collective **Thee** was only perceived in response to failure to achieve client outcomes.

A brief summary of the results of additional analyses for the initial (Loup, 1994) study follows. Results of a series of bivariate correlations to establish the criterion-related validity of TSOEA subscales using school means as the units of analysis revealed significant, positive relationships between all TSOEA subscales and the Index of Perceived Organizational Effectiveness (IPOE) ($r = .85$ to $r = .51$, $p < .01$).In addition to these analyses, within school correlations using teacher means as the unit of analysis between the subscales of the TSOEA and the IPOE measure were conducted. Results of comparisons of correlations and descriptive statistics by school indicated considerable variation in relationships in the sample when compared with those found using school means in the overall study. For example, correlations between the TSOEA/"THEE" subscale and the IPOE ranged from .81 ($p < .01$) to .14 ($p > .05$) for teachers in different school contexts. These results when compared with overall results, while not

definitive, suggest that covariation among these variables is not systematically due to common method variance (teacher self report) for the measures used and also suggest that comparisons made using schools as the units of analysis may mask differences within schools.

Internal consistency reliability characteristics of the TSOEA were explored using data from schools (n=40) in which more than 15 teachers responded to the survey. Only data that were complete (absent of missing values) were used in this analysis. Internal consistency (Alpha) coefficients were computed using teachers (n=682) as the unit of analysis for each of the subscales of the TSOEA. Alpha coefficients obtained for the subscales in this study were as follows: TPSE (Me)(.89); TPOE (Thee)(.92); and CPE (We)(.95). Results of these analyses support the conclusion that the items comprising the various TSOEA subscales are homogeneous and can be considered reasonable samples of the subscales they represent. Stability coefficients using data from pre and post TSOEA administration ranged from .65 to .80 (p < .01).

The results reported in the Loup (1994) study indicate that the TSOEA demonstrates sufficient construct validity and reliability characteristics for use in schools as a perceptions measure of teacher self, organizational, and collective efficacies as these constructs relate to accomplishment of organizational goals. Results also provide evidence of a linkage between dimensions of efficacy and school organizational effectiveness.

For the three studies collectively reported here, review of factor analyses results and the patterning of loadings on factors for the separate analyses indicated that the social worker sample results were more similar to the original TSOEA results with teachers than the results for higher education faculty. Such diversity of results may stem from the 1) intra-personal complexity and situationally- specific nature of the efficacy construct itself, and 2) the context and nature of the

specific organization and member roles within it. For example, in the study of social workers, the findings of **Me** and **Thee** components of efficacy motivation seems understandable given that the child welfare context is organizationally different from teaching in schools and higher education. In this context; 1) clients are involuntary for the most part, 2) the organizational/supervisory levels are more complex - going from direct service workers in the field to administrators in regional and state offices, 3) the work that child welfare workers perform is more varied than that of teachers (e.g., protective services, adoptions, foster care, home-based health services, child abuse and neglect, working with courts, families, schools, mental health agencies, and so on), 4) the work in this arena is more unpredictable and "crisis - oriented" and may be more emotionally draining and intense than teaching, and 5) it is also difficult for child welfare workers to realize immediate rewards as a result of efforts put forth on behalf of clients as compared to teachers. Thus, the lack of development of a strong **We** component of organizational efficacy such as that found in schools, seems understandable given the diversity of member roles in child welfare agencies and the nature of the unpredictable climate and culture of the organization itself.

In higher education settings, "the structural threads that run through the daily experience of elementary and secondary teachers is far less apt to occur in university academic unit settings" (Clarke et al, 1996). Faculty are much more autonomous, have diverse research and teaching agenda, and are bound together by loosely-coupled organizational structures and individual and organizational goals for teaching, research and service. Thus, since the organizational structure and roles of members in this type of organization are quite varied and decidedly different from that reflected in the strong organizational structure and culture of K-12 schools, it seems

reasonable that a strong **We** organizational efficacy component would not materialize among faculty in higher education.

Considered collectively, the failure to replicate across contexts the **Me, Thee,** and **We** dimensions of self and organizational efficacy with the same clarity identified in the initial (Loup, 1994) K-12 study suggests that a complex relationship exists among different personal and organizational factors and their interaction in an organizational member's work setting that contribute to the development of personal and organizational efficacy (Clarke et al, 1996).

However, collective results are encouraging regarding the efficient adaptability of the original TSOEA scales to other work contexts and organizational or individual goals, and the ability identify, though somewhat differently as the situational nature of the efficacy construct suggests, both personal (self) and organizational dimensions of the efficacy construct in three different, professional work settings.

Discussion and Implications

Of considerable theoretical and future research interest were the findings that self, organizational, and collective efficacy motivations can be identified and measured (though somewhat differently) in multiple professional organizational contexts. For teachers in schools, the motivational elements of efficacy related to initial task effort and persistence and the everyday overcoming of barriers/obstacles to goal attainment, can seemingly be differentiated from teachers' collective efficacy as it relates to persistence in the face of repeated failures to accomplish school goals. This understanding of teacher efficacy motivation has been unexplored in the efficacy literature.

The metaphors of **Me, Thee,** and **We** used in the initial study to describe these

subelements of the larger teacher efficacy motivation construct were empirically derived from factor analyses of the TSOEA in view of a set of four, broad-based school organizational goals. Thus, they are not purely speculative. Apparently, in the history of repeated failures to accomplish goals in schools, teacher self and other teachers' efficacies merge into a singular efficacy construct reflective of an <u>efficacy cohesion</u> effect. That is, a collective sense of efficacy (**We**) in which teachers do not differentiate their own levels of self efficacy from that of other organizational members. This efficacy cohesion effect may develop over time only in response to repeated failure of a school to accomplish important school outcomes. This finding may have implications for understanding teacher motivation and efficacy resilience in schools as it is linked to school organizational change and reform.

Considered collectively, the differential results from the three studies reflect Bandura's (1977) conceptions of the complexity and situational nature of the efficacy construct. In the study of university faculty, the lack of a collective **WE** factor is not surprising given that the higher education setting is quite a different organizational context, characterized perhaps by greater autonomy among faculty and less organizational <u>cohesion</u>. The same could be said about the comparison of school to social work organizations. The social work setting is typically a hurried one in child welfare where people are so busy working with clients, that they don't have much time for "collective culture building." Thus, it seems reasonable to expect a somewhat weaker **WE** factor in view of drastic organizational consequence such as is related to failure to accomplish work goals.

In addition, the findings reported here may have implications for understanding organizational member motivation as it is linked to administration, organizational effectiveness,

characteristics of learning environments, and organizational change. For example, it was noted in the Loup (1994) study sample that schools possessing the lowest socioeconomic levels (and typically the lowest achievement) were characterized by the highest levels of teacher self efficacy. These results, when interpreted as consistent with earlier efficacy theories (Bandura, 1977), indicate that teacher self efficacy in these types of situations might develop from the repetitions of behaviors and actions and subsequent consequences that come about with daily work challenges...even though demonstrable successes may be slow to come about. Small successes in these difficult school contexts, when combined with the social incentives accompanying these successes, may have a powerful effect on the development of teacher self efficacy motivation. In such settings, small, step-at-a-time successes, may generate considerable personal rewards for teachers which serve to enhance efficacy motivation as it pertains to subsequent challenges. Such may also be the case in settings such as child welfare in which the results of efforts toward helping clients are often difficult to ascertain.

The findings discussed about the conceptual nature of self and organizational efficacy suggest additional implications for organizational change and improvement. For example, in schools the collective (We) perspectives of efficacy were evident when teachers were asked about their personal responses and those of their teacher colleagues to repeated failures. However, teachers clearly differentiated the **Me** and the **Thee** elements of efficacy when asked about the levels of effort and persistence to overcome impediments in accomplishing goals. These findings suggest that change efforts in schools or possibly other organizations that have a history of repeated failures (e.g., demonstrably ineffective schools as identified in the school effectiveness literature) may profit from first developing among organizational members a sense of collective (We) efficacy. Thus, school

improvement efforts targeting collective, group concerns and energies may yield the highest organizational returns and the greatest individual and organizational efficacy changes. Conversely, individual (**Me**) and organizational (**Thee**) elements of efficacy development may be important for organizational change agents to consider in newer, developing organizations, particularly those with cadres of new, inexperienced members.

Finally, there has been much written in the efficacy literature about how this construct develops in humans, its competence and motivational elements, and how it serves to mediate human learning and performance (Bandura, 1977. 1982. 1986. 1993). Most measures of self and collective efficacies attempt to gather personal perceptions of confidence or beliefs in abilities to make things happen without adequate specification of what those **things** are (Bandura, 1995; Pajares, 1996). Furthermore, Pajares (1996) states that..."omnibus measures that attempt to assess general self-efficacy, for example, provide global scores that decontextualize the self-efficacy/behavior correspndence and transform self-efficacy into a generalized personality trait rather than the context-specific judgment Bandura (1977, 1986, 1993, 1995) suggests." The results of the replication studies reported here clearly document the complexities involved in the measurement and interpretation of contextual data regarding efficacy in organizations. The development of the TSOEA (Loup & Ellett, 1993) reflects an attempt to measure efficacy motivation in context given the 1) the situationally-specific nature of the efficacy construct, and 2) the need to contextually ground efficacy measures and interpretations within the realm of personal and situational or organizational environmental factors.

The findings from these replication studies are important from two practical perspectives; 1) the development of a practically administered instrument (TSOEA) grounded in

social/psychological learning theories that can be used in a variety of future research studies or in needs assessments for staff development/ improvement purposes, and 2) the generation of efficacy measurement scales that have viability, flexibility, and usefulness across work environments since they have been successfully used in three different contexts with large samples of professionals.

Findings from these studies, and resulting interpretations of these findings, call for, not only additional research of efficacy motivation at the organizational level, but for additional theory development as well.

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APPENDIX A

THE TEACHER SELF AND ORGANIZATIONAL EFFICACY ASSESSMENT (TSOEA)

Loup & Ellett, 1993

THE TEACHER SELF AND ORGANIZATIONAL EFFICACY ASSESSMENT (TSOEA)

DIRECTIONS: This part of the survey requests that you consider four goals that teachers
usually attempt to accomplish in their roles as professionals in schools.
These four goals are:

GOAL 1: TO ENHANCE THE LEARNING OF STUDENTS
GOAL 2: TO INCREASE THE INVOLVEMENT OF PARENTS IN THEIR CHILDREN'S LEARNING
GOAL 3: TO ESTABLISH AND COMMUNICATE A VISION OF WHAT THE SCHOOL OUGHT TO
ACCOMPLISH
GOAL 4: TO ESTABLISH PROFESSIONAL RELATIONSHIPS WITH ADMINISTRATORS AND
OTHER TEACHERS

Three key questions are asked about each of the four goals in the sections
below. First, read the key question, then consider each of the four goals
listed, one at a time. Next, decide how you would respond to the question
as an individual teacher; then decide how most teachers in your school would
respond. Use the scale provided and darken the circle that corresponds
to your answer to the key question for each of the four goals. Repeat this
procedure for each key question.

KEY QUESTION 1 : How much energy/effort is put forth in your school to
accomplish each goal?

	Little or No Effort	Some Effort	A Large Amount of Effort

a. Goal 1: To enhance the learning of students
   My Effort

   Efforts of Other Teachers

b. Goal 2: To increase the involement of parents in their children's learning
   My Effort

   Efforts of Other Teachers

c. Goal 3: To establish and communicate a vision of what the school ought to accomplish
   My Effort

   Efforts of Other Teachers

d: Goal 4: to establish professional relationships with administrators and other teachers
   My Effort

   Efforts of Other Teachers

KEY QUESTION 2 : If there are difficult or uncertain obstacles to overcome in accomplishing
a goal, how much persistence/perseverance would be put forth to accomplish
each goal?

	Little or No Persistence	Some Persistence	A Large Amount Persistence

a. Goal 1: To enhance the learning of students
   My Persistence

   Persistence of Other Teachers

b. Goal 2: To increase the involement of parents in their children's learning
   My Persistence

   Persistence of Other Teachers

c. Goal 3: To establish and communicate a vision of what the school ought to accomplish
   My Persistence

   Persistence of Other Teachers

d: Goal 4: to establish professional relationships with administrators and other teachers
   My Persistence

   Persistence of Other Teachers

KEY QUESTION 3 : To what extent would failure to accomplish a goal result in decreasing
effort to accomplish future goals?

	Little or No Decrease in Effort	Some Decrease in Effort	A Large Amount Decrease in Effort

a. Goal 1: To enhance the learning of students
   My Effort

   Efforts of Other Teachers

b. Goal 2: To increase the involement of parents in their children's learning
   My Effort

   Efforts of Other Teachers

c. Goal 3: To establish and communicate a vision of what the school ought to accomplish
   My Effort

   Efforts of Other Teachers

d: Goal 4: to establish professional relationships with administrators and other teachers
   My Effort

   Efforts of Other Teachers   24   BEST COPY AVAILABLE

APPENDIX B

Item Location Indices for Subscales of the TSOEA

Me, Thee, and We

Item Location Index for Factored Subscales of the TSOEA

TSOEA Subscale	Item Number
Teacher Perceptions of Self Efficacy (TPSE)(10)[a]	1, 3, 5, 6, 7, 9, 11, 13, 14, 15
Teacher Perceptions of Organizational Efficacy (TPOE)(8)	2, 4, 6, 8, 10, 12, 14, 16
Collective Perceptions of Efficacy (CPE)(8)	17, 18, 19, 20, 21, 22, 23, 24
Instrument Item Total (24)[b]	

[a] Number of items retained on subscale
[b] Items 6 and 14 are retained on both TPSE and TPOE subscales

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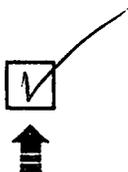
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