

## **SELF-EFFICACY BELIEF AND JOB SATISFACTION AMONG PRIMARY SCHOOL TEACHER**

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### **ABSTRACT**

Teacher efficacy is defined as a teachers judgment of his/her own capability to bring about desired outcomes from students engagement and learning, even among these student who may be difficult or unmotivated. A strong sense of efficacy enhances human accomplishment and personal wellbeing in many ways. In the field of education measuring the job satisfaction of teacher has become a prime focus of attention for researches to make it dynamic and efficient one.

The objective of the present study was to find out the relationship between the self -efficacy belief and job satisfaction among primary school teachers. The sample selected for the study consists of a representative sample of 300 primary school teachers of Kannur district selected using stratified random sampling techniques. The tools used for the study was Teacher self-efficacy scale and Teacher job satisfaction scale. The statistical techniques used in the study for analysing the data was Correlation analysis. The findings of the study reveals that there exists a positive relationship between self- efficacy belief and job satisfaction among primary school teachers.

**Key words:** self- efficacy belief, job satisfaction

Teacher's place in the society is of vital importance. He acts as the pivot for the transmission of intellectual traditions and technical skills from generation to generation and helps to keep the lamp of civilization burning. It is the quality of teachers, which creates excellence in all walks of life. Thus the teachers are the real architects of a nation. Therefore, teacher's performance is crucial factor in the field of education. It is rightly said, "If a doctor commits a mistake, it is buried, if an engineer commits a mistake, it is cemented, if a lawyer commits a mistake it is filed; but when a teacher commits a mistake, it is reflected by the nation". In fact, the teacher is the top most academic and professional person in the educational pyramid under whose charge, the destiny of our children is placed by the parents and society. The success of any educational system depends much on the requisite qualities of teacher. The importance of elementary education has been clearly recognized in India from the very earlier time itself. The view of using primary class room as a stage for moulding future citizen of a democratic society is not at all a new concept. The school is considered as a child's second home and teachers are second parents. Specific stress should be given to primary level of education, since this stage is regarded as the stepping stone for further learning. As it is the initial stage of education, the child deserves a strong foundation in this destiny.

An educational system that is sound is usually considered to be the bed rock of a developing country. Quality teachers are indispensable for the attainment of such educational system. This esteem role of teachers has made teaching profession to be extremely challenging. The situation has faced teachers into a hectic and busy schedule which has made them to experience high level of stress, unhappiness and job satisfaction in recent times. Teacher efficacy is a vital factor and a worthy variable in educational

research (Woolfolk & Hoy 1990). Teacher efficacy is defined as a teacher's judgment of his/her own capability to bring about desired outcomes from students' engagement and learning, even among these students who may be difficult or unmotivated. A strong sense of efficacy enhances human accomplishment and personal wellbeing in many ways. People with high assurance in their capabilities, approach difficult tasks as a challenge to be mastered rather than as threats to be avoided. Such an efficacious outlook fosters intrinsic interest and deep commitment. They heighten and sustain their effort in the face of failure. They quickly recover from the failures and setbacks. However, a teacher with low self-efficacy avoids difficult tasks which he views as personal threats. Such a teacher usually has low aspiration and commitment to the goals they have set for themselves in their chosen profession.

Job satisfaction has always been a question mark and in debate by the researchers since long. This critical issue has gained enthusiastic attention of researchers all round the world after the beginning of industrialization, but now it is applied to each and every organization. The education system has also been changed into an organization. In the field of education measuring the job satisfaction of a teacher has become a prime focus of attention for researchers to make it dynamic and efficient one. The job satisfaction of teachers particularly at primary level is very vital. The value of primary education is undeniable; it is very important to provide teachers with the almost facilities so that they must be satisfied with the status of their job. The highlighted topic is a very serious issue due to the importance of the primary education system in the world. A better performance from a teacher can only be expected if they are satisfied with their job. Job satisfaction is only possible if the job satisfies the basic needs of teachers in terms of salary and better status as explained (Khan, 1999) "salary or monuments caters the material needs of the employee in allowing a sense of status and importance."

Teachers are the part and parcel of the institution where the future of a nation is being shaped. A teacher can perform his or her multifarious tasks and responsibilities only if he or she is updated professionally and personally. The success of education is based on the capabilities and competence of the teachers. His wisdom, knowledge and management of the class will depend upon so many factors. If a teacher has a high level of self-efficacy i.e. beliefs in one's capabilities, his effectiveness in the classroom situations will be helpful to become a competent teacher. Self-efficacy can be different, in different areas of life as it is task specific. It is not only important to build in students but teachers as well. The teacher who has a positive attitude, confidence and the belief that he can handle all of the classroom challenges makes a huge difference in his effectiveness as a teacher. Similarly, status of a teacher reflects the socio-cultural ethos of a society. If he is satisfied with his job, it will enhance his job performance. The Education Commission (1966) corroborates: Dissatisfaction of the individual, whatever may be the occupation in which he is engaged results in professional stagnation. A dissatisfied teacher spells disaster to the country's future. Dissatisfaction among the workers is undesirable and dangerous in any profession... Similarly, the attitude of the teacher towards teaching constitutes an important condition of successful teaching and learning. Positive attitude towards teaching contributes to professional success and negative towards failure. Hence, the investigator made an attempt to find out the relationship between self-efficacy belief and job satisfaction among the primary school teachers.

### **Rationale of the study**

An educational system is usually considered to be the fundamental principle of a developing country. Effective teachers are essential for the accomplishment of an educational system. A high demanding educational system has made the teaching profession extremely challenging, as high performance is expected from teachers. Teachers who are satisfied with their jobs usually have a high degree of professional capabilities and feel that they could manage, organize and perform specific tasks and behaviour, even in case of failure. The

purpose of this study is to provide a critical review is trying to explain the meaning of job satisfaction and self- efficacy in general, as well as in the educational context, and the relation between those two concepts. The importance of elementary education has been clearly recognized in India from the very earlier time itself specific stress should be given to the primary level of education, since this stage is regarded as the stepping stone for further learning. So the investigators feel that the topic for study is very relevant.

### **Objectives of the study**

- To find out the relationship between the self -efficacy belief and job satisfaction among primary school teachers.
- To find the relation between the self- efficacy belief and job satisfaction among primary school teachers for the sub sample based on:

Gender

Locale of the institution

Type of management of the institution

### **Hypotheses of the study**

- There exist a significant positive relationship between self- efficacy belief and job satisfaction among the primary school teachers.
- There exist a significant positive relationship between self- efficacy belief and job satisfaction among the primary school teachers for the sub sample based on
  - Gender
  - Locale of the institution
  - Type of management of the institution

### **Method adopted for the Study**

Normative survey method was adopted for the study.

### **Sample selected for the study**

The present study was conducted on a representative sample of 300 primary school teachers of Kannur district. The sample was drawn using stratified random sampling techniques giving due representation to gender, locale, and type of management.

### **Tools used for the study**

- Teacher Self Efficacy Scale (Kalu & Ambili)
- Teacher Job Satisfaction Scale (Kalu & Ambili)

### **Statistical techniques used in the study**

Correlation analysis - (Karl Pearson Product moment co efficient of correlation 'r')

### **Result and Discussion**

#### **Correlation between self- efficacy belief and job satisfaction for the total sample**

Si no.	Sample	Sample size	Co efficient of correlation	critical ratio
1	300	total	0.461	10.14**

\*\*significant at 0.05

Here the 'r' value obtained is 0.461, which is significant at 0.05 level. This indicates that there is a positive relationship between self- efficacy belief and job satisfaction among primary school teachers

**Hypothesis 2: there exist a significant relationship between self- efficacy belief and job satisfaction among the primary school teachers for the sub sample based on gender.**

Relationship between self- efficacy belief and job satisfaction among the primary school teachers on the basis of gender is obtained by calculating the significance of coefficient of correlation for both male and female.

Table 2

**Data and result of the test of significance of correlation between self- efficacy belief and job satisfaction for the sub sample based on gender**

Si no	Sample	Size of the sample	Co efficient of correlation	Critical ratio
1	Male	142	0.53	8.76*
2	Female	158	0.37	4.6*

\*\* Both samples are significant at 0.01 and 0.05 levels

### Discussion of the result

The table shows that the self-efficacy belief and job satisfaction among primary school teachers based on gender is found to be 0.053 for male and 0.37 for female. This shows that there is a positive relationship between self- efficacy belief and job satisfaction among male and female.

The calculated 't' value of male is 8.76 and 't' value of female is 4.6, which is greater than the table value 2.58 at 0.01 level, so there is a positive relationship exist between self- efficacy belief and job satisfaction among the primary school teachers based on gender.

**Hypothesis 3: there exist a significant relationship between self- efficacy belief and job satisfaction among primary school teachers for the sub sample based on type of management of the institution.**

Relationship between self -efficacy belief and job satisfaction among the primary school teacher on the basis of type of management is obtained by calculating the significance of coefficient of correlation for the sub sample based on types of management the institution

Table 3

**Data and result of the test of significance of correlation between self -efficacy belief and job satisfaction for the sub sample based on types of management**

Si no	sample	Sample	Co efficient of correlation	Critical ratio
1	Govt.	150	0.58	5.37*
2	Aided	150	0.54	9.08*

\*\*significant at 0.01 and 0.05 level

**Discussion of the result**

The table shows that the co efficient of correlation between the self- efficacy belief and job satisfaction among govt. primary school teachers is 0.58 and aided school teachers is 0.54 . This shows that there is appositive relationship between self -efficacy and job satisfaction among government and aided primary school teachers.

**Hypothesis 4: there exist a significant relationship between self- efficacy belief and job satisfaction among the primary school teachers for the sub sample based on locale of the institution**

Relationship between self- efficacy belief and job satisfaction among the primary school teachers based on locale of the school is obtained by calculating the significance of the co efficient of correlation for both urban and rural schools separately.

Table 4

**Coefficient of correlation and critical ratio for the sub sample based on locale of the institution**

No	Sample	Sample size	Coefficient of correlation	Critical ratio
1	Urban	142	0.44	6.41*
2	Rural	158	0.47	7.51*

\*\* Both sub samples are significant at 0.01 and 0.05 level

**Discussion of the result**

The table shows that the co efficient of correlation between self -efficacy belief and job satisfaction among teachers, working in urban area is found to be 0.44 and the teachers working in the rural area found to be 0.47 which shows that there is a high positive relationship between self -efficacy belief and job satisfaction among primary school teachers both in the urban and rural area.

## **Conclusion**

Certain classrooms characteristics can make a teachers work more challenging. Teaching classes in which a high proportion of students have different achievement levels, special needs or behavioural problems, can affect teachers self -efficacy and job satisfaction, especially if the teacher is not properly prepared or supported. Teacher perception of school climate, collaborative culture and school leadership greatly impart their levels of stress, teaching efficacy and job satisfaction .For example, perceived stress due to students behaviour has been found to relate negatively to teaching efficacy, and perceived stress related to work load and teacher self –efficacy appears to be directly related to teachers job satisfaction.

Self- efficacy constitutes an important factor in the goal of facilitating students learning, they recently became a target of professional development programming. Studies have shown that professional development activities that are focused on the three components of teachers' self- efficacy-class room management, instruction and students engagement-increase such belief as well as teachers' belief about student learning. To equip student with the skills and competencies needed in the 21<sup>st</sup> century, the use of variety of teaching practices has been encouraged worldwide, ranging from more traditional practices(such as direct transmissions) to more recently conceived, constructivist practices. The latter form of teaching and learning develops student's skills to manage complex situations and learn both independently and continuously, and it has been argued to enhance motivation and achievement of students.

## **Findings of the study**

The major findings of the study and conclusion drawn from the findings helped the investigator to frame some measure to improve teacher efficacy and job satisfaction among primary school teachers.

1. Adequate measures should be taken to improve job satisfaction among teachers.
2. Adequate measure should be taken to improve self -efficacy belief among teachers.
3. Awareness should be given to teachers regarding the positive relationship between self- efficacy belief and job satisfaction.

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