Empowered To Teach: Self-Efficacy and Job Satisfaction Among Teacher

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Abstract

This study explores the relationship between self-efficacy and job satisfaction among teachers. Employing a descriptive survey method and stratified random sampling, data were collected using validated scales. findings were revealed that teachers generally exhibit moderate levels of both self-efficacy and job satisfaction, with significant differences based on gender, school location, type of school and medium of instruction. The study emphasizes the importance of supportive polices and targeted intervention to enhance teacher well-being and effectiveness.

Keywords: *Self-Efficacy, Job Satisfaction, School Teachers, Teacher Job Satisfaction, School Administration, Educational Research.*

1. INTRODUCTION

Research indicates that the quality of education is closely linked to the professional commitment of teachers. This commitment, however, is not static, it evolves continually due to the effects of globalization, the rapid expansion of knowledge and shifting employment trends. A teacher's professional commitment fosters effective classroom performance and ongoing self-improvement. According to **Crosswell (2006)**, teachers are under growing pressure to swiftly adapt to socio-cultural changes brought about by globalization. These pressures elevate expectations, intensify workloads and consequently impact their level of professional commitment.

Self-efficacy is defined as an individual's belief in their ability to execute the behaviours required to attain specific outcomes **(Bandura, 1977, 1986, 1997)**. It reflects the confidence in managing one's motivation, behaviour and social environment. These self-perceptions influence goal setting; the effort invested in achieving goals and performance levels. Unlike fixed personality traits, self-efficacy theory (SET) has significantly shaped research and practice, especially in health psychology, where it applies to diverse behaviours such as chronic disease management, smoking and alcohol cessation, diet, pain control and exercise.

Job satisfaction is the enjoyment and fulfilment derived from one's work. It encompasses both emotional (affective) and evaluative (cognitive) dimensions, reflecting how much an individual likes their job or its components such as work nature, supervision or environment. Job satisfaction contributes to a sense of purpose and achievement and has been linked to higher organizational productivity and profitability. It can be measured through cognitive assessments (how one feels about the job), both of which shape overall job satisfaction.

They categorize based on rank as primary, middle and high school teachers. These professionals are subject experts with specializations in arts, science, commerce and management. The New Oxford Dictionary defines a professor as a teacher holding the highest academic rank in a college or university. The University Grants Commission (UGC, 2010) emphasized professional experience and academic qualifications as key criteria for standardizing and certifying teachers across Indian schools and affiliated boards, recognizing them under the same classifications High school teachers as individuals holding academic ranks at both high school and undergraduate levels (Becker, 2017).

Teachers' self-efficacy refers to the belief in one's ability to bring about desired performance, reflected in indicators like self-regulation, confidence, achievement and self-evaluation. The self as a personality component shaped by environmental interaction (Rogers 1959). Efficacy as belief in one's ability to succeed, highlighting that teachers with high self-efficacy are enthusiastic, open to innovation and committed (Bandura 1977, 1986). Associated it with self-awareness, while linked it to competence and bridging academia with real life (Kundu 1989, Schon 1990). Repeated successful experiences and defined teacher self-efficacy as confidence in promoting student learning (Gardner and Pierce 1998, Goddard et al. 2000)

Teacher effectiveness combines teaching skill and success in achieving educational outcomes. Good (1959) emphasized the interaction of teacher ability and student needs. Evans (1961) linked it to outcomes of teacher-student interaction. Flanders and Simon (1969) noted qualities like fairness, humour and clarity while Doyle (1977) tied it to achieving educational goals like student behaviour and skills.

2. OBJECTIVES

- ➢ To assess the level of self-efficacy among school teachers.
- ➢ To evaluate the level of job satisfaction among school teachers.
- ➢ To study self-efficacy and job satisfaction in relation to teachers' gender.
- ➢ Examine the self-efficacy and job satisfaction of teachers with respect to the medium of instruction.
- ➢ Examine the self-efficacy and job satisfaction of teachers on the type of school.
- ➢ To examine teachers' self-efficacy and job satisfaction in relation to the type of school management.
- ➢ To examine the association between teachers' self-efficacy and job satisfaction in relation to the geographical location of their schools.
- ➢ Analyse the relationship between self-efficacy and job satisfaction among teachers.

3. SAMPLE AND SAMPLING TECHNIQUE

The sample for this study includes high school teachers. Data were gathered using standardized instruments designed to assess teachers' self-efficacy and job satisfaction. A good sample accurately represents the population (Corewell, 1960). The sample was selected based on school management type, with participants drawn from government and private schools. Stratified random sampling was employed, dividing the population into subgroups and randomly selecting sample from each stratum.

4. REVIEW OF LITERATURE

Olmez and Ozbas (2017) studied 200 Turkish Cypriot science teachers and found that self-efficacy in student engagement, instructional strategies and classroom management was not influenced by experience or subject branch but was affected by school level and faculty background.

Menon and Sobha (2017) found that 350 secondary school teachers in Kerala had average self-efficacy, with significant differences based on gender and locale.

Poulou, Reddy and Dudek (2018) scrutinized the self-efficacy beliefs and classroom practices of 58 Greek teachers, highlighting discrepancies between self-reported and observer-assessed efficacy.

Research over the past decades has underscored the significant relationship between teachers' self-efficacy and their professional satisfaction. According to **Evans (2001)**, low self-efficacy often correlates with diminished job satisfaction, potentially leading educators to exit the profession.

Caprara et al. (2006) highlighted that a strong sense of professional competence is closely linked to higher job satisfaction, which in turn supports improved student outcomes.

Supporting this, **Demir (2020)** emphasized that self-efficacy beliefs positively influence teachers' motivation, engagement, and overall satisfaction.

These studies highlight that teacher self-efficacy influences motivation, classroom strategies, student engagement and professional attitude, helping teachers evolve from novices to experienced professionals.

5. METHOD OF THE STUDY

The present investigation, adopts a descriptive survey method. This research design is essential for systematically exploring and analyzing the current status of self-efficacy and job satisfaction among teachers. The descriptive survey method is appropriate for obtaining data from a defined population to describe existing conditions, practices and relationships relevant to the study.

6. TOOLS USED

In accordance with the objectives and requirements of the study, the following research tools were selected for data collection:

➤ Job satisfaction scale developed by **Kaur, Ranu and Brar (2012)**, which was adapted to suit the specific context of the study.

➤ The general self-efficacy scale, originally developed by **Schwarzer, Gerdamarie and Daytner (1999)**, was adapted and validated for use within the Indian context.

7. Findings of the Study
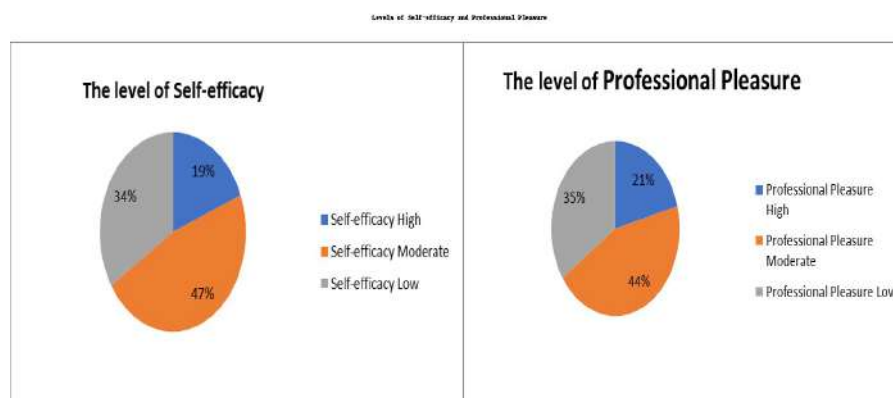## 7.1 Level of Self-efficacy & Job satisfaction

Fig-1

➤ In both domains, self-efficacy and job satisfaction the moderate level is the most prevalent among teachers.
➤ These findings point to a balanced yet concerning trend, where most teachers are functioning at a moderate level of

confidence and satisfaction but are not reaching optimal levels in either domain.
➤ The notable percentage of teachers in the low category for both aspects emphasizes the need for targeted interventions and support to enhance both professional competence and well-being.

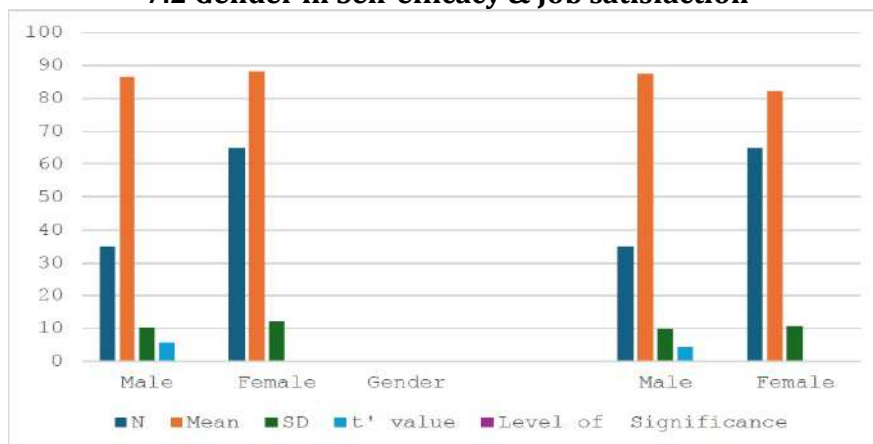### 7.2 Gender in Self-efficacy & Job satisfaction

Fig-2

- ➢ Both self-efficacy and job satisfaction show significant gender differences, as supported by the t-values and p-values.
- ➢ These results suggest that gender is an influential factor in shaping teachers' professional perceptions and emotional experiences in their roles.

- ➢ The findings call for gender-sensitive support mechanisms and training programs to ensure equitable professional growth and satisfaction across both genders.

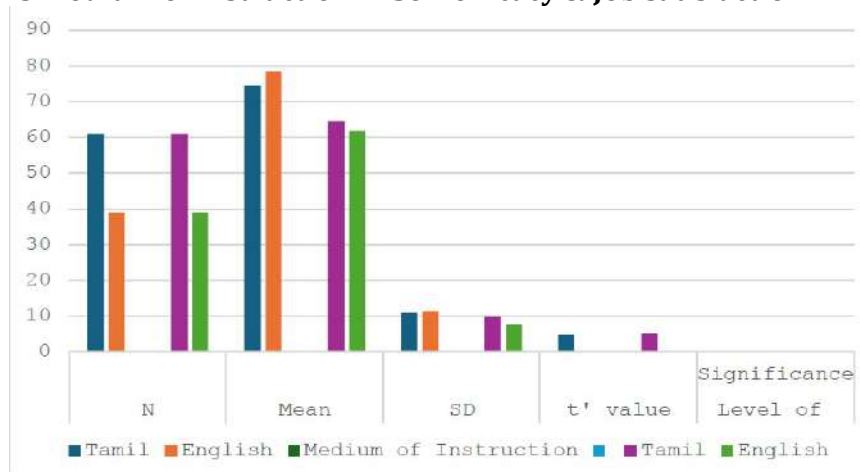### 7.3 Medium of Instruction in Self-efficacy & Job satisfaction

Fig-3

- ➢ Both self-efficacy and job satisfaction are significantly influenced by the medium of instruction.
- ➢ Teachers from English medium schools generally score higher across both dimensions than their Tamil medium counterparts.

- ➢ This highlights the impact of instructional language on teachers' professional confidence and well-being.
- ➢ The findings point toward the need for support mechanisms or training particularly targeted at Tamil medium educators to bridge the gap and enhance their professional experiences.

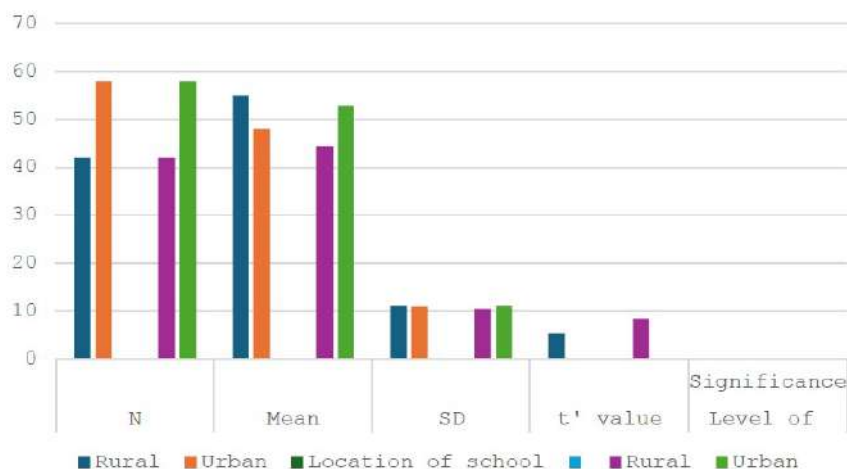## 7.4 School location self-efficacy & job satisfaction

Fig-4

- ➤ There is a reverse trend:
  - ❖ Rural teachers show higher self-efficacy.
  - ❖ Urban teachers experience greater job satisfaction.
- ➤ The location of the school significantly affects both confidence and job satisfaction among teachers.

- ➤ These findings highlight the need for location-sensitive policies that can strengthen both self-efficacy and professional well-being across school types.
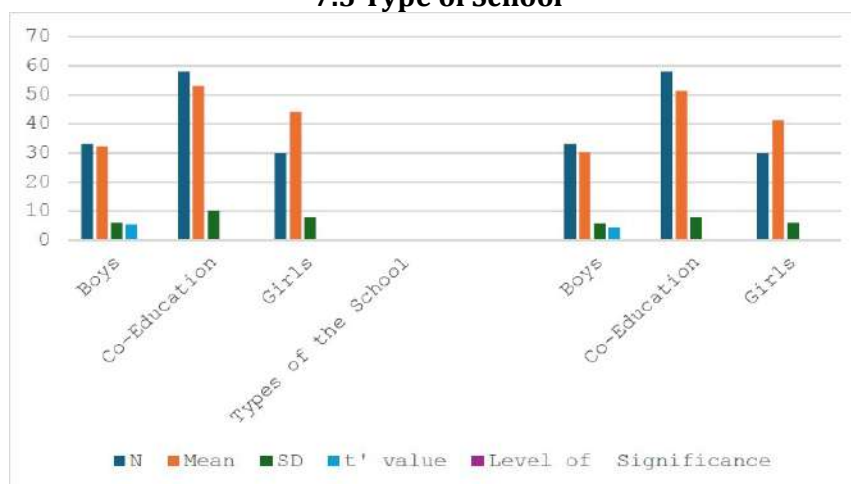
7.5 Type of School

Fig-5

- ➤ Type of school (Boys, Girls and Co-education) is a statistically significant factor influencing both
  - ❖ Self-efficacy

  - ❖ Job satisfaction
- ➤ Teachers in co-educational schools appear to have the highest level of both confidence and job satisfaction.
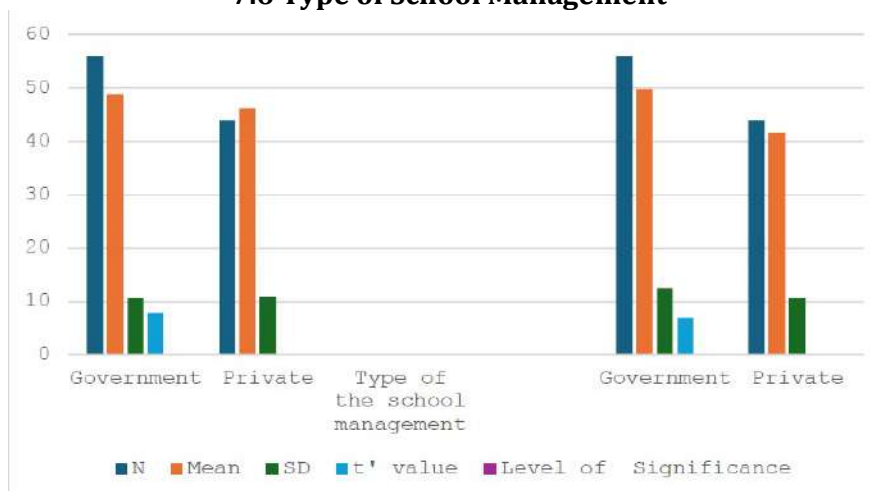
7.6 Type of School Management

Fig-6

> There is a significant difference in job satisfaction between government and private school teachers.
> Teachers employed in government schools report higher levels of job satisfaction

compared to those working in private institutions.
> Hence, the null hypothesis is rejected: there is no significant difference between the job satisfactions of social science teachers with respect to type of school management.

7.7 Correlation of self-efficacy and job satisfaction

Table-1

S.No	Variables	No. of. Sample	'r' Value	Correlation
1	Self-efficacy Vs Job satisfaction	100	0.542	Average Positive Correlated

> There is exists a meaningful, positive association between how competent teachers feel (self-efficacy) and how satisfied or pleased they are in their profession.
> Teachers with higher self-confidence in their teaching ability tend to experience greater enjoyment and satisfaction in their professional roles.

8. FINDINGS

> Among the total sample, 19% of social science high school teachers exhibit a high level of self-efficacy, 47% demonstrate a moderate level, and 34% show a low level. Therefore, it can be concluded that the

overall level of self-efficacy is moderate among social science high school teachers.
> Similarly, 23% of the teachers report a high level of professional pleasure, 49% have a moderate level, and 38% experience a low level. Thus, the overall level of professional pleasure is also moderate among the social science high school teachers.
> A significant difference in the level of self-efficacy is observed with respect to gender at the 0.01 level of significance.
> A statistically significant difference in teachers' self-efficacy levels was observed based on the medium of instruction, at the 0.01 level of significance.

- ➢ A significant difference in self-efficacy is found with respect to the type of school at the 0.01 level.
- ➢ There is a significant difference in self-efficacy with respect to school management type at the 0.01 level.
- ➢ A significant difference in self-efficacy is also found based on the location of the school at the 0.01 level.
- ➢ A significant difference in professional pleasure is observed with respect to gender at the 0.01 level.
- ➢ There is a significant difference in professional pleasure based on the medium of instruction at the 0.01 level.
- ➢ A significant difference is found in professional pleasure with respect to the type of school at the 0.01 level.
- ➢ Professional pleasure also differs significantly with respect to the type of school management at the 0.01 level.
- ➢ A significant difference in professional pleasure is observed based on the school's location at the 0.01 level.
- ➢ Finally, an average positive correlation exists between self-efficacy and professional pleasure among social science high school teachers.

9. EDUCATIONAL IMPLICATIONS

Based on the findings of the study, the following recommendations are proposed:

- ➢ Every school should establish a "Guidance Cell" to support students in every step of their academic journey.
- ➢ Efforts should be made to understand students' home background and school environment in order to enhance their academic achievement.
- ➢ Teachers and parents should work together to create a positive and supportive environment that promotes better academic performance among students.

10. SUGGESTIONS FOR FURTHER STUDY

The results of this study highlight the need for future research in the following areas:

- ➢ Since this study focused on higher secondary students, similar investigations can be conducted at other educational levels.
- ➢ Although this study was conducted at the high school level, it can be extended to the higher secondary level.
- ➢ Further research may include students of all other classes.
- ➢ The scope of this study may also be broadened to include the secondary level.
- ➢ Future research could further investigate how emotional intelligence and the school environment influence academic achievement.
- ➢ A similar study can be carried out among parents and teachers to examine their perspectives.
- ➢ This study may also be pursued at Ph.D. levels for deeper analysis.

11. CONCLUSION

The objective of this study was to examine the self-efficacy and job satisfaction of social science teachers with reference to selected variables such as gender, medium of instruction, school location, type of school management, type of school, and annual home income. The findings revealed significant differences among teachers from different types of school management (Boys, Girls and Co-educational) and between schools in general. The study concludes that, on average, social teachers exhibit moderate levels of both self-efficacy and job satisfaction.

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