

Occupational Self-Efficacy among Secondary School Teachers

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Abstract

A teacher, being a member of the modern society, has to play diverse and dynamic roles to meet his various needs, obligations and expectations. Teachers' belief of personal efficacy affect their instrumental activities and their orientation towards the educational process. The main purpose of the present study was to study the Occupational Self-efficacy of secondary school teachers in relation to their gender, type of school and experience. The study was descriptive in nature and conducted over a sample of 200 Secondary School Teachers (Male -50 and Female-50) working in public and private aided schools, selected using random sampling technique from Sonipat and Panipat districts of Haryana State. For collection of data, the investigator has used Occupational Self Efficacy Scale by Pethe S. Chowdhary S. and Dhur U. (1999). Employing mean, SD and t-test analyzed the data so collected statistically. The findings of the study revealed that- i) Significant difference was found in the Occupational Self-efficacy of Secondary School Teachers working in residential and non-residential schools on five dimensions but they were not significantly differ on only one dimension. ii) There was no significant difference regarding the Occupational Self-efficacy of both Male and Female Secondary School Teachers on five dimensions but they were significantly differ on a dimension, that was positive attitude iii) More experienced and less experienced Secondary School Teachers were also not significantly differ on most of the dimensions of Occupational Self-efficacy.

Introduction

Education is basically the influence, which the teachers exert on the students entrusted to his care. The best system of education may fail to achieve the desired ends in the absence of sincere, competent and professionally aware teachers. Teachers' beliefs of personal efficacy affect their instrumental activities and their orientation towards the educational process. Self-efficacy is the people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Empirical research reveals that occupational self- efficacy is positively related with many organizationally relevant variables, such as organizational commitment, job satisfaction, and preparedness for organizational change (Schyns, 2004; Schyns & von Collani, 2002). Self-efficacy beliefs determine how people feel, think, motivate themselves and behave. It refers to a global confidence in one's coping ability across a wide range of demanding or novel situations. Occupational self-efficacy reflects a person's conviction that he or she can execute behaviours relevant to his or her own work (Schyns & Sczesny, 2010).

Self-efficacy is a task specific confidence (Bandura 1997). In other words, it is a person's belief about his chances of successfully accomplishing a specific task. A strong sense of efficacy enhances human accomplishment and personal well being in many ways. People with high assurance in their capabilities approach difficult tasks as challenges to be mastered rather than as threats to be avoided. In contrast, people who doubt their

capabilities shy away from difficult tasks, which they view as personal threats. They have low aspirations and weak commitment to the goals they choose to pursue. Wood & Bandura 1989, stated that self- efficacy refers to belief in one's capabilities to mobilize the motivation, cognitive resources and courses of action needed meet a given situational demands. It is concerned not with the skills one has, but rather with the estimation of what one can attain with the skills one currently possesses (Bandura, 1986). According to Stajkovic and Luthans (1998), self-efficacy is the most important psychological mechanism for producing positive work-related outcomes. Marlatt, Baer and Quigley (1995) studied the influence of efficacy beliefs on the resistance of drug use, changing of use of habits and relapse prevention; they found out that self efficacy affects controlled use or abstinence and coping with the relapses.

Self-efficacy has primary influence on human thought, motivation and action, (Bandura, 1997). Thus, the stringer the perceived self-efficacy the higher the goal challenges people set for themselves and the firmer is their commitment to them (Locke & Latham, 1990). General self-efficacy aims at a broad and stable sense of personal competence to deal effectively with a variety of stressful situations (Schwarzer, 1994). Bandura (1997) argued that efficacy beliefs are multifaceted and contextual, but the level of generality of the efficacy items within a given domain of functioning varies depending on the degree of situations, resemblance and foresee ability of task. A person with high self-efficacy has more confidence in his ability to succeed in a task. Whereas individuals low in self-efficacy typically have lower confidence, less developed skills and fewer tasks mastery experiences than high self-efficacy individuals (Bandura 1997). Locke, et. Al. (1984) observed that in difficult situations, people with low self-efficacy are more likely to lessen their efforts or give up altogether, while those with high self- efficacy will try harder to master the challenge.

Based upon this viewpoint, occupational self-efficacy has been defined as the belief in ability and competence to perform in an occupation (Pethe, Chaudhari, & Dhar, 1999). Pajaras (1996) stated that self- efficacy is a powerful motivation constructs that, correlation with self-beliefs and with academic performance. Moreover, Pethe and colleagues maintained that occupational self-efficacy consists of six underlying dimensions. The six constituent dimensions of occupational self- efficacy are: (i) confidence, (ii) command, (iii) adapt ability, (iv) personal effectiveness, (v) positive attitude, and (vi) individuality. Woofolk, Rosoff & Hoy (1990) reported that teachers belief of personal efficacy affect their instrumental activities and their orientation towards the educational

Objectives of the study-

To study the significant difference between secondary school teachers in relation to gender (residential and non-residential), type of school (male and female) and experience (more experienced and less experienced) regarding sub-dimensions of occupational self-efficacy. These sub dimensions of occupational self-efficacy are- Confidence, Command, Adaptability, Personal effectiveness, Positive attitude and Individuality.

Hypotheses

1. There is no significant difference between secondary school teachers in relation to residential and non-residential schools regarding sub-dimensions of occupational self-efficacy (Confidence, Command, Adaptability, Personal effectiveness, Positive attitude and Individuality).

2. There is no significant difference between secondary school teachers in relation to gender (male and female) regarding sub-dimensions of occupational self-efficacy (Confidence, Command, Adaptability, Personal effectiveness, Positive attitude and Individuality).

3. There is no significant difference between secondary school teachers in relation to experience (more experienced and less experienced) regarding sub-dimensions of occupational self-efficacy (Confidence, Command, Adaptability, Personal effectiveness, Positive attitude and Individuality).

Methodology-

Descriptive survey method of research was employed for the present study.

Sample of the study-

The total sample for the present study consisted of 100 Secondary School Teachers (Male -50 and Female-50) working in residential (50) and non-residential schools (50). The sample was selected using random sampling technique from Sonipat and Panipat districts of Haryana State.

Tools-

Following is the psychological test used for data collection-

Occupational self Efficacy Scale by Pethe, S. Chowdhary and Dhur U (1999). This scale consists of 19 items. The reliability and validity of the scale is 0.98 and 0.99 respectively. Each item are scored on five point ranging which is 5,4,3,2 and 1 respectively, was assigned for the choices like-always, frequently, sometimes, rarely and never. The maximum and minimum scores possible being 95 and 19. There are six factors of occupational self-efficacy being confidence, command, adaptability, personal effectiveness, positive attitude and individuality.

RESULT AND DISCUSSION:

The response received was analyzed through statistical applications using t-test for comparison of the occupational self efficacy of school teachers in the light of objectives.

Table 1: mean, S.D. and ‘t’ values of occupational self efficacy of school teachers working in residential and non-residential schools.

Occupational self efficacy sub dimensions	Teachers of residential schools N= 50		Teachers of non-residential schools N= 50		S.Ed	t- value	Remark (.05 level of significance)
	Mean	S.D.	Mean	S.D.			
Confidence	16.3	1.71	18.10	1.88	0.4	6.00	Sig.
Command	12.3	1.26	13.20	1.44	0.3	3.00	Sig.
Adaptability	12.6	1.68	13.55	0.93	0.3	3.17	Sig.
Personal effectiveness	16.58	1.89	17.95	1.60	0.39	3.51	Sig.
Positive attitude	12.60	1.53	12.78	2.20	0.42	0.43	Not Sig.
Individuality	7.1	1.15	8.4	1.79	0.33	3.90	Sig

Table No 1: reveals that, non residential teachers Mean score 18.10 (S. D. =1.88) of confidence dimension is higher than the residential teachers mean score 16.3 (S. D.

=1.71) and 't' value= 6 with shoes significant difference, likewise non residential teachers scores on other dimensions like Command (M=13.20, S.D=1.44), Adaptability (M=13.55, S.D=0.93), Personal effectiveness (M=17.95, S.D=1.60) and Individuality (M=8.4, S.D=1.79) are higher than the residential teachers scores which shows that non residential teachers have high command, more adaptability, more personal effectiveness and individuality than residential teachers. Whereas only on positive attitude dimension residential teachers (M=12.60, S.D=1.53) and non-residential school teachers (M=12.78, S.D=2.20) 't' value= .43, do not differ significantly. It means that residential school teachers and non residential school teachers are having more or less equal positive attitude.

Table 2: mean, S.D. and 't' values of occupational self-efficacy of male and female school teachers.

Occupational self efficacy sub dimensions	Male Teachers N= 50		Female Teachers N= 50		S.Ed	t- value	Remark (.05 level of significance)
	Mean	S.D.	Mean	S.D.			
Confidence	17.42	2.01	16.97	1.99	0.45	1.00	Not Sig.
Command	12.62	1.59	12.87	1.22	0.32	0.78	Not Sig.
Adaptability	13.27	1.32	12.83	1.52	0.32	1.37	Not Sig.
Personal effectiveness	17.27	1.92	17.25	1.85	0.41	0.05	Not Sig.
Positive attitude	13.37	1.79	12.00	1.74	0.39	3.51	Sig.
Individuality	8.05	1.58	7.40	1.63	0.36	1.80	Not Sig

From table 2, dimension wise, result reveals that, only on positive attitude dimension male teachers (M=13.37, S.D=1.79) and Female teachers (M=12.00. S.D=1.74) 't' value=3.51) differ significantly. It means that male teachers are having high positive attitude than the female teachers, whereas, on other dimensions like. Confidence (M=17.42, S.D=2.01), Adaptability (M=13.27, S.D=1.32), personal effectiveness (M=17.27,S.D=1.92) and Individuality (M=8.05, S.D=1.58) are higher than the Female Teachers scores which shows that Male teachers have more confidence, have high adaptability, more personal effectiveness and individuality than female teachers. While on the other hand female teachers mean scores i.e. on command (M=12.87, S.D=1.22) is high compared to Male Teachers. This indicates that, female teachers are having more command.

The present result of occupational Self-efficacy of teachers suggest that, though male teachers are having overall high occupational self efficacy than their counter parts, but, this difference is very low and insignificant.

Table 3: mean, S.D. and 't' values of occupational self efficacy of more and less experienced school teachers.

Occupational self efficacy sub dimensions	Teachers having More Experience N= 32		Teachers having Less Experience N= 68		S.Ed	t- value	Remark (.05 level of significance)
	Mean	S.D.	Mean	S.D.			
Confidence	16.96	2.28	16.88	2.05	0.47	0.17	Not Sig.
Command	12.41	1.74	12.73	1.31	0.33	0.97	Not Sig.
Adaptability	12.69	1.79	12.91	1.14	0.32	0.69	Not Sig.
Personal effectiveness	16.72	2.08	17.53	1.81	0.42	1.93	Not Sig.
Positive attitude	12.60	1.68	11.79	1.80	0.38	2.13	Sig.
Individuality	7.63	1.40	7.68	1.98	0.38	0.13	Not Sig

It is inferred from the above table that there is no significant difference between more experienced and less experienced teachers on most of the sub dimensions of occupational self-efficacy. However more experienced teachers have more Confidence (M=16.96, S. D.=2.28) than less experienced teachers (M=16.88, S. D.=2.05) but less experienced teachers are better on other sub dimensions like Command, Adaptability, personal effectiveness and Individuality. A close look of table clearly reveals that the difference in all the above dimensions is not significant.

It is also evident from the table that on Positive attitude dimension more experienced teachers (M=12.60, S.D=1.68) and less experienced teachers (M=11.79, S.D=1.80) 't' value=2.13) differ significantly. It means that more experienced teachers are having high positive attitude than the less experienced teachers.

CONCLUSIONS:

The central aim of the present study was to explore the occupational self- efficacy of secondary school teachers and its dimensions in discriminating between groups of teachers working in residential and non residential schools, male and female teachers and teachers with more experience (more than 15 years) and less experience (less than 15 years). The results of the discriminant analysis clearly show that occupational self-efficacy plays a significant role in distinguishing the groups of residential and non-residential school teachers. Significant difference was found in the Occupational Self-efficacy of Secondary School Teachers working in residential and non-residential schools on five dimensions (confidence, command, adaptability, personal effectiveness and individuality) but they were not significantly differing on only one dimension i.e. positive attitude. Non-residential school teachers are better on occupational self-efficacy than their counter parts. There was no significant difference regarding the Occupational Self-efficacy of both Male and Female Secondary School Teachers on five dimensions- confidence, command, adaptability, personal effectiveness and individuality but they were significantly differ on a dimension, that was positive attitude. Male teachers have high positive attitude than female teachers. It may be due to more exposure of male

members in our society. Additionally, the results analysis of more experienced and less experienced teachers reveal that they were also not differ significantly on most of the dimensions of Occupational Self-efficacy but more experienced teachers have high positive attitude than less experienced teachers.

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