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OCCUPATIONAL SELF-EFFICACY AND JOB SATIFICATION OF TEACHERS

S.G. JADHAV AND RAMESH R. PUJAR

Associate Professor
Department of psychology , Karnatak Arts College Dharwad
Guest Faculty
Department of Psycholog , Karnatak Arts College Dharwad

Abstract:

The present study was designed to know the Occupational Self efficacy and Job satisfaction of Primary school teachers. The sample consisted of 50 primary school teacher couples from Hubli-Dharwad twin cities of Dharwad District of Karnataka State. Occupational Self-efficacy and Job satisfaction scale were used for data collection. The 't' test and Pearson's correlation were applied for analysis of the data. Result indicates that there is no significant difference between teachers (Husband and Wives) Occupational Self-efficacy and Job satisfaction. There is a positive and significant correlation between Occupational Self-efficacy and Job Satisfaction.

INTRODUCTION

The teacher is the most important factor for the improvement of standards in the school education. To be able to play their crucial role in improving the educational standard, the teachers themselves have to be a very high caliber. Against this background it is being increasingly realized that teachers will not be in a position to make full and effective use of knowledge and expertise, unless their own basic needs and problems are adequately taken care of. While considerable attention is paid to the debate that education is the vehicle of social change and unless its standard is raised the nation cannot progress, yet adequate attention is not paid the fundamental question pertaining to the education, motivation, occupational self-efficacy and job satisfaction of the teachers.

Self-efficacy is the people's judgment of their capabilities to organize and execute course of action required to attain designed types of performance. It plays a significant role in determining and choices people make, the efforts they will expend, how long they persevere in the face of challenge, and the degree of anxiety or confidence they will bring to task at hand.

Self-efficacy is task specific self-confidence (Bandura, 1997). In other words; it is a person's belief accomplishing a specific task. Wood and Bandura (1989) stated that self-efficacy refers to belief in one's capabilities to mobilize the motivation, cognitive resources and courses of action needed to meet given situational demands. A person with high self-efficacy has more confidence in his ability to succeed in a task. Where as individuals low in self-efficacy typically have lower confidence, less developed skills, and fewer task mastery experiences than high self-efficacy individuals (Bandura, 1997).

Job satisfaction is the favorable or unfavorable subjective feeling with which employees view their work. It results when there is congruence between job requirement, demands and expectations of employees. It expresses the extent of match between employees' expectation of the job and the reward that the job provides. The factors of physical conditions and social nature effect job satisfaction and productivity. Job satisfaction is defined as and effective or emotional response towards various facts of one's job (Kreimer and Kinicki, 1998).

Nowadays there is a general feeling that the teachers do not have satisfaction in their jobs. There seems to be a growing discontentment towards their job as a result of which standards of education is falling.

The studies on the problems of primary school teachers are rare. Hence, this present investigation was undertaken to analyses different factors leading to Occupational Self-efficacy and job Satisfaction of Teacher couples.

OBJECTIVES:

The present study was undertaken with the following Objectives.

- 1.To compare the Occupational Self-efficacy of Teacher Couples (Husbands/Wives).
- 2.To compare the Job-Satisfaction of Teacher Couples (Husbands/Wives).
- 3.To know whether there is a correlation between Occupational Self-efficacy and Job-Satisfaction of Teacher Couples (Husbands/Wives).

HYPOTHESIS:

1. There is a significant difference in the Occupational Self-efficacy of teacher couples (Husbands/Wives).
2. There is a significant difference in the Job Satisfaction of Teacher Couples (Husbands/Wives).
3. There is a significant correlation between Occupational Self-efficacy and Job Satisfaction of Teacher Couples (Husbands/Wives).

METHOD:

Sample:

Sample of 100 teachers (50 Husbands and 50Wives) of primary school from Dharwad district were selected on a random purposive sample technique basis.

Tools used:

1. Occupational Self-Efficacy Scale Developed by Pethe, S. Chaudhari, S. and Dhar, U (1999) was used. This scale is consisted of 19 items. The reliability and validity of the Scale is 0.98 and 0.99 respectively. Each items are scored on five point ranging which is 5, 4, 3, 2, 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.
2. Job Satisfaction Scale Developed by Dixit, M (1993) This scale is consisted of 52 items. The Split-half reliability is 0.92 and test-retest reliability is 0.86. Scoring is on a five point scale from 1 to 5, for the response of strongly agree, scoring is 1 and for disagree it is 2 for undecided 3 marks are allotted and for agree scoring is 4 and for strongly disagree it is 5. The minimum possible score is 52, and maximum is 260. There are 8 sub dimensions of job satisfaction such as A-Intrinsic aspect of the job, B-Salary, promotional avenues and service conditions, C-Physical facilities, D-Institutional plans and policies, E-Satisfaction with authorities, F-Satisfaction with social status and family welfare, G-Rapport with students, and H-Relationship with co-workers.

Statistical analyses:

The t-test was used for studying the comparison of Occupational Self-efficacy and Job Satisfaction of teacher couples, and Karl Pearson's Product moment, Correlation is used to analyses the correlation between occupational self-efficacy and job satisfaction of teacher couples.

RESULT AND DISCUSSION:

Table: 1. Mean SD and t-values of Occupational Self-efficacy of Teacher Couples (Husbands/Wives).

SL.NO	Dimensions	Husbands		Wives		t-value	Remarks
		Mean	SD	Mean	SD		
1	Confidence	50.20	11.11	49.80	8.86	0.19	NS
2	Command	50.49	11.43	49.51	8.41	0.49	NS
3	Adaptability	50.87	10.81	49.63	9.21	0.37	NS
4	Personal effectiveness	50.05	10.52	49.95	9.56	0.05	NS
5	Positive attitude	51.00	10.17	49.00	9.83	1.00	NS
6	Individuality	49.81	10.34	48.72	14.18	0.44	NS
	Total	50.57	10.93	49.43	9.05	0.57	NS

Table No-1. Shows that the total mean score of Occupational Self-efficacy of Husbands is 50.57 (S.D=10.93) is slightly more than the total mean score of Wives that is 49.43 (S.D=9.09), the 't-value is 0.57. It clearly reveals that though Husbands are having more Occupational Self-efficacy compare to wives, it is statistically not significant.

Further dimension wise analysis shows that Husbands score on all the six dimensions of Occupational Self-efficacy such as Confidence mean=50.20 (S.D.11.11), Command mean=50.49(S.D=11.43),Adaptability mean=50.87 (S.D=10.81),Personal effectiveness mean=50.05(S.D.10.52), Positive attitude mean=51.00(S.D.=10.17),and on Individuality mean=49.81 (S.D=10.34) Scores are more compared to their Wives mean Scores that is Confidence mean=49.80 (S.D=8.86), Command mean=49.51(S.D=8.41), Adaptability mean=49.63 (S.D=9.21), Personal effectiveness mean=49.95 (S.D=9.56), Positive attitude mean=49.00(S.D=9.83) and on Individuality mean=48.72 (S.D=14.18) But all these score are not statistically significant. This clearly Shows that dimension wise and overall Occupational Self-efficacy of Husbands (teachers) is high than their Wives, but statistically not significant. Hence, the first hypothesis that there is a significant difference in the Occupational Self-efficacy of teacher couples is rejected. The results of the present study are agree with the findings of Jadhav,S.G(2013) who found that there is no significant difference in the Occupational self-efficacy of primary school male and female Teachers.

Studies on Occupational Self-efficacy are very rare and on primary school teachers particularly are not available.

Table: 2. Mean SD and t-values of Job Satisfaction of Teacher Couples (Husbands/Wives).

Dimensions	Husbands		Wives		t-value	Remarks
	Mean	SD	Mean	SD		
<i>A. Intrinsic aspect of the job</i>	50.50	10.80	49.50	9.21	0.50	NS
<i>B. Salary Promotional avenues and service conditions</i>	50.25	10.25	49.68	9.83	0.32	NS
<i>C. Physical facilities</i>	48.81	10.25	51.19	9.70	1.20	NS
<i>D. Institutional plans and policies</i>	50.30	10.85	49.70	9.17	0.30	NS
<i>E. Satisfaction with authorities</i>	50.10	10.41	49.90	9.67	0.10	NS
<i>F. Satisfaction with social status and family welfare</i>	50.23	10.45	49.77	9.62	0.23	NS
<i>G. Rapport with student</i>	49.75	9.15	50.25	10.86	0.25	NS
<i>H. Relationship with co-workers</i>	49.80	10.66	50.20	9.39	0.20	NS
<i>Over all Job satisfaction</i>	49.88	10.26	50.12	9.83	0.12	NS

Table No-2. Indicates that the total mean score of job satisfaction of the wives=50.12(S.D=9.83) is slightly higher than the husbands total mean score of job satisfaction that is=49.88(S.D=10.26) and the t-value=0.12 which is not statistically significant. It means that wives are having more job satisfaction than their husbands, but statistically it is not significant. Dimension wise analysis reveals that the husbands mean score of intrinsic aspect of the job (50.50), Salary Promotional avenues and service conditions (50.25) Institutional plans and policies (50.30) satisfaction with authorities (50.10) and satisfaction with social status and family welfare (50.23) are high compare to their wives. The mean score of intrinsic aspect of job (49.50), salary promotional avenues and service conditions (49.68), Institution plan and policies (49.70), satisfaction with authorities (49.70) and satisfaction with social status and welfare (49.77) are lower than the wives on these sub-dimensions, but statistically they are not significant. Whereas the mean score of some other dimensions such as Physical facilities (51.19), Rapport with students (50.25) and relationship with co-workers (50.20) of wives are higher than that of husbands mean scores on physical facilities (48.81), then Rapport with student (49.75) and relationship with co-workers (49.80), are lower, but not statistically significant. Overall these analyses suggest that there is no significant difference between job satisfactions of teacher couples. Hence, the second hypothesis that is there is significant difference in the Job Satisfaction of teacher couples is also rejected.

Maheswari (2005) and Jadhav,S.G(2013) also found that there is no significant difference between male and female teachers job satisfaction.

While,Sinha,V.and Prabhat,R 1993)and Alka & Asthan(2004) found that male teachers are more satisfied with their job than their female counterparts.

Whereas Khatoon(2000) and Bindu,C.M(2006) found that female teachers had a greater job satisfaction than the male teachers.

Table No-3. Coefficient of correlation between Occupational Self-efficacy and Job Satisfaction of Teacher Couples (Husbands and Wives).

	Overall Job satisfaction	Remarks
Overall Occupational Self-efficacy	r = 0.52745	S*

Critical value of 'r' for n=100 is + 0.1965 significant $p < 0.05$ level.

Table N0-3. Suggest that there is a positive and significant correlation between Occupational Self-efficacy and Job satisfaction of teacher couples. Therefore, the third hypothesis that is Occupational self-efficacy and Job Satisfaction of primary school Teacher Couples is accepted. It means that higher the Occupational self-efficacy greater the Job Satisfaction.

CONCLUSIONS:

- 1.Primary school teacher couples did not differ significantly in terms of their Occupational Self efficacy.
- 2.Primary school teacher couples did not differ significantly in their Job satisfaction.
- 3.Occupational Self-efficacy and Job satisfaction of Primary school teacher couples is positively and significantly correlated.

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