

## Examining Correlates between School Teacher's Self-Efficacy and Their Job Involvement

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### ABSTRACT

*The objective of this study is to examine the relationship between self-efficacy and job involvement. Data for the study was collected from secondary school teachers of Uttarakhand region, India. Validity, internal consistency and reliability of the measures were evaluated. Correlation analysis, mean and standard deviation analysis was conducted to evaluate the hypothesis. Findings indicate that the measures of self-efficacy and job involvement are capable of generalization in secondary school context. Further teacher self-efficacy was positively and significantly correlated to teacher sense of job involvement. This study is important as it contributes towards the self-cognitive theory provided by Bandura.*

**Keywords:** *Self-efficacy, Job Involvement, secondary school, teachers*

### 1. INTRODUCTION:

With the rapid increase in competition, the importance of education is increasing. The rising significance of education is giving a boost to education sector, which is backbone of the developed/developing society (Priya, 2013; Kingdon, 2007). Today's quality education is not limited to the development of knowledge and intellectual skills, but also supports effective growth of the economy. In order to deliver quality education to attain development of the economy, schools play a crucial role. School is a place that shapes self-confidence among teachers to inject the relevance of education in students and encourage them to work with high team spirit. Teachers based on their confidence direct their students to identify and understand novel and innovative ideas, learn diverse subjects like science and language and avail them opportunity to learn wider range of international personalities, geographical and cultural aspects (Sarahan, 2014). Teachers play an extraordinary role in

the educational development and mental growth of children as they impart knowledge upon them in their most impressionable manner (Srivastava & Dhar, 2015). The success of school depends on the degree of teacher's belief in their own capabilities and on the degree of their involvement in job (Srivastava, 2017). Schools are the key source to country's socio economic development. With the motto for education for all, importance of schools in developing society has been raised to manifolds (Srivastava & Dhar, 2015).

Scholars are consistent in showing that teacher's positive belief and involvement have a great influence on their performance. Past studies in education have focused on the identification of the factors affecting and specifically improving the effectiveness of teacher (Srivastava, 2017). Many studies classified teacher characteristics like professional knowledge, skills and experiences as the reason for their involvement and engagement towards their profession. Though, few propose that teacher's self-efficacy is the source which connects the psychological process of intentions and behavior. When teachers perceive human resource practices as comprehensive, they sense an increment in their skills and knowledge and aim at attaining professional excellence. Such feeling raises their efficacy towards problem-solving and managing work effectively, thus making them internally strong so as to give more efforts in teaching (Srivastava & Dhar, 2015). Based on the self-efficacy theory given by Bandura (2001), we argue that self-efficacy among teachers is related to their job involvement. With respect to schools, it has been found that higher efficacy, both self and collective, among teachers, influences their everyday teaching responsibilities and acts as the chief cause of their behaviors exhibited in the classroom (Tschannen-Moran & Hoy, 2001; Bandura, 1997). Sense of collective self-efficacy in teachers show the extent to which they have the capabilities to get the expected results by encouraging and inspiring student achievement, making classroom environment stress free and tackling students with low morale and low motivation (Srivastava & Dhar, 2015). Moreover, it encourages their tendency to perform well and involves themselves in overall activities of the institution, thus improving their job involvement levels. Job involvement among teachers is of great importance as it motivates their intention to perform, ability to grow, both professionally and personally and get higher job satisfaction (Ebrahimi & Mohamadkhani, 2014). Therefore, this study aims to investigate the affiliation of self-efficacy with job involvement on a sample of school teachers.

## **2. LITERATURE REVIEW AND HYPOTHESIS FORMULATION**

### **2.1. SELF-EFICACY**

According to Bandura (1997), self-efficacy refers to one's own belief in their own capabilities to attempt required course of action for goal attainment. Stajkovic and Luthans (1998) said that for positive work related outcome self-efficacy is an important psychological mechanism. Person with low self-efficacy shows negative approach for their own abilities whereas person with high self-efficacy perceives high capability in doing the given task and also take the responsibility for the outcome (Srivastava & Dhar, 2016). It has been observed that people having low self-efficacy effortlessly give up hopes in the problematic circumstances while people with higher self-efficacy do rigorous efforts to meet up the challenges (Locke, et al., 1984). According to Bandura and Wood (1989) self-efficacy is a key for success in lot many areas as it helps in the growth of self-productivity and in the achievement of goals. More specifically, "self-efficacy" refers to an individual's trust and faith in his or her own potential to perform any specific given task (Staple, Hlland & Higgins, 1999). Self-efficacy is made up of three dimensions: magnitude, the extent of task difficulty and complexity a person believes he/she can attain or overcome; strength, the confidence and belief for magnitude either strong or weak; and generality, the degree generalized anticipation through circumstances (Lunenbug, 2011, pp.1). Bandura (1997) has identified "past performance, vicarious experience, verbal persuasion, and emotional cues" four principal sources of self-efficacy. Self-efficacy can be examined in a general way (Scholz, Gutiérrez-Doña & SudandSchwarzer, 2002) or within a specific context, for example, work (Bandura, 1997). Although self-efficacy is an important predictor of positive psychological and behavioral outcomes in numerous extents of human progress (Kamen et al., 2013; Mystakidou et al., 2013), some authors have argued that investigating specific dimensions of self-efficacy produce more robust results and provide greater clarity regarding its predictors and its impact in specific areas of human's life (Maddux, 2011; Salanova, PeiróandSchaufeli, 2002).

Schwarzer and Hallum, 2008 have supported an idea that people having higher self-efficacy always attempt to explore new opportunity, new environment and to face challenging situations as they have high self-esteem. They rigid to their goal and regain their strength in case feeling low (Lane et al., 2004).

## **2.2. JOB INVOLVEMENT**

In the field of psychology and management research job involvement has been given a great attention by the researcher and became an inevitable construct (Lodahl & Kejner, 1965; Kahn, 1990; Hackman & Lawler, 1971; Harter et al., 2002; Lawler & Hall, 1970; Van Wyk et al., 2003; Feldt et al., 2012; Pisheh, 2011). The term of job involvement has been explained as "the extent and level to which he/she is cognitively engrossed and engaged in, and concerned with his/her current job" (Paullay et al., 1994,

pp.224). Robinson et al., (2004) said job involvement an important construct, which is of great use in employee performance and observed it a popular term. There are several researches with shows the relationship among work outcomes and job involvement. Some scholars presented positive associations between organizational commitment, while some indicated negative connection with turnover intention and a direct impact on employee performance (Sonnentag, 2003; Schaufeli & Bakker, 2004). Lawler and Hall (1970) explained that Job involvement as the extent to which individual's job is significant to their own self-image, degree of active participation of employees in their job (Bass, 1965) or the degree of influence of perceived performance on employee's self-esteem (French & Kahn, 1962). Job involvement has been found as a key factor impacting individual as well as organizational variables (Lawler, 1986) and with the study of job involvement and its relationship with variables like job performance, job characteristics, absenteeism and turnover (Patterson & O'Driscoll, 1990; Brown & Leigh, 1996; Janssen, 2003).

**Hypothesis 1:** Measures of self-efficacy and job involvement were applicable in school teacher context.

**Hypothesis 2:** Self-efficacy is correlated to job involvement.

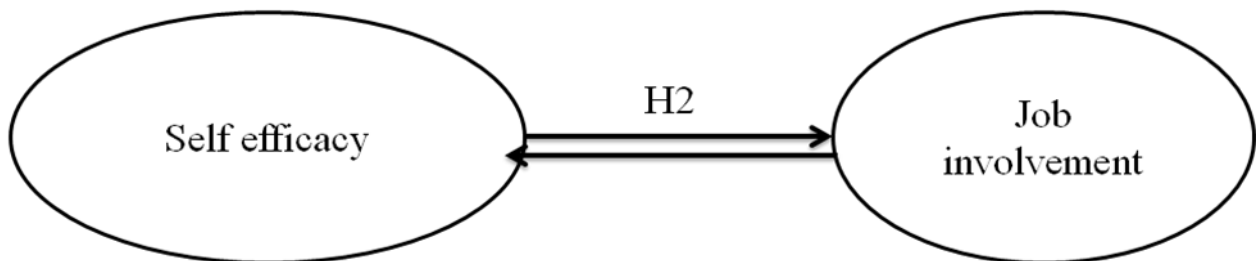


Figure 1: Hypothesized model

### 3. METHODOLOGY

#### 3.1. Measures

We measured *Job involvement* through the 27-item scale established by Paullay et al. (1994); *Self-efficacy* by using 24-item Ohio State teacher efficacy scale given by Tschannen-Moran & Woolfolk Hoy (2001). Both the variable was rated on 7 point Likert scale ranging from 1 as 'strongly disagree' to 7 as 'strongly agree'.

These measures were screened for reliability, internal consistency and validity. Reliability was examined through Cronbach alpha coefficient. For self-efficacy measure, reliability was 0.949, while for job involvement, the reliability was 0.978. These estimates passed the standard reliability levels (>0.50) and presented higher reliability of the measure. Internal consistency of the variables was measured through factor loadings and average variance explained estimates. Since the composite reliability of the measures was all above 0.60, this showed that the measures had internal consistency (Bagozzi & Yi, 1988). Convergent validity was tested based on the AVE scores. Since all the factors loaded above 0.40 and AVE for self-efficacy and job involvement was 0.63 and 0.71, which were all above 0.50 thresholds (Fornell & Larcker, 1981). 99 per cent confidence intervals (CIs) for correlations comprise one (Anderson & Gerbing, 1988), and AVE values for all the variables in models are high than their matching squared correlation, which presented no issues for discriminated validity (see Table 1 and Table 2).

**Table 1:**

Reliability and average variance explained estimates

Variables	Cronbach $\alpha$	AVE
Self-efficacy	0.949	0.63
Job Involvement	0.978	0.71

### 3.2. Sample

*Population:* this study has taken secondary schools teachers working in Uttar Pradesh region as the population of the study.

*Sample frame:* we collected data from teachers working in 65 secondary schools. Schools with less than 10 teachers were not considered for the study.

*Data collection:* based on the convenience sampling sample was framed and data was collected via questionnaire method. At first, aim of the study was explained to the principal of each school and based on the authority letter provided from them, we contacted teachers personally and get the completed responses. On collecting the questionnaires, responses were screened for outliers and

missing values. All the responses with missing values were eliminated from the study. Finally, 361 complete responses were considered for the statistical analysis.

### 3.3. Analytic approach

Initially we estimated mean and standard deviation on the data collected. Arithmetic mean was examined to evaluate the central value of the collected data. Standard deviation (SD) was also measured to identify the total variation in the group of data values. Statistically, a standard deviation estimate lies between the ranges of 0 to 1. Value close or equal to 0 indicates that the data points is very close to the mean (also called the expected value), while a value higher than 0 presents that the data points deviates to a wider range. Then, a correlational analysis was carried out to appraise the association between the variables comprising in the hypothesized model. Specifically, correlation analysis was done to illustrate a measureable estimate of correlation and dependence which explains the extent of statistical relations amid given variables

### 4. Findings and Discussion:

Mean analysis showed that teachers had low level of self-efficacy ( $m = 2.953$ ). This indicates that teachers in the given sample had low sense of achievement, efforts and persistence. They lack the capability to develop challenging activities, support students to succeed, and continue with students with problems. Supporting the previous studies, this study also showed that teachers with low efficacy tend to have less positive classroom environment, less likely to encourage student ideas and views and meet their learning requirements. Moreover, teachers in schools with less self-efficacy make fewer efforts to give positive environment to students, praise them less and rarely give personal attention or supervision to their students. Responses received for job involvement also presented low mean ( $m = 3.141$ ). This indicates that teachers are less involved in their tasks. Teachers have low commitment towards their tasks and perceive their total work condition as less significant for their life and career. They are less cognitively preoccupied and less anxious with their present job. Standard deviation also represented to be low and presented that majority of the data points are deviated around the mean score. The estimate for self-efficacy came out to be 1.73, while for job involvement the standard deviation estimate was 1.76. The mean and standard deviation estimates are represented in Table 3.

Correlation estimates showed a higher correlation between the variables. The self-efficacy was highly correlated with job involvement of teachers in a positive and significant manner ( $r = 0.505$ ,  $p < 0.001$ ). This represents that teacher self-efficacy is highly related to their job involvement. When they are less confident to face adverse situations in classrooms, less efficacious to teach and manage disturbing

students, they tend to lose their interest in their job which ultimately influences their job involvement. Low job involvement in turn lowers their self-efficacy to perform well and contribute towards the institution. They sense less interest in teaching students with enthusiasm and zeal, try to escape from extra role behavior and restrict themselves to formal lines of behavior (Srivastava and Dhar, 2015). The correlation estimate is represented in Table 2.

**Table 2:**

Correlation estimates and discriminant validity

Variables	Correlation	
	1	2
Self-efficacy	0.793	
Job Involvement	0.505***	0.842

Note: Values given in diagonal represent squared root estimate of AVE.

\*\*\*P < 0.001

**Table 3:**

Mean and standard deviation results

Variables	Mean	SD
Self-efficacy	2.953	1.73
Job Involvement	3.141	1.76

#### 4.1. Limitations and future scope:

This paper was restricted to one region in Uttarakhand region, so scholars are encouraged to examine the model in different regions. Future studies can also be conducted to examine the causal effect between the construct and evaluate prospective mediators and moderators in the hypothesized

model. Sample size can also be varied and reexamined to check the reliability of the results and its generalization. Regression analysis and other multivariate analysis can also be conducted to examine the extent of predicting ability of self-efficacy on job involvement.

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