

Job Satisfaction As a Function of Self-Efficacy and Personal Strain Among High School Teachers' in Chittoor District of Andhra Pradesh State of India

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Job satisfaction is a worker's sense of achievement and success on the job. It is generally perceived to be directly linked to productivity as well as to personal well-being. Job satisfaction implies doing a job one enjoys, doing it well and being rewarded for one's efforts. Job satisfaction further implies enthusiasm and happiness with one's work. Job satisfaction is the key ingredient that leads to recognition, income, promotion and the achievement of other goals that lead to a feeling of fulfillment. Job satisfaction as a function of self-efficacy and personal strain among high school teachers in Chittoor district of Andhra Pradesh state of India. To assess the impact of self-efficacy and personal strain on job satisfaction among high school teachers. Sample of the present study consists of 400 primary teachers in Chittoor District of Andhra Pradesh State. The job satisfaction scale developed by Karanam Bahaboobuvali and Vijaya Vardhini, self-efficacy scale standardized by Nelson and Copeland and personal strain questionnaire was assessed and standardized by Samuel Osipow and Spokane were used. Results revealed that self-efficacy and personal strain have significant impact on job satisfaction.

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Keywords: Self-Efficacy, Personal Strain on Job Satisfaction and High School Teachers

INTRODUCTION

Teachers are the leading individuals involve in teaching and learning process. Institutions are providing these facilities to teach the learners. But most of the teachers bear a lot of stress while doing this important job. Schools are considered as the main part of the society to groom and educate the society. Teachers are considered as the role models whereas the job of the teachers is very challenging (Shazia Zamir & Quratul Ain Hina, 1990). Teacher self-efficacy pertains to one's perceived competence to deal with all demands and challenges that are implied in teachers' professional life.

Teacher self-efficacy is the perception teachers have that they can effectively perform the professional tasks such as helping students to learn. With a high teacher self-efficacy, teachers tend to have a positive feeling about teaching and they gain confidence about their teaching abilities. Self-efficacy determines both teachers' behavior and efficacy expectations in the school where they work. This is because teachers are part of the school environment where they contribute to the realization of the organizational goals. The teachers involved in the study explained that they undergo the middle level of strain which does not harm them on the extremes at the present time. Positive results are seen when the relationship is between personal strain and emotional fatigue and the very low positive in the relationship of exist between personal strain and all other dimension s. Therefore, the individual bars the high level of personal strain he might be at the risk of experiencing more emotional fatigue (Clark, 1985; Farber, 1983).

Job satisfaction is a complex and multifaceted concept which can mean different things to different people. Job satisfaction is usually linked with motivation, but the nature of this relationship is not clear. Satisfaction is not the same as motivation. Job satisfaction is more of an attitude, an internal state. It could, for example, be associated with personal feeling of achievement, either quantitative or qualitative (Mullins, 2005). Job satisfaction is the degree to which a person reports satisfaction with intrinsic and extrinsic features of the job. In the context of teaching, job satisfaction among teachers involves offering a sense and feeling of accomplishment, interest and challenge. It is a collection of feelings that an individual holds toward his or her job. This implies that a high level of job satisfaction brings positive attitudes toward the job and vice versa. The more satisfied one is less is the likelihood of missing work and dissatisfied employees on the other hand are more likely to miss work. This shows that job satisfaction is negatively related to turnover. Similarly; factors such as expectations about alternative job opportunities, and length of tenure with the organization are important constraints on the actual decision to leave one's current job. Thus, organizations with more satisfied workers as a whole are more productive.

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Robert and Ming (2010) studied the effects on teachers' self-efficacy and job satisfaction related to gender, years of experience, and job stress. Teachers' years of experience showed nonlinear relationships with all three self-efficacy factors, increasing from early career to mid-career and then falling afterwards. Female teachers had greater workload stress, greater classroom stress from student behaviours, and lower classroom management self-efficacy. Those teaching young children (in elementary grades and kindergarten) had higher levels of self-efficacy for classroom management and student engagement. Lastly, teachers with greater classroom management self-efficacy or greater instructional strategies self-efficacy had greater job satisfaction.

Canrinus et al. (2012) conducted a study to explore the relationships between indicators of teachers' professional identity on self-efficacy, job satisfaction, motivation and commitment. Results revealed that classroom, self-efficacy and its relationship with satisfaction play a key role in the relationships between the indicators. Borgogni et al. (2013) aimed to deepen the concurrent role that has been rarely investigated in predicting absence of self-efficacy and job satisfaction, testing both a direct as well as an indirect relation. Results indicated that training in self-efficacy can lead to higher job satisfaction and therefore to greater work attendance. Moyosola Jude Akomolafe and Abel Olufemi Ogunmakin (2014) examined that the job satisfaction among secondary school teachers: emotional intelligence, occupational stress and self-efficacy as predictors. Results indicated that emotional intelligence, occupational stress and self-efficacy jointly predicted job satisfaction. Also, indicated that emotional intelligence is more important than self-efficacy while occupational stress did not predict job satisfaction among teachers. Muhangi (2017) examined that the turnover intention was related with self-efficacy and job satisfaction among secondary school teachers. Independent samples t-test, Chi-square, Pearson Correlation Analysis, Regression analysis; and Kruskal Wallis test showed that: teacher self-efficacy and job satisfaction depend on personal characteristics including sex, age, religious affiliation, marital status, and teaching work experience. The study also revealed that self-efficacy and job satisfaction are correlates to turnover intentions among secondary school teachers while school context self-efficacy predict turnover intentions among teachers. Thus, self-efficacy and job satisfaction should be harnessed to eliminate turnover as a challenge to the teaching profession. Aung (2017) investigated the factors affecting the self-efficacy of secondary school teachers and their satisfaction to the teaching profession. The result showed that teachers' self-efficacy was positively related to job satisfaction. The result of simple linear regression analysis revealed that self-efficacy may be considered as a predictor of job satisfaction. The teachers who have high self-efficacy would be satisfied with their jobs. Thus, the policy-makers should consider to design and apply appropriate policies to create professional development programs to increase teachers' self-efficacy. Rana and Soodan (2019) attempted the effect of stress on job satisfaction, burnout and health that prevails among faculty members of select public and private colleges in Punjab, India. The results revealed significant impact of occupational and personal stress on burnout, job satisfaction, and health of college teachers. Pooja (2019) studied the relationship between job satisfaction and occupational self-efficacy and the difference between the levels of job satisfaction and occupational self-efficacy among government and private school teachers. The results revealed that there is significant difference between government and private school teachers in their level of job satisfaction and there is no significant difference between government and private school teachers in their level of occupational self-efficacy. Ortan, Simut and Simut (2021) examined that the relationship between teacher job satisfaction and four main categories of determinants: self-efficacy, relational aspects (colleague collaboration, student behavior, school management), work-related aspects (administrative workload, teaching tasks) and working conditions, in order to identify various implications for teachers' well-being. The results showed that self-efficacy, promotion, positive student behaviour and working conditions have significant effects on job satisfaction. Marcionetti and Castelli (2022) examined that the study was to test a model of factors predicting teachers' job and life satisfaction, burnout, dispositional optimism, social support, perceived workload, and self-efficacy. The results revealed the differential effect of the variables considered on teachers' burnout and job satisfaction, as well as their life satisfaction. Dispositional optimism, social support, and perceived workload might reduce the risk of teacher burnout; dispositional optimism, social support, and teacher self-efficacy seem to positively effect on job satisfaction; and dispositional optimism alone, together with burnout and job satisfaction, directly relates to teachers' life satisfaction.

A teacher is the keystone to a civilized society, since education is the root cause of civilization. In addition to being the pivot around which teaching and learning are organized, he/she is also responsible for impacting national development. It is impossible for the teacher to fulfill his/her duties, they cannot happy

with their job. Satisfaction is the basic requirement of any profession. As the teacher is the main stakeholder and architect of the learning process, he/she must be satisfied with his/her job. It is only when teachers are satisfied with their jobs that the goals and objectives can be met in any educational setting. So, the present investigation makes an earnest attempt to study the impact of self-efficacy and personal strain and its effect on job satisfaction among high school teachers.

Objective of the Present Study

To assess the impact of self-efficacy and personal strain on job satisfaction among high school teachers.

Hypotheses of the Present Study

There would be significant impact of self-efficacy on job satisfaction among high school teachers.

There would be significant impact of personal strain on job satisfaction among high school teachers.

METHODOLOGY

Sample

Sample for the present study consists of 400 high school teachers, both male and female in Chittoor District of Andhra Pradesh State of India. The subjects were in the age group of 25-58 years selected and using systematic random sampling method.

Variables

In this study the following variables were taken into consideration. The dependent variable is job satisfaction and independent variables are self-efficacy and personal strain.

Tools

Assessment of Job Satisfaction: The job satisfaction scale developed by Karanam Bahaboobuvali and Vijaya Vardhini (2013). This scale consists of 60 items and each item has 5 options. The positive statements carry a weightage of 5, 4, 3, 2, and 1, the negative statements one a weightage of 1, 2, 3, 4 and 5. In this study 700 secondary school teachers were selected by employing simple random sampling technique. High score indicates better job satisfaction and low score indicates poor satisfaction. The reliability coefficient by test-retest reliability is to be 0.96 and the validity of the instrument is to be 0.81.

Assessment of self-efficacy: This was standardized by Nelson and Copeland (2004), which consists of 16 items. Each statement has four options that is strongly agree-4, agree-3, disagree-2, and strongly disagree-1 for positive, whereas 1, 2, 3 and 4 scores are for strongly disagree to strongly agree for negative. The sample for the investigation consisted of 900 high school teachers. Low score indicates low self-efficacy and high score indicates high self-efficacy. The reliability of the instrument was established by using test-retest method, it is 0.82 and validity of the instrument is 0.92.

Assessment of the Personal Strain: The personal strain questionnaire was assessed and standardized by Samuel Osipow and Spokane (1987). It has comprised of four components that is vocational strain, psychological strain, interpersonal strain and physical strain. In this questionnaire there are 40 statements and five options are available for each statement. The options are 1-rarely or never true, 2-occasionally, 3-often true, 4-usually true, and 5-true most of the time and the scores are allotted respectively as shown above for each option. The normative data for the OSI were derived from a representative sample of 983 participants in this study. The instrument reliability is 0.94 and validity is 0.85 by using test and retest method.

RESEARCH DESIGN

Since, there are two independent variables that is self-efficacy (low & high) and personal strain (low & high). Each variable bifurcated into two categories; and hence, a 2×2 factorial design used.

Statistical Analysis

The obtained data were subjected to statistical analysis such as Means, SDs and Analysis of Variance (ANOVA) was used.

RESULTS

Table-I: Means and SDs for scores on job satisfaction among high school teachers.

Personal Strain		Self-Efficacy	
		Low	High
Low	Mean	179.04	196.15
	SD	33.05	32.01
High	Mean	171.38	181.12
	SD	35.14	36.45

Grand Means

Low Self Efficacy = (M: 175.21) Low Personal Strain = (M: 187.58)
 High Self Efficacy = (M: 188.64) High Personal Strain = (M: 176.25)

Table-I shows that teachers with high self-efficacy and low personal strain (M=196.15) have high job satisfaction among high school teachers compared other groups. It is also found that teachers with low self-efficacy and high personal strain (M=171.38) have low job satisfaction among high school teachers compared to other groups.

Grand means reveals that in terms of self-efficacy, teachers with high self-efficacy (M=188.64) have high job satisfaction compared with low self-efficacy (M=175.21). In terms of personal strain, teachers with low Personal Strain (M=187.58) have high job satisfaction than teachers with high Personal Strain (M=176.25).

Table-II: The summary of ANOVA for scores on job satisfaction among high school teachers.

Source of variance	SS	df	MSS	'F'
Self-Efficacy (SE)	556.025	1	556.025	8.95 **
Personal Strain (PS)	489.265	1	489.265	7.87**
SE × PS	376.501	1	376.501	6.05*
Within	25799.40	396	65.15	-
Total	27221.191	399	-	-

**-Significant at 0.01 level

*-Significant at 0.05 level

Hypothesis-1: There would be significant impact of self-efficacy on job satisfaction among high school teachers.

It is evident from table-II that the obtained 'F' value of 8.95 is significant at 0.01 level indicates that self-efficacy has significant impact on job satisfaction among high school teachers. As the 'F' value is significant, the hypothesis-1, which stated that self-efficacy has significant impact on job satisfaction among high school teachers, is accepted as warranted by the results.

The probable reason might be an individual with higher self-efficacy are prepared to handle more challenging and problematic situations and, with continued effort, achieve positive outcomes to achieve high levels of job satisfaction. Insufficient personal resources and low self-efficacy may prevent a person from achieving their goals. It would seem that teachers with lower levels of self-efficacy are also less satisfied in their jobs. Teachers' self-efficacy has a crucial role to play in implementing new methods in this context, which leads to improved teaching capabilities and a higher level of job satisfaction.

The present study is corroboration with the findings of Robert and Ming (2010); Canrinus et al., (2011); Moyosola Jude Akomolafe and Abel Olufemi Ogunmakin (2014); Nu Nu Nyunt and Thida Aung (2017) and Marcionetti and Castelli (2022) who stated that self-efficacy has significantly and positively related with job satisfaction.

Hypothesis-2: There would be significant impact of personal strain on job satisfaction among high school teachers.

As shown in table-II that the obtained 'F' value of 7.87 is significant at 0.01 level indicates that personal strain has significant impact on job satisfaction among high school teachers. As the 'F' value is significant, the

hypothesis-2, which stated that personal strain has significant impact on job satisfaction among high school teachers, is accepted as warranted by the results.

The probable reason might be a person experiences personal strain when he or she cannot meet expectations. Individuals are burdened by incompatible behaviors and expectations beyond their capacity. An individual is put under a great deal of strain by unattainable goals, expectations, or obligations ascribed to a singular role in the society. An inability to meet the targets assigned to him leads to occupational strain. Psychological strain and strained interpersonal relationships resulted in extreme personal strain. Physical strain occurs when the teacher is not able to cope with the situation due to a physical defect and is unable to carry out the assigned task. Personal strain is a result of all these factors. Teachers who obtained high scores had more personal strain and less job satisfaction.

The present study is corroboration with the findings of Rana and Soodan (2019) and Ortan, Simut and Simut (2021) who stated that personal strain has significantly and positively related with job satisfaction. Table-II clearly indicates that the 'F' value of 6.05 self-efficacy and personal strain (SE × PS) is significant, indicates that there is significant interaction between self-efficacy and personal strain in causing the effect on job satisfaction among high school teachers.

CONCLUSIONS

There is significant impact of self-efficacy on job satisfaction among high school teachers. Teachers with high self-efficacy have high job satisfaction than teachers with low self-efficacy. There is significant impact of self-efficacy on personal strain among high school teachers. Teachers with low personal strain have high job satisfaction than teachers with high personal strain. In this investigation the influence of self-efficacy and personal strain on job satisfaction was studied without examining the influence of other factors like personality, well-being, personal values. The investigation focused only on self-efficacy and personal strain only, without considering socio-demographic variables like gender, locality, type of management, socio-economic status, educational qualifications, salary, type of family etc. At secondary and primary levels, the relationship between teacher job satisfaction and student achievement can be investigated. Unaided public schools should encourage the formation of teachers' associations. It may be their responsibility to ensure that proper salaries are paid, that good working conditions are maintained, and that welfare activities such as health and hygiene, medical facilities, water and electricity facilities, as well as leaves and pensions are provided.

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