

## Impact of Job Satisfaction on Self Efficacy in HLIs

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### **Abstract**

The purpose of the study to find out the relationship between Job Satisfaction and Self Efficacy and to find out the impact of Job Satisfaction on Self Efficacy of teachers in Higher learning Institutions(HLIs). Questionnaire was distributed among fifty faculty members of Arts and Science College and 5 point Likert Scale was used. Pearson's Correlation coefficient and Regression were used for analysis. Result implies that there is positive relationship between Job Satisfaction and Self Efficacy and also positive impact of Job Satisfaction on Self Efficacy.

**Keywords:** Teachers, Job Satisfaction and Self Efficacy

### **Introduction**

Education is the greatest equalizer of society and is regarded as the key to greater social mobility in many developing countries. A nation with highly educated people is perceived to be more successful in attaining global competitiveness (Shaneil 2015). Teachers are the best nation builder for a cardinal role they play in the building up of the character of the next generation. Teachers inculcate confidence, generate national welfare and emblems, develop societal conduct, morals and create standards of excellence in their academic fields (Zafar 2014).

Teaching is a (Sachs, 2003) highly accountable, intellectual, bureaucratic, demanding, physical, emotional, unrelenting efforts, intensive and socially responsible occupation. While employed to teach primarily, teachers are performing in large variety of tasks with fundamental teaching, such as development, campus planning, curriculum design, information technology, workplace, marketing, resource management, students' welfare in health and safety, community relations.

Many teachers begin their career with enthusiasm and positive expectation and looking for change in direction after only few years. While other experienced teachers struggling from less job satisfaction with limited sources. It has been claimed that satisfaction is correlated with the larger society and employing body of governments (Dinharm and Scott, 1998). Also satisfaction may directly related to special teachers' effectiveness, which may in turn have access to the relevant professional development (Oyewumi 2012). So, this study focuses on combination of the Job Satisfaction and Self Efficacy among Teachers.

## Review of Literature

Gkolia et al. (2014) examined the relation between Job Satisfaction and Self-Efficacy efforts by teachers and general employees. Shows, schools has to pay more attention to humanizing teacher's job satisfaction and self-efficacy, enhancing and investigating those factors which will develop teachers' Job Satisfaction and Personal Efficacy. Shaneil et al. (2015) analysed to compare the perceptions of Job Satisfaction and Self-Efficacy level between Korean and Non-Korean teachers. Stated that the administration should provide a positive working environment would promote professional development and foster a supportive relationship among all the teachers, regardless of their cultural background.

Seyithan (2015) made to study the relationship between the Self-Efficacy and Job Satisfaction of middle school teachers. Found negative relationship between Job Satisfaction and Self-Efficacy Beliefs. Robert & Ming (2010) examine the relationships among teachers' years of experience, teacher attitude (gender and teaching level), self-efficacy three domains (instructional strategies, student engagement and classroom management), job stress (classroom stress and workload), and Job Satisfaction. Nida Collins et al. (2014) found differences in Job Satisfaction and self-esteem in male and female teachers of public and private schools. Mustafa & Erdil (2012) examine the relationships between Self-Efficacy, Work Engagement and Job Satisfaction.

Ming and Yen (2012) shed light on potentially complex relationships between Self-Efficacy, Job Performance and Job Satisfaction. Joey and Shane (2008) described the current level of teacher Job Satisfaction and Self-Efficacy among all early career agriculture teachers and to determine relationship existed between teacher Job Satisfaction and Self-Efficacy among those teachers. A variety of relationships exist between each factors and overall job satisfaction between each group of teachers. Oyewumi et al. (2012) examines Job Satisfaction and Self-Efficacy correlated Commitment of Special Education Teachers. Busch et al. (1998) explores differences in performance indicators among faculty employees. Lighted, performance indicators such as Job Satisfaction, Self Efficacy, Goal Commitment and Organizational Commitment in the College Sector.

## Purpose of the study

The aim of this quantitative study was to examine teachers' Job Satisfaction and their Self Efficacy.

1. To examine the relationship between Job Satisfaction and their Self Efficacy.
2. To find the impact of Job Satisfaction on Self Efficacy.

## Research Design

This study adopts a descriptive survey design. It examines the Correlation of Job Satisfaction and Self Efficacy among teachers in Higher Learning Institution. MSQ – Short Version Items of Job Satisfaction Scale and Self Efficacy Scale were used for assessment.

## Hypothesis

**Ho1:** There is no significant relationship between Job Satisfaction and their Self Efficacy.

**Ho2:** There is no impact of Job Satisfaction on Self Efficacy.

## Sample and Techniques

A Simple Random Sampling technique is employed. The sample for this study comprised teachers in Women's Arts and Science College. A standardized instrument is used to gather information for this study, using 5-point likert scale scores range from strongly disagree, disagree, neither agree nor disagree, agree and strongly agree respectively.

## Method of Data Analysis

Statistical tools were used to analyze, Pearson Product Moment Correlation Coefficient for relationships between Job Satisfaction and Self-Efficacy and Regression to find out the impact of Job Satisfaction on Self-Efficacy. Tested Reliability Statistics, Cronbach's Alpha indicated 0.850, which means items in the scale are valid for further statistical analysis. Variables are constructed by using average mean. Descriptive Statistics were used to light on minimum and maximum value in scale. Mustafa & Erdil (2012) correlation and regression analyses were used to find the relationships between Self-Efficacy, Work Engagement and Job Satisfaction. Joey and Shane (2008) Pearson Product Moment Correlations tools were used. Early career agriculture teachers in Kentucky are efficacious and satisfied with teaching. Oyewumi et al. (2012) analyzed using Pearson product moment correlation coefficient. Stated few reviews which support this study in analysis.

Table: 1  
Relationships between Self Efficacy and Job Satisfaction of Higher Learning Institution Using Pearson Moment Product Correlation Coefficient

Correlations			
		Self Efficacy	Job Satisfaction
Self Efficacy	Pearson correlation	1	.420**
	Sig. (2 –tailed)		.002
	N	50	50

<b>Job Satisfaction</b>	Pearson correlation	.420**	1
	Sig. (2 –tailed)	.002	
	N	50	50

\*\* Correlation is significant at the 0.01 level (2-tailed). \*\*

Source: Primary Data

Above Table.1 shows that there is a significant positive relationship between Job Satisfaction and Self-Efficacy of teachers in HLIs (R = 0.420\*\*, Sig. (2 –tailed) value p = 0.002). Nida Collins et al. (2014) Found that there is significant difference in a teacher's job satisfaction in public and private sector schools. Joey and Shane (2008) a negative and substantial relationship was found between the classroom management teacher self-efficacy construct and

overall job satisfaction. Oyewumi et al. (2012) Results Self-efficacy of teachers and their job satisfaction are significantly related. When combined together are effective in predicting a significant result. Busch et al. (1998) Reveals a positive correlation between Organizational Commitment and Job Satisfaction for the total sample of faculty employees.

Table: 2 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
S.E	50	2.40	4.67	3.0493	.55969
J.S	50	2.79	4.68	3.7611	.37522
Valid N (list wise)	50				

Table: 2 shows that Self Efficacy has the minimum value of 2.40 and maximum value of 4.67, mean 3.0493 and standard deviation 0.55969 whereas Job satisfaction have

the minimum value of 2.79, maximum 4.68, mean 3.7611 and standard deviation is 0.37522.

**Table: 3**  
Regression Table

a. Dependent Variable: S.E

Sl. No.	Variance	Unstandardized Co-efficient		Standardized Co-efficient	t	Sig.
		Beta	Standard error	Beta		
1.	Job Satisfaction	0.627	0.195	0.420	3.210	.002
<b>R2</b>					0.177	
<b>Adjusted R2</b>					0.160	
<b>F statistical</b>					10.306 (.002)	

Table 3 performed the Regression analysis, which is carried out to find out the Job Satisfaction on Self Efficacy, the model significant value is (p value < 0.05) in the model is significant p value (.002) it means there is significant impact of job satisfaction on self efficacy of teachers in higher learning institution, therefore Ho2 is rejected and alternative hypothesis is accepted. “Self efficacy” set as Dependent Variable and “Job satisfaction” as Independent Variable. Job satisfaction has significant positive co-efficient on self efficacy. The impact of dependent variable on independent variable of R2 value is 0 .177 and adjusted r2 value 0.160 F-value at 1% level (0.002) shows 10.306. Ming and Yen (2012) the results reveal that Self-efficacy has a positive effect on job performance and job satisfaction.

**Conclusion**

Seyithan (2015) concluded that teachers with lower levels of self-efficacy beliefs and job satisfaction tend to lose their motivation and fail to provide effective teaching approaches for student learning.

Nida Collins et al. (2014) Suggested that professional induction and training courses should be arranged regularly in order to enhance motivation and skills of the teacher which ultimately lead them towards Job Satisfaction. Findings are supported by the study as the self-esteem and job satisfaction relationship might be affected due to performance and job scales. Mustafa & Erdil (2012) Job satisfaction of certified public accountants was directly predicted by self-efficacy and work engagement. Joey and Shane (2008) suggest that those teachers with higher levels of teacher self-efficacy for the constructs of student engagement and classroom management will have a higher overall level of job satisfaction. Ming and Yen (2012) these results increase understanding of the effect of personal characteristics on organization performance and helped organization to explore the management policies. Oyewumi et al. (2012) recommended to attend workshops and seminars to expose approaches, improve the working environment, and the Government should involve professional special education teachers. Busch et al. (1998)

Concluded that management through commitment may be most successful among the corporate citizens.

The conclusion of this empirical study showed the relationships between Job Satisfaction and Self Efficacy. Most of the previous study deals the relationships between these both variables in different disciplines. In this study, it is observed from Women's Arts and Science College Teacher's Job Satisfaction and their self efficacy. As the analysis shows that there is positive significant relationship between Job Satisfaction and Self Efficacy. And also shows that there is positive impact of Job Satisfaction on Self Efficacy of teachers. Clearly indicates that teachers with Self Efficacy fulfilled with Job Satisfaction. Concluded, increasing the Self Efficacy among the teachers will leads to Job Satisfaction. Teachers Self Efficacy can be improved by conducting workshops, conference and talent proving programs which will enhance them in their profession.

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