

## Job Satisfaction and Occupational Self Efficacy among Government and Private School Teachers in Shivamogga District

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### ABSTRACT

Job satisfaction is a combination of psychological, physiological and environmental circumstances where a person feels satisfaction on the job which acts as a motivation to work. An occupational self-efficacy is the belief of people in their capacities to take their occupation to produce desired effects by their own actions. The present research aims to study 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 sample comprised of 60 teachers, 30 from government and 30 from private schools. Job satisfaction scale by Dr. Amar Singh and Dr. T.R Sharma and occupational self-efficacy scale by Sanjyot Pethe, Sushma Chaudhari and Upindardhar were used to collect the data. The data was analyzed by using Pearson's correlation method and two-way Analysis of Variance. The result of correlation indicates that there is significant relationship between job satisfaction and occupational self-efficacy. The result of ANOVA reveals 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. The result also shows that there is significant gender difference in job satisfaction and occupational self-efficacy.

**Keywords:** *Job Satisfaction, Occupational Self Efficacy, Government and Private School Teachers.*

Teaching is a noble profession as teachers builds future pillars of our society. They play major role in shaping the behavior of their students. They are the one who gives knowledge to us and they are the one who can acquire the knowledge throughout their life. Therefore it is necessary for them to have strategies in their teaching in order to be effective in their jobs. The job is the relationship between an individual and employer for which he is paid. Satisfaction is a stage where there is feeling of attainment of any goal. The word satisfaction accompanying the attainment by an impulse of its objectives. (Ramnath Sharma, 2004). Therefore job satisfaction can be a person's feeling of satisfaction on the job, which acts as a motivation to work. (Ramnath Sharma, 2004). According to the R. Hoppoch job satisfaction is "any combination of psychological, physiological and environmental circumstances that

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cause a person truthfully to say I am satisfied with my job.” E.A. Locke defines job satisfaction as the “pleasurable emotional state resulting from the appraisal of one’s job as achieving or facilitating the achievement of one’s job values. Therefore job satisfaction is the attitude of an individual towards his or her job which leads to valued outcomes. (A.K. Sharan, 2000). A study conducted by R D Sharme and Jeevan Jyoti on job satisfaction among school teachers reveals that extrinsic conditions can influence one’s job satisfaction. The study also shows the factors like demographic, teacher specific and school specific characteristics affect job satisfaction. Job satisfaction increases as increased in the quality and quantity of production. Job satisfaction can be created by attending and solving the problem, respecting the creative suggestion, increasing the wages according to the ability and progress, by giving freedom to seek help in solving problem. (A.K. Sharan, 2000). The study conducted by Michalianos Zembylas, Elena Papanastasiou in the year 2004, examined the job satisfaction in Cyprus. The study showed that Cypriot teachers chose this carrier because of the salary, the hours, and the holidays associated with this profession. The study analyzes how these influences the level of job satisfaction held by the Cypriot teachers. The personal characteristics are also associated with job satisfaction which includes age, gender, race, cognitive ability, job experience, use of skills, job congruence, organizational justice, personality and occupational level. (Duane Schultz and Sydney Ellen Schultz, 2006). Job satisfaction can be measured through questionnaires and interviews. The study conducted by Dunnette and Hokel, 1967) showed that the job satisfaction or job dissatisfaction. They found that job dimensions such as achievement, responsibility and resignation are important for both job satisfaction and dissatisfaction than other job dimensions such as working conditions, company policies and practices and the feeling of security. The study conducted by Blood, 1969 reveals that the job satisfaction variance is controlled by work values. (Girishbala Mohanty, 1997).

An occupation is the number of jobs present in different companies and at different times. Self efficacy is the belief that we have in our capabilities to produce desired effects by our own actions. A study conducted by Aikaterini Gkolia Dimitrios Belias Athanasios Koustelios shows the relation between factors of teachers’ job satisfaction and factors of teachers’ efficacy. Self efficacy among teachers can be classified as behavioral self-efficacy, cognitive self-efficacy, emotional self-efficacy and, and the culture of his/her self-efficacy. Klassenet, al (2010), conducted a research which reveals relationship between teachers’ years of experience and self efficacy factors, and also indicates that teachers with greater self efficacy had greater job satisfaction. According to the Bandura the developmental antecedents of self efficacy are:

1. Previous successes in similar situation.
2. Modelling on others in the same situation.
3. Imagining oneself behaving effectively.
4. Undergoing verbal persuasion by powerful, trustworthy, expert, and attractive other people.
5. Arousal and emotion.

An occupational self-efficacy is the belief of people in their capacities to take their occupation to produce desired effects by their own actions. In occupational self efficacy Sanjyot Pethe, et al determined six factors namely, confidence, command, adaptability, personal effectiveness, positive attitude and individuality. Several study supported the relationship between job satisfaction and self efficacy. S.G Jadhau and Ramesh R. Pujar (2013) conducted a study on job satisfaction and occupational self efficacy which indicates

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positive and significant correlation between job satisfaction and occupational self efficacy. According to Tschannen-Moran and Woolfolk-Hoy (2001), teachers' self efficacy refers to teacher's beliefs about the degree up to which they are able to influence students' involvement in the learning process. The study conducted by Swati Gupta and Vandana Goswami indicates significant difference in professional effectiveness between teachers' educators having average and low occupational self efficacy and it also indicates no significant difference in professional effectiveness between the teachers' educators having high and average occupational self efficacy. A study conducted among teachers of private and government school by Tilak Raj and Lalita indicates no significant difference in the level of satisfaction of male and female teachers. It also revealed that no significant difference in the level of satisfaction of government and private school teachers.

On the basis of these studies the present study was carried out to find the relationship between job satisfaction and occupational self efficacy and their level of difference among private and government school teachers. The present research also aims at the finding of gender difference among school teachers in their level of job satisfaction and occupational self-efficacy.

### **METHODOLOGY**

**Aim:** To assess the level of job satisfaction and occupational self efficacy and their relationship among government and private school teachers.

#### **Objectives**

1. To study the relationship between job satisfaction and occupational self efficacy among government and private school teachers.
2. To study the level of job satisfaction among government and private school teachers.
3. To study the level of occupational self efficacy among government and private school teachers.
4. To study the gender difference in job satisfaction among government and private school teachers.
5. To study the gender difference in occupational self efficacy among government and private school teachers.

#### **Hypotheses**

1. There is no significant relationship between job satisfaction and occupational self efficacy among school teachers.
2. There is no significant difference among government and private school teachers in job satisfaction.
3. There is no significant difference between government and private school teachers in occupational self efficacy.
4. There is no significant gender difference in job satisfaction among school teachers.
5. There is no significant gender difference in occupational self efficacy among school teachers.

#### **Sample**

Present study was carried out with 60 teachers from different area of Sagara. Out of 60, 30 government school teachers (15 male and 15 female) and 30 private school teachers (15 male and 15 female). Participants were selected using purposive sampling method.

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### **Inclusion Criteria**

1. High school and primary school teachers were selected for the study
2. Teachers having minimum five years of experience were selected
3. Teachers who teach academic subjects were selected.

### **Exclusion Criteria**

1. Physically disabled teachers were excluded.
2. Teachers who are working in special schools were excluded.

**Dependent Variables:** Job satisfaction and occupational self efficacy.

**Independent Variables:** Gender and sector (government and private).

**Research Design:** 2\*2 factorial design

## **TOOLS**

**Job Satisfaction Scale:** Job satisfaction scale was developed by Dr. Amar Singh and Dr. T.R. Sharma. This is a self report inventory consisting of 30 items including 5 negative items and 25 positive items.

**Scoring:** The negative items that are item NO. 4, 13, 20, 21, 27 and 28 carry a weight age of 0, 1, 2, 3 and 4 respectively. The remaining positive statements carry a weight age of 4, 3, 2, 1 and 0 respectively. Total score is obtained by adding the scores of all items which gives a quick measure of satisfaction or dissatisfaction in his/her job.

**Occupational Self Efficacy Scale:** occupational self efficacy scale was developed by Sanjyotethe. Sushama Chaudhari and Upindar Dhar. It consists of 19 items with 5 point scale from strongly disagree to strongly agree.

**Scoring:** Each item in the scale is scored 5 for strongly agree, 4 for agree, 3 for neutral, 2 for disagree and 1 for strongly disagree. The total sum of scores is the occupational self efficacy.

### **Procedure**

The purpose of the research was clearly explained to the participant and socio demographic data was collected after taking their consent to participate in the study. Job satisfaction scale and occupational self-efficacy scale was given to them one after the other with clear instruction. After the completion of tests, tools were collected back and scoring was done as mentioned in the manual.

### **Inferential Statistics**

1. Pearson's correlation method.
2. Analysis of Variance

## **RESULTS AND DISCUSSION**

**Table 1 Coefficient of correlation for job satisfaction and occupational self efficacy.**

|                             | Mean  | r    | Significance |
|-----------------------------|-------|------|--------------|
| Job Satisfaction            | 76.68 | 0.3* | 0.02         |
| Occupational Self- Efficacy | 82.07 |      |              |

\*Significant at 0.05 level

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The hypothesis that there is significant relationship between job satisfaction and occupational self-efficacy was tested using Pearson's coefficient of correlation. The coefficient of correlation value is 0.300 which shows that there is positive relationship between job satisfaction and occupational self efficacy. Hence null hypothesis is rejected and alternate hypothesis is accepted.

**Table 2 Analysis of variance for job satisfaction**

| Source   | Sum of squares | df | Mean square | F      | Significance |
|----------|----------------|----|-------------|--------|--------------|
| Sector   | 2030.017       | 1  | 2030.017    | 22.615 | 0.000*       |
| Gender   | 370.017        | 1  | 370.017     | 4.122  | 0.047*       |
| Sector * |                |    |             |        |              |
| Gender   | 54.150         | 1  | 54.150      | 0.63   | 0.441        |
| Error    | 5026.800       | 56 | 89.764      |        |              |
| Total    | 360301.000     | 60 |             |        |              |

\*significant at 0.05 level.

**Table 2.1 Mean and SD for government and private school teachers on job satisfaction.**

| Sector  | Gender | Mean  | Std. Deviation | N  |
|---------|--------|-------|----------------|----|
| Govt    | Male   | 79.07 | 9.867          | 15 |
|         | Female | 85.93 | 10.707         | 15 |
|         | Total  | 82.50 | 10.702         | 30 |
| Private | Male   | 69.33 | 9.053          | 15 |
|         | Female | 72.40 | 8.069          | 15 |
|         | Total  | 70.87 | 80569          | 30 |
| Total   | Male   | 74.20 | 10.539         | 30 |
|         | Female | 79.17 | 11.582         | 30 |
|         | Total  | 76.68 | 11.260         | 60 |

The hypothesis stating that there is no significant difference among government and private school teachers in their level of job satisfaction and gender difference was tested by using Two way Analysis of Variance. The F value of 22.615 indicates that government and private school teachers differ significantly in their level of job satisfaction. So the null hypothesis is rejected and alternate hypothesis is accepted. The F value for gender is 4.122 which states that there is significant difference between male and female teachers in their level of job

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satisfaction. Hence the null hypothesis is rejected and alternate hypothesis is accepted. The interaction between gender and sector is 0.63 which is not significant.

**Table 3 Analysis of variance for sector and gender on occupational self efficacy**

| Source  | Sum of squares | df | Mean square | F     | Significance |
|---------|----------------|----|-------------|-------|--------------|
| Sector  | 1.667          | 1  | 1.667       | 0.015 | 0.902        |
| Gender  | 41.667         | 1  | 41.667      | 0.380 | 0.540        |
| Sector* |                |    |             |       |              |
| Gender  | 9.600          | 1  | 9.600       | 0.088 | 0.768        |
| Error   | 6136.800       | 56 | 109.586     |       |              |
| Total   | 410286733      | 60 |             |       |              |

**Table 3.1 Mean and SD for government and private primary and high school teachers on occupational self efficacy.**

| Sector  | Gender | Mean  | Std. Deviation | N  |
|---------|--------|-------|----------------|----|
| Govt    | Male   | 81.00 | 13.820         | 15 |
|         | Female | 83.47 | 7.661          | 15 |
|         | Total  | 82.23 | 11.051         | 30 |
| Private | Male   | 81.47 | 9.870          | 15 |
|         | Female | 82.33 | 9.552          | 15 |
|         | Total  | 81.90 | 9.553          | 30 |
| Total   | Male   | 81.23 | 11.802         | 30 |
|         | Female | 82.90 | 8.527          | 30 |
| Total   |        | 82.07 | 10.243         | 60 |

The hypothesis stating that there is no significant difference among government and private school teachers in occupational self efficacy and gender difference was tested by using two way Analysis of Variance. The F value of 0.015 indicates that government and private school teachers do not differ significantly in their level of occupational self efficacy. So the null hypothesis is accepted. The F value for gender is 0.380 which states that there is no significant difference between male and female teachers in their occupational self efficacy. Hence the null hypothesis is accepted. The interaction between sector and gender is 0.88 which is not significant.

## SUMMARY AND CONCLUSION

The obtained result shows that there is positive relationship between job satisfaction and occupational self efficacy. There is significant difference in the level of job satisfaction among government and private school teachers and also there is significant gender difference in the level of job satisfaction. The result also indicates that the government and private school teachers do not differ in their level of occupational self efficacy and there is no significant gender difference in occupational self efficacy.

### *Limitations*

1. The study considered the sample only from the geographical area of sagara.
2. Small sample is used in study, hence generalization is limited in its scope.

### *Scope for Further Study*

The study can be generalized with the large sample and with the different geographical areas. The present research can be continued by considering the various areas of job satisfaction.

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### *Conflict of Interest*

The authors carefully declare this paper to bear not conflict of interests

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