

Research Paper

## A study on self efficacy and job satisfaction in early childhood educators

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### ABSTRACT

Early childhood teachers play an important role in child development, a teacher child relationship in particular contribute to the development of a young child's social emotional capability. Teacher self-efficacy has been determined to be an important factor in predicting student attainment. Self-efficacy has the power to motivate, influence choices, influence personal goals, and increase perseverance through difficult challenges. Self-efficacy begins by making people feel that they have the power to change their own world. Job satisfaction is mixture of psychological, physiological, environmental factors that genuinely lead a person to claim that he/she is happy with the job. The purpose of the study was to investigate how teacher job satisfaction and self-efficacy were related. A sample of 36 early educators in age 25-40 was taken. Standardized measures of self-efficacy and job satisfaction were used. The findings of study revealed that there is significant difference between males and females pertaining to IS (Instructional Strategies). However, there is no significant relationship between self-efficacy and job satisfaction. It will be very helpful for teachers if Government pay attention and try to strengthen the position of teachers by implementing appropriate assistance for teachers in the frame of the school classroom, enhancing their skills and knowledge and improving their abilities may increase teacher's confidence level of effectively managing a classroom, implementing instructional strategies and engaging students to the learning process, and improve teacher's job satisfaction.

**Keywords:** *Self Efficacy, Job Satisfaction, Early Educators.*

**E**arly Childhood Educators are teachers who specialize in working with young children, from toddlers to children of up to twelve years of age. In the most basic aspects of formal education, their function consists mainly of providing nursing and instruction. Vocabulary, simple reading and writing, and establishing the basis of social interaction are some of the subjects they cover. Early Childhood Educators must also create a positive environment and detect behavioral or cognitive difficulties in their students in order to apply the necessary corrections or teaching methods.

Self-efficacy is related to the concept of self-control and the ability to modulate your behavior to reach your goals. Self-efficacy is the belief we have in our own abilities,

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specifically our ability to meet the challenges ahead of us and complete a task successfully (Akhtar, 2008). Our overall belief in our ability to succeed refer to general self efficacy. Although self-efficacy is related to our sense of self-worth or value as a human being, there is at least one important distinction.

Our overall belief in our ability to succeed refer to general self efficacy. Although self-efficacy is related to our sense of self-worth or value as a human being, there is at least one important distinction.

Many studies have shown that the self-efficacy of teachers leads to their work satisfaction their job satisfaction (Coladarci 1992; Reyes & Shis,1995). For example, the high level of self-efficacy of teachers is positively linked to the job satisfaction of teachers, job satisfaction and the negative burn-out of teachers (Gibbs, 2002). As noted by Martino (2003) transformational leadership behavior and teacher's self-efficacy influence teacher's job satisfaction.

### ***Relation of self efficacy and job satisfaction in early educators***

The relation between teachers' self-efficacy and job satisfaction is very important. Several studies have proven that teachers with high self-efficacy are more enthusiastic and satisfied with their job (Caprara, Barbaranelli, Borgogni, & Steca, 2003; Caprara, Barbaranelli, Steca, & Malone, 2006). Research has shown that teachers with high self-efficacy create new powerful incentives for learning to the students, consequently improving their marks. In addition, they devote themselves to their work and desire to remain in their position for as long as possible (Coladarci, 1992)

### ***Self efficacy***

Bandura (1977), "self-efficacy is defined as a person's belief about their ability to organize and execute courses of action necessary to achieve a goal". This implies that by altering their behaviour, self efficacy can be described as the ability to influence their to influence their own results effectively.

Kristen (2009), "self-efficacy is defined as a person's own judgment of capabilities to perform a certain activity in order to attain a certain outcome".

The construct of teacher's self-efficacy is grounded within self-efficacy theory, emphasizing that people can exercise influence over what they do (Bandura, 2006). Self-efficacy is defined as "beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments" (Bandura, 1997). Self-efficacy theory is one of only a few conceptualizations of human control that describe a distinction between competence and contingency, used as a future oriented judgment. People use efficacy beliefs to guide their lives by being self-organizing, proactive, self-regulating and self-reflecting (Bandura, 2006). This implies that through inspiration, thinking patterns, affective states and behaviours or changing environment circumstances based on their perceptions of effectiveness, people may control their own behaviour. Perceived self-efficacy offers guidance to encourage individuals to practice some control on how their lives are lived. McLaughlin, N. y Marsh, D. (1978) were the first researchers to demonstrate the relationship between teachers' self-efficacy and student achievement (Prieto, 2007). Since then, other scholars on the subject have confirmed this relationship (Armor et al., 1976; Ashton & Webb, 1986; Caprara, Barabaranello, Steca & Malone, 2006; Dee and Hoy,

2008; Gibson & Dembo, 1984; Hoy and Wollfolk, 1990; Muijs & Reynolds, 2001; Ross, 1992; Skaalvik & Skaalvik, 2007; Wolters & Daugherty, 2007).

### ***Job satisfaction***

Job satisfaction is a measure of employee satisfaction with their job, whether or not they like the job or particular aspects or aspects of employment, such as the nature of work or supervision.

Job satisfaction is any combination of psychological and environmental circumstances that causes a person truthfully to say, "I am satisfied with my job" (Hopcock, 1935).

Noll (2004) examined the variable that influence teacher's job satisfaction. It was noted that the motivation, relationship of teachers with the administration and working environment were the factors that affected the teacher's job satisfaction.

Neog & Barua (2014) found few factors which are accountable for job satisfaction, the relationship between job satisfaction and fair compensation, working environment and job satisfaction, job security and job satisfaction. They found that salaries were the major factor affecting job satisfaction and showed that the level of satisfaction among employees was average.

### ***Purpose of study***

The purpose of the current research is to study self-efficacy and job satisfaction in early childhood educators.

### ***Hypothesis***

1. There will be no difference between males and females early educators pertaining to self-efficacy.
2. There will be no difference between males and females early educators pertaining to job satisfaction.
3. There will be no relationship between self-efficacy and job satisfaction in early educators.

## **METHODOLOGY**

### ***Sample***

The quantitative research sample included 36 teachers (5 Males & 31 Females) from various grade levels both male and female, ranging in age 25-40. They had 1-15 years of teaching experience in early education, from Hamirpur (Himachal Pradesh). The participants teaching areas included mathematics, science, social studies, language, dance, and physical education.

### ***Measure***

The following standardize tests were used:

1. **Teacher's Sense of Efficacy Scale (TSES):** TSES is a 12 item (short form) self-report measure of teacher's self-efficacy that was developed by *M. Tschannen-Moran, A.W. Hoy* (2001). Respondents were asked to rate each item on a 5-point scale ranging from 1 (nothing) to 5 (a great deal). Items were summed to obtain total scores ranging from 0 to 20.
2. **Teacher Job Satisfaction Questionnaire (TJSQ):** TJSQ is a 66 item self-report that was developed by Lester (1982), was used as the main instrument to evaluate job satisfaction among teachers. Respondents were asked to rate each item on a 5-point

## A study on self efficacy and job satisfaction in early childhood educators

scale ranging 1(strongly disagree) to 5(strongly agree). Items were summed to obtain total scores ranging from 0-65.

### *Procedure*

The participants were informed about the purpose of the research and the questionnaires were filled through goggle forms. The participants were assured of the confidentiality of the information to elicit their honest responses without any fear or inhibitions. Standardized psychological tests were administered to participants.

## RESULTS

Mean Rank, Mann-Whitney U & Correlations were worked out to find out the relation between all the variables

*Table 1. Ranks & Test Statistics. N=36*

	Gender	Mean Rank	Mann-Whitney U
Job Satisfaction total	Male	13.50	52.500
	Female	19.31	
Student Engagement	Male	13.60	53.000
	Female	19.29	
Instructional Strategies	Male	9.30	31.500*
	Female	19.98	
Classroom Management	Male	13.60	53.000
	Female	19.26	
Self-Efficacy TOTAL	Male	24.40	48.000
	Female	17.55	

*Table 2. Correlations*

	JOB SATISFACTION TOTAL	Student Engagement	Instructional Strategies	Classroom Management
Student Engagement	.145			
Instructional Strategies	.434**	.615**		
Classroom Management	.353*	.575**	.590**	
Self-Efficacy TOTAL	.328	.220	.447**	.465**

Note. \* $p < .05$ . \*\* $p < .01$ .

## DISCUSSION OF RESULTS

The result in Table 1 indicates that there is significant difference between Instructional Strategies of male and female early educators. Overall, there is no significance difference between teacher self-efficacy and job satisfaction.

The result in Table 2 indicates that there is significant positive correlation between Job Satisfaction Total and Instructional Strategies, ( $r = .434$ ,  $p < .01$ ) and Classroom

## A study on self efficacy and job satisfaction in early childhood educators

Management,  $r = .353$ ,  $p < .05$ . There is positive correlation between Student Engagement and Instructional Strategies, ( $r = .615$ ,  $p < .01$ ) and Classroom Management, ( $r = .575$ ,  $p < .01$ ).

The study of Bogler(2001) showed that teacher's perception of occupational prestige, self-esteem, autonomy at work, and professional self-development contribute the most to job satisfaction. In particular, teachers reported feeling highly or very satisfied when their work gave them "a sense of self-esteem," provided them with "opportunities for self – development," gave them "a feeling of success," and allowed them "to participate in determining school practices."

## CONCLUSION

The purpose of the research is to study the self-efficacy and job satisfaction in early childhood educators. The study was conducted on 36 early educators (5 Males & 31 Females) from Himachal Pradesh (Hamirpur). The standardized measures of self-efficacy and job satisfaction were administered on participants through google forms. The findings of study revealed that there is significant difference between males and females pertaining to IS (Instructional Strategies). However, there is no significant relationship between self-efficacy and job satisfaction.

The way teacher's relate to individual students is an important aspect of teaching and should be taken account by the Ministry of Education. In order to design and execute effective policies to establish various systems of professional development in order to provide teacher's with appropriate services to improve their confidence in the process of teaching. This can help them cope up better.

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## A study on self efficacy and job satisfaction in early childhood educators

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### **Conflict of Interest**

The author declared no conflict of interest.

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