

A study of Self Efficacy among Teachers and Doctors of Kashmir

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ABSTRACT

The present study was undertaken to explore the level of self efficacy among teachers and doctors of district Pulwama. A sample of 60 doctors and 60 teachers has been selected randomly, occupational self efficacy scale of S.Pethe, S. Chaudhari and Upinder Dhar have been used. Going through statistical technique mean, S.D, t-test, the results reveal that 23.3% doctors have high occupational self efficacy, 60% have moderate, and 16% have low occupational self efficacy while 30% of teachers have high occupational self efficacy, 56% have moderate and 13.3% have low occupational self efficacy. No significant difference has been found in self efficacy of male and female teachers and doctors. Doctors differ significantly from teachers on occupational self efficacy.

Keywords: Teachers, Doctors, Self-Efficacy

Self efficacy is a belief of an individual of his/ her ability for finishing specific tasks successfully. Self efficacy not only affects the learning of employees but also helps in achieving the goals set forth by the organization, hence increases the effort as well as persistence while learning the complex task. Self efficacy has widely been known as the theoretical foundation which was laid by Albert Bandura (Bandura, 1986). Meta analyses studies highlighted that the efficacy belief of the members working in an organization enhance their motivation which in turn increases their performance (Bandura & Locke, 2003). Hence self efficacy significantly affect ones learning, motivation and performance as individuals try to learn consistently and perform those tasks that they believe, can be done by them effectively. Albert Bandura and Edwin Locke (2003) concluded that self efficacy can be considered as significant determinant of job performance. Self efficacy has significant effects on the organizations. So, it becomes important to trace its origin. Bandura (1997) mentioned its four principle sources which are as past experiences, vicarious experiences, verbal persuasion and emotional cues.

Past experience; - As per Bandura past experience is the important source of self efficacy. Employees who have been successful in job related tasks boost their confidence as they face similar tasks than those who had been unsuccessful.

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Vicarious experience; - is an important source of self efficacy, seeing your friend succeed in a particular task may enhance one's self efficacy e.g. as your friend goes to gym to lose weight, boost your confidence that you can also lose weight as well.

Verbal persuasion; is another source of self efficacy. It implies motivating people that they can do that very task. Verbal persuasion uses Pygmalion effect. Pygmalion effect is self fulfilling prophesy which implies something true can be made true.

Emotional cues; influences self-efficacy: When a person who expects to fail in a particular task as finding the task too demanding is likely to experience certain physiological symptoms which may include a pounding heart, feeling flushed, sweaty palms, headaches, and so on. The symptoms vary from employee to employee and if these symptoms persist may result in poor performance.

Significance of the study many studies have been conducted on psychological traits such as self esteem, self concept, self actualization and self efficacy. The major focus has been put on self efficacy of an individual as it influences most aspects of our life. This study will help organizations and educational institutions to take measures in influencing employees self efficacy. It will guide other employees to know about their self efficacy and how it influence their performance positively and negatively so it will serve as reference source for researchers who are interested in similar fields.

LITERATURE REVIEW

Employees working in various organizations are entrusted to exhibit work related behaviours in order to do their various tasks assigned to them by the organization. Haq and azeem(2018) noted that employees self efficacy increases their job performance which results in reduction of their anxiety as they take routine job related tasks. Cetin and Askun (2018) found that occupational self efficacy and intrinsic motivation plays an imperative role in job performance and intrinsic motivation serve as a partial mediator in this relationship. Gangloff & Mazilescu (2017) found that managers significantly appreciate employees who have higher level of perceived self efficacy. Teachers with greater workload stress had high self efficacy classroom management as compared to those with greater classroom stress had lower self efficacy and lower job satisfaction. Teachers engaged in elementary and kindergarten had higher level of self efficacy for class room management and student engagement. Antmann et,al (2012) reported that self efficacy beliefs affect the actions which an individual has selected. They also noted that belief in one's ability to succeed influences their motivation, effort, their stress level and their perseverance as they face difficult and uncertain situations. Employees with high self efficacy participate easily, work hard as well as persist longer as they face complex situation, hence achieve higher level (Schun, 1995). He also noted that people who go for their similar tasks have different levels of self efficacy which they acquire from their past experiences, previous performances, social support especially from family and organization. Employees get aware of their performances in an organization which in turn affect their self efficacy, hence motivates them for continuous learning and accomplish the assigned tasks successfully. Carrol et al (2009) noted that students who have strong academic self efficacy beliefs are able to enhance their learning, control temptations as well as social pressures e.g. Delinquency influences their academic achievement. Such students complete their education successfully. Hence are best equipped for best range of occupational options in modern competitive society. Hence can experience quality work life (Bandura, Barbaraneli, Capara and pastorelli, 2001). Self efficacious people have strong belief of their ability to finish their tasks successfully as they set

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challenging goals, invest more, show persistence and deal better while facing failing experiences as compared to those with low self efficacy (Heuven et al. 2006). Self efficacious people make better use of and generate resources in their work environment as they face the demanding task. It diminishes the probability of stress work and makes working life better. Some people have strong sense of efficacy as well as competence that enable them to gain control and mastery over the task related behaviors (Sutcliffe & vogus, 2003). Self efficacy has attracted the attention of organizational behavior literature (tiemey & farmer, 2011). Finding of all these studies support the suggestion that the beliefs regarding self influences work related attitude and motivation which in turn influence the work life of employees.

Objectives

1. To explore the level of self efficacy among teachers and doctors of Kashmir.
2. To compare male and female teachers and doctors on self efficacy.
3. To compare teachers and doctors of Kashmir on self efficacy.

Hypothesis

H2: There is no significant difference between male and female teachers and doctors on self efficacy.

H3: There is no significant difference between teachers and doctors of Kashmir on self efficacy

METHODOLOGY

In the light of objectives and hypothesis descriptive method has been used.

Sample

Sample of 60 doctors and 60 teachers has been selected randomly from district Pulwama.

Tool used

Occupational self efficacy scale of S.Pethe, S. Chaudhari and Upinder Dhar (2001) has been used which consists of 19 items.

Statistical Treatment

The data has been subjected to following statistical treatment

1. Mean, S.D, t- test
2. Bar diagrams are drawn to make the results clear and transparent.

Table 1: showing the level of teachers and doctors on self efficacy

Levels of OSE	Teachers		Doctors	
	N	Percent	N	Percent
Low OSE	8	13.3	10	16.7
Moderate OSE	34	56.7	36	60.0
High OSE	18	30.0	14	23.3
Total	60	100.0	60	100.0

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Levels of Occupational Self Efficacy

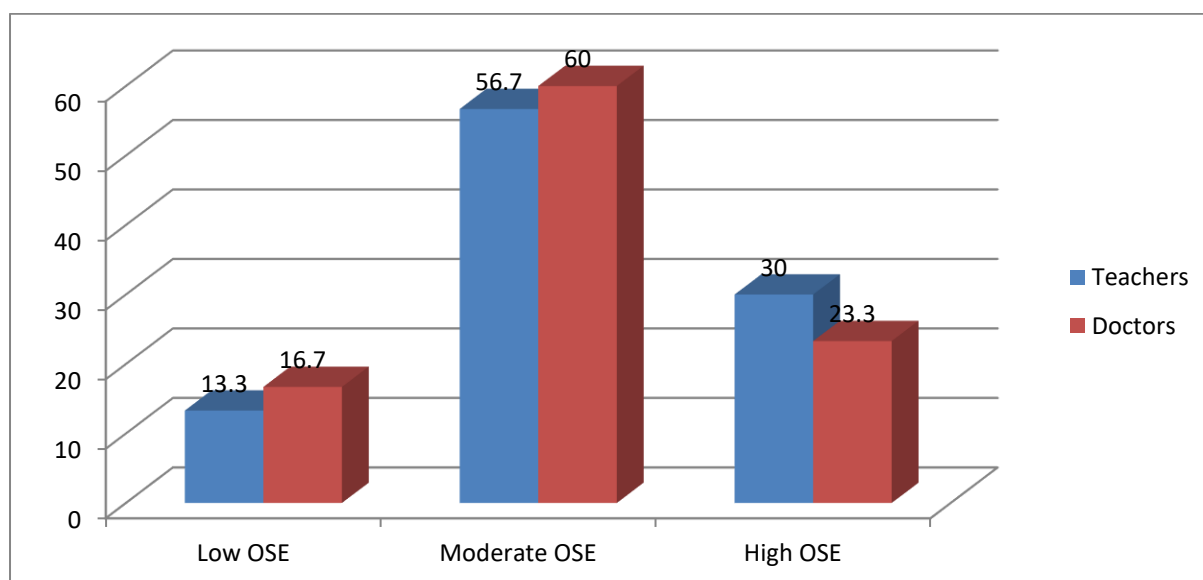


Table 2 and 3: showing mean difference between male and female teachers and doctors on self efficacy

Levels of Occupational Self Efficacy

Levels of OSE	Male Teachers		Female Teachers	
	N	Percent	N	Percent
Low OSE	5	16.7	5	16.7
Moderate OSE	23	76.7	23	76.7
High OSE	2	6.7	2	6.7
Total	30	100.0	30	100.0

Occupational Self Efficacy

	Profession	N	Mean	Std. Deviation	t-value	Level of Significant
OSE	Male Teachers	30	75.97	6.950	0.237	NS
	Female Teachers	30	75.50	8.245		

Levels of Occupational Self Efficacy

Levels of OSE	Male Doctors		Female Doctors	
	N	Percent	N	Percent
Low OSE	1	3.3	0	0.0
Moderate OSE	27	90.0	27	90.0
High OSE	2	6.7	3	10.0
Total	30	100.0	30	100.0

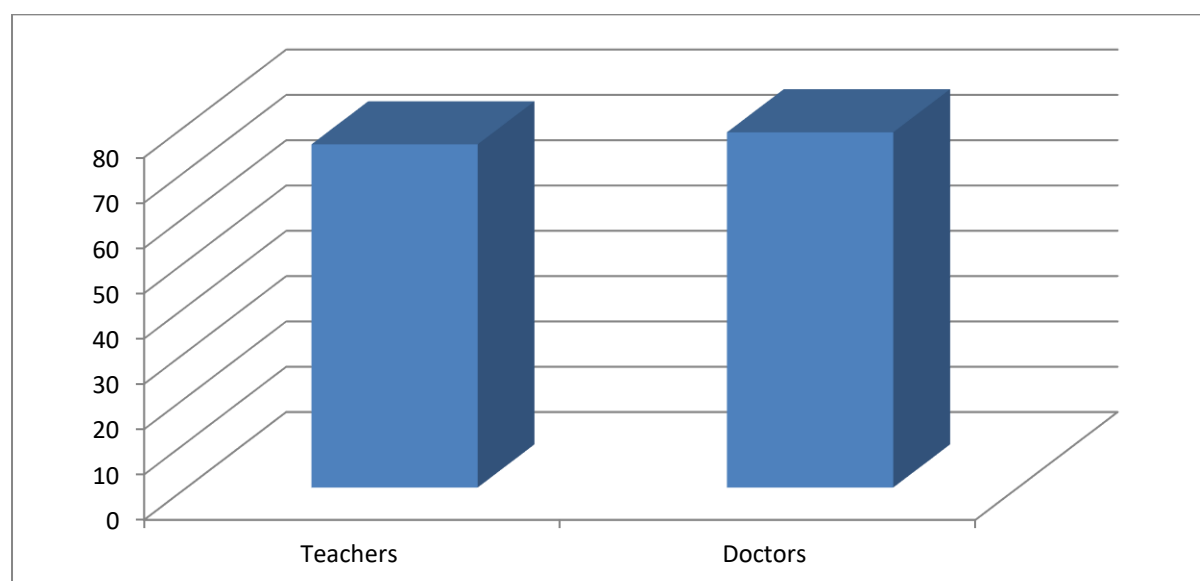
Occupational Self Efficacy

	Profession	N	Mean	Std. Deviation	t-value	Level of Significant
OSE	Male Doctors	30	77.33	10.203	1.071	NS
	Female Doctors	30	79.47	3.866		

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Table 4: Showing the mean difference between teachers and doctors

	Profession	N	Mean	Std. Deviation	t-value	Level of Significant
OSE	Teachers	60	75.73	7.56	1.98	Sig. at 0.05 level
	Doctors	60	78.40	7.72		



DISCUSSION AND INTERPRETATION

After analysis of table 1, it is apparent that 56% teachers have moderate occupational self efficacy, 30% have high and 13.3% have low self efficacy. While 60% doctors have moderate, 23% have high and 16.7% have low self efficacy. Self efficacy have been found to be better predictor of work related performance than traditional workplace attitudes e.g. job satisfaction, organizational commitment, personality traits, level of education, training, skill, goal setting, and feedback interventions.(comparative analysis by Stajkovic and Luthans 1998a.b).

Table 2 and 3 clears that mean score of male and female teachers and doctors is approximately equivalent and calculated t- value is 0.237(male /female teachers)and 1.071(male /female doctors) which is not significant at 0.05 level, indicates that male and female teachers and doctors are nearly same in self efficacy . Hence reveals that there is no significant difference between male and female teachers and doctors on self efficacy. Hence hypothesis (H2) that ‘there is no significant difference in self efficacy between male and female teachers and doctors,’ stands accepted. As individuals are self organizing, proactive, self regulating as well as self reflecting (Bandura 2006a). from this perspective self efficacy influences one’s goals, behaviors which in turn influences one’s actions and conditions in the environment (schunk & Meece, 2006)

Table 4 makes it clear that teachers and doctors differ significantly on occupational self efficacy at 0.05 levels. Doctors have mean score of 78.40 while teachers have 75.73. The obtained t- value is higher which is significant at 0.05 levels. The mean difference favors the group of doctors indicating that doctors have high occupational self efficacy as compared to the teachers. Hence the hypothesis (H3) that, ‘there is no significant difference in self efficacy between teachers and doctors, stands rejected. Since ancient times doctors have been recognized as cream of the society which boost their confidence, adjust their

adaptability to new challenges. In addition to that the exposure to external competitive environment enhance their confidence which aspire them to work more and more, hence they struggle for achieving the more. Employees with high self efficacy work hard as well as persist longer as they face the complex situation, hence achieve higher level (Schun, 1995).

CONCLUSION

1. Majority of teachers and doctors have moderate occupational self efficacy. While some teachers and doctors have high and few doctors and teachers have low occupational self efficacy.
2. Every organization and institutions has expectations from their employees which compels them to perform well. As expectations put a normative press that encourages individuals to do what it takes to excel, hence encourages them while facing the difficult situations (Goddard et al 2004).
3. During interaction Individuals compare themselves with others which influence their confidence while coming in contact with a confident person boosts his /her level of confidence so as to accomplish the task successfully as per social comparison theory(Marsh and Craven, 2000)
4. Doctors have high occupational self efficacy as compared to teachers as they have to strive harder for good outcomes which enhance their determination hence make them self controlled, righteous, resourceful, expressive, rational and enthusiastic hence boost their efficacy. Self efficacious people have strong belief of their ability to finish their tasks successfully as they set challenging goals, invest more, shows persistence hence deal better while facing failing experiences as compared to those with low self efficacy(Heuven et. al 2006)

Inferential suggestions

1. In teacher training institutions more emphasis should be laid on practical aspect than on theory as in medicine.
2. In teacher training institutions, teaching strategies, methods and course content should be changed after seven months.
3. During service, new courses, innovative programs should be introduced which will break the stagnation of the profession.
4. More emphasis should be laid on realistic attitude.
5. Use of reward and recognition

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Conflict of Interest

The author(s) declared no conflict of interest.

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