

Job Satisfaction and Self-Efficacy among High School Teachers during Pandemic (Online Classes)

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ABSTRACT

The present study was conducted to understand the gender difference and the relationship between job satisfaction and self-efficacy among high school teachers during pandemic (online classes). The sample consisted of 80 participants comprising of 40 male and 40 females. Job satisfaction questionnaire (Dr. Amar Singh & Dr.T.R Sharma) and Self efficacy scale (Scaleby Sherer, M, Maddux, J E, Mercandante, B, Prenticedunn, S, Jacobs, B & Rogers, R W) were used for the study. The study adopted sample survey design. The result was analysed using Independent sample t test and Pearson coefficient of correlation. The result indicates that there is no significant gender difference in the level of job satisfaction among high school teachers during pandemic (online classes). There is a significant gender difference in the level of self-efficacy among high school teachers (online classes). There is no relationship between job satisfaction and self-efficacy among high school teachers during pandemic (online classes).

Keywords: Job satisfaction, Self-efficacy, Teachers, Pandemic and Online class.

Job satisfaction

Job satisfaction refers to a person's feeling of satisfaction on the job, which acts as a motivation to work. It is not the self-satisfaction, happiness or self-contentment but the satisfaction on the job.

Factors of job satisfaction

(1) Personal Factors:

They include workers' sex, education, age, marital status and their personal characteristics, family background, Socio-economic background and the like.

(2) Factors Controlled by the Management:

The nature of supervision, job security, kind of work group, and wage rate, promotional opportunities, and transfer policy, duration of work and sense of responsibilities are factors

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controlled by management. All these factors greatly influence the workers. These factors motivate the workers and provide a sense of job satisfaction.

Self-Efficacy

Self-efficacy refers to the individual's belief about their own ability to perform task. The concept of self-efficacy was given by Albert Bandura. According to Bandura the self is not the same psycho agent that determines all causes of behaviour. But a set of cognitive processes and structures connected with thought and perception. Most of our behaviours are determined by self-efficacy. Bandura defined self-efficacy as people's beliefs in the capability to exercise same measure of control over their own functioning and cover environmental events. It refers to feeling of adequacy, efficiency and competency in coping with life, meeting and maintaining our performance standards.

REVIEW OF LITERATURE

Katsantonis G Ioannis, (2019). The purpose of this study was to confirm the mediating role of teachers' self-efficacy between the relation of school climate and teachers' job satisfaction and to tease apart any cross-cultural effects of the association of self-efficacy and job satisfaction by comparing teachers' responses. (GLM) MANOVA was applied to compare the participants' scores in self-efficacy and job satisfaction across cultures. Results indicate, in accordance with previous research, that self-efficacy is a mediating variable of the relation between school climate and job satisfaction at the individuals' level across cultures. Moreover, the GLM revealed statistically significant cross-cultural differences among teachers' responses in job satisfaction and self-efficacy.

Khayala Ismayilova, (2019). The study aimed at exploring the research and teaching self-efficacy and job satisfaction of 528 university faculty (46% female) from Azerbaijan and Turkey using a mixed methods approach. Results from the quantitative Study 1 showed that teaching self-efficacy was higher than research self-efficacy, and that levels of research self-efficacy varied according to career stage and qualifications, but not gender. Job satisfaction was highest for faculty members with Master's degrees. Teaching self-efficacy was the strongest predictor of job satisfaction. The results from qualitative Study 2 showed that contextual factors such as university climate and peer collegiality influenced self-efficacy and job satisfaction.

Angelica Moe & Irena Buric, (2019). This study aimed at examining the interrelations of motivational (teacher self-efficacy), affective (positive emotions), and well-being factors (job satisfaction) in shaping teachers' experienced enthusiasm. A sample of 536 high school teachers participated in a follow-up study with a time lag of approximately six months. Results confirmed that positive affect was related to enthusiasm both directly and indirectly via self-efficacy and job satisfaction.

Appleton.D Qiana, (2021). The study was focused on the relationships between self-efficacy and job satisfaction of inclusion teachers. The research focused on the best practices' teachers utilized to increase their levels of self-efficacy and the best methods that worked to increase job satisfaction levels. Years of teaching was also a critical component of this systematic literature review. This review examined how years of teaching experience may or may not impact inclusion teachers' levels of self-efficacy and job satisfaction levels. Throughout the review, various common themes were discovered that show a close relation of self-efficacy and job satisfaction of inclusion teachers.

METHODOLOGY

Objectives

1. To assess the level of job satisfaction and self-efficacy among high school teachers during Pandemic (online classes).
2. To study gender difference in level of job satisfaction and self-efficacy among high school teachers during Pandemic (online classes).
3. To study the relationship between job satisfaction and self-efficacy among high school teachers during Pandemic (online classes).

Hypotheses

Ho1-There is no significant gender difference in the level of job satisfaction among high school teachers during Pandemic (online classes).

Ho2 -There is no significant gender difference in the level of self-efficacy among high school teachers during Pandemic (online classes).

Ho3- There is no significant relationship between job satisfaction and self-efficacy among high school teachers during Pandemic (online classes)

Sample

A purposive sample of 40 male and 40 female high school teachers were selected for the present study.

Male	Female	Total
40	40	80

Materials

Two measures were used in this study.

Job satisfaction scale (Dr. Amar Singh & Dr. T. R Sharma): Job satisfaction scale was developed by Amar Singh & T.R Sharma Scale consists of 30 statements. Each statement has five alternatives from which a respondent has to choose any one. which candidly expresses his /her response. The test retest reliability works out to be 0.978 with n=52.the scale compares favourably with Muthayya's job satisfaction Questionnaire giving validity coefficient of .74

Self-Efficacy Scale Scaleby Sherer, M, Maddux, J E, Mercandante, B, Prenticedunn, S, Jacobs, B & Rogers, R W (1982): The Self Efficacy scale was developed by Shrer, M, Maddux, J E, Mercandante, B, Prentice Dunn, S, Jacobs, B and Rogers, R W. This is a likert format 30 items scale which consists of series of statements about individual's personal attitudes and traits. Each statement represents a commonly held belief. The response format is a 5-point scale (1= strongly disagree, 5= strongly agree). Higher the total score, more Self – efficacious is the respondent. The SES has been the most widely used GSE (General Self – efficacy) and SES (Social Self – efficacy) Measure. The SES (Self efficacy scale) was primarily developed for the clinical and personality research.

This scale has accepted levels of internal consistency, temporal stability and construct validity, Cronbach's alpha was 0.85 ($p < 0.0001$), the corrected item total correlations ($r = 0.25$ to 0.66 , $p < 0.0001$) supported convergent validity of the scale. Temporal stability in the test retest reliability was calculated on a separate sample of 138 students with $r = 0.609$ $p < 0.010$.

Procedure

The Purpose of the study was explained to the participants. The participant's willingness to participate in the study was ascertained after the establishment of rapport. The socio-

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demographic details were collected. The participants were briefed about the two inventories separately and were provided with clear instructions. After the completion of the administration of job satisfaction questionnaire, a five-minute break was given for the purpose of relaxation and then self-efficacy Questionnaire was administered, later both the inventories were collected back.

Variables

- **Independent variable**
Male & Female
- **Dependent variable**
Job satisfaction and Self Efficacy

RESULT AND DISCUSSION

Table 1 Mean Standard deviation and t value of male and female on job satisfaction among high school teachers.

Area	Gender	N	Mean	SD	t value	P
Job satisfaction	Male	40	56.3750	10.85023	1.665	.100
	Female	40	52.7500	8.47848	1.665	.100

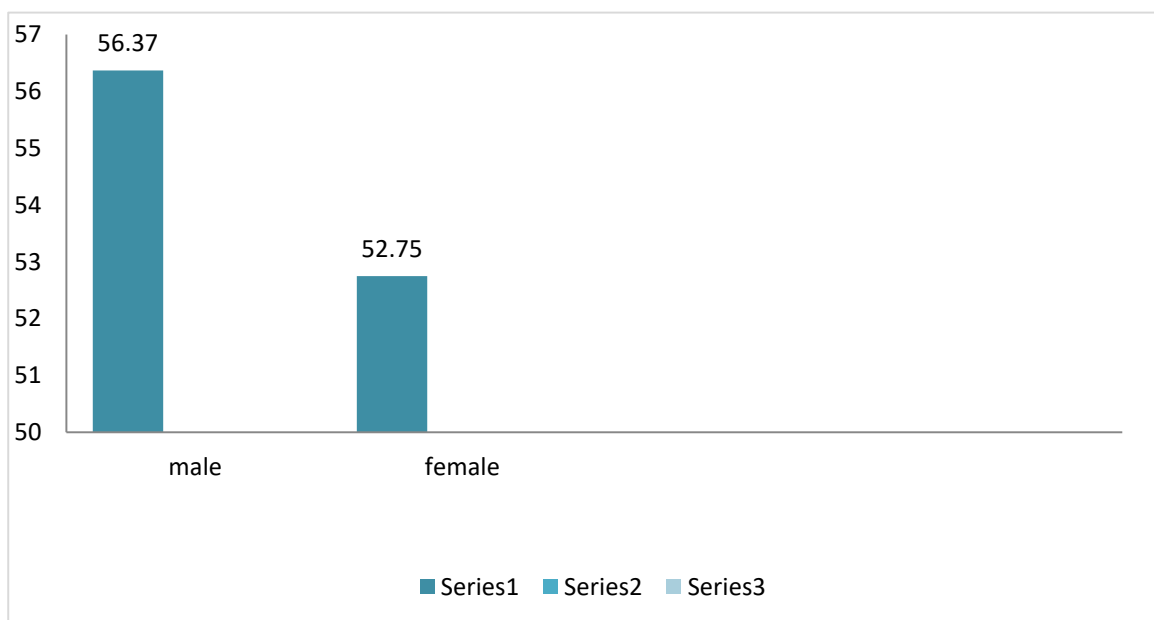


Figure 1 Mean score of male and female on job satisfaction

The hypothesis stating that there is no significant gender difference in the level of job satisfaction among high school teacher was tested using independent sample *t* test. The *t* value for job satisfaction 0.100 which is not significant. Mean scores indicate that male have higher job satisfaction compared to female. Hence, the null hypothesis which states there is no significant difference in the level of job satisfaction is accepted.

Table 2 Mean, Standard deviation and t value of males and female on self-efficacy among high school teachers during pandemic.

Area	Gender	N	Mean	SD	T value	P
Self-efficacy	Male	40	97.0250	10.97897	-2.029	.046
	Female	40	103.8000	18.04439	-2.029	.047

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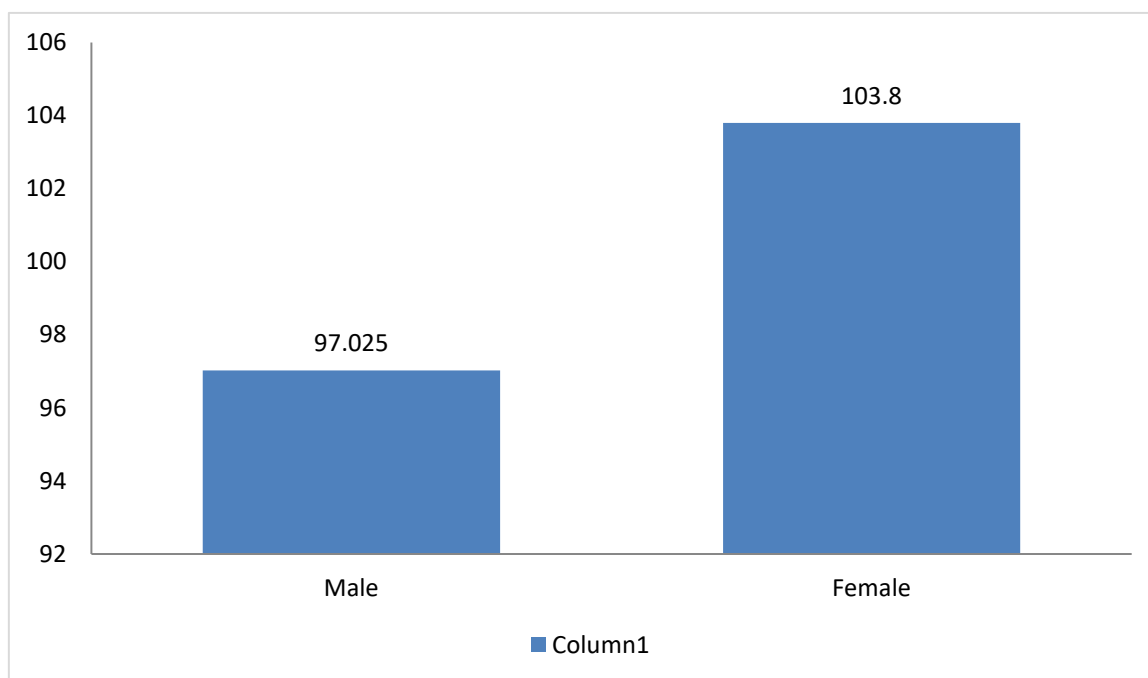


Figure 2 Mean score of male and female on self-efficacy.

The hypothesis stating that there is no significant difference in the level of self-efficacy among high school teachers was tested using independent sample *t* test. The *t* value for self-efficacy is .047 which is significant. Hence, the null hypothesis which states there is no significant gender difference in the level of self-efficacy among high school teachers during Pandemic (covid-19) online classes is rejected.

Table 3 Pearson coefficient of correlation on job satisfaction and self-efficacy among high school teachers during pandemic.

Area	Job satisfaction	Self-efficacy
Job satisfaction	1	.060
Self-efficacy	.060	1

The hypothesis which states there is no significant relationship between job satisfaction and self-efficacy among high school teachers during Pandemic (online classes) was tested using correlation. The result indicated a positive relationship between job satisfaction and self-efficacy among high school teachers during Pandemic (online classes). Hence the null hypothesis is accepted.

CONCLUSIONS

1. The result of the study found male have higher level of job satisfaction compared to female among high school teachers.
2. There is a significant gender difference in the level of self-efficacy among high school teachers is found.
3. There is no significant relationship found between job satisfaction and self-efficacy among high school teachers.

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Conflict of Interest

The author(s) declared no conflict of interest.

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