



## **THE EFFECT OF JOB VALUE ON OCCUPATIONAL SELF EFFICACY OF SECONDARY SCHOOL TEACHERS.**

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### **Abstract**

*Teacher efficacy as a belief is expected to guide teachers in their behavior decisions and motivation with regard to teaching. Specifically teacher efficacy for teaching affects their daily decisions related to teaching and their willingness to invoke specific strategies and techniques. In Bandura's (1986, 1997) theory, self-efficacy is not considered as a trait, but is instead seen as context-specific. The current study takes place in an occupational setting, we focus on a context-specific form of self-efficacy, namely occupational self-efficacy, defined as "the competence that a person feels concerning the ability to successfully fulfill the tasks involved in his or her job". There is another important aspect of teacher's behavior which is Job value. At work place, values are major influences on how individuals approach work. Values drive our decisions and reason us to summon up energy to preserve what people believe in or what people want to defend. It is important to know, what the worker wants from his job because Job Values lead to job satisfaction and personal adjustment of an individual. So the different levels of Job Values can be seen in different teachers and these levels can affect Occupational Self Efficacy of teachers. In this context the study started with the question, is there any effect of job value on the occupational self efficacy of secondary school teachers? In the present study sample of 30 secondary schools of Agra city was selected by simple random sampling and all the available teachers working in these secondary schools were selected. Occupational self efficacy Scale prepared by Sanjyota Pethe, Sushama Chaudhari, and Upinder Dhar and Job value scale*

*developed by Dr. Seema Sanghi was used as tools in this study. Correlation was used to examine the relationship between job value and occupational self efficacy and regression analysis was used to see the effect of job value on occupational self efficacy.*

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**Key words-** *Job value, Occupational self efficacy, Teacher efficacy*



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### **The Effect of Job Value on Occupational self efficacy of Secondary school teachers.**

In order to teach effectively teachers must not only feel psychologically and physically comfortable, but they must also have some sense of belief that they can make difference to the lives of children they are teaching and that those children are learning. They must feel their professional work in bringing about positive change in their pupils. Teacher efficacy as a belief is expected to guide teachers in their behavior decisions and motivation with regard to teaching. Specifically teacher efficacy for teaching affects their daily decisions related to teaching and their willingness to invoke specific strategies and techniques.

Based on Social Cognitive theory (Bandura 1977, 1997) a vast number of studies have shown that student's academic self efficacy is predictive of study behavior as well as academic outcomes. During the last decade the research literature also shows a growing interest in teacher's self efficacy e.g.(Soodak & Podell 1996, Wheatley 2005). According to COR theory (Hobfoll, 1989), self-efficacy can be considered an important personal resource aiding stress resistance. Self-efficacy can affect how people act when they feel any of their resources is in danger, when they encounter resource loss or a lack of resource gain. Self-efficacy determines how much effort people will invest and how long they may persist when dealing with obstacles.

In Bandura's (1986, 1997) theory, self-efficacy is not considered as a trait, but is instead seen as context-specific (i.e., some people experience themselves as self-efficacious only in some situations). Moreover, studies with context-specific self-efficacy measures have shown higher predictive validity than general measures of self-efficacy (e.g., Lent, Brown, & Gore, 1997). Since the current study takes place in an occupational setting, we focus on a context-specific form of self-efficacy, namely occupational self-efficacy, defined as "the competence that a person feels concerning the ability to successfully fulfill the tasks involved in his or her job" (Rigotti, Schyns, & Mohr, 2008, p. 238).

There is another important aspect of teacher's behavior which is Job value. Job Values are a set of values that include good performance, take initiative, and working well with others. These values are the principles that guide our decisions and actions in our career. At work place, values are major influences on how individuals approach work. Values drive our decisions and reason us to summon up energy to preserve what people believe in or what people want to defend. Throughout the life one acquired a set of values, beliefs and ideas that are important. Even after any length of service, the Job Values of an individual may vary as one grows higher on the ladder of success. It is important to know, what the worker wants from his job because Job Values lead to job satisfaction and personal adjustment of an individual. So the different levels of Job Values can be seen in different teachers and these levels can affect Occupational Self Efficacy of teachers. In a study **Nan, M. K. (2006)** explored teachers' beliefs that influence their commitment to the profession. Results revealed that academic Optimism is comprised of teachers' sense of efficacy and their emphasis on academics. It is also demonstrated that positive teacher beliefs are related to teachers' commitment to the profession. Another study done by **John, A. R. & Peter, G. (2006)** examined the mediating effects of teacher efficacy by comparing two models derived from Bandura's social cognitive theory. Model A hypothesized that transformational leadership would contribute to teacher commitment to organizational values exclusively through collective teacher efficacy. Model B hypothesized that leadership would have direct effects on teacher commitment and indirect effects through teacher efficacy. The result revealed that transformational leadership had an impact on the collective teacher efficacy of the school; teacher efficacy alone predicted teacher commitment to community partnerships; and transformational leadership had direct and indirect effects on teacher commitment to school mission and commitment to professional learning community. So many studies done on teacher efficacy and some types of work values but no study has been found yet in India as well as in Abroad which examine occupational self efficacy in reference to Job value. This study can be done on different academic level but secondary school level was selected by the researcher for the study. It is in the context that the title of the study stated as: The Effect of Job value on Occupational Self Efficacy of secondary school teachers.

## **Objectives**

To study the correlation between Job Value and Occupational Self Efficacy of secondary school teachers.

To study the effect of Job Value on Occupational self efficacy of secondary school teachers.

## **Hypotheses**

There is no significant relationship lies between Job Value and Occupational Self Efficacy of secondary school teachers.

There is no significant effect of Job Value on Occupational Self Efficacy of secondary school teachers.

## **Tools Used**

**Occupational Self Efficacy Scale (OSES)** – The scale was developed by Sanjyota Pethe, Sushama Chaudhari, and Upinder Dhar. The scale includes 19 items including six factors Confidence, Command, Adaptability, Personal Effectiveness, Positive Attitude and Individuality. Teachers were asked to rate each item using a 5 point scale ranging from 1 to 5. The inventory was subjected to reliability analysis using odd even reliability which resulted in reliability coefficient 0.98. Face validity was well supported. The maximum score on the scale is 95 and the least is 19.

**Job Value Scale (JVS)** - The scale was developed by Dr. Seema Sanghi. The scale includes 53 items including eleven factors such as- Financial benefits, Non-financial benefits, Opportunities for development and promotion, Opportunities for responsible and independent action, Job and personal security, Type or kind of work, Job according to interest and abilities, Supervisor-Supervision and management, Co-workers and sub-ordinates, Recognition and appreciation for accomplishment of job, Working condition. Teachers were asked to rate each item using a 5 point scale ranging from 1 to 5. The maximum score on the scale is 265 and the least is 53.

## **Method of Research**

Descriptive survey method was used in the study.

## **Sample**

For the selection of representative sample, 30 secondary schools of Agra city were selected randomly. All the teachers working in these schools were selected as a sample for the study. The sample comprised 220 secondary school teachers.

**Research procedure**

The research procedure is being presented stepwise-

In the **first step**, tools were selected according to the objective of the study.

In the **second step**, teachers were selected from secondary schools of Agra city by random sampling.

In the **third step**, a meeting was done with Principals and head of the schools for rapport building and for taking permission for data collection.

In the **fourth step**, the tests were administered after giving proper instructions.

In the **seventh step**, appropriate statistical techniques (Mean, Standard Deviation, correlation, regression analysis & graphical representation) were used for analysis and interpretation.

**Analysis of Data**

Analysis of data was done under the following heads:

**Table-1: Descriptive statistics for the Job value and Occupational Self Efficacy of secondary school teachers**

Variables	N	Mean	S.D
Job Value	220	206.67	22.29
Occupational Self efficacy	220	74.21	10.89

**Table- 3: Model Summary for Regression Analysis**

Model	R	R Square	Adjusted R Square
1	.431(a) sig at .01 level	.186	.182

a Predictors: (Constant), jv

In the above table value of R is the correlation coefficient between job value and occupational self efficacy. The correlation was found significant at .01 level. So the first hypothesis is rejected at .01 level of significance and it can be concluded that there is a significant relationship lie between job value and occupational self efficacy of secondary teachers.

The R<sup>2</sup> is the proportion of variation in the Occupational self efficacy (dependent variable), which is explained by the job value (independent variable). It is clear from the above table that 18.6 percent of the variation can be explained by Job value.

**Table- 4: ANOVA (b) for Regression Analysis**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4839.442	1	4839.442	49.826	.000(a)
	Residual	21173.517	218	97.126		
	Total	26012.959	219			

a) Predictors: (Constant), jv      b) Dependent Variable: ose

The table 4 shows whether the proportion of variance explained in the first table is significant. The sig. or p value .000 which is less than .01, hence we conclude that model is statistically significant, or that the job value have a significant effect on occupational self efficacy,  $F(1, 218) = 49.826$ .

**Table- 5: Coefficients (a) related to Regression Analysis**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta	B	Std. Error
1	(Constant)	30.643	6.208		4.936	.000
	Jv	.211	.030	.431	7.059	.000

In this table, standardized beta coefficient shows the strength and direction of the relationship between job value and occupational self efficacy. The regression equation can be presented as:

$$\text{Occupational Self efficacy} = 30.64 + 0.211 \text{ Job Value}$$

### Major Findings

There is a moderate positive relationship found between job value and occupational self efficacy of secondary teachers.

There is a significant effect of job value on occupational self efficacy of secondary teachers.

### Suggestions for further study

Similar study can be done at different academic level such as primary and higher education level.

Occupational self efficacy can be studied with reference to other type of values of teachers.

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