

COMPARATIVE STUDY OF OCCUPATIONAL SELF EFFICACY OF GOVERNMENT AND PRIVATE SECONDARY SCHOOL TEACHERS OF U.T.CHANDIGARH

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ABSTRACT

Occupational self-efficacy of the teachers in the school plays an important factor for the success of an organization on internal and external parameters of the School. Teacher is responsible for the all-round development of the students and also to attain desirable modification in their behaviour. Teachers are also assigned various tasks during this phase and their versatility is also tested on various parameters, Hence they are required to be well competent and skilled to perform those tasks. Self-efficacy on the part of teacher is important to attain strength to do the same. Aim: The study was conducted to investigate the occupational self- efficacy of the Government and Private teachers of secondary school of U.T. Chandigarh. Methodology: The study was conducted on sample of 400 secondary school teachers of Govt. & Private secondary schools of U.T. Chandigarh. Conclusion: Private secondary school teachers are found to be high in occupational self-efficacy level than their Government school counterparts.

Key Words: Occupational self-efficacy, Secondary School Teachers

INTRODUCTION

Education is the essence of one's personality which is reflects in the independent and critical thinking of the human beings. School as an institution consists of networks and associations of people performing various tasks and coordinating with each other. The major role of principal in school is as a leader and in administration to control the organization and also to build harmonious relationships between the teachers, students and other workers. Teacher is at pivotal position in a school system as he/she is one who is in direct contact with the students and a main role player in transecting the prescribed curriculum while keeping in view the diverse needs of the students. When the impact of a teacher is evaluated on the

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students then what the teacher does becomes more important in terms of teacher efficacy. The teacher who believes in his/her effectiveness will make continuous efforts until the students become successful and remove every barrier that comes between their hard-work and success. Such teacher will try to carry out the responsibilities consigned to them in a way so as to bring the desired outcomes of the teaching learning process. Learning of the teacher never stops in the form of his/her specialised progress as it is a continuous process because the need of the students & education system keeps on changing at regular intervals. Occupational self-efficacy level of the teachers play crucial role in determining his/her ability to perform all type of academic and non-academic tasks.

OCCUPATIONAL SELF-EFFICACY

Self-Efficacy

According to Staple, Huland and Higgin's (1998), self-efficacy is the ability of a person to set and fulfil a specific task. Thus the status of organizational performance will enhance with enhancement of the level of self-efficacy. Bandura (1994) remarked that self-efficacy describes one's trust level of one's own skill a person carries. People with a high level of self-efficacy are always competent to deal with every kind of situation in the profession. People with low levels evaluate a new condition as a menace. They have a low tendency to face the new situations and they ignore them to complete their set targets.

Bandura, (1986) stated "self-efficacy is the belief in one's proficiencies to organize and execute the bases of action required to manage prospective situations."

Wood and Bandura (1989) states "self-efficacy as faith in one's ability to muster the motivation, intellectual possessions, and sequences of act desired to encounter the given conditions demands."

Self-efficacy includes knowledge which can be applied in different situations and give positive results. Bandura's 1997 considered the workplace important for the same. At work places strategies and principles should be considered more to develop the belief of personal efficacy. The areas in organization to deal with the impact of self-efficacy are: career prospective, training of newly appointed staff, entrepreneurship, leadership and stress.

Following are the practical and specific implications and guidelines for effective management of self-efficacy:-

Human resource selection: every secular organization needs people with high performing ability so Self-efficacy can be used as a tool for this.

Leadership: Effective leaders influence his/her followers during his/her performance and he/she believes in putting more effort during the obstacles that come in the path of goal attainment.

Training and development: self-efficacy is a dynamic process, but new information and experiences help in shaping its theory and necessary changes at regular intervals. Employee's performance can be enhanced by providing him/her the proper knowledge and training of self-efficacy.

Vocational counselling: self-efficacy approach to vocational counselling is used to give remedy measures to deal with the interest related queries.

Meaning of occupational self-efficacy of the teachers

Occupational self-efficacy is the limit at which an individual is capable of judging oneself with respect to a particular task assigned to him/her in a career he/she has chosen for vocation. Gist (1989) defined "occupational self-efficacy is the capacity to produce recent philosophies and cultivate to a higher level". Wood et al., (1990) defined "occupational self-efficacy is the skill to achieve better as a group".

School teachers always face different situations according to their time and circumstances. In these situations they have to play different roles. They are always expected to perform extraordinary and match higher standards in many areas like, professionalism, communication skills, personality aspects in class room, interpersonal skills, emotional stability, academic achievement etc., and all these factors are influenced by the occupational self-efficacy of the teachers. Teachers are the main pillar in the community of learners and their job is always highly rewarding and challenging. A school teacher's efficacy can be represented in terms of the capacity to adjust, maintain oneself, and move regardless of the duties he/she fulfils. There are three different parameters for occupational self-efficacy which represent implications for performance:-

- (A) The perceived level of task complexity by an individual to perform.
- (B) The solid conviction of capability of person to perform the complex task.

(C) The skill of person to analyse and generalize the skills to apply them in identical conditions or areas.

Occupational self-efficacy helps to maintain the psychological mechanism of teachers to get best in teaching and the learning process of education. The status of teacher's occupational self-efficacy is characterized by the influence upon students during the class room teaching i.e. the knowledge and skills they use professionally. Teachers with a high level of self-efficacy use the knowledge and skills effectively and with low level inhibit the effective use. The level of self-efficacy motivates the teachers to perform well in stressful conditions (Tschannen-Moran and Woolfolk-Hoy 2001), It is all the more significant for teachers today as the job of teachers has become more challenging specially after Covid-19 pandemic and the response as well as the expectations of students, parents and institutions have become more complex in comparison to pre-Covid times. The uncertainty and unpredictability in the job market have further complicated the situation despite increasing digital facilitations. All these factors have made it essential for teachers to be well-equipped with high level of occupational self-efficacy so that they can handle the situations effectively and further instill confidence among the learners about their own learning outcome in a balanced manner. Successful teachers and successful educational institutions continuously display high occupational self-efficacy.

Factors affecting occupational self-efficacy of teachers

Occupational self-efficacy of teachers is a vital aspect in success of all instructive platforms and it is controlled and exaggerated by many aspects like the upbringing, training, exposure and self-discipline as well as philosophy and purpose of life of the teacher and many such factors. Some of the factors contributing to occupational self-efficacy of teachers may be mentioned briefly as follows:

- Teaching subjects
- Command over the content
- Management Skills
- Specificity of purpose of teaching and learning
- IT Skills and Appropriate Information
- Performing teaching tasks
- Social Perception

- Public relations
- Innovative class room activities
- Effective communication skills
- Refresher courses and training programmes

Above mentioned factors are some important factors which affect the occupational self-efficacy of the teachers in the schools and different organizations at different levels. There are so many other factors which also create a big difference in the self-efficacy of the teachers. Major context is to create a conducive environment in the schools to work upon these factors to attain best results in the teaching learning process by improving the occupational self-efficacy of the teachers. According to the latest studies in Indian school systems, job satisfaction and commitment are found influenced by the occupational self-efficacy of teachers. Mental health of teachers affects their teaching performance. Job obligations and their active participation can be interpreted by assessing their self-efficacy. Institution needs huge gage prevention and intervention policies for the teachers and their profession which can be implemented by appropriate use of self-efficacy of teachers in schools (Rosa & Alessandri, 2009) found positive relationship between the learning boosting of students and teachers self-efficacy (Chu, 2003).

Dimensions of Occupational Self-Efficacy

- **Confidence:** it is dependence on one's own abilities. Confidence for occupation is a dynamic and maturing personal belief held by an expert in his work place.
- **Command:** A sense of resistor over the situation. It is to give order to the fellow worker to complete the task given in a more official way. This could be more authoritative or the other way is to be more effective.
- **Adaptability:** The ability to adjust and overcome the disabling effect on occupational functioning irrespective of the environment at the workstation.
- **Personal effectiveness:** it is inclination towards continuous development and to integrate some ideas from the power of positive thinking and positive psychology for self-helping to deal with success, goals and related concepts in occupation.
- **Positive attitude:** positive attitude is ability to evaluate optimistically. Positive attitude in occupation will be a state of mind of being constructive towards roles and responsibilities and optimistic towards the goals and targets.

- **Individuality:** it is independent decision making and setting standards for performance. The attitude of individualism at the workstation is the quality or charisma of an individual that discriminates him/her from others of the same kind and at the similar abode.

Significance of the study: Schools are formal institutions where the community is exposed to the values, skills and attitudes that prove to be useful for the society. The present study is very significant in contextualizing the roles of teachers and also helpful in motivating the teachers to nurture their self-efficacy under various conditions and will inspire them to perform better in their class room tasks. NEP 2020 is suggesting the organization of school complexes/clusters and addressed all the UT/State governments to work upon it by 2030. This will also include the appointment of teachers at large scale in schools to remove the problem of shortage of teachers. The criteria of recruitment will be based upon the skills, multitasking abilities, content knowledge, confidence and leadership qualities. Teachers have to be the part of twinning of schools where they will be getting the opportunity of exploring their potential in different schools with diversified population of students and colleagues. The level of occupational self-efficacy of individuals will play crucial role in their appointment and working abilities.

RESEARCH QUESTION

To study the difference in occupational self-efficacy among government and private secondary school teachers of U.T. Chandigarh

HYPOTHESIS OF THE STUDY

There will be no significant difference in occupational self-efficacy among government and private secondary school teachers of U.T. Chandigarh

DELIMITATIONS OF THE STUDY: Keeping time and resource constraints in view, delimitations for the present study were:

1. Present study was delimited to the secondary school teachers of Government and private schools affiliated to C.B.S.E. situated in U.T Chandigarh.
2. Study was delimited to one variable only i.e., occupational self- efficacy
3. Study was delimited to 400 secondary school teachers.

SAMPLE OF THE STUDY: For the present study, stratified random sampling method was used. 40 secondary schools (20 Govt. and 20 Priv.) of U.T. Chandigarh were taken for the study. 10 teachers from each school were taken as a sample for the study. In this way, 400 teachers comprised the total sample.

TOOLS USED: The tools used to collect the data:

Occupational self-efficacy scale by Pethe, Chaudhary and Dhar, (2006).

TESTING OF HYPOTHESIS

There will be no significant difference in occupational self-efficacy among government and private secondary school teachers of U.T. Chandigarh

Difference in Occupational Self-Efficacy of Government and Private Secondary School Teachers

Groups	N	Mean	Standard Deviation	t-ratio
Government secondary school teachers	200	77.61	7.37	5.26*
Private secondary school teachers	200	81.86	8.72	

**Significant at 0.01 level of significance*

Table shows that the values of mean for occupational self-efficacy of government and private secondary school teachers are 77.61 and 81.86 respectively. The value of t-ratio is 5.26, which is significant ($p < 0.01$). It indicates significant difference in occupational self-efficacy of government and private secondary school teachers.

Occupational self-efficacy of private secondary school teachers (mean=81.86) is significantly better than their government school counterparts (mean=77.61). Occupational self-efficacy refers to the belief that an individual is competent to fulfil work-related tasks or activities (Felfe & Schyns, 2006). Research studies conducted by Comfort (2012); Mehta (2012); (Winston & Kwesi, 2013); Arya (2014); Appadurai and Saraladevi (2015); Eremie and Chikweru (2015); Edet et.al (2015); and Thoker (2018); supported the findings. It seems that

the work environment in private schools in the city of Chandigarh is more conducive for the development of self-belief, self-confidence, positive attitude and adaptability among the teachers.

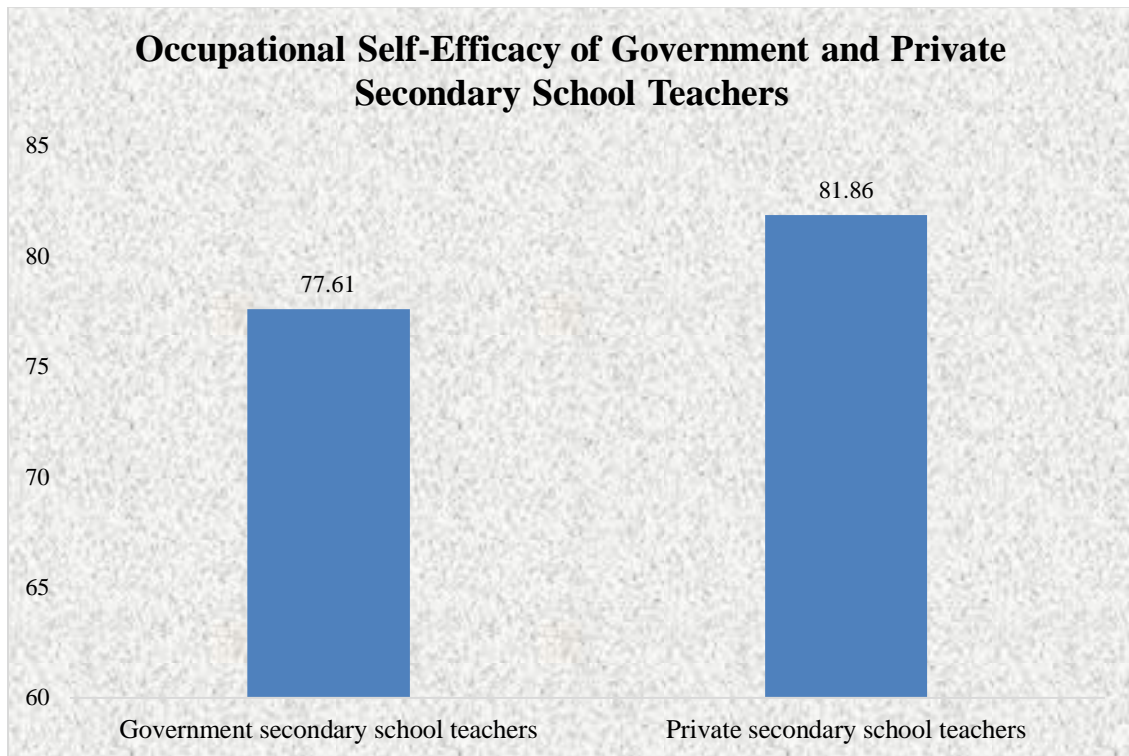


Figure gives the comparative view of occupational self-efficacy of government and private secondary school teachers.

MAJOR FINDING:

There is a significant difference ($t\text{-value}=5.26$) in occupational self-efficacy between government and private secondary school teachers of U.T. Chandigarh. The mean of occupational self-efficacy ($M=81.86$) of private secondary school teachers of Chandigarh is higher than the mean of the occupational self-efficacy ($M=77.61$) of government secondary school teachers of Chandigarh. Working conditions, confidence level, task challenges, job insecurity are some factors which create difference in occupational self-efficacy of teachers in private and government schools.

GENERAL DISCUSSION AND EDUCATIONAL IMPLICATIONS:

Variable of occupational self-efficacy in case of Private secondary school teachers has higher occupational self-efficacy as compared to Government School teachers. This research provides ample evidence for enhancing the occupational self-efficacy of secondary school

teachers through better management and leadership interventions. This research also presents the need of organizing training sessions and other programmes for the teachers in the schools to enhance their working abilities, skills and above all their Occupational self-efficacy.

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