

Occupational Efficacy and Commitment among Male and Female School Teachers



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Abstract

Self-efficacy can be defined as the extent to which one judges oneself able to do the task(s) successfully Bandura (1977). Occupational efficacy is defined as the extent to which one judges oneself able to do the tasks inherent in a given career or vocational pursuit. On the other hand occupational commitment is an employee's belief and acceptance of the organization's goals and values, willingness to exert efforts on behalf of the organization to achieve them, and a strong desire to keep up membership in the organization. In present research, we explored the correlation of *occupational commitment* with *occupational efficacy*. We found a positive correlation of .275 between the two which is flagged significant at .001 level of significance. We also found significant gender differences in both the variables. In case of occupational efficacy calculated t-ratio is 13.505 and in case of occupational commitment it is 3.552, both are significant at 0.01 level of significance.

Keywords: Occupational Efficacy, Occupational Commitment, Correlation, Gender Differences.

Introduction

In our nation, schools are given the status of temples, places of worship that start their day with the offerings of prayer. A school is also a miniature of society and thus represents the society. Of all the different factors which influence the quality of education and its contribution to national development, the *quality competence* and *characters* of teachers are undoubtedly the most significant aspects. Nothing is more important than securing a sufficient supply of high quality recruits to the teaching profession providing them with the best possible professional preparation and creating satisfactory conditions of work in which they can work with full effectiveness.

Occupational Efficacy

A teacher's occupational efficacy is defined as the extent to which the teacher believes s/he has the capacity to affect students' performance (Berman, McLaughlin, Bass, Pauly, Zellman, 1977). The concept of self efficacy developed within the studies of human social cognition theories. Bandura's early research focused on the 'extra ordinary symbolizing capacity of human beings'. When people symbolize their experiences, it gives structure, meaning and continuity to their lives.

Factors affecting Self-Efficacy

Bandura (1982) identified four factors affecting self-efficacy which are:

Enactive Attainment or Mastery of Experiences or Performance Accomplishments

Interpreting one's performance is the most important source of self-efficacy. Successful outcomes raise self efficacy whereas, those interpreted as failures lower it.

Vicarious Experiences or Modeling

When people are uncertain about their own abilities or have limited prior experiences, they become more sensitive to modeling or vicarious experiences. More closely the observer identifies with the model the stronger will be the impact on efficacy.

Social or Verbal Persuasions

Positive persuasions can encourage and empower. It is easier to weaken self-efficacy beliefs through negative appraisals than to strengthen such beliefs through positive encouragements.

Physiological Factors

Physiological states such as anxiety, stress, arousal, fatigue, and mood states also provide information about efficacy beliefs. For instance, in stressful situations, people usually exhibit signs of distress that can affect both success and self-efficacy too.

Effects of Self-Efficacy

Self efficacy beliefs affect human beings in diverse ways:

1. Choice behavior
2. Persistence and effort expenditure
3. Thought patterns and emotional reactions
4. Humans as producers rather than simply foreteller of behavior.

Guskey and Passaro (1994) defined a teacher's efficacy as the belief or conviction that teacher can influence how well students learn even those who may be difficult or unmotivated. Teachers' efficacy can be described as beliefs about whether teachers can make a difference with students (Lin, Gorrell & Taylor, 2002). Student motivation and performance were assumed to be significant reinforcers for teaching behaviors. Thus, teachers with a high level of efficacy believed that they could control, or at least strongly influence, student achievement and motivation. The studies of Rand researchers (Armor et al., 1976) to study teacher efficacy actually corresponded to Bandura's self efficacy and outcome expectancy dimensions of social cognitive theory. These dimensions have been subsequently labeled *personal teaching efficacy* (PTE) and *general teaching efficacy* (GTE) respectively.

Occupational Commitment

Meyer and Allen (1996) defined occupational commitment as the psychological link between an employee and his/her organization that determines the relative strength of an individual's identification with and involvement in a particular organization. Meyer and Allen (1990) and Dunham, Grube, and Castaneda (1994) identified three types of commitment; affective commitment, continuance commitment and normative commitment.

Affective Commitment

Refers to identification with involvement in and emotional attachment to the organization. It denoted a sense of belongingness to the organization, employees' support of the occupational values and goals, and finds a sense of meaning in their work (Allen & Meyer, 1990).

Continuance Commitment

Refers to commitment based on the employee's recognition of the costs associated with leaving the organization. Continuance commitment emphasized the perceived costs of leaving the organization (Allen & Meyer, 1990).

Normative Commitment

Refers to commitment based on a sense of obligation to the organization. Normative commitment reflected the perceived obligation to remain with the organization (Allen & Meyer, 1990).

Low commitment is associated with low levels of morale (Decottis & Summers, 1987) and decreased measures of altruism and compliance (Schappe, 1998). Non-committed employees may describe the organization in negative terms to outsiders thereby inhibiting the organization's ability to recruit high quality employees (Mowday, Porter, & Steers, 1982).

Self-efficacy and Commitment

Locke, Frederick, Lee, and Bobko (1984) found that higher self-efficacy specifically affected self set goals which may indicate greater commitment and more reality based intention formation. Bandura (1986) stated that perceived self inefficacies that lead people to shun enriching environments and activities retard development of potentialities and shield negative percepts from corrective actions.

Teachers with a strong sense of self-efficacy and higher desire of committing to schools, approach difficult tasks as challenges to be mastered rather than as threats to be avoided. Such people have greater intrinsic interests and deep engrossment in activities. They set challenging goals and maintain strong commitment to them, heighten and sustain their effort in the face of failure. Self efficacy beliefs are correlated with other self beliefs and with academic performances (Pajares, 1996). Self efficacy is a powerful motivation construct that can predict self belief and performance (Pajares, 1996).

Review of Literature

Sinha, Talwar, and Rajpal (2002) undertook a co-relational study of occupational commitment, self-efficacy and psychological barriers to technological change. Results revealed that occupational commitment is positively related with age and length of service and self-efficacy and negatively with psychological barriers to technological change. Natarajan and Nagar (2011) studied effects of service tenure and nature of occupation on occupational commitment and job satisfaction. Results found that managers with longer service tenure exhibited higher affective and normative commitment and intrinsic job satisfaction as compared to their counterparts. Furthermore, technical managers (engineers) exhibited higher affective and normative commitment and intrinsic job satisfaction as compared to others.

Corkett, Hatt and Benevides (2011) observed that self-efficacy or the belief in one's ability on the part of both teachers and students is thought to be directly related to teacher and student success. This study examined the relationship between teacher self-efficacy, student self-efficacy, and student ability. Teachers' perceptions of the students' self-efficacy was significantly correlated with students' abilities. However, student literacy self-efficacy was not correlated with their literacy ability. Additionally, there was no correlation between the teachers' perception of the students' literacy self-efficacy and the students' literacy self-efficacy. Finally, the teachers' self-efficacy was significantly correlated with their perception of the students' self-efficacy.

Objectives of the Study

Following will be the objectives of the study:

1. To assess the correlation between occupational efficacy and occupational commitment of high school teachers.
2. To assess the gender difference in the occupational efficacy among the teachers of high schools.
3. To assess the gender difference in the occupational commitment among the teachers of high schools.

Hypotheses

1. There will be significant correlation between occupational efficacy and occupational commitment of high school teachers.
2. There will be no significant gender difference in the occupational efficacy among the teachers of high schools.
3. There will be no significant gender difference in the occupational commitment among the teachers of high schools.

Sample

A total sample of 120 (60 males and 60 females) high school teachers falling in the age group of 25-35 years is selected randomly from Rajouri District.

Tools

Occupational Self Efficacy Scale (English)

By Pethe, Chaudhari and Dhar (1999) consisting 19 items measures occupational self-efficacy through six factors - confidence, command, adaptability, personal effectiveness, positive attitude and individuality. It is self administering scale and respondents took about 15 minutes to complete. High scores represent high level of occupational self-efficacy.

Teacher Commitment Inventory (English)

Developed by Ganihar (2005) is an inventory that consisted 21 items divided into five dimensions — psychological perceptible, sociological perspective, commitment towards the profession, commitment towards the institution and commitment towards the students. High scores indicate higher commitment.

Variables

Variables to Be Correlated and Explored for Gender Differences

1. Occupational efficacy
2. Occupational commitment

Data Collection and Statistical Analysis

Data are collected after sorting the permission from Chief Education Officer of the concerned district. Then tools were handed to the participants and they all were requested to fill them on

Table - 2: Following Table Showing T-Test Analysis of Occupational Efficacy between the Male and Female Teacher Samples

Group Statistics					Independent Samples Test		
S. No.	Variable	Sample (N)	Mean	S.D.	t-ratio	df	Sig. (2-tailed)
1.	Occupational efficacy	Males (60)	38.93	8.842	13.505	118	.000**
		Females (60)	59.40	7.722			

Our second objective was to assess the significant gender difference in the occupational

the spot while keeping precautions and instructions in mind. In present study we used IBM SPSS-20 for the analysis of the data collected. With the help of this software we calculated coefficient of correlation between occupational efficacy and occupational commitment of high school teachers. In addition to it mean and t-test of significance is also calculated for analyzing the gender differences in the aforesaid variables.

Results and Interpretations

Our first objective of study was to assess the correlation between occupational efficacy and occupational commitment of high school teachers and associated hypothesis was; there will be significant correlation between the occupational efficacy and occupational commitment of high school teachers.

Table - 1: Following Table Showing Correlation between Occupational Efficacy and Occupational Commitment of High School Teachers.

S. No.	Variables	Coefficient of Correlation (ρ)	Sig. (2-tailed)
1.	Occupational Efficacy	.275	.002**
2.	Occupational Commitment		

**Correlation is significant at the 0.01 level (2-tailed).

For testing this we used co-relational technique and found significant correlation of .275 between the two variables as the associated significance value is .002 which is significant at .01 level of significance. It may look a very small co-relational value but we can see the significance value which is smaller than .01 which shows that the correlation found is significant at .02 level of significance. With reference to these values we can conclude that occupational efficacy and occupational commitment of high school teachers is significantly correlated that also directs us to retain our first hypothesis.

Rathi and Rastogi (2009) conducted a study titled "Assessing the Relationship between Emotional Intelligence, Occupational Self-efficacy and Organizational Commitment" among 120 respondents (38 graduates, 62 postgraduates and 20 with higher education than a PG degree). Mean age was 42 years. A low positive association is found between occupational efficacy and organizational commitment and self-efficacy is related with a variety of organization's desirable outcomes.

efficacy among the teachers of high schools and corresponding null hypothesis was there will be no

significant gender difference in the occupational efficacy among the teachers of high schools. To test this hypothesis of no difference we used t-test technique. Calculated t-ratio is 13.505 and associated significance value is .000 which means that differences in the mean scores of occupational efficacy of male and female samples are significant at .01 level of significance. This time we found highly significant difference so we have to reject our null hypothesis. Mean score of female teacher sample is 59.40 which shows that they are having better occupational efficacy than that of male teachers whose sample obtained a mean score of 38.93 only. Group statistics and independent sample test values are given in the table – 2 of this section.

Our third objective is to assess the significant gender difference in the occupational commitment among the teachers of high schools and the

Table - 3: Table Showing T-Test Analysis of Occupational Commitment between the Male and Female Teacher Samples

Group Statistics					Independent Samples Test		
S. No.	Variable	Sample (N)	Mean	S.D.	t-ratio	df	Sig. (2-tailed)
1.	Occupational Commitment	Males (60)	80.62	7.113	3.552	118	.001
		Females (60)	86.48	10.633			

Khalili and Asmawi (2012) noted that men indicate a higher overall commitment to organizations than do women. However, women are observed to demonstrate higher normative commitment to organizations. Cohen, Wolfowitz and Ewan (2000) hold that males are the predominantly favored gender in workplaces, resulting in an increase in their level of workplace satisfaction and commitment. In a study of 772 organizational executives in Hong Kong, Ngo and Tsang (1998) indicate commitment is not dependent on gender. The hypothesis is also consistent with studies conducted by Linz (2003) and Weaver (1977). Ours was just the comparative study so further analysis for the factors the responsible such results are yet to be explored. First step in this direction would be compare male and female samples on each of the eight dimensions of both the variables that is dimensions of occupational efficacy and occupational commitment.

Conclusion

1. There is significant correlation between occupational efficacy and occupational commitment of high school teachers.
2. There are significant gender differences in the occupational efficacy among the teachers of high schools.
3. There are significant gender differences in the occupational commitment among the teachers of high schools.
4. Female teachers have better occupational efficacy than that of male teachers as their means is greater than that of males.
5. Female teachers, also, have better occupational commitment than that of male teachers as their means is again greater than that of male teachers.

corresponding null hypothesis is there will be no significant gender difference in the occupational commitment among the teachers of high schools. From the table - 3 we can see that there are significant gender differences in the occupational commitment of male and female teachers. Here calculated t-ratio is 3.553 and corresponding significance value is .001 with a degree of freedom of 118 which means that differences of occupational commitment in the mean scores of male and female samples are so significant that we can reject our null hypothesis of no differences at .01 level of significance. In case of occupational commitment male sample obtained the mean score of 80.62 whereas female sample obtained a mean score of 86.48 which shows that female have better occupational commitment than their counterpart in the teaching profession.

Limitations Suggestions from the Study

1. Although ratio of male and female teachers is maintained equal but only a sample of 120 teachers was collected which is not considered a good sample size for research work and generalization of its results. So more participants should be enrolled for better work.
2. Another limitation of study is area from which we collected our sample. We collected our sample only from one area of district Rajouri, J & K which is again a restriction on the homogeneity of sample. We might be in the good position of generalization of our results if we have included sample from other areas of district too.

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