

# Occupational Efficacy of Secondary School Teachers with Special Reference to Type of School

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**Abstract**— The present study was conducted to find and compare the occupational efficacy of Government and private School teachers. 800 Government and private School teachers were selected by using random cum stratified sampling technique. Occupational Efficacy Scale developed by Sanjyot Pethe, Sushama Chaudhari and Upider Dhar was used for data collection. The data was subjected to statistical treatment by using percentage, Mean, Standard Deviation, and 't' test. Results revealed that Government and private School teachers differ significantly on various levels of Occupational Efficacy. Private School teachers were found high level of Occupational Efficacy as compared to Government School teachers.

**Key words:** Occupational Efficacy, Type of School, (Government, and Private School Teachers)

## I. INTRODUCTION

The source of true and holistic education is the teacher. He is the backbone of the entire educational edifice. In our teaching process, teacher is the nuclear part of the total system. The worth and potentiality of any nation gets evaluated on the basis of teacher's performance and contribution. The teacher is an important constituent in any instructional process. In fact, the teacher is the top most academic and professional personnel in the educational pyramid under whose charge, the destiny of our children is placed. The teacher has a vital role to play to relate education to national development and social change (Shah, 1994). The teacher is said to be the torch bearer who guides, inspires and finally inculcates the values in our teeming millions in accordance with our cultural heritage and social objectives. The success of any educational system finally depends on the qualities of a teacher. In this context, teachers seem to have more responsibilities in moulding the character of students. It is rightly said, "if a teacher runs, students will walk; if a teacher walks, students will sit; and if a teacher sits, students will sleep" (Narian, S., 1999). The quality of teacher education is very important for bringing about its functional improvement. A teacher can perform his or her multifarious tasks and responsibilities only if he or she is updated professionally and personally. Gone are the times when teaching was considered as an art. Laying emphasis on teachers' qualities, Besides, National Policy on Education (1986) also envisaged that no system of education can rise above the level of its teachers; they are the heart and soul of any educational process. Teacher is a pivotal point, the heart of the matter. Education takes place through the interaction between the teacher and the taught. The teacher influences the personality of the child and instils in him a thoughtful awakening, a new life and belief. He is considered the most responsible and dignified member of the society, because his professional effort affects the whole nation. It has been agreed that the failure and the success of the nation depends upon the teacher, so teachers must possess strong sense of profession and true devotion towards teaching in a dignified way.

Occupational efficacy is defined as a set of personal belief. It is the capacity to perform of an appropriate and effective manner to attain certain goals in one's profession. Occupational self-efficacy is a source through which teachers utilize their professional work in bringing about positive changes in the behaviour of their learners. Occupational efficacy ensures that while choosing any occupation, it is mandatory that professional should derive pleasure from his profession, so that he contributes maximum towards his profession. It is occupational self-efficacy which helps in maintaining psychological mechanism of an individual which fundamentally ensures his academic optimism for effective teaching learning process in education. An important factor, which can determine the professional effectiveness of teacher, is their occupational self- efficacy. It means teacher must have some sense of belief that can make difference in the lives of the children during learning process. Occupational efficacy leads a teacher to feel that his professional work brings positive changes among the learners. Teacher efficacy as a belief is expected to guide teachers in their behaviour decisions and which finally motivates them in teaching. Specifically, teacher self-efficacy affects his routine decisions related to teaching and willingness to invoke specific strategies and techniques. In educational context, teacher's self-efficacy is teacher's personal (i.e., self-perceived) ability in successful manner to plan instruction and accomplish instructional objectives. In fact, high self-efficacy enables successful use of professional knowledge and skills, or conversely, low self-efficacy inhibits effective use of professional knowledge and skills. Teachers' self-efficacy improves the teaching effectiveness which is the product of interaction between certain teacher mechanisms and the teaching learning situations. Thus, teacher's efficacy is reported to be a strong self-regulatory characteristic which enables him to use his maximum potential in order to be effective in teaching learning process. Teacher self-efficacy is a construct that was developed within the context of Bandura's social cognitive theory. Bandura, A. (1993) defined self-efficacy as a belief about one's own capabilities to organize and execute a certain task. Bandura, (1997) observed that self-efficacy beliefs influence thought patterns and emotions, which in turn enable or inhibit actions. Ahmad, M. & Poodineh, T. (2012). Report that the feeling of self- efficacy is based on a system of beliefs which holds an interaction with the environment and help the individual to cope and realize his skills effectively. If a teacher educator has high level of occupational self-efficacy i.e. beliefs in his capabilities, his effectiveness in the classroom situations will be helpful to produce good teachers. Occupational self-efficacy can be different, in various areas of life as it is task specific. The teacher with positive attitude, confidence, adaptability, ethics and belief can handle classroom challenges very effectively (Aikaterini, G., Dimitrios, B. & Athanasios, K. (2014). Quality of secondary education is poor in our country. Improvement in the quality of secondary

education is of prime concern to all. Through the quality of the secondary education is poor due to many reasons as observed in the review of the related literature, but the current and general perception is that ethics dedication, commitment and occupational efficacy in teaching profession are decreasing day by day. Therefore, keeping this thing into consideration efforts have been made by the present researcher to study the research problem as:

II. STATEMENT OF THE PROBLEM

Occupational Efficacy of Secondary School Teachers with Special Reference to Type of School.

III. OBJECTIVES OF THE STUDY

The present study has been conducted with the following objectives:

- 1) To study and compare occupational efficacy of Government and private higher secondary school teachers on below mentioned dimensions of occupational efficacy:
  - a) Confidence
  - b) Command
  - c) Adaptability
  - d) Personal effectiveness
  - e) Positive attitude
  - f) Individuality

A. Hypothesis

Based upon the above mentioned objectives, the following hypotheses were formulated:

- 2) There is significant difference between occupational efficacy of Government and private higher secondary school teachers on below mentioned dimensions of occupational efficacy:
  - a) Confidence
  - b) Command
  - c) Adaptability
  - d) Personal effectiveness
  - e) Positive attitude
  - f) Individuality

B. Operational Definitions

1) Occupational Self-Efficacy

Self-efficacy in the present study refers the dominant set of scores obtained by the respondents on Occupational Efficacy Scale developed by the Sanjyot Pethe, Sushama Chaudhari and Upider Dhar (2011).

2) Type of the School

Type of the school in the present study refers private school teachers or Government schools.

3) Secondary School Teachers

Secondary school teachers in the present investigation refer to those teachers who are working at + 2 levels in Higher Secondary schools either run by the Government or private trusts/ organizations.

IV. DELIMITATIONS OF THE STUDY

Keeping in view the availability of time, budget schedule and limited resources, the present study has been delimited to:

- a) The teachers working in Government and private higher secondary schools,
- b) Five districts of the valley viz. Srinagar, Anantnag, Shopian, Pulwama and Kulgam.

A. Methodology

Keeping in view the research evidences, objectives and hypotheses, the researcher found it suitable to go through descriptive survey method, through which data was collected.

B. Sample

The present investigation was carried out on a sample of 800 teachers working in Government and private Secondary Schools of Kashmir Valley. These teachers were drawn from five districts: Srinagar, Anantnag, Shopian, Pulwama and Kulgam. A random sampling technique was adopted to carry out the investigation. The age of the subjects was between 30 to 50 years.

C. Tools Used

Occupational Self-efficacy scale developed by the Sanjyot Pethe, Sushama Chaudhari and Upider Dhar (2011) was used for collection of data.

D. Statistical Techniques Employed

Information gathered was put to suitable statistical analysis by computing Percentage, Mean, S.D. and test of significance (t-test).

1) Analysis of Data

Levels of Occupational Efficacy	PST		GST	
	N	%age	N	%age
Strongly Disagree	75	18.75	79	19.75
Disagree	68	17	72	18
Neutral	37	9.25	36	9
Agree	105	26.25	103	25.75
Strongly Agree	115	28.75	110	27.5

Table 1: Showing the Percent-Wise Distribution of Government & Private School Teachers on Various Levels of Occupational Efficacy

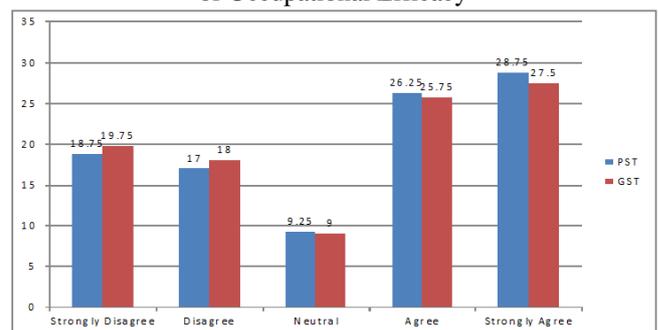


Fig. 1: Comparison of Government and Private School Teachers on Various Levels of Occupational Efficacy.

- Index: PST: Private School Teachers
- GST: Government School Teachers

Dimensions of Occupational Efficacy	PST		GST		t-value
	Mean	S.D	Mean	S.D	
I   Confidence	12.83	1.95	8.22	3.38	23.57* *
II   Command	11.09	1.87	8.02	3.24	16.36* *

III	Adaptability	11.73	1.40	11.24	2.49	3.40**
IV	Personal effectiveness	11.98	1.60	11.10	4.36	3.80**
V	Positive attitude	11.31	1.74	8.63	5.20	9.74**
VI	Individuality	7.26	1.90	3.13	1.69	32.28*
VI I	Composite Score	61.45	11.72	55.11	13.92	6.97**

Table 3: Showing the Significance of Difference between the Mean Scores of Government & Private School Teachers on Various Dimensions of Occupational Efficacy (N=400 each)

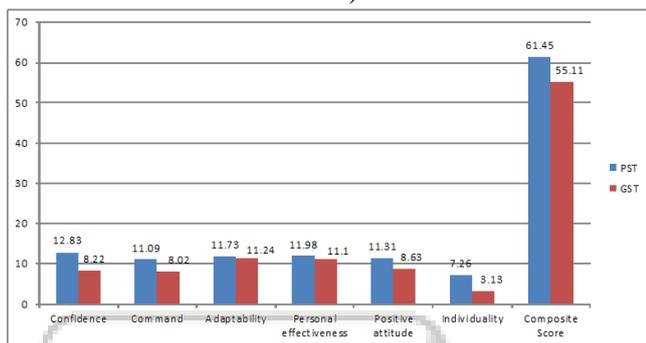


Fig. 3: Comparison of Government and Private School Teachers on Various Dimensions of Occupational Efficacy  
 – Index: PST Private School Teachers  
 – GST Government School Teachers  
 \*\* Significant at 0.01 level of confidence

#### V. INTERPRETATION OF DATA

The results presented in Table 1 (Fig. 1) show the percentage-wise distribution of Government and private teachers on various levels of occupational efficacy. The results revealed that in case of private teachers, the levels of occupational efficacy were found as: 18.75% strongly in disagreement, 17% in disagreement, 9.25% private teachers were found neutral in deciding their occupational efficacy. Additionally, 26.25% private teachers agreed, 28.75% strongly agreed towards their occupational efficacy. On the other hand, 19.75% Government teachers were found strongly disagreed, 18% disagreed towards their occupational efficacy. Further, 9% Government teachers were found unable to express their occupational self-efficacy. 25.75% agreed and 27.5% teachers of Government schools express this attitude in level of agreement and strongly agreement respectively. Thus, from the above mentioned results, it may be said that private teachers have better confidence, command, adaptability, personal effectiveness, positive attitude and individuality as compared to Government teachers.

The results presented in Table 3 (Fig. 3) gives information about the mean comparison of Government and private school teachers on various dimensions of occupational efficacy. With regard to first dimension of the occupational efficacy scale (Confidence), the results revealed private school teachers with a higher mean score (M=12.83) as compared to Government school teachers (M=8.22). The

calculated ‘t’ value is reported to be significant at 0.01 level of confidence (t = 23.57). Thus, it may be said that private teachers possess high level of confidence building mechanism as compared to Government teachers. Coming towards the second dimension of occupational self-efficacy (Command), the mean score in case of private teachers has been reported to be higher (M =11.09), than the Government teachers (M=8.02). The obtained ‘t’ value came out to be 16.36 which is significant at 0.01 level of confidence. Thus, it can be inferred that private teachers have a better sense of control over the situation as compared to their comparable group. With regard to the third dimension of occupational efficacy scale i.e. Adaptability, the mean score of the private teachers (M=11.73) has been seen to be higher as compared to Government teachers (M=11.24).The calculated ‘t’ value (t =3.40) has succeeded to differentiate the two groups of teachers at 0.01 level of confidence. It can be inferred that private teachers try to evaluate their undesirable behavioral strategies and accommodate them accordingly for strengthening their future. The fourth dimension (Personal Effectiveness) of occupational efficacy scale, gives details about private and Government teachers. Private teachers have been found to possess a higher mean score (M=11.98) than Government school teachers (M = 11.10). The calculated t value has been found to be 3.80, which is significant at 0.01 level of confidence. It may be inferred that teachers of private schools have better personal effectiveness as compared to Government teachers. The fifth dimension (Positive Attitude) of occupational self-efficacy gives information about the mean comparison of private and Government school teachers. The mean score in case of private school teachers was observed to be higher (M =11.31) as compared to teachers working in Government schools (M= 8.63). The calculated ‘t’ value was seen out to be 9.74, which is significant at 0.01 level. From these results, it is revealed that private and Government teachers are different from each other on this dimension. Thus, it can be said that private teachers have positive attitude towards their occupation as compared to Government teachers. While looking into the mean comparison of private and Government teachers on sixth dimension (Individuality) of occupational self-efficacy, It has been observed that the mean score in case of private school teachers was higher ( M=7.26) as compared the mean score of Government school teachers (M=3.13). The calculated ‘t’ value came out to be 32.28, which is significant at 0.01 level of confidence. Therefore, it can be said that private teachers have higher level of individuality as compared to Government school teachers.

The results reported in this table gives information about the composite score of the Occupational Efficacy scale between Government and private school teachers. It has been observed that the mean score in case of private school teachers was 61.45 which is higher than the mean value of Government school teachers (M=55.11). The operational ‘t’ value came out to be 6.97, which is significant at .01 level of confidence. From these results, it may be inferred that private teachers have better confidence, command, adaptability, personal effectiveness, positive attitude and individuality as compared to Government teachers. Proper sense of self-esteem and high level of confidence was observed among private school teachers. In the light of the results reported

above, the hypothesis No. 1) which reads as, "There is significant difference between occupational efficacy of Government and private higher secondary school teachers." stands retained. As it has been found that these two groups of teachers are different from each other on occupational self-efficacy. Appadurai and Saraladevi, (2015) found the impact of type of school on self-efficacy of teachers as significant. Private aided school teachers were found to have more efficacy beliefs as compared to Government teachers. Eremie & Chikweru, (2015) found a significant mean difference between private schools teachers and public schools teachers on the level of self-esteem. The investigators also observed private school teachers with high level of self-esteem as compared to public school teachers. Winston and Kwesi (2013), Kareemm, (2014) found Government aided and unaided college teachers significantly different on all the dimensions of self-concept viz. social concept, teaching effectiveness, academic problem and general self-esteem. Teachers working in private aided colleges were found high on the level of self-concept as compared to Government aided college teachers.

#### VI. CONCLUSIONS OF THE STUDY

- 1) Majority of the private school teachers were seen in strong agreement as far as their occupational efficacy is concerned. However, in case of Government school teachers, majority of them were in agreement towards their occupational efficacy.
- 2) Private school teachers in comparison to Government school teachers were found significantly different on all the dimensions of occupational efficacy. These dimensions are: confidence, command, adaptability, personal effectiveness, positive attitude and individuality.

#### A. Educational Implications

- 1) The study stimulates towards the below mentioned implications:
- 2) In order to enhance the level of occupational efficacy at secondary school level, conferences and seminars should be organised.
- 3) Value and moral education should be imparted at secondary school level. So that importance of values is realised to a great extent.
- 4) Preamble of the Indian Constitution should be given practical orientation at secondary school stage, so that education system may proceed forward on democratic lines of the nation.
- 5) Refresher and orientation courses should be organised at secondary school level.

#### VII. SUGGESTIONS FOR FURTHER RESEARCH

- 1) A comparative study on occupational self-efficacy is recommended to be conducted on teachers at various levels like: primary, secondary, college and university.
- 2) The present piece of research was confined on variable of occupational self-efficacy, in relation to type of school and rural urban dichotomy. Therefore, similar investigations are recommended to be carried out on the

variable of demographic profiles, socioeconomic status, length of service and marital status.

- 3) It is recommended to undertake co-relational studies on the variables of professional ethics, professional commitment and occupational self-efficacy by involving teachers regulated by different autonomous organizations.
- 4) Studies are suggested to be conducted on job satisfaction of teachers at different levels in relation to their occupational efficacy.
- 5) A study may be conducted to find out the perception of different stakeholders of education towards professional ethics and professional commitment of teachers.

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