

Impact of self-efficacy towards organizational commitment and work engagement amongst higher secondary school Teachers

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Abstract---

The present study investigated the impact of Self-Efficacy towards organizational commitment and work engagement amongst higher secondary school teachers. Descriptive Survey method was utilized for this investigation. Descriptive research design was applied to achieve the purpose of the research study. A sample of 110 higher secondary school teachers employed in government and private schools were taken from Mathura district of Uttar Pradesh by random sampling technique. The findings revealed that there is positive and significant impact of self-efficacy towards organizational commitment and work engagement amongst higher secondary school Teachers

Keywords--- Self Efficacy, work engagement, organizational commitment

Introduction

Education is one of the important stages about formation of society. As education is the whole system in which morality, attitude, information and skills are given. We need institutions for constructing these human being behaviors. To achieve this this, education system needs a institution (school) and staff (teachers) .Nothing is permanent on this earth except change. Teachers' personal values drive their goals and behaviors at school. Moreover, values can support subjective well-being and an individual sense of self-efficacy. Teachers' self-efficacy, namely teachers' beliefs in their ability to effectively handle the tasks, obligations, and challenges related to their professional activity, plays a key role in influencing important academic outcomes (e.g., students' achievement and motivation) and well-being in the working it can be said that Work Engagement is the psychological attachment of the person with his job. It affects the people who work in organization. It is reflected in the job-related activities of a person, be it administrative, academic or extension activities. Such a person gives utmost importance to work in his/her life. Work engaged teachers have strong identification with their job. Such Teachers leave no stone unturned to make efforts for the

betterment of their organization. They take utmost care about the kind of job they do. Such employees seldom remain tardy and absent. They are interested in doing high quality work and are motivated to put forth their best efforts on the job. They are mostly found to be happy with their job, and highly committed to their careers, professions, and employing organizations. Highly work involved teachers morally feel obliged to be involved in their job. It can be said that job involvement is an important work related phenomenon which influences work performance. Of the emerging generation. Therefore, being a significant component of this system, the teacher should adapt himself with new capabilities and possess up-to-date potentialities about self-efficacy, work engagement and organizational commitment and their impact on educational performance. It is a well-known fact that the performance of the students depends significantly on the performance of the teachers. Thus Self-efficacy is the main factors for a teacher which establishes teacher's honesty towards his/her profession .Teacher they are identified as the second parents of the learners so, they should focus on his capabilities. Therefore, their behaviors, skills, etc. Overall performances play a remarkable role in building relations and influencing in the students

positively in educative process. Teachers are expected to be versatile and tactful enough to manage their affairs. So, they have to acquire emotional competence which enables them to become successful teachers. Self-efficient teachers are valued highly in the present day competitive world. Because, only the self-efficient teachers can play an important, dominating and determining role in shaping the interaction between the students of Higher Secondary Education level are of an adolescent age an age which is very crucial. Having Self-efficacy is the major quality of a Higher Secondary School Teachers.

Self-Efficacy

Self-Efficacy is a significant trait in an individual, which helps him/ her in accomplishment of his/ her goals. Such people are likely to undertake difficult task as challenge and are motivated to master them rather than avoid them. **Bandura 1986**, firmly believes that knowledge, content, skills and outcome expectations are necessary for successful individual performances. □□Self-efficacy is an important psychological trait which affects

individual behavior. □It is a trait of an individual according to which a person executes his/ her actions. □□Past experiences play very important role in development of self-efficacy. If a person is increasingly successful in a given task, he/she is likely to develop high self-efficacy and firm belief in his/ her capability to execute the task successfully. Self-efficacy tends to vary according to the task. It is a belief that one can perform one's task well. It works as an intrinsic motivation.

Objectives

1. To determine the impact of Self- Efficacy towards work engagement and organizational commitment amongst higher secondary school teachers.

To determine the impact of self-efficacy towards organizational commitment and work engagement amongst higher secondary school Teachers, linear regression analysis is carried at with the help of correlation analysis. Correlation matrix is formed which shows inter- correlation among the variables of the study shown in Table 1:

Table 1: Correlation Matrix exhibiting relationship amongst self-efficacy,organizational commitment and work engagement

Variables	Workplace spirituality	Organizational commitment	Job satisfaction
Self-efficacy	1		
Organizational commitment	0.546**	1	
Work engagement	0.479**	0.272*	1

****Significant at 0.01 level,* Significant at 0.05 level**

The matrix of coefficient of correlation Table 1 indicates that self-efficacy and organizational commitment scores have significant and positive correlation ($r = 0.546$). There is also significant and positive correlation found between self-efficacy and work engagement ($r = 0.479$). There is slight and positive correlation found amongst work engagement and organizational commitment ($r = 0.272$). Correlations were calculated to determine to what extent self-efficacy correlated with organizational commitment and work engagement. As can be seen in Table 1, significant positive correlations were formed for all three variables. This results show that there is

a strong relationship between self-efficacy, organizational commitment and work engagement amongst higher secondary school Teachers.

The result from the correlation in Table 1 fulfils the required conditions for regression analysis. Thus, the regression analysis can be carried out here. Linear regression analysis is used to determine the contribution of the independent variable which is self-efficacy towards dependent variables which are organizational commitment and work engagement amongst higher secondary school Teachers.

Table 2 and 3 reveals the results of linear regression analysis which gives contributory role of self-efficacy towards organizational commitment and work engagement. The linear regression analysis shows that the independent

variable which is self-efficacy is the indicator with correlation ($r=0.546$) and the value of R^2 ($R^2=0.298$) contributes 29.8% towards organizational commitment amongst Higher secondary school Teachers.

Table 2 Analysis of Linear Regression between self-efficacy towards Organizational Commitment

Model	r	R ²	Adjusted R ²	Standard error	β	Contribution (%)
1	0.546	0.298	0.292	0.594	0.429	29.8%

Predictor: self-efficacy

Dependent variable: Organizational commitment

The contribution of self-efficacy towards organizational commitment amongst Higher secondary school Teachers forms the linear regression as:

$$Y = 2.604 + 0.429X_1 + 0.594$$

Y= Organizational Commitment X₁= self-efficacy

Constant 2.604

Standard Error 0.595

The linear regression analysis shows that self-efficacy contributes 29.8 % towards organizational commitment amongst higher secondary school Teachers. This means that 29.8% variation in the organizational commitment can be explained by the self-efficacy. The above regression equation shows positive impact of self-efficacy towards organizational commitment.

For testing the significance of regression model ANOVA has been applied which is shown in Table 3:

Table 3 Analysis of variance results for self-efficacy and organizational commitment

Source	Sum of Squares	df	Mean square	F-ratio	Level of significance
Regression	18.507	1	17.607		
Residual	47.065	418	.111	169.26	Significant at 0.01 level
Total	65.680	419			

It is found that F-ratio is 169.26 which exceeds table value ($=2.59$) at 0.01 level of significance. Thus, null hypothesis is rejected that there exist no significant impact of self-efficacy towards organizational commitment amongst higher secondary school Teachers.

Table 4 shows the result of linear regression analysis which gives contributory role of self-efficacy towards work engagement. The linear

regression analysis shows that the independent variable which is self-efficacy is the indicator with correlation ($r=0.479$) and the value of R^2 ($R^2=0.239$) contributes 23.9% towards work engagement amongst Higher secondary school Teachers. Similar results are supported by Hassan et al (2016) which also found significant variance in work engagement which can be explained by self-efficacy.

Table 4: Analysis of Linear Regression between self-efficacy towards work engagement

Model	r	R ²	Adjusted R ²	Standard error	β	Contribution (%)
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2	0.479	0.229	0.233	0.615	0.331	22.9%
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Predictor: self-efficacy

Dependent variable: work engagement

The contribution of self-efficacy towards job satisfaction amongst higher secondary schools Teachers forms the linear regression as below:

$$Y = 3.070 + 0.331X_1 + 0.616$$

Y= work engagement

X₁= self-efficacy

Constant 3.070

Standard Error 0.616

The linear regression analysis shows that self-efficacy contributes 22.9 % towards job satisfaction amongst higher secondary school Teachers. This means that 22.9% variation in the work engagement can be explained by the self-efficacy. The above regression equation shows positive impact of self-efficacy towards work engagements.

For testing the significance of regression model ANOVA has been applied which is shown in Table 5:

Table 5 Analysis of variance results for self-efficacy and work engagement

Source	Sum of Squares	df	Mean Square	F-Ratio	Level Of Significance
Regression	15.434	1	15.434		
Residual	49.216	418	118	133	Significant at 0.01 level
Total	64.672	419			

It is found that value of F-ratio is 133 which exceeds table value (=2.59) at 0.01 level of significance. Thus, null hypothesis is rejected that there exist no significant impact of self-efficacy towards work engagement amongst higher secondary school Teachers.

From the linear regression analysis it can be inferred that self-efficacy contributed the most towards organizational commitment which is 29.8%, followed by 22.9% towards work engagement amongst higher secondary school Teachers.

relationship with organizational commitment. There is a positive and significant impact of self-efficacy found towards organizational commitment and work engagement amongst higher secondary school teachers which emerges from regression analysis. It is also inferred that self-efficacy contributed the most towards organizational commitment which is 29.8%, followed by 22.9% towards work engagement amongst Higher secondary school Teachers and remaining percentage of 52.7% can be explained by other variables which can be further investigated for future research.

CONCLUSION

It is observed that majority of government aided Higher secondary school Teachers of Mathura district ,U.P. have moderate level of self-efficacy, organizational commitment and work engagement . It is also inferred that there is significant and positive relationship found amongst self-efficacy with organizational commitment and work engagement whereas work engagement has slightly positive

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