

The Role of Self-efficacy on Job Involvement of Academicians in Higher Education Institutions

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Abstract

Research Objective: This research paper aims to study the effect of self-efficacy of academicians in higher education institutions on their job involvement. The research also evaluates the impact of work experience on self-efficacy and job involvement of academicians.

Research Design: The job involvement scale (10-items), adapted from Kanungo (1982), and the general self-efficacy scale (10-items), adapted from Schwarzer and Jerusalem (1995) was used for data collection. The sample was chosen by simple random sampling method and duly filled responses were received from 184 respondents.

Findings: There is significant positive correlation between the self-efficacy beliefs and job involvement. Higher the self-efficacy beliefs of academicians', higher was their job involvement. The amount of work experience had no major effect on the job involvement of the academicians, although it had a positive influence on their self-efficacy beliefs.

Implications: It is crucial for the institute management and administration to contribute to amend and strengthen self-efficacy beliefs of the academicians, as it would help them develop a positive attitude towards work.

Limitations: The study was limited to the education environment, specifically to academicians in higher education institutions in South Mumbai region. Due to paucity of time, sample size was limited to 200, out of which 184 duly filled responses were used for the analysis.

Keywords: Self-efficacy, job involvement, higher education institutions

Introduction

In developing countries, teachers are the backbone of the education system. Most institutions today focus on hiring candidates based on their potential of being productive. Since a high-level of self-efficacy predicts high productivity, better workplace interactions, and a high output level, it is only reasonable for organizations to favour and promote self-efficacy amongst the workers. Academicians' sense of self-efficacy influences their attitude and behaviour in the classroom. Self-efficacy beliefs resound on the energy they expend whilst teaching, the goals they set, and their perceptions of self-confidence. Moreover, employees are expected to be more involved at the workplace if they are provided with the right direction to perform their jobs. When leaders guide their subordinates in understanding the mission of the organisation and what is expected from them, they would be willing to put in their work on priority and thereby working towards the organisational objectives.

Literature Review

Importance of Job Involvement in Higher Education Institutions

Jyoti, J. et al (2020), studied the relationship between person-job fit, organizational commitment, job involvement and career commitment. It was concluded that person-job fit has a significant relation with organizational commitment, with mediating roles of both job involvement and career commitment. **Yadav, V. (2020)**, deduced that there is no significant relation between job involvement and professional commitment for both aided and self-financed colleges. Additionally, there is negative relation between occupational stress and job involvement for both aided and self-financed colleges. Interestingly, it was also found that teachers in aided colleges had higher job involvement as compared to those in self-financed institutions. **Gopinath, R., (2020)**, determined that job satisfaction has a significant positive influence on job involvement. In addition, it was also found that job satisfaction is a major determinant of job involvement.

Paul, H. et al (2019), conceptualized the introduction of high-performance teams in the Indian education and research industry. The research proposed that such an integrated system would enhance the quality of education

and research, develop research competencies and also positively affect job involvement of teachers in the higher education institutions in India. **Chandorkar, N., (2019)**, concluded that appropriate and fair system of compensation, rewards and recognition, autonomy, opportunities to innovate, an environment of trust and communication, higher authorities' openness to suggestions, and opportunities for self-development are important factors in the organizational culture of a higher educational institution to have high job involvement amongst the teaching staff. **Kaur, R. & Randhawa, G. (2019)**, observed the influence of supervisory support on job involvement. It was deduced that supervisory support had a significant positive impact on the job involvement of the teachers. Furthermore, the study also revealed that the teachers had high job involvement which varied on the basis of demographic variables. Significant difference in job involvement was observed on the basis of age, gender and work experience, whereas, insignificant differences were observed based on marital status, income and educational qualification of the teachers.

Pan, A. (2018), concluded that there is no significant effect of organizational commitment, job burnout and locus of control teachers on their job involvement. **Li, J. et al (2018)**, studied the relationship between university teachers' job stress and job involvement and concluded that teachers with higher job stress have lower job satisfaction. Job involvement has a negative relation with job stress. It was also determined that job involvement has a mediating effect between job stress and job satisfaction. **Kalpna, R. et al (2018)**, explored job involvement amongst women faculty members of engineering colleges in the Trichy region of Anna University. Four factors – motivation, training, job characteristics and personal factors were identified to have an impact on job involvement. Out of these factors motivation and training had a major influence on job involvement of the female faculty members.

Rajkumar, M., et al (2016) concluded that there is considerable difference in job involvement with respect to demographic factors of age, work experience, gender. Furthermore, it was also established that job involvement of the teachers could be increased by reducing occupational stress. **Bholane, K. (2016)**, found that there is significant relation

between job satisfaction and job involvement, also there was a positive relation between job involvement and organizational commitment. In addition, it was also established that job involvement is a strong predictor of organizational commitment. **Shojayifar, Z., et al (2016)**, concluded that there is significant positive relation between knowledge management and job involvement with a significant mediating role of professional ethics. **Sukri, S. et al (2015)**, examined factors affecting job involvement in Universiti Malaysia Perlis (UniMAP) and discovered that job involvement of the university teachers was largely affected by three dimension of job involvement, namely – motivation, organization citizenship behaviour and job satisfaction. For the UniMAP faculty members it was determined that there is positive relation between both organizational commitment and job satisfaction with job involvement. Interestingly, it was also concluded that motivation did not have a significant influence on job involvement. **Besong, J., (2015)**, established that both monetary and non-monetary incentives significantly correlated to job involvement of teachers. Also the job involvement of the teachers was found to be high. **Ebrahimi, M. & Mohamadkhani, K. (2014)**, explored the relationship between organizational climate and job involvement and it was revealed that there was no significant relationship between job involvement and organizational climate dimensions of spirit and consideration; however, there was a significant relationship between job involvement and aloofness, as per the research this relation indicates that teachers with high job involvement prefer impersonal formal behaviour of the principal and governance of rules and regulations in the working environment. Additionally, it was also observed that there was significant positive relation of job involvement with production emphasis as well, which implies that teachers prefer close supervision and imperious behaviour of the principal.

Akpan, C. (2012), explored the connection between resource management and job involvement, and it was concluded that the perception of lecturers towards human, physical/material and financial resources positively correlated to their job involvement. Furthermore, the study also revealed that the job involvement of the lecturers was

high. **Mehdipour et al (2012)**, examined the relationship between quality of work life and job involvement of physical education teachers in the higher education institutions in Iran. It was deduced that quality of work life had a significant relationship with job involvement of the physical education teachers. In addition, the research also established significant differences in quality of work life of teachers on the basis of gender, academic degree and work experience; also significant differences were observed between job involvement and various age groups.

Azeem, (2010), studied the relationship between Personality hardiness, job involvement and job burnout amongst university teachers in India. It was established that there is negative relation between job involvement and job burnout amongst the university teachers. Also it was deduced that there is negative association between personality hardiness and job burnout. Overall job burnout was low for all the teachers. It was also concluded that low burnout can be attributed to high levels of job involvement and personality hardiness. **Ishwara, P. (2010)**, studied the factors affecting job satisfaction and job involvement in the university teachers' in Karnataka. It was deduced that job involvement level was moderate for all university teachers. Furthermore, it was also concluded that there is no significant difference between job involvement of university teachers at various cadres/positions. Nearly 75% of the teachers reported to have moderate and above moderate levels of overall job satisfaction. It was also determined that there is positive association between job satisfaction and job involvement of the university teachers. **Kiyani, A. et al (2010)**, explored the impact of career salience on the job involvement of university teachers. It was concluded that career salience has a significant and positive impact on job involvement. Furthermore, the research also established that female university teachers' job involvement was majorly derived from career salience as compared to male university teachers. This difference was attributed to the cultural context of the study.

Need for Self-Efficacy in Higher Education Institutions

Banerjee, R., (2019), examined the relationship between self-efficacy and job satisfaction amongst academicians, it was

concluded that occupational self-efficacy has a significant impact on job satisfaction. **Qureshi, M., (2019)**, concluded that employee learning commitment is significantly related to employee self-efficacy, with a strong mediating role of employee skills and abilities. In addition, it was also established that employee adaptability & responsiveness, and, employee knowledge, skills & abilities mediate the relationship between employee learning commitment and employee self-efficacy.

Girgin, M., (2019), explored the relationship between employee self-efficacy and voice behaviour. It was determined that individuals who have a high level of self-efficacy tend to show more voice behaviour. **Turkoglu, M., (2017)**, established that self-efficacy is positively correlated with teacher job satisfaction. It was also determined that increase in teachers' perception of self-efficacy will result in increase of job satisfaction. **Vadahi, F., (2015)**, explored a theoretical analysis for the enhancement of teacher self-efficacy. Pre-service and in-service training programs, professional development of education practices were identified as the various sources for enhancing teachers' self-efficacy. Emphasis was also laid on teacher training programs that develop a strong efficacy belief. Furthermore, it was highlighted that the teacher training programs can be beneficial if they identify the sources that influence efficacy beliefs of the teachers. **Sevindi, T. (2013)** examined the relation between general self-efficacy and burnout level amongst Turkish academicians and it was determined that general self-efficacy of academicians is negatively related with burnout.

Bembenuddy, H. (2006), examined the relation between teachers' self-efficacy beliefs and academic performance, with mediating role of homework's self-efficacy belief and self-regulated learning strategies. It was deduced that teachers' self-efficacy belief has an indirect relation with their academic performance. This effect was mediated by the homework's self-efficacy beliefs, i.e., completing the assigned homework and the use of self-regulated learning strategies. A major finding of this research was identifying that attrition of teachers could be reduced by empowering teachers during their training

period with high self-efficacy beliefs and self-regulated learning.

Importance of Self-Efficacy and Job Involvement in Higher Education Institutions

Demir, S., (2020), discovered that self-efficacy beliefs positively affect job satisfaction, organizational commitment, motivation and job involvement. Self-efficacy beliefs positively affected teachers' job involvement, with the mediating effect of job satisfaction and motivation. Organizational commitment and motivation had a strong mediating role in the relationship between teachers' self-efficacy and job involvement.

Chi, H., et al (2013), deduced that job involvement, organizational commitment and personality traits are significantly and positively related to teacher efficacy. Additionally, the research also established that job involvement has a mediating role in the relation between organizational commitment and teacher efficacy, whereas, personality traits did not have a mediating affect between job involvement and teacher efficacy. **Yang, H., et al (2006)**, concluded that both self-efficacy and job involvement varied from moderate to high levels for all clinical nursing teachers. Additionally, it was found that significant differences exist in job self-efficacy and job involvement based on differences in age, marital status, teaching seniority, teacher qualifications, and job satisfaction. It was also noted that the performance in self-efficacy was significantly different which could be attributed to the differences in education level attained. Both job self-efficacy and job involvement are significantly and positively correlated.

Need for the Study and Gap Analysis

There is significant evidence to prove that self-efficacy affects job performance, job satisfaction, work behaviour, innovation, organizational commitment, and organizational citizenship behaviour of teachers in higher educational institutions in different geographical and cultural settings.

Extant literature shows that there is a positive association between self-efficacy and job involvement in higher education institutions. We, however, need to study whether this relationship between self-efficacy and job involvement is positive among the academicians in Indian higher education institutions, as it remains unexplored.

Theoretical Foundations

Self-Efficacy

Self-efficacy can be identified as the persons' beliefs that they are proficient of achieving the goals and carrying out specific tasks (Bandura, 2002; Hefferon & Boniwell, 2011; Luszczynska, Scholz, & Schwarzer, 2005; Robbins, Decenzo, & Coulter, 2013; Schermerhorn et al., 2011). Self-efficacy can be articulated as 'the power of I can', or belief in self (Hefferon & Boniwell, 2011). Research has indicated that individuals who have a high level of self-efficacy attach on their competences about competing with the challenges and obstacles more than individuals with a less level of self-efficacy. A low level of self-efficacy causes individuals to decrease or dissolve their efforts to cope with the challenges and obstacles (Robbins et al., 2013).

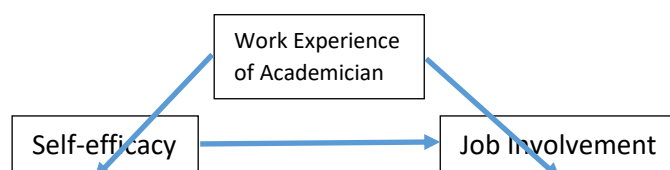
Job Involvement

The notion of job involvement resonates the idea as to what extent an individual is actively involved with his/her job tasks

(Schermerhorn et al., 2011). People with high job involvement are dedicated to and identify with their work roles (Kreitner & Kinichi, 2009; Robbins et al., 2013). Taking initiatives and going beyond anticipations to complete the given job is tremendously significant for individuals with high job involvement (Kreitner & Kinichi, 2009) because according to them, performance is necessary for protection of their self-esteem (Robbins et al., 2013). Brown (1996) has concluded that job involvement has a positive correlation with job satisfaction, organizational commitment and intrinsic motivation and negative correlation with intentions to leave the organization.

Purpose of the study

It's vital for schools to be effective by having teachers with a greater level of self-efficacy and consequently higher job involvement. Related literature brings into the gap that much more studies about the self-efficacy and job involvement phenomenon are necessary in educational research in the Indian cultural framework.



Objectives of the study

1. To study the relationship between work experience and Self-efficacy.
2. To find out the relationship between work experience and Job Involvement.
3. To analyse the impact of Self-efficacy on Job Involvement.

Research Methodology

Research Sample

The data was collected from teachers in higher education institutions across Mumbai area. The sample was randomly selected from 184 teachers in higher education institutions across Mumbai.

Research Instrument

Data of this study have been gathered by means of five-point Likert-type scales. The questionnaire comprised of three sections, namely, respondent profile, job involvement

scale (10-items), adapted from Kanungo (1982), and general self-efficacy scale (10-items), adapted from Schwarzer and Jerusalem (1995).

Reliability

The reliability test was carried out in IBM SPSS. The 10-item job involvement scale was found to have a Cronbach's alpha value of .78 and the 10-item self-efficacy scale had a Cronbach's alpha value of .86.

Data Analysis

CFA is performed after exploratory factor analysis and presents real statistical values (Kline, 2011). CFA tests and confirms if the data is suitable for the model under study or not. SEM has common usage in scientific studies by the virtue of revealing measurement errors regarding observed or unobserved variables and direct and indirect influences of variables in the proposed model. AMOS is one of the SEM software programs that is used for

exploring the relationships among the constructs as correlational and causative in the multivariate studies (Byrne, 2010; Kline, 2011). As a consequence of these reasons, this study has utilized SEM via AMOS.

RMSEA, GFI, AGFI, X²/df (CMIN/DF) and the level of significance (p) fit indices have been noted for the assessment of the goodness of fit model. With RMSEA value being between 0 and 0.08; X²/sd value between 0 and 3; p-value being between 0.01 and 0.05, and the values of GFI and AGFI between 0.90 and 1.00 reveal good fit indices (Byrne, 2010; Kline, 2011). In exploratory and confirmatory factor analyses, the least boundary of factor loads is taken as 0.40. If there is a limited number of items in a scale prepared in the field of social sciences, the lowest boundary can be minimized to 0.30 for factor load (Costello & Osborne, 2005).

In line with the modification indices, five items were deleted and three error covariances

were added to the model. Respectively a5, a6, a7, a8, a9, a10, b6, b7, b8 and b9 items were deleted because they had low factor loading under .30.

The measurement model shows that the scales exhibited a goodness of fit index for the data ($\chi^2 = 43.399$, $df = 34$, $\chi^2/df = 1.276$, $IFI = .915$, $CFI = .905$, $GFI = .954$, $AGFI = .926$, $RMSEA = .039$).

The mean of self-efficacy was 3.482 and standard deviation was .377; the mean of job involvement was 3.726 and standard deviation was .382. The correlation between the variables was significant at 0.01 level of significance.

There was high correlation between the number of years of work experience and self-efficacy beliefs of the academicians. Although, no significant correlation (.329) was found between the number of years of work experience and job involvement of the academicians.

Table 1: Descriptive Statistics

	Mean	Std. Deviation	N
selfefficacy	3.4821	.37759	184
jobinvolvement	3.7261	.38236	184

Table 2: Correlations

		selfefficacy	jobinvolvement
selfefficacy	Pearson Correlation	1	.449**
	Sig. (2-tailed)		.000
	N	184	184
jobinvolvement	Pearson Correlation	.449**	1
	Sig. (2-tailed)	.000	
	N	184	184

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

Discussion, Suggestions and Conclusion

Previous studies have shown a positive correlation between self-efficacy beliefs and job involvement of clinical nursing teachers. Furthermore, it was also determined that significant differences exist in job self-efficacy and job involvement based on differences in age, marital status, teaching seniority, teacher qualifications, and job satisfaction (Yang, 2006). Self-efficacy beliefs positively affected teachers' job involvement, with the mediating effect of job satisfaction and motivation (Demir, 2020).

This study evaluated a model for better understanding of present level of self-efficacy and job involvement of academicians. The result of this research also establishes positive correlation between academicians' self-efficacy beliefs and their job involvement. Work experience was seen to have a positive impact on strengthening academicians' self-efficacy beliefs, although work experience did not have a major impact on job involvement. Similarly, other studies have also revealed positive correlation of self-efficacy on job involvement (Demir, 2020), also positive

impact of job involvement on teacher self-efficacy (Chi, 2013).

It is crucial for the institute management and administration to contribute to amend and strengthen self-efficacy beliefs of the academicians, as it would help them develop a positive attitude towards work. Even if educational institutions have all resources such as raw material, capital related to economy and modern technology, if they are not supported with skilled employees who have positive attitudes and behaviours, the desired results could not be achieved. It is desirable that educational institutions provide for upgradation of self-efficacy beliefs of its academicians. Simultaneously offering good work-life balance, good relations with superiors and colleagues will enhance the job involvement as well.

Limitations

The study was limited to the education environment, specifically to academicians in higher education institutions in South Mumbai region. The results would vary for institutions in tier 2 or tier 3 cities. Due to paucity of time, sample size was limited to 200, out of which 184 duly filled responses were used for the analysis.

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