An Exploratory Study of Self-efficacy and Job Satisfaction of Secondary School Teachers

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Abstract

The main purpose of this study was to investigate the factors affecting the self-efficacy of secondary school teachers and their satisfaction to the teaching profession. A total of 530 teachers from eight selected Basic Education High Schools from Yangon Region and six basic Education High Schools from Tanintharyi Region participated in this study. This study employed the questionnaire survey method using the Teacher Self-Efficacy Scale and Teacher Job Satisfaction Survey. Regarding the teachers' self-efficacy, significant difference was found on efficacy to enlist parental involvement subscale by age. Moreover, there were significant differences on efficacy to influence decision making and efficacy to enlist parental involvement subscales by teaching experience. Concerning the teachers' job satisfaction, significant difference was found by age. In addition, there was significant difference on the whole test of job satisfaction among different teaching experience groups. Relating to designation, there was a significant difference on job satisfaction. The significant difference was found to be on job satisfaction by region. The result evidently showed that teachers' self-efficacy was positively related to job satisfaction. The result of simple linear regression analysis revealed that self-efficacy may be considered as a predictor of job satisfaction. The teachers who have high self-efficacy would be satisfied with their jobs. Thus, the policy-makers should consider to design and apply appropriate policies to create professional development programs to increase teachers' self-efficacy.

Keywords:

self-efficacy, job satisfaction

Introduction

Teacher's efficacy is a type of self-efficacy, which impacts behavior by influencing goals, outcome expectations, affective states, perceptions of obstacles or threats and opportunities (Bandura, 1997). In addition, teachers' self-efficacy can make instructional strategies more meaningful by engaging all students in learning activities. Teachers' self-efficacy is considered to be one of the most important factors

effecting teachers' satisfaction to teaching professions and includes important implication in education. Teachers with high self-efficacy can skillfully plan and organize new teaching strategies, which could be implemented to their students to have clear goals with high ambition. Teachers with greater self-efficacy have greater passion for teaching and achieve successful classroom management that they would like to continue in the teaching profession (Eberle, 2011). Teachers' self-efficacy plays a vital role in affecting and sustaining their commitment to school and their job satisfaction. In schools, teachers' job satisfaction is extremely important to make teaching and learning processes more effective. Teachers who are not pleased with their jobs will not be able to make their pupils attain learning. It is likely that job satisfaction accompanies teachers' self-efficacy and contributes to sustain their efforts towards pursuing children's optimal scholastic attainment (Caprara, Barbaranelli, Borgogni, & Stecta, 2003).

Teachers' job satisfaction is of great importance to the education process because teachers who leave the profession are often dissatisfied with their chosen career and exhibit low levels of teacher self-efficacy and job satisfaction (Blackburn & Shane, 2008) In fact, the Myanmar government has been devoted to ensuring an increase in accessibility and improving the quality of education at all levels including the basic education so that it suits the future needs of the society and the demands of globalization. Consequently, the government continually makes great efforts in cooperation with other stakeholders for the development of Myanmar education system. Such efforts will be futile if teachers' self-efficacy and job satisfaction are not addressed by school administrators. Myanmar teachers even experienced low salary payments, lack of proper housing, inadequate teaching facilities, and limited opportunities for professional development that may influence their self-efficacies. Educational leaders, policy makers and other key stakeholders in the education sector need to have a clear understanding of the factors that could motivate teachers so that school performance and teaching effectiveness are to be improved. Therefore, studying the self-efficacy and job satisfaction of secondary school teachers is necessary.

Literature Review

Teacher's Self-efficacy

Dellinger, Bobbett, Olivier & Ellett (2008) described teacher efficacy as a teacher's individual beliefs in his/her capabilities to perform specific teaching task or a specified level of quality in a specific situation. Strong self-efficacy also promotes a strong sense of commitment to the profession and increases collaboration with colleagues and parents (Tschannen-Moran & Hoy, 2007).Teachers' self-efficacy not only increases job satisfaction but also influences teachers' teaching behaviors and thereby has an effect on the motivation and achievement of students (Skaalvik & Skaalvik, 2007).

Teacher's Job Satisfaction

Job satisfaction stems from the nature of the work performed, such as achievement and recognition related to the work. Thus, job satisfaction exists when intrinsic feelings of happiness promote job satisfaction in the teacher. In contrast, job dissatisfaction is derived from the extrinsic circumstances in which the work is conducted. It is impacted through salaries, interpersonal relationships, resources and working conditions. Addressing and reducing the factors related to job dissatisfaction will not necessarily increase a person's job satisfaction, therefore, they are inversely related to each other (Ngimbudzi, 2009).If the factors that generally cause job satisfaction are unpleasant, the outcome ends up being the reverse: job dissatisfaction (Salifu & Agbenyega, 2013). Albanese (2008) stated that job dissatisfaction associated with; monthly salaries, incapable and unsupportive administrators and of collegial relationship with co-workers. Incapable leaders and salary were key factors that influenced job dissatisfaction.

Teacher's Job Satisfaction and Self-efficacy

Skaalvik and Skaalvik (2007) found that teacher's job satisfaction and self-efficacy have a strong positive relationship among primary and secondary school teachers. Their research supported

that teacher's autonomy, good interpersonal relations between teachers and parents and high time pressure were the most important factors that influence teachers' job satisfaction. The study conducted by Akomolafe and Ogunmakin (2014) revealed a significant relationship between self-efficacy and job satisfaction. They found that self-efficacy ultimately determines how an individual behaves, thinks and becomes motivated to be involved in a particular task. For this reason, individuals with high self-efficacy tend to behave more positively, think more creatively which also interacts with motivation. Consequently, such teachers are relatively more satisfied with their jobs. Another possible reason for this finding is that individuals with high level of self-efficacy have the ability to effectively handle various tasks, obligations and challenges related to their professional role. Therefore, it is not surprising that s significant positive relationship was found between self-efficacy and job satisfaction among teachers.

Purpose of the Study

The purpose of this research is to investigate the factors effecting the self-efficacy of secondary school teachers profession from selected schools in Yangon Region and Tanintharyi Region and their satisfaction to the teaching profession Furthermore, to examine the relationship, if any, between their self-efficacy and their job satisfaction. Specifically, the study sought answers to the following questions:

1. Is there any difference in self-efficacy and job satisfaction of secondary school teachers by age, teaching experience, designation, marital status and region?

2. Is there any relationship between secondary school teachers' self-efficacy and their satisfaction to teaching profession?

Methodology

Sample of the Study

A total of 530 teachers were selected by random sampling technique from fourteen Basic Education High Schools from Yangon Region and Tanintharyi Region. In Yangon Region, about 70 teachers from two schools in each district and the total number of teachers were 280 teachers. In Tanintharyi Region, the 250 teachers were included: 33 teachers from B.E.H.S, Kanbauk; 32 teachers from B.E.H.S, Yephyu; 32 teachers from B.E.H.S, Launglon; 36 teachers from B.E.H.S, Thayetchaung; 62 teachers from B.E.H.S(1) Dawei and 55 teachers from B.E.H.S(3) Dawei.

Instrumentation

The teacher self-efficacy scale (TSES) questionnaire is based on the work of (Bandura, 1997). The instrument consisted of two main parts. The first part consisted of demographic or personal factors, which included such aspects as: age, designation, teaching experience, district and region. The second part of the instrument consisted of 30 items and each item was rated based on a five-point Likert-Scale (i.e. 1=Nothing, 2=Very Little, 3=Some Influence, 4=Quite a Bit, and 5=A Great Deal). The 30 items are organized into seven categories; Efficacy to Influence Decision Making, Efficacy to Influence School Resources, Instructional Self-Efficacy, Disciplinary Self-Efficacy, Efficacy to Enlist Community Involvement and Efficacy to Create a Positive School Climate.

The teacher job satisfaction survey (TJSS) questionnaire is based on the work of (Ngimbudzi, 2009) which consisted of 35 items and each item was rated based on a five-point Likert-Scale (i.e. 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, and 5=Strongly Agree). Teacher Job Satisfaction can be classified into five factors such as Job Characteristics, Social Benefits, and Meaningfulness of the Job, Supportive Administration and Intention to remain in the Job. Prior to the actual data collection, pilot study was done in the first week of December, 2016. The internal consistency (*Cronbach* α) of the whole inventory for TSES and TJSS were ***0.938 and 0.909***, respectively. Thus, computation of Cronbach alpha

showed that the mentioned two instruments had high reliability to measure self-efficacy and job satisfaction of teachers.

Research Design, Data Collection and Analysis

The design of this study is cross sectional in nature. Quantitative approach was applied. Descriptive survey method was used to examine the factors affecting the self-efficacy of secondary school teachers and their satisfaction to the teaching profession.

Firstly, Teacher Self-Efficacy Scale (TSES) Questionnaire and Teacher Job Satisfaction Survey Questionnaire (TJSS) were ~~adaptedto~~ Myanmar context. Then, by 14 experts in the field of education, educational psychology and test and measurement from Yangon University of Education conducted for face and content validity. Prior to the actual data collection, pilot study was done in the first week of December in 2017 with sample of 20 secondary school teachers from No.(2) Basic Education High School, Tarmwe to check whether the wording of statements was appropriate and relevant to the teachers or not. Then, the final version of Teacher Self-Efficacy Scale (TSES) Questionnaire consist of 30 items and Teacher Job Satisfaction Survey (TJSS) Questionnaire consists of 35 items. Before the data collection process, consent forms were sent in advance. Participant teachers were administered by paper and pencil format of two instruments at the first week of January in 2017. Data entry process was done using a statistical package for social science software version 20. The quantitative data were analyzed using independent sample t-test, one way ANOVA (Analysis of Variance), Pearson Product-moment correlation and simple linear regression analysis.

Results and Discussions

Using the Teacher Self-Efficacy Scale (TSES) and Teacher Job Satisfaction Survey (TJSS), the teachers' self-efficacy and job satisfaction of 530

Table 1. Mean Comparison of Teachers' Self-Efficacy by Age, Teaching Experience, Marital Status, Designation and Region

Variables	Efficacy to Influence Decision Making	Efficacy to Influence School Resources	Instructional Self-efficacy	Disciplinary Self-efficacy	Efficacy to Enlist Parental Involvement	Efficacy to Enlist Community Involvement	Efficacy to Create a Positive School Climate
Age							
20-30 years	5.7	3.3	30.43	11.40	9.81	11.47	27
31-40 years	5.79	3.29	30.47	11.39	10.05	12.01	27.48
41-50 years	6.16	3.26	31.20	11.33	**10.44**	12.34	28.27
51-60 years	6.09	3.37	30.96	11.27	10.43	12.05	28.29
F	2.19	0.79	1.07	0.21	3.42*	1.86	2.49
P	0.08	0.49	0.36	0.89	**0.02**	0.134	0.06
Teaching Experience							
1-10 years	5.68	3.30	30.40	11.42	9.99	11.63	27.17
11-20 years	5.85	3.28	30.76	11.37	10.22	12.19	27.83
21-30 years	**6.28**	3.29	31.08	11.27	10.29	12.06	28.03
31-40 years	6.02	3.39	30.99	11.30	10.56	12.27	**28.64**
F	3.83*	0.71	0.72	0.25	2.46	1.65	2.64*
P	**0.01**	0.55	0.54	0.86	0.06	0.18	**0.05**
Marital Status							
Single	6.07	3.33	30.75	11.32	10.26	12.06	27.85
Married	5.93	3.29	30.98	11.34	10.30	12.09	28.12
t	1.06	0.72	-0.67	-0.18	-0.29	-0.15	-0.81
p	0.39	0.25	0.26	0.97	0.75	0.95	0.91
Designation							
Junior Teachers	6.06	3.33	31.06	11.40	10.39	12.17	28.33
Senior Teachers	5.93	3.29	30.62	11.25	10.16	11.96	27.56
t	1.002	0.54	1.33	1.15	1.66	1.09*	2.28
p	0.16	0.96	0.18	0.66	0.69	**0.04**	0.76
Region							
Region (1)	5.84	3.34	30.49	11.34	10.34	11.67	27.98
Region(2)	6.19	3.28	31.26	11.32	10.22	12.52	27.96
t	-2.68	0.88	-2.33	0.17	0.87	4.47**	0.04
p	0.08	0.71	0.55	0.49	0.59	**0.003**	0.31

*The mean difference is significant at the 0.05 level.
**The mean difference is significant at the 0.01 level.

teachers from the selected schools in Yangon Region and Tanintharyi Region were determined. Moreover, the other factors effecting the teachers' self-efficacy and job satisfaction such as age, teaching experience, marital status, designation and region were also explored.

Comparing Teachers' Self-Efficacy by Age, Teaching Experience, Marital Status, Designation and Region

Table (1) shows the difference in the mean score of self-efficacy by age. The mean score of the (41-50) year age group was slightly higher than other age groups.

Table (1) shows the differences in mean score of self-efficacy by teaching experience.. The mean score of the (31-40) years teaching experience group was slightly higher than other teaching experience groups, statistically found to be a significant difference through ANOVA. However, there was no significant difference on overall self-efficacy. Among the subscales, there were significant differences on efficacy to influence decision making as well as efficacy to enlist parental involvement.

To obtain more detailed information, Post-hoc test was executed by Tukey HSD method. Concerning the self-efficacy to influence decision making factor, the mean score of the (21-30) years teaching experience group was significantly higher than that of 1-10 years teaching experience group. Moreover, the mean score of 31-40 years teaching experience group was significantly higher than that of 1-10 years teaching experience group in efficacy to enlist parental involvement and efficacy to create a positive school climate factors. It may be assumed that the longer the teaching experience, the higher the self-efficacy.

Furthermore, the mean and standard deviations of self-efficacy for both junior teachers and senior teachers were shown. The results revealed that the mean score of junior teachers was greater than that of senior teachers. Independent sample t-test confirmed that, there was no significant difference on the overall self-efficacy by designation. It can reasonably be said that teachers' self-efficacy does not depend on designation. Among the seven subscales, the significant difference was found to be only on efficacy to enlist community involvement subscale.

The mean score of self-efficacy by region were also shown in Table 1. Depending on the results of the table, it can be interpreted that the mean score of Region (2) was higher than that of Region (1). Independent sample t-test confirmed that there was no significant difference on overall test of self-efficacy by region. It can reasonably be said that teachers' self-efficacy does not depend on region. Among the seven subscales, there was significant difference on efficacy to enlist community involvement.

Comparing Teachers' Job Satisfaction by Age, Teaching Experience, Marital Status, Designation and Region

Regarding the job satisfaction, the mean score of the 41-50 year age group was the highest among other age groups. It can be said that the 41-50 year age group teachers were the best in satisfaction upon their jobs. In addition, the mean score of the 51-60 year age group was the second highest among other age groups. Comparison of the aforementioned results shows that there was significant difference on overall job satisfaction by age. In addition, there were significant differences on three out of five subscales such as social benefits, meaningfulness of the job and intention to remain in the job by age.

In order to confirm the specific difference of teachers' job satisfaction by age, post-hoc test was executed by Tukey HSD method. The mean score of 51-60 year age group was significantly higher than that of other age groups in meaningfulness of the job and intention to remain in the job subscales. It may reasonably be said that the 51-60 years age group teachers are satisfied more on their job regarding the above two factors. On the other hand, the higher the teachers' age, the higher the level of job satisfaction.

The results revealed that the mean score of 21-30 years teaching experience group was the highest on overall job satisfaction. Concerning the job characteristics and social benefits, the mean score of 21-30 years teaching experience group was greater than that of other theteaching experience groups. Regarding the intention to remain in the job, the mean

Table 2. Mean Comparison of Teachers' Self-Efficacy by Age, Teaching Experience, Marital Status, Designation and Region

Variables	Job Characteristics	Social Benefits	Meaningfulness of the Job	Supportive Administration	Intention to Remain in the Job
Age					
20-30 years	43.98	39.34	19.23	10.98	14.94
31-40 years	44.87	38.95	19.61	11.08	14.89
41-50 years	46.20	**40.04**	19.92	11.24	15.36
51-60 years	45.57	39.98	**20.12**	11.00	**15.71**
F	2.33	2.65*	3.11*	0.73	3.36*
P	0.07	**0.05**	**0.03**	0.53	**0.02**
Teaching Experience					
1-10 years	43.26	38.84	19.14	11.03	14.78
11-20 years	45.85	39.48	19.78	11.05	15.04
21-30 years	**46.75**	**40.16**	20.09	11.31	15.65
31-40 years	44.70	39.88	**20.15**	10.85	**15.67**
F	8.65***	2.75*	5.23***	2.18	3.89**
P	**0.00**	**0.04**	**0.001**	0.09	**0.009**
Marital Status					
Single	45.67	39.43	19.74	11.10	15.43
Married	45.16	39.99	20.00	11.08	15.25
t	1.01	-1.71	-1.42	0.13	0.82
p	0.82	0.80	0.79	0.09	0.47
Designation					
Junior Teachers	46.16	39.93	20.14	11.13	15.47
Senior Teachers	44.60	39.41	19.54	11.04	15.20
t	3.07***	1.58	3.26***	0.68	1.22
p	0.001	0.42	0.001	0.78	0.38
Region					
Region (1)	44.63	39.43	19.74	10.98	15.29
Region(2)	46.32	39.08	19.99	11.21	15.40
t	3.43***	-1.72**	-1.37**	-1.71	-0.53
p	0.000	0.003	0.009	0.71	0.43

*The mean difference is significant at the 0.05 level.
**The mean difference is significant at the 0.01 level.
***The mean difference is significant at 0.001 level.

score of 31-40 years teaching experience group was greater than that of other teaching experience groups (See Table 2). According to the ANOVA results, there was significant difference on overall job satisfaction by teaching experience. Moreover, there were significant differences on the other four subscales except supportive administration. This finding is inconsistent with the finding of Crossman and Harris (2006) who found that teaching experience did not contribute to any significant differences on job satisfaction among secondary school teachers in the United Kingdom.

To examine the significant difference of teachers' job satisfaction by teaching experience, post-hoc test was executed by Tukey HSD method. The results showed that the mean score of the 1-10 years teaching experience group was the lowest on overall job satisfaction. It may be concluded that the less teaching experienced teachers show the lower degree of satisfaction on their jobs. Concerning the job characteristics, the mean score of 11-20 years and 21-30 years teaching experience groups were significantly higher than that of 1-10years and 31-40 years teaching experience groups. Regarding the social benefits, the mean score of 21-30 years teaching experience group was significantly higher than that of 1-10 years teaching experience group. Relating the meaningfulness of the job, the mean score of 21-30 and 31-40 years teaching experience groups were significantly higher than that of 1-10 years teaching experience group.

According to Table 2, the mean score of junior teachers was greater than that of senior teachers on job satisfaction. It may be said that junior teachers were more satisfied upon their jobs than senior teachers. It may be due to the fact that senior teachers take more workloads and much responsibility to get high pass rate of matriculation exam results for their respective subjects than junior teachers. So, senior teachers did not satisfy their jobs as junior teachers. According to the independent sample t-test results, there was significant difference on overall job satisfaction by designation. In addition, there were significant differences on job characteristics and meaningfulness of the job subscales.

The results revealed that the mean score of job satisfaction of teachers from Region (2) was greater than that of Region (1). In order to confirm the difference of teachers' job satisfaction by region, independent sample t-test was calculated. The results showed that there was significant difference on the overall job satisfaction by region. It may be assumed that teachers from Region (2) are more satisfied with their jobs than teachers from Region (1). Among the subscales, significant differences were found to be on job characteristics, social benefits and meaningfulness of the job.

Result shows that there is a positive significant correlation between teachers' self-efficacy and their job satisfaction. This finding is consistent with previous research conducted by Telef (2011). Telef (2011) found that self-efficacy has statistically significant positive relationship with teachers' job satisfaction. It may be concluded that the more the teachers have high self-efficacy, the greater satisfaction they feel. On the other hand, the lower self-efficacy the teachers have, the less satisfaction they feel. It may be due to the fact that individuals with high levels of self-efficacy have the ability to effectively handle various tasks, obligations and challenges related to their professional role. Thus, it is not surprising that a significant positive relationship was found between self-efficacy and job satisfaction among teachers.

Regression Analysis for the Prediction of Job Satisfaction

A simple linear regression analysis was calculated to identify the model for predicting job satisfaction. Regression analysis revealed that the model significantly explained job satisfaction, $F= 197.294$, $p< 0.000$. R^2 for the model was 0.272 and adjusted R^2 was 0.271.Result show that, self-efficacy contributed 27.1% of the variance to job satisfaction. By applying simple linear regression analysis presented above, the resultant model for job satisfaction can be defined as in the following equation concerned with self-efficacy.

Job Satisfaction=77.584+0.529SE

Accordingly, the mentioned regression equation, show that a one point increase in the value of self-efficacy is expected to be accompanied by an increase of 0.529 points on job satisfaction. This finding is consistent with the study of Caprara, Barbaranelli, Steca, and Malone, (2006). They found that teacher self-efficacy beliefs influenced job satisfaction. In another similar research, Buluç and Demir , (2015) found that teachers' self-efficacy perceptions significantly predicted job satisfaction. In similar studies, teacher efficacy was found to be effective on job satisfaction (Klassen & Chiu 2010).

Conclusion

The main purpose of this study is to investigate the relationship between secondary school teachers' self-efficacy and job satisfaction. A total of 530 teachers from eight Basic Education High Schools in Yangon Region and six Basic Education High Schools in Tanintharyi Region participated.

Regarding the teachers' self-efficacy, it was found that there were no significant differences on overall self-efficacy by age, teaching experience, marital status, designation and region. However, significant difference was found on efficacy to enlist parental involvement subscale by age. Moreover, there were significant differences on efficacy to influence decision making and efficacy to enlist parental involvement subscales by teaching experience.

Concerning the teachers' job satisfaction, significant difference was found by age and the mean score of (41-50) year age group was the highest. In addition, there was significant difference on overall job satisfaction by teaching experience and the mean score of (21-30) years teaching experience group was the highest. However, there was no significant difference on job satisfaction by marital status.

Relating to the designation, it was observed that there was significant difference on job satisfaction. The mean score of junior teachers was greater than that of senior teachers. The significant difference was found to be on job satisfaction by region. The mean score of Region (2) was higher than that of Region (1). The result evidently showed that teachers' self-efficacy was positively related with job satisfaction.

In addition, teachers' self-efficacy was the strong predictor of their job satisfaction. So, it may be interpreted that the higher the teachers' self-efficacy, the more satisfaction the teachers feel in their job.

Recommendations

Limitations of the study include restriction to Yangon Region and Tanintharyi Region. In this study, the sample teachers were selected only from above mentioned regions. Because of the economy of time, teachers from other regions and states were excluded. In addition, the difference between rural and urban areas was not investigated in this study. Moreover, this study was carried out by using quantitative research design due to the economy of time.

In this study, the research tried to investigate into the self-efficacy and job satisfaction of the secondary school teachers. The sample of the teachers was chosen only from Yangon Region and Tanintharyi Region. If possible, **future research** should be carried out by selecting teachers from other regions and states so that sample might be representative. In addition, future research should investigate the difference between rural and urban areas. Moreover, future research should be conducted by using qualitative approach in order to get more detail information about teachers' feeling, and opinion about self-efficacy and job satisfaction.

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