



Self-Efficacy and Professional Pleasure of Social Welfare and Tribal Welfare Residential Secondary School Teachers: An Investigation

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Article History	Abstract
Received: 06 June 2023 Revised: 05 Sept 2023 Accepted: 14 Oct 2023	<p><i>The present investigation is to make a probe into the relationship between Teacher Self-Efficacy and Professional Pleasure among Social Welfare and Tribal Welfare Residential Secondary School Teachers (N = 143), besides testing whether the correlations obtained for the comparable sample differ significantly and concludes that both the aspects are significant statistically. In respect of Teacher Self-efficacy, the variables like Sex, Age, Qualification and Experience are found statistically corroborated. In respect of Professional Pleasure all the variables viz., Sex, Locality, Age, Marital Status, Qualification, Experience and Type of Institution are statistically significant. Further, Teacher Self-efficacy and Professional Pleasure are independent but they are inter-dependent. The investigation shows that there is significance of relationship between the Dimensions of Teacher Self-efficacy and Professional Pleasure of the Teachers. The area wise means in merit order of Teacher Self-efficacy is – Vicarious experience, Mastery experience, Physiological and Psychological experience and social experience, while the mean value of dimension wise of Teachers Professional Pleasure in merit order is – Personal, Professional, Social and Intellectual aspects.</i></p>
CC License CC-BY-NC-SA 4.0	Keywords: <i>Self-Efficacy, Professional Pleasure</i>

1. Introduction

It is widely recognized that education, adequate in quality and scale is the most powerful instrument for national development, welfare and security. The instrument must of course be wisely used. Education is such a potent instrument that bad education is not only bad in itself but it can do great harm, lasting harm. The growth rate of science and technology, globally speaking, is extraordinarily fast – almost unbelievably fast. The growth in science and technology that is, the new discoveries and developments in the next decade or so would be about equal in volume to the knowledge that mankind has gathered over the preceding several centuries. All these developments are possible through education in which the teacher is an important personality to achieve the educational tasks. The Human Resource Development Ministry, Government of India has declared its new policy of concentrating in enhancing quality among the Pupils at Secondary level. It is considered that the teacher is the important personality who is responsible to maintain the discipline and enhance quality among the future generation. Hence, this is the right time to focus the need to study the relationship between Self-efficacy and Professional Pleasure among the sample of Teachers working in Social Welfare and Tribal Welfare Residential Secondary Schools in Vizianagaram District. The prime object of the present study is to measure the Teacher Self-efficacy in relation to Professional Pleasure among the above Secondary School Teachers in Vizianagaram District. Thus, a systematic study of Self-efficacy and Professional Pleasure of these School Teachers in the present environmental context is very much needed. It is also intended to study

the influence of intervening variables of Self-efficacy and Professional Pleasure among the teachers of Social Welfare and Tribal Welfare Residential Secondary Schools. The term 'Self-efficacy' is the most pervading and important of the psychological mechanisms of self-influence (Albert Bandura, 2000). So, Self-Efficacy is consists of Social, Environmental and psychological functioning, which operate as interacting determinants that influence one another bi-directional. According to Stajkovic and Luthans (1998) defined that Self-efficacy refers to an individual's conviction for about his or her abilities to mobilize the motivation, cognitive resources and courses of action needed to successfully execute a specific task within a given context.

Professional pleasure gives happiness success and efficiency in one's professional activity. It indicates individual's ability to strike a balance between the requirements of the job and his own potentialities. According to Scheneider and Synder (1975), 'it is most adequately conceptualized as a personalistic evaluation of conditions existing on the job or outcomes that arise as a result of having a job security and that job satisfaction consists of filtered and processed perceptions. Perceptions filtered through the individual's system forms, values expectations and so forth'.

Agarwala, Surila (1999) found that 'Relative Efficacy of Work-supply and sentence repeat method in the modification of oral reading errors. Ashum Gupta & Bikkar S.Randhawa (2000) stated that 'Efficacy is within a common intrinsic Structure'. Whereas Goker (2006) disclosed those Experimental activities, such as teaching practicum or other mastery experiences seem to have a great impact on self-efficacy of pre-service teachers.

Bidwell examined the relationship between principal administrative behavior and teacher satisfaction. Hesberg et al has observed that the job satisfaction influenced by the factors of intrinsic aspects of job supervision, working environment, opportunity for advancement wages and management and social aspects of job communication and benefits. While Eiseman revealed that the affiliated college teachers are more dissatisfied with their institutional environment facilities professional opportunities and professional work than faculty at universities and institutions. Athanasios (2006) concluded in his study on Physical Education Teachers in Secondary Schools that Job Satisfaction is primarily affected by 'job itself' followed by 'supervision' and 'working conditions'. Whereas Garrett, R.M. (1999) stated in his findings that the job satisfaction, itself a multi-faceted concept, was closely related to the other key factors of work life complexity and work centrality'.

The theoretical questions arise in the mind of the investigator that - Is teacher Self-Efficacy correlate with Professional Pleasure? Is there significance of relationship between the dimensions of Teacher Self-Efficacy and Professional Pleasure? How the demographic and professional variables are influencing on the Self-Efficacy and Professional Pleasure aspects? Thus, this study reveals some interesting conclusions.

Problem:

The problem posed in this study is to establish the relationship between Teacher Self-Efficacy and Professional Pleasure among the Social Welfare and Tribal Welfare Residential Secondary School Teachers in Vizianagaram District.

Objectives of the Study:

- (1) To study the relationship between Teacher Self-Efficacy and Professional Pleasure among the Social Welfare and Tribal Welfare Residential Secondary School Teachers.
- (2) To find out the significance of relationship between Dimensions of – Teacher Self-Efficacy; and Teacher Professional Pleasure of Social Welfare and Tribal Welfare Residential Secondary School Teachers.
- (3) To find out the significance of difference between the demographic and professional variables in respect of Teacher Self-Efficacy, Teacher Professional Pleasure of Social Welfare and Tribal Welfare Residential Secondary School Teachers.

Hypotheses:

- (1) There is no significance of relationship between Teacher Self-Efficacy and Teacher Professional Pleasure.
- (2) There is no significance of relationship between the Dimensions of Teacher Self-Efficacy; and Professional Pleasure.
- (3) Teachers considered under Sex, Locality, Qualification, Age, Marital Status, Experience, and Type of Institution do not differ significantly in their Teacher Self-Efficacy and Professional Pleasure.

Procedure adopted:

In order to test the hypotheses, the investigator is planned and executed in four phases. In the first phase development and standardization of Teacher Self-Efficacy and Professional Pleasure self-rating scales. In the second phase measurement of Teachers' opinion is collected with the help of above two self-rating scales. In the third phase using appropriate statistical procedure is adopted to find out the significance of relationship between Teacher Self-Efficacy and Teacher Professional Pleasure. In the Fourth and last phase using appropriate statistical procedures so as to find out the significance of difference between the demographic variables in their Teacher Self-Efficacy and Professional Pleasure.

2. Materials And Methods

Administration of the Tools:

After developing and standardizing these two tools following the predictive validity as suggested by John, W. Best and James V. Kahn, the final and fresh scales are prepared for administration with specific instructions. Each statement of Self-Efficacy tools is followed with the five alternatives as suggested by Likert's methods of summated rating technique. Those five alternatives are – Strongly Agree (SA), Agree (A), Neutral (N), Disagree (DA) and Strongly Disagree (SDA). Whereas the Professional Pleasure Tool of the Teachers is provided four alternatives viz., No Priority, Less Priority, Moderate Priority and High Priority. A clear instruction was given to the respondents to express their opinion by putting a tick mark against the response category to which they are agreed with. Each scale is stated with the personal data sheet. These two scales are administered to 143 Teachers working in Social Welfare and Tribal Welfare Residential Secondary Schools in Vizianagaram District.

Collection of Data:

For collection of data, the investigator personally visited each Institution and administered these scales to the teachers. They also advised to put their name, sex, qualification, designation, Age, experience and address of the school etc., as mentioned in the demographic data sheet provided to the Scale. Teachers are further requested not to leave any item of the tool. Most of the teachers have responded on the spot and return the tools to the investigator. Thus these two tools collected are scored according to the scoring procedure.

Scoring:

The responses scored according to the key of Self-Efficacy and Professional Pleasure tools. The Self-Efficacy tool is provided five alternatives and weightages are given from 5 to 1 for all the positive items viz., Strongly Agree: SD (5), Agree: A(4), Neutral: N(3), Disagree: DA(2) and Strongly Disagree: SDA(1). The weightage is given in the reverse order in respect of negative items. Thus the total scores lies in between 46 – 230. Where the Professional Pleasure tool is consists of four alternatives and weighage is given for positive items 1 - No Priority, 2- Less Priority, 3- Moderate priority and 4- high priority and awarded the scores in the reverse order in respect of negative items. Thus, the total score of Professional Pleasure tool is in between 35 – 140.

Sample:

To study the Self-Efficacy and Professional Pleasure of Social Welfare and Tribal Welfare Residential Secondary School Teachers, the Investigator has confined his study to 143 Teachers (Social Welfare 9 + 11 Tribal Welfare = Total 20) of these Residential Secondary Schools in Vizianagaram District. To measure the Teacher Self-Efficacy and Professional Pleasure of the selected sample of Teachers, the collected data was categorized variable wise viz., Sex (Male= 81; Female = 62), Locality (Rural = 71;

Urban = 72), Age (Below 35 years = 64; Above 35 years = 79), Marital Status (Married – 82; Unmarried – 61), Qualification (TTC., = 58; B.Ed., = 85), Experience (Below 15 years = 68; Above 15 years = 75), Type of Institution (Social Welfare Residential Schools = 70; Tribal Welfare Residential Schools = 73) Thus, the total sample of Teachers is 143 and it is found to be a satisfactory sample. The sample is believed to be an adequate to test the hypotheses.

Delimitation of the Study:

This study is delimited to the Teachers working in Social Welfare and Tribal Welfare Residential Secondary Schools in Vizianagaram District only. To measure the opinion of teachers in their Teacher Self-Efficacy and Professional Pleasure self-rating Scale is used.

Tools Description:

The ‘Self-Efficacy’ tool was devised and standardized by Dr.Ch.Satyrao (2009) for his research study. This tool consists of four dimensions namely – Mastery Experience (12 items), Vicarious Experience (12 items), Social Experience (11 items) and Physiological and Psychological experience (11 items). Whereas the Professional Pleasure Tool was designed and standardized by Dr.D.Tirupathi Reddy (1993) is used to measure the Professional Pleasure of selected Secondary School Teachers. This tool consists of four areas viz., Personal (10 items), Intellectual (9 items), Professional (11 Items) and Social (05 items).

Statistical Procedure adopted:

After presenting the methodological aspects, the statistical procedure was used to establish the relationship between the two variables, i.e., Teacher Self-Efficacy and Professional Pleasure, ‘r’ values are computed. To measure the significance of differences between these two variables in relation to the demographic variables the means, standard deviations and Critical Ratio values are computed.

3. Results and Discussion

Analysis of Data:

The following statistics were calculated for arriving at conclusions like co-efficient correlation to find the relationship between Teacher Self-Efficacy and Professional Pleasure and also obtained the Critical Ratio values variables wise.

Table 1 Table showing significance of ‘r’ between Social Welfare and Tribal Welfare Residential Secondary School Teachers in their Self-Efficacy and Professional Pleasure

Variable category	N	Df	‘r’	Probability
Teacher Self-Efficacy				Significant at 0.01
Teacher Professional Pleasure	143	141	0.68	Level

The value of ‘r’ is significant and hence, the hypothesis is rejected. Hence, the null hypothesis that ‘there is no significance of relationship between Teacher Self-Efficacy and Professional Pleasure’ is rejected.

Table 2 Table showing the inter-correlation matrix of various **dimensions** of Teacher Self-Efficacy of Dr.Ch.Satya Rao(2000)

	Mastery experience	Vicarious experience	Social Experience	Physiological & Psychological experience
Mastery experience	1.00	0.38	0.51	0.48
Vicarious experience		1.00	0.42	0.61
Social Experience			1.00	0.59

Physiological & Psychological experience	1.00
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From the above table it can be concluded that the obtained 'r' values are significant at 0.01 levels respectively. The dimensions of Self-efficacy are correlated and statistically corroborated. Hence, the null hypothesis is rejected.

Table 3 Table showing the inter-correlation Matrix of various Dimensions of Teacher Professional Pleasure Scale of Dr.D.Tirupathi Reddy (1993)

	Personal	Intellectual	Professional	Social
Personal	1.00	0.41	0.52	0.46
Intellectual		1.00	0.64	0.58
Professional			1.00	0.47
Social				1.00

From the above table it is concluded that the obtained 'r' values are significant at 0.01 levels respectively. The dimensions viz., Personal, Intellectual, Professional and Social aspects of Professional Pleasure of Teachers are correlated and statistically corroborated. Hence, the null hypothesis that 'there is no significance of relationship between the dimensions of Teacher Professional Pleasure' is rejected.

Table 4 Table showing the significance of difference of Means between Social Welfare and Tribal Welfare Residential Secondary School Teachers in their Self-Efficacy and Professional Pleasure

Self-Efficacy Professional Pleasure

Variable Category	Mean	S.D	N	C.R	Mean	S.D	N	C.R
Male	116.73	18.42	81	2.02*	71.63	12.97	81	3.34**
Female	123.96	24.37	62		64.21	13.39	62	
Rural area	119.85	19.84	71	1.51@	63.52	13.21	71	2.68**
Urban area	124.87	19.83	72		69.43	13.19	72	
Below 35 years Age	118.37	22.42	64	2.37*	72.85	13.43	64	2.14*
Above 35 years Age	126.93	19.43	79		68.08	12.99	79	
Married	125.78	18.43	82	1.76@	73.17	12.93	82	2.61**
Unmarried	119.21	24.36	61		67.34	13.41	61	
T.T.C.,	117.98	21.42	58	2.39*	71.69	14.63	58	2.7**
B.Ed.,	126.16	18.39	85		65.28	12.94	85	
Below 15 years Experience	119.64	22.45	68	2.04*	68.08	13.41	68	3.18**
Above 15 years Experience	126.89	19.81	75		65.86	13.16	75	
Soc.Wel.Res. Schools	126.67	19.82	70	1.95@	73.87	13.22	70	2.22*
Tribal Wel.Res. Schools	120.21	19.84	73		68.98	13.2	73	

**Significant at 0.01 level

*Significant at 0.05 level

@Not Significant at any level

From the above table it can be concluded that the Critical Ratio values in respect of Sex, Age, Qualification and Experience in their Self-Efficacy are more than 1.96 and 2.58, which is significant at 0.05 and 0.01 levels respectively. Hence, the null hypotheses in respect of these variables are rejected. Further, it is also concluded that though there is significance of difference between the Teachers considered under Locality, Marital Status and Type of Institution categories, statistically they are not corroborated; hence, the null hypotheses are retained.

Further, it is also discloses that the Critical Ratio values in respect of the variables viz., Sex, Locality, Age, Marital Status, Qualification, Experience and Type of Institution in their Professional Pleasure do differed significantly. The obtained Critical Ratio values of these variables are more than 1.96 and 2.58, which is significant at 0.05 and 0.01 levels respectively. Hence, the hypotheses are rejected.

Table 6 Table showing the Mean values of the Dimensions in respect of Self-Efficacy and Professional Pleasure of Teachers (N = 143)

Self-Efficacy	Mean	S.D	Professional Pleasure	Mean	S.D
Mastery experience	36.49	8.96	Personal	29.63	4.69
Vicarious experience	37.82	7.64	Intellectual	27.74	5.62
Social experience	33.57	8.29	Professional	28.65	4.81
Physiological experience	34.63	7.63	Social	27.84	5.58

From the above table it is observed that the ‘Vicarious experience’ aspect is possessed highest mean score followed by aspects ‘Mastery experience’, ‘Physiological and Psychological experience’, and ‘Social experience’ of Teacher Self-efficacy. Similarly, in respect of Professional Pleasure – ‘Personal’ aspect is possessed highest mean value followed by ‘Professional’, ‘Social’ and ‘Intellectual’ aspects.

Discussion of Results:

- 1) There is significance of relationship between Teacher Self-efficacy and Professional Pleasure Social Welfare and Tribal Welfare Residential Secondary School Teachers.
- 2) There is significance of relationship between the dimensions of Teacher Self-Efficacy.
- 3) There is significance of relationship between the dimensions of Teacher Professional Pleasure.
- 4) In respect of Teacher Self-efficacy, there is significance of difference between the variables – Sex, Age, Qualification, and Age. Whereas the Teachers in respect of Locality, Marital Status and Type of Institution categories are not statistically corroborated.
- 5) In respect of Teacher Professional Pleasure, there is significance of difference between all the variables like – Sex, Locality, Age, Marital Status, Qualification, Experience and Type of Institution.
- 6) The highest mean obtained in respect of dimension of Teacher Self-efficacy is – ‘Vicarious experience’ followed by ‘Mastery experience’, ‘Physiological and Psychological’, and ‘Social experience’. Further the highest mean value obtained in respect of Teacher Professional Pleasure is ‘Personal’ aspect followed by ‘Professional’, ‘Social’ and ‘Intellectual’ aspects.

4. Conclusion

The Teacher Self-Efficacy aspect is influencing the Teacher Professional Pleasure. Further, the result of the study disclosed that the Teacher Self-Efficacy aspect is influenced by the variables like Sex, Age, Qualification, Experience, whereas the Teacher Professional Pleasure aspect is influenced by all the variables like Sex, Locality, Age, Marital Status, Qualification, Experience and Type of Institution categories. In view of the above, more attention is invited to pursue the causes of differentiation among the Social Welfare and Tribal Welfare Residential Secondary School Teachers so as to enhance the quality in teaching-learning process.

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