

A Comparative Study of the Occupational Self Efficacy of Senior Secondary School Teachers in Relation to Their Board (U.P. & C.B.S.E.)

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INTRODUCTION

Education is important for human activity. It was born with the birth of the human race and shall continue to function as long as the human race lives. Education is an essential entity for human virtue. He is what education makes him. It has been rightly said that without education, man is a splendid slave, reasoning savage. It cultivates an integrated life.

“Educated men are as much superior to uneducated as the living are to the dead”

- *Aristotle*

Generally, at the start of a very young age, children learn to develop and use their mental, moral and physical powers which they acquire through various types of experience/ education. Education is commonly referred to as the process of learning and obtaining knowledge at school, in a form of formal education.

In today's competitive world, education is indeed a powerful tool to combat the cut throat competition that man is facing with at every junction in life. The importance of education in India is certainly rising with passing time. Though India has always been a great source of learning for many years, it still needs to improve not just the number of people being educated but also the quality of education. This quality is accomplished in Education only when every educatee stands as a representative of the enlightened society in all aspects like change in behavior, depiction of knowledge, etc.

Concept of Self-Efficacy

Self-efficacy is a personal constructs of Bandura's (1982) Social Cognitive Theory. The theory explains how behavior, cognitive and personal factors including self-efficacy, and environmental events interact and influence each other in a dynamic fashion. "Self- efficacy refers to beliefs in one's capabilities to mobilize the motivation, cognitive resources, and courses of action needed to meet given situational demands" (Wood and Bandura, 1989, p:408).

SELF EFFICACY is a person's judgement about being able to perform a particular activity. It can be anyone like a student, teacher, labour or workers etc. The foundation for personal achievements, personal well-being and human motivation is provided by self-efficacy. *Albert Bandura (1977)* regards the role of

self-efficacy beliefs in human functioning as "people's level of motivation, affective states and actions are based more on what they believe than on what is objectively true." He was the person who first introduced the construct of **self-efficacy in 1977**. Self-efficacy has an impact on an individual's emotional reactions and thought patterns.

NEED AND IMPORTANCE OF THE PROBLEM

Success in a realm is closely linked to self-efficacy in the realm (Bandura, 1997). Higher self-efficacy in a realm is associated with good outcomes, ranging from greater job satisfaction and performance (Judge & Bono, 2001), to better physical and mental health (Bandura, 1997), to better academic performance (Bandura, 1997; Robbins et al., 2004). Job involvement and organizational commitment measures have been found to have an impact on employee motivation (Blau, 1988). Any impact on an employee's commitment to career is found to be associated with his ability to link his motivation to performance levels and an antecedent to this motivation is his self-efficacy (Morrow, 1993). There has been a great deal of importance given in research to the level of commitment an employee gives to his career. This is important as a career is not only a source of income for the individual to sustain but also one which presents a great deal of occupational meaning as well as continuity as well ensuring a great deal of employment security (Aryeetal., 1994). There have been a number of reviews which have examined the impact of self- efficacy on occupation. Despite the significant amount of efforts understanding occupational self-efficacy very little research has examined the mechanisms through which personality traits influence performance" (Barrick et al., 2002, p. 43). Thus in general it can be stated that self- efficacy could be a precursor to career commitment.

OBJECTIVES OF THE STUDY

1. To compare and assess the occupational self-efficacy of senior secondary teachers working in schools affiliated to different boards (CBSE and UP board).

Hypothesis

There is no significant composite mean difference in the Occupational Self- Efficacy between Senior Secondary teachers working in schools affiliated to UP Board and CBSE Board.

1. There is no significant mean difference in **confidence level** (dimension of Occupational Self-Efficacy) between Senior Secondary teachers working in schools affiliated to UP Board and CBSE Board.

1.1 There is no significant mean difference in **command** (dimension of Occupational Self-Efficacy) between senior secondary teachers working in schools affiliated to UP Board and CBSE Board.

1.2 There is no significant mean difference in **adaptability** (dimension of Occupational Self-Efficacy) between Senior Secondary teachers working in schools affiliated to UP Board and CBSE Board.

1.3: There is no significant mean difference in **personal effectiveness** (dimension of Occupational Self-Efficacy) between Senior Secondary teachers working in schools affiliated to UP Board and CBSE Board.

1.4 There is no significant mean difference in **positive attitude** (dimension of Occupational Self-Efficacy) between Senior Secondary School teachers working in schools affiliated to UP Board and CBSE Board.

ANALYSIS AND PRESENTATION OF DATA

Table 1 Showing the Mean, SD and t-Value of Occupational Self-Efficacy of CBSE and UP board Sr. Secondary School teachers towards occupational self-efficacy.

Variable	N	Mean	S.D	DF	't' Ratio
C.B.S.E	84	78.54	6.88	167	3.60*
U.P	85	75.55	7.75		

**Significant difference at 0.05 and 0.01

Interpretation:

From table no. 1 that the mean score of CBSE Board Teachers (78.54) is slightly higher than the UP Board Teachers (75.55). SD is 6.88 and 7.75 for CBSE and UP board respective with a DF of 167. The calculated t-value is 3.60 which is greater than the t-value given in the table at both levels (0.01 and 0.05) of significance. This indicates that CBSE and UP board teachers are differ significantly in their occupational self-efficacy.

Hence the null hypothesis that, "There is no significant composite mean difference in the Occupational Self Efficacy between Senior Secondary teachers working in schools affiliated to UP Board and CBSE Board" has been rejected.

Table-2 Showing the Mean, SD and t-Value of confidence level of CBSE and UP board Sr. Secondary School teachers towards occupational self-efficacy.

Variable	N	Mean	S.D	DF	't' Ratio
CBSE	84	16.38	2.12	167	3.36*
UP	85	15.53	2.45		

Table no 2 shows that Mean score of CBSE Board Teachers (16.38) is greater than the mean score of UP Board Teachers (15.53) in relation to their Occupational Self-Efficacy. SD is 2.12 and 2.45 for CBSE

and UP board respective with a DF of 167. The calculated t' value is 3.36 which is greater than the t-value in the table at both levels (0.01 and 0.05). This indicates that CBSE and UP Board Teachers are differ significantly in relation to their confidence level.

Thus, that the null hypothesis that "There is no significant mean difference in confidence level (dimension of Occupational Self-Efficacy) between Senior Secondary School teachers working in schools affiliated to CBSE Board and UP Board" has been rejected.

Table-3 Showing the Mean, SD and t-Value of Command of CBSE and UP Board Sr. Secondary School Teachers in relation towards their Occupational Self-Efficacy.

Variable	N	Mean	S.D	DF	't' ratio
CBSE	84	12.51	1.85	167	3.64*
UP	85	11.89	1.83		

It reveals from table no. 3 that Mean value of CBSE Board Teachers (12.51) is greater than the mean score of UP Board Teachers (11.89). SD is 1.85 and 1.83 for CBSE and UP board respective DF is 167. The calculated t-value came out to be (3.64) which is greater than the t-value given in the table at both (0.01 and 0.05) levels of significance. This indicates that CBSE and UP Board teacher are differ significantly as measured about their command in relation to their occupational self-efficacy.

Thus, the hypothesis "There is no significant mean difference in command (dimension of Occupational Self-Efficacy) between senior secondary school teachers working in schools affiliated to UP Board and CBSE Board" has been rejected.

Table-4 Showing the Mean, SD and t-Value of Adaptability of CBSE and UP Board Teachers in relation to their Occupational Self-Efficacy.

Variable	N	Mean	S.D	DF	't' Ratio
CBSE	84	12.36	1.30	167	1.71*
UP	85	12.12	1.49		

Table no. 4 shows that Mean value CBSE Board Teachers (12.36) is greater than the mean value of UP Board Teachers (12.12). SD is 1.30 and 1.49 for CBSE and UP board respective a DF of 167. The calculated t-value is 1.71 which is lesser than the t-value given in the table at both (0.01 and 0.05) levels of significance. This indicates that CBSE and UP Board teachers do not differ significantly in their adaptability towards occupational self-efficacy.

Thus, the hypothesis "There is no significant mean difference in **adaptability** (dimension of Occupational Self Efficacy) between Senior Secondary School teachers working in schools affiliated to UP Board and CBSE Board" has been accepted.

Table-5 Showing the Mean, SD and t-Value of Personal Effectiveness of CBSE and UP Board Teachers in relation to their Occupational Self-Efficacy.

Variable	N	Mean	S.D	DF	't' Ratio
CBSE	84	16.57	2.16	167	1.9*
UP	85	16.19	2.06		

It reveals from table no5 that the mean score of CBSE Board Teachers (16.57) are slightly greater than the mean score of UP Board Teachers (16.19). SD is 2.16 and 2.06 for CBSE and UP board respective with a DF of 167. The calculated t- value is 1.9 which is lesser than the t-values given in the table at both (0.01 and 0.05) levels of significance. This indicates that CBSE and UP Board teachers do not differ significantly measured by their personal effectiveness towards occupational self-efficacy.

Thus, the hypothesis "There is no significant mean difference in personal effectiveness (dimension of Occupational Self Efficacy) between Senior Secondary School teachers working in schools affiliated to UP Board and CBSE Board" has been accepted.

FINDINGS, CONCLUSION, EDUCATIONAL IMPLICATION AND SUGGESTIONS FOR FURTHER STUDIES

The first hypothesis was- "There is no significant composite mean difference in the Occupational Self-Efficacy between Senior Secondary teachers working in schools affiliated to UP Board and CBSE Board" has been rejected.

The mean score of the CBSE senior secondary school teachers (M=78.54) is higher than the UP Senior secondary school teachers (M=75.55).

It means that the occupational self-efficacy of CBSE senior secondary school teacher's are more than that the UP senior secondary school teachers.

The second hypothesis was- "There is no significant mean difference in **confidence level** (dimension of Occupational Self-Efficacy) between Senior Secondary teachers working in schools affiliated to UP Board and CBSE Board" has been rejected.

The mean scores of the CBSE Board senior secondary school teachers (M=16.38) is higher than the UP Board senior secondary school teachers (M=15.53).

It means that the confidence level(dimension of Occupational Self-Efficacy) of CBSE board senior secondary school teachers is more than the UP board senior secondary school teachers.

The third hypothesis was- "There is no significant mean difference in **command** (dimension of Occupational Self- Efficacy) between senior secondary teachers working in schools affiliated to UP Board and CBSE Board" has been rejected.

The obtained Mean score (M=12.51) of CBSE Board Senior Secondary school teachers is more than the Mean score (M=11.89) of U.P Board Senior Secondary school teachers.

It means that the **command** (dimension of Occupational Self-Efficacy) of CBSE Board Senior Secondary school teachers is more than the UP Senior Secondary school teachers.

The fourth hypothesis was- "There is no significant mean difference in **adaptability** (dimension of Occupational Self Efficacy) between Senior Secondary teachers working in schools affiliated to UP Board and CBSE Board" has been accepted.

The Mean score (M=12.36) of CBSE Board Senior Secondary School Teachers is more or less equal to the Mean score (M=12.12) of UP Board Senior Secondary School Teachers.

In other words it means that CBSE Board senior secondary school teachers have more **adaptability** (dimension of Occupational Self-Efficacy) than UP Board senior secondary school teachers

The fifth hypothesis which states that "There is no significant mean difference in **personal effectiveness** (dimension of Occupational Self Efficacy) between Senior Secondary teachers working in schools affiliated to UP Board and CBSE Board" has been accepted.

The Mean score (M=16.57) of CBSE Board senior secondary school teachers is slightly higher than the Mean score (M=16.19) of UP Board senior secondary school teachers.

In other words it means that **personal effectiveness** of CBSE Board senior secondary school teachers and the UP Board Senior Secondary School Teachers are more or less same.

The following factors show the importance of Educational implications of the present study:

Research scholars of Education and Psychology can be benefited by the findings of the present study. Findings of the present study will serve as a basic data for the further studies.

Findings of the present study will provide feedback to policy makers and authorities concerned with Adolescent students, Principals of the institutions will also be benefited by the findings of the study in terms of making improvement in Optimistic Attitude of adolescent students.

Students at different levels may also be benefited with the findings of the study in hand. They will be in a position to take initiatives for the improvement of overall environment of their schools by which they can experienced themselves well committed in their job.

When we conduct research in any area, all the aspects related to particulars study can not be studied

at a time due to limited resources and time at the end of the investigation. There may be certain important aspects which need to be studied for further clarity and understanding in that particular area of research. Keeping this in mind, following suggestions are being offered for further research:

1. A similar study can be conducted on large sample.
2. A similar study may be conducted on a sample drawn from other schools to generalize the findings
3. A similar study can be conducted on college level of students.
4. A similar study can be conducted on other type of students.
5. A comparative study can be conducted to measure other aspects of the Educational Interest.
6. A comparative study can be conducted to measure other aspects of Occupational self-efficacy.
7. There is a need for searching other background variables like age, caste category, academic care comparatively, socio-Economic status, community background, length of teaching experience and determine variables as principals' style of leadership, types of management etc.

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