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TEACHER EFFICACY AND TEACHING SATISFACTION OF THE TEACHERS OF HIGHER EDUCATION INSTITUTIONS

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Abstract:
This study aims to study the relationship between teacher efficacy and teaching satisfaction among teachers working in Higher Education Institutions. The study was conceived to find the relationship between teacher efficacy and teaching satisfaction and variation in the connection concerning teachers' experience, qualifications, academic teaching stream, designation, age, and gender. The Research measured the relationship between teacher efficacy and teaching satisfaction. It also tested the effects of teachers' experience, qualifications, academic teaching stream, age, and gender. The sample included 155 university teachers working in various state-funded universities in Telangana, India. The findings indicate a strong positive relationship between teacher efficacy and teaching satisfaction. The results suggest that the relationship between teacher efficacy and teaching satisfaction does not differ based on teaching experience in years, age, gender, academic stream, and educational qualifications. Further Research may find the issues contributing to the variation in the association between teacher efficacy and teaching satisfaction

Keywords: *Teacher Efficacy, Teaching Satisfaction, Teaching Experience, Academic Stream, Academic Qualifications.*

Introduction

Teaching is a highly respected profession that significantly contributes to a nation's social, economic, technological, environmental, and cultural growth. Many factors affect the quality of teaching and learning processes in an educational institution, including teaching-learning methods, student satisfaction, student self-efficacy, student engagement, teacher satisfaction, teacher efficacy, teacher engagement, etc. This Research is regarding teacher efficacy and teaching satisfaction from teachers' perspectives. In addition, the study seeks to establish the interdependence of these aspects.

The student's future primarily depends on the teacher's satisfaction. This study is critical because it employs key evidence to address the dependent variable and fulfill the research objectives. This Research also presents some ideas and practical suggestions to the

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administration of Higher Educational Institutions (HEI) to improve job satisfaction among teachers by enhancing teacher efficacy. This study uses evidence from survey research and literature.

Teacher efficacy:

Teacher self-efficacy is the belief in one's ability to effectively plan, organize, and execute classroom teaching to enhance student achievement. (Tschannen-Moran, Hoy, & Hoy, 1998). The thoughts of teachers' self-efficacy have been related to student motivation, achievement, and learning (Hackett, 1995; Pajares, 1996; Schunk, 1991; Zimmerman, 1995). Earlier Research in teaching and learning confirmed that teacher self-efficacy influences academic performance and job satisfaction. University teachers often face contending demands about the time required for Research, teaching, and administration. (Vardi, 2009).

Self-efficacy, built into social cognitive theory (Bandura, 1997), indicates an individual's perceived competencies to manage and perform the required actions to execute a task. The efficiency beliefs stem from mastery experience, vicarious experience, social persuasion, and affective state. Social cognitive theory, which looked at the effect of efficacy on human behavior and motivation, made contributions, as Pajares (1995) studied and compiled notable Research in the field of self-efficacy. In the teaching setting, teacher self-efficacy is understood as a personal belief about their capability to influence students' learning (Tschannen-Moran et al., 1998), and each of the four resources can be used in classrooms to develop teacher efficacy (Schunk et al., 2002).

Teacher efficacy is a vital factor in job satisfaction, teacher engagement, and burnout (Skaalvik & Skaalvik, 2007,2014). Studies have revealed that teaching is one of the most decent occupations. Nevertheless, teachers may feel easier with self-efficacy (MacBeath, 2012). Regularly reviewing and developing the current working atmosphere will help to meet the genuine needs of all stakeholders and develop the teachers' self-efficacy (Kowalski, 2003; Noorossana et al., 2021).

Teaching satisfaction:

Employee job satisfaction is extensively examined as a determinant of organizational performance. Many work satisfaction studies analyzing job views have been created. The working conditions, the teacher's perception, and peer support contribute to teacher satisfaction (Ilyas & Afzal, 2021; Toropova et al., 2021). On receiving competitive rewards, teaching professionals feel more satisfied and inclined to remain with the organization for many years.

A study on job satisfaction and dissatisfaction among agricultural teachers in Ohio was conducted by Conklin & Cano in 1999. This Research included more than 290 participants and examined various components of achievement, advancement, recognition, and the teacher's work. Though many respondents were male, the results showed that both male and female teachers were delighted with their current positions (Conklin & Cano, 1999).

Teacher Efficacy and Teaching Satisfaction:

Han, J., Perron, B. E., Yin, H., & Liu, Y. (2021) investigated the nature of teachers' efficacy influences teacher satisfaction. Teachers with high efficacy are satisfied with their teaching, indicating a solid academic background and personal, psychological characteristics. Teachers with low efficacy have no interest in student and educational outcomes. The teacher's efficacy is responsible for the level of teaching satisfaction. Žunić-Pavlović, V. P., & Pavlović, M. V. (2020) concluded that teachers with a high efficacy experience positive satisfaction with their teaching and create efforts and conditions responsible for similar satisfaction. It also helps in the mode of instruction, the work environment, and the overall institution.

Further, it creates and encourages the students to learn in an adequate environment and comes up with a suitable method keeping all the students in mind.

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Teachers maintain good academic relations with the teachers of other educational institutions. It is done to improve the chances for the student's placement and contribute to the institution. It helps teachers become satisfied with teaching the students and shapes their efficacy. Teaching satisfaction is influenced by the self-efficacy belief of teachers of one institution in maintaining cordial relations with their colleagues of another institution (Caprara P.S. et al., (2006)).

Huang, S., Yin, H., Jin, Y., & Wang, W. (2022) found that the teacher's ability to be up-to-date and cope with the advances happening around the world positively influences their self-efficacy and teaching satisfaction. Bandura (1997) established that the student's previous academic achievement contributed to moderately affected teachers' self-efficacy beliefs, affirming the social-cognitive theory, emphasizing experience and previous attainments as the vital sources of self-efficacy beliefs.

Research Questions:

The following research questions were framed for the study based on the above reviews.

1. What is the relationship between teacher efficacy and teaching satisfaction?
2. How do teacher age, gender, academic stream, academic qualifications, experience, and designation influence the relation between teacher efficacy and teaching satisfaction?

Methodology:

This Research is descriptive and uses a cross-sectional design method. The survey's sample size was six state-funded universities in Telangana, India. The instrument used to collect the data consisted of a questionnaire. The study surveyed various teachers from select universities. The survey provides the teachers with self-perceptions about their efficacy and teaching satisfaction. The teachers' demographic data, including years of experience, age, gender, educational qualifications, academic stream, and designation, was collected. Data were collected during the 2022–23 academic year.

Table 1

Demographics of the sample

Demographics	Number of Respondents (%)
Gender	
Male	110 (71)
Female	45 (29)
Age Groups	
Less than 40 years	68 (43.90)
40-50	65 (41.90)
50 and above	22 (14.20)
Designation	
Assistant Professor	140 (90.30)
Associate Professor & Professor	15 (9.70)
Academic Stream	84 (54.19)

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Arts	71(45.81)
Science	
Academic Qualifications	24 (15.48)
PG	131(84.52)
Ph.D.	
Teaching experience	50 (32.30)
Less than ten years	78 (50.30)
10 – 20 years	27 (17.40)
20 years and above	

Table 1 presents the sample demographics, including the gender, age, experience, designation, qualification, and academic stream of the university teachers.

Questionnaire and Instruments:

This Research utilized items from the Teacher Efficacy Scale (Tschannen-Moran et al., 2001). and the Teaching Satisfaction Scale (Ho et al.,2006). The Teacher Efficacy Scale was developed to determine how teachers rate their perceived efficacy through Student Engagement, Instructional Strategies, and Classroom Management. Ho, C. L., and Au, W. T. Teaching Satisfaction Scale was developed to measure teachers' job satisfaction.

The data was collected through printed questionnaires. The sample size is 155 teachers from six universities. The main variables of this study are teacher efficacy and teacher satisfaction. The researcher took the necessary care in handling missing data in the survey. The data were analyzed by IBM SPSS 29.0.

Results:

Table 2 presents the sample details of the scales used in the study, including the number of items, minimum, maximum, mean, standard deviation, and Cronbach's alpha, a measure of scale reliability.

Table 2

Data Statistics and Cronbach Alpha

Scale	Number of items	Minimum	Maximum	M	SD	Cronbach's Alpha
Teacher Efficacy	24	1	5	3.930	0.593	0.935
Teaching Satisfaction	5	1	5	3.932	0.707	0.769

H_1: There exists a significant relationship between teacher efficacy and teaching satisfaction.

A correlation coefficient was calculated to assess the magnitude and direction of the association between the two variables under investigation. The calculation of effect size was performed whenever it was possible. Based on the findings of the correlation study, it can be concluded that there exists a significant positive relation

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(r =.793) between teacher efficacy and teaching satisfaction. The observed correlation between the variables was found to be statistically significant (p<.001, df = 154), providing support for Hypothesis 1 (H_1). The variable of teaching efficacy was shown to explain 62.9% (R^2 =.629) of the variance in teaching satisfaction, indicating a significant impact.

H_2: There is an influence of teacher age on the relationship between teacher efficacy and teaching satisfaction

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Table 3

Comparison of Correlations Based on Teacher's Age

Age Categories		Test Statistics	
Age Category 1, *r*, *p*, *n*	Age Category 2, *r*, *p*, *n*	*Z*	*p*
Less than 40, .708, <.001, 68	40-50, .854, <.001, 65	0.82	.205
	50+, .705, <.001, 22	0.01	.505
40-50, .854, <.001, 65	50+, .705, <.001, 22	0.57	.715

Before hypothesis testing, the data was categorized into groups based on the teachers' ages. A correlation coefficient was calculated to examine the relationship between teacher efficacy and teaching satisfaction among three age groups: instructors under 40, teachers between 40 and 50, and teachers beyond 50. Three Fisher's z tests were conducted to examine the research hypothesis. The study examined the relationships among instructors under 40, teachers between the ages of 40 and 50, and teaches above 50. A significant positive correlation was observed between the two variables among teachers under 40, those aged between 40 and 50, and those beyond 50. The results of Fisher's z-tests indicated no statistically significant differences ($p < 0.05$) in the correlations examined when considering teachers' ages, although the two correlations were dissimilar. The Table 3 contains the correlations, p-values, Fisher's z-values, and Fisher's p-values.

***H_3*:** The relationship between teacher efficacy and teaching satisfaction is influenced by teacher gender.

Table 4

Comparison of Correlations Between Teacher Genders

Gender Categories		Test Statistics	
Gender Category1, *r*, *p*, *n*	Gender Category2, *r*, *p*, *n*	*z*	*p*
Female, .758, <.001, 45	Male, .797, <.001, 110	-0.21	.415

Before doing the hypothesis testing, the data was segregated into two distinct groups based on the gender of the teachers. A correlation coefficient was calculated to observe the relationship between teacher efficacy and teaching satisfaction among female and male teachers. The study hypothesis was examined through Fisher's z-test. The correlations for female and male teachers revealed a statistically significant positive correlation indicative of a relationship between teacher efficacy and teaching satisfaction. The results of Fisher's z-test specified that the observed correlations between the two groups were not significantly different ($p < 0.05$), even though the two correlations were distinct. The statistical associations, significance levels (p-values), Fisher's z-

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values, and Fisher's p-values are presented in Table 4.

***H₄*:** The relationship between teacher efficacy and teaching satisfaction is influenced by the academic stream of teachers.

Table 5

***Comparison of Sample Correlations between the* academic streams of teachers.**

Academic stream Comparison Categories		Test Statistics	
Academic stream Category1, *r*, *p*, *n*	Academic stream Category2, *r*, *p*, *n*	*z*	*p*
Arts, .784, <.001, 84	Science, .801, <.001, 71	-0.10	.459

Before doing the hypothesis testing, the data was segregated into two distinct groups based on the academic streams of the teachers. A correlation coefficient was computed to gauge the relationship between teacher efficacy and teaching satisfaction among teachers in the arts and sciences streams. Fisher's z-test was conducted to examine the study hypothesis. The obtained correlations for arts and science instructors revealed a strong positive relation that is both statistically significant between teacher efficacy and teaching satisfaction. The results of Fisher's z-test indicated that the observed correlations between the two groups were not significantly different ($p < 0.05$), even though the two correlations were distinct. Table 5 contains the correlations, p-values for correlation, Fisher's z-values, and Fisher's p-values.

***H₅*:** The relationship between teacher efficacy and teaching satisfaction is influenced by the teacher's Academic qualifications.

Table 6

Comparison of Sample Correlations between Academic qualifications of the teacher.

Academic Qualifications Comparison Categories		Test Statistics	
Academic qualifications Category1, *r*, *p*, *n*	Academic qualifications Category2, *r*, *p*, *n*	*z*	*p*
PG, .761, <.001, 24	Ph. D., .803, <.001, 131	-0.18	.429

The data were divided into two groups according to the teachers' academic qualifications before the hypothesis testing. A sample correlation coefficient between teacher efficacy and teaching satisfaction was calculated for Post Graduation (PG) and Ph.D. qualifications. A Fisher's z-test was carried out to address the research hypothesis. Sample correlations for PG and Ph.D. qualifications indicated a highly positive and statistically significant relationship between teacher efficacy and teaching satisfaction. Fisher's z-test revealed that the correlations that were compared were not substantially different between the two groups ($p < 0.05$), even though the two correlations were distinct. The correlations, correlation p-values, Fisher's z-values, and Fisher's p-values are found in Table 6.

***H₆*:** The relationship between teacher efficacy and teaching satisfaction is influenced by teacher experience

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Table 7

Comparison of Sample Correlations Based on Teacher Experience

Years of Experience Categories		Test Statistics	
Years Category 1, *r*, *p*, *n*	Years Category 2, *r*, *p*, *n*	*z*	*p*
< 10, .865, < .001, 50	10-20, .690, < .001, 78	0.94	.827
	20+, .707, < .001, 27	0.63	.736
10-20, .690, < .001, 78	20+, .707, < .001, 27	-0.07	.471

The data were categorized into several groups based on the prior experiences of the teachers prior to conducting the hypothesis testing. A correlation coefficient was computed to test the relationship between teacher efficacy and teaching satisfaction among teachers with less than ten years of experience, between ten and twenty years of experience, and above twenty years of experience. Three Fisher's z tests were conducted to investigate the research hypothesis. The study examined the relation between sample data for teachers with less than ten years of experience, between 10 and 20 years of experience, and above 20 years of experience. A significant positive correlation was observed between the two variables when examining the teaching experience of individuals spanning less than ten years, between 10 and 20 years, and over 50 years. The results of Fisher's z-tests indicated no statistically significant differences ($p < 0.05$) in the correlations that were compared, although the two correlations were distinct. The correlations, p-values for correlation, Fisher's z-values, and p-values for Fisher's z are presented in Table 7.

***H_7*: The relationship between teacher efficacy and teaching satisfaction is influenced by the designation of the teacher.**

Table 8

***Comparison of Sample Correlations between the* designation of the teacher.**

Designation Categories		Test Statistics	
Designation Category1, *r*, *p*, *n*	Designation Category2, *r*, *p*, *n*	*z*	*p*
Assistant Professors, .802, <.001, 140	Associate Professor & Professors, .593, <.020, 15	0.69	.756

Before doing the hypothesis testing, the data was segregated into two distinct groups based on the designations of the teachers. A correlation coefficient was computed to assess the relationship between teacher efficacy and instructional satisfaction among assistant professors, associate professors, and professors. The Fisher's z-test was done to investigate the study hypothesis. The analysis of correlations between assistant professors and associate professors & professors revealed a strong, statistically significant positive association, indicating a connection between teacher efficacy and teaching satisfaction. The results of Fisher's z-test specified that the correlations being compared did not exhibit significant differences between the two groups ($p < 0.05$), even though the two correlations were dissimilar. The correlations, p-values

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for correlation, Fisher's z-values, and p-values for Fisher's test are reported in Table 8.

Discussion:

Numerous scholars have surveyed teacher efficacy and identified various characteristics that contribute to its enhancement. While a significant amount of Research has been conducted on teacher efficacy within the school environment, a limited number of studies have specifically examined this phenomenon within the context of university education. The findings from the analysis of data collected from a sample of 155 teachers provide empirical evidence supporting the existence of significant associations between teacher efficacy and teaching satisfaction. The present investigation reveals a noteworthy and favorable correlation between teacher efficacy and teaching satisfaction. This finding is in line with earlier studies by Adebomi et al. (2012), Caprara et al. (2006), Edinger and Edinger (2018), Elrayah (2022), and Klassen and Chiu (2010). Therefore, it is strongly advised that the leaders of higher education institutions (HEIs) assist teaching professionals in enhancing their self-efficacy. To foster strong beliefs, increased awareness, and positive attitudes among teaching professionals regarding their duties and obligations, professional training programs can help achieve this. Enhancing teacher efficacy can be achieved by engaging educators in various institutional activities and fostering their dedication and loyalty. According to Research by Tschannen-Moran et al. (1998), instructors with high levels of self-efficacy exhibit effective instructional practices, strongly prefer participating in professional development activities, and consistently look for novel teaching strategies to meet the academic demands of their students.

In accreditation and rankings, HEIs face significant pressure to attract and retain highly skilled faculty members. Improving teachers' effectiveness can positively impact the overall work environment and lead to heightened productivity levels. Furthermore, it is imperative for the administration to actively pursue the development of purposeful employment roles for instructors to enhance their levels of engagement and dedication. Furthermore, the present study reveals a negative correlation between the stress levels experienced by teachers and their overall job satisfaction. This discovery further supports the assertions made in previous scholarly works (Borg & Falzon, 1989; Chaplain, 1995; Collie et al., 2012; Klassen et al., 2010; Nathaniel et al., 2016).

The current study's findings align with prior Research by Epps and Foor (2015) regarding the influence of teaching experience on the relationship between teacher efficacy and teaching satisfaction. Similar levels of self-efficacy were observed among both novice and seasoned educators. The current study's findings do not agree with earlier Research by Conklin and Cano (1999) regarding the influence of teacher gender on the relationship between teacher efficacy and teaching satisfaction. The researchers investigated the elements influencing job happiness among male and female agricultural teachers and determined that they exhibited varying evaluations of critical facets of job satisfaction. The present study demonstrates a significant correlation between female and male teachers' efficacy and teaching satisfaction. The research findings regarding the impact of academic stream, age, qualifications, and designation on the association between teacher efficacy and teaching satisfaction are relatively recent, and further studies are required for comparative purposes. Further investigation is necessary to comprehend the correlation between the effectiveness and contentment of educators.

Conclusion:

The present study investigated the correlation between teacher efficacy and teacher satisfaction within the context of university educators. The study's findings provide valuable insights into the relationship between teacher efficacy and job happiness and the impact of

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several factors such as experience, academic stream, designation, certification, age, and gender. The outcomes of this study contribute to the current body of data about teacher efficacy and teaching satisfaction. Gaining insight into the correlation between teacher efficacy and teaching satisfaction enables academic administrators to effectively assist educators in education, fostering their enhanced academic performance.

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