

Relationship between Self Efficacy and Job Satisfaction of Secondary Teachers in Zunheboto Town

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Abstract

Self-efficacy and job satisfaction of the teachers have a strong positive correlation. Self-efficacy is vital in improving the job satisfaction of teachers, suggesting a higher self-efficacy of teachers leads to more satisfaction with their job and career. Their self-confidence supports them to accomplish their task and achieve their goal. The study aimed to establish the relationship between self-efficacy and job satisfaction among secondary teachers in Zunheboto town, Nagaland. The study was conducted using a correlational research design. The study included 150 secondary teachers from both private and government schools from Zunheboto town, Nagaland. Data were collected using questionnaires that assessed self-efficacy and Job satisfaction. A Pearson product-moment correlation was conducted to examine the relationship between job satisfaction and self-efficacy. The result shows a strong, positive correlation, $r(148) = .63, p < .001$, shows a positive correlation; indicating that higher levels of job satisfaction are associated with greater self-efficacy. This means that when self-efficacy increases, job satisfaction also does (and vice versa). Self-efficacy is a key factor in determining job satisfaction among secondary teachers in Zunheboto town, according to this study.

Keywords: Self efficacy, Job satisfaction, Correlation, Secondary, Teachers

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Introduction

Self-efficacy refers to an individual's belief in his or her capacity to execute behaviours necessary to produce specific performance attainments (Bandura, 1977, 1986, 1997). Self-efficacy reflects confidence in the ability to exert control over one's own motivation, behaviour, and social environment. Self-efficacy is the belief in one's capabilities to organize and execute the sources of action required to manage prospective situations. (Bandura, 1995). According to Bandura, 1994 as cited in Abun et al., (2021), self-efficacy affects how people feel, think and behave. Studies on self-efficacy show that a person's success in accomplishment of a particular task is not just contributed by the skills and knowledge but it is also contributed by self-efficacy. According to (Bandura, 1993; Goddard, Hoy, & Woolfolk Hoy, 2000 (cited in Tschannen-Moran & Hoy, 2001), Evidence suggests that the collective efficacy of a faculty can be a stronger predictor of student achievement than the socioeconomic level of the students. Teacher efficacy has showed to be strongly related to many educational outcomes such as teachers' persistence, interest, commitment and instructional behaviour, as well as student outcomes such as achievement, motivation, and self-efficacy beliefs. (Tschannen-Moran and Woolfolk Hoy (2001). When the perception of self-efficacy is assessed from the standpoint of teachers, it highlights the knowledge, skills, and attitudes that must be possessed to fulfil the duties and responsibilities of teaching. (Demirtas x et al., 2011).

Job satisfaction refers to a teacher's personal assessment of their job and work experience. Teaching job includes some emotional aspects; they can teach better if they are confident and are satisfied with their jobs. According to Muteveri et.al,2025, Job satisfaction level in teaching seems to be indicated by various factors, including levels of commitment, self-confidence, devotion, and favourable student-teacher relationships. Teachers who have high

self-efficacy are more likely to adjust to several work environments and perform successfully, even under challenging conditions. According to Blackburn & Shane (2008), Job satisfaction of a teacher is of key importance to the process of education because those teachers who leave their job are often dissatisfied with their career and show low levels of self-efficacy and job satisfaction. According to Shann (1998), as cited in Bicer (2023), the job satisfaction of the teacher contributes to the efficiency of the school by determining the durability of learning. Job satisfaction is an important factor in working life. People who are satisfied with their job have a more favourable positive attitude toward life. Job satisfaction in teachers as well as in all personnel, improves well-being and avoids professional lethargy (Skaalvik & Skaalvik, 2017). As Ho and Au (2006) cited in (Ortan, Simut, & Simut, 2021) suggested, job satisfaction in teaching is the relation between what a teacher wants from the job and what the teacher observes it as involving, resulting in a product that shoots from attitudinal and emotional responses.

Teachers are the driving force of any education system and play an important role in determining the effective learning of the students and the overall success of the school. Job satisfaction of the teachers to a large extent influences the school performance. Dissatisfied teachers may not be not committed and productive and may not be able to deliver their best possible potential. Their self-efficacy and job satisfaction is vital for having an effective education. Obineli (2013) cited in Udemba (2021), states that the job performance and satisfaction of teachers plays an important role in the administrative growth. Therefore, it is critical to focus on the self-efficacy and the job satisfaction of the teachers as it eventually influences the goal achievement of the education system. Teachers develop self-efficacy through accomplishing challenging tasks, which leads to motivation which is an exceptional solution to overcome the sense of failure. Teachers' self-efficacy is not only a strong indicator of their capabilities; it also plays an important role in shaping behaviour and achievement of students (Udemba 2021).

Review of Literature

A number of research studies have proven that there is a positive impact of self-efficacy on performance of the employee. In addition, research also shows that individuals who have low levels of self-efficacy may have adverse impacts on both educators' teaching approaches and students' behaviours and engagement. There have been studies establishing a relationship between self-efficacy and job satisfaction and the influence of these two variables on one another. According to Abun et al., 2021, self-efficacy is vital in improving the job satisfaction of teachers, suggesting a higher self-efficacy of teachers leads to more satisfaction with their job and career. Their self-confidence supports them to accomplish their task and achieve their goal. There is positive significant relationship between teachers' self-efficacy perceptions and job satisfaction. Self-efficacy and job satisfaction have an important effect on solving problems in professional life. (Bicer, 2023). Teachers need to be satisfied so that they are able to enjoy while working. Confidence becomes an important factor for teachers to be satisfied with their job because the more confident, the better they are able to execute their task better. According to Caprara et al. (2003) as cited in Bicer, 2023, we will enjoy more if we are confident in carrying out job activities. Teachers with low self-efficacy are not satisfied with their jobs and therefore leave the teaching profession (Evans, 2001, as cited in Bicer, 2023).

There is substantial positive relationship between self-efficacy and job satisfaction of secondary school teachers (Udemba, 2021). According to Muteveri et al., 2025, there is a significant positive association between teachers' self-efficacy and job contentment. Teachers who were more confident in their teaching abilities reported higher levels of work satisfaction. Various factors seem to be influencing the efficacy of teachers leading to job dissatisfaction. When initiatives are taken to improve self-efficacy of the teachers by the management, it led to the improvement in job satisfaction. Teacher training programs and professional development play a key role in enhancing self-efficacy of the teachers. According to Shengnan and Hallinger (2021, cited in Muteveri et al., 2025), power dynamics between principals and teachers significantly affected the impact of instructional leadership on teacher self-efficacy. When principals give importance to instructional development, the confidence of the teachers their abilities increase, which in turn leads to greater job satisfaction. Teachers who have high self-efficacy are more likely to show higher levels of job satisfaction. According to Wang et al., 2015, it predicted that the higher the self-efficacy, especially in engaging students, the higher the job satisfaction and psychological well-being. Hassan and Ibourk's (2021) research revealed a negative relationship between self-efficacy and exhaustion. This advocates that

the teachers with higher self-efficacy have lower levels of burnout, which in turn leads to higher job satisfaction. Similar findings were also supported by the study done by Muteveri et.al,2025.

Job satisfaction was positively related to teacher self-efficacy (Skaalvik and Skaalvik, 2010). According to Demirel (2014), in order to provide quality education and be successful in the profession, a teacher must have job satisfaction. Self-efficacy projected job satisfaction positively (Skaalvik & Skaalvik, 2017). Self-efficacy, promotion, positive student behaviour, and working conditions have important effects on job satisfaction. These factors impact job satisfaction and well-being in teaching as it ensures a positive work atmosphere in which both students and teachers prosper, leading to higher levels of contribution and participation from teachers, students, and parents. An effective working atmosphere reduces attrition, burnout, emotional exhaustion, and teacher turnover, while increasing job satisfaction, well-being, and teacher retention. (Ortan, Simut, & Simut, 2021). Teachers having high levels of self-efficacy, are more exposed to new ideas, show greater levels of planning and organization, have the tendency to test new teaching approaches with their students, and have clear goals (Udemba,2021).

Objectives of the study

The study aims to establish the relationship between self-efficacy and job satisfaction among secondary teachers in Zunheboto town, Nagaland.

Methodology

The study was conducted using a correlational research design. The study included 150 secondary teachers from both private and government schools from Zunheboto town, Nagaland. Data were collected using questionnaires that assessed self-efficacy and Job satisfaction. Teacher self-efficacy scale by Nahid Ashraf and Sajid Jamal and Job Satisfaction Scale for Teachers by Dixit (1993) was used as a tool for the study.

Analysis and interpretation

Table 1: Relationship between Self-Efficacy and Job Satisfaction of Teachers

		Job satisfaction	Self-efficacy
Job satisfaction	Pearson Correlation	1	.629
	Sig (2 tailed)		<.001
	N	150	150
Self-efficacy	Pearson Correlation	.629	1
	Sig (2 tailed)	<.001	
	N	150	150
** Correlation is significant at the 0.01 level (2-tailed).			

A Pearson product-moment correlation was conducted to examine the relationship between job satisfaction and self-efficacy. The result shows a strong, positive correlation, $r(148) = .63, p < .001$, shows a positive correlation; indicating that higher levels of job satisfaction are associated with greater self-efficacy. The result suggests that self-efficacy is essential in determining teachers' job satisfaction. This means that when self-efficacy increases, job satisfaction also does (and vice versa).

Self-efficacy is a key factor in determining job satisfaction among secondary teachers in Zunheboto town, according to this study. The study of relationship between self-efficacy and job satisfaction of teachers and the results indicated by Pearson Correlation provides teachers, school administrators and policymakers an important insight into the strength and directional relationship between the two variables. Since self-efficacy and job satisfaction of the teachers have a strong positive correlation, it is crucial to establish a favourable working atmosphere that supports and develops the confidence of the teachers. Practically, the findings of the study can inform and update decision making support policies, professional development initiatives and interventions aimed for a better teaching learning outcome; keeping in mind the best interest of the teachers. Addressing the problems

of the teachers and improving the working conditions for them can help the teachers to feel more confident in their work which in turn will lead to job satisfaction. Trainings and programmes for teachers who have less self-efficacy will help them to develop as a teacher as it will enhance their confidence increasing their self-efficacy in teaching. Coaching as a leadership style can be helpful for teachers who have poor self-efficacy, since it increases their confidence, which in turn leads to job satisfaction. (Muteveri et.al,2025). Self-confidence helps the teachers to perform better in teaching and help achieve their target leading to them being satisfied in their work. the higher their self-efficacy, the more efficient they are in their capacity to effectively engage in the classroom teaching and outside the classroom as well related to the learning of the students.

Discussion

The findings of the study are consistent with the studies of (Muteveri et.al,2025), (Abun et al., 2021), Kasalak and Dağyar (2020), (Nyunt and Aung, Thida, 2017), (Evans, 2001) to mention a few, where all the studies indicated a strong positive relationship between self-efficacy and job satisfaction suggesting for a favourable policy implication for the development of the teachers. It is very vital to identify and improve teachers' self-efficacy because it progresses job satisfaction and retains the teachers, as dissatisfaction often leads to reduction (Abun et al., 2021). The study indicates a strong positive correlation between self-efficacy and job satisfaction and many studies supports the results. Finding out the self-efficacy level of the teachers is an important aspect to determine the problems of teaching in an institution. Every teacher performs differently; some perform better than others but this does not generally mean they are better off than other who do not perform well. The difference in their performance may lie in the personal and environmental factors. Determining the self-efficacy of the teachers will help the administrators to understand the problems of the teachers. It is the concern of the management to solve the problems and create a positive supporting environment; because it is important to enhance their motivation to teach and in turn improve their teaching. (Abun et al., 2021).

Self-efficacy affects job satisfaction and therefore it is very important to solve the problems of self-efficacy to promote improvement in job satisfaction among the teachers, leading to the decline of job dissatisfaction. Whereas there is a strong relation between job satisfaction and self-efficacy which affect one another, there may be other factors too that may lead to the dissatisfaction of job. It is important for the management to find out the cause and find the solution to ensure that the teachers are equipped with sufficient knowledge and provide necessary professional development. The knowledge and qualifications that a teacher have as a teacher need to be enhanced continuously. The management need to equip the teachers with all the required resources to engage the students both in the classroom and outside the classroom for a better teaching learning outcome; because the more equipped they are, the better the outcome of their confidence and job satisfaction. While there may be other factors contribution to job satisfaction, it does suggest that there is a correlation between self-efficacy and job satisfaction, where high self-efficacy leads to more job satisfaction. It indicates that self-efficacy is not only a theoretical concept; it has real-world significance for understanding how teachers feel about their jobs (Tschannen-Moran & Hoy, 2001).

Since various studies indicates a positive correlation between job satisfaction and self-efficacy, it is important for the school administrators and policymakers to adopt professional development programs to provide teachers with updated teaching methods, classroom management skills, and subject-specific information, thereby improving teachers' self-efficacy. Individual problems of the teachers such as difficulty in managing huge classrooms and having limited resources for teaching can also be corrected and developed through training. Muteveri et.al (2025), suggests strengthening mentorship programs and leadership styles that will greatly influence the teachers job satisfaction and self-efficacy. The management can promote democratic leadership through trust and communication and participation of the teachers in decision making is essential for effective teaching; which will provide guidance and enhance job satisfaction of the teachers. According to Tschannen-Moran and Woolfolk Hoy (2001), teachers could be prepared and supported in their early years, if the significant effects of teachers' beliefs in their competences were taken seriously. Preparation of teachers' program could become more like internships, with a gradual shift from the indirect experience and verbal encouragement to a higher learning and classroom to more mastery teaching experiences throughout the program, with increasing levels of difficulty and responsibility.

Taking the self-efficacy of teachers seriously that impacts motivation for the teachers during their teaching career could lead to reconsidering of the initial teaching experience years of beginner teachers enabling greater support. The professional development of teachers would be planned as mastery experiences aimed toward helping teachers gather evidence of improved learning on the part of their students in order to obtain the favourable efficacy outcome. It was suggested that educational agencies and professional associations should cooperate with the schools to organize seminars and workshops for teachers at regular interval to reinforce their abilities to guarantee effective performance of teachers to achieve the aims of secondary education (Udemba,2021).

Conclusion

This study aimed to establish a relationship between self-efficacy and job satisfaction of secondary school teachers in Zunheboto town. The Pearson correlation based on the study reveals a strong relation between the two variables, with teachers' self-efficacy levels significantly influencing their job satisfaction. It is important that educators, school administrators, and policymakers need to improve teachers' self-efficacy and also addressing the other factors contributing to job satisfaction, such as creating and providing a favourable working environment through organisational support, favourable working hours, providing development programmes which can enhance the self-efficacy of the teachers, which will in turn lead to job satisfaction.

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