

Self Efficacy of Secondary School Teachers in Relation to their Change Proneness and Job Satisfaction

Ms. Lejimol V¹, Dr. Geetanjali Sharma²

¹Principal, Holy family convent school

Abstract

The study on the Self-Efficacy of secondary school teachers in relation to their Change Proneness and Job Satisfaction focus on the survey method is used to collect data from secondary school teachers with the help of standardized tools. In this research, Statistical techniques like mean, standard deviation, correlation, and t-test are applied for analysis. The study aims to understand how teachers' confidence in their abilities and how it influences and adaptable to change and satisfied with their job. This findings may help in improving teacher performance and educational practices.

CHAPTER 1

INTRODUCTION

“A good teacher is like a candle- it consume itself to light the way for others” Education plays a vital role in shaping successful people. It gives us the opportunity to become a productive member of a civilized society. Education is an important medium of acquiring essential knowledge and skills. It is more than just learning from books. It is an effort of the older generation to transfer their life wisdom to their offspring. Our world is constantly changing and developing so it is very important to teach and bring up intelligent people who could understand the problems of modern society and solve them in a proper way.

The successful running of the educational system mainly depends upon teachers, who are the most valuable and expensive resources. Teacher as the creator, sustainers and liberator is the pivot on whom the entire educational structure rests. Teaching should involve application of quality knowledge and skills to meet educational needs of students and of the society in greater aspect. Teachers have a very strategic role in education. The quality of the teacher really determines the quality of learning. While teachers are referred to as the centre of the education process, so teachers become a very important part of any community for various reasons. Role of teachers in the society and in the education can change, but the importance of their position remains same. To attract and retain the quality teachers is a great challenge to the educational institutions. In education, the essential quality of the teacher is to have a positive approach.

There is no single, simple effective teaching personality. Effective teaching involves more than just expertise in an academic field. The effective teachers have several qualities in common. Some of them are given below: **Positive:** He should keep his students engaged with a positive attitude. He considers his students as teammates, not adversaries. He should not be afraid to be creative and

innovative.

Prepared: He should know the course material. Review key concepts and ideas, think about how the content can be most effectively demonstrated and design a strategy. Write an outline or take notes to follow during a lecture.

Organized: He should have a plan for teaching. To illustrate key points and essential context, choose the most important concepts and show how they are related. Explain ideas to students so they are able to build on material they have already mastered. He should have long term goals in mind.

Clear: Effective teachers can explain complex ideas in simple ways. Help students understand and use new terminology. Many concepts can be more effectively demonstrated with visual aids such as diagrams, drawings, charts, slides, etc. Make sure that they are large enough to see, neat enough to read, and do not stand in the way. He should be aware of the role of the body language.

Active: Keep students engaged, for activities other than traditional lectures, discussions or question and answer sessions. The effective teacher will be one who engages with the students in the class in a way that highlights mutual respect and an acknowledgement of the learning process that is in place. Eisner's suggested that teaching is a caring exercise, which is very much part of the effective learning process.

Patient: He should give students time to process information and answer questions. He should not get irritated by student's mistakes; he should know mistakes are good teacher. Have patience as teaching can be difficult and frustrating at times.

Fair: He should set standards and it is very important to apply them equally and consistently, otherwise credibility will be at stake.

Self-Efficacy

Human beings are the unique creation of god, bestowed with many talents and skills, with their own temperament, potentiality and impairments. One cannot be compared with another. No matter how genuine, clear-cut or practical humans are, they still have their own shortcomings and therefore they still are exclusive human beings. All the human beings have their own set of personal beliefs, point of views, inclinations, frame of mind and traits. Indeed, all of them are unique and yet most of them also share many traits, feelings, and beliefs with other people who live in our society. One of the most important aspects of human behaviour, which makes a difference in their feeling, thinking and acting, is self-efficacy. Self-efficacy relates to personal beliefs regarding competencies and abilities. "Self-Efficacy has its roots in "social cognitive theory" of Bandura (1997) particularly in the context of cognitive behaviour modification." (Padhy & Mishra, 2010)

Self-efficacy is sometimes confused or used synonymously with self-esteem.

Although both are components of self-referent thought, yet are very different constructs. Self-esteem typically taps an individual's self-evaluation (and not merely one's confidence judgments) across a wide variety of situations. Thus, it refers to a sense of personal worth, it is an internal feeling of personal well-being. It is an affective evaluation of the total self, a feeling of self-liking. By contrast, self-efficacy is a judgment about task capability that is not inherently evaluative. It pertains to the belief, judgment or determination to perform certain behaviors in certain situations.

For example; a college student may have very low self-efficacy pertaining to dancing, yet may decide on reflection that it does diminish his or her overall evaluation and feelings about the self. Bandura (1986) defines two related but distinct.

In order to teach effectively teachers must not only feel psychologically and physically comfortable, but they must also have some sense of belief that they can make difference to the lives of children they are

teaching and that those children are learning. They must feel their professional work in bringing about positive change in their pupils. Teacher efficacy as a belief is expected to guide teachers in their behavior decisions and motivation with regard to teaching. Specifically teacher efficacy for teaching affects their daily decisions related to teaching and their willingness to invoke specific strategies and techniques.

Sources of Self-Efficacy

It is pertinent to mention that the growth of self-efficacy beliefs begins to form in early childhood that does not end during youth, but continues to evolve throughout life as people acquire new skills, experiences and understanding. People's belief about their efficacy can be developed by four main sources of self-efficacy (Bandura, 1997; 2000). These sources are explained as under:

Mastery Experiences - The experience of mastery is the most important source in determining self-efficacy. Successful experiences raises self-efficacy while failure undermines it particularly if failures occur before a sense of efficacy is firmly established. If people have been successful at a particular skill in the past they will be successful in the skill in future.

Vicarious experiences -The second source of creating and strengthening self efficacy is through the vicarious experiences provided by social models. It means development of high or low self-efficacy vicariously through other people's performances. It is also called as modeling which is experience as "If they can do it, I can do it as well". When people see someone succeeding, their own self-efficacy increases, when people see other people failing their self- efficacy decreases. Modeling is an effectual process when we see ourselves as similar to the model. Although, it is not as influential as direct / mastery experiences but it is particularly useful for the people who are particularly unsure of themselves.

Social Persuasions -The third source of strengthening people's beliefs which generally manifests as direct encouragement or discouragement from another person, for example, teacher can increase students self-efficacy with credible communication and feedback or motivate them to make their best effort. Although, social persuasion can be effective but it does not contribute as much as an individual's own experiences. It may be due to the fact that unrealistic boosts in efficacy are quickly disconfirmed by disappointing results of one's efforts. The short term effects of social persuasion need to be coupled with actual successes.

Physiological feedback -The final source upon which people can acquire their self-efficacy is physiological feedback. People rely on their physiological cues and emotional state in judging their capabilities. In stressful situations, people commonly exhibit signs of distress, aches, pains, fatigue, fear and nausea etc. They interpret these stress reactions and tensions as a sign of vulnerability to poor performance. Positive mood increases self-efficacy while despondent mood decreases.

Importance of Self-efficacy

Self-efficacy of a teacher is a powerful predictor of whether and how a teacher will act. Teacher self-efficacy is the belief that one is capable of exercising personal control over one's-behaviour, thinking and emotions. Effective teachers believe that they can make a difference in children's lives and they teach in ways that demonstrate this belief. Teachers who hold strong self efficacy beliefs tend:

- To get better gains in children's achievement.
- To use new teaching approaches and persist failure situations.
- To be more satisfied with their job and demonstrate more commitment.
- To take more risks with the curriculum.

- To have more motivated students.
- To have lower absenteeism.

Self-efficacy is not something which is immutable. It is not a thing by itself. It is subject to change and reconstruction. People are capable of influencing their own motivation and performance. They may do so by changing their orientations, attitudes and convictions in connection with their environmental conditions. Pedagogically, the teacher is expected to:

- (1) Get the learner to believe in his or her personal capabilities to successfully perform a designated task.
- (2) Provide environmental conditions, such as institutional strategies and appropriate-technology that improve the strategies and self-efficacy of the learner .
- (3) Provide opportunities for the learner to experience successful learning as a result of appropriate action. Therefore, the teachers need to develop among them, the attitude, capabilities and skills to adjust to novel situations and to meet demands of ever changing circumstances. In other words, teachers must possess a tendency to accept novel things in their personal and professional life. They must be prone to changes and accept them with a sense of satisfaction. Hence, change proneness among teachers with a sense of acceptance and satisfaction for new ideas, practices and changes is critical for success in their personal and professional endeavours.

A detailed description about change proneness and its different aspects is provided as under:

Change proneness-

Change proneness is a relatively new concept that has grown in popularity at an incredible rate. Change Proneness is the tendency to tolerate anything that isn't perfect, novel to be imbibed to their style of work. Change proneness is acceptance of new and creative ideas, which may or may not end in criticism or failure. It's a feeling of fulfilment, dedication, and accomplishment in the pursuit of new approaches, ideas, and methods. Change proneness is a condition of flux and perplexity caused by a commitment to a cause or a way of life that may foster change. Miller, rightly gave the comprehensive nature of the concept. Radical change, innovativeness, tendency to inquire, being shrewd and proneness in thoughts, inquisitiveness all these traits facilitate change proneness. The change proneness significantly relies upon two antagonistic ideological aspects, flexibility and rigidity. The main hurdle to accept a new theory and invite a novel sudden change is rigidity. Warner defined 'Rigidity' as lack of variability in a response or lack of adaptability in behaviour. The dictionary meaning of rigidity is personality trait characterized by inability to change one's attitudes, opinions or manner of adjustment. Wolfforth opined - Rigidity is restricted range of behaviour as this type of rigidity prevails in human minds; they act as stumbling blocks and hurdles. They approve one to have a new concept, alert the type of learning, to invite change in approaches. The opposing ideological aspect for rigidity is flexibility a personality trait characterized by ability to change one's set, opinion, line of thinking and process of adjustment. Exhibiting inclination to a new and strange thing will be possible and it is due to flexibility. In life situations, some people are flexible in their behaviour and some are not. The people who are flexible on one occasion may not be much flexible on other occasions. They at times be flexible and alter their responses and behavioural patterns. Flexibility is the outstanding quality of exhortative tendency and ability to change one's set or attitude and opinions. There is hardly any field which is not within the ambit of change. Great many changes have taken place in all spheres of human life. Education is not exception to this. The changes that take place in socio-economic scenario of any country leaves a large impact on the education scenario of that country as the socio economic conditions and the educational

institutions are mutually dependent on one another. Any change, even if minor in intensity, in social or economic conditions pressurize the education system to accept it and adapt it accordingly and the converse of the same is also true. The present scenario, if seen from any angle witnesses changes due to developments in the field of science and technology which also affects the society in general and the education in particular. For improving the quality and excellence in education, the role of teacher is of utmost significance. Teacher is the pivot for uplifting the standards of education. The teacher should possess higher self efficacy beliefs which will contribute towards their confidence level, thereby increasing their performance outcomes. It may further lead to improved commitment among teachers towards their profession. For improving the performance output of the teachers, they should be highly professionally committed and self-efficacious.

However, in the current fast changing socio- economic scenario where a large number of changes are taking place at a greater pace, every individual has to make adjustments to new changes in his personal and professional life. As a result of frequent changes and while making adjustments to the same, there is greater probability of arising conflicts among the teachers. Hence, it is of vital importance that teacher must have the tendency to accept the changes and imbibe them in their works. This tendency or inclination to accept new changes is referred to as change proneness. The teachers should be prone to changes and accept new and novel changes in their functioning with a strong sense of efficacy which will ultimately lead to higher performance output.

JOB-SATISFACTION-

Job satisfaction of school teachers has been considered as an important factor for the all-round improvement of the educational system. Satisfaction is a psychological phenomenon and its concept is highly subjective in nature. Job satisfaction means how content an individual is with his or her job, in other words, whether they like the job or not. It is the favourableness or unfavourableness with which the employee views his work. It expresses the amount of agreement between one's expectation of the job and the rewards the job provides. Job satisfaction is part of life satisfaction and nature of motivation influences life's satisfaction. Hence, job satisfaction may be the result of various attributes possessed by an employee. In a narrow sense, these attitudes are related to job under condition with such specific factors such as wages, conditions of work, social relation on the job, prompt settlement of grievances and fair treatment by employer. Teachers with high level of job satisfaction are generally self-motivated in their work and can perform better in the teaching learning process. Similarly, teachers with low level of satisfaction may not perform well in their jobs. For example, when teachers are satisfied with their jobs, they teach their students more effectively and also ensure class performance of students more productively. Similarly, when teachers are not satisfied with their jobs this leads to tension and stress and hence, they cannot perform well in the class. Thus, dissatisfied teachers are a cause of concern since this leads to ineffective teaching which affects the educational quality of the students. The word satisfaction is derived from Latin word satis + facet. Satis mean enough and facet means to do. So, satisfaction means to do enough. Job occupies an important place in the life of an individual. It is the chief source of satisfaction of an individual's psychological and social needs. Therefore, job satisfaction has been defined in different ways by many researchers.

Blum (1968) has defined job satisfaction as the result of various attitudes the employee may hold his job, towards related factors and towards life in general. This complex of various attitudes is related to many needs connected with work, wages, supervision, steadiness of employment, promotion prospects,

relationship with associates and colleagues and many other specific factors play their part in inducing the workers' satisfaction or dissatisfaction with the job.

The major factors of job satisfaction are (a) Intrinsic (b) Salary, (c) Service conditions and Promotion (d) Physical facilities (e) Institutional plans and policies (f) Satisfaction with authorities (g) Social status and family welfare (h) Rapport with students and (i) Relationship with co-workers. (Dixit. M, 1993). All these factors play a major role to ensure job satisfaction of the teacher.

A teacher with job satisfaction may contribute a lot for the students, school and also to the society in contrast to that, a dissatisfied teacher may make the situation worst at every level which can have negative influence on the students' learning process and it consequently affects their academic growth. Job satisfaction implies the over-all adjustment to work situation. Teachers who are satisfied with their jobs can create a positive attitude and rational outlook in the minds of young learners. Attitude is readiness to react towards or react against some situation, person or thing in a particular manner. The attitudes, ideas, feelings and interests of a child are influenced by the organization of his/her family, thinking of parents and customs of the society, personality of parents, their education and their behaviour towards the children is the basis of attitude development. Teachers having favourable attitude towards their profession are generally successful, properly adjusted and well satisfied with their jobs. While conducting a study on the secondary school teachers, Umme (1999) found that attitude towards teaching correlated positively and significantly with their job satisfaction. The teachers' job satisfaction is essential as it feeds the whole education system. In modern times, due to explosion of knowledge and expectations, the role of school had undergone tremendous transformation. So, education system needs to be revamped from time to time in building a greater nation. The teacher is regarded as the real nation builder as he imparts knowledge to the human generations to enlighten the path of progress. Teaching is not everybody's cup of tea to sip. Teaching profession requires a lot of knowledge, skill, attitude, patience and emotional stability. The study of job satisfaction of teachers may expose a number of dependent and independent factors that are responsible for satisfaction and dissatisfaction. Usually, teachers are absorbed against their aspiration with the increase in the number of unemployed youths who opt for teaching profession. Naturally, this causes dissatisfaction at the slightest provocation. Numerous studies show that teachers become dissatisfied and their job morale drops because of (a) Lack of chances of environment, (b) Lack of security for the future, (c) Poor physical condition, (d) Lack of chances to show initiative, adjust grievances, get proper training for the job development, group adjustment of participation in management, (e) Lack of gratuity, insurance benefit, pension scheme, etc., (f) Poor status in the organization, society, family, (g) Non-recognition of the services rendered, (h) Lack of cooperation from colleagues. Hence, the government school management and other agencies should look upon the need and welfare of the teachers such as providing them with a conducive environment, good physical facilities, and incentives such as advance increment, pension scheme, etc., recognition of their contributions, so as to improve the job satisfaction of teachers. For this study was done with teachers of higher secondary schools and Teacher Job Satisfaction Questionnaire of Pramod Kumar D.Phil. and D. N. Mutha, Ph.D. were given to randomly selected sample teachers as tool. Finding indicates that there are indications that teacher's level of job satisfaction has a positive relation with success in teaching. The satisfaction of teachers with teaching profession is significantly correlated with teaching success. Job satisfaction is the favourableness or unfavourableness with which employees view their work (Bruneberg. 1976). Job satisfaction is affected by number of factors like age groups, designation, absenteeism and organization where he deployed. The level of satisfaction depends on expectations from

job. According to Garton (1976), the attitudinal variables are based on the job satisfaction of employee and morale he possesses which speaks either positive or negative feedback about a specific person or circumstances when this satisfaction is referred to work.

1.1 STATEMENT OF PROBLEM

The problem may be stated as “ **Self efficacy of Secondary School Teachers in relation to their Change Proneness and Job Satisfaction.**”

1.2 OBJECTIVES

- To Study the self efficacy of Secondary School Teachers in relation to their Change Proneness and Job Satisfaction taking pre-job satisfaction as covariate.
- To Study the self efficacy of Secondary School Teachers in relation to their Change Proneness and Job Satisfaction taking Teacher morale as covariate.
- To Study the self efficacy of Secondary School Teachers in relation to their Change Proneness and Job Satisfaction taking Teaching competence as covariate.

1.3 HYPOTHESIS (Null hypothesis)

- There is no significant effect of self efficacy of Secondary School Teachers in relation to their Change Proneness and Job Satisfaction by considering pre-job satisfaction as co-variate.
- There is no significant effect of self efficacy of Secondary School Teachers in relation to their Change Proneness and Job Satisfaction by considering Teacher morale as co- variate.
- There is no significant effect of self efficacy of Secondary School Teachers in relation to their Change Proneness and Job Satisfaction by considering Teaching competence as co- variate.

1.4 METHODOLOGY-The Present study is experimental in nature. The non-equivalent control group design was used for the Present study suggested by Stanley and Campbell (1963) .The sample of the study comprised of 63 secondary school teachers and 4 principals belonging to four different secondary schools of Indore city. These schools were selected by purposive sampling technique and all the teachers teaching in secondary classes during 2024 – 25 were taken as sample. The selected schools were namely. Out of these four schools the treatment was assigned randomly to two schools.Survey method also used.

1.5 MEANING OF TERM USED IN THE TITLE:

Job satisfaction: Job satisfaction is defined as the result of various attitudes the employee may hold his job, towards related factors and towards life in general. This complex of various attitudes is related to many needs connected with work, wages, supervision, steadiness of employment, promotion prospects, relationship with associates and colleagues and many other specific factors play their part in inducing the workers satisfaction or dissatisfaction with the job. Apart from these, his own needs and aspirations, generations, adjustment, as well as his social relation may have a vital role in determining job satisfaction.

In short, “Job satisfaction may be expressed as a generalize attitude resulting from many specific attitudes of an individual in three areas, viz., specific job factors, individual and group relationships”.

Secondary school teacher: In this study the term secondary school teacher means the teachers teaching in secondary schools from class VI to X.

1.6 DELIMITATION

The present study has been carried out under following delimitations –

1. Only Secondary teachers are involved in this study.
2. The study is delimited to sampled 63 secondary school teachers and 4 Principals of 4 different Secondary Schools of Indore city only.

3. The study is delimited to secondary school teachers and principals working in session 2019-20 only.

1.7 CHAPTERIZATION

The research work is done under following chapters, **CHAPTER 1-** In this chapter the introduction statement of problem, objectives, hypotheses, meaning of the terms used in the title, delimitations and chapterization are included

CHAPTER 2 - In this chapter the introduction and review of related literature are presented.

CHAPTER 3 - In this chapter the introduction, sampling, tools, data collection procedure and data analysis procedure are presented.

CHAPTER 4 - In this chapter the introduction, interpretation of results, discussion and conclusion of the research are presented.

CHAPTER 5- In this chapter the summary, rationale of the study statement of the problem, research objectives, research hypotheses, sampling, tools, analysis of data, results, educational implications, suggestions for further researches and conclusions are presented.

CHAPTER 2

REVIEW OF RELATED LITERATURE

Mukhopadhyay and Saxena (1980) in their research study 'the factors contributing to teachers change proneness concluded that change proneness has been found to be related significantly and positively to urban background, teachers relation with principal, satisfactions in teaching, rapport among teachers, perceived leadership behaviour of the principal, attitude toward teaching, profession, perceived status of teachers and job satisfaction.

Hoy and Spero (2005) compared teacher efficacy at the end of their first year of teaching and during their teacher-training programs. Study sample included 53 prospective teachers who provided responses at the beginning and end of their preparation program and 29 who went on to complete a year of teaching. Data was collected with the help of 'Teacher Self-Efficacy Scale' by Gibson and Dembo (Short form), 'Bandura Teacher Self-Efficacy Scale' and 'Teaching Confidence Scale'. The teachers' self-efficacy increased significantly during teacher training before declining at the end of their first year of teaching, according to the findings. A significant increase in personal teaching self-efficacy from entry into the program to the end of the first year of teaching was also observed.

Waller (2008) investigated the relationships between and among teachers' self efficacy levels, reflective practice, and openness to change, experience and use of student response system (SRS) technology. A sample of 481 teachers was taken from public schools in North Carolina and Tennessee. Teachers completed the Teachers' Technology Use and Belief Survey (TTUBS) providing data on self-efficacy, self reflection, demographics, openness to change and use of SRS technology. It was revealed that all correlations among the variables were positive. All were significant with the exception of the correlation between self-efficacy and SRS use. Self reflection and openness to change were found to positively affect SRS use and were reciprocal. Additional findings revealed that a majority of teachers do not regularly use SRS technology in their instruction and have limited training on the technology. This study founded, for this particular sample, that increasing self-reflection opportunities are positively associated with an increase in SRS use and self-efficacy. **Klassen and Chiu (2010)** found teachers' self-efficacy is influenced by years of experience in a non-linear manner, with early and mid-career teachers' self-efficacy increasing while late-career teachers' self-efficacy declines. The study further concluded that female teachers experience more workload stress, classroom stress, and lower self-efficacy in

classroom management, whereas teachers who experience more classroom stress have lower self-efficacy and job satisfaction. Teachers of young children (kindergarten and elementary school) had higher levels of self-efficacy for classroom management and student engagement than teachers of older children. (in elementary grades and kindergarten) have higher levels of self-efficacy for classroom management and student engagement than teachers teaching older students. Teachers who have higher self-efficacy in classroom management or instructional practices have higher job satisfaction. Self-efficacy of teachers increases from 0 to about 23 years of experience then decline as years of experience increases **Shane (2010)** investigated the self-efficacy beliefs of 125 high school teachers of Brevard County, Florida. Study sample responded to a valid and reliable instrument i.e. 'Teachers 'Sense of Efficacy Scale 'by Moran and Hoy (2001). The results of the study indicated that there is no considerable variance in high school teachers' self efficacy views depending on their type of training, years of teaching experience, and other factors gender or their racial-ethnic background and no significant difference in self-efficacy beliefs of experienced (< 9 years), novice (< 3 years) and expert (>10 year of experience) teachers.

Shazadi, Khatoon, Aziz and Hassan (2011) carried out a study with an objective to find out the effect of age, gender, qualification and teaching experience on the self efficacy of 226 secondary school teachers of Islamabad (Pakistan). 'Bandura's Self Efficacy Scale 'was used for data collection. It was found that gender, academic qualification, experience and locality significantly affect self- efficacy but age and professional qualification have no significant affect on self- efficacy of secondary school teachers. Female and urban teachers have higher level of self-efficacy beliefs than male and rural teachers. The self-efficacy beliefs of teachers with >15 years of teaching experience were higher than teachers with <15 years of experience.

Atta, Ahmad, Ahmed and Ali (2012) investigated teacher self-efficacy of 58 elementary and secondary teachers of Islamabad (Pakistan). Self-efficacy was 15 measured with the help of 'Teachers 'Self-Efficacy Scale 'by Bandura. It was found that male and female teachers differ significantly on teacher self-efficacy. Female and experienced teachers have high self-efficacy than male and less experienced teachers. **Raju and Samiullah (2012)** attempted to study the relationship between the teachers ' self-efficacy and the academic performance of their students. 160 B.Ed. teachers of Distt.Chittor and Kadapa, Andhra Pradesh (India) were taken as sample of the study.

'Bandura's Teacher Self-Efficacy Scale 'was used as data collection tool. It was found that there exist a significant positive relationship between teachers 'self efficacy and the academic performance of their students. Gender has no significant impact on teacher self-efficacy. Teachers with long job tenure were found to have more self-efficacy as compared to the teachers with short job tenure.

Butucha (2013) studied gender and school type differences in self-efficacy of 381 secondary school beginning teachers of Oromiya State (Ethiopia). Moran and Hoy's (2001) 'Teachers' Sense of Efficacy Scale' was employed as a data gathering tool. The findings revealed that beginning secondary school teachers have average level of self efficacy. Female teachers have lower self-efficacy than their male counterparts.

Public school teachers have lower self-efficacy than private school teachers. **Shukla (2013)** conducted a study on change proneness as a predictor of teacher effectiveness with special reference to secondary school teachers. Stratified random sampling technique was employed to select the sample for the study. Various secondary schools were divided into two strata: rural and urban and a total of 240 teachers from each stratum were selected. Out of total sample of 240 secondary teachers,

120 were male while the remaining 120 were female teachers. Again out of these male and female secondary teachers, each gender group were sampled out with 60 science and 60 non-science teachers. From each sub-stratum of 60, 20 were highly 115 experienced, 20 average experienced and 20 low experienced in teaching of their subject. Mukhopadhyay's (1982) change proneness inventory was used to collect the data with respect to change proneness. For assessing the teacher effectiveness, teacher effectiveness scale by Saxena&Shrivastava, (2012) was used. To analyze the data, 4 way (2x2x2x3) ANOVA, t-test for difference of two means, t-test for difference of two correlations, product moment correlation and regression equations were used.

The study's findings suggested that there was a substantial link between the two. i.e.

16change proneness and teacher effectiveness of secondary school teachers. Intensity of relationship between change proneness and teacher effectiveness was found more in urban teachers than that of rural teachers of secondary schools. Significant relationship was found between change proneness and teacher effectiveness in male teachers of secondary schools. No significant relationship was found between change proneness and teacher effectiveness in female teachers of secondary schools. Intensity of relationship between change proneness and teacher effectiveness was found more in male teachers than that of female teachers. No significant relationship was found between change proneness and teacher effectiveness of low experienced teachers of secondary schools. Significant relationship was found between change proneness and teacher effectiveness of average experienced teachers of secondary schools. Significant relationship was found between change proneness and teacher effectiveness of highly experienced teachers of secondary schools. No significant difference was found in degree of relationship between change proneness and teacher effectiveness of low experienced and average experienced teachers of secondary schools. No significant difference was found in degree of relationship between change proneness and teacher effectiveness of average experienced and highly experienced teachers of secondary schools. No significant difference was found in degree of relationship between change proneness and teacher effectiveness of highly experienced and low experienced teachers of secondary schools. Change proneness was found to be predictor of teacher effectiveness of secondary school teachers. Sex was found to have a major impact on secondary school teachers' willingness to alter and change proneness in male teachers was found more than that of female teachers. Experience did not have a significant effect with respect to change proneness.

Patel (2013) conducted a studied on change proneness of Primary School Teachers. The study examined the "change proneness among primary school teachers. The sample included 124 primary school teachers, who were selected from 4 Zones i.e. East, West, South and North including Government and Private Schools of Bhopal City. The tools used for the present study is change proneness inventory was of M. Mukhopadhyaya. t-test was applied to determine the significance of difference between Government school and Private school teachers, trained and untrained teacher, having age below 40 years and above 40 years, Major finding of the study 17revealed that (1) The Private School teachers were slightly better in change Proneness than Government school teacher. (2) Untrained teachers are little better in change proneness than trained teachers. (3) Teachers aged below 40 years were found slightly better in change proneness than teachers aged above 40 years.

Kaur and Kaur (2014) investigated self-efficacy of 1000 government secondary school teachers of Punjab (India).

Data was pulled through 'Teacher Self Efficacy Scale' by Schwarzer, Schmitz and Daytner (1999). The findings reveal no significant difference in self-efficacy of urban and rural secondary school

teachers of Punjab but a significant difference was found in self-efficacy with respect to teaching experience. Self-efficacy of teachers having experience of 10-19 years is higher than teachers having experience of less than 10 years. The study concluded that as a teacher's experience grows, so does their self-efficacy. However, after nearly 20 years of teaching experience, this does not appear to be the case. **Singh and Singh (2015)** compared job satisfaction and self-efficacy of 82 regular and 118 contractual teachers of Distt. Patna (India). Results revealed that teachers appointed on contract basis have poor job satisfaction and low self-efficacy than the regular teachers. 'Job Satisfaction Scale' by Singh and Sharma (1990) and 'Self Efficacy Scale' by Singh and Narain (2014) were used for data collection.

Singh and Katlana (2015) compared self-efficacy of 70 teachers (35 male and 35 female) of Indore (India) and found that there is significant difference in the self efficacy of male and female teachers. Female teachers have high self-efficacy as compared to male teachers.

Rastegar and Moradi (2016) examined the relationship between Iranian English language teachers' job satisfaction, self-efficacy and their spiritual well-being. 'Job Satisfaction Survey' by Spector (1994); 'Teacher Self-Efficacy Scale' by Moran and Hoy (2001) and 'Spiritual Well-being Scale' by Paloutzian and Ellison (1982) were used as data collection tools. A significant negative relationship was found between teachers' job satisfaction and their spiritual well-being, but no significant relationship was found between job satisfaction and self-efficacy.

Sen and Sood (2016) conducted a study on professional commitment in relation to gender and change proneness among teachers in secondary schools. There was a considerable gender difference in self-efficacy among secondary school teachers, according to the findings. The male teachers had shown significantly higher mean self efficacy score (241.25) and thus, are significantly more self-efficacious as compared to female secondary school teachers who had shown mean self-efficacy score of 234.98. Hence, there is a great need to increase the self-efficacy of the female teachers. It was further revealed that secondary school teachers possessing different level of change proneness differed significantly from each other in terms of their self efficacy. In other words, change proneness and self-efficacy are significantly and positively correlated. This means that the teachers with a tendency to accept new ideas, techniques in their teaching are more able to cope with their environment, realize their skills effectively and had a sense of higher self-efficacy. Higher level of self-efficacy further leads to greater efforts of teachers which in turn lead to more effectiveness in teaching and a better student performance.

Troesh and Bauer (2017) investigated job satisfaction and stress in second career teachers compared to first career teachers and the role of self-efficacy in this context. Results showed that second career teachers are highly filled with satisfaction with their occupation than first career teachers.

Blackburn, Bunch and Haynes (2017) conducted a study on assessing the relationship of teacher self-efficacy, job satisfaction, and perception of work-life balance of Louisiana agriculture teachers. It was reported that they are satisfied with their current employment. Overall, the teachers perceived they have the ability to achieve balance. A strong, positive relationship was found between overall teacher self-efficacy and job satisfaction, indicating the more efficacious a teacher is, the more satisfied he or she is with the job. A positive, moderate relationship was found between job satisfaction and the perception of creating balance, similar to the findings of Sorensen and McKim (2014). This may imply that striking a balance between work and family time is an important component of a satisfied agriculture teacher. Overall, Louisiana agricultural educators are efficacious, satisfied with teaching, and believe they can

achieve balance with work and life.

Suryani and Rismiyanto (2019) revealed that the female EFL student teachers do not differ significantly from the male EFL student teachers regarding their self-efficacy for student engagement, instructional strategies, and classroom management. This breaks the assumption that females usually have higher motivation and beliefs dealing with teaching. In other words, they might show higher self-efficacy than males. However, as this study shows, the gender of EFL student teachers does not contribute to their self-efficacy.

Kaslak and Dagyar (2020) concluded indicates teacher self-efficacy is linked to job happiness in a meaningful and beneficial way. As a result, it's possible that as teachers' perceptions of self-efficacy improve, so will their job satisfaction. The literature (Arslan, 2019; Buluç&Demir, 2015; Caprara et al., 2006; Demir, 2020; Ross, 1998; Won & Chang, 2020) supports this conclusion. It was suggested that having a high level of self-efficacy prevents teachers from burnout and promotes job happiness (OECD, 2020a).

Puju, B.A.(2021) investigated that social support and self-efficacy can enhance student engagement. Self-efficacy and social support play an important role in determining student engagement. Senior secondary school students, who have high self-efficacy and are supported by others (family members, teachers, peers and online resources) are more engaged in their learning, which in turn enhances their academic achievement. We as teachers, parents and administrators must understand this role and imply it in the educational settings.

RESEARCH METHODOLOGY

CHAPTER 3 RESEARCH METHODOLOGY

(Population, sample, Tools and procedure of data collection)

3.0 INTRODUCTION – In previous chapter review of related literature was discussed. in this chapter the sample, experimental design, tools, data collection procedure and data analysis procedure are included.

3.1 SAMPLE - The present study was experimental in nature. The sample of the study comprised of 63 secondary school teachers and 4 principals belonging to four different secondary schools of Indore city. These schools were selected by purposive sampling technique and all the teachers teaching in secondary classes during 2024 – 25 were taken as sample. The selected schools were namely. Out of these four schools the treatment was assigned randomly to two schools. The Group-wise distribution of teachers is given in the table

Table 3.1.1: Group-wise and School-wise distribution of teachers

63 secondary school teachers teaching in 4 schools of Indore city were selected by the researcher to complete the study. The was selected by purposive sampling method.

The details of the sample are as follows.

Group	Total
Experimental	32
Control	31
Total	63

From table it is evident that the size of the sample was 63 secondary school teachers. Out of these 63

secondary school teachers, 32 secondary school teachers were there in the Experimental Group and 31 secondary school teachers belonged to the Control Group. The schools had comparable management and teacher recruitment policies respectively.

3.2 EXPERIMENTAL DESIGN

The Present study is experimental in nature. The non-equivalent control group design was used for the Present

study suggested follows-	by	Stanley and Campbell (1963) is as
O X		O
O		O

In this layout X indicates the treatment (i.e. Administrative feedback) and O stands for observations. There were two groups of schools; one of which was randomly designated as Experimental Group and the other one as Control Group. Both the groups were pre-tasted by administering Job satisfaction Scale Teacher morale Test and Teaching Competence Scale. The treatment was provided to sampled secondary school teachers of Experimental Group in the form of Administrative Feedback based on the 6 - 10 minutes video/cctv/online/direct continuous observations by the school principal at least once in a week for each teacher and overall at least 6 observations in two months. The effect of treatment was analysed by post administered Job satisfaction Scale.

3.3 TOOLS

Job satisfaction Questionnaire

The Job satisfaction questionnaire is a joint contribution of Dr. Pramod Kumar and Mr. D. N. Mutha for measuring the Job-satisfaction of the secondary school teachers. The questionnaire consists of 29 highly discriminating "Yes-No" type items. It is a self-administering questionnaire. It is emphasized when administered or introduced the questionnaire to the subjects that no item should be omitted and there is no 'right' or 'wrong' about these questions. There is no time limit for the questionnaire. However, it takes approximately 20 minutes to complete it. All the items except 6 and 29 are positively worded. All these items are given a score of "1" for positive responses, except for items 6 and 29, in which case reverse is applicable. The total score varies from 0 - 29, showing lowest Job satisfaction to highest Job satisfaction for the subject. The split-half reliability of the test was found 0.95 with an index of reliability of 0.97. The test-retest reliability of the test is 0.73 with an index of reliability 0.85. There had been 100% agreements amongst judges regarding their relevancy to teacher's Job satisfaction are included in the questionnaire.

Teachers' morale Scale

This tool was developed by Sajid Jamal and Abdul Raheem. Scale contains 30 items covering 5 dimensions namely (a) Fairness of Policies and Behaviour (b) Sense of Belongingness (c) Adequacy of Immediate Leadership (d) Regard and Appreciation and (e) Opportunity for Professional Development. Test-retest reliability is 0.81. Half of the items are positively phrased and half are negatively phrased. The respondents are required to put a tick mark against the most suitable answer in the form of 'strongly agree', 'agree', 'undecided', 'disagree', and 'strongly disagree'. The scores range from 5 to 1 for positively phrased items, and range from 1 to 5 for negatively phrased items.

Teaching competency Scale

General Teaching competency Scale was used to measure Teaching competency of secondary school teachers. This tool was developed by Dr. B. K. Passi and Dr. M. S. Lalitha (1976). The items related to different teaching skills are included in this tool. There are 21 items in the scale. The scale consists of seven points, the first point 49 indicating 'not at all' and seventh point indicating 'Very much', thus qualifying the teaching behaviour of the teacher being observed, the maximum possible score being 147 and the minimum possible score 21. The reported inter-observer reliability coefficients range from 0.85 to 0.91. The Scott's coefficient of inter-observer agreement ranging from 0.78 to 0.82 as reported in the manual of the tool.

3.4 DATA COLLECTION PROCEDURE

The data collection procedure was completed in three phases, namely Pre-treatment phase, during treatment phase and post treatment phase.

The data were collected in three phases-

Phase I: This was the first phase in which first of all the permission was granted from school administration. After that the researcher took introduction of the 63 faculties and gave them information about the details of the advantages of present research work in improvement of teaching & betterment of achievements. In this way the researcher tried to convince them in satisfactory manner.

After this the researcher introduced with the classes in which the sampled faculties teach. The researcher tried to arouse interest among the teachers for active participation in the present study. The researcher ensured the Administrators and the teachers about confidentiality of results and data gathered in phase-II. After convincing successfully to the student and teachers the researcher administered the tools related to Job satisfaction, Teacher morale, Teaching Competence on the faculty members, in alternate day as convenient for the school management & faculty members. After collecting the response sheets the phase-I came to end. This phase employed on both the groups the control group & the treatment group.

Phase II: In this phase the principals of the treatment group observed the sampled teachers the researcher also helped in providing the video recordings when principals were not comfortable for direct or live video observations. The school principals gave suggestions to each teacher separately about their performances after each observation. Every sampled teacher of experimental group was given feedback a test six times on the basis of six different observations. This overall procedure with sufficient practice of the teachers took 52

days. The control group was not be involved in this phase. **Phase III:** This was the last phase in which researcher administered the Job satisfaction questionnaire to the sampled teachers of both of the groups for final testing. After collection of the all the administered tools the principals and teachers of all the four schools were thanked for their co-operation in the research.

3.5.0 PROCEDURE OF DATA ANALYSIS

The Present study is experimental in nature. The non-equivalent control group design was used for the Present study suggested by Stanley and Campbell (1963). The sample of the study comprised of 63 secondary school teachers and 4 principals belonging to four different secondary schools of Indore city. These schools were selected by purposive sampling technique and all the teachers teaching in secondary classes during 2024 – 25 were taken as sample. The selected schools were namely. Out of these four schools the treatment was assigned randomly to two schools. Survey method also used.

CHAPTER 4

RESULTS AND INTERPRETATION

4.0 INTRODUCTION

The methodology followed in carrying out this experimental study has been presented in previous chapter. In the present chapter the results obtained have been interpreted objective wise and given in different captions.

“You can have data without information, but you cannot have information without data.”– **Daniel Keys Moran**

The current chapter focuses on analysis and interpretation of the data that has been gathered from the sample. The process of analysis involves systematically breaking down the entire data-set into different segments or components. This systematic approach allows the researcher to gain a more meaningful understanding of the data and its relevance to the study's objective.

4.1 RESULTS AND INTERPRETATION

1. To Study the self efficacy of Secondary School Teachers in relation to their Change Proneness and Job Satisfaction taking pre-job satisfaction as covariate.

The first objective was to Study the self efficacy of Secondary School Teachers in relation to their Change Proneness and Job Satisfaction by considering pre-Job satisfaction as covariate. There were two levels of treatment namely self efficacy of Secondary School Teachers in relation to their Change Proneness and no self efficacy of Secondary School Teachers in relation to their Change Proneness. First level was taken as experimental group and second level was taken as control group. There were 32 secondary school teachers in experimental group and 31 in control group. The data were analyzed with the help of one way ANCOVA by considering pre- Job satisfaction as covariate. The results are shown in the Table No. 4.1.1

Table No. 4.1.1: Summery of one way ANCOVA of Job satisfaction by considering Pre-Job satisfaction as covariate

Sources of variance	df	SS _{y.x}	MSS _{y.x}	Adjusted F-Value	Partial Eta Squared (η^2)
Treatment	1	44.051	44.051	30.675**	0.338
Error	60	86.165	1.436		
Total	63	32607.000			

** Significant at 0.01 level of significance

From Table no. 4.1.1 It can be observed that adjusted F value is 30.675, which is significant at 0.05 level of significance with df =1/60. It indicates that the adjusted mean scores of Job satisfaction of Experimental group differ significantly from the adjusted mean scores of Job satisfaction of control group when Pre-Job satisfaction as covariate was considered as covariate. Thus the null hypothesis that ‘There is no significant effect of self efficacy of Secondary School Teachers in relation to their Change Proneness and Job Satisfaction by considering pre-job satisfaction as co-variate. ’ was rejected at 0.01 level of significance.

The adjusted mean scores of Job satisfaction considering pre-Job satisfaction as covariate may be observed in table no. 4.1.2

Table no. 4.1.2: Adjusted mean scores of Job satisfaction of Experimental group and Control group by considering pre-Job satisfaction as covariate

Group	Adjusted mean score
Experimental	23.493
Control	21.781

From table no 4.1.2 it can be seen that the adjusted mean score of Job satisfaction of Experimental group is significantly higher than that of Control group when pre-Job satisfaction was considered as covariate. Hence it can be concluded that the self efficacy of Secondary School Teachers in relation to their Change Proneness was found effective on Job satisfaction of secondary school teachers when pre-Job satisfaction was considered as covariate.

In table no. 4.1.1 the value of $\eta^2 = 0.338$, which shows that 33.8% of variance in the Job satisfaction is explained by the treatment.

4.2.0 To Study the self efficacy of Secondary School Teachers in relation to their Change Proneness and Job Satisfaction taking Teacher morale as covariate. There were two levels of treatment namely self efficacy of Secondary School Teachers in relation to their Change Proneness and no self efficacy of Secondary School Teachers in relation to their Change Proneness. First level was taken as experimental group and second level was taken as control group. There were 32 secondary school teachers in experimental group and 31 in control group. The data were analyzed with the help of one way ANCOVA by considering Teacher morale as covariate. The results are shown in the Table No. 4.2.1

Table No. 4.2.1: Summery of one way ANCOVA of Job satisfaction by considering Teacher morale as covariate

Sources of variance	df	SSy.x	MSSy.x	Adjusted F-Value	Partial Eta Squared (η^2)
Treatment	1	83.344	83.344	24.933**	0.294
Error	60	200.567	3.343		
Total	63	2607.000			

** Significant at 0.01 level of significance

Form Table no. 4.2.1 It can be observed that adjusted F value is 24.933, which is significant at 0.05 level of significance with $df = 1/60$. It indicates that the adjusted mean scores of Job satisfaction of Experimental group differ significantly from the adjusted mean scores of Job satisfaction of control group when Teacher morale as covariate was considered as covariate. Thus the null hypothesis that ‘ There is no significant effect of self efficacy of Secondary School Teachers in relation to their Change Proneness and Job Satisfaction by considering Teacher morale as co- variate. ’ was rejected at 0.01 level of significance. The adjusted mean scores of Job satisfaction considering pre-Job satisfaction as covariate may be observed in table no. 4.2.2

Table no. 4.2.2: Adjusted mean scores of Job satisfaction of Experimental group and Control group by considering Teacher morale as covariate

Group	Adjusted mean score
Experimental	23.783
Control	21.482

From table no 4.2.2 it can be seen that the adjusted mean score of Job satisfaction of Experimental group is significantly higher than that of Control group when Teacher morale was considered as co-variate. Hence it can be concluded that the self efficacy and change Proneness was found effective on Job satisfaction of secondary school teachers when Teacher morale was considered as covariate.

In table no. 4.2.1 the value of $\eta^2 = 0.294$, which shows that 29.4% of variance in the Job satisfaction is explained by the treatment.

4.3.0 To Study the self efficacy of Secondary School Teachers in relation to their Change Proneness and Job Satisfaction taking Teaching competence as covariate.

There were two levels of treatment namely self efficacy of Secondary School Teachers in relation to their Change Proneness and no self efficacy of Secondary School Teachers in relation to their Change Proneness.

First level was taken as experimental group and second level was taken as control group. There were 32 secondary school teachers in experimental group and 31 in control group. The data were analyzed with the help of one way ANCOVA by considering teaching competence as covariate. The results are shown in the Table No. 4.3.1

Table No. 4.3.1: Summery of one way ANCOVA of Job satisfaction by considering Teaching competence as covariate

Sources variance	ofdf	SSy.x	MSSy.x	Adjusted F-Value	Partial Eta Squared (η^2)
Treatment	1	82.267	82.267	24.565**	0.290
Error	60	200.939	3.349		
Total	63	32607.000			

** Significant at 0.01 level of significance

From Table no. 4.3.1 It can be observed that adjusted F value is 24.565, which is significant at 0.05 level of significance with $df = 1/60$. It indicates that the adjusted mean scores of Job satisfaction of Experimental group differ significantly from the adjusted mean scores of Job satisfaction of control group when Teaching competence as covariate was considered as covariate. Thus the null hypothesis that ‘There is no significant effect of self efficacy of Secondary School Teachers in relation to their Change Proneness and Job Satisfaction by considering Teaching competence as co-variate’ was rejected at 0.01 level of significance.

The adjusted mean scores of Job satisfaction considering pre-Job satisfaction as covariate may be observed in table no. 4.3.2.

Table no. 4.3.2: Adjusted mean scores of Job satisfaction of Experimental group and Control group by considering Teaching competence as covariate

Group	Adjusted mean score
Experimental	23.777

Control	21.488
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From table no 4.3.2 it can be seen that the adjusted mean score of Job satisfaction of Experimental group is significantly higher than that of Control group when teaching competence was considered as covariate. Hence it can be concluded that the self efficacy and Change Proneness was found effective on Job satisfaction of secondary school teachers when teaching competence was considered as covariate.

In table no. 4.3.1 the value of $\eta^2 = 0.290$, which shows that 29% of variance in the Job satisfaction is explained by the treatment.

4.4 DISCUSSION OF RESULT

The first objective of the researcher was To Study the self efficacy of Secondary School Teachers in relation to their Change Proneness and Job Satisfaction taking pre-job satisfaction as covariate. . It was observed that there is significant effect of self efficacy of Secondary School Teachers in relation to their Change Proneness and Job Satisfaction taking pre-job satisfaction as covariate. The result was accepted because the researcher-maintained confidentiality and teachers were assured about it. These efforts were for betterment of their professional growth that is why teachers positively accepted it and disclosed more and more in front of students.

The second objective of the researcher was To Study the self efficacy of Secondary School Teachers in relation to their Change Proneness and Job Satisfaction taking Teacher morale as covariate.

It was observed that the self efficacy of Secondary School Teachers is independent in relation to their Change Proneness and Job Satisfaction taking Teacher morale as covariate.

The third objective of the researcher was To Study the self efficacy of Secondary School Teachers in relation to their Change Proneness and Job Satisfaction taking Teaching competence as covariate.

It was observed that the self efficacy of Secondary School Teachers is independent in relation to their Change Proneness and Job Satisfaction taking Teaching competence as covariate.

Here also acceptance of result does not need any special kind of teaching competence. All the teachers were dedicated towards their work. All of them were sincere and effective in their work 4.5

CONCLUSIONS

The researcher found following conclusions

1. There is significant effect of self efficacy of Secondary School Teachers in relation to their Change Proneness and Job Satisfaction by considering pre-job satisfaction as co-variate.
2. There is significant effect of self efficacy of Secondary School Teachers in relation to their Change Proneness and Job Satisfaction by considering Teacher morale as co- variate.
3. There is significant effect of self efficacy of Secondary School Teachers in relation to their Change Proneness and Job Satisfaction by considering Teaching competence as co- variate.

SUMMARY

CHAPTER 5 SUMMARY

5.0 INTRODUCTION

In this chapter the summary rationales of the study, statement of the problem, research objectives, research hypothesis, research design, research sampling, research tools, data analysis, research conclusions, educational implications and suggestions for further researches conclusion are presented.

5.1 RATIONALE OF THE STUDY

Self-efficacy should be enhanced by using different ways and means. In-service teacher training programmes for teachers should be organized on a continual basis. In these programmes proper exposure should be given to them as to enhance their abilities and skills for developing self-efficacy level of teachers at different level of education.

Most of the teachers are not able to accept novel thing in their working styles. To enhance such abilities in the teachers, the school administration and authorities should encourage the teachers to adopt the changes in their field. They should be provided with different exposure visits, conferences, workshops, increment so that they can make their performance better by adopting new teaching and learning techniques.

The teachers should be provided opportunity to self-pace themselves. They should be provided with noncritical feedback so that their level of job satisfaction can be improved.

Social security, fringe benefits and special allowances should be provided to the teachers. Secondary school teachers with high and moderate level of change proneness did not differ significantly. Secondary school teachers having high level of change proneness and teachers having moderate level of change proneness possessed high self-efficacy as compared to secondary school teachers having low level of change proneness. Moreover, the correlational analysis had reflected that change proneness and self efficacy are significantly and positively related to each other. Therefore, it is recommended that teachers' ability to accept and adopt new and creative teaching practices/methods should be enhanced. The significant difference in self-efficacy among secondary school teachers based on their level of change proneness suggests that educational interventions tailored to address varying levels of adaptability to change may be beneficial. Providing targeted support and professional development opportunities for teachers with different change proneness could enhance overall self-efficacy and contribute to a more effective teaching environment. This may involve customized professional development programs, mentorship initiatives, and resources designed to enhance self efficacy. Additionally, promoting a positive attitude toward change and adaptability within the teaching community could further contribute to the overall improvement of self-efficacy among secondary school teachers. The school administrators may consider implementing strategies that acknowledge and accommodate the diverse needs arising from varying levels of change proneness among teachers. The coordination from the heads and authorities play a significant role in the development of a teacher.

As we know that teachers play crucial role to build a nation, teachers always do have responsibility to be fair. Effective and creating a great impact on the teacher's mind. But how a teacher can get sure about the fulfilment of such a great responsibility? There must be this question always lingers in the mind of the teacher whether one is able to satisfy the needs of job satisfaction according to their interests and the current changed society trends. This is the most difficult question for a teacher which may leave sometimes even a teacher unanswered and there if someone can help teacher then they are the administrator feedback.

The teacher's morale is a process in which needs a great bond made by trust. The relationship between administrator and teacher needs to be that strong so they both can help each other to improve the performance by assessing each other and producing feedback time to time.

5.2 STATEMENT OF THE PROBLEM

The problem may be stated as ““ Self efficacy of Secondary School Teachers in relation to their Change Proneness and Job Satisfaction.””

5.2 RESEARCH OBJECTIVES

- To Study the self efficacy of Secondary School Teachers in relation to their Change Proneness and Job Satisfaction taking pre-job satisfaction as covariate.
- To Study the self efficacy of Secondary School Teachers in relation to their Change Proneness and Job Satisfaction taking Teacher morale as covariate.
- To Study the self efficacy of Secondary School Teachers in relation to their Change Proneness and Job Satisfaction taking Teaching competence as covariate.

5.3 RESEARCH HYPOTHESES

- There is no significant effect of self efficacy of Secondary School Teachers in relation to their Change Proneness and Job Satisfaction by considering pre-job satisfaction as co-variate.
- There is no significant effect of self efficacy of Secondary School Teachers in relation to their Change Proneness and Job Satisfaction by considering Teacher morale as co- variate.
- There is no significant effect of self efficacy of Secondary School Teachers in relation to their Change Proneness and Job Satisfaction by considering Teaching competence as co- variate.

5.4 SAMPLE

For the Present study 63 teachers of four different schools were selected purposely.

5.5 RESEARCH DESIGN

The non-equivalent control group design was used for the Present study suggested by Stanley and Campbell (1963)

5.6 RESEARCH TOOLS

To collect the data related to Job satisfaction, Job satisfaction questionnaire developed by Promod kumar and Mutha is used. To collect the data related to Teacher morale, Teachers morale Scale developed by Sajid Jamal and Abdul Raheem is used. To collect the data related to Teaching competence, Teaching competency Scale developed by Dr. B. K. Passi and Dr. M. S. Lalitha (1976). is used.

5.7 ANALYSIS OF DATA

One-way ANCOVA is used for statistical analysis of data.

5.8 FINDINGS

The findings of the study are as follows –

- There is significant effect of self efficacy of Secondary School Teachers in relation to their Change Proneness and Job Satisfaction by considering pre-job satisfaction as co-variate.
- There is significant effect of self efficacy of Secondary School Teachers in relation to their Change Proneness and Job Satisfaction by considering Teacher morale as co- variate.
- There is significant effect of self efficacy of Secondary School Teachers in relation to their Change Proneness and Job Satisfaction by considering Teaching competence as co- variate.

The findings of the study revealed that there existed no significant difference in self efficacy level of secondary school teachers with respect to their teaching experience.

Therefore, it may be said that teachers with different teaching experience possessed similar level of self-efficacy. It was found that highly experienced, moderately experienced and less experienced secondary school teachers had shown similar self-efficacy. However, due attention should be given by school authorities, educational administrators, policy makers regarding enhancement of self-efficacy among teachers. Teacher-friendly policies and conducive environment should be provided so that teacher's attitude towards profession will be changed and it may lead towards professional development and high self efficacy among them.

Secondary school teachers with high level of job satisfaction and moderate level of job satisfaction possessed high self-efficacy as compared to teachers with low level of job satisfaction. Moreover, the correlational analysis had shown that job satisfaction and self-efficacy are positively and significantly correlated with each other. Therefore, it is recommended that teachers should be provided with creative and meaningful tasks because repetitive routine work often leads to dissatisfaction. Highly qualified teachers at low grade posts feel job dissatisfaction, so performance-based promotions should be made available for teachers.

There should be regular exchange of teachers working in rural and urban areas. Social events help to build a sense of belonging and boost the overall morale of the teachers. Various activities such as teacher's wellness programmes, cultural events and celebration of teacher's day can enhance their level of job satisfaction which will lead towards the high self-efficacy among teachers.

The results of the study also concluded that change proneness and self efficacy are significantly and positively correlated. This means that the teachers with a tendency to accept new ideas, techniques in their teaching are more able to cope with their environment, realize their skills effectively and had a sense of higher self-efficacy. Higher level of self efficacy further leads to greater efforts of teachers which in turn leads to more effectiveness in teaching and a better student' performance. Therefore, it is essential that efforts should be made by the schools and the concerned government authorities to improve change proneness ability and self-efficacy of school teachers. This will not only help in improving the satisfaction level of teachers but also in improving their commitment towards the profession.

In terms of educational implementation, it may be beneficial to focus on other factors that could enhance teacher self-efficacy or explore ways to improve job satisfaction independently. Resources and efforts could be directed towards other factors contributing to teacher self-efficacy or professional development areas that show more significant impact.

It may be beneficial to consider interventions or programs that aim to enhance job satisfaction, as this could potentially contribute to an improvement in self-efficacy among teachers. Teacher training programmes at present do not place due emphasis on the development of efficacy beliefs, despite the knowledge they often influence teaching practices. It is therefore crucial that the teachers should be adequately trained to be more effective in their teaching process. It is highly recommended that in-service training programmes should be planned and organized that can develop high self-efficacy attitudes inside and outside the classroom. This will improve the overall self-efficacy, change proneness and job satisfaction among teachers.

5.9 IMPLICATIONS

The conclusion based on the findings of the present study lead to some important educational implications for the teachers, and school administrators-

- Self efficacy of Secondary School Teachers in relation to their Change Proneness and Job Satisfaction have great uses for teachers as it can be used to boost the Teacher morale. It can also be used to enhance the confidence of teachers, improve the teachers' behaviour in the school. It may be also helpful in professional development of teachers. It may also motivate the teachers to plan and use new and effective teaching process. It will give an opportunity to the teachers to identify their own strengths and weaknesses.
- Self efficacy of Secondary School Teachers in relation to their Change Proneness and Job Satisfaction leads to better discipline in classrooms as well as in the school. Improvement in Teacher

morale may also create positive and working atmosphere in the school.

- Teachers need to update their pedagogical knowledge and teaching skills for the better performance and all-round development of students. Thus, the findings of the present study bear an implication and may be utilized by educational planners and administrators to assess the levels of teacher effectiveness regularly and developing strategies to improve the quality of teaching.
- The study found that more than one third of teachers have low level of work motivation. It implies that educational leaders of concern departments should provide effective environment in schools reasonable work load and challenging targets to the teachers to motivate them.
- The study also found positive correlation between Teacher morale and job satisfaction. It implies that Teacher morale and job satisfaction plays an important role in influencing teacher effectiveness. Hence, government, educational leaders and all stake holders should take care of the teachers' needs and conducive environment of the schools which help them to live with high work motivation and high job satisfaction in order to improve their teacher effectiveness.
- The findings of the present study may be utilized by educational planners and administrators to assess the levels of work motivation and job satisfaction and develop strategies to improve the quality of teaching.
- The findings of the present study bear an implication and may also help the school authorities to organize special programs for teacher's well-being and positive changes such as short-term course training, seminar programs, field trips, orientation programs etc., which will be beneficial to the secondary school teachers. Thus, the findings of the study provide tremendous scope for the improvement of teachers work motivation and job
 - satisfaction which ultimately helps the effectiveness in teaching and learning.

5.10 SUGGESTIONS FOR FURTHER RESEARCH

Every research has its imperfections and cannot be considered flawless or comprehensive in every aspect. Each research study inevitably encounters limitations. This is mainly because the investigator is often constrained by a lack of time and resources, making it impossible to thoroughly address every facet of the problem under investigation. Consequently, this particular study brings forth various potential areas that could be explored through future research. These areas of further investigation will be discussed in brief detail below:

- Researches may also be conducted at higher education level.
- Administrator feedback on school organizational climate may also be studied
- A similar study may be conducted on the teachers of other campus.
- A similar study can be carried out at college level.
- A similar study can be conducted on male and female teachers separately
- The study can be conducted on younger and older teachers separately.
- A similar study may be conducted on the experienced and new teachers separately.
- A similar study can be conducted on teachers of village and city separately.
- In place of job satisfaction, study can be conducted on personal effectiveness or teaching effectiveness etc.
- Medium of instruction wise study can be conducted.
- A study can be conducted to compare adjustment of teachers of two different states.
- A comparative study can be conducted on government and non-government school teachers.

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