

## **ANALYTICAL STUDY ON INFLUENCING FACTORS OF SELF-EFFICACY TOWARDS JOB SATISFACTION**

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### **ABSTRACT**

*Organizations and the way work is structured have undergone many significant changes during the last few decades. Self-efficacy becomes a crucial aspect within this paradigm since it has been shown to have an impact on both workplace and psychosocial wellness, which covers major factors such as job satisfaction, performance, and work conditions, among others. This study found that motivated job design benefits individuals by boosting control and perception of internal factors (such as self-efficacy), as well as improving job satisfaction. However, little is known about how to work enrichment influences self-efficacy and job happiness. Meanwhile, creative self-efficacy does not appear to have a major impact on creativity.*

**Keywords:** Creativity; Job satisfaction; Education; Teachers;

### **I. INTRODUCTION**

Measuring quality in a manufacturing organisation may not be dissimilar to measuring quality in an educational setting. Though the manufacturer's and customer's definitions of quality may differ, both will agree that a quality product/service is about the performance of a product that satisfies the customer's needs. A manufacturing organisation or educational institution faces a difficult task in producing a high-quality product. The company/institution may prosper and thrive by providing high-quality items. As a result, the school must identify and decide quality standards, as well as ensuring that aspects that contribute to a high-quality product or service are given careful consideration. Quality is more than just a final product or output; it encompasses three processes: input, process, and output. Quality input and method provide quality results. As a result, while intending to generate quality, management must guarantee that the inputs, as well as the process, meet the requisite quality requirements. Both are essential for producing high-quality results. Even if the inputs, such as raw materials, facilities, and people, all meet quality requirements, the final outcome will be impacted if the process is not specified and followed. Educational institutions are in the same boat. The administration must guarantee that the inputs, such as instructors, students, facilities, and a well-designed curriculum, meet quality standards, and that the techniques or process of delivering the lesson to the students meets the institution's quality standards.

The instructor is one of the most important inputs into an educational institution in order to create high-quality education. As a result, the management's primary focus is to offer enough training and professional development to instructors. In light of this worry, management must check that instructor who are already teaching meet all of the requirements for a teacher, including educational qualifications, specialisation, licensure, experience, research publication, and so on. Those are the very minimums for becoming a teacher, and they must be continually improved. It's crucial to highlight that, even if these

baseline prerequisites are satisfied, teaching self-efficacy isn't always a given. Because it is a social psychology issue and an element of social cognitive theory, teaching self-efficacy cannot be judged just by those external standards.

## II. JOB SATISFACTION AND ITS DIMENSIONS

Staff job satisfaction has long been a source of worry for management due to its influence on employee performance and productivity. "Any set of psychological, physiological, and environmental factors that leads a person to honestly state, "I am content with my employment." Job satisfaction is defined as a positive satisfaction toward one's work, which is influenced by psychological, physiological, and environmental factors. It indicates that a job contributes to job satisfaction when it does not overload a person physically or psychologically, and when the work environment is favourable to work.

Job satisfaction is not a single concept, but rather a multidimensional construct, because it is influenced by a satisfaction of elements. The type of work, remuneration, management support, advancement, and coworker support are the five factors of job satisfaction established by Munir and Rahman. Employees will stay if they are content with their work, compensation, support, and advancement opportunities; otherwise, they will go. While Rutherford identified seven dimensions of job satisfaction, including satisfaction with supervision, satisfaction with overall job, satisfaction with policy and support, satisfaction with promotion and advancement, satisfaction with pay, satisfaction with coworkers, and satisfaction with customers. Similarly, & Lee found five characteristics of job satisfaction that are comparable to those discovered by previous researches, including compensation and benefits, work itself, leader conduct, personal growth, and interpersonal relationships. Zpehlivan and Acar established six factors of job satisfaction, including management skills, coworkers, job and working circumstances, promotion, compensation, and the external environment, which are similar to these dimensions. Salary, supervision, reward, coworkers, and communication are the five characteristics of job satisfaction mentioned by AliAbadi. Job circumstances, reward system, relationships with superiors, relationships with coworkers, and organisational policies are among the five characteristics of job satisfaction identified by Garcia-Almeida.

Based on the aspects outlined above by different scholars and the goal of this article, which is to explore the influence of work self-efficacy on job satisfaction, the report adopts two key dimensions of job satisfaction: job satisfaction and personal growth and career development.

## III. SELF-EFFICACY AS AN ANTECEDENT OF JOB SATISFACTION

Self-efficacy was defined as "beliefs about one's talents and capacities to organise and execute the needed courses of action in order to attain particular goals" under the Social Cognitive Theory paradigm. Self-efficacy instils confidence in people's ability to exert control over many parts of their lives. In this fashion, self-efficacy would be a personal skill that works prompted by stresses, increasing or lessening the psychological pain that they may create. People with high levels of self-efficacy are also confident in their capacity to respond to external stimuli, which influences how they perceive and interpret environmental demands or dangers. It's worth noting that the Social Cognitive Theory asserts that self-efficacy beliefs are domain-specific; as a result, an individual might feel less or more effective depending on the activity performed, implying that the more significant the domain, the more determining self-efficacy beliefs are. As a result, it is crucial to assess self-efficacy in its specific context, i.e., it is more important to quantify professional self-efficacy in the organisational sector than

self-efficacy in general. Professional self-efficacy would thus suggest a significant level of self-perceived work activity control on a practical level.

Furthermore, self-efficacy plays an important part in the current research of work motivation and its outcomes, acting as a predictor of several aspects of work activity, including not just performance but also job satisfaction and workplace wellness, among other things. Self-efficacy and work satisfaction have a favourable relationship, according to empirical data. Self-efficacy has an impact on work activity because it is linked to practical job performance. This is because people who have high self-efficacy beliefs tackle challenges more successfully and persist in their efforts, resulting in increased job satisfaction.

#### IV. RESEARCH METHODOLOGY

This study took a quantitative approach and employed the survey method as part of an explanatory investigation. The kind and data source of this study are primary and secondary data. The primary data came from a field survey of respondents. The questionnaire was a tool for gathering data that had a list of questions that had been created in advance. The questions were followed by a list of possible answers (enclosed questionnaire). Secondary data was gathered from national and international journals, as well as books on human resources, to support the research premise.

The saturation sampling strategy was employed in this investigation. Because this study is focused on the creative self-efficacy variable and creativity, the population is defined based on how creativity relates to performance. Employees in the layout division were given samples to use in their daily work, which is related to the creation and development of ideas. The gathered questionnaires that viable to have validity and reliability test is as much as thirty-eight respondents. According to the hypothesis, a correlation research sample should consist of at least 10% of the population, or thirty persons.

Partial Least Squares (PLS) was employed as a data processing approach in this investigation. The partial least square (PLS) method is a multivariate statistical methodology for comparing several dependent and independent variables. The structural model was used to examine causality, whereas the measurement model was used to assess the validity and reliability of measuring devices. Because it may be employed with small sample sizes and for both formative and reflecting constructs, PLS is a viable approach for evaluating the prediction model. Another reason is that the PLS may be applied to the creation of theories.

#### V. RESULTS AND DISCUSSION

After collecting data via surveys, the findings were examined to see if each variable was valid and reliable. Variables are regarded legitimate if they meet the loading value measurement scale, which must be at least 0.7. All indications from the creativity, creative self-efficacy, and work satisfaction variables were shown to be valid. Composite reliability and Cronbach alpha over 0.7 can be used to measure dependability. This study's variables were all found to be trustworthy. Creativity, creative self-efficacy, and work satisfaction are the variables in question.

**Table 1: Inner Model Analysis Result (Structural Model)**

Relationship	Regression Coefficient	t statistics	R square
CSE → Job Satisfaction	0.7239	11,5781	0.5252
CSE → Creativity	0.1888	1.0809	0.5679
Job Satisfaction → Creativity	0.6054	3.4209	

The impact of creative self-efficacy, creativity, and work satisfaction is seen in Table 1. The R square value of creative self-efficacy toward work satisfaction is 0.5252 or 52.5 percent, according to the data. This suggests that work satisfaction accounts for 47.5 percent of creative self-efficacy, whereas other variables not analysed account for the other 47.5 percent.

The effect of creative self-efficacy on creativity and work satisfaction was 0.5679, or 56.8%, with the remaining 43.2 percent influenced by another variable that was not investigated.

The conclusion of the regression coefficient on the effect of creative self-efficacy (X) on work satisfaction (Z) is positive at 0.7239, based on the link between the tested constructs and the t statistic. When the higher the creative self-efficacy, the higher the job satisfaction, the coefficient is positive. Creative self-efficacy has a substantial influence on job satisfaction, according to a statistical t value of 11.5781 > t table value of 1.96. When employees perform well and meet their goals, they are more likely to be satisfied with their jobs. Job satisfaction may be attained when internal motivation (creative self-efficacy), extrinsic motivation (work environment, coworker relationships), and people and organisational features are all in place. These elements, it may be inferred, affected people's job satisfaction levels and served as a success determinant.

The influence of work satisfaction (Z) on creativity (Y) has a positive regression coefficient value of 0.605. When there is a positive correlation between work satisfaction and creativity, the coefficient is positive. The T statistic value of 3.4209 is more than the t table value of 1.96. It was shown that work satisfaction (Z) had a considerable impact on creativity (Y). Increasing an individual's job satisfaction will result in an increase in performance, which will have an indirect effect on the individual's skill. A person who is able to put his or her creative thoughts into a physical form will gain not just recognition but also a sense of self-satisfaction. As a result, people will continue to support the development of ideas, thoughts, and products that will strengthen their creative abilities.

The influence of creative self-efficacy (X) on (Y) has a positive regression coefficient value of 0.1888. When creative self-efficacy is strong, the coefficient is positive, indicating that creativity is high. The T statistic is 1.0809, and the t table is 1.96. It was discovered that creative self-efficacy (X) had no significant influence on creativity (Y).

According to the results of the investigation, creative self-efficacy has only an indirect influence on creativity, with no direct effect. The supervisor, as a leader and performance supervisor, judged the

employees' innovation, not the employees themselves. This was done because the supervisor has the expertise and information necessary to analyse employees' creativity and determine if each employee has satisfied the creative standards and requirements. Employees' definitions of creativity fluctuate depending on the firm, because the impact of creativity on performance is determined by the leader's parameters. As a result, because employees and supervisors had differing perceptions of creativity, it may be stated that creative self-efficacy had no meaningful impact on creativity.

The findings revealed that while creative self-efficacy (X) has no significant impact on employee creativity (Y), it does have a large impact on work satisfaction (Z) as an intervening variable, and that job satisfaction has a considerable impact on employee creativity (Y).

Job satisfaction was a supportive variable that indirectly affected the success of creative self-efficacy towards employees' creativity, as shown by the positive and substantial influence of creative self-efficacy factors on creativity through job satisfaction.

When employee satisfaction is attained, creative self-efficacy will influence creativity. Job satisfaction has an influence on an individual's ability to develop creativity. This was backed by work satisfaction measures, each of which had a link to the employees' flexibility in developing creativity, either through internal or external assistance, so that they had room and chance to grow in the organisation. When creative self-efficacy, an internal drive of a person, synergizes with job satisfaction, the external component, the organization's environment, will impact the creativity of employees if the link between the two variables is favourable. It might be argued that good job satisfaction perceptions are a key factor in the development of creative self-efficacy for harmonious creativity. If an employee's job satisfaction is great and his or her needs are met, creative self-efficacy has an indirect impact on the employee's creativity skills.

## VI. CONCLUSION

The purpose of this study was to determine the impact of teachers' self-efficacy on work satisfaction. Self-efficacy in student engagement, instructional tactics, and classroom management were all investigated as three elements of instructors' self-efficacy. In terms of job satisfaction, two factors were looked into: job satisfaction and personal growth and career development. Teachers, in terms of job satisfaction, have a high level of job satisfaction, which includes the work itself, personal improvement, and career advancement.

The Pearson  $r$  correlation coefficient discovered that there is a substantial association between instructors' self-efficacy and work satisfaction. The findings imply that teachers' self-efficacy has an impact on their work satisfaction. It is suggested that management give programmes to help instructors improve their self-efficacy.

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