

Self Efficacy And Self Esteem: Investigating Their Effect On Teachers' Job Embeddedness

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Abstract

This study was conducted with the Positivist paradigm followed by the quantitative approach. Cluster sampling has been utilized for the selection of 192 (15% of total population) teachers from 21 high schools to conduct the survey. The data of teachers' efficacy has been collected with the help of Ohio State Teacher Efficacy Scale (OSTES), similarly the data of self-esteem has been collected with the RSES Scale and the data about Job-embeddedness has been collected with JES Scale. The Descriptive statistics along with the Pearson's r and the Linear Regression have been used for the analyses of the data. It has been concluded on the basis of the results that there is a weaker positive effect of Self-Efficacy on the Job-Embeddedness whereas a moderate positive effect of Self-Esteem on the Job-Embeddedness.

Keywords: Self-Efficacy; Self-Esteem; Job-Embeddedness, School Teachers

Introduction

The teachers' self-assurance that they utilize regarding the conduction of their teaching and related work is called their self-efficacy (Yu et al., 2020). This self-assurance is concerned with the teachers' utilization of the pedagogy, teaching strategies, management of the students within the classroom and the students' engagement regarding their academic activities (Wang et al., 2015). It has been stated that the highly self-efficacious teachers teach the students better as compared to the low-efficacious teachers (Garcia, 2015). Similarly, their class control and management is also better than the teachers with low efficacy (Tojjari et al., 2013). Furthermore, the highly efficacious teachers remain more successful regarding the students' engagement (Zee et al., 2016). Although there are other different factors which contribute in the teachers' successful teaching (Canrinus et al., 2012). However, even the presence of the most suitable and effective teaching aids & teaching methods would remain below the level if the teacher has a low level of the teaching self-efficacy (Loeb, 2016).

It is stated that one's actions are influenced by one's thinking and beliefs (Soto & Rojas, 2019). Whatever, one thinks or believes and then strive to achieve the objectives, one is able to attain so (Leadership, 2018). Similarly, it can be seen that the production of any organization can be seen in the organization's organizational philosophy and beliefs as well (Demir, 2020). It is stated that the teachers should has the higher beliefs if the teacher's intention is to achieve the higher goal (Tschannen-moran & Woolfolk, 2001).

It is stated that the teachers with higher efficacy performs their duties in a well mannered way. This is not it. They also adjust themselves better then those with the lower self-efficacy (Muhangi, 2017). The teachers with low efficacy usually feel difficulties regarding their adjustment to their work place (Ghaffar & Khan, 2018). However, inversely the high efficacious teachers not only face less difficulties regarding their adjustment to their work environment, rather they solve their problems that they face during their job at ease (Yakin & Erdil, 2012). This is the reason behind their survival on their work place (Wang et al., 2015). It is also observed that the turnover rate of the high efficacious teachers is lower than those who are less efficacious. That is what they tend to maintain their job embeddness due to their high efficacy (Rosenberg, 2015).

Self-esteem is described as the way you think about yourself that affects the way you feel about yourself. These perspectives include self-reflection, perceived self-feeling, and self-awareness. Attitude factors play an important role in self-esteem (Rosli et al., 2012). Self-esteem is a component that changes little over time, a person's self-esteem fluctuates throughout life . Various conditions and life experiences can influence these changes. It is important to remember that self-esteem is created through self-concept (Dahlkamp et al., 2017). High self-esteem is much more accessible to teenagers with good self-esteem. It is stated that self-esteem not only influence a single part or aspect of one's life. Rather, it does affect one's life over all. Like one's education, one's career and even one's personal life also gets influence by the self-esteem (Aryana, 2010). The more one has the self-esteem, the more one's life would be influenced positively regarding different aspects of one's life. It is stated that highly self-esteemed individuals are found to have a good educational career and the job career as well (Taştan et al., 2018).

The Social importance of Self-Esteem can be seen in a book based on the authors' findings that the causal relationship is clear: poor selfesteem is the causally antecedent component in persons seeking out behaviours that become societal issues (Arshad et al., 2015). It is revealed and concluded by the research in America after the Self-Esteem movement that the results were like that there were either higher self-esteemed people there or either averaged self-esteemed (Mojavezi & Tamiz, 2012). There were no people with the low self-esteemed. The results shocked the people and most of the people rejected the results while saying that the reality is not prtrated by the research results actually (Booth & Gerard, 2011). The people's score at the top on selfesteem scales puts severe doubt on the selfesteem movement's fundamental assumption, specifically that there is a pervasive lack of selfesteem (Özçelik & Cenkci, 2014). How can American culture be facing a widespread low selfesteem crisis when the average American believes himself to be above average? However, that research shows that this is not the case (Karadağ, 2017). Actually such aforementioned results came because of the people's overvaluing themselves. In simple, even who

were at low level of self-esteem, they assumed themselves to be at the average level (Huyse-gaytandjieva, 2016).

As far as the relationship of Self-esteem is concerned with the teachers' job embeddedness, the researches revealed that the highly esteemed teachers are found to be more serious about their job. They avoid the turnover or switching the organizations. Rather, they work hard in their organization for finding the better position. In other words, the teachers with high self-esteem have the high level of the job-embeddedness (Sekiguchi et al., 2008).

The relationship between the individuals' job-context and the individual is said to be the job-embeddedness. The individual's job-context include the conditions under which the individual performs the duty. It also comprises of the framework of the workplace where individual does the job. The job-embeddedness they explains the factors that makeup the job-embeddedness. The job-embeddedness is also influenced by the aforementioned factors (Yu et al., 2020).

It is stated that the job-embeddedness is the deviation from the turnover of the employees. The individuals who has a high job-embeddedness do not tend to switch their job or the organization where they are doing their job. Rather, they tend to stick to their organization where they does their job. They face the difficulties with patience and instead of getting fed up of such problems, they seek the solution. This is not it. They also solve their job-related problems and own their organization. So, they work harder to attain the better position within their organization instead of trying to switch their organization .

It is stated that the individuals who have a high job-embeddedness are more satisfied than those with the low level of the job embeddedness regarding their job. They also feel more satisfied regarding the working environment. They take active part in the run of their organization. Whenever, its time to implement any organizational policy, they are found to be more willing and cooperative. Instead of opposing the positive change in the organization, they become the part of that change. As far as the job-embeddedness is concerned with the teachers, the teachers with the higher self-esteem and the self efficacy are found to have a higher level of the job embeddedness. The theory of SEF clasps that what we accept about them unequivocally impacts our assignment decision, level of exertion and determination, and how we in this manner perform (Geyh et al., 2012). Bandura contended that if sufficient degrees of capacity and inspiration exist, introductory endeavours to do and keep on working will be influenced by SEF.

The ideas of "Self-esteem" is a begging to be proven wrong build. It implies the regard or respect that an individual has for her/himself. A person with good emotions about self is proclaimed as having high self-esteem. A person with great feelings concerning the self is said to have high self-esteem. In any case, self-esteem can suggest indisputable domains similarly as a general tendency about the self. For instance, an individual may have low self-esteem concerning genuine appeal and high self-esteem about the ability to do an assignment well (Yıldız, 2018).

In research Job embeddedness is a build thought about the collection of powers and intentions that in return impact the employees maintenance at the job place (Sun & Huang, 2020). It very well may be separated from maintenance and turnover since it accentuation on all components and reasons that keep a person hands on place, as opposed to the inside mental strategy employees goes

through while abandoning (Crossley, Bennett, Jex, and Burnfield, 2007). The scientists who contemplated job embeddedness characterized the idea of JE as comprising of three fundamental segments. Each factor of JE "connections, fit, and penance" is significant at on and off the job measurements (Osowski, 2018).

Although there are many researches regarding the variables that have been studied in this research article, however, there is no research on the effect of the self-efficacy and the self-esteem on the teachers' job-embeddedness together. So, this the grey here. This is why the current research has been conducted by the researcher(s) related to the effect of the self-efficacy and self-esteem on the teachers' job-embeddedness. The results of this study are novel as there was no research found related to the variables that have been studied by the current research. However, the related variables have been studied solely. The effect of the each of the variable has been investigated on some other variable except of those included/ studied in this study. This is the reason that the results of the current study cant be compared with the results from the prior studies. However, this study given a way to the researcher for the future research on the variables studied by this research regarding their relationship and the effect of the self-efficacy and self-esteem on the teachers' job-embeddedness.

Methodology

This study was conducted with the Positivist paradigm followed by the quantitative approach. The population of the study included 1280 Secondary School Teachers of School Education Department under Government of Punjab working in the schools based on Lahore (City) Punjab. There were 139 High Schools including boys and girls schools where both the male and female teachers were teaching. Cluster sampling has been utilized for the selection of 192 (15% of total population) teachers from 21 high schools to conduct the survey. The data of teachers' efficacy has been collected with the help of Ohio State Teacher Efficacy Scale (OSTES) developed by (Tschannen-moran & Woolfolk, 2001) comprising 24 items with .94 Cronbach's alpha. Similarly the data of self-esteem has been collected with the Rosenberg Self-Esteem Scale (RSES) developed by (Rosenberg, 2015) comprising 10 items with .89 Cronbach's alpha. However, the data about Job-embeddedness has been collected with Job Embeddedness Scale (JES) developed by (Ghaffar & Khan, 2018) comprising 45 items with .81 Cronbach's alpha All the aforementioned were five point Likert type rating scale.

Data Analysis & Results

The Descriptive as well as the Inferential statistics were used for the analyses of the data. The detail can be seen as under:

Table 1 Descriptive Statistics of Quality Assurance

| | M | SD | Skewness | Kurtosis |
|---------------|-------|-------|----------|----------|
| Self-Efficacy | 81.51 | 18.78 | -1.12 | -.22 |
| Self-Esteem | 34.84 | 7.91 | -.71 | -.38 |

| | | | | |
|------------------|--------|-------|------|-------|
| Job-Embeddedness | 150.45 | 38.23 | -.44 | -1.21 |
|------------------|--------|-------|------|-------|

Note. N = 192

The Mean Score; Standard Deviation followed by the Skewness as well as the Kurtosis has been shown in the Table 1 which clarifies that the data was normally distributed within the range of ± 2 .

Table 2 Correlation of Self-Efficacy with Job-Embeddedness

| | Self-Efficacy | Job-Embeddedness |
|------------------|---------------|------------------|
| Self-Efficacy | 1 | .287 |
| Job-Embeddedness | | 1 |

Note: N=192

Table 2 shows the results of Pearson's r that a weaker significant correlation was found between the Self-Efficacy and the Job-Embeddedness as $r = .287$ with $p = .000$ which is less than 0.05.

Table 3 Regression Analysis Model Summary

| R | R Square | Adjusted R Square | df | F | Sig |
|------|----------|-------------------|----|-------|------|
| .287 | .083 | .078 | 1 | 17.10 | .000 |

Table 3 shows the results of Linear regression that there is 28% variance between Self-Efficacy and the Job-Embeddedness. The fitness of the model is witnessed as $p = .000$ which is less than 0.05 followed by the $F = 17.10$.

Table 4 Coefficient Regression Analysis

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---------------|-----------------------------|------------|---------------------------|------|------|
| | B | Std. Error | Beta | | |
| (Constant) | 102.87 | 11.82 | | 8.69 | .000 |
| Self-Efficacy | .585 | .14 | .287 | 4.13 | .000 |

Table 4 shows the results that $\beta = .287$ and $p = .000$ which is less than 0.05. So, a weaker positive effect of Self-Efficacy is found on the Job-Embeddedness and "Ho: There is no significant effect of Self-Efficacy on Job-Embeddedness." has been rejected.

The normal distribution of the data can be seen in the figure below.

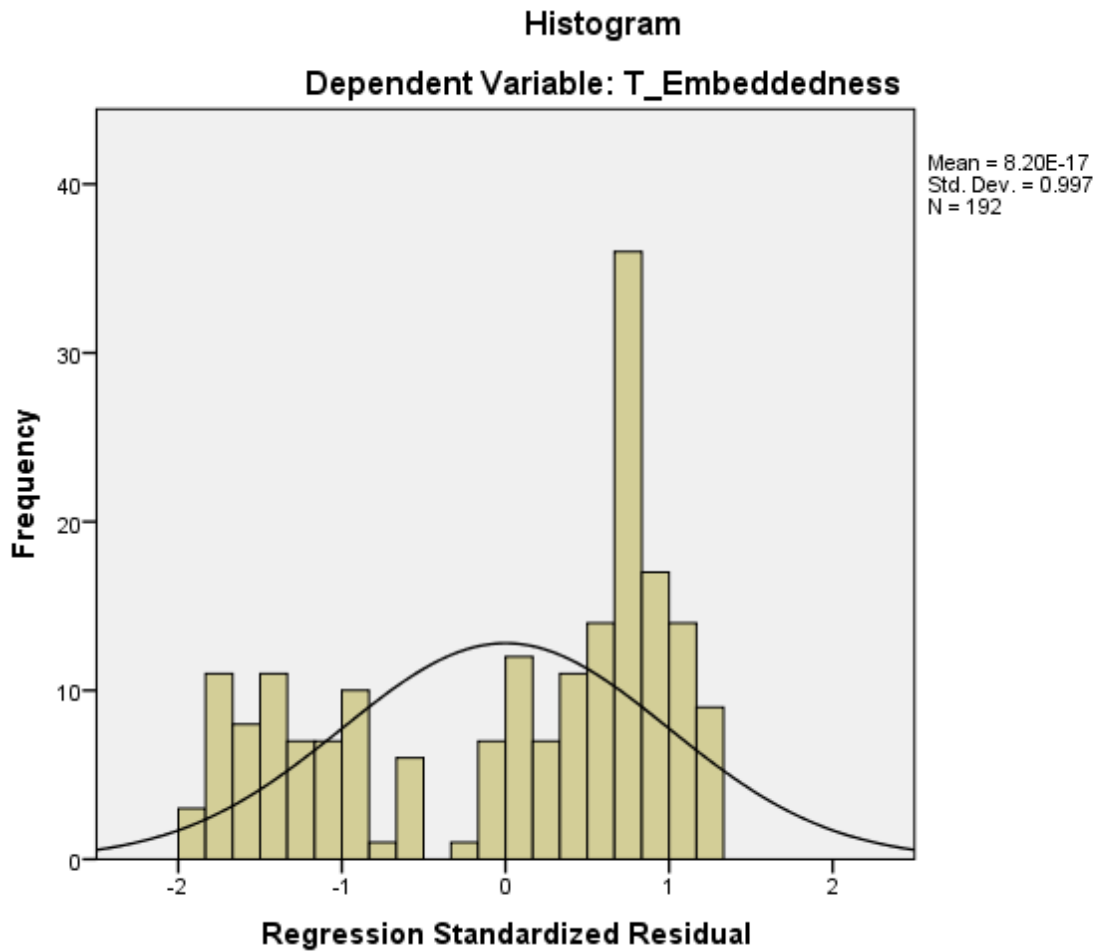


Figure 1. Histogram of S3lf-Efficacy

Table 5 Correlation of Self-Esteem with Job-Embeddedness

| | Quality Assurance | Job-Embeddedness |
|------------------|-------------------|------------------|
| Self-Esteem | 1 | .501 |
| Job-Embeddedness | | 1 |

Note: N=110

Table 5 shows the results of Pearson’s r that a moderate significant correlation was found between the Self-Esteem and the Job-Embeddedness as $r = .501$ with $p=.000$ which is less than 0.05.

Table 6 Regression Analysis Model Summary

| R | R Square | Adjusted R Square | df | F | Sig |
|------|----------|-------------------|----|-------|------|
| .501 | .251 | .247 | 1 | 63.53 | .000 |

Table 6 shows the results of Linear regression that there is 50% variance between Self-Esteem and the Job-Embeddedness. The fitness of the model is witnessed as $p=.000$ which is less than 0.05 followed by the $F= 63.53$.

Table 7 Coefficient Regression Analysis

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|-------------|-----------------------------|------------|---------------------------|------|------|
| | B | Std. Error | Beta | | |
| (Constant) | 66.23 | 10.83 | | 6.11 | .000 |
| Self-Esteem | 2.41 | .30 | .501 | 7.97 | .000 |

Table 7 shows the results that $\beta^=.501$ and $p=.000$ which is less than 0.05. So, a moderate positive effect of Self-Esteem is found on the Job-Embeddedness and “ H_0 : There is no significant effect of Self-Esteem on Job-Embeddedness.” has been rejected.

The normal distribution of the data can be seen in the figure below.

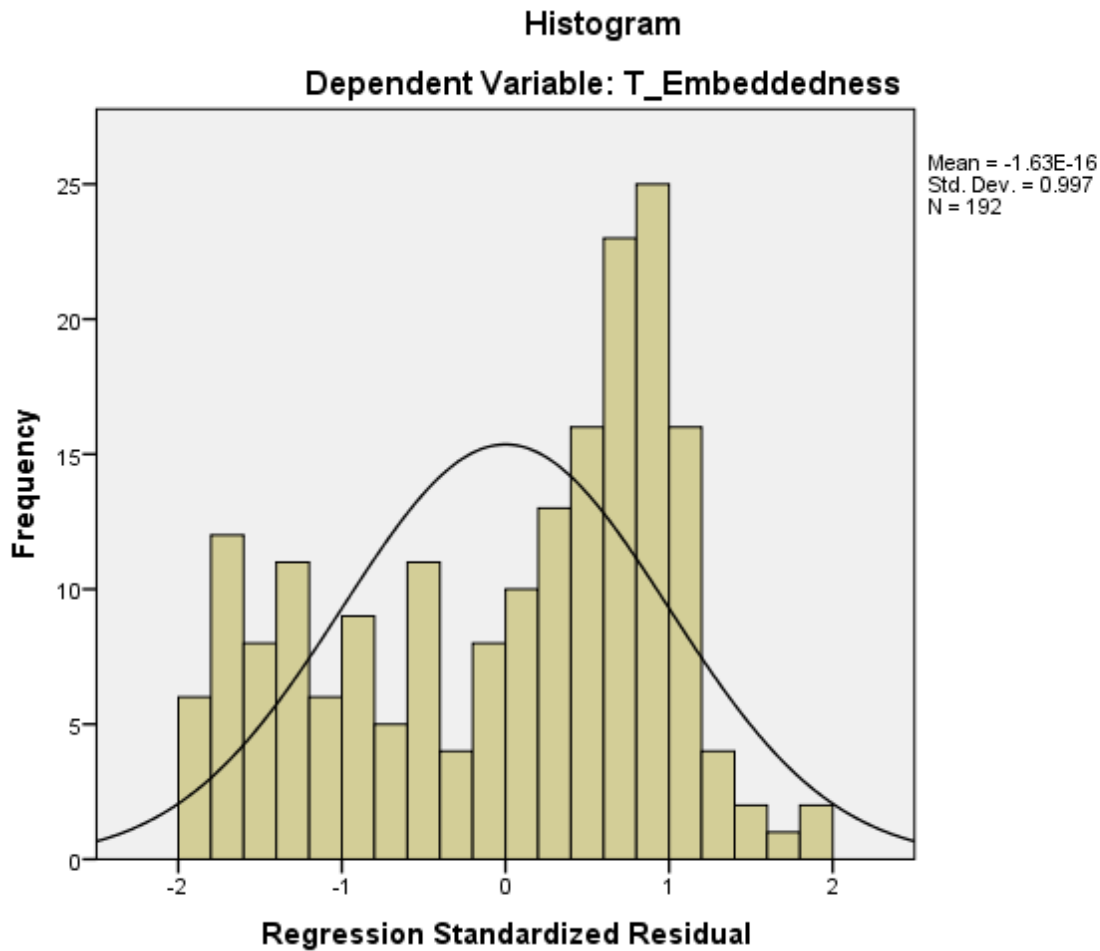


Figure 2. Histogram of Self-Esteem

Conclusion and Discussion

It has been concluded on the basis of the results that there is a weaker positive effect of Self-Efficacy on the Job-Embeddedness whereas a moderate positive effect of Self-Esteem on the Job-Embeddedness. The results of this study are novel as there was no research found related to the variables that have been studied by the current research. However, the related variables have been studied solely. The effect of the each of the variable has been investigated on some other variable except of those included/ studied in this study. This is the reason that the results of the current study cant be compared with the results from the prior studies. However, this study given a way to the researcher for the future research on the variables studied by this research regarding their relationship and the effect of the self-efficacy and self-esteem on the teachers' job-embeddedness.

Recommendations

On the basis of the results, it is recommended that the Quaid-e-Azam Academy of Education Development (QAED) should arrange the seminars encouraging the teachers to be self-efficacious and having a high self-esteem so that they could have high Job-Embeddedness. Furthermore, this is was a quantitative research lacking the characteristic of in depth study. Therefore, it is recommended that a mixed methods study should be conducted by the researchers in the future so that the variables may be explored in depth. Similarly, this study has been conducted on the teachers working in the Government schools of Lahore only. So, it is recommended that the the teachers from the private schools may also be sampled for the further study in future, so that their representation could be taken regarding the data and the generalization as well.

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