Chapter- 5

Summary and conclusion

Summary

The present study was undertaken to investigate the relationship between occupational self-efficacy, psychological well-being and organizational commitment in teachers. An effort has been made to understand the concept of self-efficacy by explaining the theories of self-efficacy. Self-efficacy in workplace has been discussed and later the new concept of occupational self-efficacy has been introduced. Ways to enhance self-efficacy at workplace is also discussed. The introduction to the construct of organizational commitment includes the importance of organizational commitment, the various definitions, components and guidelines on how to enhance it. Psychological well-being has also been explained in detail along with its theoretical background, sources and relevance in different contexts.

The introduction is followed by studies done by researchers which provide background for the present study. The reviews include studies on self-efficacy, organizational commitment and psychological well-being in an organizational context and also among teachers.

Based on the research problem and the studies reviewed, the following hypotheses were formed.

1. Teachers (male and female) differ significantly in their occupational Self-efficacy, psychological wellbeing and organizational commitment.
2. There will be significant relationship between occupational Self-efficacy and psychological wellbeing of teachers.

3. There will be significant relationship between occupational Self-efficacy and organizational commitment of teachers.

4. There will be significant relationship between psychological wellbeing and organizational commitment of teachers.

5. Demographic factors—age, experience, sector and designation influence significantly occupational Self-efficacy, organizational commitment, and psychological wellbeing of teachers.

The study was conducted on a sample of 600 school teachers in and around Mysore city.

The following questionnaires were administered on the sample:

1. Occupational Self-efficacy questionnaire developed by Pethe, Chaudhari and Dhar (2005).

2. To measure Psychological wellbeing, Carol Ryff’s psychological wellbeing Scale (1989) - medium form.

3. Organizational Commitment scale by Dhar, Mishra and Srivatsava (2002).

The responses recorded were scored according to the respective norms. Statistical analysis was done through Statistical presentation Software System version20. The statistical tools used are: Independent samples’t’ test, Product moment correlation, one way ANOVA and Scheffe’s Post hoc test along with descriptive statistics. The data obtained through the analysis was tabulated and discussed in detail.
5.1 Main Findings of the study:

**Gender and Psychological wellbeing:** except for purpose in life, male and female teachers had statistically equal scores on the components and total scores on psychological wellbeing. (Table 4.1)

**Gender and Occupational self-efficacy:** Male and female teachers had statistically equal scores on the total occupational self-efficacy (Table 4.2)

**Gender and Organizational Climate:** In organizational climate also male and female teachers score did not differ significantly. (Table 4.3)

Hence hypothesis 1

1. Teachers (male and female) differ significantly in their occupational self-efficacy and organizational commitment is rejected. (Table 4.1, Table 4.2, Table 4.3)

5.2 Hypotheses related discussion

**Relationship between Psychological wellbeing and occupational self-efficacy:**

The scores on Psychological well-being and occupational self-efficacy were not mutually and significantly related to each other (Table 4.4)

Hence hypothesis 2

1. There will be significant relationship between occupational Self-efficacy and psychological well-being of teachers is rejected. (Table 4.4)

**Relationship between occupational self-efficacy and organizational commitment**

Total organizational commitment scores were correlated significantly and positively with all the components of occupational self-efficacy. In other words in, as the scores
in organizational commitment increased scores in self-efficacy also increased linearly and significantly and Vice versa. (Table 4.5)

Hence hypothesis 3

1. There will be significant relationship between occupational Self-efficacy and organizational commitment of teachers is accepted (Table 4.5)

**Relationship between psychological wellbeing and organizational commitment**

Pearson’s product moment method revealed significant and positive correlation coefficients between components of organizational commitment and psychological wellbeing. In other words as the scores in organizational commitment increased, scores in psychological wellbeing also increased linearly and significantly and vice versa both for components and total scorers. (Table 4.6)

Hence Hypothesis 4

1. There will be significant relationship between psychological well-being and organizational commitment of teachers is accepted (Table 4.6)

**Age groups and Psychological wellbeing**

One way ANOVA revealed non-significant differences between respondents with different age groups, revealing that age groups did not have significant influence on the components—autonomy, positive relations with others, and purpose in life. (Table 4.7)
**Age groups and occupational self-efficacy**

One way ANOVA revealed non-significant differences between respondents with different age groups, revealing that age groups did not have significant influence on the components of occupational self-efficacy. (Table 4.8)

**Age groups and organizational commitment**

Teachers belonging to different age groups did not differ significantly in their organizational commitment both in individual components and total organizational commitment scores as revealed by one way ANOVA. In other words, age of the teachers did not have significant influence over organizational commitment either on individual components or total organizational commitment scores. (Table 4.9)

**Experience and psychological wellbeing**

One way ANOVA revealed non-significant differences between teachers having different years of experience, indicating that experience do not have significant influence on Autonomy, Personal growth, positive relations with others, Purpose in life and Total psychological well-being scores. (Table 4.10)

**Experience and occupational self-efficacy**

One way ANOVA revealed significant mean difference between teacher’s experience groups for confidence, personal effectiveness, positive attitude and total occupational self-efficacy scores.

Further, Scheffé’s post hoc test revealed that teachers with experience of more than 33 years had least total occupational self-efficacy scores (mean 73.60) and
respondents with the experience of 11-22 years had highest scores (mean 80.46) and others in between. (Table 4.11)

**Experience and organizational commitment**

Respondents belonging to different age groups differed significantly in their organizational commitment in concern for the organization (F=3.182; p=.024) and for total organizational commitment scores (F=7.089; p=.000). In total organizational commitment it was found that respondents with 23-33 years and above 33 years had low scores and respondents with less than 10 and 11-22 years had higher organizational commitment scores, which is further confirmed by Scheffe’s post hoc test (Table no 4.12)

**Designation and Psychological wellbeing**

Independent samples’ t’ tests revealed non-significant differences between head masters and assistant teachers in their mean scores on total psychological wellbeing indicating equality of scores between them (Table no 4.13)

**Designation and occupational self-efficacy**

Independent samples’ t’ tests revealed non-significant differences between headmasters and assistant teachers in their mean scores on occupational self-efficacy including total OSE indicating equality of scores between them (Table no 4.14)
Designation and organizational commitment

Headmasters and assistant teachers did not differ significantly in their organizational commitment both in individual components and total organizational commitment scores as revealed by Independent samples ‘t’ tests (Table No 4.15).

School type and Psychological wellbeing

On total psychological wellbeing scores (t=0.032; p=0.975), independent samples ‘t’ tests revealed non-significant differences between teachers working in government and private schools in their mean scores indicating equality of scores between them (Table No 4.16).

School type and occupational self-efficacy

Independent sample ‘t’ tests revealed non-significant differences between teachers working in government and private schools both in individual components and in total occupational self-efficacy scores (Table No 4.17).

School type and organizational commitment

Teachers working in government and private schools did not differ significantly in their organizational commitment both in individual components and total organizational commitment scores as revealed by Independent samples ‘t’ tests (Table No 4.18).

Hence Hypothesis 5 i.e. Demographic factors- age, experience, sector and designation influence significantly occupational Self-efficacy, organizational commitment, and psychological wellbeing of teachers is partially accepted (Table Nos
4.10, 4.11, 4.12, 4.13, 4.14, 4.15, 4.16, 4.17 & 4.18). Demographic factor age only influence on Psychological Well Being. When total Psychological Well Being scores were analyzed across age groups, F value revealed a significant difference with F value of 2.505 and significance level of 0.041. Respondents in the age group of less than 30 years had least Psychological Well Being and respondent in the age group of 36 to 40 years had highest scores and others in between.

5.3 Implications of the study:

- Findings of the study provide valid information to counselors, teachers and school authorities to address issues on teachers’ Occupational Self-efficacy, Psychological Well Being and Organizational Commitment and to permit healthy development of these variables as they have significant influence on job performance.

- The findings that occupational self-efficacy is related to organizational commitment demands that educational institutions should begin to develop programmes to foster occupational self-efficacy among teachers and to enhance their occupational commitment. This may be as a part of teachers training programme.

- The findings may also have several policy and research implications in the educational set up.

5.4 Limitations of the study:

- The study did not include teachers working in college and university level
• Teachers working in residential schools, day care centers and nursery schools were not studied
• Special school teachers were not the focus of study
• Data was collected using self-report questionnaires and only quantitative analysis was carried out.
• The influence of marital status and socio economic status of the teachers on the research variables was not investigated

Scope for further research:

• Further research can be carried out to investigate relationship between occupational self-efficacy, psychological well-being and organizational commitment among teachers of higher education.
• Comparative study of teachers working in normal and special schools on Occupational Self-efficacy, Psychological Well Being and Organizational Commitment can be conducted.
• Future research can be carried out using both quantitative and qualitative analysis.