

Self-Efficacy and Job Satisfaction of Teachers in Normal University: Basis for a Professional Development

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Abstract: *The purpose of this study is to explore the relationship between teachers' self-efficacy and job satisfaction in normal universities and to provide a basis for teachers' professional development. By surveying the self-efficacy and measuring job satisfaction of 334 teachers from three normal universities in the Sichuan province, this study attempted to analyze the correlation between these two key factors and the impact they may have on teachers' professional development. The results of the study indicated that there was a significant positive correlation between teachers' self-efficacy and job satisfaction, and that teachers with higher self-efficacy were more likely to experience higher job satisfaction. This finding emphasizes the importance of self-efficacy in teachers' work and suggests that increasing teachers' self-efficacy may contribute to their job satisfaction. Thus, the findings of this study provide important insights into teacher professional development at Sichuan province normal universities. Educational administrators and policy makers can enhance teachers' self-efficacy by providing effective professional development opportunities and supportive measures to increase their job satisfaction and, in turn, improve the quality of education. This study provides valuable information for improving the educational environment and educators' work experience, and is expected to have a positive impact on the future development of teacher education in teacher colleges.*

Keywords: *Teachers' self-efficacy, Job satisfaction, Normal universities, Professional development*

1. Introduction

In the past, most of the research on teachers paid more attention to the value of teachers' tools and paid more attention to teachers' professional knowledge level, actual teaching level, and class management ability in the subjects they taught. However, these studies pay attention to teachers' behavior in teaching, but often ignore the research on teachers' attitudes, values, teachers' emotional needs, and other internal psychological qualities closely related to teachers. [1] However, they ignore the attention to the teacher himself, which is not conducive to the physical and mental development of the teacher and the improvement of his professional level in the long run, and is not conducive to a comprehensive understanding of the characteristics of the teacher's professional development and the factors affecting his teaching level.

Based on this understanding, many researchers have devoted their attention to the study of teachers' internal psychological quality. This study starts from the study of teachers' internal psychological quality in higher education and pays attention to teachers' attitudes towards their educational career and work, their subjective judgment on their ability in the process of education and teaching, and their satisfaction with their work.

2. Statement of the Problems

The study determined the facets of self-efficacy affecting the job satisfaction of teachers in three normal universities with an end view of enhancing the professional development of university teachers, the study will answer the following questions :

- (1) What is the assessment of the teacher respondents on self-efficacy in terms of:
 - 1) Efficacy in Student Engagement

2) Efficacy in Instructional Strategies

3) Efficacy in Classroom Management

(2) Is there significant differences in the assessment of self-efficacy of university teachers when the profile is taken as a test factor?

(3) What is the assessment of the teacher respondents on job satisfaction in terms of:

1) Pay

2) Promotion

3) Supervision

4) Fringe benefits

5) Contingent rewards

6) Operating conditions

7) Coworkers

8) Nature of work

9) Communication

(4) Is there a significant difference in the assessment of teachers' job satisfaction when the profile is taken as a test factor?

(5) Does university teachers' self-efficacy has a strong effect on job satisfaction?

(6) Based on the findings of the study, what development program can be proposed to enhance the professional development of university teachers?

3. Sampling

The target respondents of this study are the in-service teachers in normal universities in Sichuan Province, and a total of 334 university teachers were included as respondents in the study from three selected universities in Sichuan Province in China, they were selected by random sampling.^[2]

The respondents teachers have a teaching age between 4-20 years, accounting for 69.1%, of which teachers with 4-10 years of teaching experience are the most, which were close to 40%. The majority of the respondent teacher were masters or PhD, accounting for 86.8%. The professional title of most respondent teachers was teaching assistant and lecturer, accounting for 63.7%.

The survey questionnaire was validated and pilot tested for test reliability. The Cronbach's Alpha of the scale all are above 0.8, indicating that the internal consistency of the questionnaire is relatively high, and the questionnaire can be used as a research tool in this study. The the KMO test value of the survey data was 0.931, greater than 0.70, indicating that the questionnaire is suitable for factor analysis. The results of Bartlett sphericity test show that the approximate chi-square value is 12303.167, the value is greater than zero, and the probability of significance is 0.000 ($P < 0.01$). Therefore, the empty hypothesis of Bartlett sphericity test is rejected, and the scale is suitable for factor analysis, so the validity structure is good.

4. Results, Interpretation, and Discussions

4.1 The Assessment of the Teacher Respondents on Self-Efficacy

Table 1. Assessment of Respondents' Level on Self-efficacy

| Self-Efficacy | Mean | Interpretation |
|--------------------------------------|-------|-------------------------|
| Efficacy in Student Engagement | 3.395 | Moderate Self- Efficacy |
| Efficacy in Instructional Strategies | 3.630 | High Self- Efficacy |
| Efficacy in Classroom Management | 3.650 | High Self- Efficacy |
| Over-all Mean | 3.542 | High Self- Efficacy |

Legend: 4.51-5.00 Strongly High Self Efficacy (SH); 3.51-4.50 High Efficacy (H); 2.51-3.50 Moderate Self-Efficacy (M); 1.51-2.50 Low Self-efficacy (L); 1.00-1.50 Very Low Self Efficacy (VL)

Table 1 reveals that the university faculty members from the three normal universities of Sichuan Province have a high level of self-efficacy in student engagement, instructional strategies and classroom management. This signifies that these respondent normal universities teachers possessed the necessary potential and a high level of self-efficacy. Teachers with high self-efficacy are more likely to adopt positive teaching methods that encourage student engagement in the classroom and improve classroom interaction and learning. This indicates that university teachers believe they are competent in their teaching strategies and are confident that they can be successful. This indicates that university teachers believe they are competent in classroom management and are confident that they can be successful. This suggests that university teachers' self-efficacy in classroom management is highly efficient in their self-perceptions, an outcome that could encourage positive educational practices and contribute to a more effective learning environment and improved student academic achievement. As such, this is a good sign that these university teachers have a good efficacy in student engagement and a good organization's view of itself and its environment.

4.2 Differences in the Assessment of Teacher Respondents on the Level of Self-efficacy When They are Grouped According to Profile

Table 2 ANOVA Result on the Differences in the Assessment of Self-efficacy

| Profiles | Mean | F | Sig | Interpretation |
|------------------------|-------|--------|-------|----------------|
| Educational Background | 3.243 | 20.831 | 0.000 | Significant |
| Professional Title | 3.536 | 16.162 | 0.000 | Significant |
| Length of Service | 3.499 | 9.594 | 0.000 | Significant |

Table 2 shows the ANOVA results used to determine whether there are significant differences in the assessment of teacher respondents on the level of self-efficacy when they are grouped according to profile. The yielded a computed F-value of 20.831 and a significance value of 0.00 which is lower than the set 0.05 level of significance. This indicates that the null hypothesis is rejected which means that there is a significant difference in the university teacher respondents in terms of self-efficacy when they are grouped according to the educational background as a university teacher. Similarly, there is also a significant difference in the assessment of self-efficacy in terms of professional title. This is shown by $F=16.162$ and $sig=.000$. A significant difference in length of service can also be seen with $F=9.594$ and $sig=.000$.

4.3 The Assessment of The Teacher Respondents on Job Satisfaction

Table 3 Assessment of Respondents' Level on Job Satisfaction

| Job Satisfaction | Mean | Interpretation |
|----------------------|--------------|-------------------------|
| Pay | 3.822 | Highly Satisfied |
| Promotion | 4.025 | Highly Satisfied |
| Supervision | 3.275 | Moderately Satisfied |
| Fringe benefits | 3.342 | Moderately Satisfied |
| Contingent rewards | 3.913 | Highly Satisfied |
| Operating conditions | 3.575 | Highly Satisfied |
| Coworkers | 3.814 | Highly Satisfied |
| Nature of work | 3.453 | Moderately Satisfied |
| Communication | 3.723 | Highly Satisfied |
| Over-all Mean | 3.663 | Highly Satisfied |

Legend:4.51-5.00 Very Highly Satisfied (SH); 3.51-4.50 Highly Satisfied (H);2.51-3.50 Moderately Satisfied (M); 1.51-2.50 Less satisfied (L);1.00-1.50 Not Satisfied (SL)

Table 3 shows that the job satisfaction of the university teacher respondents on pay, promotion, contingent rewards, operating conditions, coworkers and communication are all highly satisfied with the mean values of 3.822, 4.025, 3.913, 3.575, 3.814 and 3.723 respectively. However running counter to the above findings are the assessment of moderately satisfied on the following indicators supervision, fringe benefits and nature of works. A composite mean value of 3.663 indicates that teachers of three normal universities of Sichuan Province are all highly satisfied with most of the identified indicators of job satisfaction. Teacher satisfaction is an important area of research in the field of education because it is directly related to the quality of education, student performance and school performance. Teacher satisfaction not only affects the individual teacher's work experience, but can also influence teaching effectiveness and student achievement. High teacher satisfaction is typically associated with higher job performance, lower employee turnover, better student performance, and a more positive school climate. In this case, the high level of teacher satisfaction in the three general universities may reflect a positive educational work environment and resource support.

4.4 Differences in the Assessment of Teacher Respondents on the Level of Teacher Job Satisfaction When They are Grouped According to Profile

Table 4 ANOVA Result on the Differences in the Assessment of Job Satisfaction

| Profiles | Mean | F | Sig | Interpretation |
|------------------------|-------|--------|-------|----------------|
| Educational Background | 3.643 | 5.391 | 0.010 | Significant |
| Professional Title | 3.744 | 13.222 | 0.000 | Significant |
| Length of Service | 3.701 | 9.847 | 0.000 | Significant |

This yielded a computed F-value of 13.222 and a significance value of 0.00 which is lower than the set 0.05 level of significance. This indicates that the null hypothesis is rejected which means that there is a significant difference in the university teacher respondents in terms of teachers' job satisfaction when they are grouped according to the professional title of a university teacher. This indicates that different professional titles have differences in teachers' job satisfaction.

Table 4 shows the ANOVA results used to determine whether there are significant differences in the assessment of teacher respondents on the level of job satisfaction when they are grouped according to profile. The yielded a computed F-value of 5.391 and a significance value of 0.010 which is lower than the set 0.05 level of significance, this indicates that the null hypothesis is rejected which means that there is a significant difference in the university teacher respondents in terms of job satisfaction when they are grouped according to the educational background as a university teacher. Similarly, there is also a significant difference in the assessment of job satisfaction in terms of professional title. This is shown by $F=13.222$ and $sig=.000$. A significant difference in length of service can also be seen with $F=9.847$ and $sig=.000$.

4.5 Relationship Between the Teacher Respondents' Level of Self-efficacy and Their Job Satisfaction

To explore the relationship between self-efficacy and their job satisfaction of university teachers, this paper first analyzes the correlation and regression of statistical data. The correlation coefficient is the Pearson coefficient, and the Pearson correlation coefficient is used to indicate the strength of the correlation. Then regression analysis was used.

Table 5 Pearson-related Between Self-efficacy and the Job Satisfaction of Teachers

| Self-efficacy | Job Satisfaction | r-value | Sig | Interpretation |
|--------------------------------------|----------------------|---------------|-------------|--------------------|
| Efficacy in Student Engagement | Pay | 0.31** | 0.00 | Significant |
| | Promotion | 0.17** | 0.00 | |
| | Supervision | 0.31** | 0.00 | |
| | Fringe benefits | 0.36** | 0.00 | |
| | Contingent rewards | 0.28** | 0.00 | |
| | Operating conditions | 0.11* | 0.00 | |
| | Coworkers | 0.33** | 0.00 | |
| | Nature of work | 0.31** | 0.00 | |
| | Communication | 0.36** | 0.00 | |
| | Average | 0.12** | 0.00 | |
| Efficacy in Instructional Strategies | Pay | 0.35** | 0.00 | Significant |
| | Promotion | 0.36** | 0.00 | |
| | Supervision | 0.30** | 0.00 | |
| | Fringe benefits | 0.17** | 0.00 | |
| | Contingent rewards | 0.44** | 0.00 | |
| | Operating conditions | 0.40** | 0.00 | |
| | Coworkers | 0.32** | 0.00 | |
| | Nature of work | 0.13** | 0.00 | |
| | Communication | 0.36** | 0.00 | |
| | Average | 0.35** | 0.00 | |
| Efficacy in Classroom Management | Pay | 0.29** | 0.00 | Significant |
| | Promotion | 0.08 | 0.00 | |
| | Supervision | 0.34** | 0.00 | |
| | Fringe benefits | 0.31** | 0.00 | |
| | Contingent rewards | 0.18** | 0.00 | |
| | Operating conditions | 0.20** | 0.00 | |
| | Coworkers | 0.27** | 0.00 | |
| | Nature of work | 0.28** | 0.00 | |
| | Communication | 0.39** | 0.00 | |
| | Average | 0.45 | 0.00 | |
| Over-all | Over-all | 0.31** | 0.00 | Significant |

Table 5 shows the Pearson-related between the teacher respondents' level of self-efficacy and their job satisfaction. The over-all computed r value is 0.31 with a significance value of 0.00 which is lower

than the 0.05 level of significance, hence, the null hypothesis is rejected which indicates that the over-all level of self-efficacy of teachers is significantly correlated with job satisfaction. This indicates that all the nine dimensions of job satisfaction of university teachers are influenced by all the three dimensions of self-efficacy. It is same with Zhang Weitao (2020) that self-efficacy is positively and significantly associated with job-related satisfaction. Wang Tiantian (2018) investigated how the three dimensions of self-efficacy (mastery experience, vicarious experience, and social persuasion) influenced job satisfaction components such as workload satisfaction, salary satisfaction, and opportunities for professional development. Their findings demonstrated that self-efficacy dimensions were influential in each of the nine dimensions of job satisfaction. A comprehensive review by Song Yang (2021) synthesized the findings from multiple studies on self-efficacy and job satisfaction among university teachers, the meta-analysis concluded that self-efficacy dimensions indeed played a significant role in shaping all aspects of job satisfaction.

Table 6 Regression Between Self-efficacy and the Job Satisfaction of Teachers

| Outcome variable | Independent variable | Beta | t | Sig | VIF | Interpretation |
|-----------------------|------------------------|--------|--------|-------|-------|----------------|
| Job Satisfaction | Length of Service | 0.031 | 0.791 | 0.430 | 1.615 | No Significant |
| | Educational Background | -0.007 | -0.179 | 0.858 | 1.532 | Significant |
| | Professional Title | 0.017 | 0.391 | 0.696 | 2.165 | Significant |
| | Self-efficacy | 0.819 | 24.714 | 0.000 | 1.188 | Significant |
| R ² | 0.697 | | | | | |
| Adjust R ² | 0.692 | | | | | |
| F | 150.902 | | | | | |

As can be seen from the table 6 above, the VIF of the model is less than 10, indicating that the degree of collinearity between independent variables is small and the model is reasonable.

A regression model was constructed by using teacher self-efficacy as the independent variable and teacher job satisfaction as the dependent variable. The square value of model R was 0.697, and the fit degree was 69.7%, greater than 20%, indicating that the goodness of fit was good and could explain the change of teachers' job satisfaction to a certain extent. In the F test, an F value of 150.902 was obtained and a significance value of 0.000 < 0.05, indicating that the model is valid.

The influence of teachers' self-efficacy on teachers' job satisfaction is mainly verified by establishing a regression model. In order to improve the explanatory ability of the model, demographic variables are introduced as control variables. Model 1 establishes a multiple regression model with teaching experience, education background and professional title as independent variables and teachers' job satisfaction as dependent variables; Model 2 establishes a multiple regression model with teachers' self-efficacy as the independent variable and teachers' job satisfaction as the dependent variable; The regression coefficients of control variables in model 1 are not significant, which shows that teaching experience, education background and professional title have no significant control effect on teachers' job satisfaction; In model 2, the standardized regression coefficient of independent variable teacher's self-efficacy to teacher's job satisfaction is 0.819 (t=24.714, P < 0.001), which shows that independent variable teacher's self-efficacy has a significant positive impact on teacher's job satisfaction.

5. Summary of Findings

A composite mean value of 3.542 indicates that teachers of three normal universities of Sichuan Province have high self-efficacy. This signifies that these respondent normal universities teachers possessed the necessary potential and a high sense of self-efficacy.

The job satisfaction of the university teacher respondents on pay, promotion, contingent rewards, operating conditions, coworkers and communication are all highly satisfied. However, the job satisfaction of the university teacher respondents on supervision, fringe benefits and nature of works were not that high.

There is a significant difference in the university teacher respondents in terms of self-efficacy when they are grouped according to the length of service as a university teacher, educational background and professional title.

There is a significant difference in the university teacher respondents in terms of job satisfaction when they are grouped according to the length of service as a university teacher, educational background and professional title.

The over-all level of self-efficacy of teachers is significantly correlated with job satisfaction, and that independent variable teacher's self-efficacy has a significant positive impact on teacher's job satisfaction, so the hypothesis is accepted.

6. Recommendations

Based on the conclusions drawn, the following recommendations are presented:

Teachers' self-efficacy has a positive impact on teachers' job satisfaction, and teachers with high self-efficacy are more likely to experience higher job satisfaction.

Teachers' self-efficacy is an important predictor of teachers' job satisfaction, and teachers' own confidence and belief are very important for work experience and satisfaction.

Educational institutions and administrators should attach importance to the work of improving teachers' self-efficacy, such as providing training and development opportunities, encouraging teachers to participate in professional communities and cooperative learning, so as to enhance their confidence and ability.

A supportive working environment and organizational culture are helpful to improve teachers' self-efficacy and job satisfaction. Educational institutions should pay attention to establishing a positive and supportive working atmosphere and promoting interaction and cooperation among teachers.

The improvement of teachers' self-efficacy needs comprehensive support measures, including professional development, feedback and recognition, etc. Educational institutions should comprehensively consider these aspects to improve teachers' self-efficacy level.

Further research can explore other factors that may affect teachers' job satisfaction, and deeply study the relationship between teachers' self-efficacy and other educational results, so as to better understand and enhance teachers' work experience and satisfaction.

7. Conclusions

Based on the findings of the study, the researcher came up with the following conclusions:

There is a significant positive correlation between teachers' self-efficacy and teachers' job satisfaction.

Teachers with high scores of teachers' self-efficacy tend to show higher job satisfaction.

Teachers' self-efficacy plays a significant predictive role in explaining the variation of teachers' job satisfaction.

Other possible variables, such as length of service, educational background and teaching experience, may have an interaction with teachers' sense of self-efficacy.^[3]

Teachers with high self-efficacy are more likely to experience higher job satisfaction. Teachers' self-efficacy can predict teachers' job satisfaction, that is, the higher the level of self-efficacy, the higher the teachers' job satisfaction. This result emphasizes the importance of teachers' sense of self-efficacy, and teachers should make more efforts to cultivate and enhance their sense of self-efficacy. Educational institutions and administrators can also help teachers enhance their sense of self-efficacy by providing support, training and resources, so as to improve their job satisfaction.

In addition, further research can explore other factors that may affect teachers' job satisfaction, so as to fully understand and enhance teachers' work experience.^[4]

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