

A Comparative Study of Teacher's Efficacy and Relationship Satisfaction among Male and Female School Teacher's

Ms. Akshita Lamba¹, Dr. (Prof.) Roopali Sharma², Dr. Puja Khilwani³

Received: 26- June -2023

¹Student of Amity Institute of Psychology and Allied Sciences, Amity University, Uttar Pradesh

Revised: 23- July -2023

²Professor of Amity Institute of Psychology and Allied Sciences, Amity University, Uttar Pradesh

Accepted: 07- August -2023

³Clinical Analyst and Product Manager, Round Glass H2O Pvt. Ltd., Uttar Pradesh

Abstract

Teacher Efficacy is measured by how people assess their level of confidence, they have on their ability to guide students towards the path of success rather than just constantly focusing on their contemporary feelings. It is a way an individual assesses and build a path to help the student learn, build effective program for betterment of students and use innovative ideas to make them learn new things. Relationship satisfaction includes an individual's ability to enjoy life and form a balance between life activities, relationships with their spouse or partner & efforts to achieve psychological resilience whenever they are undergoing a tough time or times where they have a fight with their spouse/partner. The current study aimed at studying the teacher efficacy and relationship satisfaction in school teachers. Samples of 160 school teachers were taken from Delhi NCR. The study reported that the female school teachers have a better teacher efficacy and relationship satisfaction which indicates that if an individual have better teacher efficacy they would also have a better relationship satisfaction and they are more satisfied with their lives. These findings can be used in Indian context and thus vital steps can be taken to teach the people to make their lives better. They can be made more mindful of the consequences of the hard effect of relationship satisfaction and teacher efficacy.

Keywords: School teachers, Teacher Efficacy, Relationship Satisfaction.

1. Introduction

Schools are the primary and the most important medium of education. In a school setup there are not only the students, staff members, faculties and administrative staff. We talk a lot about the mental health of individuals in this sector of education but in this changing world of education we sometimes forget and do not understand that in this institution we need to focus not only on the well being of students but also on the well-being of teachers. Teacher's outcome has a direct impact on the student's higher achievements environment. Research suggests that teachers who are socially and emotionally competent can create classroom environments that encourage and develop positive student-teacher relationships, capitalize on students & strengths and abilities, promote motivation and cooperation, model age- appropriate regulation and conflict resolution strategies, and support positive communication (1). Higher academic and mental health outcomes for pupils are produced by instructors who are in good psychological health and who are more effective in the classroom. So, if we talk about the teacher's well being we will also emphasise a lot on the major attributes that has direct or indirect impact on the well-being of teachers among which relationship satisfaction and teacher's efficacy are few of them.

Teacher Efficacy is measured by how people assess their level of confidence, they have on their ability to guide students towards the path of success rather than just constantly focusing on their contemporary feelings. It is a method by which a person evaluates and creates a path to support the student's learning, creates an efficient programme for the improvement of pupils, and uses creative ideas to help them learn new things. But it can be only done when a teacher's has confidence on their self and the work they are doing. If a teacher does not have enough confident in themselves then the productivity will not be up to the mark for the students, they also need to be planned and organised about where it is going in the future. Researchers have also found differences between the effectiveness of male and female teachers. Relationship satisfaction includes a person's capacity to take pleasure in life, strike a balance between personal relationships with their spouse or partner and other people, and make an effort to develop psychological resilience whenever they are going through a difficult time or when they

are arguing with their spouse or partner. A person is more productive and focused on their personal and professional lives if they have a good relationship satisfaction, which increases their level of life happiness.

Loving relationships such as marriage are likely to provide the need for lifelong companionship, romance, support, sexual satisfaction, and commitment. Relationship satisfaction is considered by many to be the ultimate common path to relationship breakdown. When intimate relationships such as marriages fail, the costs can be very high; Suffering in marriages, separations, and divorces is linked to almost any physical or mental health problem you want to name. Not surprisingly, relationship satisfaction is the gold standard for evaluating interventions designed to reduce relationship stress (2).

Falk et al., 2019 used a socio-ecological substructure to define teacher's wellbeing as background across the individual, school, community, national and international stages. Well-being incorporates how teachers feel and function in their jobs; could have a direct impact from their relationship if an individual is stressed because of his/her relationship problems and does not know how to keep personal and professional life separate in that situation they will show a direct impact on their working area or on their capabilities and includes teachers' affections, attitudes, and evaluations of their work (3). Thus, sources used to encourage teacher well-being must be contextualized, preferably across a participatory process that states teachers at the centre.

2. Review of Literature

Sadeghi k, Ghaderi F and Abdullahpour F (2021) conducted a study on investigate relationship between Iranian English and non-English teacher's job satisfaction and their teaching effectiveness. The sample was collected on 175 subjects including English and non-English teachers The study found a link between teachers' job satisfaction and their ability to teach effectively.

Han J et.al., (2020) investigated faculty perceived stressors and their relationship with teacher's efficacy, engagement and teaching satisfaction in mainland China. The study was conducted on 2758 faculty members from public institution. According to the study, stress varies depending on the type of institution and the demographic group. Additionally, efficacy is a crucial element in understanding the diversity in teaching outcomes.

Anyamene A (2020) The goal of the study was to investigate the connection between married teachers in the state of Anambra's emotional intelligence and marital satisfaction. From a population of 6,987 married teachers, a sample size of 1,344 married instructors was selected. Findings of this study showed that there was significant low relationship existing among married teachers' emotional intelligence and their marital satisfaction. Additionally, it was advised that through regular seminars, married instructors should be inspired to adopt routines and mindsets that enhance marital fulfilment by the counsellors engaged in marriage therapy and counselling sessions.

Rajesh J and Suganthi L (2013) researchers in southern India looked at how satisfied instructors were with their managers' interpersonal communication abilities in connection to job satisfaction and burnout. 140 educators from southern Indian schools, colleges, and universities participated in the data collection. The study found a positive correlation between teachers' job satisfaction in terms of professional advancement and their supervisors' interpersonal communication abilities and a negative correlation between those two factors and burnout.

3. Methodology

The current study explores the relationship between the teacher's efficacy and relationship satisfaction among male and female school teacher. This study has two aims (1) describe the gender difference on teacher's efficacy among school teachers, and (2) describe the gender difference on relationship satisfaction among school teachers. We hypothesized that (1) male school teacher is more or less acquired teaching efficacy in comparison of female school teachers. (2) male school teacher is more or less pertaining relations satisfaction in comparison to female school teachers. (4) high level of teacher efficacy may significantly effect the relationship satisfaction among both gender of school teachers.

Sample of the Study

Total of 160 contributors completed the study (80 male teachers and 80 female teachers). Inclusive criteria for participants was selected on the bases of a age range 25-45 years for school teachers. School teachers were selected on a minimum qualification of B.Ed. All participants who were selected as a sample were fluent in English.

STATISTICAL ANALYSIS:

Descriptive analysis, correlation, and the t-test were the statistical approaches used, keeping in mind the study's goals and assumptions.

NAME OF THE TOOL:	DEVELOPER OF THE TOOL:	NUMBER OF ITEMS IN TOOL:	THE TOOL MEASURES:
Relationship assessment scale	Hendrick	7	Relationship satisfaction
Teacher Effectiveness Scale	Kumar and Mutha	69	Teacher Efficacy

4. Result and Discussion of the Study

Table: 1- Showing mean value and t-test on the bases of teacher efficacy and relationship satisfaction of both the genders in school teachers:

	Mean	SD	T value
Teacher efficacy			1.19*
Male	123.5	17.2	
Female	141.4	12.7	
Relationship satisfaction			0.081*
Male	29.4	2.62	
Female	30.53	3.04	

Table 2: Showing Correlation coefficient of teacher efficacy and relationship satisfaction in school teachers (all the values are positive):

Variables	Teacher Efficacy	Relationship Satisfaction
M	132	29.98
SD	17.5	2.8
r-value	0.15*	

The descriptive analysis of the mean scores for male and female school teachers is shown in Table 1. The results of the male school teachers (M=29.4, SD=2.62) are closely followed by those of the female school teachers (M=30.53, SD=3.04), indicating that the female school teachers had higher relationship satisfaction than the other group. the female teacher at the school. The results of Table 1 assessment of teacher efficacy show that female school teachers performed well (M=141.4, SD=12.7), indicating that the sample has higher teacher efficacy and is better able to deal with challenges. They also have strong relationship satisfaction, with a mean score of 30.53. The table shows the same range of values for both variables, from lowest to highest, and it tells us that female school teachers have a mean score of 30.53, followed by male school teachers with a mean score of 29.4, which is a slightly lower score than female school teachers. According to the results, the mean teacher efficacy for male school teachers was 123.5, which is in the lower range.

With a score of 29.4, it can be shown that male school teachers have low relationship satisfaction and low teacher efficacy.

When compared to school teachers of both genders, there is a substantial relationship between teacher efficacy, and the values found are significant at the.05 level. When compared with school teachers of both sexes, relationship satisfaction has a substantial correlation. At the.05 level, the value obtained using the t-test is significant.

Table 2 compares teachers at different levels of education, and the relationships that were found are of a significant character. On the basis of teacher efficacy and relationship satisfaction, a correlation study was conducted with school teachers. Positive values were present and were used. Value of the Pearson correlation between teachers' relationship satisfaction and their effectiveness the result was 0.15*, which strongly suggests a connection between relationship satisfaction and teacher efficacy. The favourable results of the correlation show a positive association between relationship satisfaction and teacher efficacy. suggests a moderate relationship between the two.

Summary & Conclusion

The current study demonstrates that when female school instructors were compared to male school teachers on these two variables—teacher efficacy and relationship satisfaction—they ranged in terms of the greatest teacher efficacy and were also high on relationship satisfaction. When compared to school instructors of both genders, there is a substantial relationship between teacher efficacy and relationship satisfaction.

Suggestions & Limitations For Future Studies

This study can be helpful when considering issues affecting school instructors, such as stress, improved ways to boost teacher effectiveness, etc. Low relationship satisfaction can lead to low relationship satisfaction can lead to low relationship satisfaction can lead to low teacher efficacy. It is possible to research the moderating effects of lifestyle, emotional competence, psychological well-being, motivation, aptitude, and support. The study can be conducted on a larger sample size and with a wider age range. For future studies, a wider range of variables can be used to conduct cross-sectional and cross-cultural investigations. Only working and teaching personnel are included in the study; it might be expanded to include other societal groups. For the research job, time was of the essence. Large sample sizes are recommended.

References

- [1] Jennings, P. A., & Greenberg, M. T. (2009). The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. *Review of Educational Research*, 79(1), 491–525. <https://doi.org/10.3102/0034654308325693>
- [2] Bell, C. A., Kamble, S. V., & Fincham, F. D. (2018). Forgiveness, attributions, and marital quality in U.S. and Indian marriages. *Journal of Couple & Relationship Therapy*, 17(4), 276–293. <https://doi.org/10.1080/15332691.2018.1433569>
- [3] Collie, R. J., & Martin, A. (2020, April 7). Teacher wellbeing during COVID-19. *Teacher Magazine*. Retrieved March 21, 2023, from https://www.teachermagazine.com/au_en/articles/teacher-wellbeing-during-covid-19
- [4] Han, J., Perron, B. E., Yin, H., & Liu, Y. (2020). Faculty stressors and their relations to teacher efficacy, engagement and teaching satisfaction. *Higher Education Research & Development*, 40(2), 247–262. <https://doi.org/10.1080/07294360.2020.1756747>
- [5] Sadeghi, K., Ghaderi, F., & Abdollahpour, Z. (2021). Self-reported teaching effectiveness and job satisfaction among teachers: The role of subject matter and other demographic variables. *Heliyon*, 7(6). <https://doi.org/10.1016/j.heliyon.2021.e07193>
- [6] Rajesh, J. I., & Suganthi, L. (2013). The satisfaction of teachers with their supervisors' interpersonal communication skills in relation to job burn-out and growth satisfaction in southern India. *Management in Education*, 27(4), 128–137. <https://doi.org/10.1177/0892020613498521>
- [7] Ada, A., & Etele, A. V. (2020). Relationship between emotional intelligence and marital satisfaction of male and female married teachers in Anambra State. *The European Journal of Educational Sciences*, 07(03). <https://doi.org/10.19044/ejes.v7no3a1>
- [8] Teacher wellbeing. INEE. (2022, May 24). Retrieved March 21, 2023, from <https://inee.org/collections/teacher-wellbeing>
- [9] Collie, R. J., Bostwick, K. C., & Martin, A. J. (2019). Perceived autonomy support, relatedness with students, and workplace outcomes: an investigation of differences by teacher gender. *Educational Psychology*, 1-20.

- [10] Collie, R. J., & Martin, A. J. (2016). Adaptability: An important capacity for effective teachers. *Educational Practice and Theory*, 38(1), 27-39.
- [11] Collie, R. J., & Martin, A. J. (2017). Teachers' sense of adaptability: Examining links with perceived autonomy support, teachers' psychological functioning, and students' numeracy achievement. *Learning and Individual Differences*, 55, 29-39.
- [12] Collie, R. J., Martin, A.J. & Granziera, H. (2018, May 8). Being able to adapt in the classroom improves teachers' well-being. *The Conversation*. <https://theconversation.com/being-able-to-adapt-in-the-classroom-improves-teachers-well-being-95788>
- [13] Collie, R. J., Shapka, J. D., Perry, N. E., & Martin, A. J. (2016). Teachers' psychological functioning in the workplace: Exploring the roles of contextual beliefs, need satisfaction, and personal characteristics. *Journal of Educational Psychology*, 108(6), 788–799.
- [14] Miller, K. (2020, March 18) Let's Aim for Physical Rather Than Social Distancing. *Psychology Today*. <https://www.psychologytoday.com/us/blog/the-refugee-experience/202003/lets-aim-physical-rather-social-distancing>
- [15] Slemp, G. R., Kern, M. L., Patrick, K. J., & Ryan, R. M. (2018). Leader autonomy support in the workplace: A meta-analytic review. *Motivation and emotion*, 42(5), 706-724.
- [16] Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination. Cognition and Personality*,9(3), 185-211.<https://doi.org/10.219>
- [17] Schutte, N. S., Malouff, J. M., & Bhullar, N. (2009). The assessing emotions scale. In J. D. A. Parker, D. H. Saklofske, & C. Stough(Eds.), *Assessing emotional intelligence*, 119-134. https://doi.org/10.1007/978-0-387-88370-0_7
- [18] Schutte, N. S., Malouff, J. M., Hall, L. E., Haggerty, D. J., Cooper, J. T., Golden, C. J., & Dornheim, L. (1998). Development and validation of a measure of emotional intelligence. *Personality and Individual Differences*,25(2), 167-177. [https://doi.org/10.1016/S0191-8869\(98\)00001-4](https://doi.org/10.1016/S0191-8869(98)00001-4)
- [19] Shapiro, S. L., Carlson, L. E., Astin, J. A., & Freedman, B. (2006). Mechanisms of mindfulness. *Journal of Clinical Psychology*,62(3),373-386. <https://doi.org/10.1002/jclp.20237>
- [20] Sisask, M., Varnik, P., Varnik, A., Apter, A., Balazs, J., Balint, M., ...Wasserman, D. (2014). Teacher satisfaction with school and psychological well-being affects their readiness to help children with mental health problems. *Health Education Journal*,73(4), 382-393. <https://doi.org/10.1177/0017896913485742>
- [21] Taylor, C., Harrison, J., Haimovitz, K., Oberle, E., Thomson, K., Schonert-Reichl, K., & Roeser, R. W. (2016). Examining ways that a mindfulness-based intervention reduces stress in public schoolteachers: A mixed-methods study. *Mindfulness*,7(1), 115-129. <https://doi.org/10.1007/s12671-015-0425-4>
- [22] Vazi, M. L. M., Ruiter, R. A. C., Van Den Borne, B., Martin, G., Dumont, K., & Reddy, P. S. (2013). The relationship between wellbeing indicators and teacher psychological stress in Eastern Cape public schools in South Africa. *SA Journal of Industrial Psychology*,39(1). <https://doi.org/10.4102/sajip.v39i1.1042>
- [23] Verma, N. (2020). Psychological wellbeing among secondary schoolteacher: role of mindfulness and burnout. *Bioscience Biotechnology Research Communications*,13(10), 13-18.
- [24] Psychological Well-Being of School Teachers262Voci, A., Veneziani, C. A., & Fuochi, G. (2018). Relating mindfulness, heartfulness, and psychological well-being: The role of self-compassion and gratitude. *Mindfulness*,10(2), 339-351. <https://doi.org/10.1007/S12671-018-0978-0>
- [25] Yahyazadeh-Jeloudar, S., & Lotfi-Goodarzi, F. (2012). Teachers' emotional intelligence and its relationship with job satisfaction. *Advances in Education*,1(1), 4-9.