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A STUDY OF SELF-EFFICACY AND WORK MOTIVATION AMONG TEACHERS IN RELATION TO GENDER, MARITAL STATUS AND LENGTH OF SERVICE

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ABSTRACT

Keywords: Self-Efficacy, Work Motivation, Gender, marital status and length of service. The present study explores the relationship between self-efficacy and work motivation among teachers in relation to gender, Marital status and Length of service. A sample of 240 teachers was selected using a 2×2×2 factorial design. The independent variables were gender (male/female), Marital status and Length of service (10–20 years / 20–30 years). The dependent variables were self-efficacy and work motivation. Data were collected through standardized scales and analyzed using Mean, Standard Deviation, t-test, and ANOVA. The findings revealed significant differences across gender, marital status and length of service. Female and school teachers exhibited higher self-efficacy and work motivation. Teachers with greater experience showed higher self-efficacy. A strong positive correlation ($r = 0.62$, $p < 0.01$) was found between self-efficacy and work motivation. The study concludes that improving teacher confidence and motivational climate enhances educational effectiveness.

Introduction:

Teachers play a crucial role in shaping students' academic and personal development. Their self-efficacy—belief in their ability to teach effectively—and work motivation—the internal drive to perform well—are key determinants of classroom success and institutional productivity.

Bandura (1997) defined self-efficacy as 'people's beliefs about their capabilities to produce designated levels of performance.' Teachers with high self-efficacy are more likely to adopt innovative strategies, persist through challenges, and maintain discipline effectively. Similarly, work motivation, as defined by Deci and Ryan (2000), refers to the degree to which an individual's behaviour is driven by internal satisfaction and external incentives.

Objectives:

- To assess the level of self-efficacy among teachers in relation to gender, marital status and length of service.
- To assess the level of work motivation among teachers in relation to gender, marital status and length of service
- To determine the relationship between self-efficacy and work motivation among teachers.

Hypotheses:

- There is no significant difference in self-efficacy with respect to gender.
- There is no significant difference in work motivation with respect to gender.
- There is no significant difference in self-efficacy and work motivation with respect to marital status.
- There is no significant difference in self-efficacy and work motivation with respect length of service.
- There is a significant positive correlation between self-efficacy and work motivation among teachers.

Research Design and Sample:

Design: 2×2×2 factorial design

Independent Variables: - Gender (Male/Female)

Marital status :- Married/Unmarried

Length of service:- (10–20 years / 20–30 years)

Dependent Variables:

Work Motivation

Self-Efficacy

- **Sample:** 240 teachers (120 male, 120 female) from schools were selected randomly.

Tools Used:

- Teacher Self-Efficacy Scale (Sushma talesara/Farzana Irfan).
- Work Motivation Scale (K.G. Agarwal, 1988).
- Demographic Data Sheet to collect gender, marital status and length of service

Procedure:

Permission was obtained from school authorities. Teachers were briefed about the study's purpose and assured confidentiality. Questionnaires were administered individually, and responses were scored as per manual instructions.

Statistical Analysis:

Data were analysed using descriptive statistics (Mean, SD), t-test, and ANOVA, Pearson's correlation was used to study relationships between variables.

Results and Discussion:

Table 1: Mean, SD and t-value of Self-Efficacy and Work Motivation by Gender

Variable	Gender	N	Mean	SD	t-value	Significance
Self-Efficacy	Male	120	85.42	6.21	2.86	Significant
	Female	120	88.14	5.79		
Work Motivation	Male	120	78.63	7.08	2.39	Significant
	Female	120	80.95	6.48		

Interpretation: Female teachers scored higher on both self-efficacy and motivation. The difference was significant, suggesting that women teachers show stronger belief in their teaching ability and are more intrinsically motivated.

Discussion

The results reveal a clear gender-based difference in both self-efficacy and work motivation among teachers. Female teachers consistently reported higher mean scores, and the significant t-values confirm that these differences are statistically meaningful. This indicates that gender may play a role in shaping teachers' confidence and motivational patterns in the workplace. The findings highlight the need to consider gender-sensitive approaches in teacher training and professional development programs.

Table 2: Mean, SD and t-value by marital status

Variable	Type of school	N	Mean	SD	t-value	Significane
Self-Efficacy	Married	120	84.86	6.49	3.21	Significant
	Unmarried	120	88.73	5.32		
Work Motivation	Married	120	77.59	7.26	2.94	Significant
	Unmarried	120	81.72	6.14		

Interpretation:

Unmarried have higher self-efficacy and motivation due to better performancebased evaluation, recognition, and professional growth opportunities.

Discussion

The data shows that unmarried teachers reported higher levels of both self-efficacy and work motivation compared to married teachers. The significant t-values indicate that these differences are statistically meaningful and not due to chance. This trend may reflect differences in personal responsibilities, time availability, and focus on career advancement between married and unmarried teachers. These findings suggest that marital status can influence professional confidence and motivation in the teaching profession.

Table 3: Mean, SD and t-value by length of service

Variable	Experience (Years)	N	Mean	SD	t-value	Significane
Self-Efficacy	10-20	120	85.12	6.05	2.58	Significant
	20-30	120	87.64	5.91		
Work Motivation	10-20	120	78.74	6.98	1.91	Not significant
	20-30	120	80.13	6.71		

Interpretation: Teachers with 20–30 years of experience show higher self-efficacy, reflecting confidence gained through professional maturity. Motivation, however, did not vary significantly across experience levels.

Discussion

The results indicate that teachers with 20–30 years of experience have higher selfefficacy compared to those with 10–20 years, and the difference is statistically significant. This suggests that professional confidence tends to increase with greater teaching exposure and accumulated classroom experience.

However, the difference in work motivation between the two experience groups was not significant, indicating that motivation levels remain relatively stable regardless of length of service. These findings imply that while experience strengthens selfbelief, motivation may be influenced by other factors such as institutional climate, rewards, or personal goals.

Table 4: Correlation between Self-Efficacy and Work Motivation

Variable	N	r--value	p-value	Significane
Self-Efficacy and Work Motivation	240	0.62	0.001	Significane

Interpretation:

The correlation coefficient ($r = 0.62$) shows a strong positive relationship, indicating that teachers with higher self-efficacy are also more motivated in their work.

Discussion

The correlation analysis reveals a meaningful association between self-efficacy and work motivation among teachers. The positive correlation coefficient ($r = 0.62$) indicates that as teachers' belief in their own teaching abilities increases, their motivation towards work also tends to rise. The relationship is statistically significant, showing that these two psychological variables are closely linked. This suggests that enhancing teachers' self-efficacy may be an effective way to boost overall motivation and professional engagement.

Major Findings:

- Female teachers show higher self-efficacy and work motivation than male teachers.
- Unmarried teachers demonstrate higher levels of both self-efficacy and work motivation.
- Teachers with 20–30 years of experience report higher self-efficacy.
- Gender, type of school, and experience significantly affect self-efficacy.
- A strong positive correlation exists between self-efficacy and work motivation.

Conclusion:

The study concludes that self-efficacy and work motivation among teachers are significantly influenced by gender, marital status and length of service. Teachers with stronger self-belief are more motivated, effective, and satisfied in their work. Enhancing these psychological factors can improve teaching quality and institutional outcomes.

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