

Occupational Efficacy of male and female Higher Secondary School Teachers in Division Kashmir- A Comparative Study

Aashiq Ahmad Thoker

Abstract: The present study was conducted to find and compare the occupational efficacy of male and female School teachers working in different higher secondary schools of Kashmir Division. 800 higher secondary School teachers were selected by using random sampling technique. Occupational efficacy Scale developed by SanjyotPethe, SushamaChaudhari and UpiderDhar was uses for data collection. The collected data was subjected to statistical treatment by using percentage, Mean, Standard Deviation, and 't' test. Results revealed that male and female School teachers differ significantly on various levels of occupational efficacy. High level of occupational efficacy was found among male school teachers as compared to female School teachers.

Key words: 1.Occupational Efficacy, 2.Secondary School Teachers

Introduction

The source of true and holistic education is the teacher. He is the backbone of the entire educational edifice. In our teaching process, teacher is the nuclear part of the total system. The worth and potentiality of any nation gets evaluated on the basis of teacher's performance and contribution. The teacher is an important constituent in any instructional process. In fact, the teacher is the top most academic and professional personnel in the educational pyramid under whose charge, the destiny of our children is placed. The teacher has a vital role to play to relate education to national development and social change (Shah, 1994). The teacher is said to be the torch bearer who guides, inspires and finally inculcates the values in our teeming millions in accordance with our cultural heritage and social objectives. The success of any educational system finally depends on the qualities of a teacher. In this context, teachers seem to have more responsibilities in moulding the character of students. It is rightly said, "if a teacher runs, students will walk; if a teacher walks, students will sit; and if a teacher sits, students will sleep" (Narian, S., 1999). The quality of teacher education is very important for bringing about its functional improvement. A teacher can perform his or her multifarious tasks and responsibilities only if he or she is updated professionally and personally. Gone are the times when teaching was considered as an art. Laying emphasis on teachers' qualities, Besides, National Policy on Education (1986) also envisaged that no system of education can rise above the level of its teachers; they are the heart and soul of any educational process. Teacher is a pivotal point, the heart of the matter. Education takes place through the interaction between the teacher and the taught. The teacher influences the personality of the child and instils in him a thoughtful awakening, a new life and belief. He is considered the most responsible and dignified member of the society, because his professional effort affects the whole nation. It has been agreed that the failure and the success of the nation depends upon the teacher, so teachers must possess strong sense of profession and true devotion towards teaching in a dignified way.

Occupational efficacy is defined as a set of personal belief. It is the capacity to perform of an appropriate and effective manner to attain certain goals in one's profession. Occupational self-efficacy is a source through which teachers utilize their professional work in bringing about positive changes in the behaviour of their learners. Occupational efficacy ensures that while choosing any occupation, it is mandatory that professional should derive pleasure from his profession, so that he contributes maximum towards his profession. It is occupational self-efficacy which helps in maintaining

psychological mechanism of an individual which fundamentally ensures his academic optimism for effective teaching learning process in education. An important factor, which can determine the professional effectiveness of teacher, is their occupational self- efficacy. It means teacher must have some sense of belief that can make difference in the lives of the children during learning process. Occupational efficacy leads a teacher to feel that his professional work brings positive changes among the learners. Teacher efficacy as a belief is expected to guide teachers in their behaviour decisions and which finally motivates them in teaching. Specifically, teacher self-efficacy affects his routine decisions related to teaching and willingness to invoke specific strategies and techniques. In educational context, teacher's self efficacy is teacher's personal (i.e., self-perceived) ability in successful manner to plan instruction and accomplish instructional objectives. In fact, high self-efficacy enables successful use of professional knowledge and skills, or conversely, low self-efficacy inhibits effective use of professional knowledge and skills. Teachers' self-efficacy improves the teaching effectiveness which is the product of interaction between certain teacher mechanisms and the teaching learning situations. Thus, teacher's efficacy is reported to be a strong self-regulatory characteristic which enables him to use his maximum potential in order to be effective in teaching learning process. Teacher self-efficacy is a construct that was developed within the context of Bandura's social cognitive theory. Bandura, A. (1993) defined self-efficacy as a belief about one's own capabilities to organize and execute a certain task. Bandura, (1997) observed that self-efficacy beliefs influence thought patterns and emotions, which in turn enable or inhibit actions. Ahmad, M. & Poodineh, T. (2012). report that the feeling of self- efficacy is based on a system of beliefs which holds an interaction with the environment and help the individual to cope and realize his skills effectively. If a teacher educator has high level of occupational self-efficacy i.e. beliefs in his capabilities, his effectiveness in the classroom situations will be helpful to produce good teachers. Occupational self-efficacy can be different, in various areas of life as it is task specific. The teacher with positive attitude, confidence, adaptability, ethics and belief can handle classroom challenges very effectively (Aikaterini, G., Dimitrios, B. & Athanasios, K. (2014). Quality of secondary education is poor in our country. Improvement in the quality of secondary education is of prime concern to all. Through the quality of the secondary education is poor due to many reasons as observed in the review of the related literature, but the current and general perception is that ethics dedication, commitment and occupational efficacy in teaching profession are decreasing day by day. Therefore, keeping this thing into consideration efforts have been made by the present researcher to study the research problem as:

Statement of the Problem

Occupational Efficacy of male and female Higher Secondary School Teachers in Division Kashmir- A Comparative Study

Objectives of the Study

The present study has been conducted with the following objectives:

- 1) To study and compare occupational efficacy of male and female higher secondary school teachers on following dimensions:
 - a) Confidence,
 - b) Command,
 - c) Adaptability,
 - d) Positive effectiveness,
 - e) Positive attitude and
 - f) Individuality

Hypothesis

Based upon the above mentioned objectives, the following hypotheses were formulated:

- 1) There is significant difference between occupational efficacy of male and female higher secondary school teachers on following dimensions
 - g) Confidence,
 - h) Command,
 - i) Adaptability,
 - j) Positive effectiveness,
 - k) Positive attitude and
 - l) Individuality.

Operational definitions:

Occupational self-efficacy: Self-efficacy in the present study refers the dominant set of scores obtained by the respondents on Occupational Efficacy Scale developed by the SanjyotPethe, SushamaChaudhari and UpiderDhar (2011).

Secondary School Teachers: Secondary school teachers in the present investigation refer to those teachers who are working at + 2 level in Higher Secondary schools either run by the Government or private trusts/ organizations.

Delimitations of the Study

Keeping in view the availability of time, budget schedule and limited resources, the present study has been delimited to:

- a) The female teachers working in Government and private higher secondary schools and
- b) Five districts of the valley viz. Srinagar, Anantnag, Shopian, Pulwama and Kulgam.

Methodology: Keeping in view the research evidences, objectives and hypotheses, the researcher found it suitable to go through descriptive survey method, through which data was collected.

Sample: The present investigation was carried out on a sample of 800 teachers working in Government and private Secondary Schools of Kashmir Valley. These teachers were drawn from five districts: Srinagar, Anantnag, Shopian, Pulwama and Kulgam. A random sampling technique was adopted to carry out the investigation. The age of the subjects was between 30 to 50 years.

Tools used: OccupationalSelf-efficacy scale developed by the SanjyotPethe, SushamaChaudhari and UpiderDhar (2011) was used for collection of data.

Statistical Techniques Employed: Information gathered was put to suitable statistical analysis by computing Percentage, Mean, S.D. and test of significance (t-test).

Analysis of data:

Table 1: Showing the Percent-wise Distribution of Male and Female School Teachers on Various Levels of Occupational Efficacy.

Levels of Occupational Self Efficacy	MST		FST	
	N	%age	N	%age
Strongly Disagree	70	17.5	74	18.5
Disagree	62	15.5	67	16.5
Neutral	40	10	39	9.75
Agree	115	28.75	111	27.75
Strongly Agree	113	28.25	109	27.25
Total	400	100	400	100

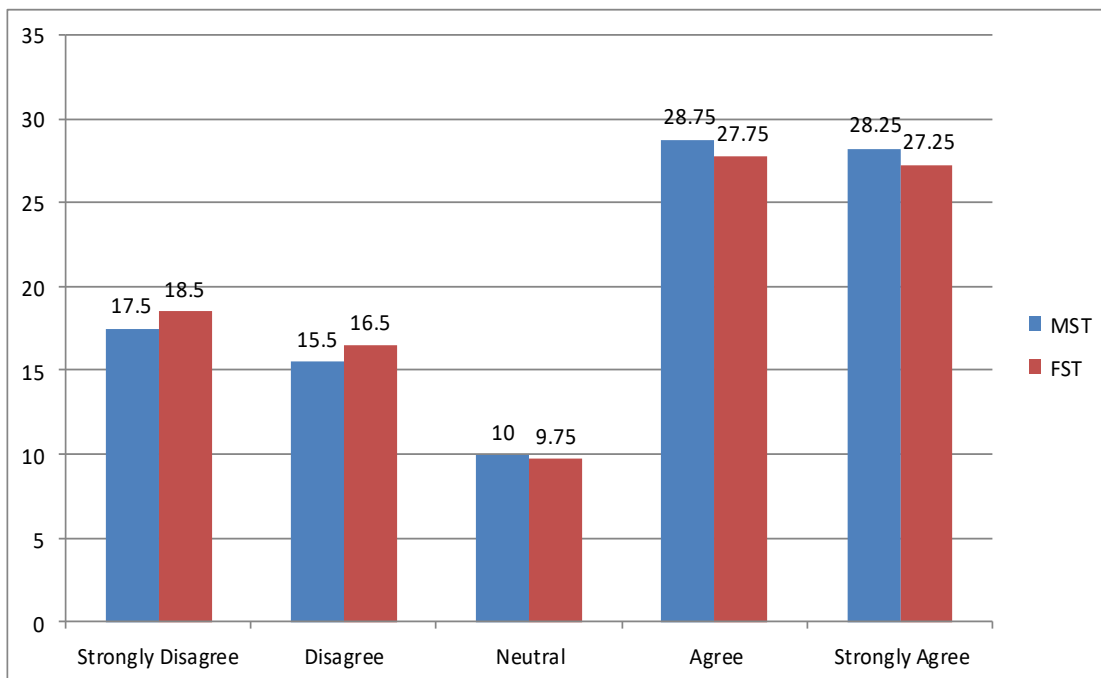


Fig. 1: Comparison of Male and Female School Teachers on Various levels of Occupational Efficacy.

Index: MST: Male School Teachers
FST: Female School Teachers

Table 2: Showing the Significance of Difference Between the Mean Scores of Male and Female School Teachers on Various Dimensions of Occupational Efficacy(N=400 each).

Dimensions of Occupational Self Efficacy	MST		FST		t-value
	Mean	S.D	Mean	S.D	
I Confidence	11.13	3.75	9.92	3.32	4.82**
II Command	10.12	2.95	9.00	3.06	5.24**
III Adaptability	12.03	1.46	10.93	2.35	7.94**
IV Personal effectiveness	12.38	2.68	10.69	3.66	7.44**
V Positive attitude	11.13	2.35	8.68	5.28	9.74**
VI Individuality	11.31	2.68	8.90	2.78	4.80**
VII Composite Score	61.34	11.78	55.23	13.91	6.70**

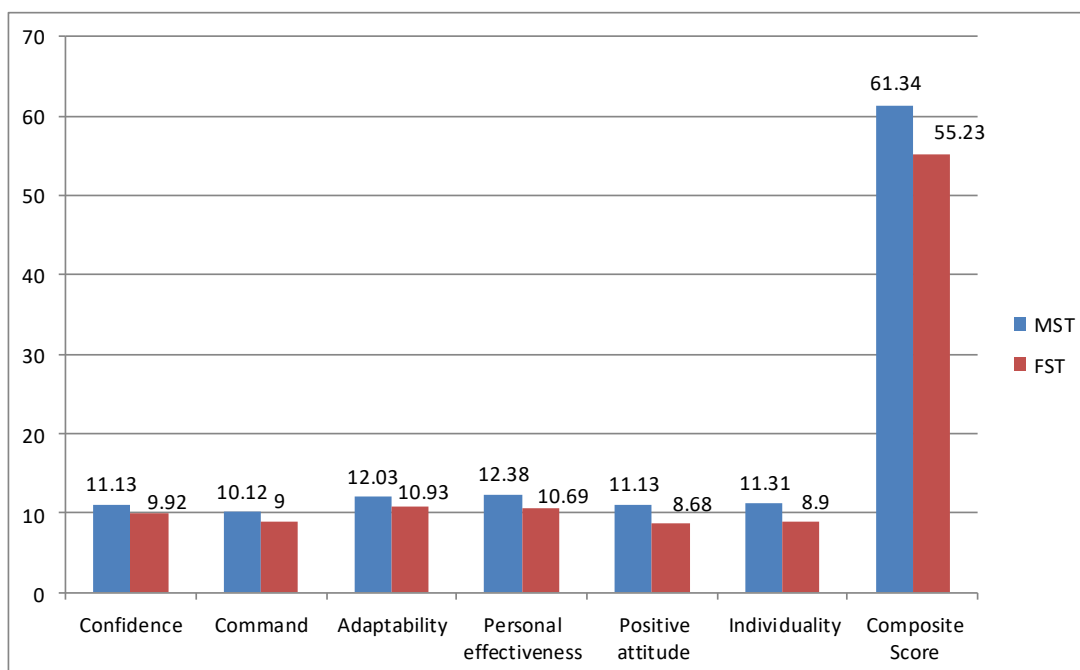


Fig. 2: Comparison of Male and Female Teachers on Various Dimensions of Occupational Efficacy.

*Index: MST: Male School Teachers
FST: Female School Teachers
** Significant at 0.01 level of confidence*

Interpretation of data

Table 1 (Fig. 1) gives us the information about percent- wise distribution of male and female higher secondary school teachers on various levels of occupational efficacy. The percentage of male higher secondary school teachers was observed to be as: 17.5% strongly in disagreement, 15.5% in disagreement towards their occupational efficacy. 10% male teachers were found neutral to in the expression of their ethics. However, 28.75% male teachers were found agreed and 28.25% were found strongly agreed towards their professional ethics. Coming to the percent wise distribution of female teachers, 18.5% were found strongly disagreed and 16.5% disagreed towards their professional ethics. 9.75% female teachers were found undecided to express their occupational self-efficacy. 27.75% rural teachers were found in agreement and 27.25% were found in strongly agreement towards their professional ethics. Further, it can be inferred that male teachers deal effectively with different situations and challenges of the profession as compared to female teachers. Thus, from the above mentioned results it has been observed that male teachers have better confidence, command, adaptability, personal effectiveness, positive attitude and individuality as compared to female teachers. Phobic tendencies, stress was not observed among male school teachers.

The perusal of **Table 2 (Fig. 2)** gives the information about the mean comparison of male and female teachers on various dimensions of occupational efficacy. In the first dimension i.e. **Confidence**, male and female school teachers were found to be different. The mean score in case of male teachers has been observed to be higher ($M=11.13$) as compared to female teachers ($M=9.92$). The obtained 't' value was found to be 4.82, which exceeds the table value at .01 level of confidence. On the basis of the results, it can be said that male group of teachers seem to be optimistic despite the experience of their negative or difficult situations. Their judgement regarding self-confidence has been reported to be supreme.

With regard to second dimension of occupational self-efficacy i.e. **Command**, the mean score of male teachers has been observed to be higher ($M=10.12$) than the mean score female teachers ($M=9.00$). The obtained 't' value was found significant at 0.01 level of confidence ($t = 5.24$). Therefore, from these results, it can be inferred that male teachers in comparison to female teachers may be better with regard to attitude of commanding nature and effective style of teaching. Further, male teachers were seen to deal effectively with different challenges of their occupation. The results reported on the third dimension of occupational self efficacy scale i.e. **Adaptability**, gives information about the mean comparison of male and female teachers. The mean score of male teachers ($M=12.03$) has been seen higher as compared to female teachers ($M=10.93$). The calculated 't' value came out to be 7.94 which is significant at 0.01 level of confidence. It can be inferred that male teachers evaluate their undesirable behavioural strategies and try to accommodate them for strengthening their future teaching. Male teachers were also seen to adopt professional challenges quickly and effectively. High level of self-worth was observed to go with male school teachers. While analysing the results of male and female teachers on fourth dimension (**Personal Effectiveness**) of occupational self-efficacy, the mean score of male teachers has been reported to be 12.38, whereas as mean score of female school teachers was reported to be 10.69. The mean difference favours the male group of teachers. The mean comparison led the investigator in the establishment of significant difference beyond .01 level ($t=10.09$). It can be inferred that personal effectiveness of male teachers may be higher than female teachers. The results further revealed that male teachers are inclined towards continuous improvement in their performance as compared to female teachers. While looking into the

mean comparison of male and female teachers on sixth dimension (*Positive Attitude*) of occupational self-efficacy, it has been observed that the mean score of male school teachers was 11.13 which seems to be higher than the mean score of female school teachers ($M=8.68$). The calculated 't' value was found to be 9.74 which is significant at 0.01 level of confidence. Therefore, it can be said that male teachers have a positive attitude towards their occupation as compared to female teachers. Further, from these results, it is reported that male teachers are able to resolve their conflicts on their own. They are also seen to deal different situations and challenges of their occupation effectively. While looking into the mean comparison of male and female teachers on sixth dimension (*Individuality*) of occupational self-efficacy seems high mean score in case of male school teachers was ($M=11.31$) as compared to mean score female school teachers ($M=8.90$). The calculated 't' value was reported to be significant at 0.01 level of confidence ($M=4.80$). Therefore, it can be said that teachers working in private schools have higher level of individuality as compared to Government teachers. The results also revealed male teachers as competent and confident. Their self-regulatory strategies were observed to be sound and optimistic. The male and female teachers were compared on the composite score of *Occupational Efficacy* scale, it has been observed that the mean score in case of male school teachers was 61.34 which reported to be higher than the mean score of female school teachers (55.23). The operational 't' value is reported to be 6.70 which is significant at .01 level of confidence. Therefore, it is revealed that private teachers have better confidence, command, adaptability, personal effectiveness, positive attitude and individuality as compared to Government teachers. Further, it can be said that gender has a role to play in the occupational efficacy of teachers. Besides, private school teachers are seen to satisfactory in their performance well. They were found to engage themselves in those tasks in which they are competent and confident. They were also observed with strong professional qualities like excellent appearance, sense of vocation and true devotion, sympathy and empathy, and enthusiasm towards teaching. Their self-regulatory strategies were observed to be sound and optimistic. These results may be attributed to this fact that in Indian culture male members are more encouraged, facilitated and cared right from the beginning. This may be the reason that male teachers have exhibited higher self-efficacy. In the light of the results reported above, the hypothesis No. 1 which reads as, "*There is significant difference between occupational efficacy of male and female higher secondary school teachers.*" stands retained. As it has been found that male and female are different as far as self-efficacy is concerned. The results are in line with a host of the researches in the field (Prem, 2015; Saraladevi, 2015; Arnab, 2014; Kamal, 2014; Butucha, 2013; Klassen & Chiu 2010; Mackay & Parkinson, 2010; Mohammed et al., 2014; Nanjala, 2012; Shaukat, 2012; Klassen and Chiu, 2010; Appadurai, Diez, Caprar & Barbaranel, 2002; Kling et al., 1999).

Prem (2015) found self-efficacy among B.Ed. male teachers trainees higher than female teachers trainees. Saraladevi, (2015) observed significant difference between the mean scores of male and female teachers on self efficacy. The mean difference has been seen favourably dominant in case of male teachers. Arnab (2014) confirmed self-efficacy and professional competency of teachers different on the basis of gender, strata, and academic experience. Better self-efficacy and professional competency has also been reported in case male teachers. The study also observed experienced teachers (above 5 years) with better self-efficacy and professional competency than low experienced teachers (below 5 years). The study has also shown a significant correlation between self-efficacy and professional competency among Madrasa teachers. Kamal, (2014) investigated effectiveness, general intelligence and creativity of secondary school teachers. The findings revealed male teachers of private secondary schools more creative than female teachers. Butucha (2013)

revealed significant gender differences on the variables of self-efficacy and classroom management. Males teachers were seen with higher self-efficacy than females. Significant influence of gender on teacher's self-efficacy has also been established. Similar results have been reported by other researchers in the field. (Mohammed et al., 2014; Butucha, 2013; Nanjala, 2012; Klassen and Chiu, 2011; Mackay and Parkinson, 2010; Sadia and Iqbal, 2012) found significant differences between male and female, B.Ed. and M.Ed, permanent and temporary teachers. Male teachers were found to be superior in level of self-efficacy. Appadurai (2010) reported female teachers with lower classroom management and self-efficacy than male teachers. Manju (2010) found that male and female teachers significantly different with regard to self-efficacy. Male perspective teachers were found significantly higher on the level of self-efficacy than their counterparts (female teachers). Diez (2002) also found significant difference between male and female teachers on various levels of self efficacy. Male teachers were found with high level of self-efficacy as compared to female teachers. Kling et al. (1999) have also found boys slightly higher on the level of self-esteem than girls.

Conclusions of the study

- I. Majority of the male school teachers were seen in agreement and least in nutal as far as their occupational efficacy is concerned. However, in case of female teachers, majority of the them were in agreement towards their occupational efficacy.
- II. Gender contributed a significant effect on the occupational efficacy of the teachers. Male teachers as compared to female teachers were seen to have high level of occupational self efficacy on all the dimensions viz. confidence, command, adaptability, personal effectiveness, positive attitude and individuality.

Educational implications

The study encourages towards the below mentioned implications:

- I. In order to enhance the level of occupational efficacy at secondary school level, conferences and seminars regarding women empowerment should be organised.
- II. Value and moral education should be imparted at secondary school level. So that importance of values is realised to a great extent.
- III. Preamble of the Indian Constitution should be given practical orientation at secondary school stage, so that education system may proceed forward on democratic lines of the nation.
- IV. Refresher and orientation courses should be organised at secondary school level especially for female teachers.

Suggestions for Further Research:

- I. A cross cultural study on occupational self-efficacy is recommended to be conducted on teachers at various levels like: primary, secondary, college and university.
- II. The present piece of research was confined on variable of occupational self-efficacy, in relation to gender of school. Therefore, similar investigations are recommended to be carried out on the variable of demographic profiles, socioeconomic status, length of service and marital status.
- III. It is recommended to undertake co-relational studies on the variables of professional ethics and occupational self-efficacy by involving teachers regulated by different autonomous organizations.
- IV. Studies are suggested to be conducted on job satisfaction of teachers at different levels in relation to their occupational efficacy.
- V. A study may be conducted to find out the perception of different stakeholders of education towards occupational efficacy of teachers.

Bibliography

- 1) **Anderson, J. C., & Gerbing, D. W. (1991).** Predicting the performance of measures in a confirmatory factor analysis with a pretest assessment of their substantive validity. *Journal of Applied Psychology*, 76, 732-740
- 2) **Ahmad, M. & Poodineh, T. (2012).** The Impact of Teacher Self-Efficacy on the Students' Motivation and Achievement. *Journal of Theory and Practice in Language Studies*. Vol. 2, No. 3. Pp. 83.
- 3) **Aikaterini, G., Dimitrios, B. & Athanasios, K. (2014).** Teachers Job Satisfaction and Self-Efficacy. *European Scientific Journal*. Vol. 10, No. 22. Pp. 16-19.
- 4) **Appadurai, R. & Saraladevi, K. (2015).** Teaching Aptitude and Teacher Attitude on Teacher Efficacy. *International Journal of Innovative Research in Science, Engineering and Technology*, Vol. 4. No. 10.
- 5) **Bandura, A. (1977).** Self Efficacy: Toward a Unifying Theory of Behavioural Change. *Psychological Review*, Vol. 11. No. 84. Pp. 17-25.
- 6) **Bandura, A. (1986).** Social Foundation of Thought and Action. *Social Theory*. Englewood Cliffs, N.J: Prentice Hall.
- 7) **Bandura, A. (1993).** Perceived Self Efficacy in Cognitive Development and Functioning, *Journal of Educational Psychology*, Vol. 28. No. 2. Pp. 117-148.
- 8) **Bandura, A. (1994).** Self-Efficacy. *Encyclopaedia of Human Behaviour*. New York. Vol. 4. Pp. 71-81.
- 9) **Eremie & Chikweru, (2015).** Self Esteem among Private and Public Secondary Schools Students in Rivers State: Implications for *Counselling*. *Arabian Journal of Business and Management Review*. Vol. 2. No. 3.
- 10) **Karen, H. and Lewandowski, L. (2005).** Relationship of teachers' self-efficacy and the impact of leadership and professional development. *Journal of Social Psychology*. Vol. 3 No. 6.
- 11) **Kaur, H. (1989).** A Study of Teacher Effectiveness of Physical Education Teachers in Relation to their Locus of Control, Intelligence, Psychological Adjustment and Self-Concept. (Unpublished Ph. D. Thesis), *Punjabi University, Patiala*.
- 12) **Khushwinder, K. & Pushpinder, K. (2014).** Self Efficacy among Secondary School Teachers Vis-À-Vis Their Schools Location and Teaching Experience. *Review of Research*. College of Education, Jalandhar. Department of Distance Education, Punjabi University, Patiala.
- 13) **Klassen, R. M. & Chiu, M. M. (2010).** Effects on Teachers Self-Efficacy and Job Satisfaction: Teacher Gender, Years of Experience and Job Stress. *Journal of Educational Psychology*. Vol. 102. No. 3. Pp. 741-756.
- 14) **Klassen, R. M., & Chui, M. M. (2010).** Effects on Teachers' Self-Efficacy and Job Satisfaction: Teacher Gender, Years of Experience, and Job Stress. *Journal of Educational Psychology*. Vol. 102 Vol. 3. Pp. 741-756.
- 15) **Mahyuddin, et al. (2006).** The Relationship between Students' Self Efficacy and Their English Language Achievement. *Malaysian Journal of Educators and Education*. Vol. 21. No. 2. Pp. 61-71.
- 16) **Malinen, O. & Savolainen, H. (2012).** Beijing In-Service Teachers Self-Efficacy and Attitudes towards Inclusive Education. *Teaching and Teacher Education*, Vol. 28. No. 4. Pp. 526-534
- 17) **Mojavezi, A. Marzieh, T. (2012).** The Impact of Teacher Self-efficacy on the Students' Motivation and Achievement. *Journal of Theory and Practice in Language Studies*. Vol. 2. No. 3. Pp. 1-4.
- 18) **Muhammed, A. & Aruna, P. K. (2014).** Effect of Teacher Efficacy on Professional Development of Higher Secondary School Teachers of Kerala. *Journal of Humanities and Social Science*. Vol. 19. No. 6. Pp. 37-41
- 19) **Nair, S. R. (1974).** Impact of Certain Sociological Factors on Teaching Ability in the Classroom. *Govt. Training College, Trichur (NCERT, Financial)*, India.

- 20) **National Policy on Educational (1986)**.(As Modified In 1992).HRD Ministry.Government of India.
- 21) **Neha, J. (2014)**.The Effect of Job Value on Occupational Self Efficacy of Secondary School Teachers.*Journal for Interdisplainairy Approach*, Vol. 2.No. 4.Pp. 332.
- 22) **Neha, J. (2014)**.The Effect of Job Value on Occupational Self Efficacy of Secondary School Teachers.*Journal for Interdisplainairy Approach*, Vol. 2.No. 4.Pp. 332.
- 23) **Noordin, N. & Abdullah, M., C. (2006)**.The Relationship between Students' Self Efficacy and their English Language Achievement.Faculty of Educational Studies, University Putra Malaysia 43400 UPM, Serdang, Selangor, Malaysia.
- 24) **Pinquart, M., Juang, L. &Silbereisen, R. (2003)**. Self-Efficacy and Successful School to Work Transition: A Longitudinal Study. *Journal of Vocational Behaviour*, Vol. 63.No. 5.Pp.329-346.
- 25) **Proloy, M. & Raman, A., R. (2014)**.Relationships between Occupational Self Efficacy, Human Resource Development Climate, and Work Engagement. *Team Performance Management: An International Journal*, Vol.5, No.5.
- 26) **Rahil, et al. (2006)**.The Relationship Between Students' Self Efficacy and Their English Language Achievement.*Faculty of Educational Studies*.University Putra Malaysia 43400 UPM, Serdang, Selangor, Malay.
- 27) **Rahil, et al. (2006)**.The Relationship between Students' Self-Efficacy and Their English Language Achievement.Faculty of Educational Studies, University Putra Malaysia 43400 UPM, Serdang, Selangor, Malaysia.
- 28) **Rahil, M., Habibah E., Loh, S. C. (2006)**. The Relationship Between Students' Self Efficacy and Their English Language Achievement. *Faculty of Educational Studies*, University Putra Malaysia.
- 29) **Rathi, N. &Rastogi, R. (2008)**.Effect of Emotional Intelligence on Occupational Self Efficacy, the ICFAL.*Journal of Organizational Behaviour*, Vol. 7.No. 2. Pp. 46-56.
- 30) **Robert M. K. (2011)**.The Occupational Commitment, Self-Efficacy, Job Stress and Intention to Quit of Practicing and Pre-Service Teachers.*Contemporary Educational Psychology*.Vol. 36. No.2. Pp. 114-129.
- 31) **Robert, M. (2010)**. Effects on Teachers Self-Efficacy and Job Satisfaction: Teacher Gender, Years of Experience, and Job Stress. *Journal of Educational Psychology*, American Psychological Association, Vol. 102.No. 3. Pp. 741–756.
- 32) **Rubaina, H. (2004)**.Teacher Stress, Job Performance and Self Efficacy of Women School Teachers.National Institute of Psy/ Quaid-i-Azam Univ., Islamabad.
- 33) **Rubina, H. (2004)**. Impact of Job Satisfaction on Professional Commitment in Higher Education.*Galaxy International Interdisciplinary Research Journal*.Vol. 2, No.2. Pp. 17-15.
- 34) **Rubina, Hanif (2003)**. Role of Self-Efficacy in Teacher Stress and Job Performance of Women School Teachers.*Journal of Applied Psychology*.National Institute of PsychologyCentre of ExcellenceQuaid-I-Azam University, Islamabad.
- 35) **Sanjyota, P., Sushama, C. Upinder, D. (2011)**. Occupational Self-Efficacy Scale: *National Psychological Corporation*.UG-1 Nirmal Heights, Agra Mathura Road, Agra – 282007-India.
- 36) **Schwarzer, et al. (2005)**.Dispositional Self-Efficacy as a Personal Resource Factor in Coping After Surgery.*Personality and Individual Differences*, No.39. Pp.807-818
- 37) **Shah, S. I. A. &Thoker, A.A. (2013)**. A Comparative Study of Government and Private Secondary School Teachers Towards their Teaching Profession. *Journal of Education and Practice*.Vol. 4. No.1, Pp. 118-121.
- 38) **Shahin, V. & Nasser F. (2011)**.The Relationship between Self-Efficacy and Stress among Iranian EFL Teachers.*Journal of Language Teaching and Research*.Vol. 2.No.5. Pp.
- 39) **Sharma, U., Loreman, T. &Forlin, C. (2011)**.Measuring Teacher Efficacy to Implement Inclusive Practices.*Journal of Research in Special Education Needs*.Vol. 5.No. 9.
- 40) **Shaukat, S. &Iqbal, H., M. (2012)**.Teacher Self-Efficacy as a Function of Student Engagement, Instructional Strategies and Classroom Management.*Pakistan Journal of Social and Clinical Psychology*.Vol. 10. No 2. Pp. 82-85.

- 41) **Sridhar, Y. N. & Razavi H. R. (2008).** Teachers Efficacy in Different Management Types of Secondary Schools. *Journal of All India Association for Educational Research*, Vol. 20.No. 1& 2. Pp. 76-78.
- 42) **Tschannen, M., M. & Hoy, W. K. (1998).**Teacher Efficacy: Its Meaning and Measure. *Review of Educational Research*. Vol. 68, No. 2. Pp. 202-248.
- 43) **Tuchmanand, I. (2011).** Influence of formal and informal formative pre-service experiences on teacher self-efficacy. *Journal .An International Journal of Experimental Educational Psychology*. Vol. 31. No. 4
- 44) **Usha, P. and Kumar. S. P. (2007).** Teacher Commitment and Teacher's Self-concept as Predictors of Job Satisfaction among the Secondary School Teachers of Karlia .*Edutracks*, Vol. 6. No. 1. Pp. 26-29.
- 45) **Williams, R. (2009).** Gaining A Degree: The Effect On Teacher Self Efficacy and Emotions, *Professional Development In Education*. Vol. 35.Vol. 4. Pp. 601-612.
- 46) **Winston, K. A. & Kwesi, N. W. (2013).** Teachers' Self-efficacy on School Improvement: A Comparative Analysis of Private and Public Junior High Schools in the Takoradi. *US-China Education ReviewB*. Vol. 3.No. 12. Pp. 903-913.
- 47) **Yasmin J., Rashmi C. & Mahima C. (2014).** *Relationship between Employees Self-Efficacy Belief and Role Stress*. (Unpublished Ph. D Thesis), Department of Business Management. University of Horticulture and Forestry Nauni, Solan, Himachal Pradesh, India.