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A study of occupational self-efficacy among physical education teachers

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Abstract

The main objective of the study was to find out the Occupational Self-efficacy among Physical Education Teachers. To achieve this objective Sanjyot Pethe, Sushma Chaudhari, and Upinder Dhar (2005) Occupational Self-efficacy scale was used. The sample consisted of 600 school teachers. The result revealed a significant difference in the mean score of Occupational Self-efficacy across type of school and no significant difference in the mean score of Occupational Self-efficacy across type of gender.

Keywords: Objective, self-efficacy, occupational self-efficacy

Introduction

Occupational self-efficacy, the belief in one's ability to successfully perform specific job tasks and responsibilities, holds significant relevance in the field of physical education teaching. As physical education teachers play a crucial role in promoting students' physical activity and overall well-being, it is essential for them to possess a strong sense of self-efficacy. A high level of occupational self-efficacy empowers teachers to effectively plan engaging lessons, provide appropriate feedback, and manage classroom dynamics with confidence.

Moreover, occupational self-efficacy positively influences teachers' motivation levels and commitment towards their profession. This subtopic explores the importance of understanding occupational self-efficacy among physical education teachers and its potential implications on their instructional practices and students' learning outcomes.

Occupational Self-efficacy

Occupational self-efficacy refers to an individual's belief in their ability to successfully perform specific tasks and meet the demands of their profession. Within the context of physical education, occupational self-efficacy pertains to the confidence that physical education teachers possess in their instructional abilities, classroom management skills, and overall effectiveness as educators. This subtopic aims to explore how occupational self-efficacy is defined and measured among physical education teachers.

Secular work is an important element in this era since rapid technology development is vast. Occupations are a basic need in a person's life. It is also a necessary element for an individual's development as well as for the increase in a nation's economy. Adults spend the majority of their time in activities related to work. Now a day's coping in the work scenario is not easy and simple, thus experts ought to pay close attention to employee's occupational problems as they can have an effect on the workers mental and physical health.

Occupational self-efficacy is the extent to which one judges oneself able to do the tasks inherent in a given career or vocational pursuit. Three decades have now passed since Bandura (1977) ^[1] first introduced the construct of self-efficacy. The concept of self-efficacy developed within the studies of human social cognition theories. Bandura's early research focused on the 'extraordinary symbolizing capacity of human beings. It is theorized that people draw on these symbolic capabilities to understand their environments by purposeful actions, cognitively solve problems, develop reflective thoughts and effectively communicate with others. By examining existing literature and research, this study seeks to identify key factors that contribute to occupational self-efficacy in this particular profession.

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Additionally, various instruments used for measuring occupational self-efficacy will be examined for their validity and reliability within the realm of physical education teaching.

Objective of the study

- 1) To find out the difference among physical education teachers on occupational self-efficacy across type of school and gender.

Hypotheses of the study

- 1) There would be no significant difference among physical education teachers on occupational self-efficacy across type of school and gender.

Delimitation of the study

- 1) Present study was delimited to 600 physical education teachers of Punjab.

Research Methodology & Design

The present study was conducted at different school. The present study was a descriptive survey type.

Target Population of the study

The Target population of the present study was physical education teachers. The physical education teachers belonging to the different school of Punjab.

Sample and sampling Techniques

Random sampling was employed to 600 physical education teachers. Total 600 teachers divided into type of school and gender.

Statistical Techniques Used

The following statistical

- 1) Descriptive statistics i.e., mean, standard deviation was used to describe the nature of sample. Further Median, mode, SD, and ‘t’ was calculated.

Summary of the study

Table 1: Difference in mean scores of physical education teachers on the variable of occupational self-efficacy across type of school

Variable	Group	N	Mean	S.D.	SEM	t-ratio
Occupational Self-efficacy	Government Physical Education Teachers	300	69.14	6.016	0.347	4.493**
	Private Physical Education Teachers	300	71.36	6.068	0.350	

**Significant at 0.01 level.

Table 1 reveals that the t-ratio for the difference in mean scores between government and private physical education teachers on occupational self-efficacy was found $t = 4.493$ which was significant at 0.01 level. This indicates that there was a significant difference between government and private physical education teachers on occupational self-

efficacy. The mean scores of governments and private physical education teachers on occupational self-efficacy were found 69.14 and 71.36 respectively. This indicates that private physical education teachers have significantly higher level of occupational self-efficacy as compared to government physical education teachers.

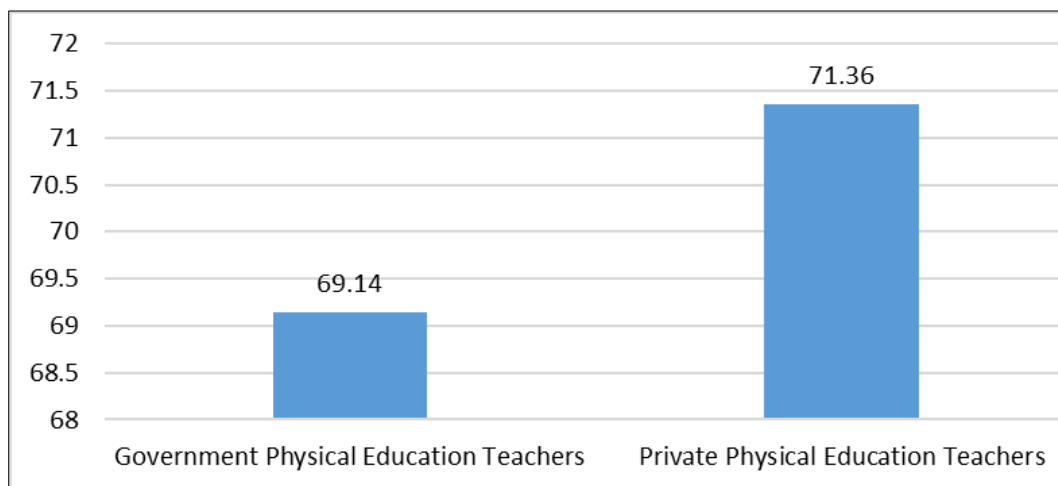


Fig 1: Difference in Mean Scores of Physical Education Teachers on the variable of Occupational Self-efficacy across Type of School

Table 2: Difference in mean scores of physical education teachers on the variable of occupational self-efficacy across gender

Variable	Group	N	Mean	S.D.	SEM	t-ratio
Occupational Self-efficacy	Male Physical Education Teachers	300	69.90	6.26	0.362	1.378
	Female Physical Education Teachers	300	70.59	5.99	0.346	

Table 2 reveals that the t-ratio for the difference in mean scores between male and female physical education teachers on occupational self-efficacy was found $t = 1.378$ which was not significant. This indicates that there was no significant difference between male and female physical education

teachers on occupational self-efficacy. The mean scores of male and female physical education teachers on occupational self-efficacy were found 69.90 and 70.59 respectively.

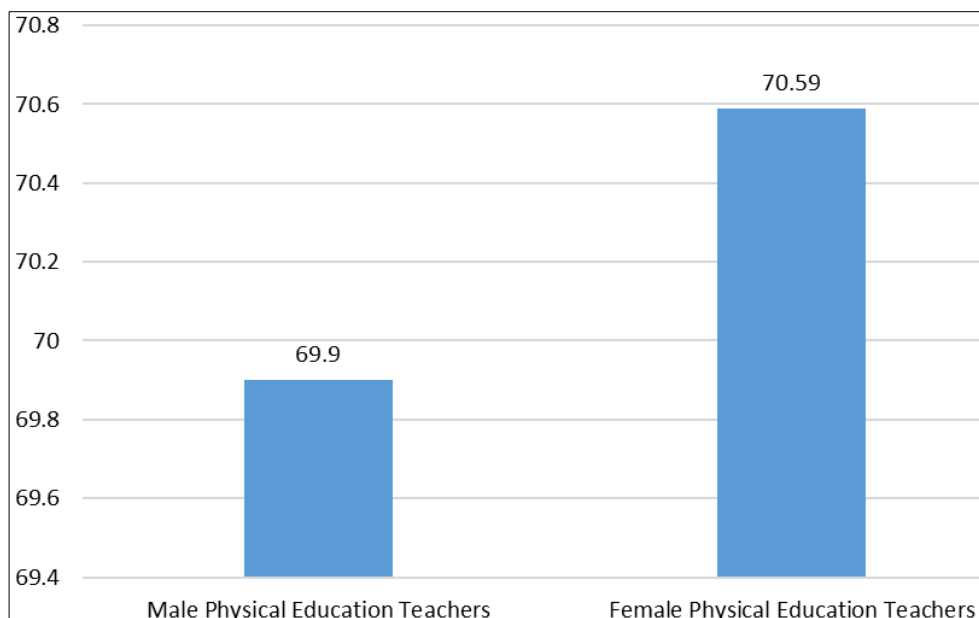


Fig 2: Difference in mean scores of physical education teachers on the variable of occupational self-efficacy across gender

Result of the study

Findings with regard to the variable occupational self-efficacy among government, private (type of school), male and female (Gender)

Table 1 depict a significant difference between government and private physical education teachers on occupational self-efficacy. Private physical education teachers have significantly higher level of occupational self-efficacy as compared to government physical education teachers. Further Table 2 There is no significant difference between male and female physical education teachers on occupational self-efficacy.

Conclusion

There was a significant difference between government and private physical education teachers on occupational self-efficacy whereas no such difference was found across gender.

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