

# THE RELATIONSHIP BETWEEN SELF-EFFICACY AND WORK ENGAGEMENT AMONG TEACHERS

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## ABSTRACT

Work engagement entails positive outcomes to the employees' personal development in the organization. This study intends to assess the relationship of self-efficacy and work engagement of teaching personnel, recognizing their significant role in educational institutions. The sample consisted of 375 teachers around the National Capital Region and data were collected through an online survey questionnaire. General Self-efficacy Scale and Utrecht Work Engagement Scale were utilized as the measuring instruments for the study. The relationship between self-efficacy and work engagement were analyzed using correlational analysis and results of the study indicated that there is a positive significant relationship between self-efficacy and work engagement among teachers. The researchers recommend similar studies in various fields of work to further the study on self-efficacy and work engagement.

**Keywords:** Self-efficacy, Work engagement, Teaching personnel

## INTRODUCTION

In the field of industrial and organizational psychology, only few studies pertaining to the relationship of self-efficacy and work engagement among several types of employees were studied, such as certified public accountants, bank tellers, call center agents and other employees who are non-teaching. This research aims to examine the relationship of self-efficacy and job participation in teaching staff with its limitations. This research solely focuses on teaching personnel, as teachers are key players in educational institutions, ensuring the fulfillment of the goals and priorities of the organization and encouraging students to succeed in their professions.

### Self-Efficacy

The first concept of self-efficacy was proposed by Albert Bandura in 1997. According to his socio-cognitive theory, it is an individual's belief concerning his or her capabilities and potential to accomplish a certain task or face environmental challenges. Self-efficacy beliefs provide a person with security and pride (Flammer, 2001). According to Niu (2010) self-efficacy is defined as one's evaluation of his or her own capabilities to organize and perform courses of action needed to achieve designated types of performance.

In the workplace, self-efficacy can be explained as an individual's self-assessment of his or her own ability to meet the demands of working conditions with resources provided to the individual (Bandura, 1997). A study conducted by Loeb (2016) restated that beliefs of efficacy affects the employee's chosen actions to pursue the goals they have set for themselves, their commitment, and the extent of effort they

instill in their tasks, the results they expect to produce and their resilience. Lent et. al (2011) states that individuals are likely to be satisfied generally with their jobs when they feel that they are capable to execute their work tasks or achieve their goals. Self-efficacy can be described as an employee's sense of capability that affects the performance, motivation (Bandura, 1997), amount of effort and perseverance upon learning difficult tasks (Lunenburg, 2011).

## Work Engagement

Work engagement was first conceptualized by Kahn (1990), an ethnographic researcher, by describing that employees that are engaged place a plenty amount of effort in their job because they identify with it or they carry their personal selves on the job. Work engagement is having a work-related state of mind that is fulfilling and positive, it is categorized by absorption, vigor, and dedication (Schaufeli et al., 2002). Absorption refers to being entirely concentrated and joyously occupied in terms of their activities in their work, in which time passes by and the individual is unable to detach self from its work. Vigor refers to the energy level of the worker that is full and the resiliency in terms of working. The determination to provide effort in the job and perseverance even when there are complications and difficulties. Then, dedication refers to being firmly involved in the work, in which the individual is inspired, with the feelings of excitement and significance, with a sense of pride in the work (Bakker & Schaufeli, 2015).

Engagement is presumed to make outcomes that are positive in terms of the individual personal development as well as in the organizational level in terms of the quality of performance. Research indicates that the more employees become engaged, the more they have the fulfillment and find the job meaningful, that will be in turn, employees will be having more concentration and dedication in terms of their work (Menguc et al., 2012) that leads to a better performance in the job (Park & Gursoy, 2012). Workers that are engaged are also the ones who are expected mostly to be involved in job crafting since they have the tendency to alter the content of their work to stay engaged (Bakker, 2011).

There are reasons for why workers that are engaged perform better than workers that are not engaged. First, employees that are engaged are more frequent in experiencing positive emotions such as enthusiasm and happiness. Second, workers that are engaged often experience greater health, which signifies that they can

dedicate the energy they have to work and pay particular attention to it. Third, workers that are engaged make their own work and own resources to stay engaged. Lastly, workers that are engaged tend to transmit the engagement they have to others and may indirectly enhance the organization performance (Bakker, 2011).



Figure 1. Conceptual Framework

(Roth, Assor, Kanatmaymon, & Kaplan, 2007). Based on research in call center agents, there is a statistically significant relationship between work engagement and self-efficacy (Davids, 2011) as well as in certified public accountants (Yakin & Erdil, 2012). This study hypothesized that there is a significant positive relationship between self-efficacy and work engagement among teachers wherein teachers who have a high self-efficacy are more likely to be engaged in their work.

## METHOD

### Design

The research study applied a quantitative approach and a correlational design that studied the relationship between self-efficacy and work engagement among teachers. There are two variables in the study: self-efficacy as the independent variable; and work engagement as the dependent variable. Pearson r correlation was utilized as the data are interval. The measures of central tendency were computed, and the researchers utilized a simple random sampling technique in the selection of the participants.

### Participants

Participants of the study included 375 teachers in the National Capital Region. It consisted of 312 females (83.2%) and 63 males (16.8%). The age ranged from 20-59 ( $M_{age} = 39$ ) with the highest number of participants from 30-39 years old. Participants were obtained using an online survey questionnaire where it specified that the research study is voluntary and that if they agree to participate, the answers are kept with confidentiality.

## Instruments

General Self-efficacy Scale (GSS; Schwarzer & Jerusalem's, 1995) was utilized to measure the perceived self-efficacy of teachers ( $M = 3.28$ ,  $SD = 0.61$ ). The scale is composed of 10 items and the participants were asked to respond to items based on how they perceived themselves on the phrases stated. The scale ranges from 1 (Not at all true) to 4 (Exactly true). The scoring of the scale is made by adding the responses in all the 10 items that yield a total score range of 10 to 40. The higher the score, the more the respondent indicates a high self-efficacy. Cronbach's alpha ranged from .76 to .90 and it is found to be correlated to optimism, emotion, and job satisfaction.

Utrecht Work Engagement Scale (UWES; Schaufeli & Bakker's, 2003) was utilized to measure the engagement of teachers in their work ( $M = 4.87$ ,  $SD = 1.00$ ). It is composed of 17 items and the participants responded on a 7-point scale ranging from 0 (never) to 6 (always). The scale has three subscales: the vigor and absorption consist of six items while dedication consists of five items. The scores in vigor indicate the energy of the worker in terms of working ( $M = 4.74$ ,  $SD = .96$ ), the higher the score the higher the energy, same with dedication that indicate the worker's identification of its job and find it meaningful ( $M = 5.24$ ,  $SD = .85$ ) and the absorption that refers to being immersed in the job and difficulty detaching from it ( $M = 4.70$ ,  $SD = 1.06$ ). Cronbach's alpha ranged from .80 to .90 and the three scales are found to be highly correlated. Several validity studies are also made and is found that work engagement have relationship with workaholism and burnout (Schaufeli et al., 2003).

## Procedure

The research was carried out using two adapted sets of survey questionnaires to obtain the required data. Due to the Enhanced Community Quarantine stated under the Republic Act. 11469, researchers opted to administer the questionnaire online. Researchers asked for the participation of teachers from different schools around the National Capital Region in Luzon, having them fill-out a consent form prior to participation in the survey. Online forms were used as a platform for survey questionnaires and no time limit was given to allow the participants to answer the questions properly. After gathering the data, researchers tallied the scores and proceeded to data analysis.

## RESULTS

The analysis focuses on the teachers' self-efficacy and work engagement in their job. Statistical analysis was made, and data was analyzed by obtaining the measures of central tendency and utilizing a bivariate correlational analysis between the variables. A total of 375 teachers from the National Capital Region participated in the study.

**Table 1. Means and Standard deviation of Self-efficacy and Work Engagement**

Variables	N	Mean	SD
Self-efficacy	375	3.28	.61
Work engagement	375	4.87	1.00

Table 1 shows the overall mean value and dispersion of self-efficacy and work engagement among teachers in the National Capital Region with a total sample of 375. Self-efficacy ( $M = 3.28$ ,  $SD = .61$ ) and work engagement ( $M = 4.87$ ,  $SD = 1.00$ ).

**Table 2. Means and Standard deviation in the Work Engagement subscales**

Variables	N	Mean	SD
Vigor	375	4.74	.96
Dedication	375	5.24	.85
Absorption	375	4.70	1.06

Table 2 shows the measures of central tendency and distribution among the three subscales of work engagement. The first dimension of work engagement is vigor ( $M = 4.74$ ,  $SD = .96$ ), second is the dedication ( $M = 5.24$ ,  $SD = .85$ ), and absorption ( $M = 4.70$ ,  $SD = 1.06$ ).

**Table 3. Correlation between Self-efficacy and Work Engagement**

	Self-efficacy	Work engagement
Self-efficacy	1	
Work engagement	0.505***	1

\*\*\*  $p < .001$

Pearson r correlation results indicated that there was a moderate positive significant correlation between the scores of self-efficacy and work engagement among teachers in the National Capital Region, ( $r = .50$ ,  $p < .001$ ). A p-value of ( $p < .001$ ) indicate that there is a highly significant association between self-efficacy and work engagement.

**Table 4. Correlation between Self-efficacy and Work Engagement subscales**

Self-efficacy	
Vigor	.500***
Dedication	.456***
Absorption	.429***

\*\*\*  $p < .001$

Table 4 shows that Pearson r correlation results between self-efficacy and the three subscales of work engagement indicates that the vigor domain mostly correlates with self-efficacy ( $r = .50$ ,  $p < .001$ ).

## DISCUSSION

In this research study, the relationship between self-efficacy and work engagement have been analyzed through correlational analysis. The study has been conducted to the teachers in the National Capital Region through answering survey questionnaires online. The results of the study indicated that there is a positive significant relationship between self-efficacy and work engagement.

There is a continuity in the previous analysis of literature in line with the hypothesis. Based on the results of their research, Yakin & Erdil (2012) has a substantial correlation between self-efficacy and work commitment in the job satisfaction of certified public accountants. In addition, another finding in the variables hypothesized in the study indicated that there is a significant relationship between self-efficacy, work engagement and optimism among call center agents (Davids, 2011). Given the different nature of their work, as call center agents are focused on customer service and public accountants are on financial information. Teachers are providing the knowledge to students and their attitudes and motivation in teaching are being transferred to the students (Roth et al., 2007).

The findings of this research study suggest that the individual's belief concerning their capabilities and potential to accomplish a certain task have an influence on their engagement in their work. Moreover, the generalizability of the results is limited to teachers, however, the response gathered from the population could also indicate that the results do not fully represent the whole teaching personnel around the National Capital Region but only a representation of it.

## CONCLUSION

The research study intends to assess the relationship of self-efficacy and work engagement on teaching personnel. The findings have shown a significant relationship between self-efficacy and work engagement. Engagement is presumed to make outcomes such as individual personal development that leads to a better performance in the job. This study could help individuals to take into consideration how their belief of ability to do certain tasks would be associated with their engagement in their work.

This study recognized that improving the employees' self-efficacy beliefs will increase teachers' engagement in work and positively impact job performance. Furthermore, building personal resources of teachers such as efficacy beliefs will make them increase their resiliency in terms of working; that is, as long as the teachers believe in their capabilities to do something, confidence will build up and engagement towards work will be manifested. Such manifestation will solidify in desired increased efforts in teaching, increasing students' engagement in the teaching-learning activities. Further studies into different fields in other work settings are highly encouraged to determine the relationship of self-efficacy and work engagement.

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