

A Comparative Study of Self-Efficacy, Work Motivation and Organizational Commitment among Teachers

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Abstract

The present study was undertaken in order to investigate and compare if there was any significant difference between government and private school teachers with respect to work motivation, teachers' self-efficacy and organizational commitment. To achieve this objective, data was gathered from 100 respondents which comprised of 50 government school teachers and 50 private school teachers through purposive and snowball sampling methods. Tools such as Work Motivation Questionnaire (WMQ), Organizational Commitment Scale (OCS) and Teachers' sense of self-efficacy scale were used. Data was analyzed using statistical tools such as t-test and Mann-Whitney U test through Statistical Package for Social Sciences (SPSS). Results revealed that private school teachers had a higher extent of work motivation, teachers' self-efficacy and organizational commitment when compared to government schoolteachers.

Key words: Work motivation, organizational commitment, teachers' self-efficacy, schoolteachers.

Introduction

Education Scenario in India

In India, private schools are developing rapidly. Government schools provide free education up to the age of fourteen, people still choose private school over a government school. Though the government has taken up many educational programs, yet the results remain the same. The Right to Education Act of 2009 sets up a unique public-private partnership in education to cater the needs of the weaker section of the society, by providing them with education and directed that 25% of private school seats should be reserved for the economically weaker section and disadvantaged groups of the society. Yet, the number of private schools and the number of students in private schools are increasing day by day (Kingdon, 2017).

Work Motivation

Motivation is a basic mental process. It is a hypothetical construct that is used to help explain some kind of act, although it cannot be equated to the act itself. In simple words, motivate means something that encourages a person to act in a certain manner or cause a kind of behavior. In the contemporary world, employers are taking interest in finding what motivates their employees and engaging in such behavior to keep their employees motivated.

Motivation can be defined as the force which drives an individual to instigate and sustain behavior. Alternatively, it can be defined as an inner strength that maintains certain action or performance to fulfill one's basic needs, wants, goals, etc. An encouraged employee puts his maximum effort to gain successful results and exceed in his performance. His behavior is directed towards a target. Ways to label these acts arriving from two sources are the intrinsic driving force and extrinsic driving force

Work motivation theories. These try to answer the question of what stimulates the workers at the workplace. The earliest studies on identification of the wants of an individual. As earlier, workers were required to set a goal focussed act to gratify their wants. Hence, researchers came up with theories to identify

with what are the wants of the individuals. They are mentioned below:

Maslow's hierarchy of needs theory. Abraham Maslow put forward a theory, based on the notion that a person's needs are arranged in hierarchical order. He believed that unless a person satisfies his lower level needs, he cannot move to a higher order need. And once his given level needs are met, it no longer serves the purpose of motivating a person. The next higher level need should be activated to motivate an individual. Maslow identified five levels in his need hierarchy.

Herzberg's two – factor theory of motivation. This theory was based on Maslow's concept; it was developed in 1959 after conducting a wide research study on about 200 accountants and engineers. The subjects were asked to describe the things that lead to feelings of excellent and terrible thing about their work. Based on this, he concluded that job satisfiers are related to job content which was labeled as motivators, whereas job dissatisfiers are related to job context which was labeled as hygiene factors.

Acquired-needs theory. This theory was given by David McClelland. He identified three factors that can motivate employees at the workplace. They are:

Achievement Need. A person with a high need for achievement is very keen in taking up responsibilities and he is very focused towards achieving their target, goals or objectives.

Affiliation Need. A person with a high need for affiliation is looking for a good interpersonal relationship. He maintains good rapport and socializes with everyone. He is more people oriented than task oriented.

Power Need. A person with a high need for power wants to be at the supervisory or managerial position. So that he can give orders, leads the employees and control the behavior of other people.

Vroom's expectancy theory of motivation. This theory was given by Victor Vroom. This theory explains motivation as a product of three main factors, they are: Valence – How much one wants a reward, Expectancy – It is estimated that one's effort will lead to successful performance and Instrumentality - Probability that one's performance will fetch the reward to oneself. This relationship between the three factors is expressed in the form of a formula: $\text{Motivation} = \text{Valence} \times \text{Expectancy} \times \text{Instrumentality}$. (Vroom, 1964)

Organizational Commitment (OC)

In the contemporary world, the concept of commitment is increasingly gathering support. On one hand work contentment just speaks about employee's attitude towards one's work but on the other side, commitment is directed to the company.

As an attitude, organizational commitment is most often defined as “1) a strong desire to remain a member of a particular organization; 2) a willingness to exert high levels of effort on behalf of the organization; and 3) a definite belief in, and acceptance of, the values and goals of the organization” (Mowday, Porter, & Steers, 1982).

There are a number of personal factors that determine organizational commitment attitude of the employees like age, tenure in the organization, career adaptability, and dispositions such as positive or negative affectivity or internal or external control attributions. Some of the organizational factors are job design values, mentor support, procedural fairness, and the leadership style of one's supervisor. Even non-organizational factors, such as the availability of alternatives after making the initial choice to join an organization, will affect subsequent commitment. (Organizational Commitment: Analysis of Antecedents, 1987).

Need for the study. Education is the fundamental right for everyone; it is the key to the future of any country. Today, education is largely paid for and administered by government bodies. Though the education sector in India runs through a public and private partnership, there is an upward trend for the latter and downward trend in former; there is a great increase in the number of private institutes in India. Each financial year, the government invests a lot in the education sector. But it is not reaching to the right population. There are various reasons why people choose private schools over government schools, like lack of infrastructure, the location of the school, the absence of teachers, etc.

Teachers as a workforce play an imperative character in shaping an institute. This is the major reason for choosing school teachers as the population of the present study. Hence, comparing the level of organizational commitment, work motivation, and teachers' self-efficacy among government and private school teachers would give an idea of what type of organization is performing better and how to improve the loopholes if any.

Review of Literature

The aim of the present research study is to compare government and private school teachers on teachers' self-efficacy, work motivation, and organizational commitment.

Teachers' Self-Efficacy

Teacher self-efficacy is a teacher's readiness to take accountability for student successes and failures. In general, teacher efficacy is a teacher's belief that he or she can influence how well students learn; even those students considered to be difficult or appear to lack motivation.

Zee and Koomen (2016) in their study assimilated 40 years of research on teacher self-efficacy (TSE) to discover the results of Teachers' self-efficacy (TSE) on teachers' psychological well being, the quality of classroom processes and students' academic adjustment. Using a criteria-based review approach, they reviewed 165 articles and analyzed. The study suggested that there is an affirmative link of TSE with students' school adjustment, classroom practices and teaching behavior, and factors that affect their psychological well being, which includes job satisfaction, personal accomplishment, and Commitment. Negative links were discovered between TSE and factors of burnout.

According to a comparative study done by Zamir and Nazir (2015) public and private school were compared on teachers' self-efficacy, results indicated that private school teachers have greater self-efficacy than public school teachers.

Guo et al. (2012) in a survey found that the degree to which teachers trust their competence, they can make a difference in their students' accomplishment. They studied the effect of TSE, their education and years of experience on fifth-grade students' academic outcomes. Applying the structural equation modeling, the results showed that teacher with higher self-efficacy provided an optimistic class environment and gave the pupils additional support than teachers with lower self worth; additionally, their pupils had better intellectual skills.

Cherian and Jacob (2013) tried to assess the impact of self-efficacy on people's performance in the workplace and the mechanisms by which self-efficacy of individuals determines their performance and motivation. Consequently, it is necessary to find out the application of the research on improving the efficacy of the workers in turn to improve the work and encourage them.

According to Zeb and Nawaz (2016), who identified that sense of self and commitment are co-dependent and confirm the important function of self-worth in encouraging the worker. Field data were collected from Gomal and Kurtuba universities of Derra Ismail Khan, Pakistan. These results confirm the job of self-efficacy in changing the degree of commitment in teachers.

The studies mentioned above indicate that teacher efficacy is indispensable for learners' results. Nevertheless, the key job of the educators at the school level is prominent. The influence of school educator is a lifetime, thus they may play a vital role in the improvement of schools.

Work Motivation

Work Motivation has a direct impact on the productivity of an organization and it influences the quantity and quality of an individual and organization. It is a basic psychological process and it is strength from within the person, which affects course, force, and persistence of voluntary behavior. A great deal of attention has recently been placed on worker engagement, participation, and related conceptions such as incentive, commitment and satisfaction.

Naheed and Iqbal (2016) uncovered the relationship between motivation and self-efficacy on the job satisfaction of the teachers. Thus the results of

study discovered that motivation is insignificant with job satisfaction as a result of in D.G. Khan faculties, varied factors found that reduced motivation level i.e. job timings, category work, compensation packages, additional

edges, staff politics and lack of promotional schemes. Furthermore, self-efficacy was found important factor for job satisfaction, as teachers were willing to perform better for their institute and for them, additionally to survive within the economic adjusted society.

Ahluwalia and Preet (2017) studied work motivation, organizational commitment and locus of control through the factor of work experience amongst university teachers. It was established that, higher the work experience, the internal motivation also increased. The one who are more inclined towards the external locus of control, tend to be more committed. Teachers who have lesser work experience are externally motivated, inclined towards the internal locus of control and less committed.

Organizational Commitment

According to Khan (2015), who had conducted a study in India with an aim to explore organizational commitment among private and public school teachers, found that there was a significant difference among public and private school teachers, as private school teachers were found to be more committed than public school teachers.

A study was done by Wahyuni, Christiananta and Eliyana (2014) provide hypothetical evidence that being committed to an organization affects the work motivation, job satisfaction, and performance of teachers in private secondary schools in Surabaya. It shows that educator's loyalty affects schools, and transactional leadership has a significant impact on job motivation, job satisfaction, and teachers' performance. Employee leadership has a great influence on motivation, job satisfaction and teachers' performance at private senior high schools in Surabaya.

Based on a study done in Indonesia, teachers' work motivation has a greater influence on organizational commitment when compared to teachers' job satisfaction (Tentama & Pranungsari, 2016).

Methodology

Aim – The aim of the research study is to compare government school teachers and private school teachers on teachers' self-efficacy, work motivation, and organizational commitment.

Objectives

- i. To determine the difference in teachers' self-efficacy among government and private school teachers
- ii. To examine the difference in work motivation among government and private school teachers
- iii. To investigate the difference in organizational commitment among government and private school teachers
- iv. To compare the differences in teachers' self-efficacy, work motivation and organizational commitment between government and private school teachers.

Operational Definitions

Three variables have been measured. They are:

- i. Teachers' self-efficacy
- ii. Work Motivation
- iii. Organizational Commitment

Teachers' self-efficacy. *"Teacher Efficacy is the teachers' perception of their resources and strategies for bringing about student behavioural and instructional outcomes"* (Tschannen Moran & Hoy, 2001)

Work motivation. *"Work motivation is a set of energetic forces that originate both within as well as beyond an individual's being, to initiate work-related behavior, and to determine its form, direction, intensity, and duration"*. (Pinder, 2008)

Organizational commitment. *"Organizational commitment is an attitude reflecting employees' loyalty to their organization and is an ongoing process through which organizational participants express their concern for the organization and its continued success and well being"* (Luthans, Organizational Behavior, 2008)

Hypotheses

HO - There is no difference in organizational commitment between government and private school teachers

HO - There is no difference in work motivation between government and private school teachers

HO - There is no difference in teachers' self-efficacy between government and private school teachers

Variables

Independent Variable – Government and private school teachers

Dependent variables – Teachers' self-efficacy, Work motivation, and Organizational commitment.

Research Design

This is a comparative between group research design study, wherein the government and private school teachers are the independent variables and variables like Teachers' self-efficacy, work motivation and organizational commitment are the dependent variable.

Sample

The main intention of the present research is to find out the disparities in work motivation, organizational commitment and teachers' self-efficacy among government and private school teachers. The total sample of the study is 100 school teachers, which includes fifty government school teachers and fifty private school teachers.

Sample Size and Sampling Procedure

Through purposive sampling and snowball sampling technique, individuals were chosen as subjects for the present study.

Purposive sampling. This kind of sampling is also called as judgement sampling. It is based on the judgement as to who can provide the best information to achieve the objectives of the research study. It is best suited to provide with the information needed for the study. (Kumar R. , 2014)

Snowball sampling. This is a process of selecting a sample using the network of people. In the starting, a few individuals or a group is approached and information is collected from them. Then they are asked to identify other people who can provide the information. Later they also become a part of the study. This process is continued until the required number has been reached. (Kumar R. , 2014)

Teachers were tried contacted through mutual friends and references from various other people. Permission had been taken from the principal of the respective school to collect the data from the school teachers. Teachers were asked to contact the unrelated acquaintances and other friends in the relevant profession. In total, 100 subjects participated in the study, 50 were government school teachers and 50 were private school teachers.

Sample inclusion criteria.

1. Teachers who work full time
2. Teachers working in government and private unaided schools
3. Teachers working in state board schools
4. Teachers who are fluent in English and have at least completed graduation
5. Both male and female teachers

Sample exclusion criteria.

1. Teachers who are part-timers or on leave
2. Teachers who work in aided schools
3. Teachers belonging to different board schools like CBSE or ICSE

Procedure of the Study

The study was conducted through the survey method. Participants were initially briefed about the importance of the study and informed consent was procured. The hard copies of the questionnaires were given to both government and private school teachers, wherein they were requested to fill the form after the briefing session. Participants were assured of anonymity of the identity, confidentiality of results and right to withdraw from the study at any phase. On the consent form, the participants were asked to give their consent by signing on the form, following which they started filling the questionnaires, consisting of Work Motivation questionnaire, Organizational Commitment Scale and Teachers' sense of self-efficacy scale. Demographic details such as initials, age, gender, educational qualification and years of work experience, were also collected. Later the hard copies were collected back; the data that had been collected was then manually scored. After the scoring was done for all three scales, the data was tabulated and was further analyzed with the help of SPSS.

Tools

In this study, Work motivation questionnaire, Organizational commitment scale and Teachers' sense of self-efficacy scale were used.

Work motivation questionnaire (WMQ). The survey created by Agarwal (1988) is utilized to measure the work motivation of the educators. It comprises of 26 questions with five choices each in the Likert type of format. It includes 6 dimensions namely; Dependence, Organizational Orientation, Work Group Relations, Psychological work incentives (Intrinsic motivation), Material incentives and job situation.

Organizational commitment scale (OCS). In order to measure the organizational commitment of the subjects, Organizational Commitment Scale by Dhar, Mishra, and Srivastava (2002) has been used. The scale consists of 8 items, factor one measures the items 1, 2, 3, 5, 7 and factor two measures the items 4, 6 and 8. With the help of factor analysis, two factors were identified, namely; 1) Concern for the organization and 2) Identification with the organization.

Teachers' sense of efficacy scale (TSES). With an intention to measure self-efficacy as a teacher, Teachers' sense of efficacy scale has been used, which was developed by Moron and Hoy (2001). This scale contains 24 items in the long structure and 12 items in the short structure on a 9 point Likert scale. Short structure has been utilized for this research. These items assess three sub-scales, namely; Efficacy in student engagement, efficacy in instructional strategies, and efficacy in classroom management.

Statistical Analysis

IBM Statistical Package for Social Sciences (SPSS) version 20 was used to conduct all the statistical computations. The information underwent normality test following which appropriate descriptive figures, t-test, and Mann Whitney U test were conducted.

Ethical Considerations

All the relevant research ethics prescribed by the American Psychological Association was followed (APA, 2010). Permission from relevant authority was sought prior to the commencement of collection of information. And debriefing was done highlighting the essentials of the research. Consent was taken from the participants independently. All the respondents had voluntarily taken part in the research. The anonymity of the identity and confidentiality of the results were assured and maintained. No physical or psychological harm was imposed on any of the participants directly or indirectly in the duration of the study.

Results and Discussion

This chapter presents the tables demonstrating the discoveries of the investigation. This section incorporates an assessment of the test of normality and tables of t-test and U test comparing the two groups.

The study is intended to find the differences in work motivation, organizational commitment and self-efficacy among teachers of government and private schools.

In the total sample of a hundred, the number of males who participated in the research study is thirty-eight and the number of females who participated is sixty-two. Females were more than males.

Out of 100 school teachers, the age range of these teachers were between 25-55, of which 41 teachers fall between the age range of 25-35, whereas 29 teachers fall between the age range of 36-45 and 30 teachers all between the age ranges of 46-55.

Based on the above pie chart shows that the years of experience of the school teachers ranges from 1 to 30 years, of which 52 people fall in between the range of 1 to 10 years of teaching experience, whereas 26 respondents fall in between the range of 11 to 20 years of teaching experience and 22 of them fall between the range of 21 to 30 years of teaching experience.

Table 4
Sample Characteristics

	N	%	Range	M	SD
Total	100				
Government	50				
Private	50				
Age	100		33	39.17	8.85
Work Experience	100		29	12.72	8.42
Gender					
Male	38	38%			
Female	62	62%			

The above table represents the characteristics of the sample. The total sample consists of 100 teachers, which includes fifty government teachers and fifty private teachers. The average age of the sample is 39.17 and the average work experience of the sample is 12.72. Gender difference does exist in the sample, wherein out of 100, thirty-eight are male and sixty-two are female.

Assessment of Normal Distribution of Data

Table 5
Shapiro-Wilk Test of Normality

Shapiro-Wilk Test		
Variables	Statistic	Sig.
WM	0.971	0.027
OC	0.982	0.207
TSE	0.866	0.000

* $p > 0.05$

Shapiro-Wilk test, which is a standard test for assessing the normal distribution of data, is used here. The above table gives the normality testing for the three variables. They are work motivation (WM), Organizational Commitment (OC) and Teachers’

Self-Efficacy (TSE). Out of which, only organizational commitment with the p -value of 0.207 falls under the normal distribution curve and hence, parametric analyses have been used for this variable. Whereas, for the other two variables, work motivation and teachers’ self-efficacy the data does not fall under the normal distribution curve and hence, non-parametric analyses are conducted.

Discussion

Table 6
Results of t-test on Organizational Commitment

School Teachers							
Variable	Government (N=50)		Private (N=50)		t	df	Sig.
	M	SD	M	SD			
OC	29.66	5.457	31.60	3.016	-2.20	98	0.031

* $p < 0.05$

A parametric analysis was done for organizational commitment (OC) variable, as it falls under the normal distribution curve. Hence, an independent-samples t-test was conducted to compare the means of organizational commitment among government and private school teachers. There was a significant difference in the scores for government school teachers ($M=29.66$, $SD=5.45$) and private school teachers ($M=31.60$, $SD=3.01$) at the 0.05 level of significance $t(98) = -2.20$, $p=0.031$. These results suggest that there is a significant difference in organizational commitment among government and private school teachers.

Thus, the null hypotheses which states that “There is no difference in organizational commitment among government and private school teachers” is rejected as the results of the present study indicate that there is a difference in organizational commitment among government and private school teachers. Results also showed that private school teachers have a greater organizational commitment when compared to government school teachers.

These results could be due to the fact that the government school teachers might not be concerned about the welfare of the organization they work for and they may not be ready to take that extra mile to complete the work. Whereas, private school teachers might be concerned about the image of the workplace and they might be ready to work even on holidays.

A research study supports the results of the present study, comparing organizational commitment among public and private school teachers found that there is a significant difference in organizational commitment between public and private school teachers. It was also found that private school teachers were more committed compared to public school teachers (Khan S. , 2015).

Table 7
Results of U-test on Work Motivation

School teachers	N	Rank Average	RankTotal	U	Sig.
Government	50	42.93	2146.50	871.50	0.009
Private	50	58.07	2903.50		

* $p < 0.05$

A non-parametric test is conducted for work motivation (WM) variable, as it does not fall under the normal distribution curve. Therefore, the Mann-Whitney U test was employed to determine whether there was a difference in the means of work motivation of government school teachers and private school teachers. The results show that there is a difference, $Z = -2.61$, $p < 0.05$ between government and private school teachers in work motivation.

At a 0.05 significance level, results of the Mann-Whitney U test indicated that the work motivation is significantly greater in private school teachers than in government school teachers, $U = 871.50$, $p = 0.009$.

Thus, the null hypotheses which state "There is no difference in work motivation among government and private school teachers" is rejected, as the results show that there is a difference in work motivation among government and private school teachers.

Government instructors have less motivation due to the Herzberg's motivators like lack of work satisfaction, fewer opportunities for vocational growth, lack of supervisory guidance and the job itself might not be challenging enough and external issues like lack of infrastructure, obsolete technology, etc., also might have affected. Private school teachers encompass better work motivation; this could be due to participative decision making, challenging work, accountability, job contentment, etc.

Kumar (2017) found that there was a significant difference in the work motivation of government and private secondary school teachers. On one hand in government secondary school teachers, 12% had low work motivation, 49.33% had an average motivation and 16% had high work motivation. On the other hand, in private secondary school teachers, 35.33% had a low level of work motivation, 67% have average work motivation and 20% had a high level of work motivation. This study supports the results of the present study.

Table 8
Results of U-test on Teachers' self-efficacy

School	N	Rank	Rank	U	Sig.
teachers		Average	Total		
Government	50	43.57	2178.50	903.50	0.017
Private	50	57.43	2871.50		

* $p < 0.05$

A non-parametric test is conducted for teachers' self-efficacy (TSE) variable, as it does not fall under the normal distribution curve. Therefore, the Mann-Whitney U test has been used to verify whether there was a difference in the means of efficacy among government and private school educators. The results show that there is a difference, $Z = -2.391$, $p < 0.05$ between government and private school teachers in teachers' sense of self-efficacy.

At 0.05 level of significance, results of the Mann-Whitney U test indicated that teachers' self-efficacy is significantly greater in private school teachers than government school teachers, $U = 903.50$, $p = 0.017$.

Thus, the null hypotheses which state "There is no difference in teachers' self-efficacy among government and private school teachers" is discarded as the results of the study indicate that there is a difference in efficacy of the educators among government and private school.

Private school instructors might have higher self-efficacy because of mastery experience. They might have better skills to deal with students, confidence in their teaching methods and their students might have performed better in their respective subject. On the other hand, government school teachers may not indulge themselves much with their students and they might be hesitant to apply new teaching techniques.

The result of the present study is supported by the research study done by Zamir et al. They found that non-public school instructors have a greater level of self-efficacy when compared to public school educators (Zamir, Arshad, & Nazir).

This chapter gave the insight about the important findings of the present study.

It suggests that private school teachers have better self efficacy, work motivation, and organizational commitment when compared to the government school teachers.

Summary and Conclusion

The purpose of the study is to compare work motivation, organizational commitment and teachers' self-efficacy among government and private school teachers. The study investigated if there is a contrast between government and private school educators with respect to work motivation, organizational commitment, and teachers' self-efficacy. Information were gathered from 100 teachers, out of which 50 were government teachers and 50 were private school educators. The information was broke down and deciphered with the assistance of t-test and Mann-Whitney U test. The investigation reasons that there is a noteworthy contrast between government and private school educators with respect to organizational commitment, work motivation, and teachers' self-efficacy. Hence, results reject all the three null hypotheses. Results also show that private school teachers have a greater organizational commitment, work motivation, and teachers' self-efficacy when compared to government school teachers.

Findings of the Investigation

- a. There is a difference among public and non-public school educators in organizational commitment. It was observed that non-public school educators exhibit greater organizational commitment compared to government educators.
- b. A noteworthy distinction was found in work motivation between private and government school instructors. It was reported that private educators had higher workmotivation compared to government educators.
- c. There is a distinction in self-efficacy among government and private school educators.

It was seen that private school educators have better efficacy compared to governmentschool educators.

Implications of the study

Instructors are the critical human asset of the school. They assume an essential job in the association and life of the students. For the public schools to work better, measures ought to be taken to improve authoritative duty, work stimulation and self- viability of the public teachers. This couldn't just help the administration association to work well yet in addition improve accomplishment of the students. Some of the measures are:

- i. Government schools can arrange classes, seminars, workshops and instructional meeting to improve the self-efficacy of the teachers through mastery experience; efficacy development programs must be included in the daily activities of the educators by the management. Even private school administration can arrange these guidance programs to improve the skills of instructors as they are the imperative human asset of the institute.
- ii. Government school teachers can learn to improve their teaching styles, apply modern approaches to classroom management and new ways to keep the students engaged.
- iii. The government should reduce the burden of non-academic activities undertaken by the teachers so that they mainly focus on imparting education to the students.
- iv. Create a strong organizational culture which is built on values of trust, encourages innovation, career development plans; helps to improve commitment among teachers.
- v. Setting up goals, making the work challenging, good interpersonal relations, work incentives are few of the ways to improve motivation among teachers.
- vi. For the development of our country, improving education in schools should be the agenda; as school is the basic form of education. India had greater human resource than any other country. Hence, supporting human capital i.e., teachers, will not only improve education in government schools but also improve the social welfare of the country as the government provides free education to the students up to the age of fourteen.

Limitations of the Study

- i. The sample size is less and the study uses non-probability sampling, which limits the generalizability of the present results.
- ii. The research study did not include private aided schools
- iii. A questionnaire which was developed earlier than year 2000 has been used
- iv. Social desirability with respect to teachers' self-efficacy could have affected the results
- v. Various personal factors like health conditions, family issues, lack of support, boredom, lack of interest of teachers, etc could have affected the results of the present study

Suggestions for Future Research

- i. The research can be done with an increase in the size of the sample, so that generalization and better understanding can be established
 - ii. The research can be further used as a basis to compare government and private organizations at a higher level like secondary education, colleges, etc.
 - iii. A qualitative research approach like interviews, case studies, etc., should also be included with quantitative research.
- i. An investigation with the same variables can be done to compare the teachers in rural and urban populations.
 - ii. There is very little research done on school teachers in India with respect to teachers' self-efficacy. So it can be looked into.
 - iii. A comparison could be done with reference to the demographic characteristics of the sample like age, gender, and work experience.

Conclusion

The success of the education system largely depends on the performance of the teachers in the field of teaching and learning. Teachers highly impact the performance of their students. Thus every effort should be made to form a positive work atmosphere at school to enhance their capabilities, plan career development or focus on skill improvement, leading to increase in motivation; this, in turn, will augment the level of commitment among teachers towards their organization. This will help in the growth of the organization and everyone associated with it.

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