JOB INVOLVEMENT OF EMPLOYEES WORKING IN EDUCATIONAL INSTITUTIONS-A ROLE IN SELF EFFICACY AND CREATIVITY

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ABSTRACT

Effective teachers do make a difference in children's lives and the Self-efficacy of a teacher can be a powerful predictor of how a teacher will behave. The study investigated the impact of self-efficacy and creativity as variablesthat contribute to the job involvement of the faculty members working in educational institutes. Teachers should have the capacity for innovativeness, and a preparedness to generate new solutions, take on new teaching approaches, and be willing to take risks. The results indicated that creativity does have a significant impact on job involvement with R square 0.036. Self-efficacy significantly impacts creativity with R-square 0.044. However,self-efficacy does not significantly associate with job involvement. The age and work experience of the participants were controlled for the study. The study has implications in contributing to the knowledge related to job involvement factors of teachers.

Keywords: Creativity, Educational Institutes, Faculty, Job Involvement, Self-Efficacy

INTRODUCTION

India, with its huge population, is the most exciting higher education market in the world. The sector was named as the major employment driver in India in the Indian Job Outlook Survey 2012. It is expected that employment opportunities will continue to grow in the sector for the next two decades. The government of India is also making serious efforts to bring the education sector in the focus thus as the result, it had announced various measures in the annual financial budget of 2016-17. The major provisions were 10 public and 10 private educational institutions to be made world-class, Digital Repository for all school leaving certificates and diplomas, and Rs 1,000 crore approximately US$ 146.72 million to be allocated for higher education financing.

The Indian education system is divided into core and non-core segments. The core group consists of primary, secondary, and higher education, while the non-core segment focuses on segments such as pre-schools, vocational training, and coaching institutes. The education system in India has undergone rapid expansion and currently, India's higher education system is the largest in the world enrolling over 70 million students while in less than two decades, India has managed to create additional capacity for over 40 million students. At present, the higher education sector witnesses spending of over Rs 46,200 crores (US$ 6.78 billion), and it is expected to grow at an average annual rate of over 18 percent to reach Rs 232,500 crores (US$ 34.12 billion) in the next 10 years.

The education sector in India is poised to witness major growth in the years to come as India will have the world's largest tertiary-age population and second-largest graduate talent pipeline globally by the end of 2020. Currently, higher education contributes 59.7 percent of the market size, school education 38.1 percent, pre-school segment 1.6 percent, and technology and multi-media the remaining 0.6 percent. Keeping in mind the importance of the sector and the implications it holds for the Nation, the study investigated the importance of self-efficacy, a concept introduced by Bandura in 1977, Creativity on the Job Involvement of the employees working in the education sector.

REVIEW OF LITERATURE

Self Efficacy

Bandura (1977)stated that Self-Efficacy refers to an individual's assessment of his or her capability to perform a given task or behavior.

Bandura(2015) explained that Self-efficacy is a central concept within the social cognitive theory, which emphasizes self-awareness and self-regulation as primary factors in the development of self-efficacy beliefs. The important factor in social cognitive theory is that an individual is hugely influenced by his or her self-efficacy beliefs in his motivation towards a higher level of performance. Self-efficacy beliefs do not refer to someone's capabilities or skills but refer only to what some believe he or she is capable of under certain circumstances regardless of the capabilities or skills that he or she possess.

Pethe, Choudhari, &Dhar(2000) have indicated thatIndividuals influence their behavior through self-regulatory mechanisms.

Pajaras(2002)suggested that the knowledge and the skills and even the outcomes that people have experienced and expected

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may be precursors to and creators of their self-efficacy beliefs, andthe filtering effect of the created belief ultimately screens, redefines, distorts, or reshapes subsequent efforts and new information.

Vancouver, Thompson, & Williams (2001) stated that there is a strong relationship between self-efficacy and performance. Self-efficacy directly relates to how long someone will stick to a workplace. Self-efficacy helps employees to focus their attention and reduces distractions. Organizations should select individuals with a high level of self-efficacy, as these people will be motivated to engage in behavior/attitude that helps them to perform well inthe workplace. A measure of self-efficacy can be carried out during the selection/ promotion process. Organizations should acknowledge employees' level of self-efficacy when selecting candidates for training and development programs as these employees will learn more from training and will use that learning to enhance their job performance. Employees who are highly involved in their jobs tend to set high standards of performance and take up the more challenging tasks. They have a sense of responsibility and have an optimistic attitude towards their work. Employees with high levels of self-efficacy show higher levels of commitment. Self-efficacy influences the tasks employees choose for themselves and also affects the level of effort and persistence when learning tough tasks. Self-efficacy makes a huge difference in how the employees at the workplace think, feel, behave and motivate themselves. About feeling, a low level of self-efficacy is directly related to depression, anxiety, stress, and helplessness. Such employees in turn develop a low level of self-esteem and become pessimistic about their personal development and accomplishments. About thinking, a high level of self-efficacy facilitates performance and cognitive processes including problem-solving and decision making. About behaving, self-efficacy influences an employees' choice of activities.

Schunk (1989) stated that Self-efficacy has an impact on an individual's emotional reactions and thought patterns. Self-efficacy can also be described as a function of self-beliefs with which individuals can accomplish a task. It was observed that self-efficacy theory can be applied towork-related performance in terms of motivating different employee related facets as well as organizational pursuits. In addition to this individuals who have a high self-efficacy are more likely to set themselves challenging goals which are most often achieved.

Creativity

Creativity is characterized by the ability to perceive the world in new ways, find hidden patterns, make connections between seemingly unrelated phenomena, and generate solutions. Creativity is the process of bringing something new into being. Creativity requires passion and commitment. It brings to our awareness what was previously hidden and points to new life.

Peter James Cook (2016) stated that creativity is being increasingly recognized as a critical means by which organizations and their members can create meaningful, lasting value for their multiple stakeholders in today's dynamically changing environment. He also proposed that for groups engaged in creative activities, and for those who need to develop creative solutions to problems and responses to opportunities, heterogeneity in effect within the group rather than homogeneity might be desired. In thinking about job and workday design, autonomy, interesting work, and heuristic tasks have the potential to facilitate creativity.While job complexity is presumed to foster creativity via intrinsic motivation highly complex jobs in today's economy often result in very taxing demands on already overstretched workers who perhaps simply do not have the time to be creative. Essentially, there are deep-rooted paradoxes of context embedded in all organizations, and how these play out determines the extent to which a work context is supportive of creativity. On the one hand, organizations require predictability, control, and reliable performance and are dependent on collective learning whereby solutions to problems become embedded in organizational routines. On the other hand, organizations face dynamically changing environments, the nature of problems, and opportunities where creative responses are required. Understanding how work contexts can support or inhibit creativity might be enhanced by considering the broader issue of the mechanisms by which organizations balance competing pressures for collective learning, predictability, and control with pressures for creative responses to new problems and opportunities and dynamically changing circumstances.

Byron & Khazanchi (2012) indicated the relationship between extrinsic rewards and creativity depends on the nature of rewards, feedback, and task-related contingencies. The analysis revealed the significance of creative self-efficacy in the perspective of the rewards–creative performance relationship. When individuals find a task to be intrinsically motivating, they will constantly attempt to perform the task for its own sake because performing the task itself is enjoyable and satisfying. However, for employees performing the same task to obtain extrinsic rewards, the efficacy belief to successfully perform the task becomes important. If individuals believe that they lack the skills required to complete the task, they would not be motivated to perform because of the low probability of achieving extrinsic rewards. In addition, extrinsic rewards tend to promote the creative performance of employees who regard these incentives as important. Existing studies have reported that the impact of rewards on performance varies fromsignificantly positive to non-significant, depending on the importance that employees associate with the rewards. The study identified an intermediate mechanism through which extrinsic rewards exert positive effects on creative performance. The analysis indicated that extrinsic rewards can enhance the intrinsic motivation of employees who have an internal locus of control. Moreover, the indirect effects of extrinsic rewards on the intrinsic motivation of employees and their creative performance (through intrinsic motivation) were significant for employees with an internal locus of control but not for employees with an external locus of control. Results indicated

that extrinsic rewards only promote the creative performance of employees who value these rewards but hinder the creativity of employees who discount their value. It was suggested that the effects of extrinsic rewards on intrinsic motivation and creativity are determined by how individuals interpret those rewards. Individuals with an internal locus of control are less likely to view external factors.

Job Involvement

Job involvement has been one of the most effective tools used for increasing employee productivity by enhancing employee participation and commitment. Job Involvement and its outcomes such as job satisfaction, job commitment, and employee job performance are among the most studied areas in organizational behavior and human resource management research. Job involvement is defined as the measure of the degree to which an employee is involved in his job and takes part in decision-making. Employees' job involvement increases if employees have decision-making authority, responsibility, and the tempo of the work.

Klassen, Usher, & Bong (2010) studied the effects of diverse education-related variables on job satisfaction.Scores were analyzed using a sample of European higher education graduates at the early stages of their working life. Job satisfaction indicates how people value the whole package of both monetary and non-monetary returns to their jobs according to their tastes, preferences, and expectations. Therefore, it may be used to gain insight into the effects of workers' education on utility from work and, ultimately, on the general welfare of individuals. It was found that job satisfaction among different countries is relatively homogeneous despite several national differences in the labor market situation of young graduates. This finding suggests that job satisfaction, as a personal perception, is a relative issue closely related to comparison and expectations. Individuals compare their current situation with the situation of comparable people around them and draw conclusions depending on their expectations and relative personal position. It was also found that the positions currently held by young European graduates do not fulfill their expectations regarding earnings and possibilities for further academic inquiry. Nevertheless, graduates that place a high value on family life, social prestige, and personal development tend to be happier with their jobs. These results suggest that although current graduate positions are neither as well paid nor as creative as expected, they allow for a promising future from social and personal points of view. Last it was seen that a surplus of qualifications and competencies regarding jobs is one of the most relevant causes of dissatisfaction. The results show a high level of disappointment when graduates cannot use their knowledge and competencies at work. It is surprising, to some extent, that the opposite situation (being under-educated or having lower competencies than required) increases graduates' job satisfaction. The feeling of being under-educated or under-competent does not bother young graduates, probably because they are in positions better than those they anticipated, and are enjoying some other extra benefits.

OBJECTIVES OF THE STUDY

To develop an understanding of the effect of 'Self Efficacy' and 'Creativity' on 'Job Involvement' of employees working in the educational sector in Delhi/NCR.

HYPOTHESES

H_1: Self-efficacy and creativity are associated with each other.

H_2:Self-efficacy and Job involvement are associated with each other.

H_3: Creativity and Job involvement are associated with each other.

H_4:Self-efficacy significantly impacts the creativity of employees working in the education sector.

H_5: Creativity significantly impacts the Job involvement of employees working in the education sector.

RESEARCH METHODOLOGY

The study was descriptive. Primary and secondary data were used for the study.Primary Data was collected from private educational institutes mainly schools and higher education institutes. The population for the study was faculty members working in the educational institutes in Delhi-NCR. A total of 120 respondents were the sample for the present study selected using the convenience sampling technique. Data was collected using a self-reported questionnaire having four sections. The first section had questions on demographic variables like age, experience, and marital status. The further sections were on self-efficacy, creativity, and job involvement. The self-efficacy was measured using the scale developed by Ralf Schwarzer and Matthias Jerusalem in the year 1995. The scale had 10 items measured on a 5-point scale. Creativity was measured using Bryant et al. scale developed in the year 2011; the scale has 4 items measured on 7 point scale. For Job involvement, Kanungo 1982 scale was used; the scale has 10 items measured on 5 point scale.

The secondary data was obtained from Journals, websites, and reports to review the existing literature. Several research papers were examined to strengthen the base for the present study. In the study, self-efficacy and creativity were taken as independent variables, and job involvement was treated as an outcome or dependent variable to examine how self-efficacy and creativity influence the faculty members working in the private education sector in the state of Delhi-NCR.

Sample Profile

The sample had 83% female respondents and 17% male respondents. The sample had a large number of females suggesting high participation of females in the education sector. Respondents were also asked about their experience and 28% of the respondents had the experience of more than 5 years.

5% of respondents had experience of 3 to 4 years. 7% of respondents had the experience of 2 to 3 years, 15% of respondents have experience of 1 to 2 years, and 12% of respondents had experience of 0 to 1 year. Also, 33% of respondents did not define their experience. Maximum respondents have experience of above 5 years.

RESULTS, DISCUSSION, AND FINDINGS

The internal consistency for the total sample was measured by Cronbach's Alpha Coefficient, the coefficient was moderately high for job involvement 0.813 and good for self-efficacy it was 0.708, and acceptable for creativity 0.625.

Table 1: Mean, Std. deviation, Reliability, and Correlation Coefficients

				Correlation Coefficients		
Variables	**Cronbach's Alpha**	**Mean Score**	**Std deviation**	**Self-Efficacy**	**Creativity**	**Job involvement**
Self-Efficacy	0.708	32.7083	3.93091	1	0.209**	0.028
Creativity	0.625	19	4.38676	0.209**	1	0.190**
Job involvement	0.813	33.4833	8.34043	0.028	0.19**	1

** Significant at 0.05 level

Table 2: Regression Coefficients

Independent Variables	**Standardized Coefficients**					
	Parameter Estimates	**Standard Error**	**t- value**	**P-value**	**R-Square**	**Adjusted R-Square**
Constant	11.369	3.309	3.435	0.001		
Self Efficacy	0.209	0.1	2.322	0.022	0.044	0.037
Overall Model: F= 5.393; p= 0.022						
Dependent Variable: Creativity						

Table 3: Regression coefficients

Independent Variables	**Standardized Coefficients**					
	Parameter Estimates	**Standard Error**	**t- value**	**P-value**	**R-Square**	**Adjusted R-Square**
Constant	26.613	3.35	7.944	0		
Creativity	0.362	0.172	2.102	0.037	0.036	0.028
Overall Model: F= 4.428; p= 0.037						
Dependent Variable: Job Involvement						

Table 1 shows the mean, standard deviation, Cronbach's alpha, and correlation coefficients. The mean score for Self-efficacy was 32.7083, the mean score for creativity was 19, and the mean score on job involvement was 33.4833. The standard deviation of self-efficacy was 3.9309, the standard deviation of creativity was 4.38676and the standard deviation of job involvement was 8.34043. Table 1 also shows the correlation coefficient of self-efficacy and creativity which was 0.209 so an alternate hypothesis $H_1$was accepted. The correlation coefficient of self-efficacy and job involvement was 0.028, which shows no or very weak correlation between self-efficacy and job involvement. Therefore, the alternate hypothesis $H_2$was not accepted. Table 1 shows the correlation coefficient of creativity and job involvement is 0.190, which shows that there is a correlation between creativity and job involvement. Therefore, an alternate hypothesis $H_3$was accepted.

Table2 indicates the result for hypothesis H_4. The table indicates that the overall model is significant at the 0.05 level which is the specified level of acceptance for the present research. The F-value tests the overall significance of the model and is calculated by taking out a ratio between the mean regression sum of squares divided by the mean error sum of squares. The F- value typically ranges between zero to an arbitrarily large

number. The significance of the model fit has been achieved with an observed F-statistic of 5.393 with a p-value less than 0.05 which rejects the hypothesis that all regression coefficients are equal to zero. The R- square is 0.044 which indicates that self-efficacy account for only 4.4 of the total variation in the dependent variablei.e. creativity. The overall model is significant so an alternate hypothesis is accepted. The relationship can be explained in equation form as:

Creativity= 11.369 + 0.209 self efficacy.

Table 3 indicates the result for hypothesis H_5. The table indicates that the overall model is significant at the 0.05 level. The significance of the model fit has been achieved with an observed F-statistic of 4.428 with a p-value less than 0.05 which rejects the null hypothesis that all regression coefficients are equal to zero. The r-square is 0.036 which indicates that self-efficacy accounts for 3.6 of the total variation in the dependent construct i.e. job involvement. The overall model is significant so alternate hypothesis H_5 is accepted that Creativity significantly impacts the Job involvement of employees working in the education sector.

The relationship can be explained in equation form as:

Job involvement= 26.613 + 0.362 Creativity

CONCLUSION, MANAGERIAL IMPLICATION, AND SCOPE FOR FURTHER RESEARCH

The purpose of the study was to investigate the relationship between self-efficacy and creativity in job involvement. The study found that there is a relationship between only one independent variable creativity and the dependent variable job involvement. And that there is no positive relationship between the other independent variable i.e., self-efficacy, and the dependent variable job involvement. Thus the main hypothesis of the study could not be proved. However, from the correlation analysis, it was observed that there is an association between the two independent variables, self-efficacy, and creativity. The results indicated that creativity is an important factor in education institutions. Educators may use rewards to motivate individuals to be more creative. To effectively motivate creativity, they must strive to make it clear that creativity and not only routine performance will be rewarded. This can be done through a variety of means like providing clear expectations and providing performance feedback on creative performance. Emphasis should be given to the importance of job involvement of the employees. Employees who feel involved and attached to their job tend to perform better. Self-efficacy has also been found to be positively associated with creativity which means the higher the self-efficacy of teachers will be their creativity.

MANAGERIAL IMPLICATIONS

The main aim of the study was to assist human resource professionals in the education sector in identifying the effect of self-efficacy and creativity on job involvement. The study developed a predictive model that explains the job involvement of the faculty members. Teachers are important because they guide future generations. Training should be given to the teachers which to improve their job involvement and creativity of teachers. The findings provide empirical support for the existing research and as such contribute to the literature.

FUTURE RESEARCH DIRECTIONS

Further research can be done on a large scale implying more variables relevant to the topic. The results of the study were not as per the previously available research literature, the main reason could be the small sample size so the sample size should be increased which will enhance the quality of results obtained. The study can be conducted in a broader geographical area by including educational institutions of other states as well. Researchers are encouraged to examine both theoretically and empirically the job involvement aspects of faculty members.

LIMITATIONS OF THE STUDY

Despite the best efforts, there are always some problems or limitations associated with research that cannot be removed but can be minimized only. The methodology that has been employed has a few limitations like one of the major limitations of the research is that it was restricted to the Delhi NCR area only. The sample size for conducting research is 120 which is very small as compared to the total population which means our sample size is comparatively small also, due to limited available time, convenience sampling was used. The study tried to determine the association between self-efficacy, creativity, and job involvement. It ignores the effect of other variables which may have an impact on the attitude of the employees working in educational institutions.

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