

Job Involvement and its Relation with Self-Efficacy Among Mathematics Teachers at Hebron Education Directorate

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Abstract

The study aimed to investigate job involvement and its relation with self-efficacy among at mathematics teachers at Hebron Education Directorate, Palestine. The study approached the literature as a multi-dimensional phenomenon, which addressed both theoretical and applied research. The significance of this recent study is the first, which dealt with this theme, to the author knowledge, which in turn encourages other researchers to work on further research on this important issue.

To achieve this end, a 60-item questionnaire was formulated which was divided into three sub-scales as follows: the general information of the participants; the second section dealt with the job involvement (40 items); and the third section included a self-efficacy scale (20 items). The random stratified method was utilized which comprised of a sample size of (237) male and female respondents of mathematics teachers at Hebron Education Directorate. The collected data was statistically analysed using the statistical package for social sciences (SPSS).

The results revealed that the participants experienced a high level of job involvement and self-efficacy. The mean scores were (M 4.33; 3.72) respectively. The study revealed the determinant effect of self-efficacy on improving job involvement for mathematics teachers at Hebron Education Directorate. It was found that when self-efficacy increases, job involvement increases and vice versa.

The results of the study revealed significant statistical differences in job involvement among the teachers due to gender, educational level, and annual performance evaluation. However, no statistical significant differences were found in the rest of the study variables, that are, experience, and school stage. Additionally, the findings of the study revealed significant statistical differences in self-efficacy among the teachers due to gender, educational level, school stage, and annual performance evaluation. However, no statistical significant differences were found in the experience variable.

These findings confirm the value of self-efficacy in innovative job involvement and recommend the need for headmasters strategies that encourage teachers to manage their own behaviour, autonomy, and self-motivation that are most conducive to creativity and job involvement; the need to establish a system of incentives and rewards, which in turn encourages teachers to self-development, innovation, creativity and job involvement; and finally, further research is essential in the area of job involvement and its relation with other variables.