

Submission date: 24/07/2019

Accepted date: 19/09/2019

**SELF-EFFICACY AND ITS INFLUENCE ON JOB SATISFACTION
AMONG SUBSTANCE ABUSE PREVENTION PROGRAM TEACHERS*****Efikasi Kendiri dan Pengaruhnya Terhadap Kepuasan Kerja dalam Kalangan
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Abstract

Drug prevention and education program had been implemented in schools through special Substance Abuse Prevention Program (PPDa). The purpose of this study was to identify self-efficacy, job satisfaction and their relationships among PPDa teachers. This study also measured the differences in self-efficacy and job satisfaction based on gender and experiences in handling PPDa program. The researcher used snowball sampling technique to recruit 150 PPDa teachers in Malaysia. The translation version of 'General Self-efficacy Scale' and Job Descriptive Index (JDI) were used to achieve the research objectives. The findings showed that PPDa teachers are at the moderate level of self-efficacy and low level of job satisfaction. There was no significant difference in self-efficacy based on gender and experience in handling PPDa program. There was also no significant difference in job satisfaction based on experience in handling PPDa program. However, there was a significant difference in job satisfaction based on gender. The findings also revealed that there was a significant positive relationship between self-efficacy and the level of job satisfaction ($r_s=.277$, $p=0.01$). The findings revealed that further enhancement could improve teachers' self-efficacy and job satisfaction to combat substance abuse in school level.

Keywords: self-efficacy, job satisfaction, substance abuse prevention program (PPDa).

Abstrak

Pendidikan pencegahan penyalahgunaan dadah telah dilaksanakan di sekolah rendah dan menengah melalui Program Pencegahan Penyalahgunaan Dadah (PPDa). Kajian ini bertujuan untuk mengenalpasti efikasi sendiri, kepuasan kerja guru PPDa dan hubungan di antara keduanya. Kajian ini juga mengukur perbezaan efikasi sendiri dan kepuasan kerja berdasarkan jantina dan pengalaman mengendalikan program PPDa ke atas 150 guru PPDa. Penyelidik menggunakan kaedah persampelan “snowball” dan edaran soal selidik. Terjemahan “General Self-efficacy Scale”) dan kaji selidik Indeks Deskriptif Kerja (JDI) telah digunakan. Penemuan menunjukkan bahawa guru-guru PPDa mempunyai tahap efikasi sendiri yang sederhana dan tahap kepuasan kerja yang rendah. Tiada perbezaan efikasi sendiri berdasarkan jantina dan pengalaman dalam mengendalikan Program PPDa dan tidak ada perbezaan kepuasan kerja berdasarkan pengalaman mengendalikan Program PPDa. Walau bagaimanapun, terdapat perbezaan kepuasan kerja yang signifikan berdasarkan jantina. Kajian menunjukkan terdapat hubungan positif yang signifikan antara efikasi sendiri dan tahap kepuasan kerja ($r_s=.277$, $p=0.01$). Maklumat yang diperolehi daripada kajian ini sangat berguna untuk dipertimbangkan dalam meningkatkan tahap keberkesanan diri dan tahap kepuasan kerja guru PPDa.

Kata kunci: efikasi sendiri, kepuasan kerja, Program Pencegahan Penyalahgunaan Dadah (PPDa).

INTRODUCTION

Substance abuse is currently a global issue. Drug addiction specifically is seen as a cancer that does not only harm individuals who are directly involved, but can destroy the family institution, community and the whole nation. On 19th February 1983, drug was declared as the main threat to national security. The declaration was at a high time when it becomes an epidemic to young population. Sixty-five percent of the addicts were young men between the ages of 20 to 29 (Fook et al., 2009). They represented the backbone of the nation’s future. The adverse effect of the uncontrolled drug addiction and trafficking activities could threaten not only the socio-economic wellbeing but also spiritual and cultural aspects of the nation, hence undermining national resilience and security.

It was revealed that children as early as 7 seven years old have been found to be involved in drug addiction. In 2014, it was previously reported that the youngest drug addict was only 13 years old. Although this was considered as an isolated case, it signals an alarming indication of substance abuse trends involving juvenile group.

The Ministry of Education and Malaysia National Anti-drug Agency (NADA), through Substance Abuse Prevention Program (PPDa) believed that prevention program in school level is crucial to educate pupils about the negative effects of substance abuse at the earliest stage. Nevertheless, the effectiveness of the program is dependent on the self-efficacy of teachers in handling activities of the program which may also influenced by their job satisfaction.

Self-efficacy is defined as a personal assessment on how well a person can perform the actions required to deal with possible situations (Bandura, 1999). Based on the theory of self-efficacy, a person with low efficacy feels worry easily, thus promote avoidance action. People's ability to learn, their motivation and their performance are influenced by their self-efficacy. People will often try to learn and perform only the task that they believe they will be successful at doing it (Bandura & Bandura, 1997; Pajares & Valiante, 1997).

Job satisfaction can be defined as an aspect of attitude towards work and overall work as well as a feeling of excitement for the work one does and in fun working environment (Pratiwi & Welly, 2014). Job satisfaction theories cannot be separated with theories explaining human motivation, such as Abraham Maslow's hierarchy of needs. Motivation forces someone to initiate a behaviour and keep a person going and has the potential to influence his or her job satisfaction (Ball, 2013). Job satisfaction represents a feeling that appears as a result of the perception that the job enables the material and psychological needs to be met (Aziri, 2011). One of the factors that contribute to the effectiveness of teachers' quality of work is job satisfaction. Job satisfaction is indispensable and if all the needs are fulfilled, the individuals will feel comfortable with the task given while improving the motivation of the teachers in giving the best (Affendi, 2014).

A study by Karabiyik and Korumaz (2014) on 83 teachers in Turkey had shown a significant and positive relationship between teacher's perceptions on self-efficacy and job satisfaction level ($r=.27$; $p<.01$). Teachers' job satisfaction level increases with the increase of teachers' self-efficacy. Federici and Skaalvik (2012) had discovered in their study that the principal's self-efficacy was positively related to job satisfaction and motivation to quit and negatively related to burnout. Furthermore, a study by Malinen and Savolainen (2016) on Finnish lower secondary school teachers and a study by Aldridge and Fraser (2016) among the 781 Western Australian high-school teachers in 29 schools also showed that there was positive effect of self-efficacy on job satisfaction and the other way around for burnout.

Law & Guo (2016) had explored the correlation of hope and self-efficacy with job satisfaction, job stress, and organizational commitment for correctional officers in

the Taiwan prison system. The study found that self-efficacy had a significant positive association with job satisfaction and organizational commitment. Gkolia, Belious and Koustelios (2014) in their study titled “Teacher's Job Satisfaction and Self- Efficacy: a Review” had listed a myriad of studies that provide strong evidence that self-efficacy influences individuals’ job satisfaction.

The review of literature provided a strong evidence that researchers have investigated the effects of self-efficacy on job satisfaction. Previous studies reported that the more an individual perceived their self-efficacy as high, the more satisfied they are with their job. However, despite the robustness of research conducted in this area, studies on teachers’ self-efficacy and job satisfaction, particularly in drug prevention program in school is still limited, thus requiring further investigation. This study is therefore aimed to investigate the level of self-efficacy and job satisfaction among PPDa’s teacher. This study also seeks to find out the relationship between self-efficacy and teachers’ job satisfaction. It was hypothesized that the higher the teachers’ self-efficacy, the more satisfied they are at their job.

METHODS & MATERIALS

This study used quantitative, correlational research design. The use of correlational research was aimed to study the relationship between a variable which was related to differences in one or more other variables (Curtis, Comiskey & Dempsey, 2016). The variables involved in this study were self-efficacy and job satisfaction. This study employed survey questionnaire in order to obtain the data. The use of questionnaire allowed the researcher to collect enormous quantity of data from a variety of respondents.

The population of this study was the teachers of Substance Abuse Prevention Program in both primary and secondary schools in all states in Malaysia. This population also included the school counselors and subject teachers who had been appointed as the program coordinator. There is a Substance Abuse Prevention Program Teacher allocated in each school. The total number of respondents involved in this study was 150 PPDa teachers in both primary and secondary schools. Snowball sampling technique was used to recruit the sample among teachers because of the nature of the job. Teachers are occupied with their schoolwork, tight schedule and commitment and thus, difficult to get their commitment to participate in the study. This technique allowed the researcher to receive suggestion from potential sample to recruit additional subjects (Handcock et al., 2013).

Prior to the data collection, permission from Ministry of Education was applied. An application form was submitted, and data collection phase started after the Ministry approved the application. Data were collected in two ways which were online and

offline. In order to collect data online, Google form was used. Social media platforms such Whatsapp and Telegram applications, Facebook and conventional email were used to distribute the linked form to the targeted respondents. While for offline means, the questionnaires were posted to selected school suggested by the teachers who had answered the questionnaires. The respondents could submit their answers in two options. They submitted the form via e-mail or scan the barcode linked to the questionnaire.

The General Self-efficacy was used to assess self-efficacy of Substance Abuse Prevention Program teachers, while Job Descriptive Index (JDI) was used to assess job satisfaction of the teachers. Self-efficacy is measured through 10 items instrument with 4 scales namely strongly disagree, disagree, agree and strongly agree. This scale is created to assess a general sense of perceived self-efficacy. The aim of this scale is to predict coping with daily difficulties and the adaptation after undergoing all manners of stressful life events. The Job Descriptive Index (JDI) is designed to measure employees' satisfaction with their jobs. The JDI is a "feature" to measure job satisfaction. Respondents were asked to think about specific features of their job and rate their satisfaction with those specific features. The JDI comprises of five subdimensions namely satisfaction with: the work itself, co-workers, pay, opportunities for promotion, and supervision. Out of these five features, two of the features were grouped into motivator factors and three features were grouped into hygiene factors. The work itself and opportunities for promotion were motivator factors while; co-workers, pay and supervision were hygiene factors (Pratiwi & Welly, 2014).

RESULTS & DISCUSSION

The discussion of the findings is aimed to achieve the research objectives. The data obtained from the survey questionnaires were analysed using descriptive, inferential and correlational analyses employing quantitative software, SPSS 2.0. Based on the findings, the PPDa teachers in schools show a moderate level of self-efficacy and low level of job satisfaction.

There was no significant difference in self-efficacy based on gender and experience in handling PPDa Program. There was no difference in job satisfaction based on teachers' experience in handling PPDa Program. However, there was a significant difference in job satisfaction based on gender as shown in Table 1.

Table 1: Job Satisfaction Mean Difference based on Gender and Experiences in Handling Substance Abuse Prevention Program

		N	Mean Rank	Sum of Rank	Mean	SD	U	Sig. (2-tailed)
Gender	Male	33	91.0	3003.50	32.4	5.5	1418.5	0.02
	Female	117	71.1	8321.50				
Experience	Experienced	101	69.3	3391.50			2171.5	0.224
	Non-experienced	49	78.5	7933.50				

The result of Mann-Whitney U test showed that there was a significant difference of job satisfaction ($U=1418.50$, $p=0.02$) between male and female Substance Abuse Prevention Program teachers. However, the result revealed that there was no difference of job satisfaction ($U=2171.50$, $p=0.224$) between experienced group and non-experienced group in handling Substance Abuse Prevention Program.

A Spearman's correlation was conducted to assess the relationship between self-efficacy and job satisfaction of 150 Substance Abuse Prevention Program teachers. The findings revealed that there was a significant positive relationship between self-efficacy and the level of job satisfaction ($r_s(150) = .277$, $p = .01$) as shown in Table 2.

Table 2: Relationship between Self Efficacy and Job Satisfaction

		Score of Self Efficacy	Score of Job Satisfaction
Spearman's rho	Score of Self Efficacy	Correlation Coefficient	1.000
		Sig. (2-tailed)	.277**
		N	150
Spearman's rho	Score of Job Satisfaction	Correlation Coefficient	.277**
		Sig. (2-tailed)	0.01
		N	150

** . Correlation is significant at the 0.01 level (2-tailed).

The findings of this study are in line with previous studies that investigated the two important variables (Pratiwi & Welly, 2014; Law & Guo, 2016; Karabiyik & Korumaz, 2014). The results emphasized that it is crucial to weigh in sense of self-efficacy in enhancing job satisfaction among teachers who involved in drug prevention program at school level.

Despite its limitations in terms of sampling size and issue of generalizability, there are a few implications of this study signaling to the Ministry of Education and school administration regarding the findings of this study. Teachers' satisfaction on the job can be improved by enhancing teacher's self-efficacy. Teacher's self-efficacy appears to be significantly related to teacher's job satisfaction. Therefore, it is suggested that teachers' effort in providing services in the drug prevention program should be acknowledged and appreciated. The Ministry of Education could provide letter of appointment and appreciation or special certification for teachers. The number of teachers who are responsible to effectively run the drug prevention program should be sent to specialized courses in drug rehabilitation using scholarship or grant. This way, teachers are equipped with necessary knowledge and skills to conduct drug prevention program. A teacher with higher self-efficacy will have higher job satisfaction and will motivate them to ensure the success of any program held in school.

There are a few recommendations for further study. Firstly, the sample of the teachers of Substance Abuse Prevention Program in this study did not represent the whole population. The sample of the study needs to represent the actual number of all the Substance Abuse Prevention Program teachers in order to make it generalize to the whole population. Secondly, other factors that influence the job satisfaction such as stress and burn-out level can be added as variables. Thirdly, employing qualitative approach to get clearer view on teachers' perceptions and challenges when handling Substance Abuse Prevention Program in school are also recommended for further studies.

Allah says in Holy Quran:

"Allah does not charge a soul except [with that within] its capacity. It will have [the consequence of] what [good] it has gained, and it will bear [the consequence of] what [evil] it has earned. "Our Lord, do not impose blame upon us if we have forgotten or erred. Our Lord, and lay not upon us a burden like that which You laid upon those before us. Our Lord, and burden us not with that which we have no ability to bear. And pardon us; and forgive us; and have mercy upon us. You are our protector,

so give us victory over the disbelieving people.” (Al-Baqarah: 286)

This verse explains that Allah is giving a test to his servant because He is sure that his servants are strong enough and can survive the test. As Muslims, we need to believe that Allah always gives us the opportunity to overcome the difficulties that we faced. Allah also says in the Quran:

“So do not weaken and do not grieve, and you will be superior if you are [true] believers.” (Ali-Imran: 139)

This verse emphasized that Allah motivates a Muslim not to be sad and give up in doing something even though he or she faces many difficulties in performing certain acts to achieve their goals. We need to believe in ourselves and we need to strive for excellence as humans are born with wisdom and ability to face any obstacles if we are confident and put our trust in God. In relation to this study, this verse shed lights to teachers who are handling the drug prevention program to be steadfast to continue doing their best in overcoming the drug issues among school children. With the verses in mind, teachers’ self-efficacy is required to improve their motivation in organizing activities to school children and is hoped to increase their job satisfaction.

CONCLUSION

Drug addiction is seen as a cancer that does not only harm individuals who are directly involved, but strikes the family institution, community and the whole nation. Children as early as seven years old have been reported to be involved in certain types of substance abuse. In Malaysia, drug prevention program in schools has been initiated to prevent school children in becoming the drug victims. Teachers are responsible to conduct the drug prevention program at school level to disseminate knowledge and awareness to school children regarding the danger of drugs to one’s life and future. Nevertheless, teachers’ sense of self-efficacy and job satisfaction have not been investigated thus far. Literature has highlighted the importance of both variables to effectively improve literacy on drug and substance abuse at school level. This study found that teachers’ satisfaction and self-efficacy were at low and moderate level, respectively. The findings in this study revealed that teacher’s perception of self-efficacy should be improved to enhance job satisfaction, which could directly enhance their service provision in drug prevention program at school level.

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