

Collective Teacher Efficacy and Job Satisfaction: A Study of Relations

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Abstract: This study examined the relationship between collective teacher efficacy and job satisfaction. The study group of the research consists of 290 teachers working in public schools in Türkiye in Bursa central districts. The teachers work at the preschool, primary, secondary, and high school levels. The research was conducted following the correlational research design. Correlational designs examine the direction and severity of relationships between two or more variables. Demographic information form, short form Minnesota Satisfaction questionnaire, and the collective teacher self-efficacy scale were used to collect data. Pearson correlation coefficients were calculated, and the relationships between collective teacher efficacy and job satisfaction were examined. The predictive effect of collective teacher efficacy on job satisfaction was investigated using structural equation model analysis. According to the results, discipline and teaching components positively correlate with internal and external job satisfaction. Collective efficacy has a significant impact on teachers' job satisfaction. Based on the findings, some suggestions for practice and research were developed.

Keywords: Collective Teacher Efficacy, Job Satisfaction, Correlational Designs

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Introduction

Like other institutions, educational institutions should consider their employees' wishes and desires. This way, educational institutions can reach their goals by increasing productivity (Selvitopu & Şahin, 2013). Teaching is the cornerstone of educational institutions. The most critical responsibility in increasing student success and realizing school goals falls on teachers. In addition, teachers have an essential role in the development and change of societies. The responsibility of shaping the students who are the future of society belongs to the teachers. All teacher behaviors in and out of the classroom affect the students and form a model for them. Teachers determine how students, who are the future of society, will become individuals in the future (Recepöğlü, 2013).

Collective efficacy and job satisfaction are among the variables that affect teachers' work performance (Little and Madigan, 1997). The relationship between collective teacher efficacy and leadership styles has been studied more

in the literature. Limited studies examine the relationship between collective teacher efficacy and job satisfaction (Stephanou et al., 2013; Ruma et al., 2010). This study investigated the effect of teachers' collective efficacy perceptions on job satisfaction. The results will contribute to understanding the relationship of collective efficacy with variables other than leadership and school success.

Job Satisfaction

The concept of satisfaction is expressed as all the emotions that arise when a person's needs, expectations, wishes, desires, or needs are met. Being satisfied also means getting pleasure and satisfaction from a formation, a job, a case, or an impulse. On the other hand, job satisfaction is a feeling that arises when the job's physical characteristics and the employees' wishes are compatible. It is assumed that if the expectations of the employees and the working conditions are compatible, the satisfaction levels of the employees will be high, and if they are not, the satisfaction levels of the employees will be low (Özer, 2015). When there is job dissatisfaction, there is a difference between the results obtained by the employee and the expected results. A contradiction arises with this difference. Particularly in organizational change, when promises are made to employees about their income, rights and security and these promises are not fulfilled or when change efforts are unsuccessful, there is a decrease in the employee's income instead of an increase. This situation leads to deception, insecurity, personal unhappiness, and job dissatisfaction (Er Yeşil & Fındık, 2014).

Positive and negative attitudes developed by employees towards their work have a significant effect on organizational behavior. Attitudes towards working conditions are directly related to job satisfaction. If these attitudes are positive, the satisfaction levels of the employees are high; negative, it is seen that their satisfaction level is low. Many managers want to understand the satisfaction or dissatisfaction of the employees they manage. Because job satisfaction is related to organizational commitment and work performance, the fact that individuals are satisfied with their work environment reveals that they develop positive feelings towards their work and institutions. Individuals with job satisfaction try to fulfill their duties best and spend more time at work (Özkalp, 2013). Job satisfaction is an abstract but positive state of mind that one feels for one's job. Satisfaction with a job does not depend only on the job being done. The degree of satisfaction or dissatisfaction with his job also determines job satisfaction. The material or moral values a person expects a job to add directly affect job satisfaction (Oran, 2016).

Factors such as job expectations, personality traits, work experience, length of service, education level, age, and gender can affect job satisfaction. In addition, organizational factors such as wages, job security, promotion opportunities, managerial relations, co-workers, working conditions, and the nature of the job are also influential on job satisfaction (Akman, 2018). Accordingly, it can be stated that there are internal and external factors that create job satisfaction. Factors such as interest in the job and liking to do the job constitute internal job satisfaction. Factors such as wages, promotion, and working conditions constitute external job satisfaction.

Teachers' job satisfaction is essential for themselves and the educational institutions they work for. Because

teachers' job satisfaction can affect the quality of the service provided and the efficiency of the school, the realization of the school's goals and the quality of education, the quality of the education offered by the teacher, who is satisfied with his work and expresses this clearly, will also increase. On the other hand, teaching is not a stand-alone profession. Teachers carry out their education and training services with the decisions they make together in the school. They exchange ideas on discipline and teaching issues and support each other. In this way, they contribute to the success of the students and the school. Collective efficacy perception means that teachers believe that they can achieve a job together. Investigating the relationship between collective teacher efficacy and job satisfaction is essential.

Collective Efficacy

One of the most important concepts introduced by Bandura with Social Cognitive Theory is self-efficacy. Another concept, which is an extension of self-efficacy for teams, teams, and communities, is collective efficacy (Bandura, 1997). Collective efficacy is defined as the belief in the capacity of the group to organize and execute the skills necessary to achieve specific goals (Bandura, 1995). According to another definition, collective efficacy is the competence of a group to share the expectations and achievements imposed on its members (Zaccaro et al., 1995). Collective efficacy is not simply the sum of individual members' efficacy beliefs. The product of the interactive dynamics of group members acting together is expressed as collective competence (Goddard, Hoy, and Hoy, 2000).

Research on collective efficacy beliefs has revealed that teachers have not only individual-oriented efficacy perceptions but also efficacy perceptions regarding the collective capacities of teachers in a school. It has been stated that these group-oriented perceptions reflect a new organizational feature defined as collective efficacy (Goddard, Hoy, and Woolfolk-Hoy, 2000). Studies have shown that collective efficacy is one of the essential features that improve the quality of teaching. It has been determined that perceived collective efficacy strongly correlates with school student achievement (Schumacher, 2009; Knobloch, 2007; Jackson, 2009). Collective efficacy is effective on student performance, creates strong bonds between parents and teachers, increases the quality of academic activities at school, and reduces the effects of adverse socio-economic conditions (Goddard et al., 2000).

Teachers' collective efficacy perceptions can affect their job satisfaction levels. Because the structure or nature of the group with which the person acts is an essential factor in job satisfaction. A workgroup with good friendships and support from each other significantly affects employee satisfaction (Özkalp, 2013). If the group in which the individual is included provides various support, comfort, advice, and work to the employee, such an environment will positively affect job satisfaction. Even if the person does not like his job, he may be satisfied with his job because of his friends. A good business group can make working life more enjoyable. This study investigated the effect of teachers' collective efficacy perceptions on job satisfaction. The results will help understand collective teacher efficacy and job satisfaction.

Method

This research was conducted following the correlational research design. Correlational designs aim to examine the direction and severity of relationships between two or more variables (Büyüköztürk et al., 2008). This study investigated the relationships between collective teacher efficacy and job satisfaction.

Study Group

The study group of the research consists of 290 teachers working in public schools in Türkiye in Bursa central districts. 43.4% (n=126) of the teachers are female and 56.6% (n=164) are male. 4.8% of the teachers work in preschool, 29.7% in primary school, 37.2% in secondary school, and 27.8% in high school. The average age of the teachers was 40.21 (Sd=7.76).

Measurement Tools

Demographic information form: In line with the purpose of the research, a personal information form was developed and used to obtain information about the demographic characteristics of the teachers participating in the research. In the demographic information form, Multiple-choice statements about gender, type of school, and age. Short Form Minnesota Satisfaction Questionnaire (SFMSQ): The scale was developed by Weiss, Dawis, and England (1967), and the short form consists of 20 items. The scale has dimensions that measure internal and external job satisfaction. The scale is a five-point Likert type. Higher scores on the scale indicate higher job satisfaction. The Cronbach Alpha coefficients for internal and external job satisfaction were 0.85 and 0.88.

The collective teacher self-efficacy scale was developed by Tschannen-Moran and Barr (2004) and adapted into Turkish by Erdoğan and Dönmez (2015). The scale measures collective teacher efficacy in two sub-dimensions. There are six items in the dimension of student discipline, which is the first dimension, and six items in the dimension of teaching strategies, which is the second dimension. The scale is a five-point Likert type. In the current study, the Cronbach Alpha internal consistency coefficients calculated for discipline and instructional strategies were 0.78 and 0.75, respectively.

Data Analysis

Structural equation model analysis was conducted to examine the effect of collective teacher efficacy on job satisfaction. The fact that the Mardia kurtosis coefficient is less than 8 indicates that the multivariate normal distribution assumption is met (Yılmaz & Varol, 2015). In this study, the Mardia kurtosis coefficient calculated with AMOS was 6.15. This value showed that the multivariate normal distribution assumption was met. Pearson correlation coefficients were calculated to calculate the relationships between the variables. Analyzes were performed using AMOS 24.0 and SPSS 25.0.

Results

The relationships between collective teacher efficacy and job satisfaction were examined using Pearson correlation coefficients. Collective teacher efficacy has two components: instruction and discipline. Job satisfaction also has two components: internal and external satisfaction. The coefficients obtained are shown in Table 1.

Table 1. Pearson Correlation Coefficients

Variables		1.	2.	3.	4.
1. Teaching	r	1			
	p				
	N	290			
2. Discipline	r	.80**	1		
	p	<.01			
	N	290	290		
3. Internal satisfaction	r	.29**	.34**	1	
	p	<.01	<.01		
	N	290	290	290	
4. External satisfaction	r	.36**	.37**	.77**	1
	p	<.01	<.01	<.01	
	N	290	290	290	290

**p<.01

Teaching is positively correlated with internal ($r=.29$, $p<.01$) and external ($r=.23$, $p<.01$) satisfaction scores. Discipline is positively correlated with internal ($r=.34$, $p<.01$) and external ($r=.37$, $p<.01$) satisfaction scores. It has been observed that as teaching and discipline increase, internal and external satisfaction increases.

The effect of collective teacher efficacy on job satisfaction was examined with the structural equation model shown in Figure 1. Collective teacher efficacy was included in the model as the independent variable, and job satisfaction was the dependent variable. The calculated fit values ($\chi^2/sd=2.66$, $p=.10$, $RMSEA=.08$, $SRMR=.01$, $CFI=.99$; $TLI=.98$, $GFI=1.00$, $AGFI=.95$) indicated that the data and model fit perfectly (Bollen, 1989; Browne & Cudeck, 1993; Hu & Bentler, 1999; Tanaka & Huba, 1985).

The model in Figure 1 shows that collective teacher efficacy positively affects job satisfaction ($\beta=0.44$, $p<.001$). As collective teacher efficacy increased, organizational commitment also increased. Collective efficacy explains about 19% of the change in job satisfaction.

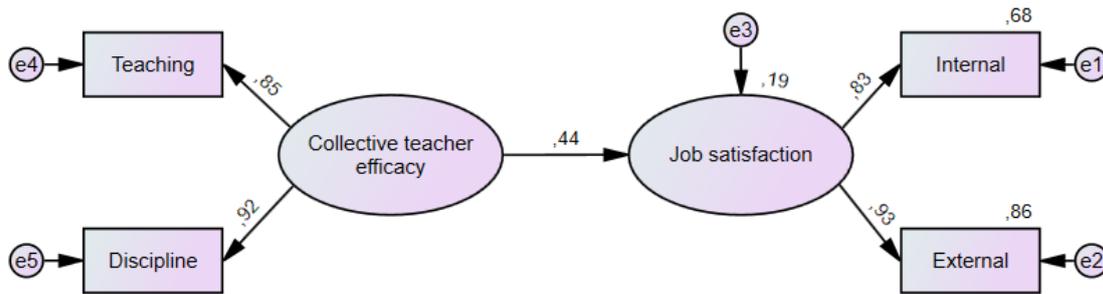


Figure 1. The Structural Equation Model

Table 2. Regression Weights

		B	β	S.E.	C.R.	p	
Collective teacher efficacy	--->	Job satisfaction	.43	.44	.07	5.94	***

***p<.001

Discussion

This study examined the relationship between the collective efficacy perceptions of teachers working in preschool, primary, secondary and high schools and their job satisfaction. The results showed that teachers' collective efficacy perceptions positively correlate with job satisfaction. It has been understood that collective efficacy significantly affects teachers' job satisfaction.

Collective efficacy has two critical components: discipline and teaching strategies (Tschannen-Moran and Barr, 2004). This study revealed that discipline and instructional strategies have positive relationships with teachers' internal and external job satisfaction. In addition, it has been understood that collective efficacy is an essential predictor of teachers' perceptions of job satisfaction. Although the teaching profession seems to be a stand-alone profession, teachers have to cooperate with other colleagues to do their job healthily. They cooperate with the school administration and parents to organize the activities in the classroom and provide the necessary materials. Therefore, the relationships that teachers establish with their colleagues, administrators, and parents can affect their satisfaction with their work (Stephanou et al., 2013; Ruma et al., 2010). Teachers' collective perception of competence can help them overcome difficulties more easily. This situation may cause them to be more satisfied with their work environment, co-workers, and management. It is a common situation that the feelings of job satisfaction of teachers who are satisfied with their working environment increase.

A working group with good friendships and support for each other significantly affects employee satisfaction (Özkalp, 2013). If the group in which the individual is included provides various support, comfort, advice, and work to the employee, such an environment will positively affect job satisfaction. Even if the person does not like

his job, he may be satisfied with his job because of his friends. A good business group can make working life more enjoyable. The results obtained in this study support the theoretical explanations. It has been observed that the relationship between collective teacher efficacy and leadership characteristics has been investigated more in the literature (Alanoglu, 2022; Calik et al., 2012; Liu et al., 2022; Meyer et al., 2022; Ninković and Knežević Florić, 2018). In this study, unlike the studies in the literature, it was determined that collective teacher efficacy positively affected job satisfaction.

It can be recommended that school administrators include regulations that will increase the collective competence of teachers. The number of environments where teachers can cooperate should be increased. In this way, teachers can be provided job satisfaction by increasing their collective efficacy. Future research may explore the factors that mediate the relationship between collective efficacy and job satisfaction. It can be recommended that similar studies be conducted to cover teachers working in different provinces and districts.

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