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## **Collective Teacher Efficacy, Teacher Self-efficacy, and Job Satisfaction among Iranian EFL Teachers: The Mediating Role of Teaching Commitment**

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### **Abstract**

A significant research base has increasingly substantiated that teachers are among the most significant players affecting student achievement in second language classrooms. As a result, teacher-related variables have enjoyed much research attention over the recent decades in both mainstream education and English Language Teaching (ELT). Likewise, the present study was set to test a structural model of collective teacher efficacy, teacher self-efficacy, job satisfaction, and teaching commitment, and specifically to examine the hypothesis that teaching commitment mediates the effects of collective teacher efficacy and teacher self-efficacy on job satisfaction. Using a sample of 312 Iranian EFL teachers, structural equation modeling (SEM) was conducted to establish the structural model. The findings of a confirmatory factor analysis (CFA) confirmed the fitness of both the employed scales and the structural model. The findings and implications of the present study are finally discussed.

*Keywords:* Collective teacher efficacy, teacher self-efficacy, job satisfaction, teaching commitment, EFL teachers

Since teachers play one of the essential roles in the teaching milieu, the quality and capability of the teachers should be given adequate attention in order for any educational system to be successful (Scheopner, 2010). Consequently, the needs, concerns, and psychological factors of

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the teachers should be considered to increase the effectiveness of any educational system. According to Kelly (2000), despite the fact that teachers are employed primarily to teach, they are involved in profoundly different tasks, in addition to the face-to-face teaching, like syllabus design and material development, lesson planning, classroom management, community relations, information technology, health and safety, resource management, and students' welfare. To shed more light on the psychological factors of teachers, a significant body of empirical studies have been conducted to investigate the relationships among some teacher-related variables such as teacher self-efficacy, burnout, emotional intelligence, collective efficacy, commitment, and job satisfaction (e.g., Skaalvik & Skaalvik, 2007; Viel-Ruma et al., 2010; Ware & Kitsantas, 2007).

As one of the critical teacher variables, self-efficacy is concerned with one's beliefs and perceptions of his or her competencies to yield favorable results (Bandura, 1997). This efficacy belief conceptualized as teachers' opinions about their capability to have effects on the students' learning has attracted a good deal of attention during the last few decades (Klassen & Chiu, 2010). Efficacy beliefs are argued to correlate with a range of educational variables such as better academic achievement, effective teaching activities, increased parent involvement, and higher levels of teacher commitment (Podell & Soodak, 1993; Ware & Kitsantis, 2007). Self-efficacy helps individuals to be successful in being better teachers and fosters their sense of job satisfaction in their teaching practice (Skaalvik & Skaalvik, 2007). This sense of efficacy increases the teachers' confidence or perceived ability which positively influences students' learning (Podell & Soodak, 1993). It also accounts for teachers' amount of dedication, efforts, and persistence to solve the problems of their students. More self-efficacious teachers plan to achieve more aspiring objectives by paying more attention to the learners instead of the learning materials (Brookhart & Loadman, 1993).

Closely associated with self-efficacy is the construct of collective efficacy that pertains to group judgment and attempts (Bandura, 1986).

Grounded in social cognitive theory of Bandura, collective efficacy is concerned with the beliefs that members of an organization have about their group's competencies to achieve their intended objectives (Goddard, Hoy, & Hoy, 2000). According to Bandura (1986), collective efficacy is concerned with the group's perception, judgment, effort, persistence, and tendency to remain together. This sense of collective efficacy is regarded to be of high importance to students' learning. Highlighting this significance, Mayer, Mullens, and Moore (2000) stated: "a school faculty that collectively takes responsibility for student learning" (p. 36). Researches have shown that collective efficacy is influenced by teachers' sense of efficacy (Donohoo, 2018; Goddard & Godddard, 2001). Goddard et al. (2004) also stated that teachers of a school with higher collective efficacy are likely to improve the teachers' self-efficacy. On the contrary, the low level of collective efficacy negatively influences teachers' sense of efficacy and also may reduce teachers' commitment.

As another teacher variable which has attracted significant research attention, teaching commitment is concerned with a teacher's amount of psychological attachment to the teaching profession (Coladarci, 1992). According to Firestone (1996), teacher commitment is a significant correlate of teachers' performance. Committed teachers have a higher motivation to create positive changes among their learners (Sinclair, Dowson, Mcinerney, 2006). Such teachers may seem to have a secure attachment to their organization, their learners or what they teach (Firestone & Pennell, 1993; Firestone & Rosenblum, 1988). As Shukla (2014) noted, committed teachers not only try hard to foster development among their learners, but they also make lots of efforts for their professional development as teachers.

Furthermore, it has been revealed that teacher job satisfaction acts as the predictor of teacher retention and is significantly related to teacher commitment (Canrinus et al., 2012). Locke and Lathan (1976) presented a thorough conceptualization of job satisfaction as a pleasant and favorable affective feeling obtained from the assessment of one's profession or experience of that profession. Maslow's theory of persons'

needs (1943) states that fulfillment of needs motivates people; therefore, teachers with further degrees of job satisfaction are more probable to continue teaching (Stempien & Loeb, 2002). Conversely, teachers with lower levels of satisfaction with their work show lower commitment and are more likely to leave their jobs (Ingersoll, 1994). Also, in the organizational context, job satisfaction can result in positive interactions and cooperation among colleagues and supervisors (Amorim Neto, Rodrigues, & Panzer, 2017). Although the investigation of teacher-related variables has been the focal point of numerous investigations over the last few decades, to the best knowledge of researchers, no empirical research has been carried out to explore the relationships among collective teacher efficacy, teacher efficacy, job satisfaction, and teaching commitment. Additionally, it seems that the construct of collective teacher efficacy has not been well-addressed in English Language Teaching (ELT) in general and in Iranian English as a Foreign Language (EFL) educational system in particular. To partially address these gaps and to shed more light on the psychological factors of EFL teachers, the current research was set to explore the interrelations among collective teacher efficacy, individual sense of efficacy, and job satisfaction through the mediating role of teaching commitment. In so doing, the structural equation modeling procedure was employed to explore the relations among the teacher-related constructs and to test the fit indices of the hypothesized structural model for this study. The model as hypothesized is shown in Figure 1 on page 52.

## **Background and Literature**

### **Collective teacher efficacy**

Functioning as a group-related perception and a school-level variable, collective teacher efficacy is concerned with teachers' beliefs of the efficiency of their school as a unit and their collective evaluation of their ability to exert positive educational differences to the learners (Goddard & Goddard, 2001; Ross & Gray, 2006). Playing the same role as self-efficacy beliefs do in an individual's performance, collective

efficacy affects collective performance in a variety of fields such as politics, sports, and education. Collective teacher efficacy is conceptualized as the perceptions teachers hold towards their collective competencies to positively change the functioning of their learners (Bandura, 1993; Tschannen-Moran & Barr, 2004). It also resembles the concept of self-efficacy regarding the way it influences the extent to which how much attempts and persistence devoted to an activity or the perception of the success of that activity (Bandura, 1997). It is assumed that collective efficacy beliefs of the teachers, similar to self-efficacy, are enhanced by the sources such as *group emotional arousal, experience, verbal persuasion, and vicarious experience* but not experienced at the individual level but among many teachers (Goddard & Goddard 2001). Since these sources of efficacy are of high significance for everyone, likewise, they are crucial for the collective teacher efficacy development (Bandura, 1986, 1997).

Effective schools are those which have teachers with a higher collective efficacy sense to aid the students in learning and making progress. Schools with such teachers are also likely to be those whose administrators, learners, and parents are more encouraging and helpful (Goddard & Goddard, 2001). Collective efficacy is argued to affect teachers' self-efficacy, commitment, teaching performance, and the students' learning quality. Goddard et al. (2004) also suggested that school personnel including teachers with stronger collective efficacy are more likely to improve the self-efficacy of the teachers, whereas lower self-efficacy may weaken the self-efficacy sense of the teachers and therefore, affect the commitment of teachers negatively. Recently, Goddard et al. (2015) reported significant correlations among leadership, the collaboration of teachers, collective efficacy, and achievement of students.

According to Coleman (1990), norms are created to allow group members to have some degree of control over the activities of others when the consequences of the actions affect the group. The group members will not welcome the actions of a teacher if the actions of a

teacher are not consistent with the conventional group beliefs. Klassen et al. (2011, p.23) noted, "When teachers experience challenges and failures that may lower their motivation, such difficulties might be exacerbated by beliefs in their co-workers' collective capacity to effect change. Therefore, teachers' collective efficacy beliefs are related to teachers' self-efficacy beliefs". Researchers found collective efficacy to be correlated with stressors and other job-related strains which can significantly predict job satisfaction and commitment to the organization (Donohoo, 2018; Jex & Bliese, 1999; Jex & Thomas, 2003). Teachers' collective efficacy has also possibly effect on the learning achievement of the students in a positive and significant way (Goddard & Goddard, 2001; Tschannen-Moran & Barr, 2004).

### **Teaching commitment**

Conducting a thorough review of the numerous descriptions of teacher commitment, Firestone and Pennell (1993) concluded that a significant common conceptualization among the various definitions is a sense of affective connection or attachment of one with teaching practice. Similarly, teaching commitment was defined by Mowday, Steers, and Porter (1979) and Reyes (1990) as the power of a person's sense of belonging with a specific school. Within these definitions, teaching commitment is characterized with three key factors: (a) approval of and loyalty to the objectives and values of the school, (b) dedication to exerting substantial effort on the organization behalf, and (c) strong inclination to stay with the organization. Teacher commitment has two different aspects; professional commitment and organizational commitment (Billingsley & Cross, 1992; Firestone & Pennell, 1993). Complete engagement and devotion of the teacher is a prerequisite for increasing the students' performance and paving the way for their learning process. A committed teacher is always caring about the learners and is continually thinking about how to improve their learning (Shukla, 2014). Recognized as an influential variable for school success, the high commitment of teachers to the students in classes plays a significant role

in achieving the overall success of a learning center in enhancing the learning achievement of the students (Lee et al., 2011).

Firestone, Rosenblum, and Webb (1987) stated that regular and administrative activities at school levels could affect teacher commitment as the educational activities and school atmosphere are closely interrelated factors. In a study by Ross and Gray (2007), their findings showed that there was a direct correlation between transformational leadership and the commitment of teachers, independent of agency beliefs. Rosenholtz (1991) believes that internal motivation has been considered as the fundamental conditions that promote high performance, motivation, and commitment to work by some organizational social psychologists. From this perspective, the commitment of teachers is regarded as the amount and level of investment in their work, quality of performance, their satisfaction, and their willingness to stay in their profession. The outcomes of commitment are relatively clear. It is more likely that committed people outlast more in the organization, work in harmony with organizational objectives, and dedicate more energy and time in their carrier (Yousef, 2000). In Chan and colleagues' (2008) model of teacher commitment, teaching experience was directly correlated with self-efficacy, and negatively correlated with the commitment of teachers.

### **Collective teacher efficacy and teaching commitment**

Rooted in Bandura's (1997) social cognitive theory, sense of efficacy affects individuals' feeling, thinking, and motivation. Teachers with a strong level of collective efficacy are likely to follow the activities in which they have the competence to become successful, try harder in pedagogic activities, set ambitious goals and persist in finding better solutions to the problems (Goddard & Goddard, 2001; Ross & Gray, 2006). Ross and Gray (2006) conducted an empirical study whose findings revealed that collective teacher efficacy could strongly predicts the commitment of teachers. The lower level of collective efficacy decreased self-efficacy sense of the teachers and thus negatively

influenced teachers' commitment (Goddard et al., 2004). Moreover, the findings of a study conducted by Ware and Kitsantas (2007) revealed that collective teacher efficacy was a significant predictor of professional commitment.

Additionally, some studies in the literature have demonstrated that collective efficacy could influence teachers' efficacy (Kurz & Knight, 2004). An organization faculty including teachers with higher levels of collective efficacy will improve the individual teachers' self-efficacy, whereas low collective efficacy is likely to reduce teachers' sense of self-efficacy and therefore negatively influence commitment of teachers (Goddard & Goddard, 2001).

The findings of the study by Anderman, Belzer, and Smith (1991) revealed that an organizational culture and climate which emphasizes affiliation, recognition, and accomplishment positively affects teachers' satisfaction and commitment and that principals' behavior and actions establish favorable working situations that positively contribute to teacher satisfaction and commitment. Likewise, Firestone, Rosenblum, and Webb (1987) pointed out that there is a close inter-relation between teaching commitment and school climate. Carrying out a study in the Omani context, Al-Mahdy, Emam, and Hallinger (2018) also indicated that a positive correlation existed between collective teacher efficacy and teacher commitment.

### **Self-efficacy and teaching commitment**

A high sense of teachers' self-efficacy fosters a strong professional commitment and cooperation with workmates and parents (Hoover-Dempsey, Bassler, & Brissie, 1992), which contributes to the enhancement of a facilitative and effective working environment (Carpara et al., 2006). From Bandura's (1997) perspective, teachers' commitment to work and learning of their students could be attributed to their belief in their ability to successfully enhance student learning. An influential teacher self-efficacy has been reported to be associated with a higher teaching commitment (Ware & Kitsantas, 2007). The results of



Hausman and Goldring (2001) also revealed that teachers with stronger self-efficacy demonstrated a higher level of commitment.

Referring to several previous studies, Tschannen-Moran and Woolfolk Hoy (2001) asserted that teacher efficacy positively influences teaching enthusiasm, commitment to teaching, and retention in teaching. Also, it has been revealed that teachers' self-efficacy is highly correlated with their well-being which, in turn, affects teaching commitment and tendency to enter the teaching profession (Chesnut & Cullen, 2014).

It is argued that teachers with stronger degrees of a sense of efficacy are likely to be more motivated to improve students' learning and are more committed to their teaching (Bandura, 1997). The higher levels of teachers' motivation and commitment can be justified by the conceptualization of the concept of teacher self-efficacy. Teacher efficacy that is conceptualized as the degree to which a teacher considers himself as capable of helping students learn affects teachers' educational efforts in the classroom (Tschannen-Moran & Hoy, 2001). As a result, teacher efficacy can affect teachers' performance, commitment, and professional retention (Guskey, 1984). From this perspective, self-efficacious teachers will be more likely to plan class activities more fruitfully, help learners who have more difficulties, and try more to find more proper teaching materials. Such teachers are, therefore, more likely to have better teaching performance and are more committed to their work. Committed teachers are more confident to cope with challenging teaching situations, are more optimistic to find a solution for their pedagogical problems, and feel more accountable for their successes and failures. Some other previous empirical research has indicated that teacher self-efficacy affects teaching commitment (Canrinus et al., 2012; Klassen & Chiu, 2011; Ross & Gray, 2006; Ware & Kitsantas, 2007).

### **Teaching commitment and job satisfaction**

According to Spector (1985, p. 693) job satisfaction is characterized as "employee attitudes, including pay, promotion, supervision, fringe benefits, contingent rewards, operating procedures, coworkers, nature of

work, and communication." Locke (1976) defined job satisfaction as a favorable or pleasant affective state created by the assessment of one's job and carrier. t refers to a situation in which the employee gets a sense of satisfaction in what he is doing as his job. A significant number of studies have found the relationship between job satisfaction and commitment (Adebomi, Olufunke & Oluyemisi, 2012; Canrinus et al., 2012). Reyes and Shin (1995) demonstrated that teacher job satisfaction could affect teacher commitment and asserted it is necessary that school officials address teacher job satisfaction before teachers broaden a feeling of commitment to the school. Likewise, Culver, Wolfe, and Cross (1990) indicated that commitment was positively correlated with job satisfaction for teachers. Also, a similar positive relationship between job satisfaction and teacher commitment was found by Fresko, Kfir, and Nasser (1997).

### **Collective teacher efficacy and job satisfaction**

Collective efficacy might affect job satisfaction. Carpara et al. (2003) investigated 103 junior high schools in Italy, and the findings showed that teacher self-efficacy and collective efficacy were correlated with job satisfaction of teachers. The findings also revealed that although teacher self-efficacy did not have significant effect on job satisfaction, it was indirectly influenced by self-efficacy because of its effect on collective efficacy. Ware & Kitsantis (2007) also revealed that collective teacher efficacy and self-efficacy were the significant predictors of teacher commitment. In another study done by Viel-Ruma et al. (2010) in one school district, the correlations between the three constructs of teacher sense of individual efficacy, collective efficacy, and job satisfaction were investigated. The findings of the research revealed that collective efficacy directly influenced teacher self-efficacy, but failed to affect job satisfaction directly. However, a study conducted by Goker (2012) reported the direct relationship between collective teacher efficacy and job satisfaction.

Schools and other learning centers are considered as organizations in which teachers cooperate in a social system which is interactive. The schools' social organization influences teachers' relationships, principals, learners, and instructional activities. This interplay among teachers, administrators and learners are justifiable in light of social cognitive theory which states that teachers' views of both selves and collective affect their actions and instructional behavior. From this perspective, the learning environment is not created individually but co-constructed collectively. It is argued that the belief systems and group perceptions of a faculty create cultures that can be beneficial or detrimental to the social system of school (Goddard & Goddard, 2001). Therefore, efficacy beliefs of teachers in the schools' social organization affect feelings, thinking, actions, motivation, and job satisfaction of individual teachers.

### **Self-efficacy and job satisfaction**

According to what Ryan & Deci (2000) stated, self-efficacy of the teachers directly affects their job satisfaction to such an extent that teachers' intrinsic needs are met and indirectly influences job satisfaction by inculcating a sense of pride and achievement among teachers who have experienced a successful performance (Carpara et al., 2006).

Caprara et al. (2003) examined more than 2000 teachers in 75 Italian schools, and the results indicated that teacher's sense of efficacy contributed significantly to a teacher's job satisfaction. Also, Carpara et al. (2006) stated,

Teachers' self-efficacy beliefs do not, of course, operate in isolation from psychological determinants that affect their motivation and performance such as their professional aspirations, the recognition, and respect they perceive to be accorded and ultimately, the satisfaction they draw from their profession. (p. 475)

The positive relationship between self-efficacy and job satisfaction was also confirmed by Adebomi, Olufunke, and Oluyemisi (2012), Caprara, Barbaranelli, Borgogni, and Steca (2003), Klassen and Chiu

(2010), and Viel-Ruma et al. (2010). Also, the results of the study conducted by Chaaban and Du (2017) revealed that there was a relationship between teachers' job satisfaction and self-efficacy beliefs.

Based on the above literature the following hypotheses can be proposed.

**Hypothesis 1:** *Collective teacher efficacy is positively related to teaching commitment*

**Hypothesis 2:** *Teacher self-efficacy is positively related to teaching commitment*

**Hypothesis 3:** *Teaching commitment is positively related to job satisfaction*

**Hypothesis 4:** *Collective teacher efficacy has a positive relationship with job satisfaction*

**Hypothesis 5:** *Teacher self-efficacy has a positive relationship with job satisfaction*

## Method

### Participants

The participants volunteered for the objective of the current study were Iranian EFL teachers with different ages, genders, educational backgrounds, and teaching experience. The data collection procedure of the present study was carried out by distributing the questionnaires to practicing EFL teachers at different institutes, high schools, and centers of higher education in various Iranian provinces such as Tehran, Hamadan, and Kurdistan. The total number of respondents to the questionnaires was 312 respondents. In total, 350 teacher questionnaires for the four teacher scales (i.e., collective teacher efficacy, self-efficacy, teaching commitment, and job satisfaction) were distributed. Out of 350 distributed questionnaires, 312 completed questionnaires were usable, amounting to a response rate of 89.14%. The questionnaires which were discarded were either incomplete or carelessly completed. The participants were both male (N=76) and female (N=236). Their age ranged from 19 to 41 with the mean age of 25.31. Their teaching

experience varied from six months to 24 years of teaching with the average teaching experience of 5.41.

### **Procedures**

This survey was conducted with the cooperation of EFL teachers from various provinces including Tehran, Hamadan, Kurdistan, and some other cities. The data collection procedure took about two seasons in 2017. The four questionnaires were given to the participant teachers. The teachers' questionnaires were distributed randomly; some instructions were given on how to complete the questionnaires, then they were collected by the researcher in person. Due to the ease of data collection and better accessibility to the participants, the researcher also used the online version of the questionnaires constructed via Google Docs.

### **Instruments**

Collective teacher efficacy was assessed by the scale developed by Skaalvik and Skaalvik (2007). This scale consists of seven items and is a unidimensional scale. The items were concerned with motivation, instruction, addressing students' needs, controlling student behavior, and establishing a secure atmosphere. A sample item is as follows: "As teachers of this school we can get even the most difficult students engaged in their schoolwork." Each item was a 5-point scale ranging from false (1) to the right (5).

The Teachers' Sense of Efficacy Scale (TSES) developed and validated by Tschannen-Moran, and Woolfolk Hoy (2001) was employed to measure EFL teachers' sense of efficacy. TSES is one of the most frequently used scales measuring teachers' sense of efficacy. It has been reported to enjoy acceptable levels of reliability and validity (e.g., Klassen et al., 2009). This scale includes 24 items. Response options ranged from 1 (nothing) to 5 (a great deal). The item examples were from (1) "How much you can do to get through to the most difficult students?" to (24) "How well can you provide appropriate challenges for competent students?"

Commitment to teaching was measured through a four-item scale validated by Ware and Kitsantas (2007). An example item is as follows: "I am generally satisfied with being a teacher at this school." Response options for the items varied from 1 (strongly agree) to 4 (strongly disagree).

Job satisfaction was also assessed by two items from Carpara et al. (2003) on a 9-point scale, ranging from strongly disagree to strongly agree, from Items included (a) "I am satisfied with what I achieve at work," and (b) "I feel good at work." The scale demonstrated acceptable reliability and validity as reported by Carpara et al.'s (2003).

## Results

### **Descriptive statistics and Confirmatory factor analysis**

The collected data were analyzed employing the SPSS AMOS 20. First, a confirmatory factor analysis (CFA) was run to confirm the appropriateness of all employed measures concerning their psychometric properties. Moreover, to examine and evaluate the fitness of the hypothesized model, the following indices were utilized: goodness-of-fit index (GFI), adjusted goodness-of-fit index (AGFI), the normed fit index (NFI), root mean square error of approximation (RMSEA).

Before conducting confirmatory factor analysis (CFA), descriptive statistics such as the means, standard deviations, and correlations among the constructs were calculated. Descriptive analyses are presented in Table1.

Table 1.

*Descriptive statistics for the constructs*

| n= | 312                         | Mean (S.D.) | Correlation |        |        |      |
|----|-----------------------------|-------------|-------------|--------|--------|------|
|    |                             |             | 1           | 2      | 3      | 4    |
| 1. | Self-efficacy               | 2.46 (1.18) | 1.00        |        |        |      |
| 2. | Teaching Commitment         | 1.97 (1.11) | 0.64**      | 1.00   |        |      |
| 3. | Job Satisfaction            | 1.89 (1.06) | 0.55**      | 0.66** | 1.00   |      |
| 4. | Collective Teacher Efficacy | 2.36 (1.21) | 0.59**      | 0.57** | 0.45** | 1.00 |

Note : \*\* indicates significance level of 0.01 .

As the first step in investigating the data, CFA was run for the analysis of the hypothesized model. The obtained indices for the CFA indicated a good fit ( $X^2/df = 1.352$ ,  $p = 0.000$ ,  $GFI = 0.898$ ,  $AGFI = 0.891$ ,  $CFI = 0.989$ ,  $NFI = 0.946$ ,  $RMSEA = 0.027$ ). As far as reliability is concerned, Table 2 shows that all the scales' coefficient alphas exceeded 0.70, suggesting that all scales were adequately reliable. Moreover, construct or composite reliabilities ranged from 0.768 (job satisfaction) to 0.962 (self-efficacy). The factor loadings of all scales were both significant ( $p < 0.001$ ). Because the obtained values for the reliabilities of the construct and factor loadings were high, the model can be verified in terms of convergent validity (Anderson & Gerbing, 1988).

Table 2.

*The reliability and factor loadings of the constructs and indicators*

| Construct     | Indicators   | Cronbach's<br>$\alpha/CR$ | Factor<br>loadings | t- value  |
|---------------|--|---------------------------|--------------------|-----------|
| Self-efficacy | How much can you do to get through to the most difficult students?             | 0.962/0.962               | 0.81               | 11.592*** |
|               | How much can you do to help your students think critically?                    |                           | 0.86               | 12.338*** |
|               | How much can you do to control disruptive behavior in the classroom?           |                           | 0.71               | 11.146*** |
|               | How much can you do to motivate students who show low interest in school work? |                           | 0.68               | 10.026*** |
|               | To what extent can you make your expectations clear about student              |                           | 0.84               | 12.126*** |

| Construct | Indicators   | Cronbach's<br>$\alpha$ /CR | Factor<br>loadings | <i>t</i> - value |
|-----------|--|----------------------------|--------------------|------------------|
|           | behavior?  |                            |                    |                  |
|           | How much can you do to get your students to believe they can do well in school work?             |                            | 0.84               | 12.231***        |
|           | How well can you respond to difficult questions from your students?                              |                            | 0.80               | 11.906***        |
|           | How well can you establish routines to keep activities running smoothly?                         |                            | 0.87               | 12.375***        |
|           | How much can you do to help your students value learning?  |                            | 0.79               | 11.591***        |
|           | How much can you gauge student comprehension of what you have taught?                            |                            | 0.90               | 12.550***        |
|           | To what extent can you craft good questions for your students?                                   |                            | 0.87               | 12.411***        |
|           | How much can you do to foster student creativity?  |                            | 0.86               | 12.336***        |
|           | How much can you do to get children to follow classroom rules?                                   |                            | 0.79               | 11.633***        |
|           | How much can you do to improve the understanding of a student who is failing?                    |                            | 0.83               | 12.123***        |
|           | How much can you do to calm a student who is disruptive or noisy?                                |                            | 0.81               | 11.591***        |
|           | How well can you establish a classroom management system with each group of students?            |                            | 0.78               | 11.543***        |
|           | How much can you do to adjust your lessons to the proper level for individual students?          |                            | 0.82               | 11.892***        |
|           | How much can you use a variety of assessment strategies?   |                            | 0.82               | 11.741***        |
|           | How well can you keep a few problem students from ruining an entire class?                       |                            | 0.66               | 10.92***         |
|           | To what extent can you provide an alternative explanation or example when students are confused? |                            | 0.77               | 11.335***        |
|           | How well can you respond to defiant students?  |                            | 0.86               | 0.12.321***      |
|           | How much can you assist families in helping their children do well in                            |                            | 0.90               | 12.611***        |



| Construct                         | Indicators   | Cronbach's<br>$\alpha$ /CR | Factor<br>loadings | <i>t</i> - value |
|-----------------------------------|--|----------------------------|--------------------|------------------|
|                                   | school?  |                            |                    |                  |
|                                   | How well can you implement alternative strategies in your classroom?   |                            | 0.85               | 12.335***        |
|                                   | How well can you provide appropriate challenges for very capable students?   |                            | 0.84               | 12.385***        |
| Teaching<br>Commitment            | I am generally satisfied with being a teacher at this school.  | 0.891/0.891                | 0.71               | 11.201***        |
|                                   | If I could start over, I would be a teacher.   |                            | 0.69               | 10.011***        |
|                                   | I plan to remain in teaching for a long time.  |                            | 0.73               | 8.652***         |
|                                   | I sometimes feel it is a waste of time to try to do my best as a teacher.  |                            | 0.78               | 11.296***        |
| Job<br>Satisfaction               | I am satisfied with what I achieve at work.  | 0.768/0.768                | 0.68               | 9.652***         |
|                                   | I feel good at work.   |                            | 0.71               | 11.241***        |
| Collective<br>Teacher<br>Efficacy | As teachers of this school, we can get even the most difficult pupils engaged in schoolwork.                                 | 0.881/0.881                | 0.66               | 10.523***        |
|                                   | Teachers in this school prevent mobbing effectively.   |                            | 0.88               | 12.521***        |
|                                   | As teachers of this school, we handle conflicts constructively because we work as a team.                                    |                            | 0.87               | 12.408***        |
|                                   | At this school, we have a standard set of rules and regulations that enable us to handle disciplinary problems successfully. |                            | 0.80               | 11.562***        |
|                                   | Teachers in this school successfully address individual pupils' needs.   |                            | 0.81               | 11.725***        |
|                                   | At this school, we can create a safe and inclusive atmosphere even in the most challenging classes.                          |                            | 0.89               | 12.536***        |
|                                   | Teachers at this school succeed in teaching language skills even to low ability pupils.                                      |                            | 0.88               | 12.311***        |

Note: CR indicates construct or composite reliability  
\*\*\* significant at the 0.001

### Structural equation model

To accomplish the purpose of the current research, the formulated hypotheses were examined by employing structural equation modeling. Upon the investigation and comparison of the direct effects, full mediation, and partial mediation model (see Table 3), fit indices GFI, CFI, NFI, and RMSEA of the partial mediation model revealed more appropriate values. The fit indices values of the partial mediation model for the overall sample were  $X^2/df = 1.352$ ,  $GFI = 0.898$ ,  $AGFI = 0.891$ ,  $CFI = 0.989$ ,  $NFI = 0.946$ ,  $RMSEA = 0.027$ . Moreover, the  $R$ -square value ( $R^2 = 0.694$ ) showed that collective teacher efficacy and teacher self-efficacy produce an adequate variance in teaching commitment and the other value ( $R^2 = 0.526$ ), revealing that teaching commitment identifies the significant variance in job satisfaction.

Table 3.

#### *Results for fit indices of models*

| Model                   | $X^2/df$ | $\Delta x^2$ | GFI   | AGFI  | CFI   | NFI   | RMSEA |
|-------------------------|----------|--------------|-------|-------|-------|-------|-------|
| Direct Effects Model    | 1.926    |              | 0.866 | 0.861 | 0.975 | 0.923 | 0.041 |
| Full Mediation Model    | 1.435    | 534.211      | 0.882 | 0.887 | 0.987 | 0.941 | 0.031 |
| Partial Mediation Model | 1.352    | 16.322       | 0.898 | 0.891 | 0.989 | 0.946 | 0.027 |

Note:  $\Delta x^2$  shows differences between model and the following model.

\*\*\*  $p$ - value < 0.001.

The values for path estimates are presented in Table 4. Collective teacher efficacy affects teaching commitment in a positive way ( $\beta = 0.36$ ,  $p = <0.001$ ), confirming Hypothesis 1. Teacher self-efficacy also influences teaching commitment positively ( $\beta = 0.40$ ,  $p = <0.001$ ), verifying Hypothesis 2. Moreover, teaching commitment influences job satisfaction in a positive manner ( $\beta = 0.59$ ,  $p = <0.001$ ), thereby confirming Hypothesis 3.

As the next step in data analysis of the study, the mediational role of teaching commitment was examined drawing on Baron and Kenny's method. The hypothesized model of the present study met all the

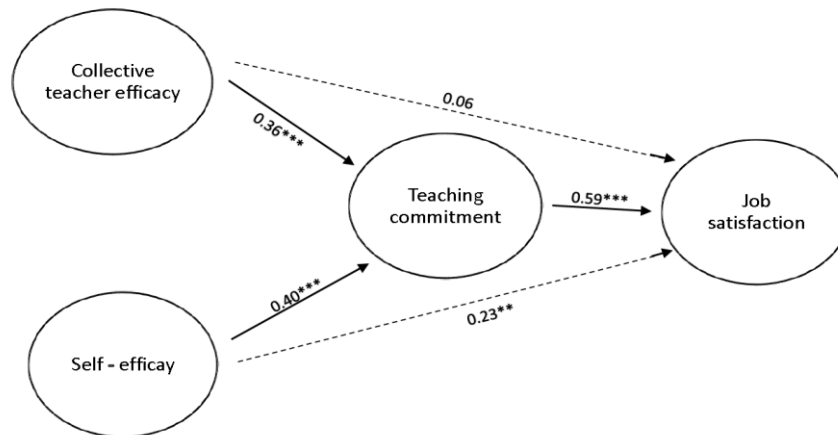
requirements of their method (as seen in Table 4). Under the partial mediation model (see Table 4), collective teacher efficacy does not significantly influence job satisfaction; however, teacher self-efficacy does significantly influence job satisfaction. Moreover, collective teacher efficacy significantly influences job satisfaction through the effects of teaching commitment. As a result, it can be argued that teaching commitment serves as a partial mediator in the hypothesized model. Based on the partial mediation model (see Table 3), collective teacher efficacy positively influences job satisfaction through the mediation of teaching commitment 0.21 (0.36\*0.59), fully supporting Hypothesis 4. Teacher self-efficacy also positively influences job satisfaction through the mediation of teaching commitment 0.23 (0.40\*0.59), fully supporting Hypothesis 5. The values for path estimates are also presented in Figure 1 on page 52.

Table 4.

*Path estimates of the models*

|   | Standardized path coefficients value |                      |                         |
|---|--------------------------------------|----------------------|-------------------------|
|   | Direct effects model                 | Full mediation model | Partial mediation model |
| Collective teacher efficacy → Job satisfaction    | 0.21 (3.16 **)                       |                      | 0.06 (0.46)             |
| Self-efficacy → Job satisfaction                  | 0.39 (5.98 ***)                      |                      | 0.23 (3.16**)           |
| Collective teacher efficacy → Teaching commitment |                                      | 0.32 (5.36 ***)      | 0.36 (5.63***)          |
| Self-efficacy → Teaching commitment               |                                      | 0.41 (6.47 ***)      | 0.40 (6.91***)          |
| Teaching commitment → Job satisfaction            |                                      | 0.79(13.49***)       | 0.59 (6.86***)          |

Note : \*\*  $p$ - value < 0.01 ; \*\*\*  $p$ - value < 0.001 .



**Figure 1.** Path results of the structural model

### Discussion and Conclusion

The present study was set to test a structural model of collective teacher efficacy, job satisfaction, teacher self-efficacy, and teaching commitment among Iranian EFL teachers. Besides, the mediating role of teaching commitment to affecting the correlation among collective teacher efficacy, teacher self-efficacy, and job satisfaction was investigated. Given the hypothesized structural model and the set of hypotheses formulated at the outset, this study offers some key findings.

First, it was revealed that collective teacher efficacy and teaching commitment are positively correlated. This finding is inconsistent with the findings by Anderman, Belzer, and Smith (1991), Donohoo (2018), Goddard et al. (2004), Ross and Gray (2006), and Ware and Kitsantas (2007). This is also in line with the findings of the recent study by Al-Mahdi et al. (2018) which showed that collective teacher efficacy was positively correlated with teacher commitment in Oman. It may be concluded that a higher sense of collective efficacy makes teachers more committed to persist in their efforts, set higher objectives, and try harder to solve their problems. This sense of group confidence in teaching ability may also enhance teachers' retention. Furthermore, the findings of the current study verify those of Lee et al. (2011), suggesting that

collective teacher efficacy significantly predicts professional commitment since professional growth and teacher collective efficacy are correlated, and they lead to enhancing skills and abilities, and professional respect and admiration from colleagues (Bogler & Somech, 2004).

Second, it was found that teacher self-efficacy influences teaching commitment positively. This finding supports the previous findings reported for the effects of self-efficacy on teaching commitment (e.g., Coladarci, 1992; Hoover-Dempsey, Bassler, & Brissie, 1992). Similarly, this finding supports that of Canrinus et al. (2012) which revealed that teachers' self-efficacy was significantly correlated with teachers' professional commitment. Furthermore, Coladarci (1992) indicated that personal and general efficacy could strongly predict teaching commitment. Likewise, the results of the study conducted by Klassen and Chiu (2011) revealed that self-efficacy is significantly related to teaching commitment. Also, this finding is partially following that of Evan & Tribble (1986) suggesting a low, but significant relationship between the two variables.

Third, it was found that teacher commitment is positively related to job satisfaction. This finding confirms the findings of many previous studies in the literature (e.g., Adebomi, Olufunke & Oluyemisi, 2012; Canrinus et al., 2012), in which it was revealed that there is a significant positive correlation between job satisfaction and teaching commitment. This result also supports the findings of Shukla (2014) which demonstrated that teaching commitment is positively correlated with job satisfaction. Commitment to teaching has been reported to have positive outcomes for teachers' performance. For instance, Culver, Wolfe, and Cross (1990) demonstrated that a positive relationship existed between teachers' job satisfaction and teaching commitment. In the same vein, Fresko, Kfir, and Nasser (1997) found a positive correlation between teacher commitment and job satisfaction. Therefore, it can be argued that teachers with higher levels of commitment were more satisfied with their jobs and felt a more pleasurable or positive emotional state.

Fourth, it was revealed that collective teacher efficacy did not significantly influence job satisfaction directly. This finding supports the findings of Viel-Ruma et al. (2010), which examined the correlation among teacher self-efficacy, collective efficacy, and job satisfaction. The results of their study revealed that collective teacher efficacy was not directly related to job satisfaction. This finding of the present study, however, is at variance with those of Carpara et al. (2003) and Goker (2012). Furthermore, it was revealed that teaching commitment has a mediating role affecting the relationship between collective teacher efficacy and job satisfaction. In other words, collective teacher efficacy affects job satisfaction through the effects of teaching commitment. This finding highlights the significant role of teaching commitment in mediating the relationship between collective teacher efficacy and job satisfaction (collective teacher efficacy → teacher commitment → job satisfaction). To justify the mediating role of teaching commitment, it might be argued that when teachers establish a focus on learning by building instructional knowledge and cooperating with colleagues and being included in the process of decision making, they will be seen as sources of expertise. This sense of agency made the teachers feel more responsible and committed, a feeling which might contribute to improving their level of job satisfaction.

Last, it was also found that that teacher self-efficacy positively influences job satisfaction directly as well as through the mediation of teaching commitment. The significant progress and critical point of the present study lies in the analysis of the assumed mediation effect (self-efficacy → teacher commitment → job satisfaction). This finding verifies the results of a significant number of studies reported in the literature (e.g., Adebomi, Olufunke & Oluyemisi, 2012; Caprara, Barbaranelli, Borgogni, & Steca, 2003; Caprara et al., 2006; Chaaban & Du, 2017; Klassen & Chiu, 2010). In the same vein, this finding confirms the findings of Skaalvik and Skaalvik (2010), revealing that self-efficacy influences job satisfaction. This result also shed more light on the self-efficacy theory, which states that a sense of efficacy affects how

contextual factors and obstacles are shaped and understood (Bandura, 1997).

Overall, the findings of the present study verified the pivotal role of teaching commitment in ELT educational system. It may be argued that teacher commitment plays a significant role in achieving success for a learning center since a learning center's degree of success in enhancing the learners' performance outcomes is realized via the commitment of teachers to both their teaching and their students in classrooms. An accumulated body of research in educational psychology supports the fact that the teachers' level of motivation to improve students' learning is much affected by their commitment to work (Bandura, 1997). Teaching commitment which refers to teachers' psychological attachment to the teaching career, school, colleagues, parents, and students plays a very key role in shaping a school's culture and is materialized in teachers' quality of instruction, their decisiveness in enhancing their learners' learning, and their sense of attachment to the learning center or organization (Rosenholtz, 1991).

Due to the significant role of teaching commitment to affecting the performance of teachers, the underlying factors contributing to teacher commitment need to be identified. This is in line with recommendations made by some scholars about further exploration of teacher commitment and its correlates (e.g., Fresko, Kfir, & Nasser, 1997; Shann, 1998; Shuman & Ham, 1996; Singh & Billingsley, 1998). Moreover, as it was revealed that sense of efficacy could enhance teachers' level of job satisfaction, different methods such as professional development and appropriate induction programs should be employed for raising teacher self-efficacy to result in more job satisfaction.

Given the beneficial role of collective teacher efficacy in enhancing teaching commitment and job satisfaction, the findings of this study may also emphasize the role of school contexts in influencing job satisfaction and may confirm the findings of previous studies which revealed that school support and colleague interaction seem to affect teachers' satisfaction with their job (Bloland & Selby, 1980). These

findings are also in line with the findings of Popkewitz and Myrdal (1991), which underscored that collaboration among teachers could lead to an improved sense of teacher satisfaction. Since teachers are considered as the most influential human resource of academic centers (Perie & Baker, 1997), enhancing teachers' job satisfaction would contribute to decreasing teacher stress and improve their well-being (Billingsley & Cross, 1992). Also of relevance, Capone and Petrillo (2018) indicated that self-efficacy at the individual level, collective efficacy perceived by groups of teachers, and job satisfaction were among the factors affecting teachers' well-being.

As a result, it may be concluded that language schools and institutes can enhance teachers' sense of efficacy and collective efficacy by providing organizational support through creating positive cooperation and sense of community among the teachers, supervisors, and administrators. This support provided by the organization is concerned with the degree to which teachers think that their organization cares about their well-being and values their achievements and contributions. Providing teachers with such organizational support may not only increase teaching commitment and job satisfaction, but it may also reduce teacher attrition significantly.

It should be noted that the findings of the current study are less likely to be extended to other EFL teachers in other contexts. Besides, this study employed the data from Iranian EFL teachers in both private language institutes and the public sector (i.e., high schools and universities). To increase the generalizability of the findings, further research should be carried out with separate, nationally representative samples of EFL teachers from both public and private sectors across various regions of the country. Such studies will shed more light on factors contributing to teachers' job satisfaction in high schools or private language institutes. Hence the similarities and differences of job satisfaction and the causal variables across these two contexts can be identified. Also, future studies can extend these findings utilizing qualitative and mixed methods in order to shed more light on the



relationships among the teacher variables in EFL settings. Moreover, the present study was concerned with the investigation of teachers' variables; other researchers can examine the relationships among teachers' variables and students' outcome related to them.

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