



The Role of Self-Efficacy in Job Satisfaction, Organizational Commitment, Motivation and Job Involvement\*

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ABSTRACT

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**Purpose:** Self-efficacy belief procures teachers to root for each other's development in some issues such as ameliorating new methods to conduct much more effective teaching. A school with a high level of self-efficacy teachers makes a great contribution in order to corroborate self-efficacy perceptions of students. When examining it on a model with many attitudinal variables, self-efficacy belief, an important concept in terms of education quality, has been deemed significant so as to propound the effects of self-efficacy more clearly. This study aimed to determine the relationship between self-efficacy and job satisfaction, organizational commitment, motivation and job involvement.

**Research Method:** 321 teachers from 33 schools that were selected randomly with the cluster sampling method from the middle schools in the province of

Hatay city center in the 2017-2018 academic year have composed the sampling of this study.

**Findings:** The more teachers' self-efficacy beliefs increased, the more their job satisfaction, organizational commitment, motivation and job involvement increased. Both job satisfaction and organizational commitment partially mediated the relationship between teachers' sense of self-efficacy and motivation. Self-efficacy beliefs positively affected teachers' job involvement through the full mediation effect of job satisfaction and motivation. Organizational commitment and motivation fully mediated the relationship between teachers' self-efficacy and job involvement.

**Implications for Research and Practice:** It is crucial for school administrators to contribute to amend and strengthen self-efficacy perceptions of teachers if they hope teachers to take positive attitudes towards their work much more frequently and to take the edge off negative attitudes.

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## Introduction

In developing countries, teachers are the most important members of the education system. These countries want to recruit teachers with high quality. Teachers' efficacy is crucial for having a successful education system. In relation to getting teachers with high self-efficacy, some work-related attitudes become prominent such as job satisfaction, organizational commitment, motivation and job involvement. The concept of self-efficacy enables teachers to develop positive attitudes to their work environment. Teachers with high self-efficacy believe that since they have a great degree of professional capabilities in teaching and managing challenging tasks, they could attain their full potential. It has been remarked that these obtained beliefs positively mirror on all the students. So, students feel powerful and become more successful at managing challenging problems, learning subjects and even learning to learn in their schools.

Former studies have shown that so as to promote positive attitudes and effective strategies to cope with negative attitudes, self-efficacy is a magnificent organizational facilitator (Betoret & Artiga, 2010). Teachers' senses of self-efficacy influence their attitude and behavior in the classroom. Self-efficacy beliefs redound on the energy they expend whilst teaching, the goals they set, and their perceptions of self-confidence (Demir, 2018a; Tschannen-Moran & Woolfolk Hoy, 2001).

There appear to be no available studies in which all these performance variables are examined together in the literature. Commonly, there are individual studies examining the links between self-efficacy and various positive and negative attitudes. This study provides to enlighten how teachers' self-efficacy level is associated with job satisfaction, organizational commitment, motivation and job involvement. These indicators are crucial for obtaining performance. It has been anticipated theoretically and practically to present better perspectives for the current status of teachers in educational organizations. This study could also generate links between alternative theoretical models.

### *Theoretical Foundations*

#### *Self-Efficacy*

Self-efficacy is defined as individuals' beliefs that they are capable of reaching the goals and performing the specific tasks (Bandura, 2002; Hefferon & Boniwell, 2011; Luszczynska, Scholz, & Schwarzer, 2005; Robbins, Decenzo, & Coulter, 2013; Schermerhorn et al., 2011). Self-efficacy is expressed as 'the power of I can' (Hefferon & Boniwell, 2011: 104). Research has indicated that individuals who have a high level of self-efficacy attach on their competences about competing with the challenges and obstacles more than individuals with a less level of self-efficacy. A low level of self-efficacy causes individuals to decrease or dissolve their efforts to cope with the challenges and obstacles (Cetin & Basim, 2014; Robbins et al., 2013).

The understanding of an employee's capacity and competence impact his/her perceptions, motivation and performance (Tschannen-Moran & Woolfolk Hoy, 2001; Tschannen-Moran, Woolfolk Hoy, & Hoy, 1998; Woolfolk & Hoy, 1990). If employees despair of succeeding in a task, they won't endeavor to perform (Lunenburg & Ornstein, 2012). Self-efficacy beliefs affect the preferences we decide on, the effort we make, our level of motivation, how we feel about ourselves or others, the duty and how long we insist on when we are exposed to obstacles (Hefferon & Boniwell, 2011). Self-efficacy can aid teachers to live up to their full potential in teaching.

### *Job Satisfaction*

Job satisfaction has been one of the most common and most investigated concepts because of its connections with the other important phenomena relevant to work (Ozkalp & Kirel, 2010). Job satisfaction is described as the degree to which an individual has positive and negative feelings about a job, other workers and work environment (Schermerhorn et al., 2011). Job satisfaction is prevalently known as an internal reaction against the work conditions (Gkolia, Belias, & Koustelios, 2014). The internal reaction is emotional and attitudinal response (Schermerhorn et al., 2011).

Many studies have unveiled the connections between job satisfaction and other variables in organizations (Schermerhorn et al., 2011). A meta-analysis of nine studies involving 1739 workers found out a significant positive relationship between job satisfaction and motivation. This meta-analysis study also showed satisfaction with the manager was positively correlated with motivation (Kinichi, McKee-Ryan, Schriesheim, & Carson, 2002). Another meta-analysis of 87 studies involving 27.925 has revealed that job satisfaction is positively related to job involvement (Brown, 1996). Based on these findings it has been considered that chuffed teachers are motivated to do their best for effective teaching to students, so this state provides teachers to devote themselves to their job.

### *Organizational Commitment*

Organizational commitment is a more general concept with reference to job satisfaction (Kreitner & Kinichi, 2009). Job satisfaction is just involved in an individual's degree of satisfaction with the job, whereas organizational commitment is about an individual's commitment to both job and in business (Guney, 2012). Organizational commitment refers to what extent an employee is dedicated to his/her organization and its goals (Schermerhorn et al., 2011). The concept of organizational commitment has three facets as affective commitment, normative commitment and continuous commitment (Allen & Meyer, 1990; Meyer & Allen, 1991). Affective commitment includes positive feelings such as emotional attachment and identification with the employing organization. Continuance commitment stands for the degree of employing organization commitment which is concerned with the losses (labor, time and money) quitting the organization. Finally, normative commitment

means to persist with remaining in an organization because of the feeling of obligation (Allen & Meyer, 1990; Allen & Meyer, 1996; Meyer & Allen, 1991).

People strongly committed to employing organizations to identify with their organization and take pride in being a member of their organization (Schermerhorn et al., 2011). Committed workers have a desire for their work and feel a deep affection to their work, but uncommitted workers do not have a wish or energy for their work and don't care about this case (Robbins et al., 2013). Studies showed that a higher level of organizational commitment was associated with a higher level of positive job-related attitudes and behaviors (Kreitner & Kinichi, 2009). In the related literature organizational commitment has a positive correlation with job involvement and job performance and negative turnover (Kreitner & Kinichi, 2009; Schermerhorn et al., 2011). These findings are extremely important because managers can increase productivity and efficiency by investing and strengthening teachers' organizational commitment. In light of the findings, it's claimed that faithful teachers have a great desire and energy for teaching the students, feel a deep affection to their job and pull through with flying colors.

### *Motivation*

Although administrators have a consensus that motivation is an important indicator of job performance in the organizations, they don't have a general agreement on the description of motivation. The concept of motivation is derived from "movere" (to move) in Latin words (Lunenburg & Ornstein, 2012). Motivation is generally a psychological process including energy, direction, and persistence of a person's effort that is goal-directed (Robbins et al., 2013). Many motivation theories have been developed to express the reason why people decide to take the plunge and processes which provide motivation. Most motivation theories agree that the least supplied need of people is the best motivator for them (Donmez, 2013).

Motivation has been one of the most conspicuous in administration because of its relations with job performance, productivity and efficacy (Donmez, 2013; Lunenburg & Ornstein, 2012). According to Han and Yin (2016) teacher motivation is a vital factor that has a relationship with several variables in education like student motivation, teaching practice and teachers' psychological satisfaction and well-being. They also indicate that motivation is essential for determining how to attract and retain teachers' energy and persistence in teaching activities. Although every teacher has a different personality and need, administrators should motivate them in the common vision in the direction of organizational aims.

### *Job Involvement*

The concept of job involvement reflects to what extent an individual is actively involved with his/her job tasks (Schermerhorn et al., 2011). People with high job involvement are dedicated to and identify with their work roles (Kreitner & Kinichi,

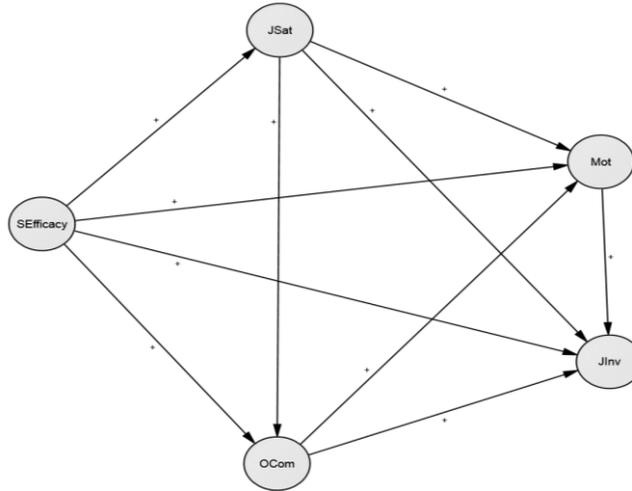
2009; Robbins et al., 2013). Working beyond expectations to finish the given task is extremely important for people with high job involvement (Kreitner & Kinichi, 2009) because they consider performance is necessary for protecting their self-esteem (Robbins et al., 2013). Brown (1996) has found out in a meta-analysis study in connection with thousands of people that job involvement has a positive association with job satisfaction, organizational commitment and intrinsic motivation and negatively correlated to intentions to leave the organization. This finding implies that school administrators can enhance teachers' level of job involvement by providing positive work environments that support job satisfaction, organizational commitment and motivation.

#### *The Relationships between Self-efficacy, Job Satisfaction, Organizational Commitment, Motivation and Job involvement*

Self-efficacy is a self-confident perception of teachers that is considered as a crucial impact on student learning. The perceptions of self-efficacy often influence teachers' thinking models, behaviors, level of commitment, and job performance (Caprara, Barbaranelli, Steca, & Malone, 2006; Yang, Kao, & Huang, 2006). Self-efficacy is an organizational adjuvant to procure positive outcomes (Betoret & Artiga, 2010; Hefferon & Boniwell, 2011). Related studies have found a favorable tie between self-efficacy and affirmative attitudes such as job satisfaction (Caprara et al., 2006; Gkolia et al., 2014), organizational commitment (Busch, Fallan, & Pettersen, 1998; Mulvaney, 2014), motivation (Rosario, Blas, & Valle, 2009; Tschannen-Moran & Woolfolk Hoy, 2001; Tschannen-Moran et al., 1998; Woolfolk & Hoy, 1990) and job involvement (Yang et al., 2006). Studies showed the relationship between job satisfaction and motivation and job involvement (Brown, 1996; Kinichi et al., 2002; Kreitner & Kinichi, 2009; Ozkalp & Kirel, 2010; Schermerhorn et al., 2011). Many studies also revealed organizational commitment and motivation and job involvement were correlated with each other (Brown, 1996; Kreitner & Kinichi, 2009; Schermerhorn et al., 2011).

#### *Purpose of the study*

It's vital for schools to be effective by having teachers with a greater level of self-efficacy and consequently positive attitudes. Related literature brings into the gap that much more studies about the self-efficacy phenomenon are necessary in educational research. Moreover, no study could enucleate the relationship between self-efficacy and job satisfaction, organizational commitment, motivation and job involvement in only one study, and accordingly, it can be notified that this study presents a new model as per theoretical assumptions. This study has been implemented in order to determine the positive consequences of teachers' self-efficacy levels at school organizations. The hypothesized model of this research is given in Figure 1.



**Figure 1.** *The Hypothesized Model*

According to the hypothesized model in figure1, the hypothesis of this study was formulated as the following:

H1: Self-efficacy belief positively affects teachers' level of job satisfaction.

H2: Self-efficacy belief positively affects teachers' level of organizational commitment.

H3: Self-efficacy belief positively influences teachers' level of motivation.

H4: Self-efficacy belief has a positive impact on teachers' level of job involvement.

H5: Self-efficacy belief positively affects teachers' motivation through the mediating effect of job satisfaction.

H6: Self-efficacy belief positively affects teachers' motivation through the mediating effect of organizational commitment.

H7: Self-efficacy belief positively affects teachers' level of job involvement through the mediating effect of job satisfaction, organizational commitment and motivation.

## Method

### *Research Design*

This study has rejoiced in correlational design. Firstly, self-efficacy, jobsatisfaction, organizational commitment, motivation and job involvement levels of the teachers have been discovered through scales. Then, the relationships among these variables have been explored.

### *Research Sample*

The population of the research was composed of teachers working at secondary schools at Hatay city center in Turkey in the 2017-2018 academic year. 33 secondary schools have been chosen randomly by the help of the cluster sampling method and the scales have been conducted to all the teachers at these schools. 321 teachers have agreed to take part as a sample of this study.

59.8% of the teachers were male ( $f = 192$ ) and 40.2% were female ( $f = 129$ ) who responded as participants of this study. 77.9% of the participants were married ( $f = 250$ ), whereas 22.1% of them were single ( $f = 71$ ). The most common age range of the participants has been 31-40 years old ( $f = 131$ ), with a percentage of 40.8%. The majority of the participants ( $f = 163$ ) had 1 to ten years of professional experience with a percentage of 50.8%.

### *Research Instruments and Procedures*

Data of this study have been gathered by means of five-point Likert-type scales. The scales of Self-Efficacy, Job Satisfaction, Organizational Commitment, Motivation, and Job Involvement were applied to obtain the research data. On the data gathered in this study, exploratory and then confirmatory factor analyses were performed.

### *Validity and Reliability*

Self-efficacy Scale has been improved by Schmitz and Schwarzer (2000) and adapted to Turkish by Yilmaz, Koseoglu, Gercek and Soran (2004). A two factor scale consisting of eight items presented a good fit to the data (explained variance = 57.107 %, Bartlett = 0.000, KMO = 0.806,  $\chi^2 = 46.538$ ,  $df = 18$ ,  $\chi^2/df = 2.585$ , P-value = 0.000, RMSEA = 0.070, IFI = 0.958, TLI = 0.933, CFI = 0.957). Cronbach's Alpha has been 0.787 for the overall scale. Cronbach's Alpha coefficients of two dimensions were as follows; Coping business behavior: 0.725, Innovator business behavior: 0.772.

To measure job satisfaction, a global job satisfaction measure has been wielded. Job satisfaction has been developed by Griffin et al. (2010) and adapted by Karakus et al. (2019). A one-factor scale containing five items has acclimated with the data (explained variance = 58.858 %, Bartlett = 0.000, KMO = 0.804,  $\chi^2 = 9.289$ ,  $df = 5$ ,  $\chi^2/df = 1.858$ , P-value = 0.098, RMSEA = 0.052, IFI = 0.994, TLI = 0.988, CFI = 0.994). Cronbach's Alpha coefficient has been 0.782 for the scale.

Organizational commitment scale was developed by Karakus and Aslan (2009). This one-factor scale was in accordance with the data (explained variance = 49.052 %, Bartlett = 0.000, KMO = 0.857,  $\chi^2 = 23.508$ ,  $df = 14$ ,  $\chi^2/df = 1.679$ , P-value = 0.052, RMSEA = 0.046, IFI = 0.988, TLI = 0.982, CFI = 0.988). Cronbach's Alpha of the scale has been evaluated as 0.812.

Motivation at work scale was developed by Gagné, et al. (2010) and translated into Turkish by Akbolat and Isik (2012). These three factor-scale fit to the data well (explained variance = 75.226 %, Bartlett = 0.000, KMO = 0.842,  $\chi^2 = 36.585$ ,  $df = 17$ ,  $\chi^2/df = 2.152$ , P-value = 0.004, RMSEA = 0.060, IFI = 0.982, TLI = 0.971, CFI = 0.982). Cronbach's Alpha of the overall scale was 0.856. Cronbach's Alpha coefficients of three dimensions has been determined as below; Specific regulation: 0.850, Intrinsic motivation: 0.846 and Introject regulation: 0.694.

Job involvement scale was developed by Griffin et al. (2010) and adapted to Turkish by Demir (2018b). A single factor scale consisting of three items presented a good fit to the data (explained variance = 71.783%, Bartlett = 0.000, KMO = 0.704,  $\chi^2 = 2.445$ ,  $df = 1$ ,  $\chi^2/df = 2.445$ , P-value = 0.118, RMSEA = 0.067, IFI = 0.995, TLI = 0.995, CFI = 0.986). Cronbach's Alpha of this scale was calculated as 0.803.

### *Data Analysis*

The collected data were analyzed using SPSS. Data were determined to have a linear and normal distribution. Also, the relationships among the research variables were detected with regard to the multicollinearity problem (Tolerance > .2, VIF < 10). AMOS has been benefitted for confirmatory factor analyses (CFA) and structural equation modeling (SEM) to unveil the dealings among these constructs regarding the proposed model (Arbuckle, 2009). CFA was performed separately for each scale in this study.

CFA is performed after exploratory factor analysis and presents real statistical values (Kline, 2011). CFA tests and confirms whether the data set is suitable for the proposed model or not. SEM has common usage in scientific studies by the virtue of revealing measurement errors regarding observed or unobserved variables and direct and indirect influences of variables in the proposed model (Meydan & Sesen, 2015). AMOS is one of the SEM software programs that are available for examining the relationships among the constructs as correlational and causative in the multivariate studies (Bayram, 2013; Byrne, 2010; Kline, 2011; Meydan & Sesen, 2015). As a consequence of these reasons, this study has utilized SEM via AMOS.

RMSEA, IFI, TLI, CFI,  $\chi^2/df$  (CMIN/DF) and the level of significance (p) fit indexes have been noted for the assessment of the goodness of fit model. With RMSEA value being between 0 and 0.08;  $\chi^2/df$  value between 0 and 3; p-value being between 0.01 and 0.05, and the values of IFI, CFI, and NFI between 0.90 and 1.00 reveal good fit indexes (Byrne, 2010; Kline, 2011). In exploratory and confirmatory factor analyses, the least boundary of factor loads are taken as 0.30. If there is a restricted number of items in a scale prepared in the field of social sciences, the lowest boundary can be minimized to 0.30 for factor load (Buyukozturk, 2012; Costello & Osborne, 2005).

## Results

### *Descriptive Statistics and Correlations*

The values of descriptive statistics and correlations are given in Table 1.

**Table 1.**

*Descriptive Statistics and Correlation Matrix of the Variables in the Study*

Variables	$\bar{x}$	Sd.	std er.	1	2	3	4	5
1.S.E.	3.786	.536	.029	1				
2.Sat.	4.145	.680	.037	.288**	1			
3.Com.	3.072	.792	.044	.249**	.203**	1		
4. Mot.	3.752	.695	.038	.328**	.617**	.365**	1	
5.Inv.	3.406	0.940	.052	.247**	.434**	.279**	.527**	1

\*p<.05, \*\*p<.01

Notes: S. E.: Self-efficacy, Sat.: Job satisfaction, Com.: Organizational commitment, Mot.: Motivation, Inv.: Job involvement.

According to the mean scores, self-efficacy, job satisfaction and motivation levels of teachers are slightly high (4). Also, their organizational commitment and job involvement are at a moderate level (3). With reference to the correlation matrix, self-efficacy has a positive correlation with job satisfaction, organizational commitment, motivation and job involvement. Job satisfaction, organizational commitment, motivation and job involvement are all positively correlated with each other. All of the variables are correlated with each other at a 0.01 significance level.

In line with the modification indices, five items were deleted and three error covariances were added to the model. Respectively C8, C2, M10, M11 and M12 items were deleted. C8 (0.138) and C2 (0.140) were deleted because they had low factor loading under .30. M10, M11 and M12 have been obliterated since their error variance has been so high and it increased chi-square of the model too much. Error covariances have been supplemented between S4 and S5, I1 and I2, M1 and M3 because the errors are related to each other. The measurement model shows that the scales exhibited a goodness of fit index for the data ( $\chi^2 = 825.930$ ,  $df = 446$ ,  $\chi^2/df = 1.852$ ,  $IFI = .914$ ,  $TLI = .903$ ,  $CFI = .913$ ,  $RMSEA = .052$ ). At this model, all the latent variables have significant and high correlations with each other (Figure 2). The measurement model with standardized coefficients is given in Figure 2.



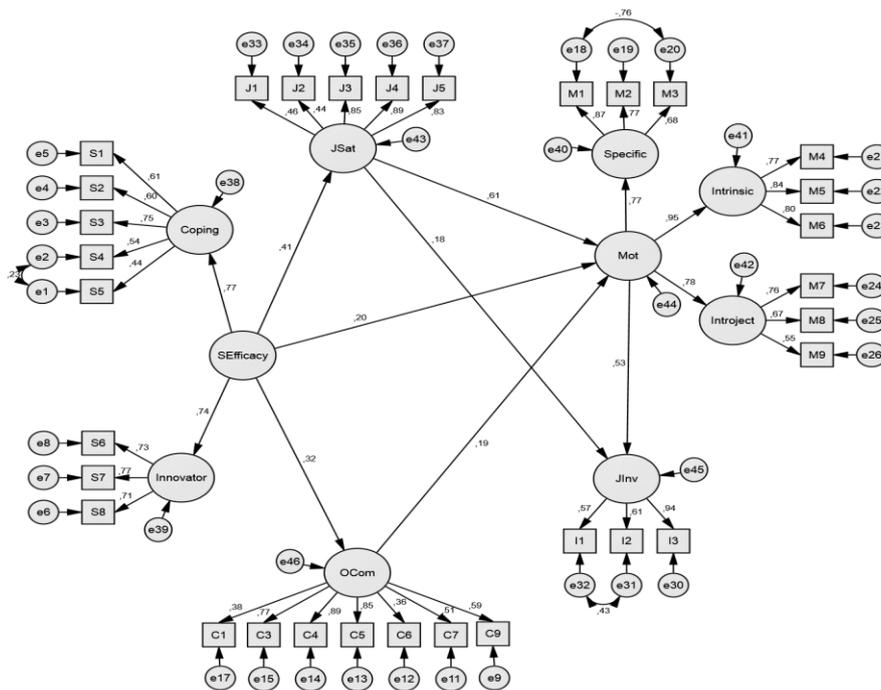
**Table 1.**

*Deletions of the Insignificant Paths for the Final Structural Equation Model*

	$\chi^2$	df	$\chi^2/df$	$\Delta\chi^2$	IFI	TLI	CFI	RMSEA
1. Saturated model	825.930	446	1.852	-	.914	.903	.913	.052
2. SEfficacy → JInv	826.149	447	1.848	0.004	.914	.904	.913	.051
3. JSat → OCom	827.757	448	1.848	0.000	.914	.904	.913	.051
4. OCom → JInv	830.522	449	1.850	0.002	.914	.903	.913	.052

Notes: SEfficacy.: Self-efficacy, JSat.: Job satisfaction, OCom.: Organizational commitment, JInv.: Job involvement.

The final structural model which has standardized path coefficients has been presented in Figure 3.



**Figure 3.** The Structural Equation Model

Notes: SEfficacy: Self-efficacy, JSat: Job satisfaction, OCom.: Organizational commitment, Mot: Motivation, Inv.: Job involvement, Coping: Coping business behavior, Innovator: Innovator business behavior. Fit indices:  $\chi^2 = 825.930$ ,  $df = 446$ ,  $\chi^2/df = 1.852$ ,  $IFI = .914$ ,  $TLI = .903$ ,  $CFI = .913$ ,  $RMSEA = .052$ ).

According to the structural model that yields the fit indices, as teachers' self-efficacy beliefs enhance, job satisfaction, organizational commitment, motivation and job involvement levels increase. Both job satisfaction and organizational commitment partially mediate the relationship between teachers' sense of self-efficacy and motivation. Self-efficacy beliefs positively affect teachers' job involvement through the full mediation effect of job satisfaction and motivation. Organizational commitment and motivation fully mediate the relationship between teachers' self-efficacy and job involvement (Figure 3).

### **Discussion, Conclusion and Recommendations**

Previous studies have demonstrated that teachers' self-efficacy beliefs concerned with teaching practices and managing challenges are highly correlated to the extent that they are confident about their potential to accomplish the new achievements on their profession (Rosario et al., 2009). When the related literature was examined there is no available research including and regarding the sense of self-efficacy, job satisfaction, organizational commitment, motivation and job involvement altogether. This study conducted a model for better understanding of the present level of self-efficacy beliefs of teachers in educational organizations. Structural equation modeling also collaborated on a conceptual model in which teachers' self-efficacy beliefs predicted their job satisfaction, organizational commitment, motivation and job involvement.

This study revealed that self-efficacy beliefs positively affects teachers' job satisfaction, organizational commitment, motivation and job involvement. Similarly, other studies revealed that sense of self-efficacy positively affects job satisfaction (Caprara et al., 2006; Gkolia et al., 2014), organizational commitment (Busch et al., 1998; Mulvaney, 2014; Tsai, Tsai, & Wang, 2011), motivation (Rosario et al., 2009; Tschannen-Moran & Woolfolk Hoy, 2001; Tschannen-Moran et al., 1998; Woolfolk & Hoy, 1990) and job involvement (Yang et al., 2006). In the related literature, self-efficacy refers to an organizational facilitator to attain positive outcomes (Betoret & Artiga, 2010; Hefferon & Boniwell, 2011). The perceptions of self-efficacy have an impact on teachers' behaviors, level of commitment, and job performance (Caprara et al., 2006; Yang et al., 2006). These results reveal the accuracy of hypothesized stated in H1, H2, H3, and H4.

Related studies revealed that self-efficacy has a direct impact on job satisfaction (Caprara et al., 2006; Gkolia et al., 2014). Kinicki et al. (2002) found in their meta-analysis that job satisfaction positively influences motivation. Self-efficacy also positively predicted motivation (Rosario et al., 2009; Tschannen-Moran & Woolfolk Hoy, 2001; Tschannen-Moran et al., 1998; Woolfolk & Hoy, 1990). Similar to these findings, this current study pointed out that self-efficacy is a predictor for teachers' motivation through the partial effect of job satisfaction. Therefore, hypothesis V was confirmed.

Related studies revealed a positive relationship between self-efficacy and organizational commitment (Busch et al., 1998; Mulvaney, 2014; Tsai et al., 2011). Researchers found out that organizational commitment is an important predictor for obtaining work motivation (Battistelli et al., 2013; Lunenburg & Ornstein, 2012). As mentioned, self-efficacy also positively predicted motivation (Rosario et al., 2009; Tschannen-Moran & Woolfolk Hoy, 2001; Tschannen-Moran et al., 1998; Woolfolk & Hoy, 1990). Similar, to these findings, this study revealed that self-efficacy is a predictor of teachers' motivation through the partial effect of organizational commitment. Therefore, hypothesis VI was confirmed.

If teachers have perceptions of self-efficacy, they will be gratified with their job and devote themselves to their organization due to managing the given tasks effectively. Positive perceptions enable to an increase in other sets of perceptions. All of these positive emotions together provide teachers to be more motivated in their professions.

Brown (1996) showed the relationship between job satisfaction, organizational commitment, motivation and job involvement. Previous studies (Donmez, 2013; Lunenburg & Ornstein, 2012; Saygin & Saygin, 2016) indicate that motivation is positively correlated with job performance. If teachers have a sense of self-efficacy, they are satisfied with their job and committed to their job; therefore, they are highly motivated to do challenging tasks. Murray (2014) indicates that positive attitudes provide high performance and fondness of work. Similar, to these findings, this present study also showed that self-efficacy is a predictor of teachers' level of job involvement through the partial effect of job satisfaction, organizational commitment, and motivation. Hence hypothesis VII was confirmed.

This current study pointed out that job satisfaction has a direct and indirect impact on job involvement. Similarly, Demir (2018b) found that teachers' level of job satisfaction positively influences their job involvement. On the contrary, Knoop (1995) revealed that nurses' level of job involvement isn't correlated with their overall job satisfaction, but only in the aspects of satisfaction with work and promotion opportunities. It has been extrapolated that taking a different consequence aside from current studies may be gathered by taking samples from organizations in different cultural structures or differentiation of scale factor structures.

Even if organizations have all these sources such as raw material, capital related to economy and state of the art technology, if they are not with skilled employees who have positive attitudes and behaviors, they will suffer extreme hardship. Creating a struggling organization is just possible by qualified individuals. Given these realities, this study examined how to increase teachers' positive attitudes. This study clears up that self-efficacy is a predictor of job satisfaction, organizational commitment, motivation and job involvement. In the related literature, these terms are known as performance variables. Motivation and job involvement levels of the teachers increase By increasing their self-efficacy beliefs, job satisfaction and organizational commitment. In this way, teachers wage the education and training activities influentially and exuberantly.

School administrators should be recommended to struggle to enhance the teachers' self-efficacy beliefs in order to increase positive attitudes at schools, in this way teachers' performance can enhance. Furthermore, educational programs may be edited on the purpose of increasing teachers' perception of self-efficacy. Educational programs are extremely important for developing personal experiences and feeling competent.

As limitations, this study focuses on the educational environment. This makes it difficult to make a comparison for any profit organization. The researcher recommends a quantitative study combined with a qualitative study to reveal in-depth relations among these variables. In spite of these restrictions, the outcomes of this study present valuable new aspects regarding the relationship between self-efficacy, job satisfaction, organizational commitment, motivation and job involvement as they are applied to the profit and non-profit organizations.

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## Öz Yeterliğin İş Doyumu, Örgütsel Bağlılık, Motivasyon ve İşe Sargınlıktaki Rolü

### Atıf:

Demir, S. (2020). The role of self-efficacy in job satisfaction, organizational commitment, motivation and job involvement. *Eurasian Journal of Educational Research*, 85, 205-224, DOI: 10.14689/ejer.2020.85.10

### Özet

*Problem Durumu:* Örgütler; ekonomi ile ilişkili sermayeye ve her türlü ham maddeye ve teknolojiye sahip olsalar da pozitif tutum ve davranışları olan, nitelikli çalışanlara sahip olmadıkça pek çok zorlukla karşılaşır. Yaşayan ve rekabet eden bir örgüt, öz yeterlik inançları olan çalışanlarla oluşturulabilir. Öz yeterlik inançları yüksek düzeyde olan öğretmenler, işlerini yaparken kapasitelerini tam olarak kullanabilir ve zorlu görevleri başarabilir. Bu kişilerin öz yeterlik algılarının yüksek düzeyde olması, işe karşı geliştirdikleri tutum ve davranışlarını da olumlu etkiler. Eğitim örgütlerinde, kritik değişkenlerle ilişkili olduğu bilinen öz yeterlik algısına ilişkin sınırlı sayıda araştırma bulunmaktadır. Ayrıca eğitim örgütlerinde iş doyumunu, örgütsel bağlılık, motivasyon ve işe sargınlık değişkenlerinin öz yeterlikle bir arada işlendiği bir araştırmaya rastlanılmamıştır. Bu araştırma alternatif modeller üretilmesine ve kavramlar arasındaki ilişkilerin daha iyi anlaşılmasına olanak sağlamaktadır.

*Araştırmanın Amacı:* Bu çalışmada; öğretmenlerin öz yeterlik inançları ile iş doyumunu, örgütsel bağlılık, motivasyon ve işe sargınlık düzeyleri arasındaki ilişkinin açığa çıkarılması amaçlanmaktadır.

Yukarıdaki araştırmanın amacı bağlamında şu hipotezler test edilmiştir:

H1: Öğretmenin sahip olduğu öz yeterlik inancı, iş doyum düzeyini pozitif olarak etkilemektedir.

H2: Öğretmenin sahip olduğu öz yeterlik inancı, örgütsel bağlılık düzeyini pozitif olarak etkilemektedir.

H3: Öğretmenin sahip olduğu öz yeterlik inancı, motivasyon düzeyini pozitif olarak etkilemektedir.

H4: Öğretmenin sahip olduğu öz yeterlik inancı, işe sargınlık düzeyini pozitif olarak etkilemektedir.

H5: Öğretmenin sahip olduğu öz yeterlik inancı, iş doyumunun aracılık etkisiyle motivasyon düzeyini pozitif olarak etkilemektedir.

H6: Öğretmenin sahip olduğu öz yeterlik inancı, örgütsel bağlılığın aracılık etkisiyle motivasyon düzeyini pozitif olarak etkilemektedir.

H7: Öğretmenin sahip olduğu öz yeterlik inancı; iş doyumunu, örgütsel bağlılık ve motivasyonun aracılık etkisiyle işe sargınlık düzeyini pozitif olarak etkilemektedir.

*Araştırmanın Yöntemi:* Bu çalışmada iki ya da daha fazla değişken arasındaki ilişkilerinin yönünü ve düzeyini ortaya koyan ilişkisel tarama deseni kullanılmıştır. Araştırmanın çalışma evreni; 2017-2018 eğitim öğretim yılında Hatay il merkezindeki ortaokullarda görev yapan öğretmenlerdir. Bu çalışmada küme örnekleme yöntemi kullanılmıştır. Hatay il merkezindeki her ortaokul bir küme olarak değerlendirilip okullar rastgele seçilmiştir. Seçilen 33 okulda görev yapmakta olan 321 öğretmen, bu araştırmanın örneklemini oluşturmaktadır. Verilerin toplanmasında; öz yeterlik ölçeği, iş doyumunu ölçeği, örgütsel bağlılık ölçeği, motivasyon ölçeği ve işe sargınlık ölçeği olmak üzere beş farklı ölçekten yararlanılmıştır.

*Araştırmanın Bulguları:* Öğretmenlerin bu çalışmada, yararlanılan ölçme araçlarındaki maddelere katılım düzeylerini ortaya koyan aritmetik ortalama ve standart sapma değerleri incelendiğinde; öz yeterlik, iş doyumunu ve motivasyon düzeylerinin kısmen yüksek düzeyde olduğu görülmüştür. Öğretmenlerin örgütsel bağlılık ve işe sargınlık düzeylerinin ise orta düzeyde olduğu açığa çıkarılmıştır. Öğretmenlerin öz yeterlik algıları; iş doyumunu, örgütsel bağlılık, motivasyon ve işe sargınlık düzeyleriyle pozitif korelasyona sahiptir. Öğretmenlerin öz yeterlik inançları ile iş doyumunu ve işe sargınlık düzeyleri arasında pozitif bir korelasyon bulunmaktadır. Bunun yanı sıra iş doyumunu, örgütsel bağlılık, motivasyon ve işe sargınlık düzeyleri birbiriyle pozitif anlamlı ilişkilidir. Bütün değişkenler, birbiri ile .001 anlamlılık düzeyinde ilişkilidir. Yapısal eşitlik modellemesi analizi ile test edilen ve en iyi uyum değerlerini üreten yapısal modele göre; öğretmenlerin sahip oldukları öz yeterlik inançları; iş doyumunu, örgütsel bağlılık, motivasyon ve işe sargınlık düzeyleri üzerinde pozitif bir etkiye sahiptir. Öğretmenlerin öz yeterlik algıları; iş doyumunu ve örgütsel bağlılık düzeylerinin kısmi aracılık etkisi ile motivasyon düzeylerini arttırmaktadır. Öğretmenlerin öz yeterlik inançları; iş doyumunu ve motivasyonun tam aracılık etkisiyle işe sargınlık düzeylerini arttırmaktadır. Öğretmenlerin öz yeterlik algıları, örgütsel bağlılık ve motivasyonun tam aracılık etkisi ile işe sargınlık düzeyleri üzerinde pozitif bir etkiye sahiptir. Öz yeterlik; örgütsel bağlılık ve motivasyonun tam aracılık etkisi ile öğretmenlerin işe sargınlık düzeylerini arttırmaktadır.

*Sonuç ve Öneriler:* Bu çalışma; öz yeterlik inancının öğretmenlerin olumlu tutumsal çıktılarını nasıl arttırdığı konusunda önemli bilgilere ışık tutacak şekilde tasarlanmıştır. Bu çalışma; öz yeterlik inancının iş doyumunu, örgütsel bağlılık, motivasyon ve işe sargınlık değişkenlerini etkilediğini ortaya çıkarmaktadır. Öz yeterlik; bireylerin işten elde ettikleri memnuniyetlerini, okullarına bağlılıklarını, çalışmaya duydukları isteklerini, gayret düzeylerini ve zorlu görevler karşısında gösterdikleri çabaları arttırmaktadır. Bu çalışma diğer örgütlerde olduğu gibi eğitim örgütlerinde de önemli performans çıktılarını sunan öz yeterlik, iş doyumunu, örgütsel bağlılık, motivasyon ve işe sargınlık kavramlarına yoğunlaşılması açısından diğer çalışmalara da kuramsal çerçeve oluşturmaktadır. Bu çalışmayla birlikte öğretmenlerin öz yeterlik inançlarının önemine ilişkin bir bakış açısı sunulmaktadır. Ayrıca öğretmenlerin yapabileceklerine inanç duymalarını sağlayan, bu yolla okuldaki olumlu tutumlarını arttıran ve eğitim çevrelerine katkılar sunan öz yeterlik

kavramı ile bazı anahtar deęişkenlere ilişkin yapısal bir model üretilmiş ve bu model ampirik olarak test edilmiştir. Eğitim örgütleri öğretmenlerin; daha huzurlu, iş doyumları, bağlılıkları ve motivasyonları yüksek, işe sargınlıkları fazla olmalarına katkı sunacak ortamlar oluşturabilmelidir. Bu araştırmada ortaya koyulan ilişkilerin nedenlerinin derinlemesine incelendięi çalışmaların tasarlanmasıyla bu kavramlara ilişkin daha iyi bir anlayış sunulabilir.

*Anahtar Sözcükler:* Öz yeterlik, tutumsal çıktılar, aracılık etkisi, performans, verimlilik.