ABSTRACT

The present study was conducted with the aim of examining the relationship between school climate and teachers’ collective self-efficacy and their personal self-efficacy. The sample included 255 Iranian teachers who were selected from the schools of Bajestan, Razavi Khorasan Province. The instruments used in the present study included ‘Teachers’ Sense of Efficacy Scale, ‘School Climate Index, and Collective Teacher Efficacy Belief Scale. The correlation coefficients indicated that there is a positive and significant relationship between the components of school climate and teacher’s collective self-efficacy and the subscales of teacher’s personal self-efficacy. There was also a positive and significant relationship between the subscales of teacher’s collective self-efficacy and the subscales of school climate. Multiple regression analysis showed that the subscale of instructional strategy in teacher’s collective self-efficacy positively and significantly predicts all subscales of teacher’s personal self-efficacy. Moreover, the subscale of student’s discipline in the mentioned variable positively and significantly predicts the subscale of class management in teacher’s personal self-efficacy. The subscale of community engagement in school climate also positively and significantly predicts student discipline in teacher’s personal self-efficacy. The findings show the significance of the social variables of school climate and teachers’ collective self-efficacy in determining their personal self-efficacy.

JEL Classification: A20; A30; H21; Q54.

Keywords: Self-Efficacy; School Climate; Collective.

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1. INTRODUCTION

The contribution of education and its institutions to societies cannot be underestimated. A considerable number of researches have examined the role of education in the economies and societies in the relevant literature (Katircioglu et al., 2014; Kreishan & Al-Hawarin, 2011; Bulut & Sayin, 2010; Katircioglu, 2014a; 2014b; 2010; Ozsagir et al., 2010; Misra, 2009; Vural & Gulcan, 2008). With the development of societies today and the resulting complexity of the social issues, teachers face more challenges in teaching than the past. These challenges can lead to job burnout and cardiovascular illnesses among the teachers (Schwerdtfeger, Konermann & Schonhofen, 2008). One of the most important and effective internal variables which can protect the teachers against the mentioned problems is self-efficacy. By applying self-efficacy in educational settings and teaching, a new construct called teacher’s personal self-efficacy is created which entails the teachers’ judgements about their learning capabilities and acceptable involvement of all students- even the demotivated and troublesome students, in learning (Tschannen-Moran & Woolfolk Hoy, 2001; Tschannen-Moran & Woolfolk Hoy, 2007). Self-efficacy is a good predictor of teacher adaptability and health and reduces the probability of job burnout (Schwarzer & Hallum, 2008; Schwerdtfeger et al., 2008; Skaalvik & Skaalvik, 2007; Skaalvik & Skaalvik, 2010). Moreover, teacher’s self-efficacy has a positive relationship with job satisfaction (Blackburn & Robinson, 2008), selection of coping
Based on the importance of the issue mentioned above, the following hypotheses are then proposed in this study:

1.1 Research Hypotheses

H1. School climate has a significant relationship with the teacher’s personal self-efficacy.

H2. The teacher’s collective self-efficacy has a significant relationship with his/her personal self-efficacy.

H3. School climate has significant relationship with the teacher’s collective self-efficacy.