

## “Better to Have Ability to Discover Ability” – The Effect of Teacher Self-efficacy on Job Satisfaction: Implications for Best Practices

Navaneethakrishnan Kengatharan

*Department of Human Resource Management, University of Jaffna, Sri Lanka  
E-mail: kenga@univ.jfn.ac.lk*

**KEYWORDS** Schools. Social Cognitive Theory. Sri Lanka. Teacher Job Satisfaction. Theory of Planned Behaviours. Teacher Self-efficacy

**ABSTRACT** Drawing on social cognitive theory and theory of planned behaviours, the present study investigates the relationship between teacher self-efficacy and teacher job satisfaction. Using a self-reported questionnaire, data were gleaned from randomly chosen 698 teachers working in state schools in Sri Lanka. Strongly based on the ontological and epistemological assumptions, a survey strategy with the hypothetic-deductive approach was adopted. At the outset, fundamental statistical assumptions and common method variance were examined. Results reveal that three components of teacher self-efficacy, that is, adapting education to individual students' needs, motivating students and keeping discipline, significantly accounted for much variance in teacher job satisfaction, nonetheless, other three components, namely, instruction, cooperating with colleagues and parents, and coping with changes and challenges, were not the significant contributors to teacher job satisfaction. The study has pushed back the frontiers of educational literature and proffered insightful practical implications that are discussed at the end of the paper.

### INTRODUCTION

The teaching profession is a multifaceted practice and has become more challenging recently (Shaukat et al. 2019). Notably, teaching is an epicentre of economic development and sustainability of a country (Little and Green 2009). The effectiveness of the teaching is entirely depending on emotional attachment of the teachers with students, schools and the society en masse and therefore, studies on teacher job satisfaction have received great attention (Brezicha et al. 2019; Kengatharan 2019b; Torres 2019; Ouellette et al. 2018; Skaalvik and Skaalvik 2015). Remarkably, a deficit of qualified teachers is a global phenomenon (Skaalvik and Skaalvik 2016). This might be attributed to the stressful working conditions in which teachers become dissatisfied and consequently, leave the teaching profession (Kengatharan 2019a; Hong 2012). Although there are many factors determining teacher job satisfaction such as cultural factors, economic factors, and national factors, the influence of teacher-self efficacy on teacher job satisfaction has been far less focused (Bjorklund et al. 2020; Zakariya 2020; Clark and Newberry 2019; Huang et al. 2019; Kengatharan 2019a; Shakira and Kengatharan 2019; Joo et al. 2018;

Ford et al. 2017). Previous studies highlighted the overarching importance of teacher self-efficacy for both teachers and students (Bjorklund et al. 2020; Zee and Koomen 2016; Van Dinther et al. 2014). On an equal footing, Knoblauch and Hoy (2008) confirmed a profound impact of teacher self-efficacy on the educational process. A large corpus of studies claims that teacher job satisfaction fosters classroom learning, longer stay, organisational citizenship behaviour, teacher commitment, student behaviour, student engagement, teacher motivation, teachers' relations to students, and performance (see Pervaiz et al. 2019; Fisher et al. 2018; Chesnut and Burley 2015; Van den Berg 2002; Judge et al. 2001). Consequently, job satisfaction is considered as a “decisive element” (Caprara et al. 2003). Surprisingly, the findings on the effect of self-efficacy with its sui generis components on teacher job satisfaction are nebulous and inconclusive (see Skaalvik and Skaalvik 2010). On an equal footing, there are shortage of such studies in the context of developing countries and other similar Asian countries. Consequently, the present study fills a void by establishing the relationship between teacher self-efficacy and teacher job satisfaction. On balance, the current study extends and deepens the existing lit-