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Developing Collective Teacher Efficacy to Help Secondary Teachers Feel Confident in Their Positions

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DEVELOPING COLLECTIVE TEACHER EFFICACY TO HELP SECONDARY TEACHERS FEEL CONFIDENT IN THEIR POSITIONS

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Acknowledgments

I dedicate this paper to God, my four children, and my professors at Bethel University. To God because He, His love, and grace have given me the strengths I needed to keep up! To my four children because they have been good kids all the time! They have made good choices, studied hard, and done their chores. Having them loving me and supporting me gave me the energy I needed to make it to the end. Finally, to my professors, Lisa Silmser, Peggy McCormick, Katie Bonawitz, Susan Schwope, Cheryl Bostrom, Linda Probert, and Mary Lindell, because all of them have given me the light that illuminated my path! I am thrilled and moved by the characters of love they all are! There are no better examples to follow to become the teacher God designed me to serve His children and enhance their abilities by working their maximum potential.

Abstract

This study evaluates the resources available to develop the efficacy and the collective teacher efficacy of Secondary School Teachers in handling students' misbehavior, resulting in effective teachers satisfied with their teaching positions and students succeeding socially and academically. This study also examines the reasons and factors that cause teachers' stress, burnout, and dissatisfaction at work. This literature review focuses on and highlights how self-efficacy and collective efficacy influences teaching, learning, and achievements in school. The studies reviewed in this study provide great information that supports my thesis statement. They indicated that collective efficacy enhances job satisfaction in teachers, influences student achievement, and promotes a positive school climate. This literature review suggests researchers conduct more studies of collective teacher efficacy, including school leadership, school climate, positive behavioral interventions, and classroom management support. Students' challenging behavior has been causing stress, burnout, and job dissatisfaction among teachers. Continued professional development, training, a sense of togetherness, and building a school community are encouraged to ensure that teachers are happily committed and invested in their students' learning. As a result, students are engaged in their learning and succeed academically and socially in school.

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CHAPTER I: INTRODUCTION

Significance - Reason for the study

Nowadays, some issues in secondary schools are low graduation rates, challenging behavior in classrooms, the student achievement gap, teaching job stress, teacher burnout, and teachers leaving their jobs (Garcia, 2019a). These issues have a high prevalence in secondary schools. The main issue secondary educators are dealing with is the problem behaviors in the classrooms, and this issue is leaving teachers drained and unmotivated. Not being able to handle disruptive behavior in their classrooms affects teachers' self-efficacy and mental health and discourages them from teaching as these behaviors are the primary reason for teachers' stress, burnout, and wish to leave their positions. On the other hand, suspension and expulsion are not the answer as they may bring other issues, such as drug usage, bullying, skipping school, fighting, and suspension (Axup et al., 2008, Johnson et al., 2006; Osher, 2010)

How can the department of education and school leaders help and support teachers to decrease the heavyweight of this current issue? The demands of dealing with students' challenging behaviors in the classrooms are too high, and new resources and strategies are needed to prevent students' unwanted behaviors and teachers' hyper stress while promoting positive student outcomes. Often teachers do not feel supported by the school leadership, and some educators feel that the school administration is giving them less time for preparation and more things to do as teachers, causing them to have to bring work home. If teachers are not prepared or supported by the school administration, they will waste time, and the learning will not occur in the classrooms, causing the achievement gap to increase. An effective classroom system is vital to support and

increase social and emotional growth and decrease negative behaviors in students. In addition, having a collective behavior management system is needed to reduce teacher mental health stress and burnout rates.

The purpose of this literature review is to explore possible resources to develop collective teacher efficacy to help secondary teachers feel confident when teaching and dealing with students' misbehaviors without burning out or quitting their teaching positions. How can educators help to reduce or eliminate these issues without affecting their well-being, mental health, and self-efficacy? Are there proper training and interventions to prevent or respond to inappropriate behaviors in the classrooms? What are school leaders doing to support teachers in this matter? Indeed, there are many questions that we may want to answer to solve all school issues. Still, the main focus of this study will be on decreasing or removing the main reason that is affecting teachers' self-efficacy and mental health stress and burnout that is indirectly affecting students' academic, emotional, and social success. Unquestionably, many researchers agree that having a positive and supportive school leadership and developing collective teacher efficacy will strengthen teachers' self-efficacy and help reduce this current matter.

Many issues may affect the concurrent problematic situation secondary students and teachers are facing these days. The current issues should not only be addressed at the organizational level but also at the national and international levels. How can teachers be resilient and keep growing an effective school team amid these adversities? It would be essential to remember Greene and his statement, "Kids do well if they can" (Greene, 2016, p. 5). Yes, kids are our ultimate purpose, and it is their teachers' fundamental job to detect why students are not doing well in their classrooms. Teachers need to develop and

give students the tools to be successful. Let us not forget that teachers are human beings who also have needs outside of school, so they also need support. Teachers need to be equipped with the right resources and support to address these issues.

Donohoo et al. (2017) shared a great statement most teachers and school leaders should consider in their practices. “When teachers believe, students achieve” (Donohoo et al., 2017, p.20). There is no doubt that educators can positively influence student learning beyond and anew other elements and impact students' educational lives when they share the belief that they can do it together. However, teachers cannot do this alone. Teachers need a support system to do this, and according to Donohoo, collective teacher efficacy is the answer to making this happen. The design of productive patterns of behavior in the school on the part of the teachers makes collective efficacy work as it indirectly influences student achievement. According to Donohoo et al. (2017), educators have more positive attitudes toward professional development, display an excellent implementation of evidence-based instructional strategies, and assert a firm focus on the academic run when there is a shared sense of efficacy in the school. In addition, there is less suspension or removal of students from their classrooms due to their inappropriate behavior when efficacy among teachers is present in the school.

For teachers to believe in students, they need to believe in their capability of influencing students’ actions. Lamentably, regardless of teachers giving their best every day, they do not always think they hold the collective ability to change their students’ lives. Efficacy beliefs are powerful. This study will examine teacher self-efficacy and unpack factors (school climate and school leadership, job experience, and satisfaction, and student achievement) that impact efficacy and how collective teacher efficacy can

influence the classroom. This study will also explore the dismissive aspects that negatively impact teachers (teacher burnout, stress, and intention to leave) and students' achievement. How can school administrators create a climate that promotes collective efficacy among educators to enhance student learning?

Teacher self-efficacy and collective teacher-efficacy are crucial for highly engaged educators and school administrators to have the ability to promote a positive classroom climate. Unfortunately, not much has been done to evaluate teachers' efficacy and collective teacher efficacy in handling student misbehavior at the secondary level. Therefore, this study suggests considering these topics together with job satisfaction, job stress, and intention to leave their teaching profession. There is an urgent need for school administrators to implement support and provide the time needed to develop collective teacher efficacy and collaboration among educators. Chapter I presents the purpose of this study, the research questions of this thesis, and the definition of some key terms for this study. Chapter II presents the literature review that addresses teacher self-efficacy, collective teacher efficacy, instructional school leadership, teacher burnout, job stress, job satisfaction, and whether teachers intend to leave their teaching profession. Chapter III summarizes and analyses all standpoints to provide the conclusion of the study. I also provide the research limitations and suggestions for future research.

What is Classroom Management and Why is it Important?

Hattie and Anderman (2013) defined "classroom management" as the guard door of learning where the social, cultural, instructional, and organizational conditions are encased, which allows participants to engage and build a positive structure of interpersonal and academic interactions (p. 228). Evidence-based classroom management

(EBCM) is part of many schools' practices nowadays. Still, there are few studies that evaluate why these practices are not effective enough at the secondary level, nor are there sufficient studies to offer effective solutions. For example, Närhi, Kiiski, and Savolainen (2017) argued that behavior issues commonly happen more frequently in middle schools than in elementary schools, yet studies and interventions are mostly conducted in elementary schools. They also urged for new interventions to tackle the needs of middle schools to lessen challenging behavior and boost the behavioral environment in classrooms (p. 1187). Likewise, Freeman (2018) stated a serious need for effective professional development in research-based classroom management (RBCM) strategies as they are not typically taught in preparation programs for high school teachers. Furthermore, Flower, Mckenna, and Haring (2017) indicated that efficient classroom and behavior management are essential components of a highly qualified teacher's repertoire of skills.

Based on many previous studies, there is no doubt that classroom management strategies are essential elements of the teaching-learning process and should be carried out carefully and effectively. Undertaking functional behavioral strategies and interventions can aim students to get back the attention to learning, encourage engagement, and enhance their academic performance to succeed in high school. These facts bring us to think of the following steps to be explored to provide secondary teachers with the adequate training needed to improve students' behaviors and academic success in the classrooms without affecting the teachers' wellbeing.

Professional Development and Relationship Building

Professional Developments (PD) can be defined as active activities or events that provide educators (including non-teaching staff) with the knowledge and skills to attain career growth, enabling educators and school staff to successfully implement taught materials into action in the school. Relationship building is crucial in any social connection working for a mutual goal, and its process requires time, trust, respect, empathy, safety, and understanding. The fundamental element for the classroom management strategies to be effective is to get to know our students, and this technique must not be limited to classroom management. It is also necessary among school administrators and staff to support educators. Therefore, professional development and relationship-building should go hand in hand to determine the type of PDs teachers and school staff would receive.

Teacher Self-Efficacy and Collective Teacher Efficacy

Zimmerman (2000) defines self-efficacy as personal judgments of one's capabilities to organize and execute courses of action to attain designated goals. Self-efficacy focuses on cognitive beliefs readily influenced by four types of experience: enactive attainment, vicarious experience, verbal persuasion, and physiological states (Zimmerman, 2000). Likewise, Goddard defined collective efficacy as the shared perceptions of teachers whose combined efforts are used to organize and execute the actions required to affect students positively. Goddard believes that collective efficacy's formation is built on the self-efficacy articulation of Bandura (Goddard et al., 2004).

Teacher self-efficacy and collective teacher efficacy then go hand to hand. It is not merely the summation of the individual attributes, and it is a shared belief among

individuals conjoining their abilities to execute and produce attainments. This action cannot be possible without ~~trusted relationships~~ among individuals and between group members and the organization. The collective efficacy is improved when educators' interpretations of their effectiveness are positively influenced by collective teacher exploration (Donohoo et al., 2017). Collective teacher efficacy and their conjoint efforts executed at the organization reduce stress and job stress on teachers, producing a high level of job satisfaction. As teachers get better, their students get better, and therefore, students succeed in school.

Research Questions

What resources are available to develop collective secondary teacher efficacy to help teachers feel confident when teaching and dealing with students' misbehavior without burning out or quitting their teaching positions? Do challenging behaviors of students affect educators? If yes, how? How do teachers perceive students' inappropriate behavior? Are teachers trained to deal with those challenging behaviors in their classrooms? Is the school administration supporting teachers when dealing with these problem behaviors?

History of Challenging Behaviors of Students

Epstein et al. (1977) explored three components: emotional behavior disorders, interpersonal problems, and learning achievement problems. They said that these three components seemed to be distinct major areas of young students functioning in which problems could happen in the classrooms. He believed that regardless of the judgment made about the definition given to students' behavioral issues, definitions affect practice in the classroom by differentiating these terms. Whatever the decisions made about the

current descriptions of behavioral disorders, those definitions affect practice in the classrooms and other areas of the school—the ongoing issue of minority overrepresentation in behaviorally disordered classrooms (Chinn & Hughes, 1987). According to Gerber et al. (1984), aggressive behavior, impulsive behavior, or socially unacceptable or defiant behavior might represent a significant threat to classroom management (Gerber et al., 1984). Teachers' reactions caused by students' oppositional and aggressive behavior might represent a crucial source of the correlation between classroom observation and educator ratings (Skiba, 1989).

Oppositional behavior is inadmissible, but school discipline involves more than punishment, according to Bear (2005). Moreover, Osher (2010) stated that discipline and non-discipline are outstanding negotiations ingrained in the classroom, school, and community. Approaches to behavioral discipline are mediated and moderated by the developmental needs of pupils, educators, school culture and climate, student socioeconomic status, the classroom structure and its composition, pedagogical demands, teacher experience, student-teacher relationships, and their expectations (Osher, 2010). These transactional phenomena may include problems of student-school fit, bonding to school, academic demands and expectations, school support for at-risk students, distinctive beliefs, and adults' responses to inappropriate behaviors and gender, race, and cultural background (Osher, 2010). Finally, Boone et al. (1977) stated that Bandura's theory about "reciprocal determinism" sees behavior, person, and situation as "interlocking determinants" of each other. Bandura does not see behavior as an interactive result of student and situation – but as a means of self-regulation essential to managing the external environment. Bandura (1977) believed that people possess

particular self-directing abilities as they are not reactors to external influence. Expectations are created. Bandura is about “antecedent determinants” and “consequent determinants.” For Bandura, these two factors are essential to understanding behavior. However, thinking is crucial to regulate behavior as most external factors affect actions via intermediary cognitive processes. There is a continuous reciprocal interaction between cognitive, behavioral, and environmental determinants (Boone et al., 1977).

,CHAPTER II: LITERATURE REVIEW

For purposes of this literature review, searches of the following were conducted: ERIC, SAGE Journals, Bethel University Digital Library, EBSCO MegaFile, and CLIC search. Many articles were reviewed, but only published empirical studies were used. The focus was on collective teacher efficacy, teacher efficacy, school instructional leadership, teacher burnout, school climate, job satisfaction, job stress, teachers' intent to leave, and a shared vision. This chapter aims to review and highlight the literature on Teacher Self-Efficacy, Collective Teacher Efficacy, and the different factors that affect teachers, either positively or negatively, which affects their students' academic performance and success.

Bandura (1993b) stated that efficacy is not solely a discernment of past experiences and events. Instead, there is a cognitive process happening based on unique occurrences surrounding the future task and behavior. Likewise, Adam (2006) stated that efficacy formation is the human action assumed by the social cognitive theory and the behaviorist theory. Together, these theories work to explain the function of social experiences and the mental interpretation of these experiences. Similarly, Goddard (2004) argued that efficacy belief is raised when performers' outcomes are successful as they give the perception that future performances will be accomplished whereas, the failure of performances makes individuals insecure, lowering their self-efficacy belief, conferring to the expectation that future performances will also be incompetent. For Collective teacher efficacy, Lim et al. (2014) said that it appertained to individually perceived levels of group abilities as a whole. Adam (2006) argued that collective efficacy perceptions could not be explained solely from a "sources of efficacy" model. It ignores the apparent

impact of environmental and situational variables on achieving desired outcomes and the group-referent perceptions.

Collective Efficacy

Goddard et al. (2006) found a significant relationship between collective teacher efficacy and teacher self-efficacy. Teacher self-efficacy positively and remarkably predicted collective teacher efficacy. School leadership positively and significantly predicted collective teacher efficacy. If school leaders use practices that improve teachers' competence, they will feel more competent as a collective. Teachers with low self-efficacy are supported by those who have more experience. Teachers can build strong interpersonal relationships to develop social practices with which the whole group can collectively engage (Goddard et al., 2006).

According to Skaalvik et al. (2007), perceived collective teacher efficacy was negatively related to several years in teaching and slightly lower for teachers who experience conflict among other teachers or who felt they had to organize teaching in ways they felt were not the best. External control was positively related to having to organize the teacher in ways the individual teachers did not believe were the best. Skaalvik et al. noted that when the planning and organizing of resources and materials done in teams, individual teachers' self-efficacy may fluctuate depending on the team's functioning. This perceived collective teacher efficacy may be grounded in collective experiences in schools. More studies are needed to measure whether perceived collective efficacy affects individual teacher self-efficacy (Skaalvik et al., 2007).

Kurz et al. (2004) found a positive, moderate relationship between collective teacher efficacy and individual teacher efficacy, consistent with Goddard's previous

studies that also found collective teacher efficacy and individual teacher efficacy to be moderately and positively correlated. The results indicate that the instrument researchers came up with is a good fit for this type of analysis and is consistent with Bandura's original research that determined the 4 sources (mastery experience, vicarious experience, verbal persuasion, and affective state). The sources predicted that Mastery experiences play the most significant role in preservice teachers' (Teachers' Self-efficacy) (Kurz et al., 2004).

Researchers have continued to add to the growing research on how collective teacher efficacy and individual teacher efficacy are related. This time, Klassen et al. (2010) included job stress and job satisfaction in a test five variables that may impact Teacher' Collective Efficacy (TCE): Job satisfaction, Teachers' collective efficacy for instructional strategies, Teachers' collective efficacy for student discipline, job stress, and collectivism. The findings revealed that means were similar in Canada and the US on 4 of the five tested variables; the only difference observed was that American teachers rated TCE for instructional strategies significantly higher than Canadian teachers. Korean teachers rated levels of collectivism markedly lower than did teachers from Canada and the US. Job stress was not significantly related to the 2 TCE variables for the Canadian and American teachers, and it was significantly inversely related to job satisfaction. For Korean teachers, higher levels of collectivism were associated with higher TCE ratings and higher levels of job satisfaction. Klassen did a multigroup confirmatory factor analysis combining Canadian and American teachers into a single North American group as Canada and the US show similar patterns of cultural dimensions. This study provides a

more understandable interpretation of cross-cultural variables in the study of collective teacher efficacy (Klassen et al., 2010).

The data from the study, "Examining the relationship between school principals' instructional leadership behaviors, teacher self-efficacy, and collective teacher efficacy," found a significant relationship between collective teacher efficacy and teacher self-efficacy. Teacher self-efficacy positively and significantly predicted collective teacher efficacy. Studies reviewed in this research included activities related to organizational learning and conversations with educators, ensuring student achievement while strengthening the perceptions of collective efficacy and supporting educators to surpass issues at their school and better their decision-making process (Cansoy et al., 2018).

Al-Mahdy et al. (2018) tested the relationship between collective teacher efficacy and principal instructional leadership. They claimed that there had been a considerable change regarding education in the Gulf Cooperation Council (GCC) states. The recognition of the need for change ended in a reestablished investment in education together with the adoption of reforms, which have been pursued to reshape the focus, organization, and content of their education systems. Therefore, Al-Mahdy et al. focused on the "instructional leadership of primary school principals in Oman, evaluating its connection with the collective efficacy and commitment of teachers. The formal role of school principals has consistently been to orchestrate rules and regulations formulated by the MOE. In the past, the expectations for principals were only administration and leadership. Nowadays, they are motivated to care for educators, give a warm welcome to new educators, inspire educators' self-confidence, treat ineffective educators with patience and tranquility, and take educators' preferences into account in supervision. The

national curriculum reformed and restructured in 2000 brought new perspectives to teaching, learning, and evaluation. This curriculum reform generated a new institutional context for school leaders, which caused an improvement in the quality of teaching and learning. For the first time, Oman was placed at the center of education reform. The systemic initiatives of Oman raised awareness for the first time of the need for principals to implement "instructional leadership" (Al-Mahdy et al., 2018).

Goddard (2004) mentioned that research in many areas had shown the power of efficacy judgments in human motivation, learning, and performance. Goddard said that there are links between students and three different efficacy beliefs in the education area. They are the self-efficacy judgments of students, teachers' beliefs in their own instructional efficacy, and teachers' beliefs about the collective efficacy of their school. Out of the three types of efficacy beliefs, perceived collective efficacy has received the least attention from educational researchers. Investigations into collective efficacy beliefs point out that educators have their own self-referent perceptions and ideas about the conjoint capability of a school faculty.

Regarding schools, perceived collective efficacy points to teachers' perception that the faculty can manage and perform the courses of action required to positively affect students. The social cognitive theory states that the strength of their efficacy beliefs influences people's and organizations' choices. There is a high likelihood that individuals will intentionally pursue goals when challenging, rewarding, and attainable. When educators' sense of efficacy is heightened, they are more likely to defeat obstacles and persevere persistently in the face of failure. This process makes these educators resilient and inclined to bring up innovative teaching and student learning. The school

organization is seen as agentive when individuals and collectives choose to work purposefully to pursue educational goals. In theory, all sources of personal efficacy are used or transferred from each individual at the group level.

According to Goddard, failure is likely to give rise to discouragement when success occurs without effort and is too easy. He also stated that the experience of surpassing difficulties through steady effort provides individuals a sense of collective efficacy. Goddard suggested that more research must be conducted to understand better how observational learning affects perceived collective efficacy in organizations. The persuasion's power depends on the persuader's expertise, trustworthiness, and credibility. Social persuasion can also strengthen people's self-efficacy belief that they have the ability to set and achieve goals. The expectations for actions are socially transmitted by collective efficacy perceptions, which is the power that influences organizational life and outcomes. Another way to look at perceived collective efficacy is how it can characterize the strong normative and behavioral impact on the organization's culture. From the theoretical perspective, the link between collective efficacy beliefs and student achievement is because a powerful sense of group competence creates expectations. Findings state that collective efficacy belief influences student achievement indirectly through relationships with teachers' understanding of efficacy (Goddard, 2004).

Viel-Ruma et al. (2010) hypothesized that collective efficacy is probably connected to self-efficacy from the perceived sense of group efficacy as it is connected to the individual perceived efficacy of the group members. Viel-Ruma et al. argued that the concept of collective efficacy had been less frequently evaluated and in relatively little research. Collective efficacy is similar to self-efficacy as both focus on the amount of

rigorous work, endurance, and determination devoted to a task and the perception of its success. The difference between collective efficacy and self-efficacy is that collective efficacy focuses on the beliefs and efforts of the team rather than focusing on the efforts and views of the individual, as collective efficacy is about the whole social organization's sense of its ability to accomplish desired change. In the school as an organization, the belief is that all school staff can be more successful, and therefore, they will be more willing to persevere in their own efforts to attain such success. Viel-Ruma et al. pointed out that previous studies have found a significant relationship between students' achievement and high scores and high levels of teacher collective efficacy. Other studies found a connection between job satisfaction and collective and teacher self-efficacy.

On the other hand, collective efficacy showed the most important influence on job satisfaction, indicating an indirect impact on teacher self-efficacy. Three reliable and validated instruments were used to measure teacher self-efficacy, collective efficacy, and job satisfaction. Teacher efficacy served as a remarkable predictor of job satisfaction. There was also a significant relationship between teacher self-efficacy and collective efficacy. However, no significant association between collective efficacy and job satisfaction was detected. The only predictor of job satisfaction was teacher efficacy (Viel-Ruma et al., 2010).

Researchers pointed out different studies regarding the various factors that affect collective teacher efficacy. They show how teachers' sense of self-efficacy to student achievement was related. One additional factor of collective teacher efficacy considered in this study was the school principal's leadership. However, Calik et al. (2012) argued that even though some researchers declare that school principals' instructional leadership

behaviors are associated with teachers' self-efficacy, these studies are insufficient mainly in instructional leadership. The findings revealed that there was a stronger relationship between teachers' self-efficacy and collective efficacy. It also showed that instructional leadership had a beneficial and remarkable effect on collective efficacy as both self and collective efficacy improved depending on the instructional leadership they identified. It was argued, too, that the four sources, mastery experiences, vicarious experiences, social persuasion, and emotional states, also formed the basis for building collective efficacy (Calik et al., 2012).

Chan et al. (2008) measured general, collective, and domain-specific educator self-efficacy in a sample of [how many?] teachers using three scales: the 10-item General Teacher Self-Efficacy Scale (GTSES), the 12-item Collective Teacher Self-Efficacy Scale (CTSES), and the 21-item Domain-Specific Teacher Self-Efficacy Scale (DSTSES). Chan found that, general and collective educator self-efficacy emerged as two strong independent variables different from the seven domain-specific teacher measures of self-efficacy and mirroring seven areas of educator functioning. Instead of coming out separately as seven distinct aspects, the seven domains were enclosed in five dimensions. While teaching highly able students, classroom management, guidance and counseling, and working with colleagues and parents were revealed as distinct factors, , teaching to support diversity and teaching for improved learning appeared to be significantly related, as items of the two subscales. There was no distinct measurement expressing student engagement. The findings provide evidence that teacher self-efficacy is highly associated with student valued results and positive educator behaviors.

English as a Foreign Language (EFL) Educators would be significant assets to schools when their collective efficacy beliefs are high. Findings were associated with other studies that argued that educators have high collective efficacy beliefs when the administrators, parents, and students are more supported. Göker (2012) evaluated the correlation amidst educators' collective efficacy, job satisfaction, and job stress amid EFL educators from the English Foundation School, Girne American University, North Cyprus. The first hypothesis, "Teachers' Collective Efficacy (TCE) would be positively associated with job satisfaction in an EFL setting," was supported and confirmed with the results of this study. Educators will be seen as sources of competence when teachers' collective efficacy is improved by creating opportunities for educators that enhance instructional knowledge and collaboration with colleagues. With actions, EFL school leaders will remodel their schools into institutions with strong collective efficacy and increased student performance. This perspective will pursue school-based deliberate management where principals consistently communicate that student learning is the shared mission of students, educators, principals, and the community as their focus will be on learning and students (Göker, 2012).

A study explored Bandura's four types of social experiences (mastery experience, vicarious experience, social persuasion, and affective states) to develop information that can be converted into efficacy beliefs, enforced as normative conditions, and student performance. Adam (2006) argued that the same theoretical assumptions are shared in collective and individual perceptions of efficacy, and they are formed through four types of information that are developed from past experiences. According to Adam, studies have found three variables (prior academic achievement, school processes, and academic

press) that have remarkable descriptive power for perceptions of collective efficacy. As these variables operate as reasonable collective efficacy sources due to perceptions and reliance, they can influence the faculty's teaching ability. Our perception of efficacy is shaped by the locus of control theory and social cognitive theory, which is an essential differentiation we make when we judge competency. Master experiences have the most profound influence theoretically and empirically among the four sources of efficacy that produce social experiences. Thus, both successful and unsuccessful experiences affect efficacy beliefs (Adam, 2006).

Adam (2006) also considered the influence of environmental effects on efficacy judgments by analyzing the control over the reinforcement of behavior. Skinner believed that results are perceived as either internally controlled by the agent or externally controlled by other presumed factors. Assumptions based on the locus of control model propose that efficacy outcomes from a judgment of skills weighed against environmental conditions uncontrollable by the agent. Locus of control theory, as applied in schools, presumes that both self-efficacy and collective efficacy in teachers are functions of a teacher's perceived control over the reinforcement of student learning leading to greater risk-taking for innovation in their pedagogy, perseverance, or placing higher expectation for students' achievements, due to these teacher beliefs. Both perceptions of abilities and expectation of outcomes induce behavior as they account for the formation of efficacy beliefs. If teachers believe they will achieve, they will, and therefore, impact their students' learning. Environmental conditions and circumstances play in encouraging efficacy beliefs are explained by both social cognitive theory and locus of control theory. Adam also mentioned that there is clear evidence that the addition of the combined effect

of relational variables makes a significant amount of variability in teacher perceptions of collective efficacy, which confirmed the hypothesis of this study. There is a direct link between perceived collective teacher efficacy, school, and student learning and accomplishment. This link helps school administrators understand the formation of this normative condition as an important variable that impacts the collective efficacy of teachers and, therefore, the student achievements. This finding contributes to the theoretical proposition that environmental factors are also sources of collective efficacy beliefs (Adam, 2006).

Teachers with stronger collectivist values are more likely to be satisfied at work than those with lower collectivist values or individualist values. Klassen et al. (2010) stated that teachers were tested on five variables: TCE for instructional strategies and student discipline, job stress, and collectivism. The results revealed that means were similar in Canada and the US on four of the five variables that were tested; the only difference observed was that American teachers rated TCE for instructional strategies significantly higher than did Canadian teachers and Korean teachers rated levels of collectivism significantly lower than did teachers from Canada and the US. Five hundred participants were from elementary and middle schools in Canada, the United States, and Korea. The US participants taught in nine urban and suburban schools that included a range of socioeconomic status levels and ethnic mixes (Klassen et al., 2010)

Gibbs et al. (2012) looked at how well-prepared and effective teachers believe they are to handle students' challenging behavior. This study shows the findings of teachers indicating their beliefs of not being the cause of their students' misbehavior and having no control over it. Other findings expressed in this study came from teachers

reporting their success in managing behavior attributed to their own efforts. This study shows evidence that teachers' beliefs are a powerful element of their professional commitment and their students' academic success. More precisely, teachers' efficacy in managing the learning environment is the key to successful practices. This report evaluates the relationship between teachers' individual and collective beliefs and the management skills of their students' behavior as connoted by the number of students kept out of their schools (Gibbs et al., 2012).

When educators believe they can be successful in a certain task, they redouble their efforts to attain their goals in the face of failure. Thus, expectations of achievement are as strong as actual mastery of a task in educators who perceive collective efficacy. Angelle et al. (2014) argued that teachers are great contributors to a school's leadership capacity when they share their skills with their peers. Educator leadership is a model that brings teachers together even in assigned administrative roles impacted by organizational effectiveness. This study hypothesized that educators who see themselves as capable of leading peers have the skills they intend to share, go beyond their appointed role to support the organization in various ways, and who take leadership positions also perceive that they have the capability to effectively instruct students. Angelle and Teague stated that collective efficacy is correlated with commitment and determination. Educators with high levels of self-efficacy persist in reaching the academic outcomes set as goals. They are also more likely to go beyond and participate in shared decision-making due to collective efficacy and shared leadership. Relationship building and the outcomes of collaboration empower teachers and enhance their leadership throughout the school. Findings indicated a strong relationship between collective efficacy and a greater extent

of educator leadership among the three participating school districts. Therefore, it was expressed that educators that perceive a significant extent of educator leadership in their schools also look at a considerable collective efficacy in their peers (Angelle et al., 2014).

Educators are persuaded to work in a team and to share their goals and activities. According to Guidetti (2018), teachers' collective efficacy refers to the educators' beliefs that the school as a whole can produce and organize a system of actions that affect students and their achievements levels. Guidetti (2018) stated that collective efficacy impacts the levels of individuals' self-efficacy. Guidetti also said that according to Bandura's Social Cognitive Theory, social norms impact group behavior, and so teachers' goals, beliefs, and behaviors shared within a school function as a source of normative pressure (Guidetti, 2018). With that being said, social persuasion and mastery experience are the main sources of influence in the development of efficacy beliefs. High expectations set in a school with high levels of perceived collective efficacy may motivate educators to strengthen their dedication when facing challenges within the school itself. Guidetti also argued that social comparison is more relevant for the development of self-concept than that of self-efficacy. On the contrary, teachers' self-efficacy may lessen when there are low expectations about future goal achievement at the school level. For the most part, collective efficacy is connected with the supervisor's support as a source of the norms, values, and goals shared among the educators in the school (Guidetti, 2018).

Many educators are satisfied with their work, but the stress caused by students' behavior and high teaching demands make teachers' job happiness suffer. According to Klassen (2010), stress in educators is infallible in rigorous conditions. He argued that

teaching is a stressful job. He also stated that educators' functioning, career decisions, job satisfaction, and physical and mental health are getting negatively affected (Klassen, 2010). School policies, support from colleagues and school administrators, and a sense of collective efficacy can help reduce teachers' stress as their perceptions that the school administration, as a team, can significantly work together to enhance student learning and behavior. The two goals in this study are to evaluate the effect and factor structure of multiple element measures of teachers' collective efficacy (TCE) and job stress and to evaluate the connection between TCE, job stress, and job satisfaction for educators at two school levels (elementary and secondary). According to Klassen, lower levels of personal stress from challenging student behavior may result when teachers' confidence in school support and collective efficacy is available. Bandura suggested that schools toss the stamina that can quickly wear down teachers' sense of efficacy and job satisfaction. Educators spend much time actively teaching and overseeing students' academic progress. Recent studies have verified the connection between TCE and student achievement, but no research has been done up to today to examine the impact that TCE might have on teachers' job stress. Research findings pointed out that elementary school educators reported higher levels of individual efficacy for pupil engagement than secondary teachers. The impact of job stress from pupil behavior on job satisfaction was significantly mediated when educators believed in collective efficacy to maintain student discipline. This study confirmed the hypothesis that educators' collective efficacy is associated with student achievement and job resources that mediate the effect of stress from pupil behavior on vocational satisfaction. Statements from Bakker's study (2007) in this study were also compatible with Klassen's study. It emphasized the significance of

assistance from the school leaders and colleagues to help educators cope with difficult conditions, especially those associated with pupil misbehavior. One of the toughest reservoirs of stress and burnout reported by educators is student misbehavior. Therefore, identifying elements that lessen the impact of pupil misbehavior on educators' job satisfaction is crucial for increased job satisfaction. Results of this study advised school leaders that assistance determined to help educators with student behavior management must attempt to encourage individual abilities and develop collective beliefs regarding student behavior management. Even though individual educators make a difference in pupil behavior, the collective exertion of educators also makes a decisive impact on pupils (Klassen, 2010).

Lim et al. (2014) stated that teacher burnout is an international universal issue of the teaching profession. This study appointed two different educators' social interactions as predictors of collective teacher efficacy and teachers' burnout. These social interactions are supportive (reflective dialogue) and conflicting (organizational politics). Several studies discovered that teacher efficacy is correlated with educators' behaviors and their emotional responses, performances, and students' achievements. Likewise, collective teacher efficacy is an essential predictor in describing differences in teacher effectiveness. Collective teacher efficacy is one resource to prevent teachers from getting burnout. This study evaluates the relationship between the variables that stood on the results of previous studies, using statistical methods to answer the four research questions. The means, standard deviations, internal consistency, and the bi-serial correlation coefficients of measurement were described in the observed variables (reflective dialogue, organizational politics, collective efficacy, emotional exhaustion,

lack of accomplishment, and depersonalization). Lim et al. stated that the correspondence between reflective dialogue and organizational politics was negatively remarkable. The reflective dialogue was correlated positively with collective teacher efficacy and negatively with the three measurement variables of teachers' burnout, emotional exhaustion, lack of attainment, and depersonalization. On the contrary, organizational politics was correlated negatively with collective teacher efficacy and positively with the three measurement variables of teachers' burnout, emotional exhaustion, lack of attainment, and depersonalization (Lim et al., 2014).

Collective teacher efficacy was remarkably correlated negatively with the three measurement variables of teachers' burnout, emotional exhaustion, lack of accomplishment, and depersonalization. As predicted, all the evaluated constants in the corrected more were considerable and had acceptable magnitude. Reflective dialogue among teachers was linked with the lower levels of organizational politics. Educators' reflective dialogue with colleagues and organizational politics were predictive of their burnout levels on the contrary direction, and collective teacher efficacy remarkably interceded their effects on teachers' burnout. In conclusion, the outcomes of this model were substantially consistent with the initial hypotheses (Lim et al., 2014).

Strahan et al. (2019) found that there were no significant differences in collective efficacy scores with the level of responsibility between the groups of those teachers with no additional responsibility, teachers with some additional responsibility, and senior leaders. This study showed that other staff members will also show positive collective efficacy beliefs when senior leaders have positive collective efficacy beliefs. There was an overlap of four main themes that potentially impact teachers' collective efficacy

beliefs: communication, learning, supporting roles, and stress management. Within those four main themes, there were sub-themes such as sharing expectations to staff, learning from each other, supporting peers, and guidance on managing stress. Under the communication theme, it is mentioned that teachers find other staff members' perspectives and feedback of each other's performances crucial, especially when the judgments were deemed fair and consistent. However, if the feedback was deemed unhelpful and came without follow-up communication from the observations, those interactions were thought to reduce collective efficacy beliefs (Strahan et al., 2019).

Loughland et al. (2020) found that vicarious learning through collaborative planning, in-the-action mentoring, and reflective discussion enhanced teachers' collective efficacy. The program consisted of collaborative planning, professional teacher mentoring, and critical collaborative, reflective discussion. Throughout the program, mastery experiences like the review of extremely detailed lesson plans, provided an example of what collective efficacy might offer. . Vicarious experiences in this program, such as collaborative planning, also allowed the teachers to share in the sense of collective efficacy. Both types of experiences revealed how collective efficacy could be brought on in many ways, but they all result in a positive turn of events when it comes to a teacher's PL experience.

Furthermore, a mixture of more experienced and less experienced teachers in this program allowed for a teacher coach to be present, leading to an effective strategy for professional development. It also allowed some teachers to learn and apply new strategies and concepts to their lesson plans. (Loughland et al., 2020).

According to Ninković et al. (2018), collaborative relations, shared responsibility, and the teamwork of efficacious educators improve the professional school. Although the data may state that teacher self-efficacy is not seen, as usual, it is actually seen as satisfactory. It was found that practices of transformational leadership that included, for example, intentional cooperation with parents and colleagues were positively correlated with teacher self-efficacy, but a weaker correlation was observed between redesigning the organization and adapting education to individual students' needs and teacher self-efficacy. There were high correlations between transformational school leadership and collective teacher efficacy, especially with developing people. Findings suggested that leadership practices, such as interacting more with the parents, are not positively related to collective teacher efficacy, and other leadership practices like individual consideration provide a greater contribution to collective teacher efficacy.

When transformational leaders associate a common ground and vision with followers, it contributes to collective efficacy, and this also contributes to focusing more on the same priorities and better understanding each other. Finally, the results suggest that both group and individual leadership practice does not jeopardize the collective motivation of teachers (Ninković et al., 2018).

Goddard (2002) found through the shorter version of the original scale that the scale was a significant predictor of school differences in student mathematics achievement. The purpose of the study was to reevaluate the 21-item Collective Efficacy Scale. Therefore, Goddard used a 12-item scale. The results showed that both scales were highly correlated, suggesting that a slight change in the scale did not significantly differ. The 12-item scale, which balanced the relative weights given to the elements of collective

efficacy, was equally as effective as the original 21-item scale. For the 21-item scale, there were four types of items that had unbalanced representation, which included seven types of positive Group Collectivity (GC+), six types of negative GC (GC-), four types of positive Task Assessment (TA+), and four types of negative TA (TA-). As for the 12-item scale, Goddard had three items representing each of the four categories (GC-, GC+, TA-, TA+); for this scale, he chose the items with the most significant coefficients from each of the four categories. The items chosen ended up reflecting all the dimensions of the original 21-item Collective Efficacy Scale (Goddard, 2002).

Chu (2018) reported that the in-service education teachers reported the highest ratings for their perceived ability to develop a caring, nurturing, and warm learning climate for exceptional students with Culturally and Linguistically Diverse (CLD) background. A strongly supported item (12) suggested that teachers need more training to provide the learning students with CLD need. Another high mean was those items scoring high regarding their perceived ability to use a significant number of teaching strategies to aid students in learning the content and helping students flourish positive interactions with each other. Overall, educators rated themselves as teachers capable of utilizing Culturally Responsive Teaching (CRT) practices to meet CLD students' needs. Results showed that the participants' higher mean scores were linked to higher levels of outcome expectancy and high levels of assurance regarding the association between CRT practices and students' learning outcomes. The relationship between CTE and CRT scores and results demonstrated a statistically significant difference between Culturally Responsive Teaching (CRT) and Culturally Responsive Teaching Self-Efficacy (CRTSE) scales. Nonetheless, the relationship was weak. Another important result is the remarkable

difference between CTE and CRTSE. The results indicate a weak positive relationship between in-service special education teachers' CRT and CTE outcome expectancy (Chu, 2018).

Madimetsa et al. (2018) argued that low-performing schools had been a challenge in many countries. Governments only react and offer money believing that poverty and lack of resources are the major factors contributing to low performance. They stated that the United States of America solves the problem by placing low-performing schools under sanctions, either dismissing the school principal or closing the school to re-open it as a private school. They also argued that the government handles this problem in South Africa. Other types of support offered by the Department of Education are through the institutional support program, training of principals, monitoring the provision of support materials, and observations or visits to the low-performing schools. Madimetsa et al. believe that this type of support has had limited success. Teacher efficacy is a critical aspect of enhancing student performance.

Still, collective teacher efficacy can increase high levels of academic achievement. Several studies revealed that there is a link between collective teacher efficacy and improvement of student achievement. They confirmed that strong collective teacher efficacy impacts how educators manage their classrooms, their expectations about their student's achievement, and how they teach. Educators with high collective teacher efficacy believe that all students are teachable even when the level of socio-economic background is low. These teachers believe that they have a great impact and effect on their student's achievement, not the surroundings. Studies on collective efficacy are sparse in developing countries. This study provides a view of collective teacher efficacy

from a developing country and allows for comparison with studies done internationally. Many educators believe that their knowledge and ability are sufficient to achieve desired outcomes, but they are hand-cuffed by elements outside their control. This study emphasizes that the low performance of a school may not be due to teachers' competence. The Education Department and school districts must improve the Collective teacher efficacy of educators to enhance performance (Madimetsa et al., 2018).

Teacher Efficacy

Zimmerman (2000) stated that self-efficacy plays a more prominent role because the types of outcomes people anticipate depend mainly on their judgments of how well they will perform in given situations. Self-efficacy measures focus on performance capabilities rather than personal qualities. Self-concept is a closer construct to self-efficacy. Self-concept measures emphasize self-esteem reactions by posing self-evaluative questions, whereas self-efficacy focuses exclusively on task-specific performance expectations. Perceived control is another comparative construct to self-efficacy, and it refers to general expectations about whether one's behavior or external forces control outcomes. Perceived control did not predict academic performance improvements or anxiety reductions in highly self-anxious students who underwent intensive coping skills training programs, but self-efficacy scales did predict such enhancements. According to Zimmerman, self-efficacious students participate more readily, work harder, persist longer, and have fewer adverse reactions when facing difficulties than those who doubt their abilities. Direct effect indicates that perceived self-efficacy affects students' learning and their motivational processes. Self-efficacy beliefs give participants a sense of agency to motivate their learning through self-regulatory

techniques such as goal-setting, self-monitoring, self-evaluation, and strategy use (Zimmerman (2000).

Goddard et al. (2006) stated that higher expectations overall improve teacher competence. Even though Goddard did not test the effects of school leadership behaviors on collective teacher efficacy, Goddard argued that school leadership behaviors are an essential part of this, and improvement in effective leadership behaviors will support both collective and self-efficacy among teachers. Sources that support collective and self-efficacy are experiencing personal success, learning from others' experiences, verbal persuasion, affective states (most important is experience success). Leadership practices that support these sources also will increase collective teacher efficacy. Activity's school leaders can practice that support developing collective efficacy are: rewarding teacher success and featuring the achievements at school, organizational learning activities, or talking to teachers about student achievement. In addition, enhancing teachers' skills improves teamwork, and including teachers in problem-solving and decision-making helps develop collective efficacy (Goddard et al., 2006).

Teacher self-efficacy should be conceptually distinguished from perceived collective teacher efficacy and external control. Skaalvik et al. (2007) discussed the six dimensions of teacher self-efficacy and reported satisfactory to high reliability in terms of Cronbach's alpha. They said that teacher self-efficacy is a multidimensional construct but may be analyzed as a latent trait based on the six subscales developed for the study. Gender of teacher and two strain factors (discipline and conflict with parents) were not significantly related to external control or perceived collective teacher efficacy (Skaalvik et al., 2007).

Kurz et al. (2004) mentioned that positive feedback from mentor teachers has a significant positive influence on TSE development for preservice teachers. Researchers think this may be due to positive feedback contributing to the perception of mastery experiences. As expected, the correlations were highest between mastery. Experiences and TSE changes and all other sources matched expectations. Each source also predicted significant variance in TSE changes. In a question about verbal persuasion from others (not mentor teacher), students were reported as an essential group in both groups, followed by other teachers, administrators and school staff, and peers (fellow preservice teachers). In both groups, mastery experiences were the predictor that explained the most variance in TSE changes (Kurz et al., 2004).

Pfitzner-Eden (2016) attempted to fill the gaps in previous studies by providing an instrument to assess the four TSE sources theorized. Do each of the four sources significantly predict latent TSE changes that occur during a practicum? It is essentially an attempt to quantify how much each of the four sources impacts TSE development. The results of this study indicated that the instrument researchers came up with is a good fit for this type of analysis and is consistent with Bandura's original research that came up with the four sources. Mastery experiences play the most prominent role in preservice teachers' TSE. This study demonstrated that positive feedback from the mentor teacher has a remarkable positive influence on the development of preservice teachers' TSE, feasibly via the perception of mastery experiences. The correlations were highest between mastery experiences and TSE changes, and all other sources showed the expected direction of the relationship (Pfitzner-Eden, 2016).

Goddard (2004) investigated the social cognitive foundation of efficacy belief theory, particularly the nature of efficacy beliefs, their formation, and change, focusing on the extension of social cognitive theory to thinking about group capabilities. Efficacy judgments are not beliefs based on assessments that measure the individual or group's abilities. They are judgments that estimate that a specific individual or group can perform a particular task. People usually over-or underestimate their abilities. This self-perception leads them to choose actions based on their abilities, their effort into those tasks, and the results obtained. People with similar skills may get significantly different results as those outcomes depend on the intensity of their efficacy beliefs. Individuals with higher levels of self-efficacy applied what they knew consistently, effectively, and persistently. People who possess a low sense of efficacy may not drop their self-esteem because they did not invest self-worth in such activity. Contrarily, high achievers with excellent skills may still evaluate themselves negatively because they have set personal standards that are hard to meet. People may question their self-worth for different reasons regardless of being competent. When considering teachers' sense of efficacy, Goddard said we must be aware of the difference between the perception of competence and actual competence or performance. The term "teacher efficacy" is often used, but it can be misunderstood and assumed that "teacher efficacy" is the same as "teacher effectiveness" or successful teaching. Goddard suggests avoiding the term "teacher efficacy," so it is replaced by "teachers' perceptions of efficacy, sense of efficacy, perceived efficacy, or efficacy beliefs (Goddard, 2004).

Teachers' self-efficacy in classroom management, instruction, and student engagement directly affects teachers' job satisfaction. Zakariya (2020) argued that

keeping valuable educators has played a fundamental role in teacher recruitment. Zakariya suggested that conducting cross-validation of a well-fitted approach through multigroup invariances is a way to overcome this issue. He evaluated different studies that tested teacher self-efficacy with various factors. Some approaches reported no remarkable relationship between self-efficacy and job satisfaction. Others reported that school climate, such as the teacher-student relationship, positively correlates with teacher self-efficacy. Still, other studies revealed that the school environment would positively affect teachers' job satisfaction. Zakariya concluded, stating that it is important to understand the relationship between school environment, teachers' self-efficacy, and their job satisfaction, and the role it plays in identifying, recruiting, and retention of educators (Zakariya, 2020)

Viel-Ruma et al. (2010) agreed with other studies that teacher self-efficacy is a factor that influences job satisfaction. Self-efficacy holds teachers accountable and responsible for their actions and changes. It strengthens teachers' beliefs on their power to affect their students' learning, behavior, and ability to impact desired results. When teachers perceive self-efficacy levels are high, they are aware of their power as teachers. They know that their teaching skills can either bring about positive results in their students' performance or overcome the impacts of possible negative environmental influences. The authors of this study have found that teacher efficacy beliefs have been positively correlated with various school factors. Among the factors positively linked to teacher efficacy, we found higher academic achievement, effective teaching practices, higher levels of teacher job satisfaction, increased family involvement, and decreased

referral rates into special education. An inverse correlation was found with perceived levels of burnout among general educators (Viel-Ruma et al., 2010).

Calik et al. (2012) suggested that understanding the results of this study in the context of reciprocal causality would be helpful. He emphasized that teachers' perception of their own self-efficacy grew stronger when school principals exhibited instructional leadership behaviors. Therefore, teachers felt greater investment and put more effort into educating their students, and in return, students' achievement improved (Calik et al., 2012). Another study stated that teacher self-efficacy had been linked to a great range of student outcomes, of which the following are included: motivation, achievement, students' sense of efficacy, and different teacher classroom behaviors affecting their effort in teaching and persistence and resilience when facing difficulties with students. Educators with high levels of self-efficacy are more enthusiastic in teaching and more open to new ideas and innovation, leading them to be more committed to teaching to meet their students' needs. Chan argued that teachers with high levels of self-efficacy were found to bear on to positive teacher and student behaviors and positively impact educational improvement. There is not enough data about how efficacy beliefs change at different stages of a teacher's career. He stated that prospective educators' perceived efficacy would improve during teacher preparation and student teaching. Self-efficacy beliefs tend to stabilize, making teachers more resistant to change when these beliefs are established (Chan, 2008).

There is a positive relationship between teacher efficacy and many important variables, including academic behaviors, teaching effort, and behaviors and attitudes towards teaching. Adam (2006) broadened the efficacy study that includes individual

teachers and schools as the unit of analysis. There is a collective belief and ability to carry out teaching tasks that nurture student achievements at the organization level. A perceived collective efficacy can lead to greater levels of student and school achievement. Adam noted that the best explanation for efficacy formation is the human action postulated by social cognitive and behaviorist theories. It is a function of social experiences and the cognitive interpretation of these experiences. Adam referred to the teacher efficacy literature to support their rationalization for redefining efficacy sources as remote and proximate sources. Variables observed in teacher efficacy literature include academic press, school climate, sense of community, and leadership (Adam, 2006).

Bandura (1977) stated that perseverance in tasks that are subjectively threatening but nearly safe produce, through mastery practices, further self-efficacy and conforming minimization in defensive behavior. The changes in perceived self-efficacy are more significant when the experiential sources are more dependable. Enactive, secondary, instructive, and affective factors influence the cognitive processing of efficacy information. The results from the study of these forms of treatment supported the hypothesized correlation between perceived self-efficacy and behavioral changes. Bandura said that affecting psychological changes proved to be more powerful by performance-based procedures

Consequently, representationally based experiences are replaced by successful performance as the main vehicle of change. This study hypothesized that cognitive processes mediate change and that experience of mastery emerging from effective implementation engenders and changes cognitive events. As for the Cognitive Locus of Operation, Bandura mentioned that it is now fully registered that the acquisition and

retention of new behavior patterns happen due to the important role of cognitive processes. When transitory experiences are coded and kept in symbols for memory depiction, it leaves lasting effects. Substantial human behavior is developed through modeling, given that response information is a major characteristic of learning. People form a conception of how new behavior patterns are performed from observing others, and those symbolic constructions serve as a guide for action in later situations. The correspondence of response patterns learned through observation is further improved through self-corrective refinement based on instructive feedback from performance. Response consequences are also learning that is contrived to a great extent as a cognitive process. Consequences communicate what they ought to do to obtain favorable results. People distinguish which responses are appropriate in which location or situation and behave accordingly when they observe the divergent effects of their own actions. There is a common view that its immediate consequences regulate behavior. Reinforcement actions influence behavior mostly by producing anticipation that acting in a given way will generate foreseen advantages or deter foresight struggles. This study outlines a theoretical framework in which the concept of self-efficacy is assigned a central role for analyzing changes achieved in fearful and avoidant behavior.

The power of confidence of people in regards to their own proficiency is likely to influence whether or not they will even attempt to get through designated situations. The positive correlation between proficiency of self-efficacy and the anticipation of outstanding performance is essentially alike for the related and the unrelated threats. The designed theory predicted that amidst the successful performers, those who gained maximal efficacy expectations ought to complete ultimate performances while those with

lower expectations should not. The differences in the findings demonstrate that the individuals' sense of personal efficacy is altered by experienced mastery rather than simply giving behavioral hints for the rationality of self-efficacy. The results are consistent with postulated augmentation in self-efficacy as a serve of interminable observation of successful modeling. When the exposure is brief, it produces narrowed augmentation in the elevation and power of efficacy expectation, and in like manner, seldom behavior change (Bandura, 1977).

Students' self-efficacy for behavioral regulation and prosocial performance may be improved when educators sense themselves competent in classroom management. Gibbs et al. (2012) stated that a primary requirement for successful teaching is when classroom management is provided with confidence. Studies revealed that teachers' capability to direct students and the classroom climate is a precondition for the formation of a positive learning environment. However, there is only little factual evidence regarding teachers' efficacy beliefs impacting their management of students' behavior. Studies showed that not all teachers are equally inspired to strive to manage students' behavior. However, the likelihood for teachers to strive to manage the learning environment and the student's behavior in the classroom successfully are those teachers who believe in their self-efficacy. It looks like educators whose belief in their efficacy is little are less lenient of unexpected behavior or learning patterns and seek more exclusion of students with challenging behavior. When collective perceptions of efficacy are low, educators may be more likely to experience significant stress and an increased risk of burnout due to students' perceived misbehavior. The solution to teachers' difficulty in these matters leads them to seek the removal of a student from their classrooms.

Students' misbehavior can probably be a problem for teachers' well-being, recruitment, and retention, and associated costs, but at the same time, excluded students from classrooms or schools incur noticeable additional investment for alternative provision. This study suggests seeking alternative explanations. This study showed a reasonable correlation between educators' beliefs, attitudes, and practices Gibbs et al., 2012).

Research indicated that individuals with a high level of self-efficacy might lower the risk of burnout, augment job satisfaction and commitment. Guidetti (2018) investigated the link between workability, self-efficacy, and collective efficacy. From Guidetti's point of view, we would understand if the work competence were linked with personal self-efficacy and the collective efficacy and by which mechanism it could show a potent starting point to advance current knowledge regarding how to preserve workability in the education field. Studies also revealed potential aspects that can cultivate self-efficacy. Likewise, studies showed how environmental inconveniences in the educational context prevent educators from preserving their self-efficacy beliefs, and still, other studies examined the determinants that improved self-efficacy beliefs. The results of the study showed that mediational analysis highlights that teachers' self-efficacy mediates the relationship between collective efficacy and perceived workability. This finding enhances the theoretical knowledge and empirical evidence regarding the link between teachers' collective efficacy and self-efficacy, emphasizing the concept of collective efficacy in school contexts (Guidetti, 2018).

Tsouloupas (2014) aimed to investigate teachers' self-efficacy, teaching experience, and their perception and description of how those factors affect the development of Teachers' Efficacy in Handling Student Misbehavior (TEHSM) while

still considering their primary teaching subject. After the investigation and data collection, the data were transcribed and analyzed manually in four steps: comprehending, synthesizing, theorizing, and recontextualizing. Based on the results, the researchers suggested exploring future research on TEHSM beliefs to help conduct the purpose and the domain of professional development workshops to enable teachers to have realistic classroom expectations and specifically related resources to manage inappropriate behavior. Researchers stated that these possible solutions would help educators handle students' inappropriate behaviors effectively and confidently instead of ignoring students' behavior or removing them from classrooms. Consequently, teachers' emotional exhaustion that is linked to students' misbehavior might be relieved. Tsouloupas concluded that easing teachers' emotional drainage at work is decisive as not mitigating their emotional exhaustion when dealing with difficult students may lead them to lose interest and motivation to spend time with their students. Tsouloupas suggested that the school system should provide educators with effective learning resources and specific teaching resources associated with high efficacy beliefs that promote healthy teacher-student interactions while fostering positive behavior and enhancing the learning environment (Tsouloupas, 2014).

According to Ninković et al. (2018), there was a high correlation between teacher self-efficacy and collective efficacy. The study revealed that although transitional school leadership highly predicted teachers' beliefs of the school's collective efficacy, self-efficacy was an independent predictor, not dependent, of collective teacher efficacy. There were findings that teachers with low self-efficacy, such as those who did not believe in their own capabilities of individualized student teachers and unsuccessful

cooperation with parents in colleagues, had more trust in the ability of the collective. The roots of collective efficacy, however, were found within teachers' self-efficacy, and the dimensions of developing people and improving the instructional program explained the collective teacher efficacy (Ninković et al., 2018).

School Instructional Leadership

Cansoy et al. (2018) argued that school leadership positively and significantly predicted collective teacher efficacy. If school leaders can use practices that improve teachers' competence, they will feel more competent as a collective. Teachers with low self-efficacy are supported by those who have more experience, and teachers can build strong interpersonal relationships with each other to develop social norms that the whole group can engage with as a collective. Higher expectations overall improve teacher competence. School leadership behaviors are an essential part of this as well, and improvement in effective leadership behaviors will support both collective and self-efficacy among teachers. Sources that support collective and self-efficacy are experiencing personal success, learning from others' experiences, verbal persuasion, affective states (most important is experience success). Leadership practices that support these sources also will increase collective teacher efficacy. Activity's school leaders can practice that support developing collective efficacy are: rewarding teacher success and featuring the achievements at school, organizational learning activities, or talking to teachers about student achievement. Enhancing teachers' skills improves teamwork, and including teachers in problem-solving and decision-making helps develop collective efficacy (Cansoy et al., 2018).

Some studies evaluated the effects of principal instructional leadership, focusing solely on student achievement as the outcome variable of interest. Other studies have broadened the dependent calculation of school leadership effects; among them, they found school organization (e.g., culture, school climate) and a variety of teacher attitudes (e.g., commitment, job satisfaction, academic optimism) that are positively linked with student learning. In addition, evidence suggests school leadership impacts teacher commitment, efficacy, trust, motivation and engagement, academic optimism, job satisfaction, capacity, instructional practices, and professional learning. Al-Mahdy et al. (2018) argued that teachers' commitment is influenced both directly and indirectly through the collective teacher efficacy when instructional leadership is exerted by school principals as perceived by their educators. This study accepted the possibility that the data could disclose these school leadership impacts to be entirely moderated by collective teacher efficacy. Therefore, sorting out the nature of these correlations represented a central goal of this study. There were no concerns about common method bias, and the findings showed a sustainable level of data to model fit. Even though two research questions led this study; these questions were composed with a broader purpose in mind: to establish the nature of the correlations among Principal Instructional Leadership (PIL), Collective Teacher Efficacy (CTE), and Teacher Commitment (TC). The results of this study demonstrated strong evidence for the reliability and validity of the transcribed instrument used in the research (Al-Mahdy et al., 2018).

Calik et al. (2012) believed that more research about collective efficacy, principals' behavior, and teachers' self-efficacy that affect these efficacy beliefs are needed. They stated that the school effectiveness and capacity and students' achievement

would be significantly improved once the relationships between self-efficacy and collective efficacy and the impact of school principals' leadership behaviors on these efficacy beliefs are explained (Calik et al., 2012).

Worldwide, schools are facing the challenge of retaining effective teachers nowadays. Qadach et al. (2020) suggested that knowing and understanding why teachers intend to leave would help retain educators in their teaching positions. Qadach et al. explored leaders' support as it is cited as a key factor in whether educators stay or leave their teaching position. Qadach et al. suggested that principals strategically give out their IL between the school educators. QadachI reasons that if Principals' detailed knowledge of classroom practices, educators will be more willing to participate in collaborative interactions that target enhanced instruction and achievement of group goals. Qadach et al. believed that this knowledge would lead principals to establish school structures that reinforce effective instruction (Qadach et al., 2020).

According to Strahan et al. (2019), other studies have found that leadership that helps with collaborative working and provides adequate information and resources is likely to enhance collective efficacy. Also, more formal peer observations for teachers have provided more learning opportunities, especially for the newer or not promoted teachers, thus enhancing collective efficacy. Within the third theme, supporting roles, it is found that senior leaders who are more approachable and are more visible tend to help improve collective efficacy. Not only do the senior leaders help through these emotional patches, but so do the teachers within the schools when showing mutual support and collaboration with each other. This support from senior leaders and peer teachers is also most likely to report greater job satisfaction and experience less burnout. As for the last

theme, stress management, it appears that guidance as to how to manage stress properly is lacking within the schools, but efficacy beliefs improve when stress is reduced. Stress can cause a burnout dimension of depersonalization, which has a higher negative correlation to teacher self-efficacy. If teachers' involvement were to increase with decision-making and leadership, it could positively influence efficacy beliefs and even reduce burnouts (Strahan et al., 2019).

Madimetsa et al. (2018) stated that principals in low-performing schools work in isolation, the school management team does not meet regularly, and there are no subject heads, and if there are subject heads, they barely meet for purposes of planning. These issues tell that teaching is not effectively supervised, and poor teaching is tolerated, which results in poor academic attainment. Educators in these low-performing schools show weak teacher efficacy as well as weak collective teacher efficacy. A problem statement in this study stated that lack of effective management was the cause of some challenges experienced in schools. It argued that some research points out that principals who encourage collaboration among educators increase collective teacher efficacy in their schools. An example showed how an elementary school principal changed the school from low performance to high performance. This principal attained this by applying strategies that improved collective teacher efficacy in two years. This is a good indicator that school principals and their management teams play a crucial role in attaining a strong sense of collective teacher efficacy (Madimetsa et al., 2018).

Teacher Burnout

Burnout was reported as the accumulation of stress that caused emotional exhaustion, depersonalization, and reduced satisfaction of personal accomplishments,

resulting from long-term occupational job stress (Jennett et al., 2003). The stressors that cause teacher burnout may include students' challenging behavior, overloaded work, conflict with colleagues, problems with their relationship with parents. Another aspect that may cause teacher burnout is low teacher self-efficacy, as it may result in feelings of burnout. Teachers that doubt their ability to manage disruptive behaviors may blame students for the lack of those skills and end up having negative attitudes toward students (Lim et al., 2014).

Skaalvik et al. (2007) hypothesized a negative relationship between teacher self-efficacy and teacher burnout. They expected a positive relationship between perceived strain factors and teacher burnout, partly moderated through teacher self-efficacy. The "22-item Maslach Burnout Inventory to measure teacher burnout was used. This inventory included three subscales that measure the different dimensions of teacher burnout. They are "Emotional Exhaustion (9 items), Depersonalization (5 items), and Reduced Personal Accomplishment (8 items). Participants reported that their work makes them feel emotionally exhausted, that they were indifferent to some students, even when attaining personal accomplishments at work. Findings revealed that individually-focused transformational leadership contributed remarkably to a clarification of collective efficiency after controlling specific prognostic effects of group-focused dimensions of reframing leadership (Skaalvik et al., 2007).

Lim et al. (2014) stated that teachers in general, especially Korean teachers, face detrimental teaching conditions that put them at risk of job stress and burnout. Currently, teachers are dealing with a heavy workload and wildering duties that include disciplining more kids with challenging behaviors and meeting parents' pressures of better schooling

for their kids. In Korea, nowadays, educators are no longer appreciated or respectable. They are vulnerable to their students' violence and their parents' demands. Many of these educators feel stressed out and are considering leaving their professions early. Lim et al. argued that Social Cognitive Theory postulated that positive social interactions with colleagues might be accounted as one of the most potent predictors for an augmentation in the perception of efficacy, with a reduction in burnout and stress for employees in the organization. There is remarkable evidence that states that school teachers are at risk of burnout. They experience emotional exhaustion, depersonalization, and decreased personal attainment. A moderative resource to mitigate teachers' burnout is to offer teachers a socially supportive climate in school (Lim et al., 2014).

School Climate

Zakariya (2020) used three structural designs that were evaluated to test the hypothesis on (H01) to hypothesis four (H04). In model 1, the direct structural impact of each measurement of teacher self-efficacy and job satisfaction are validated. Differently, model 2 creates the direct impact of each measurement of school climate on job satisfaction. Moreover, model 3 validates how these outcomes are mediated by each element of the teacher's self-efficacy. The findings of this research brought empirical evidence for a cross-validated structural design that describes the direct and indirect impact of the school environment and teacher self-efficacy on teachers' job satisfaction. To be more specific, teachers' self-efficacy in classroom management, instruction, and student engagement has direct effects on teachers' job satisfaction (Zakariya, 2020).

Job Satisfaction

Klassen et al. (2010) stated that American collectivism seemed to have scored greater than or equal to the Korean collectivism scores. It was proven that TCE is a variable that is related to teachers' job satisfaction as well as self-efficacy and school socioeconomic status. Teachers who possess stronger collectivist values tend to have greeted job satisfaction than do those with lower collectivist values or those with individualist values. It tends to be more difficult for individualists to work in group-related areas and receive less satisfaction in that type of work environment. The relationship between collectivism and job satisfaction in Korean workers reveals how the teacher and his/her work environment influences vocational attitudes, beliefs, and performance. The reason why heightened job stress does not lower the job satisfaction of Korean teachers is due to the benefits of being a teacher in Korea: better economic security and job stability (Klassen et al., 2010).

Zakariya (2020) concluded with the same idea indicating that it is important to understand the relationship between school environment, teachers' self-efficacy, and their job satisfaction, and the role it plays in identifying, recruiting, and retention of educators. Zakariya stated that the understanding of this approach and the relationship between these elements is essential for enhancing teachers' well-being, quality of school management, and teaching and learning outcomes (Zakariya, 2020).

Teachers' job dissatisfaction will make their students' achievement suffer and causing teachers to be less likely to continue teaching. These impacts are the same for special educators. On the contrary, when teachers' job satisfaction levels are high, their desire to leave the field of special education increases. Viel-Ruma et al. (2010) examined

the effect of teachers' self-efficacy on job satisfaction, , specifically, special educators' job satisfaction. Viel-Ruma et al. said that there had been personnel shortages in special education. 13.2% of special education teachers leave their teaching positions in a year, and filling these positions has been difficult. The shortage in special education is not only because special educators leave their careers and positions, but more than half of special education teachers change positions and move to general education placements. The most common reasons special educators leave their positions are poor school environment, role confusion, and caseload problems. This is more intense for EBD teachers. These results indicated that these two factors, collective efficacy, and self-efficacy could be evaluated as a means of enhancing special educators' levels of job satisfaction. Considering approaches to raise teacher efficacy levels and increase job satisfaction levels are suggested. This is crucial information for school leaders to address this group of teachers' needs and create interventions, such as training and programs, to enhance self-efficacy and job satisfaction in this specific targeted group of special educators (Viel-Ruma et al., 2010).

Educators are likely to be better performers when they are happy with their jobs. Göker (2012) argued that job satisfaction indicates the degree of an educator's affective orientation toward the work roles. The findings of this research are consistent with previous studies that have demonstrated TCE to describe fair but crucial differences in outcome variables such as student achievement and educators' job satisfaction (Göker, 2012). Qadach et al. (2020) added an important category to test in their study. They tested "A teacher's intent to leave." Qadach et al. described it as workers staying in the job while undergoing low enjoyment with the job accompanied with the risks involved in

leaving. This category was tested because educators who are not satisfied with their job positions may reduce their efforts at work, which may lead them to intend to leave their schools. The correlation between CTE and teachers' intent to leave basically suggested that a way to stop teachers from leaving is by increasing their sense of collective efficacy as it would lead them to put forth more effort to support and help students learn (Qadach et al., 2020).

Teachers who possess stronger collectivist values tend to have greeted job satisfaction than do those with lower collectivist values or those with individualist values. Klassen et al. (2010) argued that American collectivism seemed to have scored greater than or equal to the Korean collectivism scores. It was proven that TCE is a variable that is related to teachers' job satisfaction as well as self-efficacy and school socioeconomic status. The relationship between collectivism and job satisfaction in Korean workers reveals how the teacher and his/her work environment influences vocational attitudes, beliefs, and performance. The level of job stress Korean teachers encounter does not lower their job satisfaction as the benefits of being a teacher in Korea provide them with better economic security and job stability. Unexpectedly, little investigation has studied educators' job satisfaction even though there is a general belief that teachers and school success are influenced by job satisfaction (Klassen et al., 2010).

Job Stress

Göker's (2012)'s second hypothesis says that job stress would be remarkably linked with job satisfaction in an EFL setting was not established. This means that job stress is not correlated with job satisfaction for EFL educators from North Cyprus. Nonetheless, job stress was positively correlated with TCE in other countries. It means

that educators find themselves among colleagues whom they see and believe as highly competent, they experience higher levels of job stress. Additionally, these educators may also encounter higher levels of job stress as the school management does not nurture a positive work culture. Göker, then, suggested that school principals ought to nurture work cultures that value and support their members' learning to avoid high levels of job stress in their personnel. They also suggested that principals avoid educators' high level of stress by modeling, guiding, and facilitating participation in professional development that values learning, building trusting relationships amid professionals in the school or district, and promoting a focus on learning and associated core values (Göker, 2012).

According to Klassen et al. (2010), teacher stress was defined as the experience of negative emotions resulting from a teacher's work--inversely related to teacher self-efficacy and positively related to poor teacher-pupil rapport and low levels of teacher effectiveness. The study revealed that job stress was not significantly related to the two TCE variables for the Canadian and American teachers, and it was significantly inversely related to job satisfaction. For Korean teachers, higher levels of collectivism were associated with higher TCE ratings and higher levels of job satisfaction. Klassen et al. combined Canadian and American teachers into a single North American group for three reasons as these countries show similar patterns of cultural dimensions. This study revealed that teachers in the two countries displayed similar levels and correlations on the study variables. Findings of the results of educators' work-related stress are critical. They mostly include depression, burnout, poor performance, low job motivation, prolonged absence, and even the decision to resign from the teaching profession. However, in schools where communication among staff and the sense of companionship and

cooperation are good, teachers manifest lower stress levels and greater levels of commitment, job motivation, and happiness. Studies deduced that the two main elements of educator stress are student behavior and teacher workload. Teachers' stress from workload was not reduced when educators noted aloft level of school collective efficacy for teaching. Contrary, the concluded mediator of TCE for pupil problem behavior partially mediated the cause of job stress from problem behavior on job satisfaction. The mediation analysis findings proposed educators' beliefs regarding staff collective conviction to manage student problem behavior reduces stress preceded from student misbehavior. An exciting part of this research is that educators' beliefs about school collective ability reduce vocational job stress from pupil behavior more than individual teachers' belief of capability to manage student misbehavior.

Teacher's intent to leave and a shared vision

Qadach et al. (2020) argued that the correlation between shared vision and a teacher's intent to leave was assumed that a shared vision among educators would reduce their intent to leave schools. Within the indirect effect between IL and intent to leave, Qadach et al. argued that leaders' IL would reduce an educator's intent to leave via CTE and a shared vision amidst educators. Qadach et al. conceptualized this factor as to the extent a vision for the future obtains all-inclusive acceptance by individuals within a group. This shared vision would inspire and motivate the members of this entity to improve function and performance, which would lead them to positive organizational results.

Other studies described in this research agreed that school principals impact educators' practices and set the standards that might bear collective efficacy beliefs.

Qadachet al. added to existing studies that found that educators that intend to leave were less likely to have a leader who created an atmosphere that helped them work to their potential as teachers. It also added to those findings identifying leader support and work-related conditions that may reduce an educator's intent to leave. This research provides a new pure contribution to confirm the negative correlations between CTE and an educator's intent to leave. This highlights the remarkable role of CTE in schools as it was found to be a vital predictor of future behavior and a crucial mediator of job stressors on enjoyment and burnout. Likewise, this study affirms the negative correlations between shared vision and an educator's intent to leave, which emphasizes that having workers share in conversations about school matters and future plans strengthens commitment levels and decreases intent to leave teaching.

As the findings in this research stated that principal's IL decreases an educator's intent to leave through CTE and shared vision, principals' focus should be on creating structures for professional consideration. Proper principals' actions may, in return, decrease educators' withdrawal behaviors as teachers' engagement in the school vision development and the nurturing of teachers' sense of collective efficacy will lead educators to enjoy their job and desire to stay in their teaching field (Qadach et al., 2020).

CHAPTER III: DISCUSSION AND CONCLUSION

Summary of Literature

As discussed in Chapter I, schools are facing several challenges. Among these problems, the most prevalent issue is students' unwanted behavior in the classrooms. Teachers at the secondary level are dealing with problem behaviors in the classrooms, feeling stressed out, burnt out, and unmotivated. The levels of stress teachers are dealing with lately are negatively affecting their self-efficacy, and this perception of their own abilities is leading them to withdraw from the teaching profession. Skaalvik et al. (2019) noted that factual studies on teacher self-efficacy had revealed issues with students' behavior, and students' low motivation levels are linked with lower teacher self-efficacy. These studies' findings clearly demonstrate that those job demands impede educators' goal completion, the instructional and learning processes, and are strongly linked with teacher self-efficacy (Klassen & Chiu, 2010).

Axup et al. (2008) noted three aspects of stress. He talked about the passive teaching role, which happens when educators work in situations that are beyond their control or adaptive limits; then, there is the stress when psychological and physiological symptoms arise in the teacher; and the active teaching role. The stress is situational and interactive within working situations of certain schools or communities when teachers are active in their teaching roles. Teaching work creates stress, and educators' reactions differ alongside dimensions of personal resilience and the accessibility of resources (Axup et al., 2008).

Studies regarding burnout have identified factors that affect levels of burnout and anything that may lead a person to feel burnout. One important factor was self-efficacy

Self-efficacy was a term that was highlighted often within the research. Self-efficacy is conceptualized as the belief an individual has about himself/herself that he or she is capable and able to do (Brouwers et al., 2000). When educators believe that they can handle everyday stressors of their classrooms, such as students' challenging behavior, they experience none or low levels of burnout and an elevated sense of attainment (Brouwers & Tomic, 2000; O'Brennan et al. 2017).

An effective classroom system is important to support and increase social and emotional growth as well as to decrease negative behaviors in students. Having a collective behavior management system is needed to decrease teacher mental health stress and burnout rates. Guidetti (2018) stated that the environmental climate, in general, supports the workers' psychological capital, activating personal resources, which in turn improves psychological and organizational well-being (Guidetti, 2018).

Collective efficacy is considered a resource of self-efficacy. Klassen (2010) argued that researchers had found the relationship between Teacher Collective Efficacy (TCE) and student attainment and academic environment; student achievement and demographic characteristics were controlled in previous studies. Other factors such as educator gender and school level (elementary or secondary) may affect the connections amid TCE, job stress, and vocational satisfaction. School-level may impact teachers' stress and vocational satisfaction as the organizational structure, pupil characteristics, and academic environment vary according to students' age. These facts yield an urgent need to develop Teacher Collective Efficacy in school buildings. No doubt that the social support from the school administration and colleagues via TCE are crucially important factors to strengthen teachers' self-efficacy, and the lack of that support would negatively

impact teachers' self-efficacy (Adams et al., 2006a; Calik et al., 2012; Cansoy et al, 2018; Donohoo et al., 2017; Göker, 2012; Klassen, 2010; Lim et al., 2014; Loughland et al., 2006a; Zhou, 2019).

According to Skaalvik et al. (2019), a number of potential job demands in the educational field, such as discipline problems, large student diversity, low student motivation, time pressure, lack of administrative support, conflicts with colleagues, and value conflicts, have been identified by several researchers. Skaalvik et al. also stated that teaching experiences might be firmly affected by job resources. Antecedent study shows that supportive and positive social relations are correlated with the feeling of belonging, job satisfaction, and engagement. Nonetheless, it is also associated with lower levels of burnout (Skaalvik et al., 2019). The achievement of teachers and administrators' conjoint effort at the school level would reduce teachers' burnout and increase job satisfaction. As teachers get better, their students get better, and therefore, students succeed in school. The statements mentioned above clearly state that collective teacher efficacy is the best resource that can be offered to educators.

Regardless of findings reporting high levels of teachers' job stress and burnout, many educators feel personally satisfied in their work. They feel fulfilled in their day-to-day work, and it is associated with higher levels of job performance. Job satisfaction is seen as a "decisive element that influences educators' attitudes and execution. These teachers' self-efficacy levels increase, becoming a crucial contributor to teachers' job satisfaction (Klassen et al., 2010).

Professional Application

At first, when it was time to decide on a thesis project, all the topics I had studied previously came to my mind, and it was overwhelming having to decide on one. Then I remembered the stress and the pressure I had felt as an educator when it came to managing students' behavior in the general education classroom. I have worked in a few school districts and experienced two scenarios; the one where school administrators support teachers when they are managing behaviors in the classroom, and the other, where no support is provided. It is very debilitating and discouraging when teachers have no support. I know some teachers that have left a specific school due to the lack of support and a few others who left the teaching profession altogether.

Classroom management was the topic I chose when I started writing this paper because I wanted to learn more and find more effective strategies and interventions that could have been utilized when dealing with challenging behaviors. I learned that Collective Teacher Efficacy was highlighted in the research as the main resource that can help teachers deal with classroom management and other teaching tasks teachers deal with daily.

At first, I read the literature review, "The Power of Collective Efficacy," and its content was very powerful, so I kept searching for more information about Collective Teacher Efficacy. Donohoo was basing his article on Bandura's studies, Hattie's, Goddard's, and a few other researchers. An interesting part of the article was when he talked about models of collective efficacy in schools that were tested and how the findings showed that these models' successes and support strengthen teachers' confidence in their teams, and this empowerment increases student achievement

(Donohoo et at., 2018). This literature review was the key that led me to more articles to read regarding Collective Teacher Efficacy.

As I was researching articles related to teacher collective efficacy, I found articles that led me to additional factors affecting teachers' self-efficacy, such as burnout, job stress, job satisfaction, and instructional school leaders. It was still difficult to let go of classroom management because I believe that managing inappropriate behaviors in the classroom lowers teachers' self-efficacy and increases their levels of burnout. Every article I read gave me a broader perspective on why it is important to develop collective teacher efficacy. I find any articles that link Collective Teacher Efficacy directly with Classroom Management (CM). Challenging behavior causes job stress, job dissatisfaction, and burnout, which are factors that can be lowered when schools develop Collective Teacher Efficacy (CTE). However, no direct links have been found between CTE and CM. Further studies are needed to test how Collective Teacher Efficacy increases Individual Self-Efficacy and how these factors reduce challenging behaviors in the classroom. In Conclusion, the main resource is Collective Teacher Efficacy to help teachers deal with classroom management and other teaching tasks.

Based on the research studies I reviewed for this paper, it is comprehensible that all teachers, general education and special education teachers, need to choose appropriate strategies and interventions when dealing with challenging behaviors in their classrooms. However, schools should also make sure they provide teachers with enough support and preparation to successfully implement those strategies. Without proper evidence-based interventions and support, teachers would not be able to implement effective strategies to acquire positive and long-lasting behavior. To manage behavior productively in class,

teachers should be supported by the school administration and their colleagues. The purpose of this thesis was to explore collective teacher efficacy and the factors that affect its effectiveness. Among them are teacher self-efficacy, job stress, burnout, job satisfaction, and instructional principal. Challenging behavior and classroom management are sub-topics that affect these factors. My focus was to determine if collective teacher efficacy is the most effective resource for a teacher. Researchers highlighted the benefits and importance of collective teacher efficacy to empower teachers to succeed as effective teachers while helping students succeed in school. Students learn well and believe in themselves when teachers feel confident and happy with their job. Teachers feel satisfied at work when students learn and feel supported, which makes teachers stay in their positions.

As a Christian woman and a strong believer in Jesus Christ, I value relationships. My relationship with God strengthens my relationship with myself and with others. Jesus's love helps me to be a good teacher, a good mother, and a friend. If we take Jesus' approach and put it into practice at work, we will together build a strong school community. God's grace is a gift teachers need in order to relate with our students. Jesus is an example in everything for all humanity, and this starts with our relationship with Him. God is a great example of a leader and teacher.

Limitations of the Research

All studies have limitations, and this one is not an exception. The first limitation was that the data was collected from all over the world, which means that circumstances may differ from classroom to classroom and school to school. A second limitation was that the studies differed in terms of the dependent variables tested with collective teacher

efficacy. A third limitation is that the sample size differs from one study to another. None of the articles discuss the type of training teachers are receiving, nor do they state the type of leadership they have, except for one. Regardless of the limitations this study has, school leaders, must consider the effect of teacher collective efficacy as a great resource for teaching and learning in schools. It will help foster group goals with a shared vision, the same expectations, and a great variety of shared collaborative teaching methods.

Implications for Future Research

None of the articles look at teacher collective efficacy and its direct effect on teachers when dealing with challenging behavior in their classroom. Further research must focus on the relationship between Collective Teacher Efficacy (CTE) approaches and classroom management under these phenomena. Future researchers may want to consider perceived efficacy on teachers. Would students behave better if they perceive their teachers' self-efficacy is strong and the level of support is cohesive and united as a result of the CTE in the school? If we observe how kids' behavior is positive and strong when both parents agree in disciplining them, we would like to imitate that example. Students will behave better when they know that everybody in the school is on the same channel.

Conclusion

The present study was written to inform readers about the importance of developing a Collective Teacher Efficacy in schools as it can be highly powerful to strengthen teachers' self-efficacy that would lead them to teach effectively. Collective Teacher Efficacy would help schools retain effective teachers, reduce teacher job stress and increase teachers' job satisfaction. As a result, teachers motivate students to learn,

promote educational remedy, less exclusion, and more inclusive education. Students' challenging behavior will decrease when teachers are confident and strongly supported by their colleagues and leaders. Based on the overall findings, there must be an enhanced focus on leadership setting directions.

Regardless of the limitations this study has, school leaders, must consider the effect of teacher collective efficacy as a great resource for teaching and learning in schools. Collective Teacher Efficacy will help foster group goals with a shared vision, same expectations, and a great variety of shared collaborative teaching methods. Based on previous research, educators stated that they were satisfied with their job based on the nature of day-to-day classroom activities, such as working with students, seeing students make progress, getting higher grades, working with supportive colleagues, and overall school environment (Cockburn & Haydn, 2004). I, personally, gained job satisfaction by seeing my students learning and making progress while feeling supported by the school leadership and my colleagues. Classroom management is an easy task when we all work together as a whole.

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