Investigating a Structural Model of Self-Efficacy, Collective Efficacy, and Psychological Well-Being among Iranian EFL Teachers

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Abstract

Due to the significance of teachers' beliefs and individual variables, a bulk of studies has focused on teacher characteristics over the past two decades. As an attempt to further clarify the interplay between teacher-related constructs in English as a Foreign Language (EFL) context, the present study set out to explore the structural model hypothesizing the predictive role of teachers' self-efficacy and collective teacher efficacy in affecting the psychological well-being of teachers in Iranian EFL context. In so doing, a sample of 179 English teachers was given the three self-report scales measuring the variables under investigation. As for the statistical analysis, Structural Equation Modeling (SEM) was employed to test the fit of the hypothesized model. The results indicated that teacher self-efficacy accounted for 19.8% of the variance while collective teacher efficacy amounted to 11.3% of the variance in psychological well-being. In addition, it was revealed that although both predictors had a unique effect on psychological well-being, teacher self-efficacy was a stronger predictor of psychological well-being than collective teacher efficacy. The results and implications are finally elaborated.

Keywords: EFL teachers, collective efficacy, teacher self-efficacy, psychological well-being, structural equation modeling

1. Introduction

Teaching as a profession has been considered a demanding and stressful profession (Goldman & Kearns, 1995; Liu & Onwuegbuzie, 2012; McInerney et al., 2018). It is argued that teachers possess their own particular personality features, belief systems, and cognition, which can significantly influence their decisions and activities in the classroom (Borg, 2003, 2005; Derakhshan et al., 2020; Kim et al., 2019; Nayernia et al., 2020). Therefore, it is logical to assume that teachers' performance in their professional career is impacted by several psychological attributes, such as self-efficacy and psychological well-being (PWB). The growing interest in self-efficacy can be observed over the last decades (e.g., Friedman & Kass, 2002; Huang et al., 2019; Perera et al., 2019; Seifalian & Derakhshan, 2018; Skaalvik & Skaalvik, 2010, 2014, 2016). Self-efficacy is a concept emanates from social cognitive theory focusing on the notion that an individual can influence their agency (Bandura, 2006). Self-efficacy resembles one's ability to act or perform. In other words, it shows whether an individual's behavior is capable of affecting the desired performance. Not only is self-efficacy an influential construct on the goal and behavior of the self, but it is also affected by the context in which it happens (Stipek, 2012).

The concept of collective self-efficacy is closely related construct to teacher self-efficacy. This type of efficacy pertains to teachers' views regarding the capability of the group of teachers to perform the required course of action (Goddars & Goddard, 2001). In other words, collective efficacy focuses on the beliefs about the groups' efforts rather than individuals' beliefs. Collective efficacy plays an indispensable role when a group of teachers is considered as a whole, they will be considered successful (Goddars & Goddard, 2001). Teachers' job satisfaction can be affected by their collective efficacy (Fathi & Savadi Rostami, 2018; Viel-Ruma et al. 2010). In comparison with individual

self-efficacy, scant attention has been given to teachers' collective efficacy. Even though the two notions can impact each other reciprocally, perceived collective efficacy may be considered as a normative expectancy of teacher self-efficacy (Ninković & Knežević Florić, 2018). It should be noted that the existing empirical evidence about collective teacher efficacy reveals that there is a positive correlation between collective teacher efficacy and job satisfaction, and an inverse correlation can be found between collective efficacy and teacher burnout (Fathi & Savadi Rostami, 2018; Lim & Eo, 2014; Skaalvik & Skaalvik, 2007).

The notion of psychological well-being refers to a person's evaluation of his/her sustained happiness, pleasure, and mental health, and it pertains to several psychosocial variables such as job satisfaction (Huppert, 2009). Teacher psychological well-being is argued to have a positive correlation with job satisfaction and stress (Kidger et al., 2016). Teachers' psychological well-being can be affected by teachers' self-efficacy and collective efficacy as two closely connected concepts. Teacher psychological well-being refers to teachers' satisfaction with their daily working environment, which can affect their professional behavior (Sisask et al., 2014).

Teacher self-efficacy, collective-efficacy, and psychological well-being have not been dealt with simultaneously especially in the Iranian EFL contexts. Furthermore, one problem associated with teacher self-efficacy is that different researchers in different research contexts have considered it differently, so the results are inconclusive, which is the main impetus to conduct the present study (Skaalvik & Skaalvik, 2010). Additionally, collective teacher efficacy has remained an under-researched construct in foreign language education research. Lastly, the present study has attempted to find out how teachers' self-

efficacy, teachers' collective efficacy will be related to their psychological well-being in the investigated educational context.

2. Review of the Related Literature

2.1. Teacher Self-efficacy

From the social cognitive theory perspective, teacher self-efficacy, as a multidimensional concept, is explained as teacher's personal opinions about " their own ability to plan, organize, and carry out activities that are required to attain given educational goals" (Skaalvik & Skaalvik, 2010, p. 1059). In educational terms, teacher self-efficacy is considered as those beliefs that affect not only teacher's teaching and behavior but also affect learners' learning and behavior (Moran & Hoy, 2001). This topic is worthy of notice in the sense that teachers with a high level of self-efficacy are expected to have learners with higher academic achievements (Bates, et al, 2011; Miller, Ramirez, & Murdock, 2017). Teacher efficacy can lead to higher academic achievement, a higher level of job satisfaction, and increased family involvement (Alibakhshi et al., 2019; Viel-Ruma et al., 2010; Ware & Kitsantis, 2007). Teacher self-efficacy, furthermore, has inversely correlated with teacher burnout; teachers with a high level of self-efficacy are expected to have lower levels of burnout feelings (Skaalvik & Skaalvik, 2010).

Teacher beliefs have been reported to play an important role in students' related factors. Some studies (e.g., Saghaieh Bolghari et al., 2017) confirm that self-efficacy and special education are related. Those teachers with higher self-efficacy are likely to take part in instructional planning, and they are considered to be more organized (Seifalian & Derakhshan, 2018). This is important to consider because organized instructional planning may lead to learners' higher

achievement. Skaalvik and Skaalvik (2016) show that stress factors, including emotional stress, emotional exhaustion, engagement in teaching, and motivation to quit teaching as a career are significantly but differently associated with self-efficacy. This is important in the sense that these stress factors can affect psychological well-being.

Self-efficacy can be considered a context-bound construct and is influenced by several factors, for instance, the availability of resources, perceived difficulty of the task, and contextual challenges. Hence, teachers' perceptions of psychological factors may affect teachers' self-efficacy. For example, a language teacher who expects the learners to be motivated is likely to possess a higher level of self-efficacy in language teaching than a teacher who expects unmotivated language learners. Teacher self-efficacy can also be derived from some sources. The most influential source, according to Skaalvik and Skaalvik (2016), is the teacher's previous experiences. The other sources include but are not limited to teacher vicarious experiences, verbal persuasion, and physiological arousal. Vicarious experiences are related to teachers' observation of other teachers' behavior in mastering similar challenges; verbal persuasion refers to the social supports that the teacher receives from the environment (such as colleagues and administration), and psychological conditions entail teacher psychological conditions when dealing with a challenge (Skaalvik & Skaalvik, 2016).

Many studies on L2 teacher self-efficacy and teachers' related factors have been conducted in different Iranian contexts. These studies have confirmed a positive association between self-efficacy and teacher-related attributes. For instance, Moradkhani et al. (2017) studied the association between Iranian EFL teachers' self-efficacy and their reflective practices. In a survey study with follow-up interviews with 102 Iranian EFL teachers, the researchers found that reflection sub-constructs positively and significantly associated with teachers'

self-efficacy. Malmir and Mohammadi (2018) also examined the role of Iranian EFL teachers' self-efficacy in their professional success. To this end, 28 EFL teachers and 168 EFL students were randomly selected to fill out three questionnaires, including Teacher Sense of Efficacy, Reflective Teaching, and Teachers' Professional Success. The findings revealed that both reflective teaching and self-efficacy could predict EFL teachers' professional success.

Subsequently, Razmjoo and Ayoobiyan (2019) investigated the relationship between EFL teachers' resilience and self-efficacy via a survey study. The participants included 92 EFL teachers who completed the Teacher Self-Efficacy Scale (TSES) and resilience scale (RISC). The results showed the positive effect of different factors of self-efficacy on teachers' resilience. More recently, Safari et al. (2020) investigated the effect of EFL teachers' self-efficacy, job satisfaction, and reflective thinking on their professional development. Two-hundred and twelve Iranian EFL teachers voluntarily participated in their study. They were asked to complete the Teachers' Sense of Efficacy Scale, The Minnesota Satisfaction Questionnaire, Reflective Thinking Scale, and Professional Development Questionnaire. The results illustrated that teachers' self-efficacy and job satisfaction positively predicted their professional development. This is in line with the related studies in the literature, corroborating the positive effect of self-efficacy on different attributes of teachers' practices (e.g., Akbari & Moradkhani, 2010; Kennedy & Smith, 2013; Ross & Bruce, 2007).

2.2. Collective Efficacy

In addition to teachers' individual self-efficacy, teachers' collective efficacy may also be considered pivotal in any educational context. In comparison with individual self-efficacy, there is a paucity of studies on

teachers' collective efficacy (Viel-Ruma et al., 2010). Furthermore, the connection between collective efficacy and individual self-efficacy has not been investigated thoroughly (Skaalvik & Skaalvik, 2010). From the theoretical point of view, it is logical to expect that teacher collective efficacy and teacher individual self-efficacy are interrelated constructs. Those school systems that encourage high collective and personal self-efficacy are likely to cope well with them in difficult situations. Such a context leads to learners' higher achievement (Skaalvik & Skaalvik, 2014), but association with a team may not always lead to an increase in self-efficacy of all members.

According to social comparison theory (Marsh et al., 2019), the expectation is that a teacher with lower individual self-efficacy (for example, considering lower teaching ability in comparison with other teachers of the group) may be less confident. This is a good example of the association between teachers' self-efficacy and collective efficacy. Therefore, it is logical to claim that individual teacher self-efficacy and collective teacher efficacy are different, yet they are closely related to constructs (Skaalvik & SKaalvik, 2010). Viel-Ruma et al. (2010) investigated the connection between teacher self-efficacy, collective efficacy, and job satisfaction. The results of the study show that while teacher self-efficacy is positively and directly related to job satisfaction, collective efficacy does not have a direct effect on job satisfaction.

Zakeri et al. (2016) studied the relationship between EFL teachers' self-efficacy and collective efficacy. To do this, they selected 55 novice EFL teachers from Milad Language Institute in Tehran. The participants were invited to fill out the Teachers' Sense of Efficacy Scale and Collective Teachers' Efficacy Instrument (CTEI). It was found that there was a significant relationship between the teachers' self-efficacy and their collective efficacy. Subsequently, Fathi and Rostami (2017), in a survey study, investigated the structural equation

model of collective teacher efficacy, teacher self-efficacy, teaching commitment, and job satisfaction. The sample included 312 Iranian EFL teachers. The findings of a confirmatory factor analysis suggested that collective teacher efficacy and teaching commitment are correlated positively. The same findings can be traced in some other studies (Al-Mahdy et al., 2018; Donohoo, 2018; Lee, 2011).

2.3. Teacher Psychological Well-being

Teacher psychological well-being is conceptualized as a process, including different but related dimensions. Weiss et al. (2016), in an extensive review of the related literature, identified that psychological well-being includes several constructs as the following: being autonomous, aiming environmental mastery, developing personal growth, establishing positive relations with others, following purposes in life and accepting the self. Fathi and Derakhshan (2019) have argued that the characteristics of teachers and their psychological factors (psychological well-being) have a significant effect on teacher performance. Sisask et al. (2014), using a cross-sectional large study that included more than 2000 teachers from 11 European countries, investigated school teachers' satisfaction with school and their psychological well-being. The results suggested that teachers' psychological well-being and job satisfaction be connected with their performance in the real context (Salehizadeh et al., 2020; Sisask et al., 2014). It has been proposed that teachers' psychological well-being is affected negatively by poor psychological context. If teachers' psychological well-being is not considered well, they may not consider the well-being of their students (Sisask et al., 2014). Furthermore, teacher-related psychological factors such as exhaustion and depersonalization are negatively related to teacher motivation and health factors (Liu, 2016).

Studies in different contexts suggest that teacher burnout factors and stress affect their job satisfaction. It can be proposed that teacher psychological well-being can be affected negatively by factors related to teacher burnout. For instance, long-lasting occupational stress, emotional exhaustion, depersonalization, reduced personal accomplishment, physical exhaustion, and feeling about students or colleagues (Schaufeli & Salanova, 2007). Teachers' well-being has also been considered to be effective in teachers' self-efficacy and collective efficacy. If teachers believe that internal factors to teachers' efficacy (such as psychological factors) are more important to the learners than external factors (such as contextual factors) teacher self-efficacy may decrease. Such assumptions were an initiative for some scholars to investigate the influential factors on teaching efficacy. Because teacher self-efficacy may be confused with collective teacher efficacy, it is significant to investigate how meaningfully these constructs are connected, and if these constructs are associated with teacher psychological well-being.

The related literature suggests that teacher's self-efficacy may be affected by personality factors (such as teacher psychological well-being) (Perera et al., 2018). However, one problem with this notion is that it assumes "that all individuals in a sample are from the same population and share the same set of parameters, manifested as average relationship across a given sample" (Morin et al., 2016). Several studies on self-efficacy in different L2 contexts show that teachers with higher levels of self-efficacy were expected to actively take part in group instructional planning. One of the effective factors in teacher psychological well-being is teachers' satisfaction in different contexts. Teachers' positive affectivity, as one of the constructs of teachers' psychological well-being, has been shown to be positively associated with their self-efficacy, their engagement in the group, and job satisfaction (Badri et al., 2013). Furthermore,

teacher self-efficacy is connected with teacher agreeableness (Perera et al., 2018). With regard to the aforementioned issues, delving into the interplay between teacher self-efficacy, collective efficacy, and psychological well-being seems to play an indispensable role in EFL contexts. This study addresses the following research questions:

1) Does teacher self-efficacy significantly predict psychological well-being among Iranian English language teachers?
2) Does teacher collective efficacy significantly predict psychological well-being among Iranian English language teachers?
3) Which construct is a stronger predictor of psychological well-being among Iranian English language teachers?

3. Methodology

3.1. Participants

A total number of 179 EFL teachers from various cities in Iran served as the participants of the present study. These participants were teaching English at different proficiency levels at both public and private language schools/institutes. The sampling procedure was convenience sampling, and teachers' participation was quite voluntary. The teachers were both male (N=73) and female (N=95) EFL practitioners whose age varied from 20 to 43 ($M = 24.12$, $SD = 5.32$) with their teaching experience varying from 1 to 18 years (M=8.02, SD=4.26). The participants were assured that the collected information would remain confidential.

3.2. Instruments

3.2.1. Teacher Self-Efficacy Scale

Individual self-efficacy perceptions of teachers were measured using the Teachers' Self-Efficacy Scale (TSES) developed by Tschannen-Moran and Hoy (2001). This abridged scale encompasses 24 items assessing three underlying subscales: 1) efficacy for student engagement, 2) efficacy for instructional strategies, and 3) efficacy for classroom management. The items are measured on a 5-point Likert scale ranging from (1) "not at all" to (5) "a great deal." TSES is considered to possess high reliability and validity indices.

3.2.2. Collective Efficacy Scale

In order to measure collective efficacy perceptions of teachers, a seven-item one-dimensional questionnaire developed by Skaalvik and Skaalvik (2007) was used. This questionnaire assesses the teachers' perceptions of instruction, motivation, managing pupils, meeting students' needs, and providing a comfortable environment. A sample item of this questionnaire is as follows: "At this school, we are able to create a safe and inclusive atmosphere even in the most difficult classes". The items are assessed on a 5-point Likert scale ranging from 1 (not true at all) to 5 (true nearly all the time).

3.3.3. Psychological Well-being at Work

The Index of Psychological Well-Being at Work designed and validated by Dagenais-Desmarais and Savoie (2012) was adopted in this study. This questionnaire includes five sub-scales: Interpersonal Fit at Work (5 items), Thriving at Work (5 items), Feeling of Competency at Work (5 items), Perceived Recognition at Work (5 items), Desire for Involvement at Work (5 items). Each

item of the questionnaire is assessed based on a six-point Likert scale (from 1=
Disagree to 6=Strongly Agree).

3.3 Data Collection Procedure

This research is a non-experimental, correlational study that intends to
uncover the associations among teachers' self-efficacy, collective efficacy, and
their psychological well-being among a sample of Iranian EFL teachers. The
data collection was commenced by administering the three valid self-report
scales of the variables under investigation. It took the researchers about four
weeks to collect the data in October 2019. The participant teachers were given
explanations on how to complete the three questionnaires in the presence of the
researchers. The three researchers cooperated to collect data from different
provinces in Iran. The respondents were asked to answer all the items within an
hour. Because of the convenience of data collection and easier access to the
English teachers, the researchers also employed the online version of the survey
created through Google Docs.

3.4. Data Analysis

After the data were collected, they were analyzed employing the SPSS
AMOS 22. The missing data and outliers were identified and taken into account.
The preliminary analyses indicated that there were no wrongly coded data. In
addition, there were missing items that were randomly assigned through the
expectation-maximization (EM) algorithm. Afterward, Structural Equation
Modelling (SEM) was adopted to examine the predictive power of teacher self-
efficacy and collective efficacy on the teachers' psychological well-being. A set
of frequently used goodness of fit indices was considered for the model

evaluations. These employed indices were as follows: χ2/df (chi-square to degrees of freedom ratio), goodness-of-fit index (GFI), root mean square error of approximation (RMSEA), Tucker-Lewis index (TLI), and comparative fit index (CFI). The values of these indices are acceptable if χ2/ df <3, TLI>.95, GFI>.95, RMSEA<.06, and CFI>.95 (Hu & Bentler, 1999).

4. Results

Concerning the reliability and validity of the scales used in this study, a Confirmatory Factor Analysis (CFA) was run to make sure about the fi indices and coefficient alphas of the used questionnaires. The results of CFA revealed a good fit: X^2/df =1.72, p=0.00, GFI=0.98, TLI=0.97, CFI = 0.98, RMSEA= 0.03. As far as internal consistency is concerned, it was found that reliability indices of all the used questionnaires were above 0.70, highlighting that all the questionnaires had adequate internal consistency. The composite reliabilities of the scales varied from 0.79 (collective teacher efficacy) to 0.91 (self-efficacy). Additionally, the factor loadings for all the scales, and the items were found to be significant ($p < 0.001$).

Table 1

Descriptive Statistics and Correlations for Collective Teacher Efficacy, Student Engagement, Instructional Practices, Classroom Management, Total Teacher Self-efficacy, and Well-being

	M (SD)	1	2	3	4	5	6
1. CTE	22.47 (8.26)	1.00					
2. SE	45.25 (12.54)	.29*	1.00				
3. IP	39.54 (12.01)	.25*	.28*	1.00			
4. CM	42.13 (14.79)	.32**	.24*	.31**	1.00		
5. Total SE	132.24(36.43)	.24*	.24*	.25*	.34**	1.00	
6. Well-being	73.42 (19.43)	.37**	23*	.27*	.30**	.46**	1.00

Note. CTE= collective teacher efficacy; SE= Student engagement; IP= Instructional practices;
CM=classroom management; Total SE= Total teacher self-efficacy.
* p <.05. ** p < .01.

Then as the preliminary step of the analysis, descriptive statistics and correlations among the scales and their sub-constructs were calculated. As Table 1 indicates, the correlation coefficient between total teacher self-efficacy and psychological well-being ($r=.46$, $p<.01$) is greater than the association between collective teacher efficacy and psychological well-being ($r=.37$, $p<.01$), suggesting that teacher self-efficacy and psychological well-being were more correlated.

In the follow-up analysis, SEM was used to test the structural model of the present study to identify the significance of collective teacher efficacy and teacher self-efficacy as predictors of psychological well-being. SEM, grounded in the positivist epistemology, is comprised of a number of multivariate approaches that are more confirmatory than exploratory in assessing the fit of the models (Byrne, 2010). SEM is considered as a more effective technique than traditional multivariate approaches because it allows the precise estimation of measurement error, assessment of latent constructs, and better model testing in case of imposing and assessing a structure. Moreover, SEM provides the estimation of error variance parameters for both predictor and criterion variables (Byrne, 2010). For the analysis of the current structural relationships through SEM, two models were proposed. The two hypothesized models are presented in Fig. 1. These models are identical in terms of the structures of the associations between the constructs. Consequently, they can be viewed to be statistically the same. Nevertheless, both models are examined in order to substantiate the statistical findings. To investigate the unique effects of the predictor variables (i.e., collective teacher efficacy & teacher self-efficacy), fit indices were utilized. The investigation of indices for the model evaluation indicated a good fit to the data (see Table 3). Model A shows that the associations between the three latent constructs were statistically significant.

More specifically, teachers' individual sense of efficacy and collective teacher efficacy had 9 % of the common variance ($R^2 = .307$). Also, teacher self-efficacy and teacher psychological well-being demonstrated 19.8% of shared variance ($R^2 = .445$). By the same token, collective teacher efficacy and psychological well-being shared 11.3 % of variance ($R^2 = .337$). Consequently, it can be argued that teacher self-efficacy was a more powerful correlate of psychological well-being than collective teacher efficacy.

Afterward, to probe the unique contribution of every predictor variable beyond and above each other, increments in R^2 values were considered by comparing the degree of variation in psychological well-being presented in the two models (A & B). As was revealed in model B, teacher self-efficacy and collective teacher efficacy together accounted for 26% of the variance in psychological well-being. Therefore, it is claimed that collective teacher efficacy accounted for the further degree of 7% of the variance in the psychological well-being of teachers, beyond the teacher self-efficacy as the single predictor variable ($\Delta R^2 = .26 - .19 = .07$). Moreover, it was found that teacher self-efficacy had a unique effect of 15% ($\Delta R^2 = .26 - .11 = .15$) as the predictor of psychological well-being. As suggested by these findings, it can be concluded that the unique teacher self-efficacy had a greater unique effect than collective teacher efficacy in influencing teacher psychological well-being.

Table 2

Goodness of Fit Indices for Collective Teacher Efficacy and Teacher Self-efficacy

	χ2	χ2/df	GFI	TLI	CFI	RMSEA	Δχ2
Models A and B	10.21	1.72	.98	.97	.98	.03	
Model A1 (β CTE = 0)	14.82	2.08	.97	.98	.98	.06	4.61*
Model A2 (β TSE = 0)	15.24	2.43	.96	.97	.97	.04	5.03*

Note. CTE= collective teacher efficacy; TSE= teacher self-efficacy. *$p < .05$.

In the succeeding part of the analysis, the researchers examined the unique effect of collective teacher efficacy and teacher self-efficacy as the two predictor variables on psychological well-being as the criterion variable. To this end, they constrained each corresponding beta weight to zero and then evaluated their $\chi 2$ changes in model B. If constraining beta weights to zero leads to a significant difference in $\chi 2$, the unique effect of each predictor in affecting psychological well-being is considered to be significant. The fit indices of the models are presented in Table 3. It was found that constraining beta weights to zero in model A1 (β collective teacher efficacy $=0$) and model A2 (β teacher self-efficacy$=0$) resulted in significant chi-square differences (model A1 (β collective teacher efficacy$=0$): $\Delta\chi 2$ (1, N$=179$)$=4.61$, $p<.05$; model A2 (β teacher self-efficacy $=0$): $\Delta\chi 2$ (1, N $=179$)$=5.03$, $p<.05$). These obtained results indicated that both collective teacher efficacy and teacher self-efficacy had significant unique effects on the teacher's psychological well-being as the criterion variable of the study.

Figure 1.

Collective Teacher Efficacy and Teacher Self-Efficacy as Predictors of Psychological Well-Being
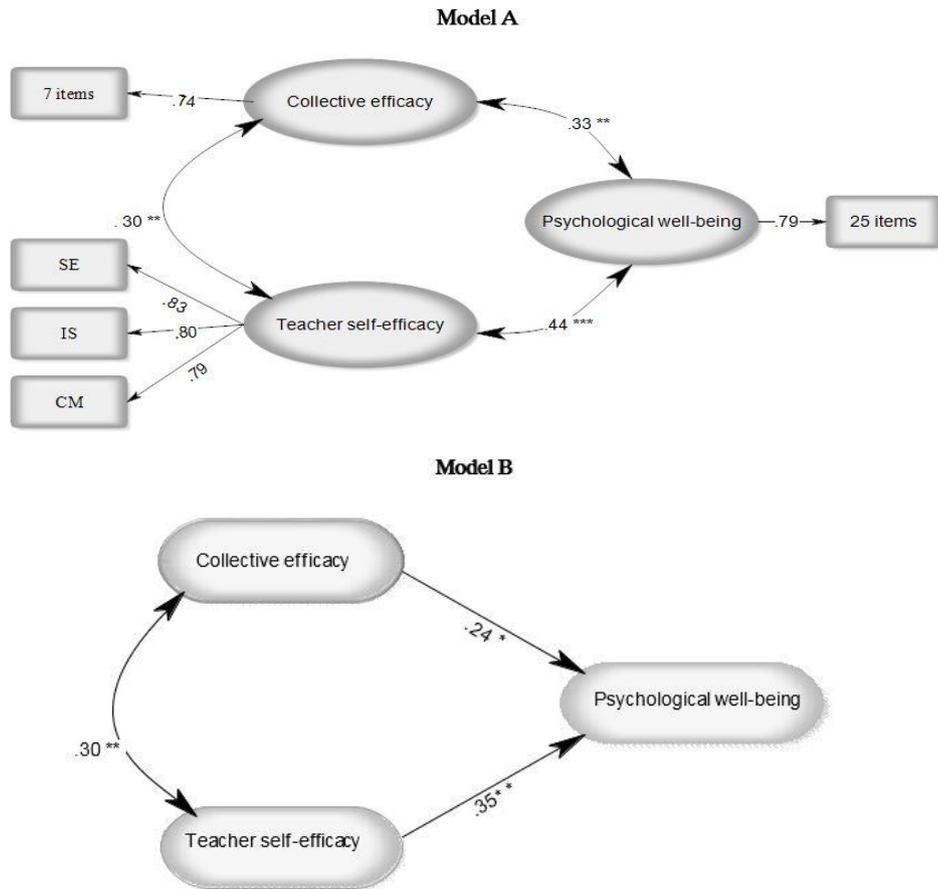
TE=Teacher efficacy; SE=student engagement; IS=instructional strategies; CM=classroom management. *p <.05. ** p <.01. ***. p <.001.

5. Discussion

The purpose of the present study was to examine the significance of teachers' self-efficacy and collective teacher efficacy in predicting teachers'

psychological well-being among Iranian English teachers. The results of SEM analyses revealed that although both constructs had a unique contribution to psychological well-being, teacher self-efficacy was a stronger predictor of psychological well-being than collective teacher efficacy. An accumulated body of studies has revealed that greater teacher self-efficacy leads to heightened psychological well-being which can be realized as further job satisfaction and teaching commitment as well as less amount of stress or burnout (Aloe et al., 2014; Fathi & Derakhshan, 2019; Fathi & Saeedian, 2020; Klassen & Chiu, 2011; Zee & Koomen, 2016). This finding is also consistent with Bandura's (1986) argument that teachers' efficacy beliefs influence not only their activities and behavior but also their thinking patterns and emotions, which are regarded as variables correlated with their psychological well-being in general (Skaalvik & Skaalvik, 2007; Zee & Koomen, 2016). Teacher self-efficacy is also argued to have a reciprocal relationship with teachers' perceptions of well-being and mental health (e.g., Bandura, 1997; Goddard et al., 2004).

The stronger predictive power of teacher individual self-efficacy is in line with the extant literature suggesting that self-efficacy of teachers is a more powerful correlate of positive outcomes or other favorable teacher-related variables (Aloe et al., 2014). In addition, this finding can be justified in light of the fact that increased individual teacher efficacy can improve the whole culture of the school or institute. Teachers of such schools are more likely to succeed in overcoming the challenges they encounter as they act as a community of professionals in finding collective solutions (Goddard et al., 2000). Less self-efficacious teachers are more likely to experience greater stress as well as burnout and feel less satisfaction and commitment, hence possessing less positive well-being (Zee & Koomen, 2016). As supported in the literature, teachers with higher self-efficacy perceptions rarely experience burnout or job

dissatisfaction (Ghasemzadeh et al., 2019; Skaalvik & Skaalvik, 2010; Tschannen-Moran & Hoy, 2001). As a result, it may be argued that teachers' intention to stay or leave the profession is highly affected by their self-efficacy and psychological well-being. The findings of this study also partially substantiate Bandura's (1986) system of triadic reciprocal causality in which the classroom atmosphere, teachers' actions, behavior, and their cognitions affect each other continuously and reciprocally.

The significant association between collective teacher efficacy and teachers' psychological well-being is partially consistent with the existing literature on the significance of social support in affecting the well-being of teachers (e.g., Kinman et al., 2011). This finding is also in line with several previous studies supporting the link between collective teacher efficacy and job satisfaction (e.g., Fathi et al., 2018; Klassen et al., 2010; Viel-Ruma et al., 2010). This finding partially supports the results of Huang et al. (2019), who reported that school context and trust in colleagues positively and indirectly affect teacher well-being through enhancing teacher self-efficacy. In other words, if teachers of an institute or school hold more positive attitudes about groups' competence in planning and conducting required actions to achieve desired objectives, they feel less stress and work tensions and experience further job satisfaction. Fathi and Savadi Rostami (2018) maintained that greater collective efficacy perceptions might establish a learning context through improving instructional knowledge, cooperate with co-workers, and get engaged in the decision-making process, giving them a heightened sense of agency which contributes to enhancing their job satisfaction.

6. Conclusion

This study was conducted to investigate the role of teachers' self-efficacy and collective efficacy in their psychological well-being. Given the results of this study, it can be argued that language institutions can improve teachers' individual and collective efficacy perceptions by establishing a friendly collegial atmosphere and sense of community among EFL practitioners. Helms-Lorenz and Maulana (2016) found that teachers' efficacy beliefs help them overcome daily stress, job anxiety, and dissatisfaction. Likewise, Schwarzer and Hallum (2008) argued that lower levels of efficacy beliefs among teachers increase their likelihood of being burnout. Based on these results and those of other similar studies, it might be concluded that stronger teachers' efficacy perceptions play a crucial role in improving their psychological well-being. Among the four sources of self-efficacy, including mastery experiences, vicarious experiences, verbal persuasion, psychological arousal, mastery experiences are considered as the most powerful source which can enhance efficacy beliefs (Bandura, 1986). To enhance mastery experiences, teacher educators are recommended to incorporate demanding teaching activities into their teacher preparation programs, stimulate the implementation and training of particular and contextual teaching strategies, encourage appropriate use of strategy use (Helms-Lorenz & Maulana, 2016; Margolis & McCabe, 2006). Besides, in order to positively enhance teachers' psychological well-being, the role of administrators should be given more serious attention since the research evidence indicates that positive and equitable leadership roles of administrators influence the psychological well-being of employees, whereas negative and inequitable leaderships exert unfavorable influences on the employees' psychological well-being (Densten, 2005; Helms-Lorenz & Maulana, 2016).

Since teaching is regarded to be one of the most stressful vocations (Borg & Riding, 1991), further empirical studies on variables associated with stress, such as self-efficacy, collective efficacy, and psychological well-being, seem to be necessary. It should be taken into account that the present study employed self-report scales and quantitative research design. Future researchers are recommended to methodologically triangulate such results by utilizing qualitative research methods in order to further clarify the role of self-efficacy and collective efficacy in influencing the psychological well-being of EFL teachers. Moreover, to increase the generalizability of the results, similar empirical studies can be replicated with bigger samples of EFL practitioners from other countries.

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