A Study to Establish the Relationship between Self-Efficacy and Job Satisfaction among Teachers in Catholic-Managed Secondary Schools in Nyanga District, Zimbabwe

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ABSTRACT

Several factors appear to be influencing teachers' self-efficacy, leading to dissatisfaction with the teaching profession. The main focus of the study was to establish the relationship between teachers' self-efficacy and job satisfaction. The study was guided by Bandura's (1997) self-efficacy theory and Herzberg's (1959) Two-Factor Theory, with the following research objective: to establish the relationship between self-efficacy and job satisfaction among teachers in Catholic-managed secondary schools. The entire population of 66 teachers participated in the study. The study used a correlational research design to examine how self-efficacy influences job satisfaction and how institutional support, professional development, and leadership styles contribute to these dynamics. Quantitative data were collected using the teacher self-efficacy scale and teacher job satisfaction scale questionnaires, which were distributed to the teachers. The findings established a strong positive correlation between Self-Efficacy and Job Satisfaction ($r = 0.645$, $p = 0.000$). The study recommended that school authorities could enhance teacher self-efficacy by providing opportunities for individuals who use religious or spiritual engagement, such as prayer, meditation, and the like, as a coping technique. Non-religious educators could have access to alternative emotional and psychological support networks, such as peer support groups and counselling services. Also, School administrators or policymakers could adopt tailored professional development programs to provide teachers with up-to-date teaching methodologies, classroom management skills, and subject-specific information, thereby increasing teacher self-efficacy. Teachers could also receive training that addresses their individual issues, such as managing huge classrooms and limited resources.
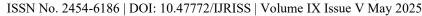
Keywords: Self-Efficacy, Job Satisfaction, Catholic-managed Secondary School

INTRODUCTION

Self-efficacy is widely recognized as a significant predictor of job satisfaction, particularly in the education sector. According to Tschannen-Moran (2001), teachers who possess a strong sense of self-efficacy demonstrate greater confidence, adaptability, and resilience, which enhances their overall job satisfaction and classroom effectiveness. The purpose of this study is to investigate the relationship between self-efficacy and job satisfaction among teachers in Catholic-managed secondary schools in Nyanga District, Zimbabwe.

Job satisfaction level in teaching seems to be indicated by several factors, including the different levels of commitment, confidence, dedication, and positive student-teacher relationships as observed by the researcher. Teachers with high self-efficacy are more likely to adapt to various work environments and perform effectively, even under challenging conditions. Conversely, the lack of professional development opportunities, poor institutional support, and heightened emotional stress often result in decreased teacher performance and unsatisfactory learner outcomes (Chang, 2009).

Albert Bandura (1977), a renowned psychologist, introduced the concept of self-efficacy, defining it as an individual's belief in their capability to accomplish specific tasks and achieve goals. Bandura's theory was extensively explored in his seminal paper, Self-efficacy: Toward a Unifying Theory of Behavioural Change. Efficacy beliefs influence how individuals think, feel, and act (Bandura & Watts, 1996). Similarly, Maddux

(2013) described self-efficacy as an individual's belief in their ability to execute actions to attain desired outcomes.

Job satisfaction, on the other hand, refers to a teacher's subjective evaluation of their job and work experience. According to Spector (1997), job satisfaction ranges from favourable to unfavourable attitudes toward one's job. He categorized job satisfaction into four dimensions: the nature of work, organizational context, rewards, and the social environment, all of which contribute to how teachers perceive their work.

Darling-Hammond et al.'s (2017) research argues that teachers who receive adequate professional development and emotional support are more productive, satisfied, and motivated. However, challenges such as low pay, excessive workloads, and limited development opportunities continue to undermine teacher morale and performance (Ngwenya, 2021). Klassen and Chiu (2010) found that teacher self-efficacy and job stress significantly influence job satisfaction, particularly among early-career teachers.
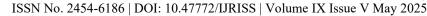
In Zimbabwe, particularly in rural areas, teachers grapple with inadequate pay, scarce teaching resources, and limited institutional support, which adversely affect their self-efficacy and job satisfaction (Ngwenya, 2021; Ndabankulu, 2023). Nevertheless, Cheek (2010) posits that Catholic-managed schools, known for promoting academic excellence and moral values, have significantly shaped Zimbabwe's educational landscape. However, the extent to which religious values influence teacher self-efficacy and job satisfaction remains unclear. In other words, the role of religious values in shaping teachers' professional beliefs remains a debated topic.

Recent research in Germany showed that there is no connection between the spirituality or religious values of teachers and professional thinking or acting. While it is often theoretically presumed that religious and spiritual beliefs are important determinants of teachers' professional thinking and acting, there is only scarce empirical evidence of this. Using structural equation modelling to explain professional beliefs about teaching and learning among 1,441 German schoolteachers, the study yielded virtually no explanatory value for religiosity but certainly one for non-transcended spiritual beliefs as predictors. However, the research results differ from those in some U.S. studies, which have shown substantial correlations between teachers' religious and professional beliefs (Penthin et al., 2023). The religious values have to have an impact on Zimbabwean teachers.

Teacher training and professional development play a pivotal role in boosting self-efficacy. For example, Shengnan and Hallinger (2021) found that in China, power dynamics between principals and teachers significantly affected the impact of instructional leadership on teacher self-efficacy. Furthermore, the Leadership approach that focuses on improving teaching and learning in education was pinpointed as essential for teacher self-efficacy and job satisfaction. For instance, the study of Khan and Gupta (2024) examined the impact of instructional leadership on teacher self-efficacy and job satisfaction in Indian elementary schools. They discovered that administrators' instructional leadership boosts teachers' self-efficacy, which leads to increased job satisfaction. This means that when principals prioritize instructional development, teachers' confidence in their abilities grows, leading to greater job satisfaction. The study highlights the importance of instructional leadership in fostering a supportive environment that supports teacher well-being. Teachers and other professionals with high self-efficacy (strong belief in their ability to effectively perform their job tasks) are more likely to show higher levels of job satisfaction. This emphasises the necessity of increasing self-efficacy in order to optimise overall job satisfaction. Similarly, in South Africa, teacher induction programs have been shown to enhance job satisfaction and retention (Ndabankulu, 2023).

Economic instability, poor working conditions, and high workloads have led to teacher dissatisfaction and attrition in Zimbabwe (Shizha & Kariwo, 2012). Teachers often report being overburdened due to large class sizes, curriculum demands, and insufficient resources. These conditions hinder teachers from achieving their educational goals and contribute to low motivation and performance.

Studies conducted in diverse contexts, including the Philippines (Wang & Dapat, 2023), Norway (Zakariya, 2020), Hong Kong (Chan et al., 2020), Morocco (Hassan & Ibourk, 2021), and Turkey (Demir, 2020), consistently show that high self-efficacy is associated with greater job satisfaction and reduced burnout. Emotional well-being also plays a crucial role in teacher performance and commitment. According to Auger and Formentin (2021), many teachers experience emotional exhaustion, particularly when forced to mask their true

emotions to support students, which impacts their job satisfaction.

Zimbabwe's educational sector has seen both significant progress and considerable challenges since independence in 1980. Despite government and partner efforts to support teacher welfare, the quality of education remains a concern. The motivation of teachers contributes to the quality of education. This is further highlighted by Chireshe and Shumba (2011), who carried out a study on why Zimbabwean teachers seem demotivated in teaching as a profession and how the possible challenges could be addressed. They identified factors such as political victimisation, lack of respect, and excessive workloads as key contributors to teacher demotivation. Therefore, understanding how self-efficacy influences job satisfaction is vital for developing effective strategies to improve teacher motivation, performance, and retention.

While there is substantial research on teacher self-efficacy, few studies focus specifically on its relationship with job satisfaction in Catholic-managed schools in Zimbabwe's Nyanga District. This study seeks to address that gap by examining how self-efficacy influences job satisfaction within this unique educational context.

Ultimately, this study aims to inform the development of interventions and policies that enhance teacher well-being and educational quality in Zimbabwe. By exploring the dynamics of self-efficacy and job satisfaction, particularly within the Catholic school system, this research hopes to contribute meaningfully to teacher support and student outcomes.

Objective

This study aims to establish the relationship between self-efficacy and job satisfaction among teachers in Catholic-managed secondary schools in Nyanga district, Zimbabwe.

Research Objectives

To establish the relationship between self-efficacy and job satisfaction among teachers in Catholic-managed secondary schools.

Theoretical Framework

Herzberg's (1959) Two-Factor Theory and Bandura's (1977) Self-Efficacy Theory serve as the foundation theories for this study. According to Bandura's theory, self-efficacy is shaped by physiological reactions, social persuasion, mastery experiences, and vicarious experiences. Herzberg's Two-Factor Theory makes a distinction between hygienic elements (like pay and working conditions) and motivators (such recognition and professional development), both of which have an impact on job satisfaction.

METHODOLOGY

This study was conducted using a correlational research design. According to Wilson and Joye (2016), as mentioned in Thomas and Zubkov (2023), a correlational design looks at the strength of a relationship between two or more variables, whether positive or negative. As a result, this approach gave a thorough knowledge of the relationship between self-efficacy and job satisfaction. The study included 66 teachers from the three Catholic-managed Secondary schools in the Nyanga District of Zimbabwe. Data were collected using questionnaires that assessed self-efficacy (Teacher Self-Efficacy Scale) and Job satisfaction (Teacher Job Satisfaction Scale).

Ethical Considerations

The research adhered to ethical guidelines for voluntary participation, ensured no harm to participants, and maintained privacy and confidentiality. An informed concept was obtained from both the respondents and the Ministry of Primary and Secondary Education authorities. Requesting any revealing information from the respondents was avoided. Confidentiality was maintained, and anonymity was safeguarded through the use of codes. Confidentiality ensured that participants' names were not disclosed, and respondents were guaranteed anonymity both during and after questionnaire completion. The researcher also ensured timely communication

with the research assistant to ensure the study's success. The study's findings were reported with honesty and accuracy.

FINDINGS

Relationship Between Self-Efficacy and Job Satisfaction

Considering the relationship between self-efficacy and job satisfaction, educational systems need to comprehend how job satisfaction is influenced among teachers, especially those in particular settings, such as Catholic-managed institutions. In these schools, religious and academic principles dictate the work environment. Job satisfaction of teachers has a direct impact on their performance, motivation, and well-being in these schools. One important element that influences job satisfaction is self-efficacy, which shows the degree of an individual's feelings about their capabilities. This belief system can have a major influence on the way teachers view their roles, approach classroom challenges, and conduct themselves around students. Specifically, understanding the relationship between self-efficacy and job satisfaction is a topic of interest in understanding teacher morale and retention (Wang et al., 2015).
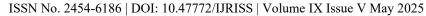
Table 1 The Relationship between Self-Efficacy and Job Satisfaction of Teachers

		Job Satisfaction	Self-Efficacy
Job Satisfaction	Pearson Correlation	1	.645[**]
	Sig. (2-tailed)		.000
	N	60	60
Self-Efficacy	Pearson Correlation	.645[**]	1
	Sig. (2-tailed)	.000	
	N	60	60
**. Correlation is significant at the 0.01 level (2-tailed).			

The model-fitting information provides an important starting point for understanding the statistical significance of the relationship between self-efficacy and job satisfaction. The Bivariate correlation was employed to determine the correlation or interplay between self-efficacy and job satisfaction. This result suggests that self-efficacy is central to shaping teachers' job satisfaction and that the components considered in this model are highly relevant to understanding job satisfaction within the context of Catholic-managed schools in the Nyanga District.

Table 1 describes the study variables. The self-efficacy and Job satisfaction of Pearson correlation between ($r = 0.645$, $p = 0.000$), shows a strong positive correlation. This means that when self-efficacy increases, job satisfaction also does (and vice versa). This finding is consistent with several studies in the literature review of the current study, the study of Kasalak and Dagyar (2020), Demir (2020) and Chan et al. (2020), to mention but a few. The p-value (Sig. 2-tailed) is 0.000, which is lower than the conventional significance level of 0.01. This indicates that the association is statistically significant and not a byproduct of chance. And, the analysis is made across 60 teachers, which is a reasonable number, also giving some trustworthiness to the results.

However, numerous studies have also demonstrated a positive correlation between job satisfaction and self-efficacy. Zakariya (2020), in Norway, found a direct relationship between teacher self-efficacy and job satisfaction. Similarly, self-efficacy is a mediator of work engagement and job satisfaction among teachers in the Philippines, according to Wang and Dapat (2023). Chan et al. (2020) provided additional evidence to establish the link between Hong Kong teaching assistants. Training, mentorship programs, and support networks are examples of activities that boost self-efficacy and can help organizations, corporations, or schools improve employee job satisfaction. While this research does not prove causation, it does imply that there may be a reciprocal relationship in which increasing job satisfaction improves self-efficacy. However, the result pertaining

to the study is not just a statistical result; it signifies that self-efficacy is not merely a theoretical construct; it has real-world relevance for understanding how teachers feel about their jobs (Tschannen-Moran & Hoy, 2001).

The results of this Pearson correlation provide educators, legislators, and school administrators with both statistical and practical advantages. Since self-efficacy and job happiness are strongly correlated, it is critical to establish an atmosphere that supports teachers' confidence. Addressing teachers' emotions, mentoring, frequent feedback, and professional development programs can all help teachers feel more confident in their work. Coaching as a leadership style could be beneficial for teachers who have poor self-efficacy, in particular, since it boosts their confidence, which in turn leads to job satisfaction. Self-efficacy is a major factor in determining job satisfaction among teachers in Nyanga District's Catholic-managed schools, according to this study. The study indicated that it is very important to identify and enhance teachers' self-efficacy because it improves job satisfaction and retains staff, as dissatisfaction often leads to attrition (Abun et al., 2021). The Pearson correlation reveals a robust association between these two variables, with teachers' self-efficacy levels significantly influencing their job satisfaction. Educators, school administrators, and policymakers need to consider enhancing teachers' self-efficacy and addressing other factors contributing to job satisfaction, such as organisational support and work-life balance, to establish a setting where teachers thrive and remain motivated.

DISCUSSIONS

The study examined the relationship between teachers' self-efficacy and job satisfaction in Catholic-managed secondary schools in Nyanga District, Zimbabwe. The findings of this study confirm the well-established connection between self-efficacy and job satisfaction, aligning with prior research conducted in various geographical and educational contexts. The present study found a significant positive association between teachers' self-efficacy and job contentment. Teachers who were more confident in their abilities reported higher levels of occupational fulfilment, validating the key assumptions of Bandura's self-efficacy theory and Herzberg's Two-Factor Theory, which guided the research.
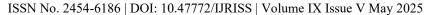
Furthermore, teachers who were more confident in their teaching abilities reported higher levels of workplace satisfaction, which is consistent with research conducted in Norway (Zakariya et al., 2020), the Philippines (Wang & Dapat, 2023), Hong Kong (Chan et al., 2020), Turkey (Demır, 2020), and Morocco (Hassan & Ibourk, 2021). Despite being conducted in various educational and cultural contexts, these studies consistently emphasize the importance of self-efficacy in helping teachers feel satisfied with their jobs. By addressing the geographic gap and focusing on Zimbabwe, which has a distinct educational landscape shaped by institutional, cultural, and economic factors, the current study contributes to this body of knowledge.

While the majority of the reviewed literature indicates a strong correlation between self-efficacy and job satisfaction, the strength of this relationship varies. For example, Chan et al. (2020) found that teaching assistants' job satisfaction and self-efficacy had a weaker positive correlation in Hong Kong's inclusive education system. This is likely because of the unique challenges they face, such as workload and job insecurity. However, the current study, which focused on Catholic secondary school teachers, discovered a strong positive association, indicating that institutional support and secure work conditions may contribute to increased job satisfaction. Furthermore, the findings are consistent with Hassan and Ibourk's (2021) research, which revealed a negative relationship between self-efficacy and exhaustion.

This suggests that teachers with higher self-efficacy have lower levels of burnout, which improves job satisfaction. The current study discovered similar trends among Zimbabwean teachers, supporting the protective role of self-efficacy against job dissatisfaction and burnout.

The study also explored ways to increase teacher self-efficacy, which is crucial for job satisfaction. Ortan et al. (2021) in Romania highlighted the necessity of proper resources, professional growth, and a supportive school climate. Similarly, Kasalak and Dagyar (2020) identified professional growth, constructive feedback, and autonomy as critical elements in increasing self-efficacy.

The current study supported previous findings, citing school leadership, professional development opportunities, and resource availability as critical factors in increasing teacher confidence and satisfaction. Furthermore, Win

and Min (2020) in Myanmar and Stefanini (2021) in Indonesia highlighted the importance of leadership in increasing self-efficacy. The present study adds a new perspective by incorporating psycho-spiritual methods, such as prayer, meditation, and counselling, as additional means of boosting teacher self-efficacy. This unique approach was absent in previous studies, offering an innovative contribution to the field.

The results of this study have significant implications for school administrators, policymakers, and teacher training institutions in Zimbabwe. Strengthening teacher self-efficacy through targeted interventions, including professional development programs, mentorship initiatives, and psycho-spiritual support, can enhance job satisfaction and retention rates. Moreover, fostering a positive school climate, as demonstrated in Zakariya's (2020) study, is essential for improving overall teacher well-being.

Given the strong link between self-efficacy and job satisfaction, policymakers could prioritize policies that promote teacher empowerment, reduce workload stress, and enhance professional growth opportunities. The inclusion of psycho-spiritual methods in teacher support programs can also be explored as a culturally relevant approach to strengthening self-efficacy and job satisfaction in Zimbabwean schools.

Despite the abundance of international research on self-efficacy and job satisfaction, few studies have looked at this relationship in Nyanga District, Zimbabwe. The current study fills a gap by providing empirical evidence on how self-efficacy affects job satisfaction among Catholic school teachers. Unlike previous studies, which primarily used survey or correlational designs, this study used an embedded research design that combined quantitative and qualitative approaches to gain a thorough understanding of the phenomenon. The study's findings also highlight the importance of psycho-spiritual approaches in improving teacher self-efficacy. Unlike previous studies that focused on professional development and organisational support, the current study indicates that prayer, meditation, counselling, and therapy can significantly boost teachers' confidence and job satisfaction.

Overall, the study found that self-efficacy is a significant predictor of job satisfaction among Zimbabwean Catholic teachers. The findings are consistent with global findings and address contextual shortcomings in the study. Future studies might look into self-efficacy and job satisfaction among teachers in a broader range of schools, including non-Catholic institutions and schools in different districts or provinces of Zimbabwe. This would increase the generalizability of the findings. In addition, they might compare self-efficacy and job satisfaction among teachers in Catholic-run schools to those in government or privately managed schools to discover institutional disparities.

CONCLUSION

Focusing on Catholic-managed schools in the Nyanga District of Zimbabwe, this study affirms the positive relationship between teacher self-efficacy and job satisfaction, similar to international studies. In fact, the study discovered a substantial positive correlation between teacher self-efficacy and teacher job satisfaction ($r = 0.645$, $p = 0.000$). This data lends support to the notion that teachers who feel competent and are productive in their responsibilities are predisposed to be content with their professions. The analysis strongly supports the idea that self-efficacy relates significantly to job satisfaction among teachers in Catholic-managed schools in Nyanga District. This study intends to help policies and practices that support a more favourable and sustainable teaching environment by relating only to two of the main factors of teacher well-being.

RECOMMENDATIONS

Enhancing the Spiritual and Psychological Support System

Given the importance of spirituality in teachers' well-being, school authorities could enhance teacher self-efficacy by providing opportunities for individuals who use religious or spiritual engagement, such as prayer, meditation and the like, as a coping technique. Non-religious educators could have access to alternative emotional and psychological support networks, such as peer support groups and counselling services.

Enhancing professional development opportunities.

School administrators or policymakers could adopt tailored professional development programs to provide

teachers with up-to-date teaching methodologies, classroom management skills, and subject-specific information, thereby increasing teacher self-efficacy. Teachers could also receive training that addresses their individual issues, such as managing huge classrooms and limited resources.

Strengthening Leadership Support and Mentorship Programs.

The study highlighted that leadership styles greatly influence teacher self-efficacy and job satisfaction. School administrators could promote democratic leadership by encouraging open communication, trust, and teacher participation in decision-making. Establishing mentorship programs for new teachers could provide guidance, improve self-efficacy, and enhance job satisfaction.

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