

A Structural Model of the Relationship between Teacher's Job Motivation and Socio-Emotional Skills and Social Capital Mediated by Self-Efficacy

Khadijeh Abolmaali Alhosseini^{1*}, Reyhaneh Morshedi², Tahereh Mohseni³

1. Associate Professor, Department of Psychology, Tehran North Branch, Islamic Azad University, Tehran, Iran.
2. MA in Educational Management, Imam Sadeq University, Tehran, Iran.
3. Assistant Professor, Faculty of Islamic Studies, Imam Sadeq University, Tehran, Iran.

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Purpose: The purpose of this study was to consider the goodness of fit of a structural model of the relationship between teachers' job motivation and their social capital and social-emotional skills with mediation of self-efficacy.

Methodology: The research method was descriptive-correlational. The statistical population included female teachers working in the 10th and 5th districts of Tehran in the second secondary school in academic year 2020-2021. Two hundred and fifty teachers were randomly selected via the multi-stage method. Data collected using four questionnaires: Hackman and Oldham's social capital (1976), Nahapit and Ghosal's social capital (1998), Sherer's general self-efficacy (1982), and Tom's social-emotional skills questionnaires (2012). Data were analyzed using structural equation modeling.

Findings: The findings showed that the structural model was fitted with collected data. Social capital, social-emotional skills and self-efficacy positively and significantly predicts the teacher's job motivation. In addition, self-efficacy mediates the relationship between teacher's job motivation and social-emotional skills and social capital. In total, 35% of the variance of job motivation is explained by predictor variables.

Conclusion: Educational psychologists are advised to consider the role of teachers' self-efficacy, social capital, and socio-emotional skills in order to enhance their job motivation.

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* Corresponding Author Email: kh.abolmaali@iau-tnb.ac.ir

1. Introduction

One of the most valuable capitals of any organization is human resources (Hazawahai and Samadi, 2005). Teachers, are the most important human resources in educational organizations. Highly motivated teachers create effective interactions with their students, and this positive interaction provides the basis for cognitive, social, and emotional-motivational development in students (Aldrup et al. 2020).

Motivation specifies the reason why people decide to do something, how long people are willing to sustain the activity and how hard they are going to pursue the activity (Han and Yin 2016). "Motivation is usually defined as an internal state that arouses, directs, and maintains behavior (Woolfolk 2017). Researchers have identified several consequences of teacher motivation such as student outcomes, teachers' psychological health, and well-being (Richardson and Watt 2006).

Teachers have an important role in motivating students, creating a conducive environment for learning, fostering a sense of competence and enhancing students' self-efficacy, and developing an interest in the subject taught (Davion 2017). Therefore, school management should provide an enabling environment for teachers to guarantee their motivation and satisfaction with their jobs (Gyimah 2020). Due to the importance of teachers' job motivation, in this study, its causal antecedents, including individual and social factors have been studied.

Teachers' motivation is usually studied through the conceptual lenses of two social cognitive theories of motivation: social learning theory of internal-external locus of control (LOC) and self-efficacy theory (Fernet et al. 2008).

Social cognitive theory is a psychological perspective on human functioning that emphasizes the critical role played by the social environment on motivation, learning, and self-regulation (Schunk and Usher 2019).

The concept LOC was developed by Rotter in 1954. A person who has internal LOC believe that can control one's own life, and a person who has external LOC belief that life is controlled by outside factors which the person cannot influence, or that chance or fate controls their lives (Rotter 1966). Börü (2018) in a qualitative research achieved two themes for explaining teachers' motivation: internal (with the subthemes of immaterial goals, success and personal characteristics') and external motivation (with the subthemes of students, national education policies, and school principals and colleagues.

Bandura defined, theorized, and supported the role of self-efficacy in human behavior (Bandura 1977). Self-efficacy, which results from self-reflection that is both evaluative and goal-oriented, is a key internal motivational process in social cognitive theory (Schunk and DiBenedetto 2020). Bandura formulated the conceptual framework of triadic reciprocity, or reciprocal interactions between three sets of influences: behavioral; environmental; and personal. In this dynamic conceptualization, motivational processes are personal influences that are ever-changing, affect behaviors and environments, and are affected by them (Bandura 1986). Teachers' job motivation can be considered as a function of their self-efficacy (Porlari and Gholizadeh, 2016). Teacher self-efficacy plays an essential role in the choices of the teacher's personal goals, the extent of being persistent in the face of adversity, and the strength of motivation to carry out certain behaviors in the classroom (Glackin and Hohenstein 2018; van Acker et al. 2013).

According to researchers, some of the factors that affect teachers' job motivation are self-actualization, social factors, social capital, self-esteem, self-efficacy, desirable job characteristics, physical factors, and job dominance (Özan et al. 2017; Lunenburg 2011; Khorshidi et al. 2019).

Social capital has been discussed by many scholars since the seminal works of Bourdieu (1986) and Coleman (1988) and is the networks of relationships among people who live and work in a particular society, and enabling that society to function effectively. Social capital has three components: structural, cognitive, and relational. The structural component refers to the extent and intensity of participation in organizations and other levels of social activity and the extent to which people in an organization are connected and access to the intellectual capital of others. The cognitive component refers to individuals' perceptions of interpersonal trust, solidarity, interaction, and the extent to which employees share a common perspective and understanding of how to interact with one another. The nature of the structural component is more

quantitative and, the cognitive is qualitative. The relational refers to the norms of respect and networks of trusting communication between individuals interacting explicit, formal, or institutional power and nature and quality of the connections among employees; Also, referred to as generalized trust among individuals (Rostila 2011; Fandiño et al. 2015). There is a positive and significant relationship between the components of social capital with job motivation, job satisfaction, quality of work-life, and self-efficacy in teachers (Tabashir and Najarpourian 2015). Moini Khalkhali & Sina (2016) found that thirty percent of changes in emotional intelligence can be explained by the communication, structural and cognitive components of social capital. Teachers with high social-emotional skills interact well with their students and can master the social and emotional challenges of their profession well and enjoy higher psychological and occupational well-being (Aldrup et al. 2020). Social-emotional skills refer to the knowledge, skills, and motivations that are necessary for individuals to master emotional situations (Elias 1997). Theoretical perspectives on emotional intelligence (Mayer et al. 2008), social-emotional learning (Elias 1997), and social-emotional competencies (Nangle et al. 2010; Rose-Krasnor 1997) can explain social-emotional skills. Teachers with high socio-emotional skills respect students, encourage them, build warm relationships with students, and help them deal with their academic problems (Strati et al. 2017; Pianta and Hamre 2009). In addition, teachers with high social-emotional skill, spend more time on tasks, create a secure environment for learning by stating clear behavioral expectations and rules, and monitoring student behavior, and they can prevent disruptive and destructive behaviors in the classroom (Evertson and Weinstein 2006; Emmer and Stough 2001; Aldrup et al. 2020). According to the above, in this study, the aim is to provide a structural model of the relationship between job motivation, social capital and social-emotional skills with the mediating role of self-efficacy in teachers.

2. Methodology

The method of this research was the descriptive-correlation method. The statistical population included female teachers working in districts 10 and 5 of Tehran in the second secondary school (tenth, eleventh and twelfth grades) in academic year 2020-2021. The sample was selected by multi-stage random sampling method and, 28 schools were randomly selected from the secondary schools of the 5th and 10th districts of Tehran, then 250 teachers were randomly selected and examined in each school. The population size was 574 (the total number of secondary school teachers in the 5th and 10th education districts of Tehran).

Job Motivation Questionnaire

Hackman and Oldham's job Motivation Questionnaire (1974) has 15 items and is scored on a seven-point Likert scale. This questionnaire measures five components of job motivation: Skill variety, job identity, job importance, autonomy, and job Identity and Feedback. In this questionnaire, for each person, a general score on Motivation Potential is obtained, which is: (skill diversity + job identity + job importance) × freedom of action × feedback. Internal consistency of this questionnaire has been reported by Cronbach's alpha method in the range of 0.89 to 0.72 (Shahsavari, 2016). The positive relationship between the overall score of this questionnaire and job satisfaction indicates its criterion validity (Syukrina et al., 2015). In the present study, internal consistency for skill variety was 0.61, job identity was 0.58, job importance was 0.65, autonomy was 0.53, and job identity and feedback was 0.64. The Nahapit and Ghoshal (1998) Social Capital Questionnaire has 28 items and examines the three main dimensions of social capital including structural, cognitive, and communication dimensions. This questionnaire is scored on a 5-point Likert scale. Exploratory factor analysis shows that the above three factors explain 0.70 of the total variance of the test. The internal consistency of this questionnaire using Cronbach's alpha in the present study was equal to 0.85 in the structural dimension, 0.89 in the cognitive component, and 0.91 in the communication dimension.

Self-efficacy questionnaire

Scherer and Jame's general self-efficacy questionnaire (1982) was used to measure self-efficacy. This questionnaire has 17 items and 3 factors (tendency to initiate behavior, willingness to continue trying, and persistence in the task in case of failure). This questionnaire is scored on a 5-point Likert scale. The total score of this questionnaire is positively correlated with Rutter Internal and External Control Scale, Guerin Personal

Control Scale, Marlow Crown Social Utility-Scale, Baron Self-Esteem Scale, Holland and Brad Interpersonal Competency Scale, and Rosenberg Self-Esteem Scale (Scherer, 1982). The internal consistency of this questionnaire using Cronbach's alpha in the present study was equal to 0.88.

Social Skills Questionnaire

Toms' Social-Emotional Skills Questionnaire (2012) includes 52 items and 5 subscales (self-awareness, self-control, social awareness, communication skills, and responsible decision making). In this research, this questionnaire was administered to the teachers' population in Iran, and its psychometric features were examined. Exploratory factor analysis of the Emotional Social Skills Questionnaire showed that in Iranian culture, out of the initial 25 items, 22 items have the necessary power to measure social-emotional skills, and these 22 items were able to explain 60% of the total variance of the test. Also, in this study, Cronbach's alpha coefficient of the remaining 22 items was equal to 0.876.

Social Capital Questionnaire

The Social Capital Questionnaire have designed by Nahapit and Goshal (1998). This questionnaire has 28 items and measures the three components included that structural, cognitive, and relational. Fandiño et al. (2015) confirmed the factor structure of this questionnaire using confirmatory factor analysis. In this study, the internal consistency of the total score of this questionnaire and its three structural, cognitive and relational components was equal to 0.87, 0.85, 0.89, and 0.91, respectively.

3. Results

In this study, the mean and standard deviation of participants' age were 42.73 and 18.94, respectively, and the mean and standard deviation of their years of work experience were 8.01 and 6.52, respectively. Descriptive indices of the studied variables including the mean and standard deviation are given in the Table below.

Table 1. Mean, standard deviation of social capital components, social-emotional skills, self-efficacy and job motivation components

Variables	Mean	Standard deviation	skewness	Kurtosis
Social capital – cognitive component	49.48	8.04	-0.787	1.023
Social capital – relational component	27.70	4.45	-0.473	0.556
social-emotional skills	104.17	10.98	-0.311	-0.476
Self-efficacy	77.13	10.29	-0.642	0.420
Job motivation-skill	14.66	3.92	-0.696	-0.161
Job motivation-job identity	16.37	3.50	-0.934	1.108
Job motivation-job important	15.32	3.77	-0.719	0.292
Job motivation-autonomy	13.46	4.18	-0.333	-0.466
Job motivation-feedback	16.18	3.23	-0.879	1.107

Table 1 shows that the kurtosis and skewness measures of the variables are not out of the range between +2 and -2, which indicates that the distribution of data related to research variables does not deviate from the normality of univariate (Klein, 2016).

The Correlation matrices showed that components of social capital (structural, cognitive, and relational), components of job motivation (skill diversity, job identity, job importance, autonomy, and job feedback) at the level of 0.05 had a positive and significant relationship. Self-efficacy had a positive relationship with diversity, job identity, job importance, and job feedback at the level of significance 0.01. Finally, social-emotional skills had a positive relationship with components of job motivation at the level of .0.01

The Mahalanobis distance and the box plot showed there was no multivariate outliers in the data of any of the participants. Scatterplot matrices showed that none of the relationships between indicators showed that an obvious deviation from linearity. In addition, the scatter plot of standardized residuals variances indicated the existence of variance homogeneity in the research data

The values of the tolerance coefficient were not less than 0.1, and the measures of variance inflation factor (VIF) for each of the predictor variables were not higher than 10. Therefore, according to Myers et al. (2006), there is no multi-collinearity between predictor variables. In addition, the scatter plot of standardized residuals variances indicated the existence of variance homogeneity in the research data.

Structural equation modeling was applied to examine the goodness of fit of the conceptual model of predicting job motivation based on social capital and socio-emotional skills mediated by self-efficacy in teachers. In this study, fitness indicators supported the measurement model.

The measurement model of the study was conducted by confirmatory factor analysis using AMOS 18.0 and maximum likelihood estimation (ML). Chi-square index was significantly higher than expected level of 0.05 ($p = 0.034$, $31.64 = (df = 19, N = 250) 2\chi$) that indicated the measurement model did not fit with the collected data. However, due to the sensitivity of the Chi-square index to the sample size, other fitness indicators were evaluated and observed that, unlike the Chi-square index, other fitness indices support the fit of the model with the data. Normed chi-square index ($/ df 2\chi$) = 1.66, comparative fit index (CFI) equal to 0.989, Goodness-of-fit index (GFI) = 0.971 and adjusted goodness-of-fit (AGFI) = 946 / 0 was obtained. CFI greater than 0.90 indicates acceptable fit and greater than 0.950 indicates excellent fit of the model with the collected data. Also, the Root Mean Square Error of Approximation (RMSEA) was equal to 0.052, which indicates its acceptable fit. Table 2 shows the estimation of non-standardized factor load, standardized factor load, standard error, and critical ratio for each of the indicators of latent variables of job motivation and social capital.

Table 2. Parameters of research measurement model in confirmatory factor analysis

Latent variable-indicator	b	β	St.D	Critical ratio
Job motivation - skill diversity	1	0.755		
Job motivation - skill diversity	0.927	0.798	0.077	12.04**
Job motivation - the importance of the job	0.847	0.677	0.083	10.22**
Job Motivation - Autonomy	0.930	0.672	0.092	10.13**
Job Motivation - Job Feedback	0.814	0.760	0.071	11.49**
Social capital - structural component	0.587	0.936	0.027	22.05**
Social capital - cognitive component	0.548	0.892	0.027	20.33**
Social capital - relational component	1	0.886		

$P < 0.01$ **

Note: Non-standardized factoring loads related to skill diversity and relational dimension are fixed with the number 1, so standard error and their critical ratio have not been calculated.

Table 2 shows the non-standard factor load (b), the standard load (β), and the standard error, and the critical ratio. The relationships between the factors and their related indicators are significant and at the expected level. The highest factor load belongs to the structural component indicator ($\beta = 0.936$) of social capital and the lowest factor load belongs to the indicator of autonomy ($\beta = 0.672$) of job motivation. As can be seen, all factor loads are higher than 0.32. That is important because Tabachnik and Fidel (1996, quoting Myers, Gamst, & Guarino, 2006) consider factor loads below 0.32 to be weak. As a result, the measurement model indicators had the optimal power to measure the latent variables of the present study. Figure 1 shows the research measurement model and its factoring loads using standard data

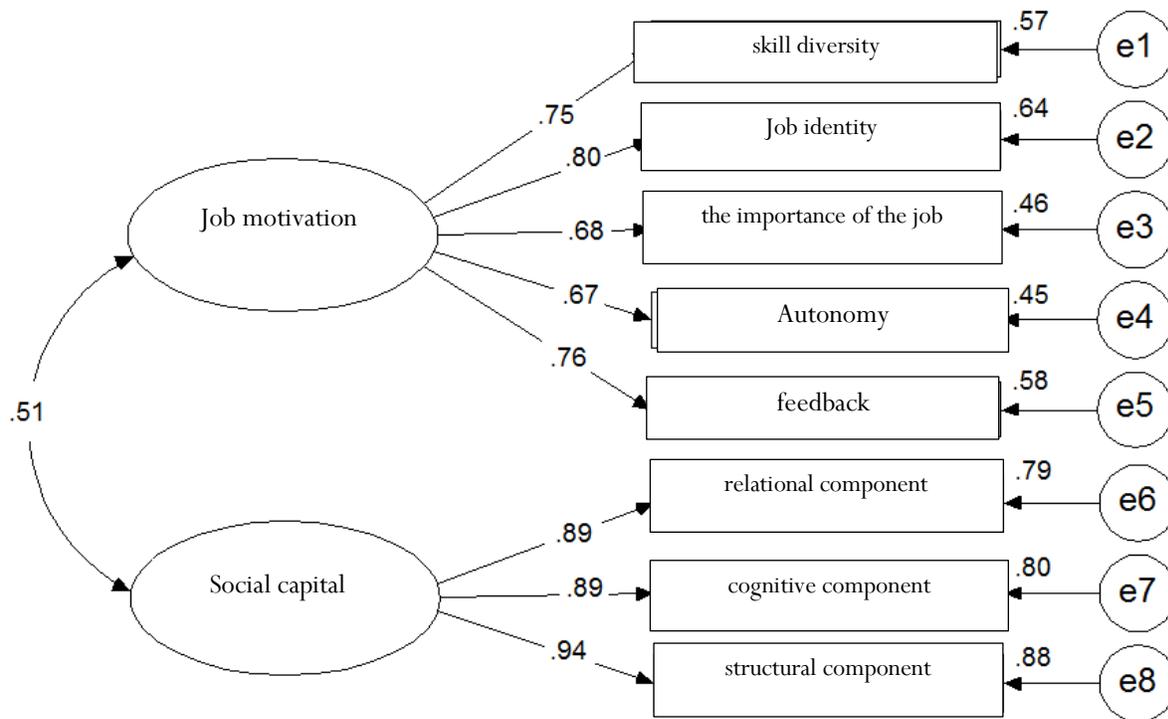


Figure 1. Research measurement model and its factor loads using standard data.

In the structural model of this study, the research hypothesis stated that the latent variable of social capital and the observed variable of social-emotional skills predicts job motivation both directly and through self-efficacy. Evaluation of structural model fit indices showed that the model has a good fit with the collected data (51.31 (df = 31, N = 250) χ^2 , CFI = 0.984, GFI = 0.963, 0.934). The results showed that the structural model of predicting teachers' job motivation based on social capital and social-emotional skills through self-efficacy mediation fits with the collected data.

This finding in Table 3 shows the total, direct, and indirect path coefficients between the research variables in the structural model.

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Table3. Total, direct and indirect path coefficients between research variables in the research model

Paths	b	S.E	β	sig	
Total path coefficient	Social-emotional skills- job motivation	0.040	0.018	0.146	0.029
	Social Capital - Job Motivation	0.203	0.029	0.492	0.001
Direct path coefficient	Social-emotional skills - job motivation	0.0150	0.018	0.055	0.394
	Social Capital - Job Motivation	0.174	0.029	0.421	0.001
	Social-emotional skills-self efficacy	0.293	0.056	0.313	0.001
	Social Capital - self -efficacy	0.346	0.086	0.244	0.001
	self -efficacy- job motivation	0.085	0.023	0.291	0.001
indirect path coefficient	Social-emotional skills- job motivation	0.025	0.008	0.091	0.001
	Social Capital - Job Motivation	0.029	0.011	0.082	0.001

Based on the table above, the total effect of social capital and socio-emotional skills on job motivation is significant. The direct effects of social capital and social-emotional skills, and self-efficacy on job motivation are positive and significant. The indirect effects of psychological capital on job motivation through self-efficacy are significant. Also, the indirect effects of social-emotional skills on job motivation through self-efficacy are significant.

Figure 2 shows the research model can explain the relationships between social capital, socio-emotional skills, self-efficacy, and job motivation of teachers.

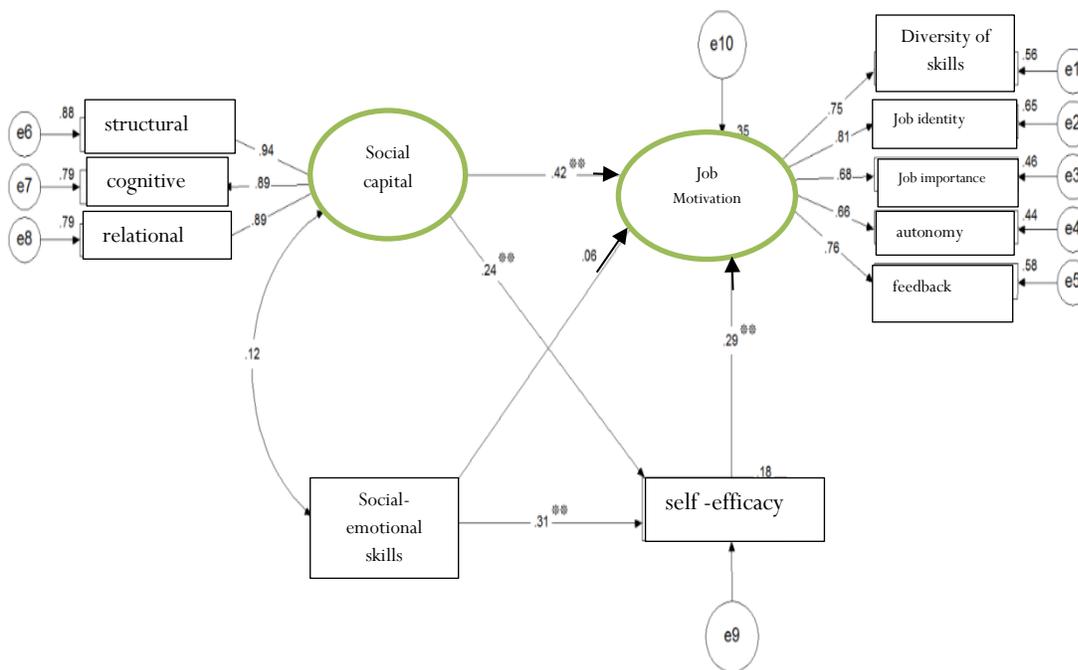


Figure 2. Research model in explaining the relationships between social capital, social-emotional skills, self-efficacy and job motivation of teachers.

In the figure above, social skills, social capital, and self-efficacy account for %35 of the total variance in teachers' job motivation, and social-emotional skills and social capital account for %18 of the variance in self-efficacy.

4. Discussion

In this research it is confirmed that, the mediating role of self-efficacy in the relationship between social capital and teachers' social-emotional skills with teachers' job motivation, and predictor variables were able to predict 35% of the variance of job motivation. In this study, self-efficacy was able to predict teachers' self-efficacy both directly and indirectly through predictor variables. These findings are well explained by Bandura's approach. Bandura believes that people with high self-efficacy choose challenging goals for themselves and have considerable effort, perseverance and endurance to achieve their goals (Bandura, 1998). Also, Woolfolk states self-efficacy influences motivation and performance through goal setting. If we have a high sense of efficacy in a given area, we will set higher goals, be less afraid of failure, and find new strategies when old ones fail (Woolfolk, 2016). But, people with poor self-efficacy do not have confidence in their ability to deal with potential threats and suffer from stress and anxiety (Sheikh Siyah Banuyeh, 2006). Savari et al. (2015), Saki et al. (2015), and Canrinus et al. (2012) also found that there is a positive relationship between self-efficacy and teacher motivation. Self-efficacy leads to increased job commitment and job satisfaction, which in turn can increase teachers' motivation.

In this study, social capital was able to predict teachers' job motivation. Social capital represents networks, norms, values, and common perceptions of individuals. Social capital at the organizational level creates a close relationship between the organization, customer networks, suppliers, and competitors and is one of the determinants of professional competence. In this regard, Putnam points out that the trust and interaction of members in the network (which is the core of the discussion of social capital) is the most crucial factor in motivating people. Social capital provides the ground for professional growth and promotion of motivation in teachers. Social capital also increases the dynamics of the work environment and can motivate people in the workplace (Khairandish and Jamshidi, 2016). Social capital promotes teachers' job motivation. In other words, the existence of common norms, values, attitudes, beliefs, culture, and language due to their considerable antiquity and histories can create a sense of identity and job importance in people.

Following the findings of Elahi et al. (2015), an extensive network of relationships also allows teachers to receive a variety of feedback from students and their peers, which in turn helps to promote their job motivation. Also, an extensive network of relationships will allow for a wide range of job feedback from teachers, which is consistent with the findings of

This study showed that social-emotional skills are also able to predict teachers' job motivation. Teachers' social-emotional skills provide a good ground for forming a supportive relationship with students, effective classroom management, and implementation of social-emotional skills training programs in school and cause job satisfaction and motivation (Hen and Groshit, 2016). We believe that self-awareness skills can be enhanced through understanding emotions, values, and goals, identifying strengths and weaknesses. Self-awareness can improve self-management skills, including mood control, following the rules, communicate effectively with others, and helps to promote teachers' self-efficacy and job motivation. These findings are consistent with the results of the research of Khairandish and Jamshidi (2016), Ahmadi and Feizabadi (2014), Zabrast et al., (2017), Driller et al (2011).

In general, this study has confirmed the contribution of individual and social variables in explaining job motivation.

One of the limitations of this study was that the researcher couldn't control variables such as mental health status and teachers' welfare level. Also, the participants' bias may have affected the research findings. In future research, it is recommended that the conceptual model of this research in women and men be compared, and researchers examine the lived experience of teachers who have high job motivation. Also, it is recommended

that the managers of educational organizations emphasize the promotion of social capital and the training of their social and emotional skills to promote the job motivation of teachers.

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