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Türkiye’de lise öğretmenlerinin kolektif öğretmen yeterliliği ve işten ayrılma niyetleri arasındaki ilişkide örgütsel bağlılığın aracı rolü

Collective teacher efficacy and turnover intentions in Turkish high schools: Mediating role of organizational commitment

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ÖZ

Bir okulun kendisinden beklenen örgütsel rolleri yerine getirebilmesinin ön koşullarından biri öğretmenlerin devamlılığıdır. İşten ayrılmanın yüksek olduğu okullarda, başta öğrencilerin akademik başarısının düşüklüğü olmak üzere çeşitli örgütsel sorunlar görülmektedir. Bu nedenle öğretmenlerin işten ayrılma niyetini belirleyen faktörlerin ortaya çıkarılması önemli görülmektedir. Önceki çalışmalar kolektif öğretmen yeterliliğinin işten ayrılma niyetini etkileyen temel faktörlerden biri olduğunu ortaya koymuştur. Ancak araştırmacılar, kolektif öğretmen yeterliliği ve örgütsel bağlılığın işten ayrılma niyeti üzerindeki bütünsel etkilerine özel olarak odaklanmamıştır. Bu nedenle mevcut çalışma, kolektif öğretmen yeterliliği, örgütsel bağlılık ve işten ayrılma niyeti arasındaki doğrudan ve dolaylı ilişkileri araştırmak için geliştirilen modeli test etmeyi amaçlamaktadır. Araştırmanın verileri tabakalı örnekleme tekniği ile Türkiye'nin 12 farklı bölgesindeki devlet liselerinde görev yapan 607 öğretmenden toplanmıştır. Veri toplama aracı olarak kolektif öğretmen yeterliliği ölçeği, örgütsel bağlılık ölçeği ve işten ayrılma niyeti ölçeği kullanılmıştır. Verilerin analizinde yapısal eşitlik modeli kullanılmıştır. Analizler sonucunda kolektif öğretmen yeterliliğinin öğretmenlerin işten ayrılma niyetleri ile negatif ilişkili olduğu bulunmuştur. Analiz sonuçları, örgütsel bağlılığın kolektif öğretmen yeterliliği ile işten ayrılma niyeti arasında önemli bir aracı olduğunu doğrulamaktadır. Okullarda kolektif öğretmen yeterliliğini güçlendirecek önlemler, öğretmenlerin işten ayrılma niyetlerini azaltmak için önemli görülebilir. Ayrıca örgütsel bağlılığın artırılması öğretmenlerin işten ayrılma niyetlerini azaltmaya olumlu katkı sağlayacaktır. Mevcut çalışmanın, kolektif öğretmen yeterliliğinin öğretmenlerin işten ayrılma niyetleri üzerindeki etkilerine odaklanan araştırmalara katkıda bulunması beklenmektedir.

Anahtar Sözcükler: kolektif öğretmen yeterliliği, örgütsel bağlılık, işten ayrılma niyeti, aracılık rolü

ABSTRACT

Teacher continuity is one of the prerequisites for a school to fulfill expected organizational roles. Various organizational problems, notably low academic achievement, are observed at schools where personnel turnover is high. Therefore, it is necessary to disclose the teachers' turnover intention drivers. Though they are limited in number, previous studies have revealed that collective teacher efficacy is one of the critical factors influencing turnover intention. However, researchers have yet to focus on the holistic effects of collective teacher efficacy and organizational commitment on turnover intention. Therefore, the current study aims to test the innovative model developed to explore the direct and indirect relations among collective teacher efficacy, organizational commitment, and turnover intention. The data were collected from 607 teachers working in public high schools in 12 different regions of Turkey using a stratified sampling technique. The collective teacher efficacy, organizational commitment, and turnover intention scales were used as data collection tools. Structural equation modeling was used to analyze the data. As a result of the analyses, it was found that collective teacher efficacy was negatively related to teachers' turnover intentions. The results of the analysis confirm that organizational commitment is an essential mediator between collective teacher efficacy and turnover intention. Strengthening collective teacher efficacy in schools is vital to reduce teachers' turnover intentions. In addition, increasing organizational commitment will positively reduce teachers' turnover intentions. The current study is expected to contribute to research focusing on the effects of collective teacher efficacy on teachers' turnover intentions.

Keywords: collective teacher efficacy, organizational commitment, turnover intention, mediating role

INTRODUCTION

Teacher turnover (TT) poses multifaceted problems in education and has gradually become a global threat (Hong, 2010). Previous studies have shown that TT reduces the quality of education and teaching (Ingersoll, 2001; Sorensen & Ladd, 2020). Thus, TT is claimed to disrupt student achievement significantly (Carver-Thomas & Darling-Hammond, 2019; Ronfeldt, et al., 2013). Moreover, high turnover rates bring about financial problems in schools and education systems (Levy et al., 2012; Synar & Maiden, 2012). Besides, it causes teachers to develop various psychological symptoms (Ronfeldt et al., 2013). Indeed, certain studies (Hakanen et al., 2005; Nieto, 2003) have revealed that teachers who leave school put too much effort into finding a new job and have to deal with emotional problems during this period.

Researchers have become interested in exploring the antecedents of an increasing TT rate due to its far-reaching impacts. According to the literature, one of the main antecedents of TT is the background characteristics of teachers (Conley & You, 2017). For instance, Metzke (1988) found that the turnover rate of teachers under 35 is higher than that of those aged between 35 and 60. Similar studies supported this finding (Singer, 1992; You & Conley, 2015). Another antecedent related to TT is gender. Brownell and Smith (1992) found that the turnover rate of women is higher than that of men. On the other hand, according to Billingsley et al. (1995), race and ethnicity are the other background variables related to TT.

Another antecedent of TT is work environment factors, one of which is organizational support. In this sense, Dawley et al. (2010) revealed a negative relationship between perceived organizational support and TT. Similarly, Maertz Jr et al. (2007) reported that manager support decreases the turnover rate of employees. Other antecedents of TT are job design and teacher autonomy (Hackman & Oldham, 1976). The empirical studies carried out within this context prove a relationship between autonomy perception and turnover (Dysvik & Kuvaas, 2013). Besides, Song et al. (2011) found a relationship among organizational culture, autonomy at work, and turnover. Likewise, according to De Neve and Devos (2017), working conditions are significantly important in TT, particularly for early career teachers. On the other hand, You and Conley (2015) affirm that the job satisfaction of teachers decreases at schools predominated by students from low-income families and thus TT is expected. Furthermore, teachers with communication problems with students tend to make turnover decisions (Heikonen et al., 2017).

One another critical antecedent of TT is affective reaction to work, and previous studies have shown a strong relationship between affective reaction to work and TT. For instance, research carried out in various countries has revealed that the TT rate of teachers who have job satisfaction is lower than others (Emoja, 2016; Kafumbu, 2019; Okubanjo, 2014). Similarly, it has been found that there is a negative relationship between organizational commitment and TT (Finster, 2013; Chughtai & Zafar, 2006).

Teachers have turnover intention (TI) before they actually turnover. Thus, TI is a precursor of a teacher's turnover decision and action (Tett & Meyer, 1993). In this context, the antecedents of TI have long been investigated by various researchers (e.g., Güllü et al., 2020; Huning et al., 2020; Jones & Harter, 2005; Liu & Onwuegbuzie, 2012; Park & Johnson, 2019; Pomaki et al., 2010; Weisberg, 1994; Yang et al., 2018). These studies provide evidence that negative attitudes and experiences such as mobbing, stress, and burnout increase TI. However, teachers who have job satisfaction, organizational commitment, and organizational citizenship and are happy at work have a relatively lower level of TI. After all, there is limited evidence in the literature about the relationship of TI with Collective Teacher Efficacy (CTE) and organizational commitment (OC). Hence, we feel it is worth exploring the influence of CTE on OC and teacher TI in the Turkish context. However, it has been reported that various individual and organizational variables mediate the relationships between CTE and teacher attitudes (Fathi et al., 2018). Teachers' organizational commitment is one of the variables that act as a mediator between CTE and teacher attitudes (Cansoy et al., 2020). However, there is also a gap in the literature regarding whether organizational commitment mediates the relationship between CTE and

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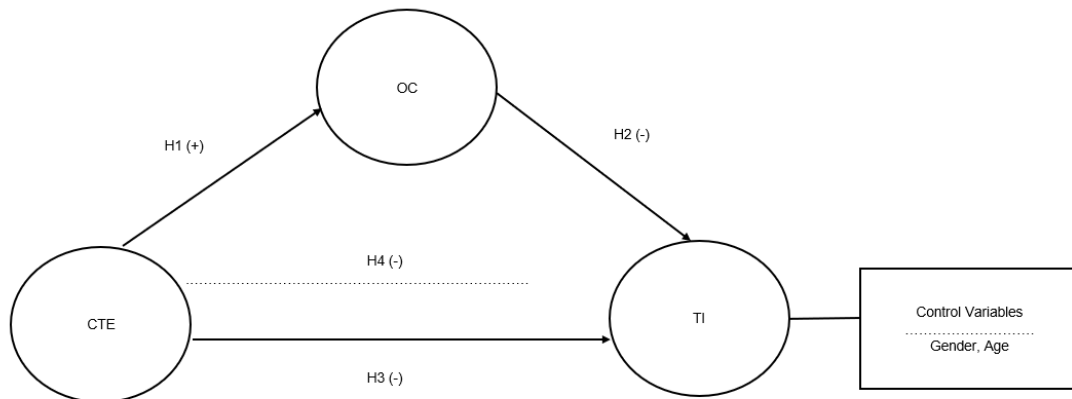
Türkiye'de lise öğretmenlerinin kolektif öğretmen yeterliliği ve işten ayrılma niyetleri arasındaki ilişkide örgütsel bağlılığın aracı rolü

teachers' TI. To fill these gaps, this study examined the relationship between collective teacher efficacy and teachers' turnover intentions in Turkey by focusing on the mediating role of teachers' organizational commitment. With this aim, this study specifically addresses the following two research questions:

1. What is the extent of the relationship between collective teacher efficacy and teachers' turnover intention?
2. Does teachers' organizational commitment mediate the relationship between collective teacher efficacy and teachers' turnover intention?

Türkiye is a western Asian and Eastern European country. As a result, it is one of those rare countries that is a melting pot of Eastern and Western cultures. The current population of Türkiye is about 85 million. Holding over 15 million students and more than 1 million teachers (MoNE, 2021), it has a centralized education system run by the Ministry of National Education (Özdemir, 2008). According to the data obtained from MoNE, the annual TT rate in Türkiye is around 15 %, which disturbs the endeavours to offer equal and fair educational services to students across the country. Indeed, Turkish students have a relatively low performance in various national and international achievement tests (OECD, 2016; OSYM, 2018). There are several reasons underlying student failure around the world and in Türkiye. At this point, a high level of TT is one of the school-based causes of this failure (Carver-Thomas & Darling-Hammond, 2019; Ronfeldt et al., 2013). As discussed above, a positive attitude and experience decrease teacher TI (Currivan, 1999; Kafumbu, 2019). More specifically, CTE is a significant component that diminishes teacher TI (Qadach et al., 2020). Therefore, theory and practice need more empirical research conducted in various countries to investigate the organizational factors that reduce teacher TI rates. On account of this, the current study tests the theoretical model developed on the direct and indirect relations among CTE, OC, and teacher TI (see Figure 1). The present study is expected to contribute to the related literature and the development of policies aimed at decreasing teacher turnover in developed and developing countries.

Figure 1
Conceptual model



Abbreviations: CTE, Collective teacher efficacy; OC organizational commitment; TI, turnover intention

CONCEPTUAL FRAMEWORK

Collective Teacher Efficacy

A school serves as the focal point for interactions among administrators, teachers, students, parents, and communities as a social organization. The common belief is that the school affects student success (Goddard et al., 2000). CTE and teachers' dedication to students are regarded as

the aspects influencing student achievement (Bandura, 1997; Goddard et al., 2004; Park, 2005; Thompson et al., 2004). CTE defining teachers' common values within their school may positively impact students' learning (Bandura, 1997; Goddard & Goddard, 2001; Hoy et al., 2002; Parker et al.; 2006; Tschannen-Moran & Barr, 2004). According to Breen (2013), teachers have a perception of collective efficacy by evaluating their colleagues in terms of their experiences, skill levels, and ability to teach students.

The emergence of CTE goes back to the sources of efficacy in cognitive and social theory (Adams and Forsyth, 2006). The emergence and application of human agency, the idea that people should exert control over their actions, is the subject of social cognitive theory. It also serves as the theoretical foundation for self-efficacy (Bandura, 2000). Bandura (1993) states that cognitive, motivational, effective, and selection processes of self-efficacy contribute to cognitive development and functioning. Bandura (1994, 1997) explains in the social cognitive theory that mastery experiences, vicarious experiences, social persuasion, and affective states are influential factors in developing CTE.

CTE is a school-level concept. It is a group-based understanding of an organizational characteristic (Goddard et al., 2004). For our study, CTE refers to the collective teacher efficacy of the school, defined as the teachers' shared beliefs and attitudes around the school's overall effectiveness and the most impactful ways to structure and carry out teaching activities to provide added educational value to students beyond what is available in their homes and local communities (Ross and Gray, 2006). CTE is also teachers' common belief that they can improve students, including the ones who are disengaged, unmotivated, and disadvantaged (Donohoo, 2018). According to the Coleman Report (1966), socio-economic and socio-cultural characteristics of the student's family are more influential on student achievement than the characteristics of the school (Coleman, et. al., 1966). However, Parker (1994) provides evidence that the effects of familial and student factors on school achievement may be mediated, in part, by the significant impact of teachers and principals on their belief in the instructional efficacy of their school. Teachers' high collective self-efficacy ensures they feel competent to make substantial changes and have a positive understanding.

Previous literature has documented that CTE positively correlates with various variables at student, teacher, and school levels. CTE is a determining factor in motivating students, teaching strategies, and classroom management (Tschannen-Moran & Barr, 2004). It is linked to teachers' self-efficacy, motives, and teaching success in addition to students' learning outcomes (Goddard & Goddard, 2001; Kurz & Knight, 2004; Eells, 2011). Teacher efficacy is also related to teachers' job satisfaction and trust (Zheng et al., 2019). CTE is affected by the school staff's happiness and success as a school community (Bandura, 1993). Some organizational factors such as administrative responsiveness, teachers' involvement in the decision-making process, supporting innovation, and cooperation have an impact on CTE (Newmann et al., 1989). Besides, CTE indirectly influences students' achievement by affecting teacher behaviour (Goddard et al., 2000). CTE is also related to individual teacher efficacy and goal consensus/vision (Kurz & Knight, 2003). Teachers collaborate with colleagues by discussing teaching methods and making plans for teaching. While these plans are sometimes short-term, sometimes they can be long-term, too. Teachers teaching the same subject as a team and teachers teaching the same class should receive support from each other. For example, they should coordinate several classrooms and student-related events such as co-determining the content, teaching method, assigning homework, and planning parent meetings (Tiplic, et.al., 2015.) CTE may be a component that can explain how teacher-to-teacher interaction affects student achievement (Moolenaar, et. Al., 2012). A collaborative approach to addressing challenges can support educators in managing various teaching responsibilities and obligations. When teachers unite in a spirit of teamwork and mutual assistance, it helps alleviate some of the profession's inherent stresses. Fostering an environment where faculty support one another in navigating difficulties can help promote well-being and instructional excellence.

Organizational Commitment

The fact that a school achieves its aims effectively depends substantially on a high level of teachers' organizational commitment (OC). Thus, researchers have focused on antecedents and impacts of teacher OC. Although there are numerous definitions of OC in the literature, (Morrow 1983) describes it as the desire of an employee to stay in the organization and continue as a member by adopting the aims and values of the organization. Similarly, Gaertner and Nollen (1989) depict it as the desire of an employee to continue to work in the same organization, to take on the aims and values of the organization, and intention to become integrated with the organization without any financial worries. According to Reichers, (1985), it is the commitment of individuals to behavioral practices that is a result of attributing a committed attitude to themselves after performing intentional, clear, and irrevocable actions. Besides, Porter et al. (1974) offer a three-dimensional definition as follows: (a) belief in and acceptance of organizational aims and values, (b) desire to make an effort to achieve organizational goals, and (c) great ambition to continue organizational membership. However, our study is based on the conceptualization of Allen and Meyer (1990). For this reason, OC refers to a psychological contract that identifies the relationship of employees with the organization and influences the decision to stay in the organization (Meyer & Allen, 1991).

In their research, Allen and Meyer (1990) examined organizational commitment (OC) as a three-dimensional construct comprising affective, continuance, and normative commitment. Affective commitment refers to an employee's emotional attachment to the organization through identifying with, feeling a sense of belonging, and being involved. Employees with strong affective commitment remain with the organization because they want to do so (Wiener, 1982). Employees identify themselves with organizational goals and values. In fact, they have the feeling of organizational aims since they take pleasure in being a member of that organization (Gaertner & Nollen 1989). If an employee is committed to their organization, continuance commitment occurs voluntarily (Meyer & Allen, 1997). It has to do with the employees' belief that there will be a loss in their investment in the organization if they leave (Meyer et al., 1993). The possibility of losing their gains in case of leave makes employees dependent on the organization (Hrebiniak & Alutto 1972). Since employees think the possibility of paying dearly for leaving the organization is strong, they decide to stay in the organization, which is called continuance commitment (Blau & Boal 1987). On the other hand, normative commitment is described as the responsibility of continuance due to moral values. Indeed, employees continue because of loyalty and liability (Vanderberghe & Tremblay, 2008). It is more about the belief that committing to the organization is true and moral than individual commitment (Meyer & Allen, 1991). In other words, it is a matter of an employee's desire for affective commitment, need for continuance commitment, and obligation in normative commitment.

According to Huberman (1993), the OC of teachers is one of the most critical components of education and the success of schools. In fact, the literature proves that high teacher OC influences student outcomes. In this regard, Kushman (1992) provides evidence that teachers get involved in decision-making processes more effectively at schools where the OC of teachers is strong. Besides, it has been found that teachers with firm commitment serve students coming from disadvantaged backgrounds, display a learning-friendly school climate, care for student success, and put more effort into students' developing a positive attitude towards school (Firestone, 1996; Graham, 1996; Kushman, 1992; Louis, 1998). Although there is several research based on OC, some highlighted that teachers with great OC have job satisfaction (Anari, 2012; Bashir & Gani, 2020; Firestone, 1996; Karataş & Güleş, 2010; Malik et al., 2010; Zeinabadi, 2010) and high motivation (Ahluwalia & Preet, 2017; George & Sabapathy, 2011; Memişoğlu & Kalay, 2017). However, there is a relationship between teacher OC and academic optimism (Çoban & Demirtaş, 2011), quality of working life (QWL) (Louis, 1998), organizational trust perception (Yılmaz, 2008), and performance (Chughtai & Zafar, 2006; Istanti et al., 2020; Leithwood et al., 1994; Yao et al., 2020). Furthermore, genuine OC could be effective in shaping

perpetual improvement norms and cooperation at a school (Little, 1982; Little, 1990; Rosenholtz, 1985).

Turnover Intention

Teachers could leave their jobs or change their schools for various reasons. This brings about a serious risk to the achievement of school goals in which qualified and a sufficient number of human resources are vital. However, this process includes more than one step. Firstly, teachers have TI before they leave their jobs. Ajzen and Fishbein's (1980) precursor of actual behaviour is intention. In this study, TI refers to an employee's consideration of voluntarily ending their employment relationship with the organization they currently work for. TI encompasses thoughts about leaving the organization altogether and potentially quitting one's current profession or field to pursue an alternative career path outside one's existing line of work (Griffeth et al. 2000).

Teacher TI could have neutral, positive, and negative results at the organizational level. Such examples could be regarded as the positive impacts of TI (Beehr, 1995). On the other way round, TI could have negative results. In fact, teachers' having TI and leaving the job bring about a financial burden (Ingersoll, 2001). According to Ingersoll (2001), there are two types of turnover. While one type is called movers, the other is called leavers. Movers leave to work at another school. However, leavers quit teaching for real. Ingersoll (2001) also makes another classification as voluntary and nonvoluntary turnover. Voluntary turnover occurs due to mainly retirement, termination of the contract, or closure of the school. Yet, nonvoluntary turnover emerges in situations such as the cancellation of the contract of an employee.

According to the literature, the antecedents of TI could be analyzed under three headings. The first one of these is teacher background features which include age (Metzke, 1988; You & Conley, 2015), gender (Brownell & Smith, 1992), and ethnicity (Billingsley et al., 1995). The second one is work environment factors that include organizational support (Dawley et al., 2010), executive support (Maertz Jr et al., 2007), job design and teacher autonomy (Dysvik & Kuvaas, 2013), organizational culture (Song et al. 2011) and organizational communication (Heikonen et al., 2017). The third one is an affective reaction to work which is mainly composed of job satisfaction (Emoja, 2016; Kafumbu, 2019; Okubanjo, 2014), and organizational commitment (Finster, 2013; Chughtai & Zafar, 2006).

The Relationship between Collective Teacher Efficacy and Organizational Commitment

CTE is a multileveled variable. When CTE is strong, teachers put more effort into school achievement. They also have positive expectations for student success (Ross & Gray, 2006; Tschannen-Moran & Barr, 2004). This is actually related to their positive attitudes towards the school they work at. As a matter of fact, teachers have a high commitment to organizational values at schools where CTE is strong (Ross & Gray, 2006). Similarly, various studies displayed that there is a significant relationship between CTE and teachers' positive attitude towards their school (Cansoy et al., 2020; Fathi et al., 2018; Ware & Kitsantas, 2007). It is possible to say that the organizational commitment of teachers who believe that having competence as a teacher is an important factor in increasing the success of the students and who are confident in their own abilities is high (Coladarci, 1992). Hence, the researchers of the current study propose the following hypothesis:

H1= There is a positive relationship between collective teacher efficacy and organizational commitment.

The Relationship between Organizational Commitment and Turnover Intention

When teachers feel committed to their schools, it increases the school performance positively. Previous studies suggest that the higher OC teachers have, the higher their performance (Tolentino, 2013; Van Waeyenberg et al., 2022). Likewise, certain studies indicate a relationship between school culture and OC (Shaw & Reyes, 1992; Zhu et al., 2011). Thus, teachers with strong OC also display a higher level of organizational citizenship (Bogler & Somech, 2004). It is clear that OC is a positive predictor of positive teacher attitudes. However, a low level of OC has a negative impact. In this sense, it has been found that there is a negative relationship between OC and teacher TI (Aydoğdu & Asıkgil, 2011; Finster, 2013; Okubanjo, 2014). Hence, the researchers of the current study propose the following hypothesis:

H2= There is a negative relationship between organizational commitment and turnover intention.

The Relationship between Collective Teacher Efficacy and Turnover Intention

The literature illustrates that CTE is in relation to student and teacher outcomes, particularly with student success (Goddard et al., 2000). After all, it has been revealed that teachers have a positive attitude towards their schools and profession at schools with a high level of CTE (Choong et al., 2022; Vatou & Vatou, 2019). In this regard, various studies demonstrated the relationship between CTE and TI (Mattingly, 2007; Kolwyck, 2020; Høigaard et al., 2012). According to these studies, teachers do not want to leave their schools if the CTE is high. Hence, the researchers of the current study propose the following hypothesis:

H3= There is a negative relationship between collective teacher efficacy and turnover intention.

The Mediating Role of Organizational Commitment in the Relationship between Collective Teacher Efficacy and Turnover Intention

Previous studies on teachers showed that CTE increases the level of teacher OC (Ross & Gray, 2006; Tschannen-Moran & Barr, 2004). Similarly, a high level of teacher OC reduces teacher TI (Aydoğdu & Asıkgil, 2011; Finster, 2013; Okubanjo, 2014). In addition, various studies provide information about the negative relationship between CTE and teacher TI (Mattingly, 2007; Kolwyck, 2020; Høigaard et al., 2012). Therefore, it is obvious that the literature reveals a complex relationship among these three variables. In fact, we believe that OC could have a mediating role in the relationship between CTE and teacher TI. Hence, the researchers of the current study propose the following hypothesis:

H4= Organizational commitment has a mediating role in the relationship between collective teacher efficacy and turnover intention.

METHOD

Participants

The population of this study is 311.835 teachers working in 9180 state high schools in Türkiye during the 2021-2022 academic year (MoNE, 2021). While conducting this study, we complied with all local and national research ethics rules. Since it was not possible to reach the entire population, the research was conducted on a sample. Regarding the size of the target population, it was assumed that 384 people would represent the target population at a 95% confidence level (Anderson, 1990; Büyüköztürk et al., 2010). Thus, we decided that 384 teachers would represent this population with % 5 tolerance and a .05 significance level. Tabachnick and Fidell (2012) argue that the larger the sample size, the stronger the analysis and the smaller the standard error. Therefore, we have included more participants than the target sample size. We used stratified sampling to select the participants. In this sense, we based our sampling on the Nomenclature of Territorial Units for Statistics (NUTS), in which Türkiye is divided into 12

regions in terms of geographical, social, and financial similarities (Turkish Statistical Institute [TSI], 2021). As a result, we collected data from schools located in 12 different regions. The names of these regions and survey responses from them are as follows; TR1, İstanbul ($f=70$); TR2, West Marmara ($f=10$); TR3, Aegean ($f=52$); TR4, East Marmara ($f=15$); TR5, West Anatolia ($f=151$); TR6, Mediterranean ($f=48$); TR7, Central Anatolia ($f=58$); TR8, West Black Sea ($f=83$); TR9, East Black Sea ($f=18$); TRA Northeast Anatolia ($f=16$); TRB, Central East Anatolia ($f=24$); TRC, Southeast Anatolia ($f=62$). In this regard, one of the basic limitations of this study is the fact that the schools were closed due to COVID 19 Pandemic. Because of this, the data was collected through online tools with the approval and support of MoNE. Actually, Frippiat et al. (2010) indicate that online data collection ensures carrying out the research in a democratic manner and tracking the data easily. As a result, the study subjects were 607 teachers 396 of whom are female (65.2%), 211 of whom are male (34.8%); 446 of whom are married (73.5%), 161 of whom are single (26.5%); 466 of whom hold bachelor degree (76.6%), and 133 of whom hold graduate degree (23.4%). The average age of the participants is 40.52 and their seniority is as follows: 1-5 years, 351 (57.8%), 6-10 years, 110 (18.1%), 11-15 years, 123 (20.3%), 16-20 years, 94 (15.5%), 21 years and above, 202 (33.3%).

Measurement

The data for this study was collected through a survey comprising a chart for demographic information and three scales. Participants were asked to rate each item on a five-point Likert scale ranging from strongly disagree to agree strongly.

Collective Teacher Efficacy

The Collective Teacher Efficacy Scale (CTES) developed by Tschannen-Moran & Barr (2004) was used in this research to measure teachers' collective efficacy. CTES was adapted to Turkish by Erdoğan & Dönmez (2015). CTES was designed to measure two dimensions: 1-student discipline (6 items, e.g., "To what extent can school personnel in your school establish rules and procedures that facilitate learning?"); (2) teaching strategy (6 items, e.g., "How much can teachers in your school do to produce meaningful student learning?"). Confirmatory factor analysis (CFA) was used to examine the construct validity. The CFA results indicated an acceptable model fit ($\chi^2=254.756$, $df=51$, $p<0.01$, RMSEA=0.08, CFI=0.95, TLI=0.94). The Cronbach's alpha values of these dimensions in the present study were .87 and .89, respectively, indicating sound internal consistency.

Organizational Commitment

The Organizational Commitment Scale (OCS) developed by Meyer et al. (1993) was used in this study to measure teachers' organizational commitment. OCS was adapted to Turkish by Dağlı et al. (2018). OCS was designed to measure three dimensions: (1) affective commitment (6 items, e.g. "I would be very happy to spend the rest of my career with this organization"); (2) continuance commitment (6 items, e.g. "Right now, staying with my organization is a matter of necessity as much as desire"); (3) normative commitment (6 items, e.g. "I do not feel any obligation to remain with my current employer (R)"). CFA was used to examine the construct validity. The CFA results indicated an acceptable model fit ($\chi^2=612.984$, $df=129$, $p<0.01$, RMSEA=0.07, CFI=0.91, TLI=0.90). The Cronbach's alpha values of these dimensions in the present study were 0.87, 0.78, and 0.84, respectively, indicating sound internal consistency.

Turnover Intention

The Intent to Quit Scale (IQS) developed by Wayne et al. (1997) was used in this study to measure teachers' turnover intentions. IQS was adapted to Turkish by Küçükusta (2007). IQS was composed of one dimension and consisted of 3 items (e.g. "I intend to quit seriously my present job"). CFA was used to examine the construct validity. The CFA results indicated an acceptable model fit ($\chi^2=36.117$, $df=8$, $p<0.01$, RMSEA=0.07, CFI=0.98, TLI=0.97). The

Cronbach's alpha value of the scale in the present study was 0.89, indicating sound internal consistency.

Analytic Strategy

The data analysis process started with the analysis of descriptive statistics as to the study variables with SPSS 25 software. For that purpose, we first calculated the arithmetic mean and standard deviation of the variables. Then, we calculated Pearson correlation values among variables. After that, we conducted Structural Equation Modelling (SEM) with Mplus 8.4 software (Muthén & Muthén, 2017) in order to create the model and analyse the structural relations among variables. In this study, we tested the direct effect of collective teacher efficacy on intention to leave the job as well as its indirect effect through the mediating role of organizational commitment, controlling several teacher characteristics such as gender (Female=0, Male=1) and age (years). In addition, we used the bootstrapping method, suggested by Preacher & Hayes (2008) to obtain confidence intervals and significance levels for paths. For all analyses, we used robust maximum likelihood (MLR) as the estimator. We examined model fit with CFI, TLI, and RMSEA. CFI and TLI values of .90 or greater and .95 or greater indicate adequate and good fit respectively (Hu & Bentler, 1999). RMSEA values of .08 or less and .05 or less indicate adequate and good fit respectively (Hu & Bentler, 1999). The study data were collected from a single source (i.e. teachers). Therefore, we took certain steps to decrease common method bias (Podsakoff et al., 2012). In this context, we first performed a single-factor test suggested by Harman (1967). The analysis revealed that the items did not gather under a single factor. The first factor accounted for 31.5 % of the total variance (less than 50%). Moreover, the eigenvalue was found to be 6, which is above 1. This result showed that the data set did not have a threat of common method bias.

Research Ethics

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RESULTS

Reliability, Descriptive Statistics, and Correlations

Table 1 presents the descriptive statistics, measurement reliabilities, and intervariable correlations for the study's variables. The table includes the mean, standard deviation, Cronbach's alpha scores demonstrating internal consistency where applicable, and zero-order Pearson correlation coefficients for all variables. Examining this data provides insight into how the variables relate to each other as measured in this particular sample and study design.

Table 1*Means, Standard Deviations, and Reliability Measures (n = 607)*

Variables	M	SD	α	1	2	3	4	5	6	7	8
1. CTE	3.38	.60	.93								
2. SD	3.52	.62	.87	.94*							
3. TS	3.24	.65	.89	.95*	.79*						
4. OC	3.19	.68	.89	.43*	.41*	.41*					
5. AC	3.50	.90	.87	.44*	.43*	.40*	.87*				
6. CC	3.22	.81	.78	.32*	.29*	.31*	.88*	.60*			
7. NC	2.85	.67	.84	.34*	.31*	.33*	.83*	.55*	.65*		
8. TI	2.04	1.08	.89	-.30*	-.32*	-.26*	-.36*	-.38*	-.27*	-.25*	

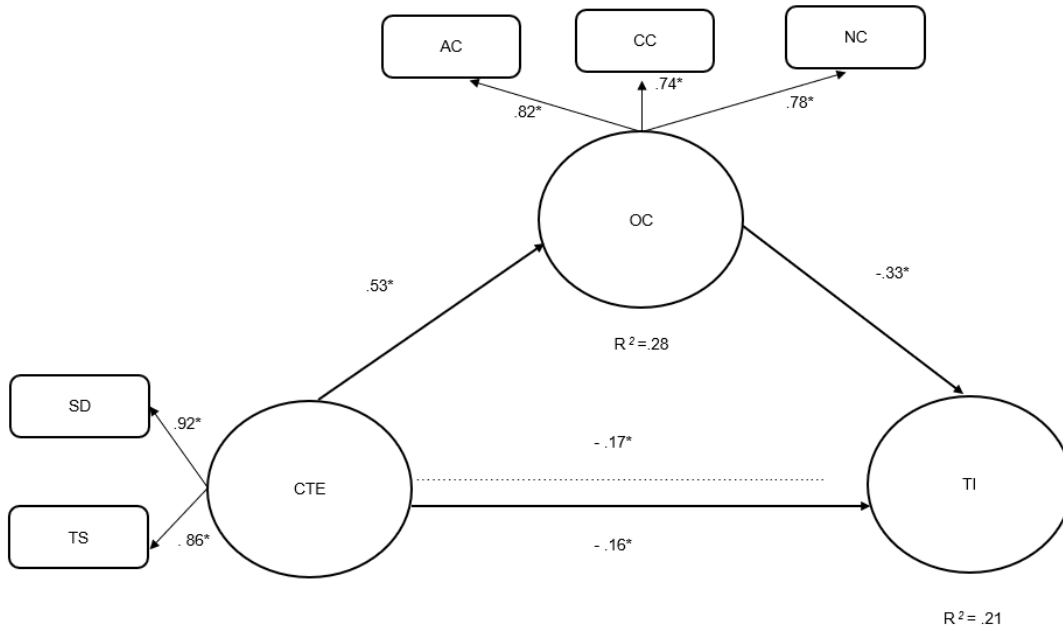
* $p < 0.05$

Abbreviations: CTE, Collective teacher efficacy; SD, student discipline; TS, teaching strategy; OC, organizational commitment; AC, affective commitment; CC, continuance commitment; NC, normative commitment; TI, turnover intention

Table 1 displays that the results of CTE (M= 3.38, SD=.60) and OC (M=3.19, SD= .68) suggest a moderate level. However, the mean of TI values corresponds to a low level (M=2.04, SD=1.08). Moreover, there is a moderate level of positive relationship between CTE and OC ($r = .43$, $p < .05$). Yet, the results of the analyses reveal a moderate level of negative relationship between CTE and TI ($r = -.30$, $p < .05$). Similarly, there is a moderate level of negative relationship between OC and TI ($r = -.36$, $p < .05$).

Structural model

The hypothesis of this study was tested with SEM. For this purpose, the first measurement model and then the structural model were evaluated (Anderson & Gerbing, 1988). The path diagram, path coefficient, and R2 values are displayed in Figure 2.

Figure 2*SEM Results** $p < .001$

We analyzed the goodness of fit values to identify if the structural model is validated or not (Hu & Bentler 1999). The results revealed that the model is at an acceptable level [$\chi^2= 33.437$; $df= 7$; $\chi^2/df= 4.77$; $TLI= .96$; $CFI= .98$; $RMSEA= .07$; $SRMR= .02$]. Thus, the conceptual model of the research was confirmed. According to these results, CTE predicts OC positively ($\beta=.53$, $SE= .05$, $p<.001$). However, CTE ($\beta= -.16$, $SE= .05$, $p<.001$) and OC ($\beta= -.33$, $SE= .04$, $p<.001$) predicts teacher TI negatively in a significant manner. After all, CTE explains 28 % of the variance in OC and OC estimates 21 % of the variance in TI, which supports the first, second and third hypotheses of the research.

Mediation Test

We performed bootstrap analysis using Mplus 8.4 to depict the mediating role of OC in the relationship between CTE and teacher TI. To evaluate the impact size, we grounded our research on Kline's (2013) classification in which 0.10-0.29 is regarded as small, 0.30-0.49 as mediocre and 0.50 over as high impact. Bootstrap analysis was carried out with 5000 sample at a confidence interval of 95 %. The results are illustrated in Table 2.

Table 2

The Mediation of Organizational Commitment on the Relationship Between Collective Teacher Efficacy and Intention to Leave

	β	Standardized Coefficients		95% Bootstrap CI		Sig
		SE	Z	Lower	Upper	
<i>Direct effect</i>						
CTE-OC	.53	.03	11.89	.50	.80	**
CTE-TI	-.16	.05	-5.23	-.61	-.14	**
<i>Indirect effect</i>						
CTE-TI	-.17	.03	-5.23	-.25	-.11	**
<i>Total effect</i>						
CTE-TI	-.33	.04	-7.67	-.44	-.26	**

Note: 5000 bootstrapped samples.

Abbreviations: CI, confidence-interval; CTE, collective teacher efficacy; OC, organizational commitment; TI, turnover intention

** $p<.001$; $n = 607$

As seen in Table 2, there is a weak but negative and statistically significant indirect effect of collective teacher efficacy on turnover intention ($\beta= -.17$, $p<.001$) as mediated by organizational commitment. This means that the increase in collective teacher efficacy leads to moderate improvement in organizational commitment, while a moderate increase in organizational commitment is associated with a slight decrease in turnover intention. Thus, the fourth hypothesis of the research is supported.

DISCUSSION

We investigated the mediating role of OC in the relationship between CTE and TI in this study. For this purpose, 607 high school teachers from 12 different regions of Türkiye participated in the study. The analysis revealed that CTE reduces teacher TI. This finding is compatible with the literature in that CTE contributes to all components of a school, particularly students and teachers (Choong et al., 2022; Goddard et al., 2000; Vatou & Vatou, 2019). Similarly, it supports the previous studies indicating that CTE diminishes teacher TI (Mattingly, 2007; Kolwyck, 2020; Høigaard et al., 2012). These studies generally affirm that teachers have less TI at schools where CTE is high. However, the results of our study conform with the literature illustrating the positive impacts of OC on school organization (Bogler & Somech, 2004; Shaw & Reyes, 1992;

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Tolentino, 2013; Van Waeyenberg et al., 2022; Zhu et al., 2011). In consequence, our study subsidizes the findings demonstrating the effects of teacher OC on schools. It specifically adds to the literature depicting that OC weakens teacher TI (Mattingly, 2007; Kolwyck, 2020; Høigaard et al., 2012).

It has been demonstrated by various studies that student success decreases as a result of teacher turnover (Ronfeldt, 2012; Ronfeldt, et.al., 2013; Ronfeldt & McQueen, 2017). It is inevitable for teachers to enter TI before making a turnover decision (Tett & Meyer, 1993). It has been demonstrated by certain studies (Huning et al., 2020; Liu & Onwuegbuzie, 2012; Pomaki et al., 2010; Ware & Kitsantas, 2007) that factors such as burnout, mobbing, and stress are associated with TI. In addition, it is supported by studies (Blau & Boal, 1987; Kolwyck, 2020; Tiplic, et.al., 2015) that teachers with high job satisfaction, organizational commitment, and organizational citizenship and happiness have relatively low TI levels. We also tried to fill the gap in the literature on how CTE and OC organizational commitment are in a holistic relationship with teacher TI.

Our study reports that CTE, directly and indirectly, lessens teacher TI. Accordingly, precautions that would strengthen CTE at schools are vital to reducing teacher TI. Besides, increasing OC would also contribute to this process positively. Indeed, previous studies suggest that various positive teacher attitudes and behaviors particularly job satisfaction, teacher well-being, OC, perceived organizational support, and organizational citizenship play an important role in lowering teacher TI (Blau & Boal, 1987; Breen, 2013; Finster, 2013; Qadach, et al., 2020; Ware & Kitsantas, 2007). Therefore, it is possible to improve the functioning of CTE in schools through studies on teachers' well-being and positive organizational outcomes. In addition, the financial and moral difficulties experienced by teachers who left the job, and the difficulties of preparing for a new work experience, suggest that turnover may have long-term consequences (Hakanen et al., 2006; Nieto, 2003). Considering the studies showing that the performance of teachers with high OC is also high (Tolentino, 2013; Van Waeyenberg et al., 2022), if teachers who avoid facing these difficulties work without being committed and professional, this will negatively affect student success (Tschannen-Moran & Barr, 2004). From this point of view, we supported the literature in that increasing the CTE will reduce the intention to leave the job. Therefore, policymakers need to develop strategies that teachers can use to increase CTE and reduce TI. In this sense, our study contains findings that will attract the attention of practitioners. However, there are various limitations of this research. First of all, it is conducted in the form of a cross-sectional design due to which the data was collected at one time. Thus, future researchers could undertake longitudinal studies. Similarly, it could be conducted at the beginning of the school year to depict the temporal changes in teacher TI (Hill et al. 2012). Besides, the main limitation of this study is that it is one-level research. In fact, CTE is naturally a school-based variable. Therefore, future studies on the effect of CTE on teacher TI could be conducted with the use of multi-level designs (Bryk & Raudenbush 1992). One another limitation of this study is that the study group was only teachers. However, future studies could include school managers. Lastly, countries in the east where power distance is low (Hofstede 1991) such as Türkiye have centralist education systems. Thus, it is not proper to generalize the results of the study to Western countries. Thus and so, comparative studies could be done in various cultures and contexts. Moreover, power distance could be taken as a moderating variable in such studies. CTE could be regarded as one of the significant instruments to be used in reducing teacher TI. The lower the teacher turnover rate the healthier the organizational, managerial, and educational activities at a school. It is obvious that this would subsidize achieving organizational and educational goals. Thus, this finding of the study could lead the policymakers and leaders in educational institutions. Policies and practices encouraging CTE increase the commitment of teachers and make them stay at their schools and work more productively and efficiently.

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As the authors, we do not express any support or gratitude towards the conduct of the research.

Statement of Contribution Rate

The authors of the study contributed equally to all processes of the research.

Declaration of Conflict of Interest

We have no conflict of interest to disclose.

Statement of Publication Ethics

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GENİŞLETİLMİŞ ÖZ

Introduction

Öğretmenlerin işten ayrılma niyeti, eğitimde çok yönlü sorunlar ortaya çıkarmakta ve giderek küresel bir tehdit haline gelmektedir (Hong, 2010). Önceki çalışmalar öğretmenlerin işten ayrılma niyetlerinin eğitim ve öğretimin kalitesini düşürdüğünü göstermiştir (Ingersoll, 2001). Bu nedenle öğretmenlerin işten ayrılma niyetlerinin öğrenci başarısını önemli ölçüde etkilediği bulunmuştur (Ronfeldt vd., 2013). Ayrıca işten ayrılma niyetlerinin yüksek olduğu okullardaki öğretmenlerin psikolojilerinin olumsuz olarak etkilendiği de iddia edilmektedir (Ronfeldt vd., 2013). Nitekim bazı araştırmalar (Hakanen vd., 2005), işten ayrılan öğretmenlerin yeni bir iş bulmak için çok fazla çaba harcadıklarını ve bu dönemde duygusal sorunlarla uğraşmak zorunda kaldıklarını ortaya çıkarmıştır. Öğretmenlerin işten ayrılma niyetlerini etkilemesi muhtemel değişkenlerden biri kolektif öğretmen yeterliliğidir (Høigaard vd., 2012). Kolektif öğretmen yeterliliği ve işten ayrılma niyeti arasındaki ilişkiyi detaylandıran az sayıda çalışma olmasına rağmen, bazı alanlarda daha fazla ve daha derin araştırmalar yapılması gerekmektedir. İlk olarak, önceki araştırmalar kolektif öğretmen yeterliliğinin öğrenci ve öğretmen sonuçlarıyla, özellikle de öğrenci başarısıyla ilişkili olduğunu kanıtlamaktadır (Goddard vd., 2000). Eğitim yönetimi araştırmalarına göre, kolektif öğretmen yeterliliği düzeyleri yüksek olan okullardaki öğretmenlerin mesleklerine yönelik olumlu tutumlara sahip oldukları belirlenmiştir. Ancak öğretmenlerin kolektif öğretmen yeterliliği yüksekse öğretmenler okuldan ayrılma niyetinde olmaktan kaçınılmaktadırlar (Vatou & Vatou, 2019). Kolektif öğretmen yeterliliğinin çeşitli öğretmen tutumları üzerindeki etkilerine yönelik çalışmaların sayısının artmasına rağmen, işten ayrılma niyeti ile ilişkisi üzerine sınırlı sayıda araştırma yapılmıştır (Høigaard vd., 2012). Ancak kolektif öğretmen yeterliliği ile öğretmen tutumları arasındaki ilişkilere çeşitli bireysel ve örgütsel değişkenlerin aracılık ettiği rapor edilmiştir (Fathi vd., 2018). Öğretmenlerin örgütsel bağlılığı, kolektif öğretmen yeterliliği ile öğretmen tutumları arasında aracılık yapan değişkenlerden biridir (Cansoy vd., 2020). Ancak literatürde örgütsel bağlılığın kolektif öğretmen yeterliliği ile öğretmenlerin işten ayrılma niyetleri arasındaki ilişkiye aracılık edip etmediği konusunda bir boşluk vardır. Bu boşlukları doldurmak için bu çalışma, öğretmenlerin örgütsel bağlılığının aracılık rolüne odaklanarak, Türkiye'deki kolektif öğretmen yeterliliği ile öğretmenlerin işten ayrılma niyetleri arasındaki ilişkiyi incelemiştir. Buna göre, bu çalışma özellikle aşağıdaki iki araştırma sorusunu ele almaktadır:

1. Kolektif öğretmen yeterliliği ile öğretmenlerin işten ayrılma niyetleri arasında nasıl bir ilişki vardır?
2. Öğretmenlerin kolektif öğretmen yeterliliği ile işten ayrılma niyetleri arasındaki ilişkide örgütsel bağlılığın aracılık rolü var mıdır?

YÖNTEM

Bu araştırmanın evrenini 2021-2022 eğitim-öğretim yılında Türkiye'deki 9180 devlet lisesinde görev yapan 311.835 öğretmen oluşturmaktadır (MEB, 2021). Araştırmanın evrenini %5 hata payı ve 0,05 anlamlılık düzeyinde 384 öğretmen temsil etmektedir. Bu çalışmanın verileri demografik bilgiler içeren ve üç ölçekten oluşan sorular toplanmıştır. Ölçek maddeleri her bir maddeyi, kesinlikle katılmıyorum'dan kesinlikle katılmıyorum'a kadar uzanan 5'li Likert ölçeğindedir. Kolektif Öğretmen Yeterliliği ölçeği Tschannen-Moran ve Barr (2004) tarafından geliştirilmiş, Erdoğan ve Dönmez (2015) tarafından Türkçeye uyarlanmıştır. Örgütsel bağlılık Meyer ve diğerleri (1993) tarafından geliştirilmiş, Dağlı ve diğerleri (2018) tarafından Türkçeye uyarlanmıştır. İşten Ayrılma niyeti Wayne ve diğerleri (1997) tarafından geliştirilmiş, Küçükusta (2007) tarafından Türkçeye uyarlanmıştır.

Veri analizi sürecine, çalışma değişkenlerine ilişkin tanımlayıcı istatistiklerin SPSS 25 programı ile analiz edilmesiyle başlanmıştır. Bu amaçla öncelikle değişkenlere ait aritmetik ortalama ve standart sapma hesaplanmış, daha sonra değişkenler arasındaki Pearson korelasyon değerleri

hesaplanmıştır. Ardından modeli oluşturmak ve değişkenler arasındaki yapısal ilişkileri analiz etmek amacıyla Mplus 8.4 yazılımı (Muthén & Muthén, 2017) ile Yapısal Eşitlik Modellemesi (SEM) gerçekleştirilmiştir.

Sonuçlar

Mevcut çalışmada kolektif öğretmen yeterliğinin doğrudan ve dolaylı olarak öğretmen işten ayrılma niyetini azalttığını söylemek mümkündür. Buna göre okullarda kolektif öğretmen yeterliğini güçlendirecek önlemler, öğretmen işten ayrılma niyetlerini azaltmak için önemli görülmektedir. Ayrıca örgütsel bağlılığın artırılması da bu sürece olumlu katkı sağlayacaktır. Aslında önceki çalışmalar, başta iş tatmini, öğretmen refahı, algılanan örgütsel destek ve örgütsel vatandaşlık olmak üzere çeşitli olumlu öğretmen tutum ve davranışlarının öğretmenlerin işten ayrılma niyetlerini azaltmada önemli bir rol oynadığını ileri sürmektedir (Blau & Boal, 1987; Finster, 2013; Qadach, et al., 2020). Bu nedenle öğretmenlerin refahına ve olumlu örgütsel sonuçlara yönelik çalışmalarla okullarda kolektif öğretmen yeterliğinin işleyişinin iyileştirilmesi mümkündür. Ayrıca işten ayrılan öğretmenlerin yaşadıkları maddi ve manevi zorluklar ve yeni bir iş deneyimine hazırlanmanın zorlukları, işten ayrılmanın uzun vadeli sonuçlar doğurabileceğini düşündürmektedir (Hakanen vd., 2005). Örgütsel bağlılığı yüksek olan öğretmenlerin performanslarının da yüksek olduğunu gösteren araştırmalar (Van Waeyenberg vd., 2022) dikkate alındığında, bu zorluklarla yüzleşmekten kaçınan öğretmenlerin özverili ve profesyonel olmadan çalışmaları öğrenci başarısını olumsuz yönde etkileyecektir (Tschannen-Moran ve Barr, 2004). Bu açıdan bakıldığında kolektif öğretmen yeterliğinin artırılmasının işten ayrılma niyetini azaltacağı yönündeki literatür ile mevcut bulgular örtüşmektedir. Bu nedenle politika yapıcıların öğretmenlerin kolektif öğretmen yeterliğini artırmak ve işten ayrılma niyetlerini azaltmak için uygulanabilirliği yüksek stratejiler geliştirmeleri gerekmektedir. Bu anlamda mevcut çalışma uygulayıcıların dikkatini çekecek bulgular içermektedir.

Bu çalışmanın temel sonucu, kolektif öğretmen yeterliğinin doğrudan ve örgütsel bağlılık yoluyla öğretmenlerin işten ayrılma niyetlerini azaltmaya katkıda bulunduğunu göstermektedir. Bu anlamda kolektif öğretmen yeterliği, öğretmenlerin işten ayrılma niyetini azaltmada kullanılabilecek önemli araçlardan biri olarak değerlendirilebilir. Öğretmen devir hızı ne kadar düşük olursa, bir okuldaki yönetim ve eğitim faaliyetleri o kadar sağlıklı olur. Bunun örgütsel ve eğitimsel hedeflere ulaşmayı destekleyeceği açıktır. Dolayısıyla çalışmanın bu bulgusu eğitim kurumlarındaki politika yapıcılara ve liderlere yol gösterebilir. Kolektif öğretmen yeterliğini teşvik eden politika ve uygulamalar öğretmenlerin bağlılığını artırarak onların okullarında kalmalarını, daha verimli ve istekli çalışmalarını sağlamaktadır.

Tartışma ve Öneriler

Mevcut araştırmanın çeşitli sınırlılıkları vardır. Öncelikle verilerin tek seferde toplanması nedeniyle kesitsel desen şeklinde yürütülmüştür. Böylece gelecekteki araştırmacılar boylamsal çalışmalar yapabilirler. Benzer şekilde, yeni araştırmalar öğretmen işten ayrılma niyetlerindeki zamansal değişiklikleri belirlemek için okul yılının başında yapılabilir (Hill vd., 2012). Ayrıca bu çalışmanın en önemli sınırlılığı tek düzeyli bir araştırma olmasıdır. Aslında kolektif öğretmen yeterliği doğal olarak okul temelli bir değişkendir. Bu nedenle, kolektif öğretmen yeterliğinin öğretmen işten ayrılma niyeti üzerindeki etkisine ilişkin gelecekteki çalışmalar çok düzeyli analizlerle gerçekleştirilebilir (Bryk & Raudenbush 1992). Bu çalışmanın bir diğer sınırlılığı ise çalışma grubunun yalnızca öğretmenlerden oluşmasıdır. Ancak gelecekteki çalışmalara okul yöneticileri de dahil edilebilir. Son olarak doğuda Türkiye gibi güç mesafesinin az olduğu ülkeler (Hofstede, 1991) merkeziyetçi eğitim sistemlerine sahiptir. Bu nedenle çalışmanın sonuçlarının batı ülkelerine genellenmesi doğru değildir. Böylece farklı kültür ve bağlamlarda karşılaştırmalı çalışmalar yapılabilir. Ayrıca bu tür çalışmalarda güç mesafesi düzenleyici değişken olarak alınabilir.