Universiti Utara Malaysia

PROFESSIONAL LEARNING COMMUNITY, TEACHERS' SELF-EFFICACY TOWARDS TEACHER JOB SATISFACTION AMONGST TEACHERS IN PHYSICAL EDUCATION IN IRAQ

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Abstrak

Teori kepuasan kerja menyarankan bahawa kepuasan kerja adalah hasil kejayaan seseorang melaksanakan kerja yang ditetapkan, manakala teori efikasi kendiri pula menegaskan bahawa kejayaan seseorang dalam melaksanakan tugasnya adalah kerana mempunyai tahap efikasinya yang tinggi, dan untuk meningkatkan efikasi kendiri, guru hendaklah mengikuti program latihan dalam perkhidmatan seperti komuniti pembelajaran profesional (PLC). Namun begitu, kajian lalu di Iraq gagal menemui dapatan yang menunjukkan PLC mempengaruhi efikasi kendiri dan kepuasan kerja guru, serta efikasi kendiri guru sebagai mediator kepada hubungan antara PLC dengan kepuasan kerja guru. Oleh itu, kajian ini dilakukan untuk mengenal pasti hubungan antara komuniti pembelajaran profesional, efikasi kendiri dan kepuasan kerja guru, serta efikasi kendiri guru sebagai mediator kepada hubungan antara komuniti pembelajaran profesional dengan kepuasan kerja guru. Reka bentuk tinjauan dan korelasi digunakan yang melibatkan seramai 265 orang guru pendidikan jasmani daripada empat wilayah di Iraq dipilih secara rawak sebagai responden kajian ini. Sebanyak tiga soal selidik piawai iaitu Pentaksiran Komuniti Pembelajaran Profesional-Semakan (PLCA-R), Skala Efikasi Kendiri Aktiviti Guru Pendidikan Jasmani (PETPAS), dan Kepuasan Kerja Pengajaran (TSS) digunakan untuk mengukur komuniti pembelajaran profesional, efikasi kendiri dan kepuasan kerja guru. Semua soal selidik diterjemahkan ke bahasa Arab dengan menggunakan kaedah terjemahan balik. Ujian rintis menunjukkan semua alat ukur versi terjemahan mempunyai tahap kebolehpercayaan yang tinggi. Korelasi Pearson dan regrasi pelbagai telah digunakan menguji hipotesis kajian. Keputusan kajian mendapati komuniti pembelajaran profesional berkorelasi secara positif dengan efikasi kendiri dan kepuasan kerja guru. Kajian juga mendapati efikasi kendiri guru adalah pengantara yang signifikan kepada hubungan antara komuniti pembelajaran profesional dengan kepuasan kerja guru. Kajian ini telah menyumbang kepada perkembangan teori kepuasan kerja guru, efikasi kendiri guru, dan PLC dalam konteks sektor pendidikan di Iraq. Kajian ini mencadangkan untuk meningkatkan kepuasan kerja guru, efikasi kendiri guru hendaklah dipertingkatkan dan untuk mempertingkatkan efikasi kendiri guru, komuniti pembelajaran professional hendaklah dijalankan dengan tekal.

Kata kunci: Komuniti pembelajaran profesional, Efikasi kendiri guru, Kepuasan kerja, Guru pendidikan jasmani.

Abstract

The job satisfaction theory makes proposition that job satisfaction is the result of a person's success in performing the job, while the self-efficacy theory asserts that the success of a person in performing his duties is due to the high level of efficacy, and to increase the level of self-efficacy, teachers need to attend in-service training such as professional learning community (PLC) programme. However, past studies in Iraq failed to show that PLC is affected teachers' self-efficacy and job satisfaction, as well as teachers' self-efficacy as mediators for the relationship between PLC and teachers' job satisfaction. Therefore, this study was conducted to determine the relationship between PLC, teachers' self-efficacy and job satisfaction, and self-efficacy as mediator for the relationship between PLC and job satisfaction. A survey and correlational design was utilized involving 265 physical education teachers from four Iraq provinces selected randomly as respondents in this study. Three standardized questionnaires namely, Professional Learning Communities Assessment-Revised (PLCA-R), Physical Education Teachers' Physical Activity Self-Efficacy Scale (PETPAS), and Teaching Satisfaction Scale (TSS) were used to measure PLC, teachers' self-efficacy, and job satisfaction. All questionnaires were translated into Arabic language using back-translation method. Pilot study showed that the translated version of questionnaires was highly reliable. Pearson correlation and multiple regressions were used to test the hypotheses of the study. Result revealed that PLC was positively related with self-efficacy and job satisfaction. The study also found that self-efficacy was a significant mediator for relationship between PLC and job satisfaction. This study has contributed to the development of job satisfaction, teachers' self-efficacy, and PLC theories in the context of education sector in Iraq. This study recommends that in order to increase teachers' job satisfaction, teachers' self-efficacy need to heighten, and to increase the level of teachers' self-efficacy, PLC need to be conducted consistently.

Keywords: Professional learning community, Teachers' self-efficacy, Job satisfaction, Physical education teachers.

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بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيمِ

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List of Abbreviations

PLC   Professional Learning Community

PE   Physical Education

PA   Physical Activity

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Iraq, since the Mesopotamian government, has been well-known as a country of great civilization because of the existence of a sound educational system (Mhadi, 2000). In those eras the government pays special attention to education system because education will generate civilization. But because of constant warfare in Iraq has led to the fall of a civilization and resulted in the destruction of the education system (Al-Haderai, 2015; Ranjan & Jain, 2009). Apart from that the schools established in Ottoman era was restrict to small group of wealthy elite, whilst the poor people study in Kutab. Al-Kutab teaches individuals only on reading and writing (Mhadi, 2000). During this period, physical education (PE) has not yet become a subject in schools. Only in 1924 physical education (PE) was introduced as a subject in Iraqis' schools, and later in 1935 physical education (PE) curriculum was established (Klial, 2010). However, physical education subjects were not assessed for their effectiveness and to make it worse, the PE classes was conducted by non-qualified teachers (Klial, 2010). In the year 1954, the higher education institutions were given responsiblity to train physical education teachers and later in 1979 the specialization course for PE teachers was introduced (Al-Rawy, 1997; Klial, 2010).

Unfortunately, Iraq-Iran war in 1980-1988 and followed by Gulf War, and later the economic sanctions in 1990s have caused the Iraq country to become poor and

consequently had effected the development of modern system in teacher training (Al-Hamday, 2013; Kilal, 2010; Unicef, 2014). These complicated events affected the education budget and the government has changed the priorities of spending (Al-Hamday, 2013; Klial, 2010; Kumar & Jain 2009; Unicef, 2014). Consequently, the institution of education training and development which was established to improve teachers' skills, knowledge and experiences, curriculums and educational materials had been stopped (Sabhan & Al-Hadethy, 2014; Unicef, 2014). Moreover, the economic sanctions affected the quality of educational institutions, curriculum development, teachers' competencies development, and reduce teachers' salary scheme. Apart from that, the effect of poverty, the Iraq teachers become isolated due to the difficulty in communication with peers in or out of Iraq because of poor internet service, and difficulty in accessing books and teaching materials. These factors made teachers dissatisfied with their job (Al-Hamday, 2013; Alwan & Fowad, 2009; Unesco, 2003). Hence, teachers' level of job satisfaction decreased and consequently it affected teachers' performance (Al-Mintafjy, 2010; Unesco, 2003; Unicef, 2014).

Teachers' job satisfaction is one of the critical factors for school to achieve high performance. Hoy and Miskel (1996) mentioned that the school need to develop a situation for teachers to be satisfied with their works because a happy teacher is a productive teacher. Klecker and Loadman (1996) argued that job satisfaction is considered as the main factor in developing quality of teaching and teacher keep their class active. According to Lise and Timothy (2004) and Perie, Bakre and Witherenor (1977) job satisfaction was strongly related to motivation to work and fulfilment of educational requirement. Sargent and Hannum (2005) confirmed that increasing the job

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satisfaction permits to achieve wanted outcome because the satisfaction to the job influences the motivation and commitment towards achieving desired goals because motivated and committed teachers always consider using new and proven methods of teaching, and patiently with students learning in the classroom. On the other hand, if teacher is dissatisfied, it may result into the feeling of a high stress, absence from work, uncommitted, and withdrawal behaviour (Rune, Rnune & Kari, 2012). Additionally, teachers with high levels of job satisfaction tend to be more committed to work and to school, and these behaviors affect excellent work performance (Ferudun & Onur, 2015). Furthermore, Andre (1996) and Joseph (2010) concluded that job satisfaction has been shown to have a noticeable positive effect on teacher performance. Therefore it is fair to claim that job satisfaction is an important factor in the progress of the school. Although teachers' job satisfaction is vital for increasing school performance, but how to make teachers satisfied with their works?

Previous studies have shown that two categories of factors that affect job satisfaction, namely 1) external factors which involves students involvement in classroom activity, students response to teachers teaching, students achievement in learning (Lee, Bedrick & Smith 1991); and 2) internal factors which comprise of teacher conception about support from administration, school resource and relation with staff (Klassen & Ming, 2010). All these factors affect the feeling of being able to do the task effectively in whatever circumstances, or in other the feeling of self-efficacious. Gibson and Dembo (1984), and Ashton and Webb (1986) argued that teachers with high self-efficacy will decrease the level of stress and consequently increase teachers job satisfaction decreased. Al-Mintafjy (2010), Unicef (2014) and Unesco (2003) argued that to put the education

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system back on the right track as existed in previous decades, the Iraq country needs more teachers who were efficacious in their field.

Self-efficacy or the feeling of confident to tackle problems while performing tasks in any circumstances (Bandura, 1982) is essential for improving student and school performance (Bandura, 1982). Teachers with high level of self-efficacy have significant behaviors and perform significant actions when dealing with students with learning disabilities (Aston & Webb, 1986; Gibson & Dembo, 1984). Jeraled (2007) stated that teachers possessing high sense of self-efficacy exhibit high level of planning and organization, openness to new ideas, willingness to test new knowledge, and exercise minimal criticism to students when errors are made. However, Pintrich (2000) mentioned that if teacher with low self-efficacy has the feeling of stress or anxiety while performing teaching, a negative thought or feeling that can impair teacher's memory and ability to teach. Furthermore, teachers with high self-efficacy often look happy, healthy, flexible and eager to work hard (Protheroe, 2008). Hence, it could be concluded that a relationship occur between job satisfaction, self-efficacy in teaching profession (Sezgina & Erdogan, 2015). Apart from that, Chemers and May (2000), and also Huber and Morrison (2006) mentioned that many previous studies conducted throughout the world found a positive relationship between self-efficacy and students achievement. Based on previous studies, there is no doubt that teachers self-efficacy is important to the improvement of student performance, but in Iraq, the level of teachers self-efficacy is at low level. Although teacher's self-efficacy is vital in improving students' performance, but how does self-efficacy of teachers can be developed and sustained?

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According to self-efficacy theory, teacher's self-efficacy can be developed and sustained through training, experience of mastery, vicarious experience or modeling, social persuasion, feedback, sharing knowledge, and doing work cooperatively (Ashton & Webb, 1986; Bandura, 1982; Gibson & Dembo, 1984). Training, social persuasion, feedback, sharing knowledge and doing work cooperatively can be done through professional learning community (PLC). Hord (1997) argued that the implementation of PLC will expand teachers' knowledge and develop teachers' skills in a short period of time. Furthermore he argued that new experiences will also be gained especially for novice teachers (Hord, 1997). Another important feature in adopting PLC in school relates to the time allocated to discuss (one hour every week) allocated for the teachers to meet in order to assess students works and achievement. This has helped teachers in getting a clear vision towards preparing a new strategy for future plan, select precise aims and increasing the outcome of students (Hord, 1997).
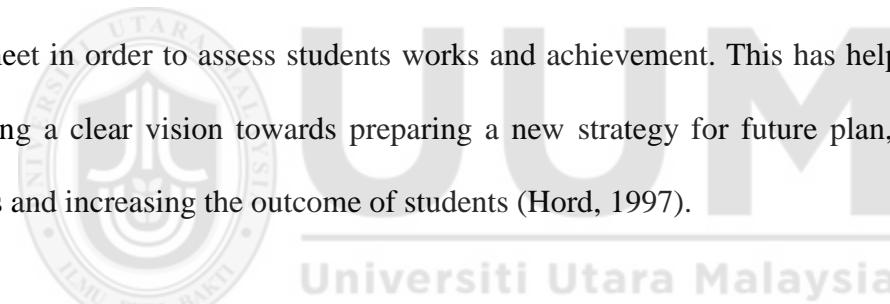
Given that professional learning community (PLC) is an effective method in increasing teachers' self-efficacy and consequently teachers' job satisfaction, starting from 2003 professional learning community (PLC) was established in Iraq as a new avenue to retraining in-service teachers. This effort is to equip teachers with new methods and skills in teaching, and to enable teachers to face a continuous need of students and curriculum changes (Baddea & Mohammod, 2009). This effort is necessary as it moves from a passive and imperfect professional development to an active based teaching environment and supportive peers in PLC (Chelsea, 2014).

In addition, it was argued by Borko (2004) that PLC will enable teachers to keep up the changes and development in technique and methods of teaching during the service. Apart from that PLC will provide a platform for teachers to work in cooperative manners with colleague, to develop learning process, and in return the outcome of the teachers and the students learning will be improved (Baddea & Mohammod, 2009). Alwan and Fowad (2009) mentioned that those experts in their field in Iraq education system will be called to become facilitators for professional learning community schools, and those who needed to develop and enhance their knowledge skills and methods will also be called to attend the PLC sessions.

Furthermore, Jennifer and Diane (2010) lauded that PLC has a positive influence on professional development. This is achieved through collaborative inquiry; teachers explore view, idea, and current practice and discuss evidences about student learning with peers and experts. This setting allows teacher to make new plans, adopt new strategies and focus on the needs of the students. This serves as a motive on which Iraq supervision adopts this approach that allows teachers to improve plan and strategy of teaching through PLC, which facilitates the new skill acquisition, skill practices and disposition which has positively impacted the students and teachers performance (Sallam, Jaff & Hassan, 2008).

Stepine, Elise, Robine and Danielle (2008) argued that PLC provides incentive for teachers to perform to make them become more powerful to inspire their students. It allows peers to share their knowledge, discussion, data analysis, assessment, belief, feeling and values. Thus, teachers must move from their isolation and comfort zone to

build PLC (Wood, 2007). Without involving actively in continuous professional development, long time and extra effort are needed for a new teacher to become a professional teacher. Teacher that adopted PLC in school are more actively productive in reading article, sharing information in conferences, conveyance of new expertise to his school, visiting another schools, making the discussion about difficulties and how to cope with it. This effort was benefitted to teachers in becoming effective teachers (Association for Sport and Physical Education, 2007).

Since PLC is beneficial for teachers to be effective, the PE teachers was encouraged to engage actively in this professional learning community (PLC) in same schools with others teachers from different disciplines, and from same discipline from others schools, as well as called to established forums in order to communicated with colleagues from within and out of Iraq to obtain new knowledge in order to upgrade PE teachers' skills (Massah & Tahssen, 2005).

1.2 Problem Statement:

Iraq before the invasion of the United States is a country that is comparable to other under developed countries of the world, especially in economics and the prosperity of its people (Dakik, 2010). The education development is amongst a wonderful aspect (Sabhan & Al-Hadethy, 2014). However, after the invasion, Iraq was destroyed from all sides; economic, social and education (Rhama, 2015). In the field of education, just beginning the year 2003, an attempt to make Iraq education system at par to other countries in the world had taken place (Al-Hamday, 2013; Unicef, 2014). This effort

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arises because it is believed that education is a platform that can provide the necessary human resources to cope with future economic, political and social challenges (Mohammad, 2011). One of the planned efforts is to make teachers as a productive agent to fulfil the needs of the country by producing the country's human resources needed (Baddea & Mohammad, 2009). In order to make teachers more productive one of the elements to be taken into consideration is to increase the level of teacher satisfaction (Sallam, Jaff & Mohammad, 2008) because satisfied teachers are productive teachers (Hoy & Miskel, 1996).

Studies conducted in the field of job satisfaction and productivity found that, happy workers were also productive workers (Chamundes, 2013; Hoppock, 1935; Kyriacou, 2001; Locke, 1970; Hoy & Miskel, 1996; Mehdi, Mehdi, Langerod, & Amir, 2013; Rune, Rune & Rundsli, 2012; Wage & Simatwa, 2014). But in Iraq, the level of PE teachers' job satisfaction was far beyond satisfying level (Mona, 2011; Qudsia, 2012; Waheed, Bilal, & Saif, 2014). In consequence, producing the low level of performance in teaching PE classes (Al-Azawy, 2012; Al-Hajaj, 2011; Omer, 2011; Shapp & Hammad, 2010;), and because of this reason the majority of students not attended PE classes because students were not interested in joining the PE classes (Global School Health Survey (GSHS), 2012; Mohammad, 2011; Saad & Hussan, 2009).

Why the PE teachers producing low level of performance? There were many reasons for low level of PE teachers' performance in teaching and conducting PE classes (Al-Hajaj, 2010; Fallah, 2012). But the main reason is PE teachers are not competence in conducting PE classes (Bader, 2011; Rasul, 2014). They are conducting classes without

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passion due to inability in making the classes attractive and enjoyable to students, and they are doing the job for the sake of doing job given to them (Sacar, 2014). In short, PE teachers are not competence (Bader, 2011, Fallah, 2012; Scara, 2014). Competencies are the accumulations of knowledge, skills, and attitudes (Argyris, 1965). In other word, PE teachers do not possess self-efficacy (Ali, 2006; Sahood, 2013). Teacher's self-efficacy refers to the belief of their ability to conduct teaching effectively and successfully in whatever conditions (Bandura, 1985). To those with high self-efficacy, they will teach students with full of confident, and always try to find out new methods and solutions, but to those with low self-efficacy, they will tend to avoid facing the difficult situations and always blame others for their failure in teaching (Gibson & Dembo, 1984).

How to increase teacher's self-efficacy? Theories suggested that to increase teachers self-efficacy, the teachers must be provided with competency courses, principals or senior teachers provide teachers with feedbacks of their teaching, assist them, share knowledge and experiences, and provide them with experience (Bandura, 1985). One of the programs that can be used to increase teacher's self-efficacy is professional learning community (PLC) (Woolfolk-Hoy, 2002; DuFour, 2004; Weather 2009). PLC is referred to group of actions include convey diverse of knowledge, skill, and methods of teaching as well as professional applying to these methods; this actions carrying out through trusty and positive social environment, these environment has effect on boost sense of self-efficacy (DuFour, 2004; Hord, 1997). Although there is an attempt by the schools to provide a learning programmes for teachers in Iraq (Al- Mintafjy, 2010; Al-Hamday, 2013; Uncief, 2014), but PLC in Iraq cannot be proven as a platform to increase PE teachers self-efficacy and consequently to increase job satisfaction level of PE teachers,

due to lack of research attempted to examine the relationship between PLC, teacher's self-efficacy and job satisfaction amongst PE teachers in Iraq (Al-Sudany, 2006; Al-Badery, 2007; Hakmet, 2009).

Although, past researches in Western suggested that PLC is one of the dominant factors in increasing teachers efficacy (Anthony, 2011; DuFour, 2004; Hord, 1997; NCTE, 2006;) and both affected job satisfaction of teachers (Annenberg Institute, 2012; Capara, Barbaranelli, Steca, & Malone, 2006; Donna, 2011; Saj & Sriaj, 2015; Woolfolk, Hoy & Davise, 2006), but due to the lack of research in Iraq in the field (Al-Dwan, 2011; Al-Jassany, 2012; Mahwy, 2012), the issues related the relationships between PLC, self-efficacy, and teachers job satisfaction is still inconclusive due to the theory of PLC, self-efficacy and job satisfaction was originally developed in Western. Dimmock and Walker (2000), and Shahin and Wright (2004) cautioned the educational practitioners to test the theories before adopting the theories in other situations. Since the issues related to the relationship between PLC, PE teachers' self-efficacy, and PE teachers job satisfaction is still unanswered and inconclusive in the context of Iraq education situations, then a further research need to be conducted to answer the issues.

1.3 Research Objectives

This research is conducted to achieve the following objectives:

i.   To identify the levels of professional learning community (PLC), teachers' self-efficacy and teachers' job satisfaction in Physical Education Colleges in Iraq.

ii. To examine the relationships between professional learning community (PLC), teachers' self-efficacy and teachers' job satisfaction in Physical Education Colleges in Iraq.

iii. To analyze the teachers' self-efficacy as mediator of the relationship between professional learning community (PLC) and teachers' job satisfaction.

iv. To determine which dimension of professional learning community (PLC) and teachers' self-efficacy is a significant predictor to job satisfaction.

1.4 Research Questions

This research conducted to answer the following questions:

i. What is the level of professional learning community (PLC), teachers' self-efficacy and teachers' job satisfaction in Physical Education Colleges in Iraq?

ii. What is the relationship between professional learning community, teachers' self-efficacy and teachers' job satisfaction?

iii. Is teacher's self-efficacy the mediator of the relationship between professional learning community and teachers' satisfaction?

iv. Which dimension of professional learning community and teachers' self-efficacy is a significant predicator to teachers' job satisfaction?

1.5 Hypotheses of the Study

The following hypotheses were formulated to test at .05 level of significance.

H$_0$1   There is no relationship between professional learning community and teachers'
         self-efficacy.

H$_0$2   There is no relationship between professional learning community and teachers'
         job satisfaction.

H$_0$3   There is no relationship between teachers' self-efficacy and teachers' job
         satisfaction

H$_0$4   teachers' self-efficacy is not the mediator of the relationship professional
         learning community and teachers' job satisfaction.

H$_0$5   Dimensions of professional learning community and teachers' self-efficacy is not
         a predictor to teachers' job satisfaction.

1.6 Conceptual Framework of the Study
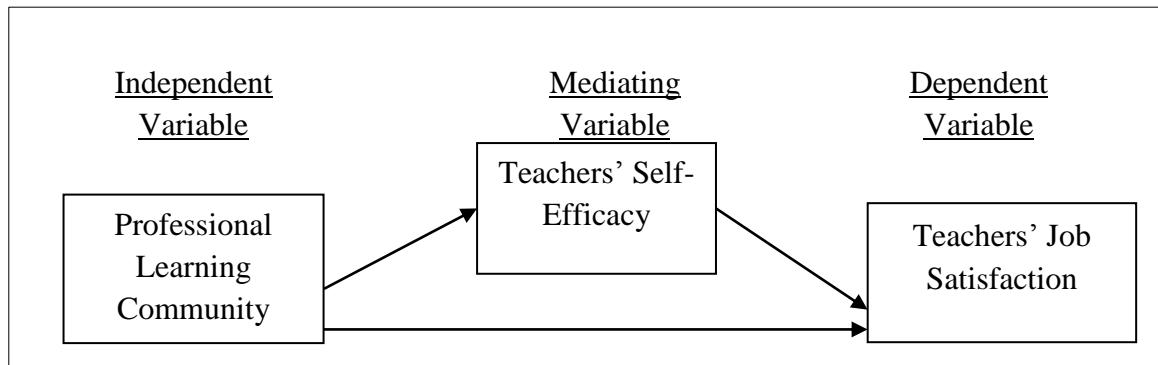
Figure 1.1. Conceptual Framework of the Study

Figure 1.1 illustrates the conceptual framework of this study. Professional Learning
Community (PLC) is independent variable, Teachers' Self-Efficacy is mediating

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variable and Teachers' Job Satisfaction is dependent variable. The first theory used to develop conceptual framework of the study was based on social cognitive theory developed by Bandura (1977). Self-efficacy is defined as people's belief in their capacity to execute behaviors and actions necessary to produce specific performance (Bandura, 1977). Self-efficacy reflects confidence in the ability to exert control over one's own motivation, behavior, and social environment. It also impact how people feel, think, motivate themselves and behave in such a way to overcome the problems facing by them in order to achieve goals (Bandura, 1997).

Self-efficacy theory assumes that a sense of satisfaction towards work is due to the ability to overcome the problems or obstacles encountered during the work done, and the ability to handle obstacles is a result of experiences, modeling, learning and knowledge that is sufficient (Bandura, 1977). Previous studies found self-efficacy were related to job satisfaction (Caprara, Barbaranelli, Steca, & Malone, 2006; Gkolia, Belias, & Koustelios, 2014; Hoy & Davis, 2006; Klasse & Chiu, 2010; Mensah & Lebbacus, 2013; Woolfolk & Hoy, 1990).

Furthermore, self-efficacy theory emphasizes that one's ability to overcome the obstacles faced during the assignment is due to past experience, modeling, training, guidance and feedback from partners and management (Gibson & Dembo, 1984). All this can be done through the implementation of internal training as suggested by the professional learning community concept (Hord, 1997). Hord (1997) concluded that the PLC's environment has an effect on self-efficacy.

Weathers (2009) studied and identified the relationship between the components of the PLC and the teachers' self-efficacy. Moreover, the PLC programs have assisted physical education teachers to exit from isolation to collaborative work and moved them forward with favorable beliefs about their own capabilities (Beddoes, Prusak, & Hall, 2014). Woolfolk-Hoy and Davis, (2006) explained that self-efficacy is developed in the working environment and requires social collaboration and teamwork. This environment gives the individuals respect and recognition with the influence of self-efficacy in his environment by providing good job satisfaction.

Besides, the PLC is not only affected teachers' self-efficacy, but also teachers' job satisfaction. Sai and Sriaj (2015) found that the PLC in schools was affected teachers' satisfaction. Eaker, Dufour and Dufour (2002) found that PLC provides the opportunities for collaborative work and gives the teachers a feeling of support that improves their job satisfaction. Apart from that Wilim and Varner (2012) argued that when teachers involved in the decision-making process, one of the aspects contained in the PLC, it will lead to an increase in the level of their motivation and self-efficacy, whereas excluding a teacher from this process will lead to a decrease in motivation and self-efficacy. As a result, these factors lead to the diminishing of the teachers' job satisfaction. Usop, Askander, Kadtong and Usop (2013) in their study noted that job satisfaction was affected by PLC in the school.

The second theory used to develop conceptual framework of the study was based on theoretical framework suggested by Baron and Kenny (1986) which stated that when the variable A has an effect on the variables B and C, as well as variable B has an effect on

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variable C, then the variable B can be considered as mediating variables for the relationship between variables A and variable C.
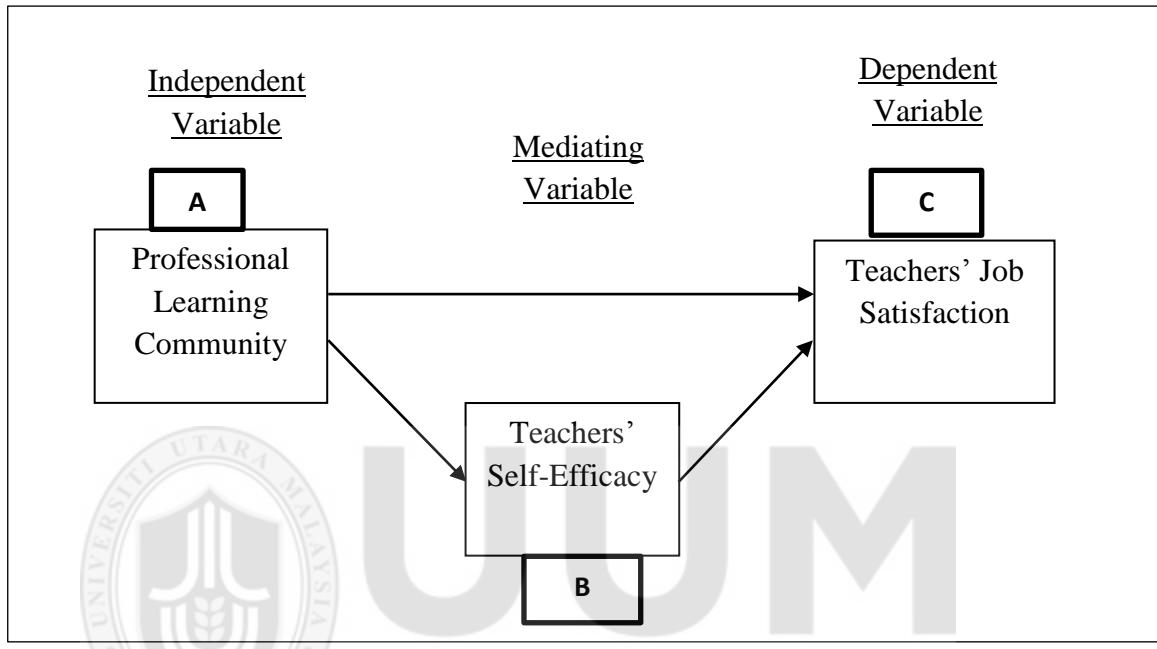
Figure 1.2. Theoretical Framework of the Study

Past researchers found that professional learning community (PLC) has an impact on individual's self-efficacy and also to the job satisfaction of someone (Anthony, 2011; Beauchamp, Klassen, Parsons, Durksen, & Taylor, 2014; Caprara, Barbaranelli, Steca, & Malone (2006); Eaker, Dufour & Dufore, 2002; Sai & Sriaj, 2015; Weathers, 2009; Hoy & Davise, 2006; Hoy & Hoy,1990). In addition, the results of the study also showed that self-efficacy affects a person's job satisfaction (Capara, Barbaranelli, Borgogni & Steca, 2003; Gkolia, Belias, & Koustelios, 2014; Klasse & Chiu, 2010; Mensah & Lebbacus, 2013). Apart from that, Saks (1995) found that self-efficacy is a mediating variable for the relationship between training and job satisfaction. Judge,

Jackson, Shaw, Scott, and Rich (2007) suggested that self-efficacy is a mediator for the relationship of personality and performance. Also, study conducted by Nielsen, Yarker, Randall, and Munir (2009) found that self-efficacy is a mediator for the relationship between transformational leadership and job satisfaction. Based on that premise this study postulated that self-efficacy is a mediator for the relationships between professional learning community and job satisfaction. This hypothesis will be tested using hierarchical regression analysis.

1.7 Significance of the Study

Adult and teenager agree that PE should be compulsory in school, since it enhances the activeness and student's health in building social skills as well as physical strength and coordination. It also enhances team sport participation and discipline among students towards enhancing their future work and social life (National Association for Sport Health Education, DASH, 2003). PA will never be adopted in the student life if a positive attitude towards it is not given throughout their educational school years. Also student attitudes and habits are shaped throughout their time at school (Stelzer et al., 2004).

This study will be helpful in providing opportunities and providing encouraging the students, especially those students with health issues such as obesity, overweight and diabetes to control their health issues through physical exercises. This is supported by the Australian Independent Sport Panel (2009); Australian Government Preventative Health Task Force (2010) which appealed for more allocation of time for physical education and sport within school as a way to improve the national health condition.

Furthermore, disease control and prevention (DC, 1997) believed that PE is necessary and essential for students at every grade. Hence, PE has the potential to make unique contribution to the education of all learners and could improve cognitive, social, emotional and physical development (Sang & Wi-yowing, 2012; Calfas & Tylor. 1994).

School is a unique environment where teacher can develop health related activities and assessment programs to promote proper activity and assess the physical well-being of children (Sang-Yeob & Wi-Yowing, 2012). Therefore, this study will be significant in relieving the students of stress. As stress has a relationship with physical fitness activities (Emily et al., 2015).

Primary and secondary school students in Iraq are deprived of PA in school because PE classes are usually neglected by the teachers and after school due to the war crisis in Iraq (Wifa, 2011).

Effective PLC enables educator to develop knowledge, skills, practice and disposition needed to help student to learn at high level (Stephanie, Elise & Robine, 2008). Iraq government after (2003) has made reformation in education sector by emphasizing the use of PLC as a new dimension to create new environmental support for teachers towards enhancing their performance (Al-Wkia Al- Iraqi, 2013). However, little study has focused on the impact of PLCs in Iraq schools (Minaf, 2013). Therefore, this study will add to the existing literature in the aspect of physical education and PLCs within the context of Iraq.

Self-efficacy represents some desirable characteristics such as demonstration of social interaction skills, high self-esteem, lower anxiety and greater perceived problem solving effectiveness (Skaalvik & Skaalvik, 2010). People with high self-efficacy are more likely to succeed in managing their job and setting motivation goals and such people are expected to achieve positive outcomes as a result of their effort through adopting approach to problems and finding solutions. However, people with low sense of self-efficacy tend to avoid difficult problems task and as a result their commitment to their goal is weak (Atilgan, 2014).

Self-efficacy is an important influence on achievement in variety of setting including education, health, sport and business (Bandura, 1997). Teacher's self-efficacy influence their teacher's behavior and student achievement and motivation. When teachers possessed a high level of self-efficacy, they will be able to build significant objective for teaching and managing their class with high confidence and control. This characteristic made self-efficacy as one of the important factors to improve teaching process (Atilgan 2014).

In addition, the impact of job satisfaction on the achievement of student was investigated by Aikaterini, Dimitrios, and Athanasios (2014). They found a direct impact between job satisfaction and student achievement, when job satisfaction increases, the outcome of job will also increase. Tagreed (2013) stated that teachers' level of job satisfaction influences students' education outcomes. Therefore, this study will enhance the understanding of the complex nature of job satisfaction, which will help educational officials in putting policies in place to improve teacher working conditions. Therefore, it

is important to understand the factors affecting teachers; perceived success, either positively or negatively (Amy et al., 2011).

1.8 Operational Definitions

1.8.1 Professional Learning Community (PLC): There are many definitions of professional learning community. However for this study professional learning community is referred to providing a structure for ongoing continuous professional development for teachers by the school management to share knowledge, experiences and collaboratively conducting action research related to teaching and learning for the purpose of improving students learning and achieve better results for the students they serve (Olivier, Hipp, & Huffman, 2003). PLC consists of five elements namely; shared and supportive leadership, shared values and vision, collective learning and application, shared personal practice, and supportive conditions (Olivier, Hipp, & Huffman (2003). For the purpose of measuring PLC for this study, Professional Learning Community Assessment-Revised (PLCA-R) refined by Olivier and Hipp (2010) was used. Originally the questionnaire was developed by Oliver, Hipp, and Huffman (2003).

1.8.2 Self-Efficacy: Although there are many definitions for self-efficacy, but for this study, self-efficacy is referred to confidence in using time, place and institutional facilities in conducting physical education class to make the students enjoy the physical education class as defined by Martin and Kulinna (2003). This definition is used by Martin and Kulinna (2003) in developing Psychical

Education Teachers' Self-Efficacy Instrument (PETPAS) to measure self-efficacy of physical education teachers. The PETPAS consist of four dimensions namely, efficacy in controlling student involvement in physical education class, efficacy in using time allocated for conducting physical education class, efficacy in using space for physical education class, and efficacy in collaboration with other teachers, suppliers, and supporters in conducting physical education class.

1.8.3   Job Satisfaction: In this study, job satisfaction is similar to the concept of teaching satisfaction adopted by Ho and Au (2006). Although there are many definitions of job satisfaction proposed by scholars, but in this study, the term job satisfaction is referred to definition provided by Ho and Au (2006: p. 172) as "a function of the perceived relation between what one wants from one's job and what one perceives teaching as offering or entailing. This is the product resulting from attitudinal and affective responses of teachers". However, Ho and Au (2006) defined job satisfaction based on Locke's (1969: p. 316) concept of job satisfaction as "the pleasurable emotional state resulting from the appraisal of one's job as achieving or facilitating one's job values". For the purpose of measuring job satisfaction of physical education teachers in this study, the Teaching Satisfaction Scale developed by Ho and Au (2006) use used. This questionnaire is a global measure of job satisfaction.

1.9 Assumptions and Limitations of the Study

Although some detailed steps have been taken to ensure that this study is the best, there are some assumptions and limitations of the study that need to be noted as researchers cannot control and avoid completely.

The first assumption of the study is related to response of respondents toward questionnaires used in this study. Although the questionnaires were translated carefully using methods of translation as proposed by Brislin (1970), and clearly instructed respondents to provide an honest response, but researcher cannot completely control the behavior of respondents. Therefore researcher only assumes that the respondents involved in this study have responded honestly.

The second assumption is about the selection of respondents of the study. The target population of this study was physical education teachers from four provinces located in the southern Iraq namely; Bassra, Nesserite, Maysan, and Diwaniya who attended the PLC at school level in 2012-2017. In order to identify the teachers who attended the PLC program, researchers asked the Directorate of the provinces to provide the names of teachers who attended the PLC program. As researchers did not have full authority to control the respondents' selection process by the Directorates, the researcher assumed that the selected respondents are composed of PE teachers who have participated in the PLC program. Another assumption is on the schools that implement PLC. Since researcher depend solely on the information given by the Directorates of the provinces, and then researcher assumed that the data given by Directorates are correct.

Furthermore, in the process of conducting this study, one aspect of the assumption is related to the survey instrument used in this study. As this study fully utilized questionnaires that developed and tested entirely in foreign cultures that differ from the Iraq culture, but before collecting data, the questionnaires have been tested the reliability of the questionnaires in Iraq. Therefore the researcher assumes that all questionnaires used in this study can be measured well the variables studied. It is important to note that if other questionnaires are used, the findings may differ from this study. Therefore the findings of this study should be interpreted cautiously.

Regarding the limitations of the study, the first limitation of the study is related to the population of the study. This study only involved the schools and teachers in four provinces in Iraq, namely Bassra, Nesserite, Maysan, and Diwaniya. Therefore it is unfair to generalize the results of the study to the whole of Iraq. Also Iraq war crisis may have influence on the mood of the respondents, as such, the teachers may not interact seriously when answering the items of the questionnaires.

In relation to data analysis, it is important to note that this study was conducted solely using quantitative approach utilizing Pearson correlation, hierarchical and stepwise regression analyses. Therefore, the findings may differ if using other statistical analysis such as Partial Least Squares (PLS) or Structural Equation Modeling (SEM).

1.10 Summary

The main purpose of this study is to determine which dimension of professional learning community (PLC) and teachers' self-efficacy is a significant predictor to job satisfaction. Additionally, this study also intends to identify whether teachers self-efficacy is a mediating variable to the relationship between the PLC and the satisfaction of PE teachers in Iraq. These goals arise because issues related to PE teachers' job satisfaction are not yet fully answered. In this study PLC is independent variable, teachers' self-efficacy is mediating variable and teacher job satisfaction is dependent variable. This study used the self-efficacy theoretical framework developed by Bandura (1977) and mediator analysis model suggested by Baron and Kenny (1986).

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The main objectives of this study were to examine the relationships between professional learning community (PLC), teachers' self-efficacy and teachers' job satisfaction in Physical Education Colleges in Iraq, to analyze the teachers' self-efficacy as mediator of the relationship between professional learning community (PLC) and teachers' job satisfaction, and to determine which dimension of professional learning community (PLC) and teachers' self-efficacy is a significant predictor to job satisfaction. In order to fulfil the requirement of this chapter, the theories and the findings of empirical studies related to the variables studied is reviewed. Therefore, this chapter reviews the theoretical and empirical studies that are related to the professional learning community (PLC), self-efficacy and job satisfaction.

The first section focuses on Iraq's education system, teachers training system, and PLC's activities in Iraq. The second section reviews the concept of the PLC, its characteristics, impediments and strategy to overcome the weaknesses in the PLC, the importance of establishing the PLC and the roles of teachers and principals in the PLC. The third section discusses the concepts and theories of self-efficacy. Moreover, it also discussed some empirical studies on self-efficacy and its influence on the teaching process. The fourth section discusses the theory of job satisfaction and its consequences. Finally, this chapter highlights some of the findings of previous studies on the effects of the PLC on self-efficacy and the teachers' job satisfaction.

2.2 The Iraq Education System

The education system of Iraq is under the supervision and control of the central government. This is based on Iraqi Law No. 22 of 2011. The main focus of the law is to provide all the necessary policies on how the education system of Iraq should be administered and implemented. On this matter, the Iraq Constitution stipulates that the education ministry should be divided into two ministerial. The first one, a pedagogical ministry, is responsible for overseeing the affairs of Iraq's three-level education system and they are the primary, middle and higher schools of education. In addition, it is also the duty of the pedagogical ministry to supervise vocational education which is equivalent to the higher school level of education. The second education ministry, the ministry of higher education, formulates and implements policies pertaining to higher education in Iraq. It oversees the administration of educational policies in Iraq universities and other educational institutes that fall within the category of higher education. However, this study will not elaborate on the second ministry. The focus of the present study is mainly on the pedagogical ministry which oversees the teaching and learning in Iraq. Most of the discussions below about the constitution are sourced from the Al-Waqayie Al-Iraq magazine of 2011.

In line with Article (1) of the Iraq Constitution, the main responsibilities of pedagogical ministry are to manage, implement, legislate and oversee all activities pertaining to the achievement of the educational objectives of the Iraq government. In such instances, the minister who is in charge of the ministry is expected to be well-educated and should at least possess a degree at doctorate level. In short, it is the responsibility of the minister

to carry out all activities of the ministry as stipulated in the Iraq Constitution. In Article 2 of the Iraq Constitution, the stated goals are: to produce Iraqis that sincerely believe in the ethics and values of the society; guiding students to shun all acts of intolerance and discrimination that may undermine the security of Iraq which is in tandem with the Iraq Constitution; guiding students to open their minds to contemporary knowledge in science and development; developing the creative capabilities of Iraq students for growth enhancement; and to make education available to all Iraq citizens regardless of their ethnic or tribal affiliations.

Pertaining to Article 3, the ministry's stated goals are: to come up with plans to attain the overall development of the educational system and dialogue with educational experts on the need to identify the educational priority of each province in Iraq after discussing with specialists and identify the educational needs of each provinces; it is the responsibility of the Minister to oversee the supervision of all educational plans; developing programmers to train and develop teachers, superintendents and staff in service and this must be in coordination with the higher education ministry and experts in programming; the curricula should be prepared and updated regularly especially in an urgent situation; the evaluation and examination procedures must be designed in order to allow for psychological counseling; the expansion of physical education and art classes; and the use of modern scientific innovation should be encouraged in order to ensure that the cooperation with expert institutions will lead educational advancement (Iraq Education Ministry, 2012).

Besides that, Article 5 of the Iraq Constitution also states that the person appointed as a director or deputy director should possess a bachelor's degree level. Such a director supervises and implements these polices of the ministry to achieve the desired goals and objectives in each of Iraq's provinces. Each directorate has a superintendent specializing in a subject and he may visit schools without giving any prior notification. This is done in order to ensure that implementation of the ministry's goals are achieved in all schools. The inspector who visits the school will normally be knowledgeable in the subject area of the inspection (Al-Waqayie, 2014, 2011). In addition, Article 8 of the Iraq Constitution elaborates on the required period of study for all stages of education in Iraq. Primary school students are expected to spend at least six years in school and the age of the students at the time of enrolment should be seven years. Whereas for the middle school, the students are required to spend three years at this level and it is mandatory for the student to possess a primary school certificate before he is allowed to enter a middle school. In the case of the higher school, the student should pass his/her middle school examinations before he can enter a higher school. It should be noted that this is the last stage that the pedagogical ministry is involved (Al-Sameray, 2007).

Moreover, Article 23 of the Iraq Constitution stipulates the requirements and qualifications under which one may be employed as a teacher. To be appointed as a teacher, one need to possess a university education and one is allowed to retire after 25 years in service or on reaching the age of 60. Article 26 also states clearly the credit hours expected of each teacher and pinpoints the reward and bonus for any additional work done. The article also states that all teachers ought to co-operate with the authority

figure with a view to achieve educational objectives and goals of the Iraq government (Mhjob, 2013).

2.3 Professional Learning Community (PLC)

2.3.1   The Concept of the Professional Learning Community

The concept of the professional learning community (PLC) indicates a strong social relationship among the teachers as professionals. This implies that these relations are directed towards teachers' learning. This concept focuses on some of the necessary features needed to activate this community (Warren, 2006) and they are: 1) Shared values and purposes that encompassed shared beliefs in teaching a special subject; 2) Collective focus on liability for students' learning and well-being; 3) Cooperative and consistently endeavors to enhance students' learning; 4) Practices that support teachers in learning through involvement in social activities such as observation, problem-solving, mutual advice and supporting each other; and 5) Collective decision about the practices, curricula and school policies.

DuFour (2005) refers PLC to a process of retraining of teachers' through sharing experiences and methods of teaching for students' learning. Ray (2007) mentioned that PLC focuses on teachers' practices and on how to contribute to the development of the teacher's skills and knowledge, thus transferring this knowledge to the students in schools on the sharing of values and responsibilities, receiving feedback, observation and discussions in a trusty milieu that will become the cornerstone for success in this project. This concept focuses on three ideas; 1) the member in the PLC should secure the

students' learning, 2) reinforce a collaborative culture inside the school and coordinate between the teachers' and schools' goals, and 3) emphasizes on the sharing of values and responsibilities and commitment to enhance the students' learning (Ray, 2007).

2.3.2 The Emergence of the Professional Learning Community

The educational process can be reformed in order to upgrade the educational (DuFour, 2004). From this statement it can be seen that the PLC appears to upgrade the teachers' abilities and their educational outcomes. The PLC adopts an assumption that develops the students' achievement and teachers' performance which has been strongly linked to the building of teachers' skills tailored to the needs of students in learning (DuFour, 2004). The data related to the progress of students performance is obtained from the schools is used to understand the problem facing by students, and then the experience teachers in handing such problems will share with other teachers. Later hopefully the teachers who received the new methods will use in their teaching.

In the nineteen seventies, teachers were involved directly in activities at school level to develop the lesson plan and methods of teaching (Bolam, 1977). This trial presents some new projects like thinking about and solving the problems of the school. In 1978 school creativity appeared (CERI, 1978) and then self-evaluation which is a new project that concentrated on the modeling of practices in order to upgrade the teachers' ability to face the never-ending needs of the schools and students (McMhanon et.al, 1987).

Bolam et al. (2005) conducted numerous pilot projects on new approach of in-service training for teachers, but it was not successful. These trials of training reform did not

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achieve the results they wanted, and teachers were still not collaborating to each other. Collaborative learning and the school's workplace attracted significant attention from the policy-makers and these two projects depended mainly on the mutual experience between the teachers in some of the schools. These projects did not give them the results they were looking for and the design of the projects did not produce an environment which in practice supported teamwork.

"Learning organization" emerged as a new term which aimed to develop work inside an organization. This term encourages workers to enhance their experiences and encouraged teachers to adopt new settings and workers to collaborate with each other (Senge, 1990). Hara (2009) stated that there are two kinds of organizations; the first one strives to develop staff through special programs connected with specific needs, while the second kind strives to generate knowledge. He explained that there are two kinds of knowledge, namely explicit knowledge which is available to everybody and can be accessed from the source. On the other hand, workers can also gain extra knowledge from practical experiences and this is called tacit knowledge and this is described as a wealth of knowledge. The learning organization must exploit this knowledge to generate new knowledge and this tacit knowledge can be expanded through the social environment and then developed by collaborative effort.

Hara (2009) presented a concept of community practice and this term is predicated on the assumption that learning takes place in a social environment, where the individuals discuss with each other in the workplace about their tacit knowledge, and the sharing of this knowledge contributes to a rise in individual learning. (Wenger, 1996) stated that

the concept of community practice is based on two points: establishing a natural relationship between the workers; and the creation of a social environment that will prompt workers to discuss any inter-related knowledge between them.

Hara (2009) said that the social learning environment will reinforce the collective effort to allow the grouping of knowledge and to arrange it. This knowledge will constitute the basic data to select the aim and strategies to develop the outcomes. For it to be worthwhile, this environment needs the individuals to aspire to develop their own personal knowledge and to prepare the milieu to prompt individuals to show that this knowledge depends on the organization's administration.

Lave and Wenger (1991) expounded that instituting social relations between members of organizations cannot come from the issuance of an order for workers for their organization is responsible for creating a special environment which prompts workers to find this social relationship. A social environment that is conducive to learning occurs in two ways namely formally and informally. Moreover, the individuals can gain information and learning at any time and this process will make learning easily and fully available for people to develop themselves and the organization (Rohleder et al., 1996).

Lave and Wenger (1991) identified that the social learning environment is important in helping the novice members to develop their competencies faster and then used it for the benefit of children. Hord (2000) stated that PLC is derived from three projects employed in the school, collaborative learning the model of learning organization. However, Bolam et al., (2005) and also Newman and Wenlage (1995) indicated that the

the successful implementation of PLC in education need an environment of trust because this type of environment will encourage teachers to work together and support each others in doing their duties (Hord, 2000). Kirwan (2013) explained that there is a strong link between learning and reflection, action and emotion. The action takes place under a social milieu which will enhance the individuals' learning exercise and increase the individual's perception about them, and this will also positively influence individual performance.

Stewart (2014) compared continuous professional development programs with the PLC. The continuous professional development programs often focus on specific goals and guide teachers during a specific duration and place to learn the contents of the curricula and also provide them with specific skills. Thus, these programs do not help the teachers to acquire significant skills or knowledge while the PLC provides the needs to reform the teachers' performance and the students' achievements. The PLC reduces the teachers' isolation and motivates peers support which involves the teachers' collaboration, thus promoting the teachers knowledge, skills and strategies as well as the collection of data and analyzing it collaboratively which can result in significant performance.

Stewart (2014) stated that the PLC contributed to the development of the teachers' characteristics, received feedback and to opine in the social periphery to assist teachers in the acceptance of this feedback and then use it to develop their performance. Mindich and Lieberman (2012) explained the effects of the PLC on the teachers' identity, craft,

moral and artistic. The study revealed that the PLC changed these aspects and recommended to invest PLC with new educational policies.

Hord (1997) stated that in his experience many individuals who were interested in education endeavored to reform the education status. But, the PLC appears to be a drastic shift because it boosts the teachers through collaborative thinking, analysis and planning, as well as get rid of tradition bound isolation which has restricted the teachers' progress. Joyce and Showers (2000) proclaimed that implementing the PLC in schools ensured the teachers development by approximately 90 percent as compared to traditional programs which only enhanced the teachers' performance by approximately 5 percent. DuFour (1991) highlighted the key role of sharing knowledge and practice in a social environment and showed that this state will enhance the teachers' capabilities, contrary to the teachers' isolation which weakens the teachers' knowledge and effort and further hinder the students' progress. This study earned the PLC considerable attention in the realm of education.

2.3.3 The Ideal Characteristics of the PLC

The ideal characteristics of the PLC were discussed in some studies. The studies agreed on some traits such as the sharing of criteria and values, reflection, dialogue, sharing practices, concentration on students' learning and collaboration (Hord, 2000, Kruse & Bryk, 1959; Melanie, 2000). Bolam et al. (2005) suggested that other traits like openness, trust, support, partnership, inclusive membership, sharing criterion and value founded a vision for the school teachers were important factors to be considered in planning and implementation of PLC, because these traits will form a common ground

for the outline of school plans and this plan will tackle many problems stemming from the needs of the school.

Mark (1996) found that there was a sizable effect from the sharing of criteria and norms in the teachers' learning throughout the social environment. He also said that the activating of the PLC factors supported the teachers' ability in professional development and in job control. Moreover, the individual experience about classroom management will expand and the dialogue among colleagues will motivate the teachers to develop both their knowledge and experience (Glazer, Abbott & Harris, 2004). This discussion will focus on the problems that impede educational progress, student's learning, new knowledge and experience and this will leverage both teachers and students' performance (Bolam et al., 2005. Kurse et al., 1995). Sharing practice refers to the process whereby professional teams are gathered to assess the teachers' professional performance and conduct reflective discussions to support the teachers' performance (Hord, 1997; Louis et al., 1996). Hipp and Huffan (2003) stated that sharing practice will catalyze the teachers to interact with and observe each other, analyze outcome data and give feedback to enhance the students' learning. Rosenholtz (1989) claimed that involvement in a collaborative environment will prompt the expression of opinion about many issues in school or the learning and educational process. Furthermore, this will also reduce isolation which limits the teachers' knowledge and skills as compared to when there is collaboration within the team.

The PLC allows a teacher to visit a classroom, when his colleague is teaching, to observe each other and make collaborative efforts to shape educational plans and meet

frequently at a specific time in order to constitute a basic ground for a collaborative team (Louis & Mark, 1996). The PLC focuses on two aspects to fulfill its aim: firstly, to develop the teachers' skills, knowledge and performance; and secondly, to develop the learning conditions (Bolam, 2003, Hord et al., 2000). Kruse and Marke (1996) indicated that the schools that used the PLC showed positive outcomes and it created a link between real life and education which catalyze the students to learn individually and collaboratively. The PLC also helped in the students' performance and thus enabled them to reach the required norms.

These term collaboration is strongly connected to the PLC and they refer to the spectrum of the teachers' activities, sharing of plans and data, and so forth (Hord, 1997). Huffment et al. (2003) mentioned that cooperation between teachers helps to obtain information, strategies, skills and various sources, solve problems and improve learning opportunities. Bolam et al. (2005) explained that there are also extra characteristic such as openness, creating social learning amongst teachers, and visiting other schools to see new experiences. Thus, the features will be utilized in two ways; to increase the teachers' knowledge and to create more collaboration among the teachers and these features will help to sustain the PLC.

The essential components of successful in the PLC implementation are mutual respect and support. Those factors will affect the feeling of comfort and those factors will appear during honest discussions among members, mutual classroom visits, and they can share ideas openly, and it will boost the teachers' confidence when they carry out their duties (Bolam et al., 2005). Hord (2004, 2000) stated that the PLC is designed to sustain

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the idea of the teachers' continuous learning. This idea will help to develop the teachers' information knowledge, skills as well as the students' learning.

In order to be success in PLC implementation, the PLC needs special requirements. The needs include the physical milieu, communication means, and number of time of meeting. Furthermore, there are also some social requirements such as trust, teacher support and shared leadership responsibility. There is also a need to prepare an ideal schedule that includes the time to meet the teachers to discuss about their collective concerns of the educational problems and student's progress, and making time for the professional community to establish grounds for other activities (Louis et al., 1996).

Beside this, the teachers need a specific area to meet and discuss about the common issues, to prepare a room that is separate from the classroom and allocate time for the meeting that will support an effective dialogue among teachers (Kruse et al., 1995). Glazer et al. (2004) mentioned that the meeting amongst teachers inside an educational institute will enhance a collaborative environment among the teachers. Bryk et al., (1999) found out that schools with 350 students can establish a robust PLC and the success of the teachers' performance is imputed when the school has a limited number of teachers that will work on the same team and effected in the same goals, regulated by their job and how they manage it.

Communication is the critical factor to increase interaction between individuals and is considered to be an effective source of information. The PLC is used to develop the interaction between teachers from different levels and experiences in order to enhance

the individuals' knowledge (Nonake & Toyman, 2005). The PLC's communications are meant to support the teachers by reflection, conversation outside of working hours, using new technology for communication and discussion about educational issues, teaching problems and students' learning, and in order to develop information and relationship among the teachers (Kruse et al., 1995).

Another factor that affected the implementation of PLC is social environment because its enable work to be done collaboratively. This environment will support innovation in schools that have adopted the PLC and strengthen the relationship between the principal and his teaching staff (Hord, 2000; Bryk et al., 1999). When the teacher feels that he is in an environment of trust, his colleagues' opinions will stimulate him to discuss about his thoughts, feelings and problems (Louis, Kruse & Bryk, 1995). A teacher in the PLC shares the responsibilities of decision-making, which makes him feel that he is an important player in shaping of policies and goals and this will motivate him to work more seriously and with a sense of responsibility (Lonis & Kruse, 1995). A secured milieu for the PLC members and appreciation of their opinion will encourage the teachers to contribute through collaboration at work and with effective obligations (Glazer et al., 2004). Grossman et al. (2001), Hipp (2000), Hinson (2000), Leo and Cawan (2003), Bolam et al. (2005) and Hipp (2000) concluded that the absence of the above-mentioned factor will have a negative effect on the level of collaboration among the teachers and the level of progress will far below the expected requirements.

Another benefit of PLC as stated by Sarah (2003), PLC is providing teachers with new lessons such as analyzing statistical. Sarah (2003) explained that although teachers were

given permission to collect data about students' learning but unfortunately, many teachers are not able to analyze it. But after attended PLC, teachers were able to do it. Therefore, the development of these skills in the teachers is an important goal in the PLC.

Some studies on the implementation of the PLC have put forth recommendations that ought to be taken into account when planning the PLC as a new project in some schools, as it will help to avert prospective hindrances. However, studying the root cause of the problems and solving them is one of the concerns of the PLC, and subsequently it will leads to the successful execution of this project. The allocation of time to meet the demand of the team's work is often a great barrier. The setting up of a schedule for the PLC and allocating time for the team to meet frequently is the best solution. Moreover, the subjects must be selected and discussed during that time in order to avoid wasting time (Chapman, 2000).

The specified schedule time in the PLC must be utilized by the teachers properly and their discussions should be about their students, strategies and assessment of the data that is deemed to be significant for the PLC (Gideon, 2002). A trustworthy milieu to facilitate the activities among the teachers must be created and this can be done by developing a school culture along the line as it is an important condition in the adoption of the PLC (Smylc & Hart, 1999). There is a need to create opportunities to develop strong relationships among the teachers, share practices and encourage mutual assistance among the teachers (Knapp et al., 2003).

Modern technologies have facilitated the establishment of internet communications among the teachers; many teachers have used it as a means to discuss educational reforms, strategies and important experiences (Morrisey, Cowan, Leo & Blair, 1999). The PLC has a spectrum of activities and these activities may overload to the teachers with too much work. In order to reduce overload, the best solution is to have a schedule for achieving specific tasks combined with regular meetings to manage the members' needs. This will help to reduce the feeling of being overworked (Astuto et al., 1994; Champan, 2000).

2.3.4 The Functions of Teachers and Principals in PLC

The core element of successful implementation of PLC is collaborative effort between principal and teachers. Therefore, concerted effort by the principal, staff and teachers is a prerequisite for collaborative work. The success in carrying out the PLC activities to improve the students' learning is considerably dependent upon the principal's effort (Knapp, Copland & Talbert, 2003; Schmoker, 1999). Eaker and DuFour (2002) claimed that there are four elements that should be secured by the principal in order for the PLC to be successful. The four elements are: 1) maintain good learning environment between the students and the teachers; 2) create a collaborative milieu; 3) assess the students' achievements; and 4) create a clear vision about the school's progress and the needs of the PLC team. Shellon and Headley (2006) found that the principal has a critical effect on the establishment of an effective PLC and he also can be a motivator for teachers to participate actively in PLC. However, Scribner (1999) cautioned that if the principal

does not give the required amount of attention to support the PLC, then the principal will becomes a stumbling block for the school community.

Hord (1997) argues that the successful establishment of PLC is very much depending on the willingness and competencies of the principal. DuFour and Garker (1998) state that the principal plays an important role in the development of the PLC in his institute such as sharing values, vision, and getting involved in collaborative reflection with members of the PLC. Hord and Sommers (2008) came out with some steps for the principal to improve the PLC and they are: 1) Create an opportunity to interact with the teachers and voice his opinion about the teachers, school and students; 2) Share in the collaborative effort to collect data, information from colleagues and give his opinion as feedback to preserve the PLC; 3) Make sure he establishes plans for the next few steps after knowing the teacher's needs; 4) Offer care and support as an aspect of innovation. DuFour (2002) called it the transformation from the traditional way of in-service training culture to modern way of learning culture that adopts learning for all the teachers. When the principals believe in this idea, it will facilitate learning among the teachers.

Since the PLC reduces the teachers' isolation and encourages them to collaborate in their work, it is now evident that the teachers play an important role in the success of the PLC (DuFour, 2002; Hord, 1997). DuFour (2002) said teachers who are involved with the PLC –has the following traits: (1) Communicate and collaborate with colleagues; (2) Share practices, values and vision; (3) Exert effort to enhance learning in school; (4) Reconcile between individual goals and the goals of the PLC; (5) Conducting research

on the problems related to the students' learning; and (6) Keep developing his knowledge.

Schmoker (2006) stated that to ensure the success of the PLC, the goals of the schools should be concern about the school's culture and it must utilize this culture to motivate the teachers to work collaboratively in order to achieve their goals. He suggested the formation of a small group of teachers and this group will meet at a specific time to discuss issues that were scheduled previously and also concentrate on tackling these issues subsequently during the school season with the teachers. Teachers are an important part of the education system and they are responsible for the development of the students' learning, and they should also be concerned about the curriculum and need to acquire the standards needed to improve the students' learning.

Schmoker (2006) explained that in order to encourage the teachers to enhance their knowledge and be proactive, selection of teachers to be participated in PLC must be based on the teachers' needs. Whenever the teachers need is fulfilled, the PLC programme will be successful, and then the teachers feel satisfied with the programme (Schmoker, 2006). The PLC must develop teachers so that they become leaders in the classroom and they must share their goals with the PLC and the goals must be drawn from the actual needs of the classroom (Dufour & Eakar, 1998). When a teacher shares responsibility and work collaboratively, this milieu will empower the teachers to behave like leaders on both sides, i.e. by developing school learning as well as developing the PLC (Lambert, 2003).

Creating the PLC is the starting point to develop teacher's knowledge and skills, and engage him with the new goals which in turn enhance their performance. The implementation of the goal rests with the teachers and in order to achieve the goal the teacher should take the initiative to develop his abilities with the intention of meeting the student's needs, and he should convey this need to the PLC and provide them these needs (Schmoker, 2006).

2.3.5 Transformation of Traditional Methods of In-Service Training to Professional Learning Community

Hord (1997), Fullan (2008), and DuFour (2005) explained that the aim of PLC project is to enhance the educational outcomes, create a social environment to build strong teamwork and work collaboratively to develop skills, knowledge and practice based on the findings from the past studies. Hord (1997) proposes five dimensions that will assist in the establishment of a trusty milieu and to encourage the teachers to work collaboratively, and they are:

   i.   Sharing values and leadership – after many decades of domination by the principal in making decision about how to run the teaching and learning successfully, the PLC brings a new propensity that is aimed at inviting teachers to participate actively in making decision on teaching and learning, and consequently reducing the feeling of isolated among teachers. The new PLC will promote the sharing of values and decision-making process, and outline the school's progress towards its aims. The sharing of values and leadership plays a crucial role in motivating the teachers to exert their efforts in the implementation

of the school's goals because they feel responsible for its success (Malenie, 2000).

ii. Collective creativity - developing any organization is depending on the collective work of every member to obtain the various knowledge, and creating group discussions is a practical avenue and easier to gain new knowledge (Senge, 1990). Hord (1997) modify Senge project to apply it in education setting and named it as professional learning community (PLC). This project provides teachers a new chance to observe and learn from their collegues' experiences (Hord, 1997).

iii. Sharing vision – this important point in collaborative work will help the teachers to have clear discussions and prepare the norms and the methods that are based on common grounds and would involve discussions of data that are dependent on previous norms (DuFour, 2004, Hord, 1997).

iv. Supportive condition - the PLC arose from many attempts to develop education like collaborative learning and changing the environment of the school. The attempts failed because it did not build a supportive milieu (Hord, 1997; Hord, 2004). Hord (1997) was concerned about two factors, creating an ideal environment that is characterized by respect, trust, acceptance of feedback, commitment and developing s relationships, while the second factor focuses on time, schedules, sources and the factors that are required to sustains the PLC.

v.   Shared practices - the teachers should explain their experiences, opinions and suggestions. This will disseminate the new ideas and its influence will extend to the classrooms and help to develop teaching. It will also to visiting teachers

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inside their classrooms to observe their performance and provide them feedback. This practice will help to develop the teachers' performance (Malenie, 2000).

Parry and Bill (2008) explained that to establish PLC needs to take deliberate steps because the team members will have different personalities and experiences. In order to build powerful teamwork in PLC, some of the steps that must be taken include:

(1) Create new norms, objects and an assessment method - these are guideposts to unify and orientate the staff's effort.

(2) Sharing of personal practice - this is an important point because the team members can get new ideas. They can then discuss it with their peers and develop these ideas further. It will also give the teachers a supportive feeling and an obvious vision about their collaborative work .This is an essential step to reduce isolation and institutionalize the PLC.

(3) The key principle of the PLC is to improve students' learning and the teachers should ensure that students learn according to what is outlined by team. The teaching plans should be flexible and aligned based on team plans and actual classroom needs.

(4) Often teachers are not sure of what to teach the students. By creating new assessments and sharing with their peers the assessment results, it will create an obvious vision to build the education goals and adopt suitable teaching plans for the students.

(5) After selecting a method for the assessment and gathering of data. The analysis of the data is an important point as it enables the teachers to know how the students learn what they are supposed to learn. This step needs collaborative effort and teachers need the support of their peers. Many teachers do not have the ability to analyze data and in such a situation the teacher must get an expert to help him and then discuss with his peers in order to identity his weak point and choose a method to tackle the problem.

6) To identify the proper procedures and focus on the important points that are lacking in the individual plans and the collective plans. The leaders of the PLC must give their full support and ensure that the procedures they select are made collectively and they are all responsible for the choice they have made. In this way the milieu of the school and PLC will be enhanced.

7) Finally, a team from the school should review the schools' information, data base and practices, and select a practice that can develop the teachers' performance and students' learning.

There is a need to develop new plans to overcome the problems that are troubling students' learning. Given that the principal is an important factor in the success of PLC at school level, the principal must facilitate the meetings and discussions, and encourages the teachers and staff to collaborate with each other to develop the school's plan, and students' learning.

Knight (2011) specified six factors that show the teacher's role in creating strong social environment. These factors motivate the teachers and facilitate teaching, and they are:

(1) Equality - the teacher has the right to express his opinion about the building of the collaborative plan, and what motivates the teachers and facilitates learning.

(2) Choice - the teacher identifies the methods to teach his students and achieve the common goals of the school.

(3) Voice - respecting the teacher's suggestions is fundamental to the culture of the PLC.

(4) Reflection - reflection among the teachers is the main source of gaining knowledge and a regular team teaching process.

(5) Practice - must is the link between knowledge and actual practice, and it affords the teachers to link education with actual life.

(6) Interchange - the principles of the PLC encourages collaborative efforts to develop the teacher's performance and students' learning.

Noriko (2007) stated that there are three social learning environments to be secured in learning in a social context and they are: (1) appreciation of the workers role within the administration; (2) the workers should be given opportunities to learn; and (3) creating unofficial opportunities for learning and these opportunities for learning should be for the acquisition of more in-depth knowledge.

2.3.6 The Influence of Social Interaction on Learning

Despite many organizations attempted to be success in conducting in-service programs, but Susan and Niclas (2000) observed that many organizations are using the old model to disseminate knowledge and to make employees to become more creative. This style is

far from success. To build a social environment inside an organization that can pave the way to creativity, the organization must adopt new procedures such as preparing the conditions that encourage the relationship among the employees and supporting them by using verbal encouragement and rewarding them for their creativity. This will accelerate the development of the organization and its output. The Siemens University uses a social environment and encourages the students to work to gather, whoever those student not just collect past knowledge but those build new ones. This study proved that the social capital and social environment are mainly concerned with the enhancement of creativity.

Susan and Niclas (2000) also stated that within a social and trusting milieu individual discussions are unofficially about their knowledge. An individual has two types of knowledge, the first one is explicit knowledge which refers to the knowledge from many sources that is available to everybody and it is distilled from a period of work. The other is tacit knowledge which is not in writing; it is in the mind of the worker. This type of knowledge will be released during the social milieu and may naturally be used or developed from teamwork.

Senge (1990) stated that the knowledge acquired from the social environment is like a circle, every kind of knowledge will help to shape the platform in order to launch other platforms within the circle. When an individual sees or hears the information or is involved in the discussion, the individual will analyze the knowledge and understand that it is these initial steps that enable the creation of new knowledge. The new knowledge is used to constitute new assumptions and tested, and the results will become the starting point to gain new knowledge in that circle. Social environment learning is an

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effective source of information it helps to elevate the performance of the individuals and organization.
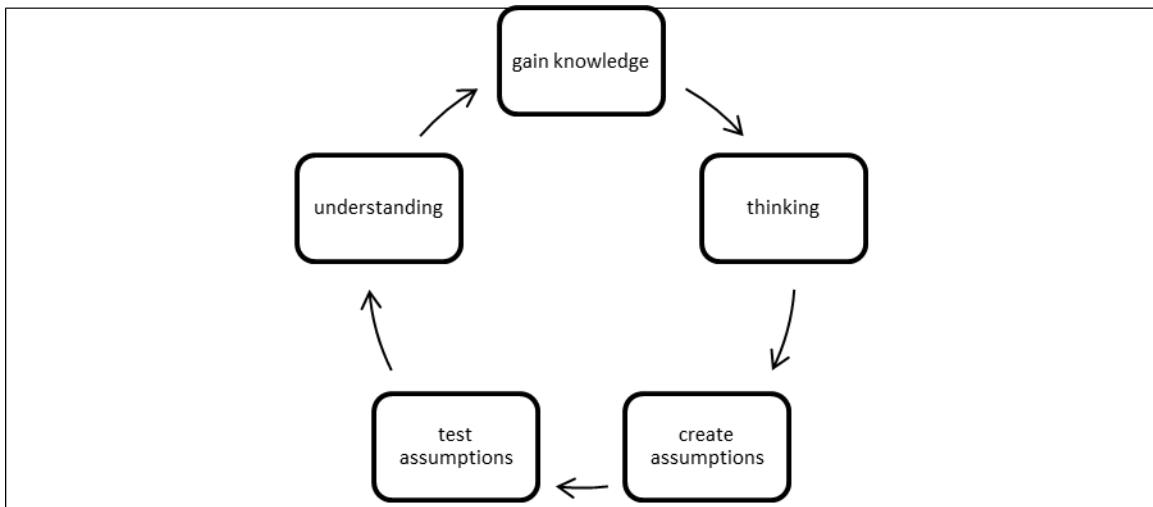
Figure 2.1. Framework for Creating Knowledge (Senge, 1990, p. 86).

Social learning theory is predicated on the important principles of learning and it occurs through the observation of individuals by others and the actual or learning attitude of the observer that saw the response from the individuals and how it can be used in future. Constructivism is the accumulation of the experience from different sources and social interaction one of them. This confirms the idea that working with professional people in the same place within the social environment will assist in the unintentional imparting of knowledge. Moreover, very often the social milieu encourages people to ask about some vague points without hesitancy. This notion corresponds with the premise of andragogy and it confirms that the individual acquires knowledge from interaction in the social milieu (Kirwan, 2013). Individuals when exposed to new attitudes or information will appraise it depending on the habit of the mind (a set of assumptions that will influence the interpretation of the new experience) or point of view (a set of beliefs, feeling

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attitude). The intervention between these factors will be during the learning process by making a change in the mind set or point of view and this indicates that a transformation in learning has occurred. A social learning milieu helps its members to discuss their knowledge or somebody else's knowledge and the knowledge that is acquired will depend on the verities of the experience. This will make changes in the habit of the mind or viewpoints, in other words, the individual gained a new experience (Kirwan, 2013).

Kolbs (1984) said that in order to be success in developing people, organizations need to take the following actions: (1) have an open mind and be willing to get involved in new experiences; (2) be observant and have good reflection skills to facilitate the conveying of these new experiences which can be viewed from a variety of perspectives; (3) have analytical abilities; and (4) can formulate a collaborative decisions. There are remarkable differences between the traditional programs for training teachers and the training of teachers within a social context. The traditional models rest on three factors, the first one being the innovation referred to as new knowledge is added to the curriculum. Expertise is the second factor which is informed by new knowledge and imparted to teachers during a specific course. Finally, teachers will learn this knowledge and use it in a practical process (Kirwan, 2013).

Another factor contribute to the success of PLC is learning culture. Despite teachers are concerned about acquiring new knowledge, but if the learning culture is weak, the PLC would not be success because learning culture motivates the teachers to talk about their needs and the barriers that impede the educational process (Moore & Shaw, 2000).
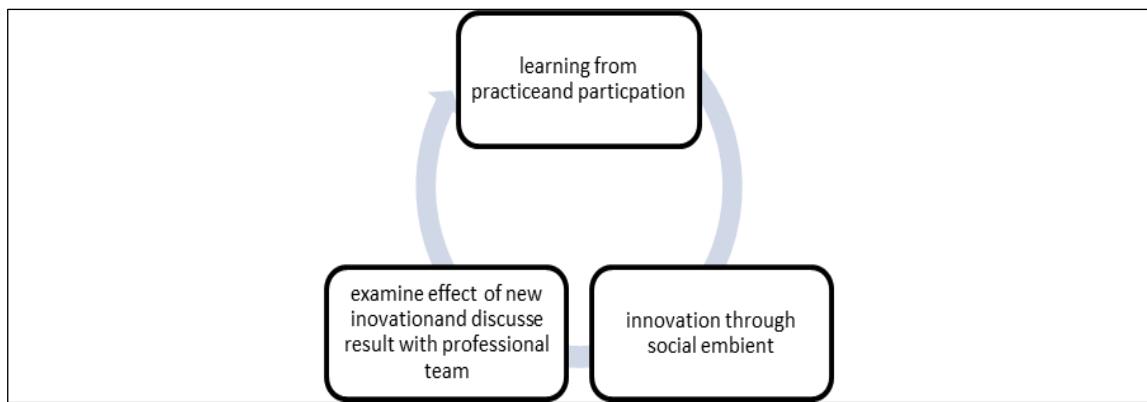
Figure 2. 2. Modern Model to Develop Programs (Moore & Shaw, 2000, p. 54)

2.3.7 The Rationale of the PLC

The PLC's aim is to boost the teachers' competency through the establishment of the PLC programs. This project is modeled on the learning organization established by Senge (1990). Those projects argued that to be fruitful, the establishment of cohesive teamwork in a positive environment is very crucial because the success of the program is very much depending on the collaborative and the sharing of knowledge and experiences. Hence the professional team has to work together and share values, visions, knowledge, experiences and practices. At the end of the session, PLC is supposed to produce individuals with broad competencies and capacities.

Reilly (1998) explained that when organizations aspire to improve the competency of their employees, it ought to establish a dynamic system and continuous process because the knowledge and skills gained in the developmental program will be used in conducting their works and in turn to enable an organization to function well. Since it improves the employee's competencies it should be given priority in organizational programs (Bourne, Gregory and Mills, 2002).

The human development competency theory stipulates that there are two types of competency; individual competency and team competency. Individual competency involves personal abilities, skills, knowledge and motivation, whilst team competency refers to collective efficacy for a group, team or organization. Collective efficacy is associated with the pattern of interaction among employees and positive interaction makes it possible to convey and improve the experience (Kearns, 2010). Human resource development assumes that an increase in the employees' competency is associated with the employees' performance and it will reduce drop-out. Putting employees through development programs designated to enhance the employees' knowledge, skills, and competency will ultimately be beneficial for the organization and its productivity (Rao & Pereira, 1986).

Pareek and Roa (1981) maintained that designers of programs for the development of human employees' competency ought to take into consideration the following points: 1) Shape the employees' abilities most associated with the present and future needs of the job; 2) Develop general capabilities for the employees to enable them to exploit their inner potentials; and 3) Create a congenial environment inside the organization for collaborative work. These points will boost the professional well-being of the employees.

The Australian government noticed that the teachers' competency continually improved when they are motivated to acquire new knowledge. The sharing of teaching plans and other experiences will also enhance the teacher's performance. Educational policies should encourage the implementation of the PLC in schools as it would put the teachers

through the continuing progress and ensure that teachers can enhance their knowledge and experiences from a positive social environment; however this process will ensure that the teachers will be able to improve their competency in their area of work. The PLC espouses all the factors of a learning organization. The human resource development theory, in the words of the PLC, establishes a propitious environment to transfer knowledge, fulfills the teachers' needs, manages the schools collaboratively, and motivates teachers to acquire knowledge and sharing it with their peers. All these factors are derived from the learning organization and human resource development, and are active factors to raise the teachers' competency and performance (Department of Education and Training, 2004). The OCED (2009) contends that the application of the PLC was instrumental in raising the teachers' competencies and performance and reducing the teachers' drop-out.

The educational polices in Iraq motivates the teachers to engage the PLC to ensure get teachers on knowledge, experiences and at the same time transfer their personal experience to others teachers. The PLC reinforces the teachers' competency and it will also enable the teachers to keep pace with the latest knowledge.

2.4 Self-Efficacy

Self-efficacy is one of the four elements in the social learning theory and they are: watch learning variables, reciprocal determinism, self-regulation and self-efficacy (Gibson, 2004). This theory was discovered by Albert Bandura, a famous scientist who occupied the fourth rank in the prestigious list of psychologists in the 20th century (Haggbloom et

al., 2002, p.141). Albert Bandura's theory scored a high level of quotation in different books and journals on psychology (Haggbloom et al., 2002). It is the people's judgments of their capabilities to organize and execute courses of action required to attain a specific level of performance (Bandura, 1986, p. 391). He termed this self-efficacy and it is the first development in the field of social learning. At first, it was used to improve the confident of people with phobias. Bandura (1997) stated that self-efficacy refers to the behavior of individuals and their abilities to achieve the required outcomes. Then he said that success in managing the psychic status depends on the strong beliefs of people regarding self-efficacy (Bandura, 1977).

Wood and Bandura (1989) explained that self-efficacy strongly linked to the individuals' capabilities to enhance their motivation and cognitive abilities to face problems confidently in real life. Moreover, self-efficacy influences the amount of effort that is exerted by individuals to achieve their goals. There are many theories that try to explain the learning that takes place and constitutes rules to teach humans the theory of stimulate and respond. This theory was founded by Watson, and there is also Skinner's theory that uses the operant condition to learning. There were many attempts to analyze how learning occurs. Watson studied about human learning and attributed learning to the environment. This implies that the environment is a major cause of learning process. Skinner supports this tendency and gave a suggestion on how to boost the theory and proposed an alternative that uses reinforcement to develop the desired response or to extinguish undesired response (Kirwan, 2013; Woodward, 1988; Meichenhaum, 1977). But both theories do not address the cognitive process that represents the foundation for the learning process to happen (Kirwan, 2013). Developing science and learning within

this field has awakened these theories (Bus, 2006). Mahony (1974) stated that the usage of the behaviorism theory decreased because it does not completely explain for whom the learning was acquired. The social learning theory indicates that the behaviorism theory is characterized by an essential contribution that assists in the understanding of human behavior. This theory respects the prior behaviorism conclusion, and it added observational learning, social environment and mental process as factors which affected the attainment of new knowledge (Bandura, 1977).

When acquiring a new behavior, knowledge is affected by the level of the individual's activity and the range of using thinking ability to develop his learning (Bandura, 1977). The learning process starts by providing learning a social environment, mental abilities and the cultural environment (Lave, 1986). Vygotsky (1978) overemphasize on the social interaction that is founded on high levels of learning. Bandura (1977) argues that it was the cognitive process that drives acquisition and regulates behavior. When individuals interact with a peripheral environment many subsequent cognitive processes occur, the response from individuals associated with the outcome, the individual's observed outcome and to make an assessment (cognitive process) and then decide on the next action to be taken. This represents a high level of self-regulation. Bandura (1978) explains that the cognitive process that is affected by stimuli powers and the cognitive processes determines how an individual encode this information as an image, and how they utilize this information in the future and how it is organized in one's mind.

This significant assumption in the theory indicates that human beings take the proactive, and not the reactive process within his environment. Human beings have a feeling of

control over their environment, so that they can watch and follow a course of actions intentionally to take control of his environment. This capacity qualifies human beings to improve their environment and life (Bandura, 2000). Chwalisz et al. (1992) stated that cognition is the ability that enables an individual to control and use the environment to achieve his goals. This result is supported by Bandura's suggestion about the effective cognitive process for the development of human performance.

2.4.1 The Social Cognitive Theory

The social learning theory explains that human behavior is caused by the interaction of three factors, namely personal elements, cognition and the environmental influence. These factors influenced each other differently. Also, these factors may influence the behavior at the same time or various times depending on the features of the situation. The following discussion will give a clear vision about how these factors interact with each other:

A. The personal factor behavior – the individuals will counter any attitude that interact with the personal factors, such as beliefs, emotional status, level of attention, tendencies and the individual's behavior (Bandura, 1986; Neisser, 1976).

Grecenough, Black and Wallance, (1987) support this fact and argues that the biological system of individuals, sensory system and brain is influenced during the daily natural interactions. This affects the models of individual behavior and receives further feedback on its usage to develop his behavior and enhance his experience.

B. The personal environment - the major assumption in social learning theory was that the social environment affects all the personal characteristics and all of the individual's expectations and thoughts (Bandura, 1986). The feelings of the individuals when perceiving the incentive elements will depend on previous experiences that they acquired from their environment. Also, the person's age, gender, social status and race can affect the type of response (Lerner, 1982).

C. Behavior-environment, the people living naturally in a specific environment, the environment has an impact on an individual and in turn he has an effect on his environment The individuals' ongoing work will develop their environment and it will keep on producing new conditions, thus the continual interactions can produce infinite results (Bullock & Merrill, 1980; Bandura & Walters, 1959).
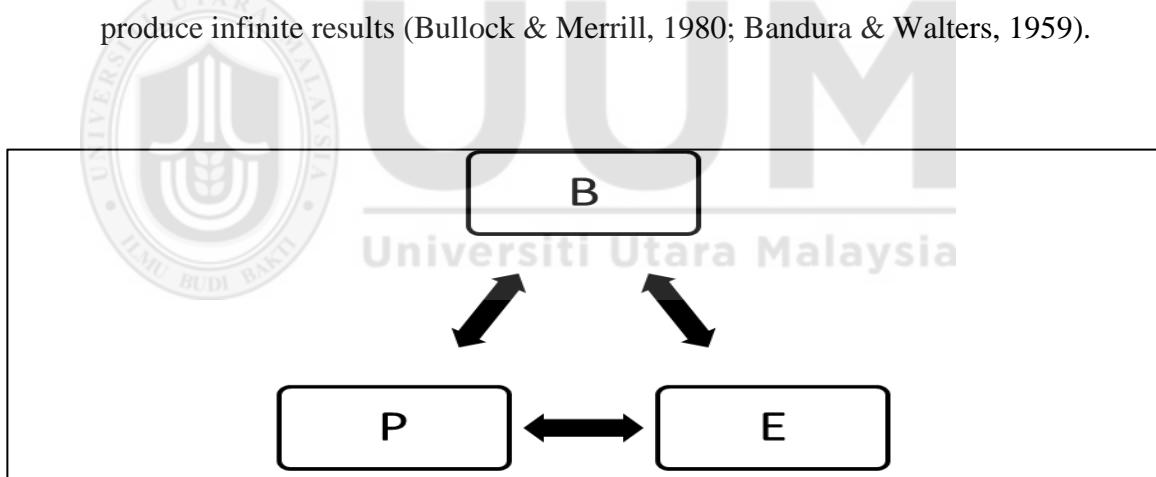
Figure 2.3 Reciprocal Determinism

Bandura (1982, 1977) argued that self-efficacy represents the dynamic system that helps the individual who has a perceived positive self-efficacy to adapt to different situations and domains. Bandura expounds that in obtaining and generalizing self-efficacy sometimes people have general skills and when they face certain situations they need to develop some other skills or methods to overcome these difficulties. This practice is to

raise the level of self- efficacy and encourage people to generalize their sense of self-efficacy to other similar situations, if he succeeds in facing this (Bandura, 2006). On the other hand, the individual is also able to generalize with some sense of self- efficacy or an attitude that is different from the social context which will help to gain this sense of self-efficacy. Bandura states that when the student has been positively impacted, he will then try to transfer his success to another field (Bandura, 2006). Bandura (1977) selected four sources that will enhance the sense of self-efficacy, and said that a mastery experience is very influential and it can helps individuals to convey this sense to another field and the field may be similar or dissimilar. From the condition of the general sense of self- efficacy, he concludes that the self-efficacy helps the individual to initiate and involve himself in a series of activities in order to reinforce his performance and environment, and this idea have been supported by many studies (York & Knight, 2007) Gutierrez-Dona & Schwarzer, 2005; Chen, Cully & Eden, 2000; Bosscher & Smit, 1998).

Self-efficacy is thought by individuals and it is built into his perception of his abilities as a result of continual interaction with real life situations, and the theory indicates the four factors that have an effect on self-efficacy (Bandura, 1997). The mastery experience has a strong effect on other factor. This factor engages an individual directly in the various attitudes and a person's course of action to overcome the difficulties. This attitude provides feedback to individuals and those in turn exploit this feedback to develop their abilities, which is worthwhile when the individual is successful in facing these difficulties his self-efficacy will raise, whereas, failure leads to a decrease in the level of self-efficacy (Bandura, 1977).

Varied experiences are the main assumption within this dimension in which the individuals tend to compare their abilities with other individuals who successfully faced a difficult task. So, when the observer learns from this model on how to manage the task and how to implement this task successfully, he will have an extra experience that will help him to develop his self-efficacy (Bandura, 1977; Gist & Mitcuell, 1992).

Verbal persuasion is used to develop self-efficacy for individuals. The effect of size on a learner depends on his credibility, trustworthiness, expertise and the status of the person who uses the language of persuasion. The learner will receive feedback about their performance from his guide within the social context and they try to use this feedback to develop their abilities and strategies to achieve his goals (Bandura, 1996).

Physiological and emotional states have an effect on self- efficacy. Every situation is associated within the designated level of arousal. This arousal may be high and affect negatively or steady the sensible level and prompt people to act. Prior experience can also affect the level of arousal. The relationship between anxiety and expectation is inversely proportional; i.e high arousal has negative influence on self-efficacy (Bandura, 1991).

Bandura (1986) indicates that the mutual effect between individuals' behavior and the environment, and depending on the circumstances, the individuals will produce some actions which have been acquired from prior experiments. This fact shows that people can create and sustain their environment and the individuals are liable for the amiable or hostile social environment (Raush, 1965). The environment may impose on the

individual's behavior in a specific form, and develop or create a rich knowledge environment around the individuals that is instilled in them by a sophisticated method of interacting with their life's situation (Cairns, 1977; Bell & Harper; 1977).

This idea was connected with self-regulation to make an individual moves through a set of determinants which is developed during their lifespan, such as self-efficacy, self-demand and selections (Bandura, 1986). These demands are used as a standard to determine the individual's behavior during his interaction with his life situation, and it depends on social theory. Parents are adults and are attractive models for children are acquired from them , The developed environment will improve the determinants and if these determinants are absent the individual will fail in his selection and behavior (Bandura, 1986).

Bandura (1986) stated that self-efficacy continually undergoes an appraisal process during life's various attitudes. People often try to control these events, as self-efficacy is the greatest factors that can affect a human being's judgment regarding his capabilities by the shaping of his foundations in order to determine his behavior. Also, this judgment identifies how much effort the individual will exert and who controls his reactions and biological status. This appraisal is derived from four sources, through direct and vicarious experiences during the analysis of the difference between his respective capabilities and those of other humans, which tackle some attitude, verbal persuasion from a partner or other people who have a social influence on the individual to appraise his abilities. Finally, the physiological state can be affected by people's judgment and it depends on these people to decide whether to proceed with course of action or avoid the

difficulties, and to develop self- regulation and encourage people to acquire extra skills to develop their performance (Bandura, 1986).

2.4.2 The Features of Self-Efficacy

The features of self-efficacy vary in generality; scale and power in any task encountered by an individual during his daily life will be associated with a challenge (Bandura, 1986). This challenge affects the scale of perception in self-efficacy and these challenges differ in difficulty, ranging from simple, moderate and to difficult (Bandura, 1986, 1997). Generality refer to the group of skills that an individual possesses and their ability to use these skills in the same scale of situation (Bandura, 1986, 1997). Finally, when an individual has a strong belief in their self-efficacy, it will motivate him to achieve his goals. In contrast, the individuals with a weak belief in his self-efficacy will often permit negative thoughts to destroy his self-efficacy (Bandura, 1986, 1997).

The social learning theory presents two concepts namely; outcome expectancy and efficacy expectancy; Some teachers believe that the environment is dominated by the outcome expectancy Those teachers always practice the same actions to reach a specific outcome and do not believe in their capabilities; On the other hand, there are teachers that have a sound belief in their capabilities; they design a series of actions and practices to achieve desirable outcomes in the theory that is applicable to efficacy expectancy (Bandura, 1986; Gibson & Dembo, 1984). When a person has a positive perception of self-efficacy that is coupled with positive outcome expectancy, the person will be active and exert continuous effort to achieve his goals. These notable people are successful in

obtaining their goals because they believe in self- efficacy and if the person with low self-efficacy is exposed to obstacles he will manifest fear and anxiety. This kind of person will always opt out when faced with any obstacles thereby producing a weaker self-efficacy and ultimately the person will be submissive when he has to face challenges (Bandura, 1997; Smylie, 1990; Gibson & Dembo, 1985). Many students see that when the teachers have positive self-efficacy, this belief will raise their teachers performance and the students will show a continuous growth in their achievements that is worthwhile, and when the unmotivated students are with those teachers they become more active and their performance shows an upward trend (Bandura, 1977, 1997; Hoy, 2000). Anthony (2011) noticed that during his survey study, the PLC contributed to the development of the students' performance and made increases in the teachers' self-efficacy. Also, the result illustrates that there was a strong correlation between the teacher's self-efficacy and student's achievement.
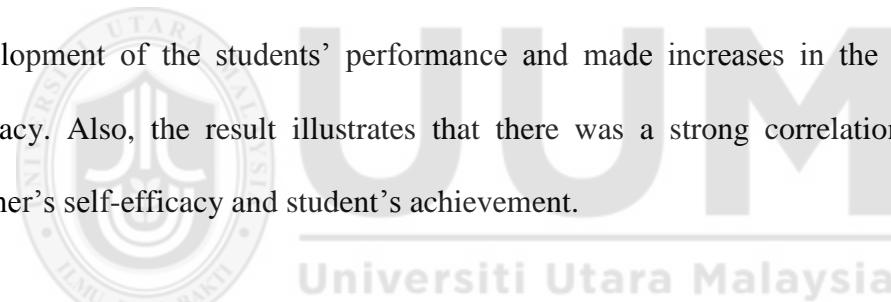
These two factors affect the students who engage in learning activities and develop teacher's ability to manage his class (Bandura, 1977). A teacher's performance in learning has an effect on his self-efficacy and sources such as verbal persuasion, mastery experience and vicariously raised level of self-efficacy as well. The PLC is a new culture that contributes to the fostering of the teacher's self-efficacy and his collaborative efficacy. This result was obtained in a survey that included the teachers and usage of mix methods (Beauchamp, Klassen, Parsons-Durksen, Taylor, 2014). Heaton's (2013) conducted a study to analyze the relationship between teachers' self-efficacy and professional learning community. The result showed that PLC has a significant impact on the teacher's efficacy and student's performance. Moreover, the study found that

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there was a strong relationship between positive sense of self-efficacy and a teacher's performance. Karen (2005) in his study also revealed that the influence of leadership and professional development on teachers' efficacy and students outcome.

Furthermore, Yi-Hsiang (2014) observed that teachers with a positive self-efficacy have an influence on students in three fields, namely learning motivation, learning atmosphere and learning satisfaction. This study used a sample size of 462 teachers and 2681 students. Previous information showed that the initial role of the school and the teachers was to build a positive perception of self-efficacy for the students. The need to develop the teachers' self-efficacy at the initial stage was supported by using the PLC which helped to develop self- efficacy, and that is attributed to its influence on self-efficacy through direct experience, verbal persuasion, biological state, and vicarious. Positive self-efficacy can also induce the teachers to contribute actively in the PLC.

2.5 Job Satisfaction

Job satisfaction is one of the most important topics that are strongly related to daily life. In the 1900s, the first attempt to examine this topic was to select the conditions that have an influence on the worker's efforts (Mark, 2001). Salient facts showed that job satisfaction is an intricate topic that is connected with the individual's characteristics, sense of motivation, production and job condition. Other studies have confirmed the correlation between personality and job characteristics to produce job satisfaction feeling (Dugguh & Bennrse, 2014).

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Despite a broad topic and difficult to establish a comprehensive definition, Price (2001) argued that job satisfaction can be described as a dynamic orientation for employees to give their best for their work. Locke (1997) stated that job satisfaction can be a pleasurable or positive emotional state resulting from the appraisal of an individual's job or job experience. The appraisal process refers to a vast array of factors such as salary, job condition, interrelation, supervision, extrinsic and intrinsic characteristics of the job itself (Jex, 2002). Anderson (2001) expounded job satisfaction as a pleasant or positive feeling as a result of assessing one's job or job experience. This definition explains job satisfaction from an individual's perception with feedback. Robbins (2005) agreed that the previous definitions and the state of job satisfaction is a mix of feelings by the individuals and their attitude towards their own job, where the positive feeling is associated with a sense of satisfaction and the negative feelings is associated with dissatisfaction with one's job.
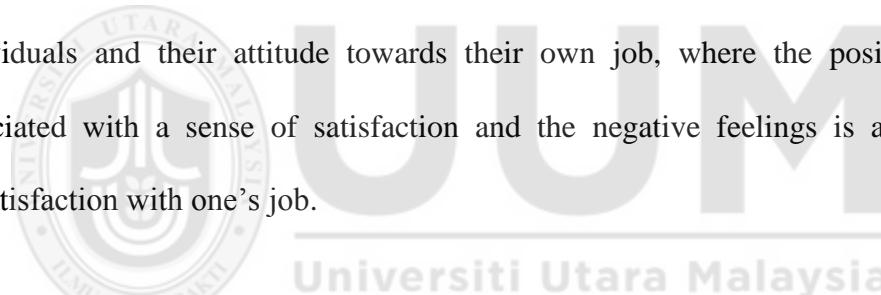
Hewstone and Strobe (2001) tie the level of production to the level of job satisfaction. The workers have expectations and aspirations about their own job, if the reward meets his expectations, the workers will put in more effort and develop the output quality and quantity. This state of development is symbolic of self -satisfaction, and when the actual situation does not live up to the individual's expectations the individual's efforts will decline. Darboc (2003); Cass and Copper (2005); and Simatwa (2011) mentioned that job satisfaction is an emotional state with regards to the workers' job and this emotional state can be both positive or negative depending on the job characteristics or the final outcome of the workers' effort. The studies agree that job satisfaction is reflected by the level of outcome. Mueller and Kim (2008) discovered that dissatisfaction is sometimes

associated with an individual's judgment of the whole job, while other individuals may accept some features and refused other offers such as salary, job condition, interrelation and supervision. In the teaching field, job satisfaction is defined as a state of deep comparison between teaching effort and teachers' aspirations (Zamblyas & Pomastasion, 2004). From an antecedent definition, we can conclude that job satisfaction is seen from many different perspectives, which resulted in many theories that have influenced individual performance and outcome.

2.5.1 The Hierarchy of Needs Theory

The hierarchy of needs is an important theory and is a quest to detect human needs and exploit them in order to develop human performance. Abraham Maslow in 1943 developed and arranged human need in a pyramid and presented it in his theory (Mcled, 2014; Maslow, 1945). The main idea in this theory is that behavior is dependent on need. These needs are considered as motivation and people struggle to fulfill it. The significant assumptions in this theory are: 1) to move from one level to the next level, the individual must first fulfill all his needs in the current level he is at; 2) the individuals have incessant needs and it motivates them to make efforts to fulfill them; and 3) the fulfillment of an individual's need is the main source of satisfying one's need.

The hierarchical needs theory clarifies how an organization or policy-maker can identify the needs of the workers and outline plans to guide an individual to the top of the hierarchy and that gives the worker self–satisfaction. Maslow divided this into five levels of human needs, namely physiological, safety, social, esteem and self-

actualization (Chermerhon et al, 2004; Meclod, 2014). The physiological need is the most basic need and it is about the basic necessities of life, such as food, water, clothing, home, etc., and this level is like a springboard to move to other levels (Maslow, 1945).

Safety is about the human being's need for stability, protection and security within his own environment. This idea builds an empty milieu of fear, violence and giving the workers a feeling of stability and a clear role to play in the workplace. This theory indicates the fulfillment of the basic biological needs that are essential to feel safe in the workplace (Schermerhon et al., 2004).

Social need is a state that refers to the need of a group of people and the sharing of the common characteristics and thoughts with a given purpose to achieve their set goals. Social need is about affection, friendship and family and they are needed to establish an environment that encourages collaborative work among peers with the motive of satisfying their needs (Daft, 1997).

People possess the desire to give respect and recognition and it will be reflected by the individual himself and it will assist in the development of the mindset of the individual. It is a feedback from the interaction with other individualin the workplace in recognition of the individuals' participation, achievements, responsibility and giving of responsibility, and all these factors will enhance self-esteem (Robbins, 2005).

Self-actualization is right at the very top of Maslow's hierarchy of needs. The individuals' aspiration to reach the level of self-actualization motivates them to put forth

their maximum energy to be creative and be a discoverer, in order to satisfy their needs

they encourage and train the workers within their organizations (Daft, 1997).

Maslow's theory presents a clear picture about human needs and argues that the is needs

ought to be fulfilled to bring out a feeling of satisfaction. The preconditions in this

theory must be fulfilled, that is the individual must move from the lowest level

(physiological needs) right up to the highest level (self-actualization) (Bateman & Snell,

2009; Schermerhon et al., 2004).
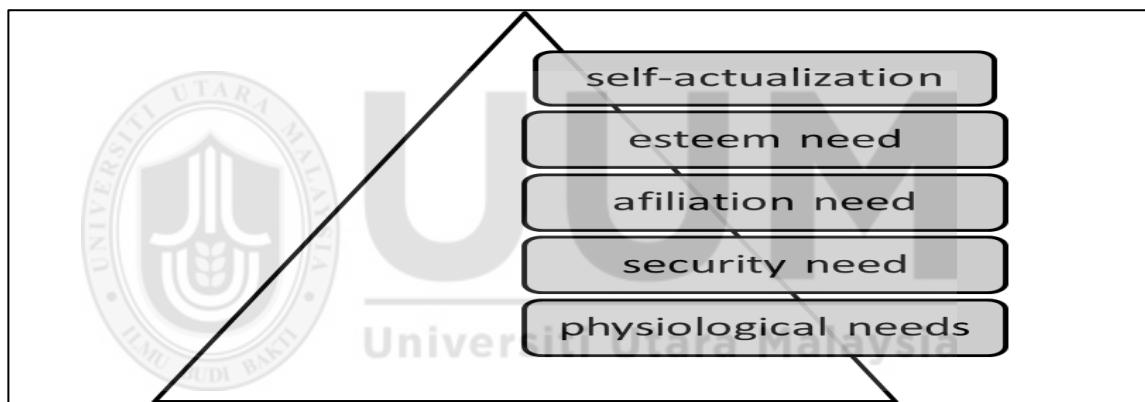
Figure2.4. Maslow's Hierarchy of Needs (Rue & Byars, 2000, p. 117).

The manager can employ this theory to bring satisfaction to his work. The manager

needs to provide accommodation, canteen, and security. He should also encourage

collaboration in the workplace and prepare the environment to help work and promote

interaction by giving the workers some responsibility. In order to raise self-esteem he

must provide them with opportunities for training and encourage creativity to achieve

self-actualization. This process can help the manager to develop a sense of job

satisfaction for the employee by focusing on job satisfaction and try to meet their continuous demands because human needs are ceaseless.

2.5.2 The Two Factor Theory

Frederick Herzberg (1959) theorized that there are two factors that affect an individual's job performance. The first one refers to the individual's motivation and this factor is associated with job characteristics. Hygiene is the second factor and it is associated with the environment of the workplace and the job context which includes working conditions, salary, safety and so on (Davies, 2008).

This theory proposes that motivation is the main influential level of job satisfaction. The hygiene factor in the working environment is linked to the feeling of dissatisfaction. Moreover, this theory believes that satisfaction and dissatisfaction does not represent the opposite end of a single issue. By raising the feeling of self- satisfaction, it does not necessarily mean there is a decline in the feeling of dissatisfaction because its influences are not the same (Davies, 2008).

This theory expounds why, in spite of the improving working conditions and salary, yet the workers' performance does not meet the required standard. This theory proposes that the effort is associated with the state of the workers' motivation, which in turn has an influence on the feeling of satisfaction. The hygiene factor is symbolic of the work environment, when the feeling of dissatisfaction declines, developing job characteristics and hygiene factors stand as the main path to developing the workers' satisfaction and outcome. This theory suggests that the manger ought to listen to the worker's opinions

about their work, in order to improve job activities and production. The manager should focus and provide these two factors, namely motivation and hygiene and get away by fulfilling these two factors that refer to the distance from having the feeling of satisfaction (Vanden, 2011).

Hewstone and Srobe (2001) explain how the two factors, motivation and hygiene affect the feelings of a worker's satisfaction and dissatisfaction. Motivation is the intrinsic variable for the job and individuals has certain amount of control over it. This variable, like responsibility, works itself like achievement and personal growth, while hygiene is an extrinsic variable for the workers. For example, policies, supervision and remuneration variables those are beyond the control of the workers. Moreover, they tie up satisfaction with (motivation) as an intrinsic job aspect and tie up the dissatisfaction with (hygiene) as the extrinsic job aspect.

Naylor (1999) outlines the plan to develop the school's performance by focusing on the development of the teachers' motivation and capabilities. He said that if there is a highly motivational link to satisfy the teachers, those teachers tend to develop their own performance and the class environment. Internal factors are intrinsic factors and they correspond with the high-level needs of Maslow's hierarchy of needs, whereas the hygiene need corresponds with the low-level needs (Ellswarth, Hawley & Mau 2008; Amos et al., 2008).

Perrachione et al. (2003) confirmed that these needs provide an intrinsic factor that fulfills job satisfaction, but a lack of this factor will not lead to job satisfaction. Furnham

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(2005) mentioned that in developing the teachers' salaries, it may not support the feeling of job satisfaction and likewise, the feelings of the teachers rests on ideal job conditions which are extrinsic factors. This will help to keep the teachers from being dissatisfied with their jobs and it clarifies the important role of motivation in developing individual performance (Jyoti & Sharman, 2009).

2.5.3 The Expectancy Theory

Edward and Lloryd (1973) and also Pranev and Shilipi (2014) mentioned that Vroom was the first to formulate this concept and the assumption of this theory is used widely to arrange behavior and attitude within the work environment to develop human motivation and outcome for the express purpose of enhancing work motivation, behavior and outcome (Heneman & Schwab, 1972).

This theory states that a catalyzing of the cognitive process will establish expectancies and choice between them and it depends on the particular individuals' skills and the amount of outcome and possibility he has to fulfill (Vroom, 1964). Lunenburg (2011) also stated that the expectancy theory focuses on the cognitive process as an initial motivation, as well as a cognitive and motivation effect on each other, This theory assumes that there is a relationship between the efforts of the workers and the level of performance which entails this effort and the reward that is obtained from this effort through the performance of the people. If there are incentives for good work, the strong effort will lead to good performance, and this performance will lead to the necessary rewards. This theory predicates on four assumptions (Lunenburg, 2011) as follows: 1)

Do the employees in the organization have specific needs, motivations and previous experiences that can plays a strong role in the interaction among the individuals to have reward for his job. 2) The individuals are free to select their behavior depending on their own rational expectations. 3) The individuals seek to secure their needs such as salary, promotion and level of difficulties. 4) The individuals mark their own choice from various alternatives to improve the outcome that depends on his viewpoint and action.

The expectancy theory is a complete system to develop the workers' motivation and satisfaction. This theory stipulates that when employees at work in any given organization set goals, they use the goals as an expected reward or outcome from the organization. According to this theory, the relevance between the goals and organizational remuneration or outcome plays a paramount role. Other important relationships are found between the fulfilled goals of the employees and the attractive forces for remunerating the individuals, and it represents the value of the employees in relation to the outcome of the job. Secondly, individual performance is influenced by their organizational remuneration or outcomes. The employees' level of thought about their own quality performance will have an effect on the organizational reward or job outcome, and this also an important point in this theory. Thirdly, it is believed that the employees own efforts will result in a high performance. We can conclude that there are four important variables, in this theory, namely personal effort, personal performance, organization remuneration or outcome and personal goals (Parijat & Bagga, 2014). There are three points that are relevant to this theory:
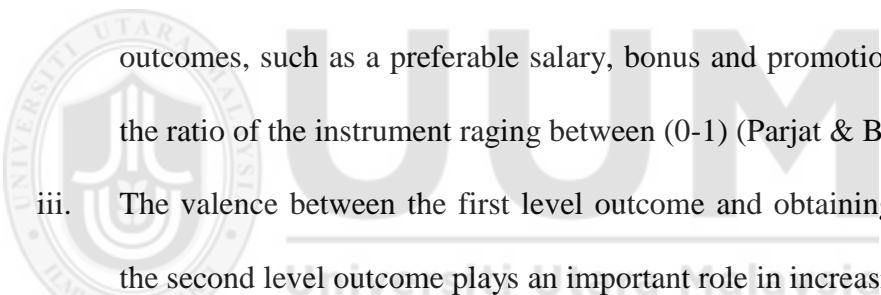
i. The relevance between effort and outcome (expectancy) is also termed as the first outcome. This relationship explains the personal probability that the effort that can produce an outcome. The value of the probability range between 0-1, nil refers to the employee's effort that will not lead to change in the level of the performance, whereas one refers to the employee's effort that will lead to a high performance (Parjat & Bagge, 2014).

ii. The relevance between the performance and reward or outcome, is termed the instrumental. The instrumental is the employee's vision on the prospect of their performance that will leads to organizational rewards or outcomes, such as a preferable salary, bonus and promotion. premium at the ratio of the instrument raging between (0-1) (Parjat & Bagga, 2014).

iii. The valence between the first level outcome and obtaining the needs of the second level outcome plays an important role in increasing motivation (Parjat & Baggu, 2014). For example, individuals would be motivated to give their top performance seek for gain award i.e second level outcome. The equation here refers to the top performance (first level outcome) resulting in a higher reward or a second (level outcome) (Barijat & Bagga, 2014).

iv. The valence in individuals with their views about a particular outcome with regards to their satisfaction is connected with the expected outcome. This view may be encouraging or discouraging; if the outcome is encouraging then the individual's put forth a higher effort to enhance

their performance, and when they are discouraged, their level of effort will decline (Mullins, 2005).

$$Motivation = Expectancy \times Instrumentality \times Valence.$$

The main principle of this theory is to understand an individual's expectancy and also the relationships that exist between effort and performance, performance and remuneration, reward and the individuals' goal, satisfaction and individuals' motivation and finally satisfaction to reward or outcome (2001) if they believe that their efforts will produced encouraging results (top performance) which are followed by a reward or outcome that is a valued valence, making the effort serviceable.

2.5.4 The Goal Setting Theory of Motivation

Another theory of job satisfaction is goal setting theory. This theory claims that each job is guided by some goals that are compatible with organizational abilities (Lock & Cary, 1990). This theory proposes that value and intention are two cognitive factors that determine human conduct in achieving goals (Lock & Cary, 1990). This theory states that the goal concept refers to what the individuals try do consciously, emotionally and which plays a main role through the means of issue judgment on goal value. This value creates a strong desire for achievement (Lock & Cary, 1990). This means that the goals are influenced by job performance. Furthermore, this theory recommends that the goals must have an acceptable level of challenge to catalyze a human being to put forth high effort, sustain a high level of persistence and to encourage the individual to utilize different manners to obtain their final goals (Lock & Gary, 1990). This theory presents a

conceptual framework of how individuals can achieve their goals by feeling satisfied

and motivated (Figure 2.5). In contrast, when their goals are not achieved, they become

failures and possess low motivation.
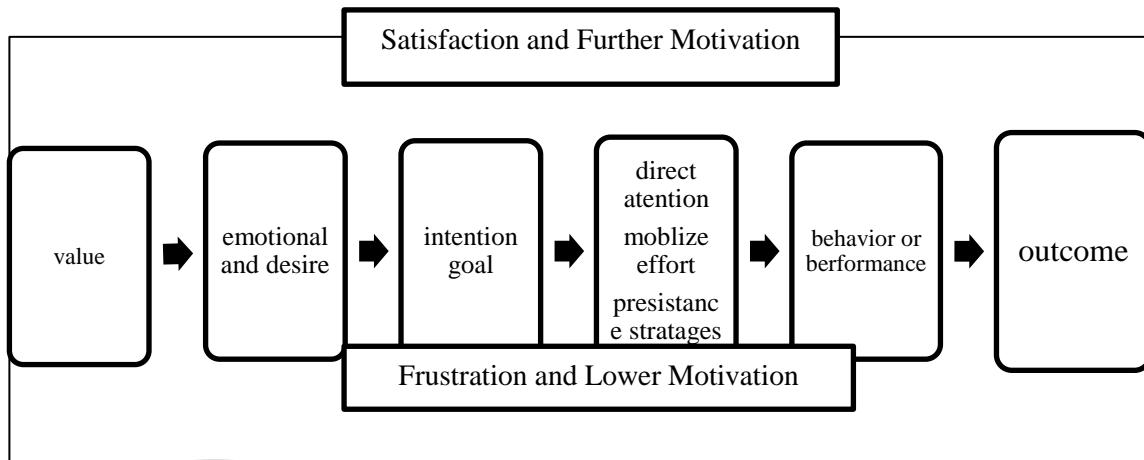
Figure 2.5. General Model of Goal-Setting Theory (Lunenburg, 2011, p. 5)

Hansson, Hasanen, and Hellgren (2011) mentioned that providing a choice for an

employee contributing to the setting of his goals is affected by the level of job

satisfaction. Moreover, in rewarding the employee as a result of their performance they

must consider the feedback and show appreciation for the employee's performance

(Latham & Lock, 2006). When a worker is employed, his feeling is positive and he is

able to develop and override the difficulties by his own efforts and obtain his desires to

reach his goals. As a result, his feelings will motivate him to plan more so as to achieve

higher goals and give himself the feeling of self-satisfaction (Lunenburg, 2011).

Latham and Locke (2006) explained that this theory focuses on the features of the goals;

whereby the goals should be oriented with a specific, attainable and reasonable level of

difficulties. If the goals are beyond the employee's ability to do, it will lead to contrary results and dissatisfaction arise (Latham & Lock, 2006). Also, by giving feedbacks within the work environment it pays more attention to the use of this theory and this feedback will help the employees to perform their jobs better and help them to give their best in order to achieve their goals (Lunenberg, 2011). It is worthwhile to note that when the employee feels that his performance is evaluated properly and fairly, then it will help him to develop his goals and his performance (Lunenberg, 2011). Goal in this theory plays a motivational role and have an effect on the individual's ability and self-efficacy that resulted from the sound feedbacks and evaluation process (Lunenberg, 2011).
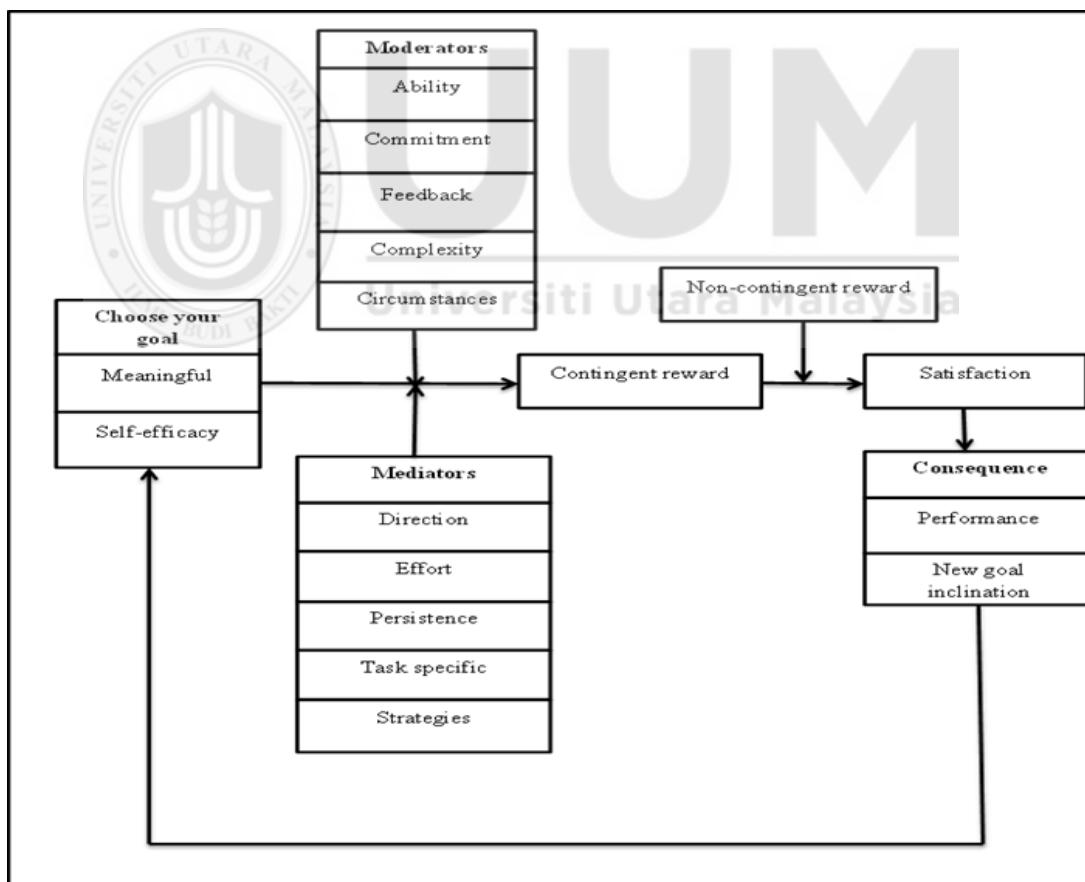
Figure 2.6. Goal Setting Psychology of Locke and Latham (Renando, 2016)

Figure 2.6 shows that the choosing of goals is dependent on the individuals' knowledge and self-efficacy, and improving these aspects will have an obvious effect on the quality of goals. From another hand this study demonstrated that the chosen goals are affected by the mediator, namely direction, effort, persistence, task specific and ones' strategies. Along with this, the chosen goals affected by the moderators' variable like ability, commitment, feedback, complexity and situational circumstances. The reward after the goals have been achieved come into play to boost a sense of job satisfaction (Lunenberg, 2011).

The PLC has a deep effect on the enhancement of the individuals' knowledge, strategies and experiences. As such, it will an effect on the quality of the appointed goals and make it more matured and beneficial (Hord, 2017). However, the accomplishment of these goals will surely create a feeling of satisfaction according to Locke and Latham (1990). Furthermore, the accomplishment of the goals will boost the sense of self-efficacy and success also reinforces the sense of effectiveness in the individuals (Bandura, 1994).

In the education field, engaging teachers in setting the goals will help him to select deep goals and express it clearly. These goals will be more functional since they are designed according to the needs of the school and learning. These teachers will also collaborate in identifying the appropriate strategies to accomplish the goals and assessing the achievement of the goals setup (Rochestry City School District, 2011). Ryan (1970) claimed that establishing the individuals' goals help them to complete it and this action can help to eliminate the gap in performance.

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Latham and Yukl, (1975) and also Locke and Bryan (1968) claimed that people often have a tendency to appoint soft goals. Although the goal is met but this kind of goal is not as proposed by the goal setting theory (Locke & Bryan, 1968). To overcome the problem of setting soft goals, the PLC can assist in the building of unified goals for the teachers and assign strategies for them to complete it. These activities will force the individuals to adopt collaboration goals to keep them in the high performance category (Lunenberg, 2011).

Huffman and Hipp (2000) claimed that the collaborative activities drive the individuals to perform their works and in turn achieve the goals set by organization. The success in achieving goals will boost their sense of satisfaction; enhance the teachers' image with regards to their abilities and sense of self-efficacy (Ingersoll, 2001). Meyer and Gellaty (1988) argued that if the individuals perform, the goals will be achieved, and in turn will make the individuals satisfied with their job.

Hord (1977) claimed that one of the elements in PLC is the creation of a social environment that is used as a platform to acquire knowledge, experiences and collaboratively set goals to be achieved. Consequently, in order to achieve the goals, teachers will assess their performance and put forward new strategies to tackle goals which are still incomplete. However this environment helps the teachers to attain the appointed goals, and for that reason teachers in this social environment will be satisfied and have a positive sense of self-efficacy (Capara, Barbaraanelli, Borgoni & Steca, 2003)

The collaborative goals in jobs with many employees and role are more serviceable from individual goals (Mitchell & Silver, 1990). There is a need to create common grounds, normative information, visions and role models among colleagues in order to upgrade Locke and Latham (1990) explained that the establishing of goals rest on two elements namely; content and intensity. Content refers to knowledge and that is affected by psychological states like self-esteem, satisfaction, self-efficacy, anxiety and self-doubt, whilst the intensity indicates the level of difficulties and the time-frame to fulfill the goals. Heslin, Carson and Vandewalle (2014) claimed that the social environment and communication among employees facilitate the transfer of knowledge, value, vision and norms, and this will-affect the contents and intensity of the jobs' goals. Helin and Klehes (1986) argued that identifying the goals in a social environment that produced high commitment in individuals' performance towards achieving their goals and correspondingly achievement will boost their sense of satisfaction and self-efficacy.
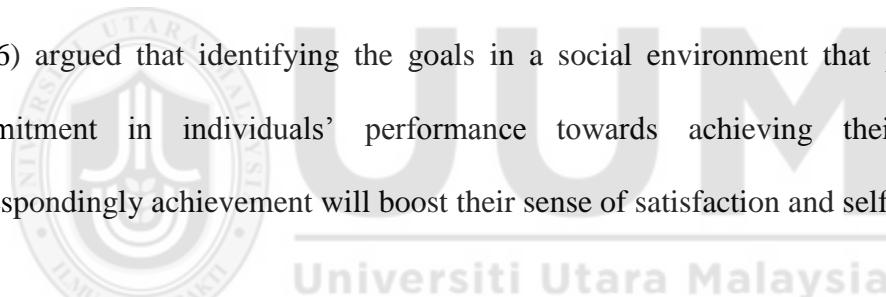
Seeing the importance of goal-setting to reinforce the sense of satisfaction, self-efficacy and performance, Luneburg (2011) and also Locke and Latham (1990) recommended that in order to set realistic and attainable goals, paying attention to the points below during the process of building the goals are essential.

- **Specificity** - use phrases like do your best or work harder didn't give employees well understanding what they should do. Presently, some employers do not know what is required from their employees and this leads to poor performance and make the assessment of goals more difficult. Jobs with written goals clearly help employees to focus on it and achieve it. Luneburg's (2011) study demonstrated that the use of specified goals associated with high performance, commitment and satisfaction.

- **Doable goals** - goals should have certain level of difficulties large goals should be broken down into sub-objectives with their own time-frame to attain their goals. The achievement of their goals make the employees feel satisfied and proud, and believe in their abilities after seeing that their achievement has got the attention in the employees' society.

- **Goals must be acceptable** - this point refers to the need to build goals inside the workplace based on the principle of sharing and respect of the employees' experience in the goal-building process. The organization should ensure that reasonable goals are set and then help the employees to achieve it as this will boost the employees' feeling of satisfaction and self-efficacy.

- **Feedback** - feedback is an important factor to help the employees to evaluate their progress, build social relationship among their peers, help them to get feedback in good time and use it to remedy their performance, and achieve the goals that have been set.

- **Deadline improve the effective goals** - provide employees with long time frame lead them to low their work and if the time is short it may give rise to stress. Selecting a suitable time-frame for each goal to ensure quality is a difficult exercise and this should be taken into account when establishing goals.

- **Group goals and personal goals** - the selection of mass goals is an important step that will lead to the successful completion of the job, especially if the job needs many individuals to carry out. Personal goals are also equally important and consistent between the goals and bring about the desirable outcome, satisfaction and more contributions to teamwork.

A review of the foregoing studies demonstrated that the social environment, discussion among colleagues, sharing of other persons' experiences and knowledge can raise the quality of goals, contents, intensity, time-frame to achieve the goals. The PLC institutes this environment inside the schools and this helps to develop the building of goals in the schools, resulting in better performance. Locke and Latham (1990) showed that self-efficacy has two roles; the first is the selection of goals and the second is to develop the quality of goals. When individuals succeed in achieving specific goals it will heighten their self-efficacy (Bandura, 1994) and satisfaction (Locke & Latham, 1990). This will motivate the people to select higher goals and challenges according to his confidence in his abilities (Bandura, 1977). This mechanism produces advance goals, high productivity and satisfaction (Locke & Latham, 1990).

2.5.5   The Job Characteristics Theory

Job characteristics occupy a significant place in many studies, such as in industries from different countries. Hackman and Oldham (1975) selected five factors that support the appraisal process in a work environment. These factors help to know the motivational state, and then analyze it to develop motivation for the job through the analyzed results, enhance the workers' job performance as well as to have a fulfilled satisfaction for the job. The factors are; 1) Diversity Skill: The implementation of the job often requires the individual to have various skills and abilities, and if the individual do not have the relevant skills and abilities, he will not be able to perform his job effectively. 2) Task Identity: identifying, beginning and ending the requirement of the job with the final outcome can help the individual to know when to complete his job. 3) Task significance: it is an important aspect of the job for it has a great impact on the lives of other people inside the organization or outside it.   4) Autonomy: This refers to the amount of freedom, liberty and discretion that is granted to the worker to schedule his own job and choose the method to do his job. 5) Feedback: The worker must receive feedback on his performance and this will help him to assess his activities and needs, to obtain his desired results.

Hackman and Oldham (1976) acknowledged that a majority of the individuals respond actively to these characteristics and are highly motivated in their workplace, while some individuals will be in the middle, i.e. between the job characteristics and their psychological state:

1) Meaningfulness of the work: This result from the belief in the internal value placed on their jobs. For instance, when the efforts of teachers are appreciated it will motivate them to give their best in their job.

2) The experience of his responsibility for the desired outcomes: the worker should believe that the final result of the work is associated with his effort.

3) Knowledge of the actual result of work activities: the employee is able to judge the quality of his or her performance and this serves as a feedback. Depending on this model for the various job characteristics and participating in the various psychological states, the meaningfulness of the job can be defined as a product of three dimensions: skill variety, task identity and task significance, and experience responsibility. This is a function of autonomy and knowledge that is dependent on the feedback and this psychological state requires great effort to increase the probability of a positive work outcome (Tosi et al., 2000, 134-136). (i) High inner work motivation: motivation coming from the work itself. (ii) High job satisfaction. (iii) Low absenteeism and state turnover

2.5.6 The Significance of the Role of Job Function

Job satisfaction has a very wide scope. Job satisfaction is not only connected with the outcome, but the feeling of satisfaction extends to a different life attitude as both mental and physical health is vulnerable because of the dissatisfied feeling (Smith, 2007). Wright and Kim (2004) confirms that job satisfaction has an influence on the conduct of the organization for the individual comes to work with many ambitions and strives to fulfill them, and this will lead him to develop his outcome. On the other hand, the

employee is aware of a gap between his ambitions and the actual situation, and this condition' will enhance his feeling of dissatisfaction which is influenced by the performance of the employee such as burnout or absenteeism during the employee's life (Wright & Davis, 2003). Since this study is related to the educational field, by motivating the teachers should be motivated to improve their performance and the output of the school can be improved by reducing the mobility of the teachers (Shann, 2001). Abdullah, Uli and Parasuraman (2009) conducted a study on secondary school teachers in Sabah, and the study revealed that the teachers are totally satisfied with their job, in terms of their good salary and good working environment. This study identifies two factors that have a significant effect on the teacher's effectiveness and recommends the review of these factors to assist in the decision-making of the workers.

Previous studies of the theory on job satisfaction were focused on issues such as motivation, job characteristics, and employ experts and so on. This theory accepts that when there is a gap between the goals and actual situation, the result shows the new emotional state of the employee and to the removal of all forms of discouragement.

2.6 The Relationship between the PLC and Self-Efficacy

Implementing the PLC in schools brings about favorable results for the teachers' performance and their students' achievements (Hord, 1997). In addition to the impact of the PLC on the psychological aspects of the teacher's personality, Anthony (2011) studied and identified the effects of the PLC on the teachers' self-efficacy. This study embraced a quantitative method to examine the effects of PLC on teachers' self-efficacy

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in North Carolina. This study demonstrated that applying the PLC in schools developed the teachers' sense of self-efficacy and as a result of this study it was recommended to establish the PLC in schools to develop teachers' self-efficacy.

Armor, Conry, Cox, McDonnell, Pascal, Pauly and Zellman, (1976) examined the impact of self-efficacy and isolation on the teacher's performance and the findings enhanced the role of self-efficacy in upgrading the teacher's efforts to teach his students, whereas isolation weakens the teacher's performance. Bandura (1997) confirmed the relationship between self-efficacy and a high level of performance. This reasoning provides a key role for self-efficacy. This finding states that the PLC is the pathway to develop self-efficacy via the diminished isolation by building a cooperative environment.

Rosenholtz (1989) found that those teachers who possess high commitment, cooperate with colleagues, share practices, support each other and had a positive sense of self-efficacy tend to provide for the students' needs and are also open to new knowledge and will implement different strategies to manage their class. The PLC creates a new environment to enhance the pervious features and subsequently it has a positive effect on the teachers' self-efficacy.

Ross, Hogaboam, Gray and Gray (2003) illustrated that a sense of self-efficacy is developed when school shows interest in the students' achievement and sharing personal practices. Hipp (1997) examined the effect of leadership style and teachers' self-efficacy, and the study found a clear picture of the efficacious role of the leaders in

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improving the teachers' self-efficacy, and recommended the schools to adopt transformational leadership to improve the teachers' self-efficacy. This finding has become an essential factor in the PLC's approach. Hord (1997) said that an ideal PLC environment should have the sharing of practices and responsibilities, observing and analyzing the students' progress and sharing leadership. These factors are congruent with the findings of both aforementioned studies. Based on the findings of the study it is fair to conclude that the PLC's environment has an effect on self-efficacy and the PLC contains all this variables which have an impact on the teacher's performance and self-efficacy.

Weathers (2009) conducted a study to identify the relationship between the components of the PLC and the teachers' self-efficacy. This study had 169 samples and the statistical analysis of the result confirms that there was a strong correlation between the PLC components and self-efficacy. Another study was conducted by Beauchamp, Klassen, Parsons, Durksen and Taylor (2014) and found that there was a strong and positive correlation between the PLC and the teachers' self-efficacy and collective self-efficacy. The environment which surrounds the workers is like verbal persuasion as the leadership style has an effect on the level of self-efficacy, and the building of a healthy environment brings about positive thought of self-efficacy (Bandura, 1997). Moreover, a study found that the PLC programs have assisted physical education teachers to exit from isolation to collaborative work and rebuilt a modern curriculum and standards, and moved them forward with favorable beliefs about their own capabilities (Beddoes, Prusak, & Hall, 2014).

2.7 The Relationship between the PLC and Job Satisfaction

Sai and Sivag (2015) conducted a study to compare the implementation of PLC between developed and developing countries. The study confirmed that the PLC is an essential part of the school system in the developed countries and it creates opportunities for teachers to meet and receive modern knowledge and methods through cooperation among teachers and peer groups, and it also improve the outcome for both teaching and learning (Bulkely & Aicks, 2005). Stoll, Bolam, Mcmhon, Wallace and Thomas, (2006) recommended that the use of PLC in schools has provided the teachers with a broader vision about their careers, information, methods and impacts for the positive development of the organization.

Sai and Sriaj (2015) examined the importance of using the PLC in schools with the teachers' satisfaction and the study uses Maslow's theory to analyze the teacher's satisfaction. Sai and Siraj (1015) indicated that there is a relationship between schools that utilized the PLC and the motivation of the teachers. This study revealed that the practice of the PLC contributed to fulfil the basic needs of the teachers. This study explains how to improve the efficiency of the teachers by showing their extrinsic (basic needs) and intrinsic (higher needs) needs to sustain their escalating performance, and it confirmed the role of the PLC to sustain both needs.

Donna (2011) discussed the effect of the PLC on the feelings of the teachers through job satisfaction. The teachers encounter many demands such as concerns about the students' needs, meeting the required standards and implementing the education plans. The

teachers also have to face issues that are out of their control such as overcrowded classrooms, lack of equipment and assistance from the community and staff. These factors deepen the feelings of the teachers to have job dissatisfaction (Hargreaves, 2003).

The PLC provides the teachers with the opportunities to embrace new knowledge, strategies, milieu collaboration, assessment of students, and how to manage the class (Eaker, DuFour & DuFour, 2002). On the negative side, many schools make their teachers work in isolation and this practice deprives the teachers from keeping abreast of new knowledge and puts the teachers under high pressure, thus leading to a high level of job dissatisfaction (Hargreaves, 2003). Eaker, Dufour and DuFour (2002) reveled that the isolation is connected with the feeling of job dissatisfaction and the collaboration of work is connected with the feeling of job satisfaction. Satisfaction in turn enhances the teacher's development and the results show that using the PLC in schools has an influence on the development of the teacher. This study supports the view that implementing the PLC in schools will improve the teachers' performance and knowledge and reduce the feeling of dissatisfaction.

Annenberg Institute (2012) mentioned in their s study that the PLC is used in the industries and businesses to develop the skills and outcomes of the employees. The continuous improvement arouses the attention of the educational policy-makers, encouraging them to adopt this project. This study uses the PLC as a systematic approach to encourage teachers to work as one group, and to give answers to many questions raised during the meetings which are held by its members periodically. This

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study refers to the PLC as an independent variable to obtain the different required outcomes like positive culture, reducing isolation and developing an acknowledgment of teaching strategies. Moreover, it also helps to develop job satisfaction and improve the retention rate of the teachers.

Pervie and Baker (1997) stated in their study that teachers have low levels of satisfaction and attributed this to the scarcity of cooperation among the teachers and physical conditions that supported the teachers during the teaching process. Maslow's and Harzzbarg's theory both mentioned that providing the basic needs is like a springboard to obtain satisfaction, social relations and physical conditions. They consider that the absence of foundation will lead to dissatisfaction and the results correspond with the theory and facts. Wilim and Varner (2012) argued that when a teacher contributes to decision-making and the appraisal of their performance, it will lead to an increase in the level of their motivation and self-esteem, whereas excluding a teacher from this process will lead to a decrease in motivation and self-efficacy. As a result, these factors lead to the diminishing of the teachers' job satisfaction.

Johnsrud and Rosser (2002) and also Johnsrud, Rosser and Protheroe (2006) noticed that the observation of the teachers gave contrary results and the emergence of a culture that does not foster collaboration and shows a decrease in job satisfaction. Vail (2005) argued that every job has extrinsic and intrinsic factors. She said that improving the physical environment (extrinsic) has a great influence on the job satisfaction of teachers which in turn leads to a higher level of job satisfaction (intrinsic) and production.

The study conducted by Chamundes (2013) showed that the teaching performance of the teachers was affected by job satisfaction and describes teaching and teachers as the backbone for future generations. The result showed that there was a great effect on job satisfaction and on the performance of the teachers. The study indicated that the salary, physical environment and social support for the teachers from their colleagues, students, parents and the social environment account for the high level of job satisfaction. Drago et al. (1992) explained that more effective factors are required to develop teachers' performance in social interactions and support among peers because they have a huge impact on the level of job satisfaction.

Usop, Askander, Kadtong and Usop (2013) in their study noted that teachers are the cornerstone to the world of development and their performances are influenced by many factors such as salary, job conditions, student numbers, his personality and attitude to work and so forth. This study used job satisfaction as an important variable that plays a vital role in the development of the teacher's performance. By using 20 elementary school teachers, the result showed that teachers have a high level of performance and high level of job satisfaction due to the social environment in the school.

Wage and Simatwa (2014) did some surveys and studies in the sub-counties of Kenya, and the study identified the level of teachers with job satisfaction by using 290 teachers and 101 head teachers as respondents of the study. This study used a two-factor theory (motivation-hygiene) as the basis to analyze the factors that have an influence on the job satisfaction of the teachers. The study found out that the teachers' dissatisfaction with their job was due to poor working conditions, bad medical allowance, low salary, weak

planning, lack of promotion, work overload, inadequate physical facilities, weak social interactions with their colleagues, and it recommended for a review to improve the teachers' satisfaction and performance. A focus on school teachers is given priority in developed countries. These professionals deliver knowledge and skills to a new generation and providing the teachers with the basic needs to motivate them must take priority in the planning (World Bank, 1998; Ahindukha, 2005).

Kooi (1990) opined that overlooking the feelings of the teachers is hazardous because dissatisfaction is often associated with a sharp decline in performance. Sergiovanni (1995) said that a feeling of dissatisfaction is linked to a lack of commitment, absence, isolation and alienation, while enhancing the sense of satisfaction is linked to active performance.

2.8 The Relationship between Self-Efficacy and Job Satisfaction

Doing a job as a teacher requires a lot of pre-requisites and needs to be considered during day-to-day work with students. The many assignments and the ambiguous goals make teachers feel depressed and ultimately lead to performance decline if they do not get support and gudance from their counterpart (Kyriacou, 2001). Hoy and Davis (2006), and also Woolfolk and Hoy (1990) argued that job satisfaction is associated with favorable performance and positive internal motivations, and self-efficacy is connected strongly to job satisfaction ,and they have an impact on the level of performance and willingness to work tenaciously. Caprara, Barbaranelli, Steca, and Malone (2006) used a survey to examine the impact of self-efficacy as a determinant factor in the teachers' job

satisfaction and the findings demonstrated a strong correlation between both variables. Therefore, they recommended the development of a positive sense of self-efficacy as it is deemed to be a personal power that catalyzes the teachers to improve their motivation and job conditions.

Klasse and Chiu (2010) conducted a study involving a sample of 2000 teachers, and this study demonstrated that those teachers who have a high level of self-efficacy were capable of managing their classes and will adopt new strategies and they also have a high level of job satisfaction. Self-efficacy has an influence on the individuals' beliefs and the way that they arrange their priority, and it also has an impact on individual behaviors (Bandura, 1997).

Gkolia, Belias, and Koustelios (2014) claimed that positive self-efficacy represents a key variable in creating a desirable result; the study described it as a power catalyst for the teachers to work against challenges. When an individual has positive self-efficacy, he is able to change the ambient conditions in his favor and self-efficacy for those teachers is related to a positive feeling of job satisfaction.

2.9 The self-Efficacy as Moderating Variable in the Relationship between PLC and Job Satisfaction

The teachers' belief in self-efficacy has attracted significant attention in many studies and this concept comes from Bandura's theory that describes the teacher's feelings as a high level of self-efficacy in the face of difficulties in implementing his job successfully. This implies that Bandura's definition is on the performance of the teacher who is able

to regulate his behavior and perform it to implement his goals (Tschannen-Moran, Woolfolk Hoy & Hoy (1998).

Stphanou, Gkavras and Doulkeridou (2013) explained that self-efficacy plays an important role in a teachers professional life; teachers whom have high level of self-efficacy showing high flexible manner to overcome difficulties through the implementation of good plans to achieve his objectives; also those teachers demonstrate a spirit of initiative in their work . Stphanou, Gkavras and Doulkeridou (2013) opined that self-efficacy plays an important role in a teacher's professional life. If the teacher has a high level of self-efficacy he will have the ability to overcome difficulties through the implementation of good policies. With a positive sense of self-efficacy he will be able to come out with incentives to encourage his peers to take the initiative to improve the different aspects of the school's activities.

Jesus and Lens (2005) said that the high self-efficacy of teachers is connected with motivated expectations and it boosts the teachers' performance and allows them to defy challenges and to make plans for success. This feeling of high self-efficacy overshadows the students' performance positively. Steca and Malone (2006) noted that teachers with high self-efficacy struggle to develop themselves in the teaching profession with the present curriculum. This is because they need to use different materials, strategies and methods of teaching to help the students to fulfill their requirements.

Stephanon and Tsapokidou (2007) observed that when a teacher has a high sense of self-efficacy, he will become more open-minded and can accept modern ideas which will

help him to improve in his career. Also, this attitude will make him have a sense of self-satisfaction and job satisfaction. Pajares and Schunk (2005) stated that a high sense of self-efficacy is not affected by regulated and executed courses of behavior. However, it gives him an intrinsic power to override the various difficulties and obtain his goals. Stephanou, Gkarras and Dolkeridou (2013) expounded that self-efficacy has a significant impact on collective efficacy through the cooperation among team work. To achieve educational goals, self-efficacy has a positive effect on job satisfaction. Kassan and Chiu (2012) noted that self-efficacy is a vital function in shaping and performing collective efficacy among workers in the team and to reinforce the level of job satisfaction.

Self-efficacy is developed in the working environment and requires social collaboration and teamwork. This environment gives the individuals respect and recognition with the influence of self-efficacy in his environment by providing good job satisfaction (Wolfolk Hoy & Davis, 2006). Capara, Barbaranelli, Borgogni and Steca (2003) argued that a high level sense of self-efficacy is an important variable that has an effect on the teachers' commitment and sense of satisfaction. Capra, Barbaraneli, Steca and Malone's (2006) study sought to ascertain what affects the teacher's positive self-efficacy on students' achievement and job satisfaction, and the study revealed that the effect of self-efficacy on the students' performance was positive and strong.

Another point was highlighted by Leiter (1991) that is self-efficacy of the individuals in the workplace and this psychological variable is a decisive factor in reducing the challenges of stress in the workplaces. The individuals with positive self-efficacy can

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cope in a difficult situation when compared to the individuals with low self-efficacy, and that shows high worry when confronted with difficulties and the individuals with positive self-efficacy are able to adopt fruitful behaviors to deal with these problems (Kinicki & Latuck, 1990). Furthermore, Saks (1994) revealed that new workers with high self-efficacy would not be reluctant to work in the field with expectations involving high percentage of error and in an ambiguous situation, and it is contrary to the workers with negative self-efficacy who look at the environment as very stressful.

Jex and Bilese (1999) claimed that taxing situations in the work environment are unavoidable, and developing self-efficacy supports them in their job, and so they recommended that developing self-efficacy will help them to overcome difficulties. Self-efficacy demonstrates how much an individual believes in his abilities and chooses to behave in a manner that allows him to achieve his set goals (Heaven et al, 2006). The work environment often requires some strategies to fulfill the job needs in a complicated situation and this belief in self-efficacy will dispel the feeling of stress and develop motivation, job satisfaction and a high quality work life (Mensah & Lebbaeus, 2013).

Mensah and Lebbacus (2013) discovered that a high level of self-efficacy can have a positive impact on job satisfaction, and it is recommended managers and administrators to encourage their employees by using verbal encouragement to support self-efficacy and to increase the motivation and job satisfaction of the individuals. Moreover, Prothero (2008) argued that teachers with high self-efficacy have high confidence to confront any form of difficulties in achieving their desired goals (Goddardhoy & Hoy, 2000). Teachers with high self-efficacy constitute a new level of collective self-efficacy

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that enhances good collaborative effort to meet the needs of the students and also a set of precedents in this field. This environment makes it easy to pass to the school teachers the environment that is suitable to develop teachers and students. Hord (1997) observed that teachers who demonstrated a high level of resilience to accepting new ideas through discussions , and this is a critical factor to develop the professional learning community. Self-efficacy creates a higher sense of confidence for the teachers and encourages them to transfer their ideas to develop peers and students within the school environment. When teachers have completed their teacher training program, it qualifies them to become teachers, but they still need to keep developing their careers. Teachers need three factors for personal development and they are cognition, behavioral control and a belief in self-efficacy (Bembenuty, 2006).

Teachers with high self-efficacy are able to make accurate judgments on their abilities to achieve their goals and to address the shortcomings in their abilities (Looney, 2003). The professional community in the social environment facilitates the teachers to select their needs and to ask their peers to learn how to address this need unofficially; this shows a high sense of self efficacy to motivate the individuals so that they can take advantage of their environment and develop themselves. This practice will help to develop the individuals and the social communities that they belong to. Moreover, Coladarci (1992) and Hoy (2002) explained that there is a strong positive relationship that exists between high self-efficacy and the level of professionalism in the community. Furthermore, Alinder (1994) noted that the definition of self-efficacy refers to individuals with high self-efficacy that are capable of performing and executing some actions that confirm the

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teachers' capabilities in the preparing and organizing of educational programs for the benefit of the students.

Zimmerman (2000) revealed that teachers with high self-efficacy use different strategies to achieve learning. Moreover, these teachers participate in collaborative assessments for education, planning, teachers' behavior and self-efficacy. Hord (1997) analyzed teachers' performance collaboratively and visited the teachers in their classes to evaluate their performances and this is deemed to be supportive of the teachers. This means that high self-efficacy can be used as an intrinsic variable to motivate individuals with high self- efficacy to build active PLCs and enrich its participation in the professional community via a collaborative environment.

Bandura, 1994; Schwarze and Luszczusko (2007) argued that an individual with high self- efficacy is able to motivate his peers and provide them with the necessary support to boost their morale in learning. The individuals with high self-efficacy can help individuals who feel incompetent in putting their desires into actual action after knowing the weaknesses in their performance to overcome this state and to move them towards new arrangements and execute new behaviors which can help them to fulfill their desires. These people will have a significant influence over others through their verbal encouragements to them to try it out or embrace new behaviors and remove all their doubts (Iroegbu, 2015).

Yildirim (2015) examined the effects of individual self-efficacy and the sharing of knowledge and the results indicated s that individuals with high self-efficacy builds an

active environment and shares knowledge actively and this contributes to the development of outcomes.

Previous studies showed the important role of self-efficacy in motivating employees to adopt encouraging characteristics which reflect positively in their behaviors and planning. Those individuals with positive self-efficacy interact personally and collectively with challenges with high confidence and commitment, and this encourages the characteristic incentive. However, since there are not many study conducted to analyze self-efficacy as a mediator for the relationship between PLC and teachers job satisfaction, then the questions is still unanswered and definite conclusion cannot be reached. Therefore a study related to self-efficacy of PE teachers as mediator to the relationship between PLC and teachers job satisfaction in Iraq need to be conducted.

2.10 Summary

The job satisfaction theory suggests that to improve organizational performance, the job satisfaction of employees should be given special attention. Some studies suggested that to improve the level of job satisfaction, self-efficacy of teachers should be enhanced. Studies also suggested that to increase teachers' self-efficacy increases, PLC as new platform of in-service professional development should be implemented continuously. However, studies that attempt to combine these three variables are very limited, especially in Iraq. Hence a further study was conducted to identify the influence of PLC on job satisfaction and self-efficacy as a mediator to the relationship between PLC and the satisfaction of PE teachers in Iraq.

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CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The main objectives of this study were to examine the relationships between professional learning community (PLC), teachers' self-efficacy and teachers' job satisfaction in Physical Education Colleges in Iraq, to analyze the teachers' self-efficacy as mediator of the relationship between professional learning community (PLC) and teachers' job satisfaction, and to determine which dimension of professional learning community (PLC) and teachers' self-efficacy is a significant predictor to job satisfaction. In order to achieve these objectives, this chapter discussed the methodological approach, methods and techniques that has been utilized in this study such as research design, population and sampling of the study, measurement devices, procedure of data collection and data analyses.

3.2 Research Design

In order to achieve the objectives of the study, this study employed descriptive survey and correlation research design. These designs had provided the opportunity to identify the direction and strength of the relation between the variables. With the aid of these methods, the data was collected, treated statistically and disclosed the variables' relation as suggested by Ary, Jacobs, Sorensen and Walker (2014). Consistently with the design of the study, standardized questionnaires were used to measure all the variables namely; Professional Learning Community (PLC), teachers' self-efficacy, and job satisfaction.

This approach is also known as descriptive-correlation research, and refers to course of actions to answer research questions (Kunpfer & Mclellan, 1996). Descriptive and inferential statistics was used as a basis for describing the phenomenon of the variables being studied and for testing the hypotheses of the study. These types of statistics have provided a clear vision in making a final and good interpretation of the data (Borg & Gall, 1980).

According to Creswell (2013) quantitative study focuses on objectives that detect relationships among variables by using standardized instruments in the collection and analysis of data from large sample size. Similarly, quantitative correlation design is an effective approach and it presents precise result about the correlation among variables (Creswell, 2009). In same vein, Belli (2008) stated that correlation analysis is one of the non-experimental study designs that provide possible relationships between variables, and then present in logical reasons for the relationships. On the other hand, Jacobs and Razavieh (2002) maintained that descriptive statistic focuses in recapping data, giving description for status quo as well as the correlation capable of explaining the magnitude of change in one variable and its influence on another.

3.3 Population and Sampling of the Study

As this study is conducted using a quantitative approach with a descriptive survey design, detailed steps need to be taken to select a sample of the study so that it can make an unbiased conclusion. The first step is to know the target population of the study. Accurate definition of target population enables researcher to choose the appropriate

sample to be used in the study. The sample in any study should have the same traits of a population. More precisely, the sample and population ought to share the same traits in accordance with the problem statement in order to ensure a precise representation of good result. Hence, with this condition in mind an appropriate generalization of result can be secured (Polland, 2005). Therefore, the target population been focused in the present study was physical education teachers from four provinces located in the southern Iraq namely; Bassra, Nesserite, Maysan, and Diwaniya. Since this study is on professional learning community, then only PE teachers who attended the PLC at school level in 2012-2017 was selected to become the respondents of this study. To identify PE teachers who attended PLC, researcher contacted Directorate of Education of the four provinces to supply the name of the teachers. Another reason for choosing these provinces is they have implemented PLC project (Al-Sudany, 2008).

Due to the diversity of the population from different geographical areas, this study adopted cluster sampling technique in selecting the respondents. In support of this study, Olsen and George (2004) have argued that the use of cluster sampling technique is necessary when individuals are living in groups or cluster within different geographical places. In a similar trend, Barreiro and Albando (2001) argued that when the population is divided into groups, it requires the selection of cluster samples in order to study specific cases being shared within the cluster. In order to fulfil the cluster sampling technique of this study, the researcher considered the division of education research and development which provides the list of schools, name and number for each province. Once the researcher received the name of the school and the name of PE teachers who are following the PLC program from the Directorates of Education of Bassra, Nesserite,

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Maysan, and Diwaniya, researchers assigned numbers to each schools and teachers. Afterwards, the researcher randomly picked out samples through the use of excel statistical package. Subsequently, any school chosen from the random selection process has directly represents the physical education teacher. Through this procedure, the researcher was able to select 274 Physical Education teachers randomly who became the respondents of this study.

Table 3.1 presents the number of secondary schools in every province and the number of physical education teachers. Meanwhile, the schools' names were used for selecting the physical education teachers in this study. This number of sample was identified based on the sampling table provided by Krejcie and Morgan (1970)

Table 3. 1

Number of PE Teachers in Secondary Schools in Four Provinces of Southern Iraq

Province	Number of PE Teachers in Secondary Schools	Required samples
Bassra	107	86
Nasserite	88	73
Maysan	72	63
Diwaniya	57	52
Total	324	274

This phase resulted in the selection of 86 teachers from Bassra, 73 teachers from Nasserite, 63 teachers from Maysan and 52 teachers from Diwanitya, making the total of 274 teachers.

3.4 Instrumentations

This study aims to examine the relationships between PLC, self-efficacy, and job satisfaction amongst physical education teachers. Standardized questionnaires were utilized in measuring the study's variables. The questionnaires used in this study are discussed in sub-topics subsequently.

3.4.1 Professional Learning Community Assessment – Revised (PLCA-R)

The first variable in this study is professional learning community (PLC). In order to measure this variable, the PLCA-R questionnaire is used as recommended by Olivier, Antoine, Cormier, Lewis, Mincler and Stadalis (2009) (Appendix A Section B). Originally PLC questionnaire was developed and introduced by Olivier, Hipp and Huffman (2003) based on Professional Learning Community Organizer (PLCO). It consists of three domains namely; initiating, implementing and institutionalizing or sustaining. With this tool the researcher had assessed the effect of PLC on educational process from the perception of individual who work in education field. The items in this instrument include the perception of the individuals working in schools such as administrative staff, principals, teachers and community members. To this end, the study had identified the respondents' perceptions about PLC and how its influences the education process in line with Olivier et al. (2009). This instrument has five dimensions and 52 items.

Olivier et al. (2009) claimed that the PLCA-R is a new instrument that is designed to measure school staff as professional learning community and their effect on learning and teacher performance. Finally, the new instrument contains five dimensions namely; 1) shared value and vision, 2) collective learning and application, 3) shared personal practice, 4) collective learning and application, and 5) relationship and structure, through which 52 items were established. The questionnaire adopts Likert type scale format beginning with 1 = strongly disagree to 5 = strongly agree. Sample items of PLCA-R for each dimension are: 1) a collaborative process which exists for developing a shared sense of values among staff, 2) Staff members work together to seek knowledge, skills and strategies and apply this new learning to their work as well as 3) Staff members work together to seek knowledge, skills and strategies and apply this new learning to their work and the 4) Opportunities that exists for staff members to observe peers and offer encouragement. Olivier et al. (2009) claimed that the questionnaire is valid and reliable to measure professional learning community. Content validation was evaluated by a panel of education experts, and construct validity was assessed using factor analysis. One thousand two hundred and nine (1209) teachers were involved in testing the validity and internal consistency of the questionnaire. After conducting reliability test, the five dimensions had produced high score for of Cronbach's alpha coefficient as shown in Table 3.2.

Table 3.2

Cronbach's Alpha Coefficient for PLC Questionnaire

PLC Questionnaire Dimensions	Cronbach's Alpha Coefficient
PLC overall	.97
Sharing value and` vision	.92
Shared supportive and leadership	.94
Collective learning and application	.91
Shared personal practice	.87
Supportive condition	.88

In confirmation of Olivier et al. (2009) the study has explained the coefficient of Cronbach's alpha reliability, where the shared value and vision is 0.92, shared and supportive leadership is 0.94, collective learning and application is 0.91, shared personal practice is 0.870 while supportive condition is 0.88 as high level of reliability.

3.4.2 Physical EducationTeachers' Self-Efficacy Scale (PETPAS)

The second variable in this study is physical education teachers' self-efficacy. To measure this variable, the physical education teachers' physical activity self-efficacy scale (PETPAS) developed by Martin and Kulinna (2003) was utilised (Appendix A Section C). This questionnaire consists of 16 items with four factors. The Sample items of PETPAS are: 1) my students do not enjoy spending large amounts of class time being, 2) my activity space is used for other purposes, 3) my class sessions are too short in duration, and 4) other teachers at my school do not highly value physical education among others. This questionnaire adopts Likert type scale format beginning with 1 = strongly disagree to 5 = strongly agree. Martin and Kulinna (2003) claimed that this

questionnaire is valid for the fact that the study's data has exceeded an acceptability fitness of the model as indicated by common goodness-of-fit indexes (NFI = .89, NNFI =.91, CFI = .93) with standardized maximum likelihood factor loadings ranging from .55 to .89. Martin and Kulinna (2003) had also asserted that the internal consistencies of each factor does exceeds the minimum value of alpha Cronbach .70 as recommended by Nunnally (1978); which obviously established that the alpha values for the student, space, time, and institution factors as .86, .75, .78, and .73, respectively as presented in Table 3.3.

Table 3.3

Cronbach's Alpha Coefficient for Teachers' Self-Efficacy Questionnaire

PETPAS Questionnaire Dimensions	Cronbach's Alpha Coefficient
Student	.86
Space	.75
Time	.78
Institution	.73

3.4.3 Teaching Satisfaction Scale (TSS)

The third variable in this study is teacher's job satisfaction. To measure teacher's job satisfaction, the researcher had utilised the Teaching Satisfaction Scale developed by Ho and Au (2006) as explained in (Appendix A Section D) this instrument was developed based on Locke's (1976) life satisfaction theory and produced a scale with five items. Ho and Au (2006) claimed that this Teaching Satisfaction Scale (TSS) is valid as it obtained high psychometric properties. After the two weeks' time of test-retest, the

reliability coefficient of 0.76 and 0.77 was yielded. The inter item correlation for the five TSS items range from 0.17 to 0.55 and the correlation for the five items were 0.56, 0.56, 0.63, 0.66 as well as 0.34 respectively.

Regarding the validity of Teaching Satisfaction Scale (TSS), Ho and Au (2006) reported that the TSS was tested its convergent validity using correlation method with WJSS (Warr's Job Satisfaction Scale) and BRJSS (Brayfield Job Satisfaction Scale). The result of the correlation was r =.47 and .50 respectively. Based on the result of convergent validity study, Ho and Au (2006) recommended that the TSS is valid to measure teacher's job satisfaction. The sample items for the scale are; 1) In most ways, being a teacher is close to my ideal and 2) My conditions of being a teacher are excellent. This questionnaire adopts Likert type scale format beginning with 1 = strongly disagree to 5 = strongly agree.

3.5 Procedures of Questionnaire Translation

A back-translation of the questionnaire was conducted to assess the teachers perception on PLC, self-efficacy and job satisfaction. At the initial stage and before the data collection commences, the researcher secured the approval and assistance of two experts in English language who subsequently assisted in translating the research questionnaires from English language to the respondents' local language (i.e. Arabic language) which is in line with Susan (2000). According to Susan (2000), double translation, is a sort of translation from one language to other one, which is equally refer to as back-translation. For the present study, the first expert did translated the study's questionnaires from

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English language to Arabic language, while second one did reversed the translated questionnaire from Arabic language back to English language. Both experts worked separately, and then the two versions of the translated questionnaires were subsequently subjected to member-check where both were double-checked by supervisors and the researcher for any inconsistency, mistranslation and words that are culturally sensitive in meaning. The possible errors been discovered in the questionnaires were returned back to the experts who subsequently corrected. Finally, the translated versions of the questionnaires were found fit and used in this study.

3.6 Pilot Test

Hair, Money, Samouel and Page (2007: 278) warned researcher that "No questionnaire should be administered before the researcher has evaluated the likely accuracy and consistency of the responses. This is achieved by pretesting the questionnaire using a small sample of respondents with characteristics similar to target population". Therefore, in order to ensure the reliability of the questionnaires been used in this study, pilot test was conducted. Upon completion of the questionnaire translation into Arabic version, the researcher conducted a pilot study using a sample size of 30 physical education teachers to test the internal consistency of the questionnaire.

Prior to conducting pilot test, the researcher selected the sample for pilot study randomly from these lists through the application of quota system. Afterwards, the researcher asked the teachers of whether they have the willingness to participate in the study. Upon their consent, the researcher administered them the research questionnaires, who in turn

spent up to 28 minutes at maximum in answering. Table 3.4 shows the result of the pilot study. Researcher set the minimum value to be considered reliable is Cronbach alpha .70 as recommended by Nunnally (1978).

Table 3.4

Showed the results of pilot study using Cronbach alpha showing the reliability of the questionnaires used in this study

Questionnaire	Cronbach Alpha
PLC (Overall)	.96
shared supportive and leadership	.71
Shared value and vision	.86
Collective learning and application	.87
Shared personal practice and	.79
Supportive conditions	.87
Self-efficacy (overall)	.90
Students	.74
Space	.77
Time	.87
Institution	.89
Job satisfaction	.88

Given that all value of Cronbach alpha's of the questionnaires and its dimensions were above .70, the researcher straight away used the tested questionnaire in actual study.

3.7 Data Collection

Upon receiving an acceptable result from the pilot test and approval of its reliability by the supervisors, the researcher applied to Iraqis' education office of Research and Development to obtain consent letter and list of PE teachers for data collection of this study. Consequently, the researcher received the permission letter with a list of PE teachers with their contact numbers and email address on the 11th July, 2016 (Appendix B). Based on email address given, researcher contacted teachers personally to invite them to participate in this study.

During the data collection, the teachers were given the chance and opportunity to participate in this study in accordance to their discretion. Equally, the researcher had other optional plans for other candidates in case the ones that had participated might have failed or refused to respond in the selected sampled used in the study. With this stipulated plan, whenever the already selected teachers refuse to participate in a study, the researcher may select other schools randomly from the rest of schools that had refused or failed to engage from the samples to complete sample number. The superintendents had fulfilled the guaranty of assistance given to the researcher to complete his study's survey based on their passion to duties and interest to know the result of this study. In the process of the data collection, the researcher sent electronic questionnaires through physical education teachers' email attached with instructions explained that teachers have the right to engage or not in this study. Apart from that an instruction letter was attached to every set of questionnaire. In the instruction letter, researcher asked participants to give response honestly because the response is not about

right or wrong answer. For the responses will only reflect their perspective about the issues enclosed in these questionnaire items from (i.e., 1 to 5) scale. Again, the page had examples to guide respondents on how make sign inside cells. Apart from that researcher also explain that the aim of this study is totally not to evaluate schools and participants.

3.8 Data Analyses

The standardized questionnaires on PLC, self-efficacy and job satisfaction were used to collect data of this study from physical education teachers in Iraq. Since the data of the study using Likert-type scale and to test hypotheses of the study, the use of Statistical Package for Social Science (SPSS) is appropriate. In order to describe the nature of respondents in this study, descriptive statistics such as mean and standard deviation was used to answer Research Question 1: What is the level of professional learning community (PLC) in Physical, teachers' self-efficacy (TSE) and teachers' job satisfaction (TJS) in Physical Education teachers in Iraq?

Pearson product moment correlation was used to test Hypothesis Null 1, Hypothesis Null 2, and Hypothesis Null 3. Pearson correlation was used because both independent and dependent variables are using interval data and collected from the same respondents. Hypothesis Null 4 was tested using hierarchical regressions. This inferential statistics was used to assess self-efficacy as mediator for the relationship between professional learning community and job satisfaction. Hypothesis Null 5 which stated dimensions of

professional learning community and teachers' self-efficacy is not a significant predictor to job satisfaction was tested using stepwise regression.

3.9 Summary

The main objectives of this study were to examine, 1) the relationships between professional learning community (PLC), teachers' self-efficacy and teachers' job satisfaction in Physical Education Colleges in Iraq, 2) to analyze the teachers' self-efficacy as mediator of the relationship between professional learning community (PLC) and teachers' job satisfaction, and 3) to determine which dimension of professional learning community (PLC) and teachers' self-efficacy is a significant predictor to job satisfaction. To achieve the objectives of the study, descriptive survey and correlation research design was utilized. Two hundred and seventy four Physical Education teachers participated in this study. Three standardized questionnaires using Likert type scale, namely Professional Learning Community Assessment – Revised (PLCA-R), Physical Education Teachers' Self-efficacy (PETPAS), and Teaching Satisfaction Scale (TSS) were used to measure professional learning community, teachers self-efficacy and teachers job satisfaction respectively. Descriptive and inferential statistics were utilized to answer and to test hypotheses of the study.

CHAPTER FOUR

DATA ANALYSIS AND FINDINGS

4.1 Introduction

The main objectives of this study were to examine the relationships between professional learning community (PLC), teachers' self-efficacy and teachers' job satisfaction in Physical Education Colleges in Iraq, to analyze the teachers' self-efficacy as mediator of the relationship between professional learning community (PLC) and teachers' job satisfaction, and to determine which dimension of professional learning community (PLC) and teachers' self-efficacy is a significant predictor to job satisfaction. The data was obtained using standardized questionnaires from 274 PE teachers. In attempt to meet the requirements of this chapter, respondents' profile, descriptive statistical analyses, hypotheses testing and the findings of the study were reported in the subsequent sections.

4.2 Respondents Profile

A total of 274 PE teachers were involved as respondents in this study. However nine of them were omitted due to outlier data. According to Hair et al. (2006), in regression analysis, the data must be normally distributed, and to fulfil the requirement for inferential statistical analysis, the outlier data must be removed. Therefore only 265 data were used for further analyses. Based on Table 4.1, there were 204 male teachers and 61 were female teachers. In terms of age range, there were 67 teachers below 30 years of age, while those whose age was between 30-39 years old were 91. In addition, the

respondents whose aged ranged from 40-49 were 67, while those within 50 years old and above were only 40. The teachers with Master's degree in Physical Education were 45; those with Bachelor's Degree in Physical Education were 167, while 54 of them were holding Diploma in Physical Education. Table 4.1 shows the profile of respondents.

Table 4.1

Frequency and Percentage of Respondents Based-on Gender, Ages, and Qualifications.

Gender/Ages/Qualifications	Frequency	Percentage
Male	204	77%
Female	61	23%
Total	265	100%
Below 30 years old	67	25 %
30 – 39 years old	91	35%
40 – 49 years old	67	25%
50 years and above	40	15%
Total	265	100%
Diploma in Physical Education	54	20%
Bachelor's Degree in Physical Education	167	63%
Master's Degree in Physical Education	45	17%
Other Qualification		
Total	265	100%

4.3 Descriptive Statistics of PLC, PE Teachers' Self-Efficacy and Teachers' Job Satisfaction

In order to achieve the objectives of this study, data was collected from the respondents using three standardized questionnaires designed with five point Likert type scale, namely; Professional Learning Community (PLCA-R) questionnaire, Teachers' Self-Efficacy (PETPAS) questionnaire, and Teaching Satisfaction Scale (TSS). Table 4.2 illustrates the category of mean used to identify the level of PLC implementation, self-efficacy and job satisfaction of PE teachers in Iraq as used by (Al-Rawy, 1998). Given that the scale of the study is 1 to 5, and the mean category is 5, the distance for each mean category is calculated based on the formula (5-1) divided by 5. The distance of range for every category is 0.8.

Table 4.2

Category of Mean to Identify the Level of PLC, Teachers' Self-Efficacy, and Job Satisfaction

Category of Mean	Description
1.00 – 1.80	Very low level
1.81 – 2.60	Low level
2.61 – 3.40	Moderate level
3.41 – 4.20	High level
4.21 – 5.00	Very high level

Table 4.3 shows the mean and standard deviation of Professional Learning Community (PLC) and its six dimensions, namely; Shared and Supportive Leadership (PLC-SSL),

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Shared Value and Vision (PLC-SVV), Collective Learning and Application (PLC-CLA), as well as Shared Personal Practice (PLC-SPP). The last dimension was Supportive Condition which was divided into two parts and these are Sportive Conditions-Relationship (PLC-SCR) and Supportive Conditions-Structures (PLC-SCS).

Table 4.3

Descriptive Statistics of Professional Learning Community (PLC)

Dimension	N	Mini-mum	Maxi-mum	Mean	Std. Dev	Level of Mean
Shared and Supportive Leadership (PLC-SSL)	265	1	4.36	2.46	.81	Low
Shared Value and Vision (PLC-SVV)	265	1	4.56	2.41	.84	Low
Collective Learning and Application (PLC-CLA)	265	1	4.50	2.50	.80	Low
Shared Personal Practice (PLC-SPP)	265	1	4.86	2.43	.82	Low
Supportive Condition (PLC-SCRS)	265	1	4.80	2.41	.78	Low
Professional Learning Community - Overall	265	1	4.48	2.44	.75	Low

The result showed that the mean values of overall PLC was 2.44, the shared and supportive leadership (PLC-SSL) was 2.46, shared value and vision (PLC-SVV) was 2.41, collective learning and application (PLC-CLA) was 2.5, shared personal practice (PLC-SPP) was 2.43, and lastly Supportive conditions (PLC-SCRS) was 2.41. The findings were found to be below midpoint of five point Likert scale. By implication, the low mean value indicates that the implementation of professional learning community of schools in Iraq was low.

Table 4.4 shows the mean and standard deviation of teachers' self-efficacy and its four dimensions, namely; self-efficacy-student (EFF-STD), self-efficacy space (EFF-SPC), self-efficacy-time (EFF-TIM) and self-efficacy-institution (EFF-INST).

Table 4.4

Descriptive Statistics of Teachers' Self-Efficacy

Dimension	N	Minimum	Maximum	Mean	Std. Dev	Level of Mean
Self-Efficacy - Student (EFF-STD)	265	1	4	2.25	.66	Low
Self-Efficacy - Space (EFF-SPC)	265	1	5	3.07	.98	Moderate
Self-Efficacy - time (EFF-TIME)	265	1	5	3.04	1.07	Moderate
Self-Efficacy - institution (EFF-INST)	265	1	5	3.06	1.16	Moderate
Teachers' Self-Efficacy - Overall	265	1	5	2.86	.81	Moderate

The result revealed that the mean of overall teachers' self-efficacy was 2.86. Self-efficacy – student (EFF-STD) was 2.25, self-efficacy space (EFF-SPC) was 3.07, self-efficacy-time (EFF-TIME) was 3.04 and self-efficacy-institution (EFF-INST) was 3.06. These findings were slightly above midpoint of five point Likert scale. Therefore, the mean value of overall Teachers Self-Efficacy indicates that the level of PE teachers' self-efficacy in Iraq's schools is moderate.

Table 4.5 shows the mean and standard deviation of teachers' job satisfaction. Based on the analysis, result showed that the mean value of PE teachers' job satisfaction was 3.04, and this is slightly above midpoint of five point Likert scale. The mean value of teachers' job satisfaction suggests that the level of PE teachers' job satisfaction in Iraq's schools is moderate.

Table 4.5

Descriptive Statistics of Teacher Job Satisfaction

Job satisfaction	N	Mini-mum	Maxi-mum	Mean	Std. Dev	Level of Mean
Teachers' Job Satisfaction	265	1	5	3.04	.91	Moderate

4.4 Hypotheses Testing

There were four hypotheses developed and tested in this study. In the attempt to test the hypothesis number H_01, H_02, and H_03 of this study, Product Moment Pearson Correlation coefficient was used, while hierarchical regression was used to test hypothesis H_04. The stepwise regression analysis was used to test hypothesis number H_05. The Pearson correlation was used because the independent variables (i.e., professional learning community and teachers' self-efficacy), and the dependent variable (i.e., teachers' job satisfaction) were using interval data, and collected from the same respondents. Besides, by using Pearson correlation, the strength and the direction of correlation is known. According Borg and Gall (1979: 475) the "purpose of correlation is to express in mathematical terms the degree of the relationship between two variables".

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The strength of correlation coefficient is ranged between +1.0 to -1.0. When the magnitude of correlation is closer to 1 and whether positive or negative it will indicate that there was strong correlation. In a positive correlation, it can be interpreted that when one variable increased the other variable will increased whilst negative correlation means when one variable increased the second variable will decrease. To interpret the strength of the relationship, Hopkins (2000) suggested the range of correlation coefficient as in Table 4.6.

Table 4.6

The Level of Correlation Coefficients

Coefficient	Description
1.0	Perfect
0.70 - 0.99	Very Strong /very high correlation
0.50 - 0.69	major/big/high correlation
0.30 - 0.49	Moderate correlation
0.10 - 0.29	Small /minor /low correlation
0.0	No correlation

The hierarchical regression analysis was utilized because teachers' self-efficacy in hypothesis number four was the mediator variable for the relationship between professional learning community and teachers' job satisfaction. According Baron and Kenny (1986), hierarchical regression analysis is more appropriate whenever the researcher wish to confirm whether the variable is a significant mediator or otherwise.

The stepwise regression was used to test hypothesis H_05 because according to Cohen and Cohen (1983), stepwise regression is more appropriate in exploring the dominant predictors to criterion variable.

4.4.1 Inter Correlation of PLC, Teachers' Self-Efficacy, and Teachers' Job Satisfaction

Prior to test the hypotheses of the study, the inter correlation analysis between sub-dimensions of variables of study namely, PLC, teachers' self-efficacy and job satisfaction was conducted to identify the relationships between variables of the study. This analysis was conducted to fulfil the requirement for conducting regression analysis in the next steps. Cohen and Cohen (1983) explained that before conducting regression analysis, it is a requirement to researcher to check the inter correlation between variables of the study. The result of inter correlation is shown in Appendix C and Table 4.7. While Baron and Kenny (1986) also emphasized that in order to test mediator variable in the relationship between independent and dependent variable, the researcher is required to ensure there is an existence of the relationship between the independent, mediator and dependent variables. Baron and Kenny (1986) also mentioned that if there is no relationship between variables, researchers are advised not to pursue for the next analysis.

Table 4.7 shows that the first dimension of PLC, sharing and supportive leadership (PLC-SSL) has a positive relationship with other four dimensions of PLC namely; sharing value and vision (PLC- SVV), collective learning and application (PLC- CLA),

sharing personal practice (PLC-SPP) and supportive condition (PLC- SCRS) with r =.809, .825, .774, and .848 respectively. Furthermore, sharing and supportive leadership (PLC-SSL) has a positive relationship with total score of PLC (PRO-LEA-COM) with r = .923, and with job satisfaction r = 561. Apart from that, sharing and supportive leadership (PLC-SSL) correlated with sub-dimensions of self-efficacy by positive minor correlation; with student-self-efficacy (EF-STD) r = .168, and self-efficacy-institution (EF-INST) r = 296; and positive moderate relation with Self-efficacy-time (EF-TIME). The r value between total score of self-efficacy (TSE-OVERALL) and sharing and supportive leadership (PLC-SSL) was positive minor value r = .250. However, result shows that there was no significant relationship between (PLC-SSL) and self-efficacy-space (EF-SPC).

Table 4.7

Inter Correlation of PLC Dimensions, Teachers' Self-Efficacy, and Teachers' Job Satisfactio

	PLC_SSL	PLC_SVV	PLC_CLA	PLC_SPP	PLC_SCRS	EF_STD	EF_SPC	EF_TIME	EF_INST	PLC Overall	TSE Overall	TJS Overall
Shared and Supportive Leadership (PLC_SSL)	1	.809**	.825**	.774**	.848**	.168**	.027	.309**	.296**	.932**	.250**	.561**
Sharing Value and Vision (PLC- SVV)		1	.802**	.713**	.766**	.198**	-.051	.263**	.296**	.892**	.217**	.471**
Collective Learning and Application (PLC- CLA)			1	.808**	.829**	.082	.029	.261**	.285**	.928**	.213**	.514**
Sharing Personal Practice (PLC-SPP)				1	.817**	.143*	.031	.254**	.253**	.882**	.212**	.532**
Supportive Condition (PLC- SCRS)					1	.141*	.024	.282**	.277**	.940**	.228**	.522**
Self-Efficacy with student (EFF_STD)						1	.437**	.499**	.462**	.160**	.664**	.392**
Self-efficacy-space (EFF-SPC)							1	.682**	.587**	.013	.826**	.451**
Self-efficacy – time (EFF-TIME)								1	.767**	.301**	.911**	.597**
Self-efficacy-institution (EFF-INST)									1	.307**	.882**	.608**
Professional Learning Community (PLC Overall)										1	.245**	.562**
Teachers' Self-Efficacy (TSE Overall)											1	.630**
Teachers' Job Satisfaction (TJS Overall)												1

N = 265; *P<.05; **P<.01

The second dimension in PLC questionnaire is Sharing Value and Vision (PLC- SVV),

it's likewise related with other dimension of PLC questionnaire (Collective Learning and

Application (PLC- CLA), Sharing Personal Practice (PLC-SPP) and Supportive

Condition (PLC- SCRS), positively with high relation the r = (.802, .713, .766) in a row.

And with to total score of PLC (PRO-LEA-COMM) it's related positively by very high

relationship value too r = .892. As well as related with job satisfaction (TSS - overall) by

positive moderate value r = .471.   Value and Vision (PLC- SVV) related with sub-

dimensions of self-efficacy by positive minor correlation (EF-STUDENT, EF-TIME,

EF-INST AND TSE – OVERALL) and r = .198, .263, 296, and 217 respectively. The

relationship between Sharing Value and Vision (PLC- SVV) and self-efficacy-time (EF-

SPC) was insignificant.

Collective Learning and Application (PLC- CLA) is third dimension of PLC

questionnaire. It related with   Sharing Personal Practice (PLC-SPP) and Supportive

Condition (PLC- SCRS) by positive very high relationship r = .808, .829 in succession,

it's with total score of PLC (PRO-LEA-COMM) had positive and very high relationship

as well r = .928 too. And related with job satisfaction (TSS-overall) positively by high

correlation r = .514. The relationships between Learning and Application (PLC- CLA)

and dimensions of self-efficacy (E-STD, EF- TIME, EF-INST and TSE- overall) was

positive minor correlations r = .082, .261, .285 and .213   respectively. Also there was

insignificant relationship between Learning and Application (PLC- CLA) and self-

efficacy- time (EF-SPC).

Sharing Personal Practice (PLC-SPP), the fourth dimensions in PLC questionnaire was related with last dimension of PLC: Supportive Condition (PLC- SCRS), and total score of PLC (PRO-LEA-COMM) with positive very high relationship r = .817, .882 respectively. Finally, Supportive Condition (PLC- SCRS) related with total score of PLC (PRO-LEA-COMM) by positive very high relation too r = .940. There was an insignificant relationship between Sharing Personal Practice (PLC-SPP) and self-efficacy-time (EF-SPC)

Supportive condition (PLC-SCRS) is last dimension of PLC questionnaire. It is related with dimensions of PLC (PLC-SSL, PLC- SVV, PLC-CLA, and PLC-SSP) by high positive relationship r = .848, .766, .829 and .817 respectively; and related with total score (PLC-overall) of PLC by very high positive correlation r = .940. Furthermore, it was related with total score of self-efficacy (TSE-overall) with high correlation r = .522. On the other hand, supportive condition (PLC-SCRS) related by positive minor relationships with dimensions of self-efficacy (EF-STD, EF-TIME, EF-INST, AND TSE-OVERALL) by positive minor correlation r = .141, .282, .277 and .828 respectively. Supportive condition (PLC-SCRS) and self-efficacy-space (EF-SPC) relationships was insignificant.

Following section focus on interrelationship among dimensions of teachers' self-efficacy questionnaire. Student (EF-STD) represent first dimension of this questionnaire. This dimension related with others three dimensions specifically Space (EF-SPC), Time (EF-TIME) and Institution (EF-INST) by positive moderate relationships r value was (.437, .499, .462). It's also related with total score of Teachers' Self-efficacy questionnaire

(TE-EFFICACY) by high relationship r = .664. Moreover it is related with total score of PLC (PLC-overall) by positive minor relation r = .160 and with total score of job satisfaction (TSS-overall) by positive moderate correlation r = .322

Second dimension of self-efficacy, Space (EF-SPC), is related positively and moderately with Time (EF-TIME) and Institution (EF-INST) the r values were (.682 and .587) consecutively. Whilst with total score of Teachers' Self-efficacy – overall (TE-EFFICACY) related in positive very high relationship r = .862. This result is consistence with the National Association for Sport and Physical Education (2002) findings which illustrated the space; time and equipment as factors influencing physical education programs and the outcome of physical activities. Positive correlation indicates that any increase in providing teachers with time, space and equipment will increase teacher's self-efficacy. However, this dimension related with job satisfaction positively and moderately r = .451; whereas it was insignificantly with total score of PLC (PLC-overall).

Third dimension is Time (EF-TIME), it's related with Institution (EF-INST) and total score of Teachers' Self-efficacy questionnaire (TE-EFFICACY) in positive and very high relation r vales were .767 and .911 respectively.

Self-efficacy-Institution (SELF-INST) it is last dimension in self-efficacy questionnaire. This dimension correlated (EF-STD) by positive moderate correlation r = .462, whilst with (EF-SPC) by positive high relation r = .587; also it is related by positive high relationships with (EF-Time) and positive high relationship with (TES-overall score) r =

.767 and .911 respectively. Self-efficacy-Institution (SELF-INST) related with total score of PLC (PLC-overall) via positive moderate relationship r = .301. Moreover it was also related with job satisfaction (TSS-overall) by positive high value r = 597.

Finally total score of PLC (PLC-overall) related with total score of self-efficacy by positive minor relationships r = .245. Whereas r value with job satisfaction (TSS-overall) was positive high relationship it was come to .562. Total score of self-efficacy (TEF-overall) and job satisfaction (TSS-overall) related positively by high r value = .630.

4.4.2 Null Hypothesis 1

$H_0$1: There is no relationship between professional learning community and teachers' self-efficacy.

In order to test $H_0$1 which stated that there is no significant relationship between professional learning community and teachers' self-efficacy, the Pearson Product Moment Correlation Coefficient was employed to identify the relationship between professional learning community and self-efficacy. The Pearson correlation was utilized because both independent and dependent variables data were using interval data and collected from the same respondents. Table 4.8 shows the result of the relationship between professional learning community and teachers' self-efficacy.

Table 4.8

Relationship between Professional Learning Community and Teachers' Self-Efficacy

Independent Variable	Dependent Variable: Teachers' Self-Efficacy
Professional Learning Community (PLC)	.245**
Sig. (p) (2 tails)	.0001
N	265

The result in Table 4.8 shows that there was a positive minor relationship between PLC and teaches' self-efficacy (r (263) = .245, p< .05). Since the significant level (p = .000) is smaller than .05, then the relationship between PLC and teachers' self-efficacy is significant. Hence, $H_0 1$ is rejected due to relationship exists between professional learning community and teachers' self-efficacy. Positive correlation indicates that when PLC increased, teachers' self-efficacy will increase as well.

4.4.3 Null Hypothesis 2

$H_0 2$: There is no relationship between professional learning community and teachers' job satisfaction.

The Pearson Product Moment Correlation Coefficient was conducted to identify the relationship between professional learning community (PLC) and teachers' job satisfaction. The Pearson correlation was utilized because both data collected from the same respondents on independent and dependent variables were using interval data. Table 4.9 shows the result of the relationship between professional learning community and teachers' job satisfaction.

Table 4.9

Relationship between Professional Learning Community and Teachers' Job

Satisfaction

Independent Variable	Dependent Variable: Teachers' Job Satisfaction
Professional Learning Community (PLC)	.562**
sig. (2 tails)	.0001
N	265

The result in Table 4.9 shows that there was positive high correlation between professional learning community (PLC) and teaches' job satisfaction by having $(r(263) = .562, p< .05)$. Since the significant level $(p = .000)$ smaller than .05, then the relationship between PLC and teachers' job satisfaction is significant. Hence H_02 is rejected due to significant relationship exists between the professional learning community and teachers' job satisfaction. Positive relationship indicates that when PLC increased, teachers' job satisfaction will increase as well.

4.4.4 Null Hypothesis 3

H_03: There is no relationship between teachers' self-efficacy and teachers' job satisfaction.

The Pearson Product Moment Correlation Coefficient was employed to identify the relationship between teachers' self-efficacy and teachers' job satisfaction. The Pearson correlation was utilized because both data collected from the same respondents on independent and the dependent variables were using interval data. Table 4.10 illustrates

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the result of the relationship between teachers' self-efficacy and teachers' job satisfaction.

Table 4.10

Relationship between Teachers' Self-Efficacy and Teachers' Job Satisfaction

Independent Variable	Dependent Variable: Teachers' Job satisfaction
Teachers' Self-Efficacy	.630**
Sig. (p) (2 tails)	.0001
N	265

The result in Table 4.10 shows that there was a significant positive correlation between teachers' self-efficacy and teaches' job satisfaction $(r(263) = .630, p< .05)$. Since the significant level $(p = .000)$ smaller than .05, then the relationship between teachers' self-efficacy and teachers' job satisfaction is significant. Hence H_03 is rejected due to significant relationship exists between teachers' self-efficacy and teachers' job satisfaction. Positive relationship denotes that when teachers' self-efficacy increases, teachers' job satisfaction will also increase.

4.4.5 Null Hypothesis 4

H_04: Teachers' self-efficacy is not the mediator of the relationship between professional learning community and teachers' job satisfaction.

In order to test this hypothesis, the hierarchical regression analysis was utilized. Prior to conduct the regression analysis, the researcher has to ensure that professional learning community, teachers' self-efficacy and job satisfaction have correlated to each other. The result of the correlation between variables is shown in Appendix C and Table 4.7.

Apart from from that researcher conducted linearity and normality of the data. The results of the tests are shown in Appendix D and Appendix E respectively. Given that PLC, teachers' self-efficacy and job satisfaction correlated to each other with r = .245, p < .01; r = .562, p < .01; and r = .630 p < .01 respectively, and the data were linear and normal, its met the requirement for regression analyses, then, researcher pursue to next steps of analysis.

Hierarchical regression results as shown in Table 4.13 and Table 4.14 indicate that in step 1, professional learning community was a positive significant predictor for job satisfaction (R = .562, R^2 = .316 adjust R^2 = .313, p < .01). The result revealed that professional learning community explained 31.6% of variance in teachers job satisfaction F (1,263) = 121.22, p < .05. According to this result, professional learning community make significant contribution in teachers' job satisfaction, β =.562, t = 8.5, p < .05. The standardized beta β = .562 means that a unit increase in professional learning community, .151 unit of teachers' job satisfaction increase too. In second step self-efficacy entered the equation R = .757, R^2 increased to .573, R^2 change = .570, F (2,262) = 176, p < .01. This shows that when self-efficacy entered in the equation, variance in teachers' job satisfaction is increased by 57.3%. β = .524, t =12.58, p < .01. It means teachers' self- efficacy had contributed to job satisfaction about 57.3%. Then H_04 was rejected due to teachers' self-efficacy was a mediator to the relationship between professional learning community and teachers' job satisfaction.

Table 4.11

Hierarchical Regression Analysis: Relationship between Professional Learning Community, Teachers' Self-Efficacy, and Job Satisfaction

Model	R	R2	Adj. R2	SE	R2 Change	F	Sif F Change
1	.562a	.316	.313	.76	.316	121.22	.0001
2	.757b	.573	.570	.60	.258	176	.0001

a. Predictors: (constant), professional learning community (PRO-LEARNING-COMM)
b. Predictors: (constant), professional learning community (PRO-LEARNING-COMM), teachers' self-efficacy (TEACHER-EFFICACY)

Table 4.12

Hierarchical Regression Analysis: Self-Efficacy as Mediator in the Relationship Between Professional Learning Community and Teachers' Job Satisfaction

Model		B	Unstandardized coefficient Std. Error	Standardized coefficient β	t	Sig.t
Step 1 (Model 1)	Constant	1.368	.159		8.85	.0001
	PRO LEARNING - COMM	.666	.062	.562	11	.0001
Step2 (model2)	Constant	.065	.163		.398	
	PRO-LEARNING-COMM	.529	.51	.433	10.40	.0001
	TEACHER-EFFICACY	.589	.047	.524	12.58	.0001

4.4.6 Null Hypothesis H$_0$5:

H$_0$5: Dimensions of professional learning community and teachers' self-efficacy are not a predictor to teachers' job satisfaction.

In order to test Hypothesis H$_0$5, stepwise regression was used. Stepwise regression analysis is a technique that can be used to examine which independent variables is significantly contribute to the changes of dependent variance (Tabachnick & Fidell, 2007; Pallant, 2007). Furthermore, stepwise regression is the best approach to find out the best fit model from all possible subset models (Pallant, 2007). In line with this research objective, stepwise regression was also used to find out the best model to predict PE teachers' job satisfaction in Iraq environment.

Table 4.13
Stepwise Regression on Teachers' Job Satisfaction

Model	B	R	R^2	Adjusted R^2	R^2 Change	F change	Sig. F Change
1	.253	.608	.370	.367	.370	154.303	.0001[a]
2	.325	.727[a]	.529	.525	.159	88.327	.0001[b]
3	.230	.753[b]	.567	.562	.038	22.877	.0001[c]
4	.243	.765[c]	.586	.579	.019	11.994	.001[d]

1.   Predictors: (Constant), EF-INS,
2.   Predictors: (Constant), EF-INST, PLC-SSL
3.   Predictors: (Constant), EF-INST, PLC-SSL, EF-SPC
4.   Predictors: (Constant), EF-INST, PLC-SSL, EF-SPC, PLC-SPP
Dependent Variable: Teachers' Job Satisfaction
Constant: .170
Standard Error: .164

Result in Table 4.11 shows that four predictors explained 58.6% of the teachers job satisfaction variance (R^2 =.586). Teachers' self-efficacy (institution) (EF-INS), shared and supportive leadership (PLC-SSL), self-efficacy (space) (EF-SPC), and sharing personal practice (PLC-SPP) were the significant predictors for PE teachers' job satisfaction, R^2 = 37.0%; 15.9%; 3.8%; and 1.9% respectively. Appendix F shows that the variance inflation factors (VIF) of independent variables are 1.58, 1.73, 2.50 and 2.60 respectively. Since the VIF values are less than 5, it is concluded that the data is no multicollinearity. Hair et al. (2010) mentioned that to consider the data is not multicollinearity; the value of VIF must be less than 5. Based on the stepwise regression result, this study formulated an equation and the best fit model for PE teachers' job satisfaction as shown in Figure 4.1. The equation for PE teachers' job satisfaction is:

$$Y_1 = .170_{Const.} + .253_{EF-INS} + .325_{PLC-SSL} + .230_{EF-SPC} + .243_{PLC-SPP}$$

Y_1 = Teachers' Job Satisfaction
Const. = Constant
EF-INS = Teachers' self-efficacy (institution)
PLC-SSL = Shared and supportive leadership
EF-SPC = Self-efficacy (space)
PLC-SPP = Sharing personal practic
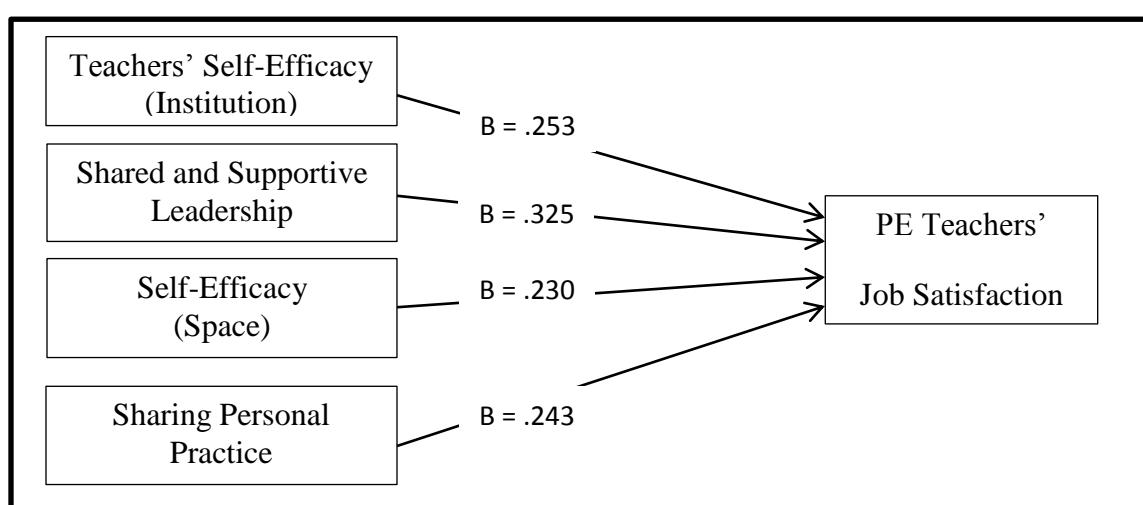
Figure 4.1 Model of PE Teachers' Job Satisfaction

4.5 Summary

The main objectives of this study were to examine the relationships between professional learning community (PLC), teachers' self-efficacy and teachers' job satisfaction in Physical Education Colleges in Iraq, to analyze the teachers' self-efficacy as mediator of the relationship between professional learning community (PLC) and teachers' job satisfaction, and to determine which dimension of professional learning community (PLC) and teachers' self-efficacy is a significant predictor to job satisfaction. The results of the study revealed that the first hypothesis was rejected because significant relationship existed between PLC and self-efficacy. The second hypothesis was also rejected because significant relationship also existed between PLC and teachers' job satisfaction. The third hypothesis was rejected due to the relationship existing between teachers' self-efficacy and job satisfaction. Apart from that, this study also found that self-efficacy was a significant mediator for the relationship between PLC and teachers' job satisfaction. Furthermore, this study also found that PE teachers' job satisfaction was affected by self-efficacy (institution), sharing and supportive leadership, self-efficacy (space), and sharing personal practice. Based-on the results of the study, the discussions of the findings is discussed in Chapter Five.

CHAPTER FIVE

SUMMARY, DISCUSSIONS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The main objectives of this study were to examine the relationships between professional learning community (PLC), teachers' self-efficacy and teachers' job satisfaction in Physical Education Colleges in Iraq, to analyze the teachers' self-efficacy as mediator of the relationship between professional learning community (PLC) and teachers' job satisfaction, and to determine which dimension of professional learning community (PLC) and teachers' self-efficacy is a significant predictor to job satisfaction. A total of 265 set of questionnaires were analysed after discarded nine of them due to outlier data.
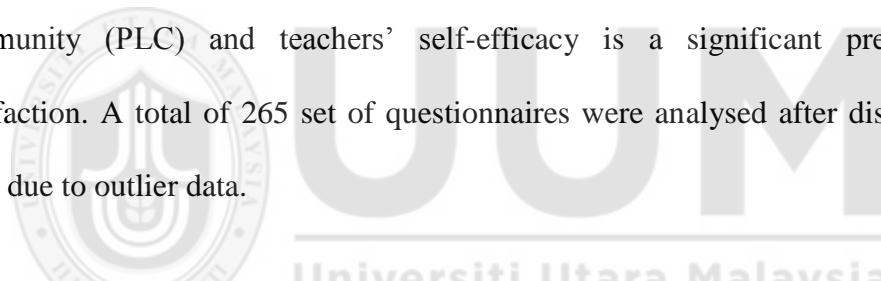
In accordance with the study's findings, this chapter provides discussions of why such relationships exist. The discussions will be based on the theories and the results of previous studies on the relationships between professional learning community, self-efficacy and job satisfaction. Moreover, the implications of the study, recommendations for future research and conclusions will be discussed in the following sub-topics.

5.2 Summary of the Study

This study was conducted to answer six research questions. All the questions arises due to the level of PE teachers' job satisfaction was far beyond satisfying level (Mona, 2011;

Qudsia, 2012; Waheed, Bilal, & Saif, 2014). In consequence, producing the low level of performance in teaching PE classes (Al-Azawy, 2012; Al-Hajaj, 2011; Omer, 2011; Shapp & Hammad, 2010;), and because of this reason the majority of students not attended PE classes because students were not interested in joining the PE classes (Global School Health Survey (GSHS), 2012; Mohammad, 2011; Saad & Hussan, 2009). PE teachers do not possess self-efficacy (Ali, 2006; Sahood, 2013). One of the programs that can be used to increase teacher's self-efficacy is professional learning community (PLC) (Woolfolk-Hoy, 2002; DuFour, 2004; Weather 2009). Although there is an attempt by the schools to provide a learning programmes for teachers in Iraq (Al-Mintafjy, 2010; Al-Hamday, 2013; Uncief, 2014), but PLC in Iraq cannot be proven as a platform to increase PE teachers self-efficacy and consequently to increase job satisfaction level of PE teachers, due to lack of research attempted to examine the relationship between PLC, teacher's self-efficacy and job satisfaction amongst PE teachers in Iraq (Al-Sudany, 2006; Al-Badery, 2007; Hakmet, 2009).

Therefore, this study was conducted mainly to test hypotheses; 1) $H_0 1$: There is no relationship between professional learning community and teachers' self-efficacy. 2) $H_0 2$: There is no relationship between professional learning community and teachers' job satisfaction. 3) $H_0 3$: There is no relationship between teachers' self-efficacy and teachers' job satisfaction. 4) $H_0 4$: Teachers' self-efficacy is not the mediator of the relationship between professional learning community and teachers' job satisfaction. 5) $H_0 5$: Dimensions of professional learning community and teachers' self-efficacy is not a predictor to teachers' job satisfaction. Apart from that, this study also to answer the

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questions: what is the level of professional learning community (PLC), self-efficacy and teachers 'job satisfaction amongst Physical Education Colleges in Iraq?

In order to answer and to test the hypotheses of this study, descriptive survey and correlational research design was used. Data was collected from the respondents through standardized questionnaires. This design provides opportunity for the researcher to identify the direction and strength of relationships between variables. The population of this study was physical education teachers from four provinces located in the Southern Iraq. These provinces include: Bassra, Nesserite, Maysan and Diwaniya. Due to the diversity of population's geographical locations, this study adopted cluster sampling technique in choosing the research respondents. In line with this, Olsen and George (2004) opined that cluster sampling technique is necessary when individuals living in groups or cluster in different geographic areas.

Based on the information given by the Iraq Ministry of Education, researcher selected 274 physical education teachers randomly and used as respondents in this study. The number of respondents was set based on Krejcie and Morgan (1970) formula. Thus; a total of 86 teachers from Bassra, 73 teachers from Nasserite, 63 teachers from Maysan and 52 teachers from Diwanitya were selected to be the respondents of this study. Three standardized questionnaires namely, Professional Learning Community (PLCA-R) questionnaire, Teachers' Self-Efficacy (PETPAS) questionnaire, and Teacher Satisfaction Scale (TSS) were used to measure professional learning community, teachers' self-efficacy, and teachers' job satisfaction respectively. All the questionnaires used five point Likert type scale from 1 (strongly disagree) to 5 (strongly agree). All

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questionnaires were translated into Arabic language by two bilingual experts in educational management. Prior to actual data collection, a pilot test was conducted to test the reliability of translated questionnaires using 30 physical education teachers. The result showed that the questionnaires were reliable. The Cronbach's alpha for professional learning community was .96, teachers' self-efficacy was .88, and teachers' job satisfaction was .88.

Data of the study was analysed using the Statistical Package for Social Science (SPSS). Descriptive statistics such as mean (M), and standard deviation (s.d.) was used to determine the level of Professional Learning Community (PLC), Teachers' Self-efficacy, and Teachers' Job Satisfaction. Meanwhile, Pearson Product Moment Correlation Coefficient was used to test H_01, H_02, and H_03. Hierarchical regression was used to test H_04, while stepwise regression was used to test H_05. The result demonstrated that PLC, teachers' self-efficacy, and teachers' job satisfaction as perceived by teachers were at low level. Pearson correlation revealed that there were positive relationships between PLC and teachers' self-efficacy as well as between PLC and teachers' job satisfaction, and between self-efficacy and job satisfaction. The study also found that teachers' self-efficacy is a mediator for the relationship between PLC and teachers' self-efficacy. While the result of stepwise regression demonstrated that there were four dimensions namely; self-efficacy-institution, sharing and supportive leadership, self-efficacy-space, and sharing personal practice were significant predictors for teachers' job satisfaction.

5.3 Discussions of the Results of the Study

5.3.1 The Level of Professional Learning Community in Iraq

The first question in the current study aimed at determining the level of professional learning community (PLC) as perceived by Iraq's physical education teachers. The result demonstrated that the level of PLC implementation for Iraq Physical Education teachers is at low level.

Although the aim of implementing PLC in Iraq schools is to promote teachers' knowledge, teaching method and performances, and for elevating students' achievement but lack of belief among PE teachers in this project have restricted the impact of implementing PLC goals (Al-Jassany, 2012). Baldwin (1992) argued that whenever someone belief against certain issue, this belief shapes his response toward the issue and may guide him to interact or not with the issue (Baldwin, 1992).

The lack of teachers experience or skills will affect students learning. In other words, incompetent teacher may affect a whole classroom student passively, and this will compound the unfavourable effect. For instance, when the number of unskilful teachers increases, the number of student affected will be double (Wenglinsky, 2001). This could be interpreted that if one of the PE teachers is not having sufficient experience and knowledge, then this will affect at least 25 students negatively. Developing teachers to gain experiences through PLC is necessary because PLC is rich of resources to expose and share experiences and knowledge among them, and in turn the teachers who involved in PLC will gain a lot of experiences and knowledge. Finally, PLC will

increase the level of teachers' efficacy. Avoiding the application of PLC may deprive Iraq's teachers from obtaining new skills and experiences, and this denotes that such teachers will follow old style of development programs. In fact, this does not meet the needs of the teachers and student (Tama, 2011).

Elevating teachers' skills is essential due to the fast development of methods, techniques and approaches in teaching (Strahan, 2003). Many scholars and researchers urged schools to implement PLC because it will develop collaboration among teachers in acquiring knowledge, recognizing effective teaching methods and strategies as well as assessing students' progress in learning, tackling issues related to students and school management contrary to the old style of professional development which rooted isolation and encourage routine in teachers' behaviours (Hord, 1997).

Unawareness of the favourable aspects of PLC by physical education teachers will drives them to embrace the old model of development and restrict their chances of learning new skills and knowledge. In line with this, Mahwy (2012) argued that it is improper for teachers to use old approach in teaching and learning, because it will reflect their succumbing to old thoughts. Applying this type of methods in acquiring new knowledge, skills and methods in teaching will not boost the quality of teaching and teacher's performance. This implication also concurs with the assertion of Johnson (2011) who found that no significant change occurred among teachers' attitudes for school not implementing PLC. Al-Suddany (2009) equally found that the execution of educational reform projects was faced with stumble problems because, 1) PLC is originated and derived from foreign culture. Implementing the programme without

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modification to suit with the local culture will be failed. Dimmock and Walker (2000), and Shahin and Wright (2005) argued that the model from other culture is not guarantee to be a success in other cultures due to different ways of thinking and perception by teachers and students. 2) Whenever teachers already perceived that the program to be implemented by policy-makers is lack of justification, then the program will be unsuccessful.

Besides, Physical Activity (PA) teachers are always facing groups of students with different abilities. Hence, to handle a group of diverse abilities required skilful teachers if the PA goals need to be achieved. To be skilful, PLC is the right platform. Apart from that, PLC will provide avenue for teachers to affiliate with other teachers and through affiliation the teachers will gain feedback and information, whilst absent in affiliation may reduce the impact of feedback (Hanger & Chatzisaranti, 2005; Capul & Robert, 2006). Another benefit of professional learning community programme is generating collaborative work among teachers, and in turn creates an open and friendship climate to identify misapplications, and resolve it respectively (Cushman, 1996). For this reason, Cushman (1996) claimed that this type of climate drives teachers to settle schools' problem openly. On the other hand, Al-Dwan (2011) argued that although collaborative work plus social environment among school staff catalyse teachers to develop their knowledge and skills, but unfortunately, majority of non-physical education teachers and administrators in Iraq schools look at physical education teachers and physical education class with lower importance. This reflects negatively on their level of self-confidence and involvement in decision making, and consequently affected performance in teaching.

Another reason for low performance among physical education teachers in Iraq is due to the use of outdated methods to flourish teachers' knowledge and skills by the education policy makers in Iraq (Al-Dwan, 2011). This case made teachers passive and in-turn influenced the teachers' way of thinking and styles. In fact, in order to change the teachers belief, Hord (1997) argued that the PLC is the vital platform to transform organizational staff belief about collaborative work, but it must be conducted in proper way starting from planning phase to implementing phase, but Hlami (2012) reported that PLC implementation in Iraq is far from becoming successful due to poor planning and lack of clarity of the objectives of the programme. Furthermore, the contents of PLC programmes were not suitable for PE teachers because the programmes were general and not specific for physical education teachers to handle problems they are facing. This situation made teachers to avoid participating properly (Hlami, 2012).

Al-Nwary (2009) found that there was a correlation between collaborative work among teachers and teachers' self-confidence in Iraq's schools. By giving the specified and clear role to perform, it will enhances self-confidence, while unclear roles and instructions in work place weaken teachers' performance and self-confidence. These studies manifested real need to give accurate instructions and clear role for teachers and expert headmaster in collaborative work; this study cited Iraq's environment has poor expertise in collaborative work as function of follow isolation style to long period.

Establish positive social environment is a prerequisite to institute PLC. Organizations are responsible in creating such environment because the absent of this environment will effect teachers performance and transferring knowledge and experiences among

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colleagues (Hlami, 2012). Implementation of PLC requires rearrangement of time, venue, agendas, and skilful personnel to permit teachers' meetings frequently and purposefully (Hord, 1997), but these requirements were not available in conducting PLC in schools in Iraq (Mohammad, 2013).

Apart from that, equipping teachers with new technology to boost communication among teachers is an important factor that will secure discussion and obtain knowledge. But, contrary to the theory, there was very limited supply of communication equipment in Iraq's schools; and therefore, teachers have limited means of communication (Hlami, 2012). Furthermore, the school principals have a mixture of many roles ranging from managing school buildings to developing school communities and students performances. Since principals were busy in doing many tasks, the principals did not have ample time to plan and handle PLC in their schools (Mohammad, 2013). According to Hord (1997) and Oliver et al. (2000) PLC is like generating circle of continuous professional development for teachers. This circle is based on five dimensions of PLC to manage professional development as daily process. Each dimension in this circle play a specific role by itself and therefore any weakness in one of this dimension will have influence on others passively.

5.3.2 The Level of Physical Education Teachers' Self-Efficacy in Iraq

The result of this study showed that the mean of self-efficacy of physical education teachers' self-efficacy in Iraq is at moderate level. It indicates teachers' beliefs in their abilities are weak. It suggests that physical education teachers in Iraq did not have

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confidence to face the challenging tasks. Bandura (1997) recommended that effective teachers should possess high self-efficacy. Self-efficacy refers to a set of beliefs and effects on teachers' expectations and behaviours. This variable has been examined by a large body of studies and its effects on teachers from varying aspects across the world. The studies revealed that teachers' behaviour inside schools or classrooms are governed to a large extent by teachers' beliefs of self-efficacy in both high and low levels (Achurra & Villardón, 2013).

The sense of self-efficacy mediates between personal knowledge and his response to life situation if teacher has positive self-efficacy that will reflect in his actions. These include high resilience, deliberated plans and perseverance in teaching operation (Bandura, 1994). Ozder (2010) further argued that teachers with positive sense of self-efficacy are able to manage their class successfully, motivate students (even those with low motivation) to engage in class, open to new idea and use different strategies to teach. In contrast, teachers with low self-efficacy often use boring and routine strategies to manage a class and activities. Self-efficacy perception influences cognitive process when required performances are outlined and the value of outcome is expected. This eventually affects the amount of effort which is put forward by the teachers with low self-efficacy suffering from lack of build success expectation, planning and effort to do education planning which is a critical point (Bandura, 1997).

Pervious evidences have highlighted the function of self-efficacy in teachers' performance. Iraq's studies about topic pertaining to teachers' self-efficacy are rare, whilst there are plenty of studies focused on method and strategies of teaching, and

studies about curriculums and teaching, the belief of not being able to influence on psychological side of teachers give rise to researcher to back away from this topic (Raid, 2009). Professional programs and educational policies not focused on teachers' psychological needs and used same routine plan repeatedly. However teachers' psychological state in teaching process definitely will have effects on the whole of teachers' behaviour (AL-Ataaby, 2008).

Bandura (1994) theorized that there are four sources to develop self-efficacy. The discussion below attempts to unveil how the results of Iraqi studies invest these sources to enhance teachers' self-efficacy.

Firstly, master experience focus on real experience derived from actual teaching practice. Teachers normally used educational aims, plans and curriculums as ground to direct their performance, this actual process will feed teachers with experience aid to their repertoires to be used in same or similar situation. Fallah (2012) claimed that majority of schools suffering from lack of equipment and proper area for PE class. This state coerces teachers to use traditional method in class, which developed neither the teachers' experience nor students' abilities. The experience which came from this practice is too limited and further routine application does not increase teachers' experience. On the other hand, PE classes need diversity in method to achieve the aims (Pul & Ropbert, 2006).

Also the weakness of sports culture is prevalent among student; parents and officials, high number of student in one class with little development programs give rise to

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negative teachers' performance, restricted progress and experience (Sabah, 2013). Sahood (2011) used a survey study to determine the effect of the years of service and the professional programs which PE teachers engaged in during the period on class management and student contribution. The results showed more than 67% of teaching methods used as old methods and were found to be ineffective while the non-effective professional programs were unable to improve teachers' experience and skills.

Secondly, vicarious experience is the source that provides teachers with external experience via observation of the other teachers who applied this experience. The observer felt that he has the same abilities that almost match with the model and try to get this experience, hence used it in relevant situation. This action will enhance teachers' experience than self-efficacy. Preparing attitude to provide teachers with new experience via observation will encourage teachers to earn the required knowledge and skills and consequently use it (Wagler, 2011).

In Iraq, conducting professional learning community programs for PE teachers is still under purview of government policies. Teachers were selected and directed to attend PLC without considering their needs. This pattern of managing PLC does not fulfil the need of teachers. On the other hand, these programs do not contained ideal class existing in the model that feeds teacher with external experiences. Both the factors had contributed in minimizing the outcome of these programs (Ali, 2006).

According to Wifa (2014), there was a severe decline in students' movement skills and in consequences, many of students body was overweight. One of the reasons is the fast

growing of the usage of modern technology such as smart telephone. Although modern technology has given new opportunities to enhance teachers experience by using gadgets such videos and articles (Jiang, 2014), but regretfully this technology is not available across the entire Iraq's schools up to date, and moreover, there are no programs that concentrate on developing teachers' skills to use IT in developing teaching skills and thus, create gap between the teachers and the rest of the experiences in the world (Al-Lami, 2015).

The effect of verbal persuasion on sense of self-efficacy is both positive and negative; hence, ideal method should be explored to make use of verbal persuasion positively. Therefore, using positive words and phrases should be encouraged in interaction during social gathering with colleagues, students' parents and school administration to boost teachers' self- efficacy (Bandura, 1997). But in Iraq the interactions between superiors and teachers are not effective. This is because the process is often uses one way communication and has restricted teachers to post new and sophisticated ideas as they normally want to avoid possible confrontation with the superiors. Sbah (2015) argued that strict rules, treatment and observation did not help a teacher in building real picture about his ability and made him reluctant in his decision. This concur with Marshall (2009) suggestion that one way communication should be avoided as it is a stressful situation for teachers and supervision system should focus on analysing the reasons for students' failure. This will enable one to find out the ways to bridge the gap between real and ideal situation.

Another reason for the low level of PLC implementation is because the schools' administrators and principals have passive impression regarding PE class. Schools' administrators and principals believed that PA class is for entertainment and no substantial academic elements. This impression minimises the amount of intention and encouragement for PE teachers because of the preconceived impression, consequently teachers' enthusiasm will be affected by this attitude passively (Al-Jabory, 2014).

The notion which prevailed in Iraq's community is that physical education class and physical activity do hinders the pupils from academic achievement. There were many parents who looked at PE class as not useful for their children's' future. This idea provides teachers with wrong thoughts about physical education subject (Hana, 2015).

Thirdly, psychological and emotional state affect heavily on self-efficacy. Teachers experienced high level of stress and this subjected them into high exhaustion and it also has effect on their performance. It equally has effect on teacher's perception to their capabilities (Zournatzi & Koustelios, 2011).

Al-Dulamy (2012) found that the PA teachers were at high stress and burnout. This feeling will hinder teachers from developing their high level of self-confidence and managements skills. To overcome this issue, PLC should be implemented frequently; because it will reduce exhausted feelings and high arousal. But, regretfully, PE teachers programs are very few and they follow routine style and this is not effective to raise the level of teachers' self-efficacy. Another reason for the low level of PE teachers' self-

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efficacy is the absence of support from PE teachers and PE specialist has resulted to high job turnover among PE teachers (Hatam, 2013).

Pervious evidence manifested that these four sources did not harnessed from the Iraq's policymaker to develop teachers' self-efficacy, which represents the key for high performance. This assist to recede teachers' performance, student abilities and health as a result of neglect of important subject associated with student health, temper and movement abilities.

The influence of self-efficacy on teachers' motivation is in various patterns, such as; goals which adopt it, amount of effort, persistent to exert high effort and achieve require goals and their flexibility in front of failure. Level of self-efficacy is often related with lack of motivation, dedication and performance (Pan, 2014).

Ali (2014) examined Iraq's physical education teachers who practiced real sport and engaged in competitions regarding tumble physical education class. While Adnan's (2013) sampled physical education teachers whom worked as coach for local teams and diagnosed the reasons behind the ineffectual performance for physical education teachers. Both studies indicate the lack of equipment, area, schedule, support, encouragement and inferior thought from administration and society to this class eventually. These reasons reduced willingness and confidence of teachers' ability to drive students to achieve their desire goals.

5.3.3 The Level of Physical Education Teachers' Job Satisfaction in Iraq

The result of this study showed that the level of PE teachers' job satisfaction in Iraq is at moderate level. This result suggested a serious problem, because to be effective in teaching PE classes, the teachers must be having high level of satisfaction with their job. In conducting PE classes need teachers with high level of satisfactory feeling about their job (Yildirim, 2015). Abd Al-Wahad (2011) claimed that there was a strong relationship between job satisfaction and effort of teachers in conducting their job. Again, Abd Al-Wahad (2011) found that poor job condition in Iraq's school system has an effect on satisfactory feelings. Primarily, outdated rules and policies in education system resulted in dissatisfactory feelings among large portion of teachers. Consequently, dissatisfaction feeling has an effect on teaching quality.

According to Locke (1976), job satisfaction is the reaction and feeling about job conditions that were observed every day in their organizations. In Iraq, PE teachers work in unfavourable conditions and that made them unsatisfactory with their job, and consequently affects the performance (Al-Azawy, 2012).

Another reason why teachers were not satisfied with their job is due to many rigorous requirements such as government assessment approach, teachers' responsibilities, schedule of class and overload of teaching, which brought about the feeling of stress and dissatisfaction at work. A large proportion of the respondents expressed unsatisfactory feeling and unwillingness to work and cried for review of this factors (Ali, 2013). Gius (2015) pointed out that some sources of pressure effect on job satisfaction. These

sources comprise of schedule, nature of assessment for teachers, and responsibilities burden on teachers that made them apt to dissatisfactory feeling.

Patricia and Fed (1993) argued that the high level of stress is a predictor to the lower level of satisfaction. According to Omer (2011), augment, PE teachers were in distress because of multiple demands from students' parents and lack of equipment including short of playing field for PE and high number of student in PE class. These factors elevate stress, dissatisfaction, diminish teachers' effort and eventually prevent them from achieving PE goals.

Al-Hajaj (2011) in his study focused on the relationship between superintendent's instructions and restrictions which hold back teacher's performance inside school, the sampled content of various disciplines including the PE teachers. The study opined that there were big gaps between these instructions and existed restrictions which made teachers reluctant and need more explanations. This made teachers been discontented the situation, hence bringing out stumble and unfavourable performance.

Apart from that, parent propensity influence on their son's propensity. Mahmoud (2014) studied this correlation between parents and their son's propensity; study demonstrated that parents' propensity had stark influence on students' propensity. This study showed when parents hold negative propensity toward PE class, it will influence on student attitudes and their engagement in PE class will be negative too. Marianne and David (1997) also elucidated when teachers put forward extreme effort and not get progress in student learning that effect on satisfactory feeling. On the other hand, Mohamad and

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Salman (2013) examined teachers' perception regarding the management of PE class, teachers' satisfaction and student's motivation in PE class. The result revealed that about 76% of PE teachers did not believe in their ability. This phenomenon is critical because ability influences teachers' performance. Moreover, students in PE class practice many activities and used much equipment that requires teachers' abilities and competencies, otherwise, the class will drift from wanted aims. Hence, it is concluded that job satisfaction is associated with feelings of confidence to management class and motivate student to achieve aims as required (Yildirim, 2015).

Abd (2011) focused on the role of three factors; salary, support from administration and availability of school sport equipment from teaches' view. The result showed that about 38% of teachers held positive view about salary, support from administrators and the availability of sport equipment. Other teachers held unfavourable view about these external variables, and this view had impact on teachers' inclinations and satisfaction passively. In addition, Kirwan, (2013) argued that the inclinations and performances of human is affected when human is held in a set of thoughts whether negative or positive.

Hazam (2013) also examined the effect of external variable and its effect on satisfaction in work and life. This factor of interest reflects leadership style, communication among teachers and collective decision inside school. The result showed that leadership style was the most dominant factor affected teachers satisfaction. Regretfully, the result show those factors effect passively on teachers' satisfaction in different part of Iraq provinces. Longe, Kann and Schutz (1992) claimed that job conditions and context should be seen

as the main factors for satisfaction and feeling as enhance job condition and context which affects satisfaction feeling and thus, quality of production.

Al-Saady (2014) studied the effect of school principal specialists and their effect on PE teachers and class using sample from three categories: Humanities, science and physical education depending on the discipline of the principals. The principals from the physical education group provided PE teachers with favourable support, equipment and sources. These came in the first place, followed by the science principal group in the second place and subsequently the humanities group in the third place. The study disclosed that PE teachers in first and second groups held high level of confidence, satisfaction and willingness to work. Wynn, Carboni and Patall (2007) also confirmed that when leadership support teachers, equipped them with their need, praise and recognize their efforts will increase teachers job satisfaction and strong propensity to work.

Falah (2010) examined emotional state, motivation and stress for PE teachers in different school climate, the result showed that 71% PE teachers live in isolation inside school and this made them feel stress and incline not to work. In addition, Farj (2012) study on the relation between PE teacher's personality, class management and job satisfaction which indicated that teachers with extrovert personality are capable to manage their class successfully and have satisfactory feeling. Hence, this study recommended that personality should be taken into account when choosing PE teachers.

The result of this study is consistent with the previous studies who revealed that majority of teachers did not satisfy with their job. According to result of this study, PE teacher's

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performance effect in feeling of satisfaction that reveals serious need to promote job satisfaction and in turn improve teacher's performance.

5.3.4 Relationship between Professional Learning Community and Teachers' Self-Efficacy

Result of this study disclosed that there is a positive relationship between PLC and teachers' self-efficacy but the magnitude of relationship is weak. This result is consistent with previous studies such as Coladarci (1992); Woolfolk-Hoy (2002); Talbert and McLaughlin (2002); Carver (2004); DuFour (2004); DuFour, DuFour, Eaker, and Many (2006); NCTE (2006); DuFour, DuFour, and Eaker (2008); Weathers (2009); Anthony (2011) who revealed a positive relationship between PLC and teachers' sense of self-efficacy.

This weak relationship may emerge as a result of weakness in conducting PLC especially in relation to preparation, the contents of the programs and the climate of implementing PLC. Hord (1997) mentioned that there were three elements that effectively affect the application of PLC dimensions, these are: school principals and his assistant roles, school cultures and trust environment. Considering these factors in preparation for PLC implementation initially facilitate the application of PLC.

Pitle and Tabia (2014) elucidated that the core point of PLC was to establish collaborative scientific practice. This practice provides teachers with new knowledge, skills and increase teachers confidence in their ability as well as collective efficacy. The conduct of this practices leans on principal's role by showing encouragement and

support for teachers to apply this practice in high level and determinations. Lee, Dedrick and Smith (1991) provided expert leadership which is able to create dynamic climate and boost teachers' self-efficacy. To this end, Nolan (2009) explained that administration is accountable to build opportunities, increase teacher's experience, observer novice teachers activation, and used verbal persuasion properly in order to enhance teachers' self-efficacy along with teaching skills.

Self-efficacy develops in effective interaction, leadership and administration for schools. The schools hold full responsibility of providing teachers with time, place, communications means to carry out discussions regarding education issues and interact to do the best (Looney, 2003). Newmann, Rutter and Smith (1989) examined the effect of administration on teachers' self-efficacy and they found that administration when foster innovation and respond to teachers' need effect on teachers' efficacy to a larger extent. Warren and Payne (1997) had indicated that administration have main role to effect on employees self-efficacy, some educational administrations grouped teachers from similar discipline and help him to prepared future plans, just as this actions reinforce teachers' sense of self-efficacy.

Generating comfortable environment is the duty of principals and school administrators. This environment will increased teachers' self-efficacy and help them fulfil their educational goals (Leithwood, 1977). Blair (2003); Certo and Fox (2002); (1996); Hoy and Woolfolk (1993); Lieberman (1995); Scribner (1998) studies found that principal's efficacy and skills effect on teachers' self-efficacy. It is further suggested that principal should grant teachers favourable support and climate to enhance teachers' self-efficacy.

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Obviously, studies have demonstrated a profound effect for schools principals; administration, general environment and social collaboration on teachers' self-efficacy and performance (Hord, 1997). Unfortunately, Iraq's studies showed that principals and administrative effort did not success. In a similar trend, Mohammad (2004) examined the role of principals and administrations of some Iraq's schools in creating opportunities for the development on school level. The result demonstrated that most principals and administrations were far from practicing PLC in their schools. Based on the teachers' point of view, the principals did not even provide instructional feedback to teachers, and their main roles were limited on observation of teachers' performance (Mohammad, 2004).

Similarly, Hakmet (2009) conducted a study in Al-Basra in the attempt to analyse the positive and negative effect of educational reforms. The study illustrated that bureaucratic thought in managing education is dominant and the effort of shifting to collaborative environment is restricted and not successful. Again, Haydar (2008) conducted another study with the aim of discovering the effect of professional development programs that is established to develop principals' skills to apply PLC project. Therefore, the study found that initiative to apply reform was stumbled due to the principals still used dictatorial style to manage the schools.

On the other hand, Al-Jubory (2010) stated that Iraq's schools management still used hierarchical type of management, and applying autocratic decision making. The school principals look for teachers as subordinate that must be compliance to management order. These managements used final students' results rather than the process of teaching

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to evaluate teachers' performance. This system fail to notice the required role of teachers, and this style of management affects teachers' confidence in using suitable methods of teaching and controlling students. Majed (2014); Al-Raqby (2012); and Baden (2009) mentioned that most schools did not plan properly for teacher's meeting, do not provide teachers with place and time to communicate, and used autocratic style to address problem or teachers weakness. Apart from that, social climate is almost non-existent in schools, hence, principals and administrations were blamed for the failure of managing teachers' collaboration at schools.

The other factor affecting the quality of collaboration in school setting is school culture. Bolman and Deal (1997) and Vanhoutte (2005) stated that school culture is a fundamental constituent in school setting. This concept refers to sharing value, philosophy, beliefs, attitudes and assumptions which shape the main framework for schools. Fullan and Hargreaves (1991) also argued over the importance of school culture by stressing that collaboration among teachers depend on school culture to a larger extent in outlining school plans, sustain continuous progress and increase to teachers' efficacy which was associated thoroughly with quality of school culture.

Bustamante, Nallson and Onwueghuzie (2009) defined culture as a system that includes sharing beliefs, value, symbols, customs and behaviour. In fact, individual use these factors to make sense to their world and foster sense of identity. Bolman and Deal (1997) confirmed the same meaning when they illustrated that organizations' culture is a common denominator among organization members to lend clear meaning to members' roles in his organization. In addition, Schein (2010) found that each organization has

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special culture that encompasses values and norms, identify employees' behaviours and roles. In the same vein, McLeod (2012) explained the relationship between the culture and employees' behaviour, as he mentioned that organization culture is group of criterions that demonstrate the wanted behaviours which employees should abide by it in order to perform their role. Consequently, the employees will get support and social acceptance from organizations' members.

Nasser (2009) cited school culture as the main factor that has effect on reform endeavours, and described school culture as basic rules arrange individual roles and behaviours in collaboration work, but Iraq schools are still suffering from old isolation culture and this restricted collaborative work. In this regard, Majed (2012) examined teachers views concerning school collaborative culture and found that; 1) Iraq's literature have scarce studies related to school culture, and 2) the old culture breed certain resistance against new culture. This resistance deemed unacceptable indicators and school culture should change concomitantly with modern knowledge and nature of interaction among teachers (Bolman & Deal, 1997).

Using new culture in schools may hold huge disturbance in initial phase, but after clarifying individual roles, norms, establish common ground among various roles and extreme goals the teachers' attitudes will change toward this culture. In this case, the schools' principals hold the responsibility to establish new culture and act as coordinator in order to harmonize teachers' roles to fulfil required goals (Beauchamp, Klassen, Parsons, Durksen & Taylor, 2014).

In another dimension, Fullan and Hargreaves (1991) found that faulty use of collaborative culture prevailing in schools have divided these cultures into three types:

a) Balkanization culture teachers: In this type of culture, teachers work in isolation and competitive environment, and the schools focus on current issue without future plan.

b) Comfortable culture: This culture used superficial conversation and not going deeply on learning and school problems. This type of schools used feeble plans, philosophy, norms, and also focus on current issues.

c) Contrived collegiality: Includes teacher sharing some lightweight procedures and far from collaboration which rely on solid culture which contained clear norms and values.

Nabil (2013) criticized isolation culture which is prevailing in Iraq's schools. This is attributed with the problem of misconception of the new culture since most reform was brought from abroad. Hence, the adapted culture should be consistent with the Iraq's environment in order to appropriately guide teachers to use it properly. Using collaborative culture without adaptation to the local culture may lead to using this culture wrongly, such as misused that was noticed in Fullan and Hargreaves (1991) study.

Shandal (2005) and Saimi (2010) also recommended changes in the school values and norms that are already in practice in Iraq to be consistent with the collaborative culture. This should be a springboard in establishing a new and strong environmental effect on teachers' thoughts and behaviours. This concur with Arredondo, Brody, Zimmerman and Moffett (1995); Lieberman (1995) who maintained that getting rid of isolation culture is

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a basic step to engaging teachers in discussions, and provide teachers with opportunities to active sharing in order to secure effective growth.

Lewis and Wahlstrom (2011) also illustrated that establishing collaborative culture rest upon three factors: a) Generate new instructions activate organizational learning environment. b) Create value and norms and trust environment that encourage sharing responsibilities regarding student learning and smash down walls of teachers' isolation. c) Support innovation and induce teachers to place his ideas into actual practice. Demirta (2010); Juras, Saite-Harbison, Rex (2010), Lewis, Walstrom (2011) and Sezing (2010) asserted that school culture promotes student and teachers learning, motivation, progress, commitment and teachers ability of innovation. Barth (2007) elucidated that school culture sin qua non to continual reform.

Bandura (1999) stated that environment have great effect on individuals behaviours. He further explained that this behaviour after been developed will reflect on environment and develop it and this mutual influence will continue to build ideal environment. Then this environment will be a rich source to promote teachers efficacy. That explains the build-up of positive collaboration of culture which is deemed as the power source to promote teachers efficacy and goals.

Frattora and Gpper (2007) stated that school leadership hold responsibility to build school culture. But the school leadership often failed to notice school culture as a strong factor influencing the implementation of schools reform. This evidence shows a strong

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relationship between leaderships and quality of school culture. This point also shows that weak collaborative culture fall in leaderships remit to a large extent.

Trust is a substantial factor to activate PLC climate. Hord (1997) mentioned trust climate breed frank communication among teachers, and making teachers more willingness to accept feedback from colleagues. Trust is ground to created success in many organization and influence on relationships among teachers and level of performance (Ball, 2010). Lewicki and Bunker (1996) stated that trust is the key principal to give strength to collaborative relationship.

Covey (1998) elucidated that trust attitudes rests on joint beliefs and values among teachers. Trust climate is also associated with high quality of performance generated from individuals, while the chance of success reduces extremely in mistrust environment (Covey, 1992). Grant teachers trust will reflect on teachers feeling regarding schools environment, and this type of environment will enhance emotional aspect for teachers as well as it reflect mightily on teacher's performance and sense of self-efficacy (Porter, 2014). Adams (2008) further explained that trust climate drives individuals to produce positive relationships and behaviours along with ameliorate collective efficacy in schools to a large extent. Hoy, Hoy and Davis (2009) found that self-efficacy; collective efficacy and trust are correlated in triadic relation.

Previous studies showed that trust environment build sound environment for teachers to bring up question and received feedback. This interaction provides teachers with vicarious experience, verbal persuasion and emotional support which enhance teachers'

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efficacy and develop teachers' performance. This represents desired result which expected from collaborative work. Bandura (1999) confirmed on establishing sound environment that has deep effect on shaping individuals thought and behaviours. Trust environment enhances efficacy and knowledge for teachers in schools. This fact is supported by Ball (2010) who confirmed the application of collaborative learning project such as PLC, peers coach and critical friend come to fruition in trust environment and indicated that trust is prerequisite to establish PLC.

After the elapsed of 2003 that marks the beginning of education reform in Iraq, previous studies revealed isolation, hectic competition and weak communication among teachers themselves and teachers with principals or administrators (Hassan, 2005; Abbas, 2007; Karim, 2010; Jaffer, 2013; Abd-Allah, 2013; Al-Noory, 2014; Habbater, 2015; Al-Hashmy, 2016). These studies are additional evidences that there was widespread weak trust and unsound environment in Iraq's schools. This affects the development of teachers' knowledge and efficacy, passively. Septemer (2003) stated that conflict, competition and isolation in school setting is a big dilemma and will restrict the application of projects of collaborative work such as PLC.

Self-efficacy is personal belief growth in positive social environment. This is because the factors that fuel the self-efficacy consist of mastery experience, vicarious experience, verbal persuasion and emotional support. In fact, all of these factors rely on external environment and colleagues. Consequently Iraq's school environment after 2003 did not enhance PE teacher's self-efficacy. These suggest that policy-makers did not succeed in

blind sound environment due to fact that after 2003, most studies revealed the existent of high isolation, low trust and collaboration.

In contrast, developed countries used PLC in order to avoid leaving student behind while performing some activities, and discuss how to promote PE teachers performance and activate their sharing in PLC to get wanted benefits. This project gives a valuable boost for PE teachers' knowledge, skills and confidence thus student progress (Beddoes, Prusak & Hall, 2014).

Based on the result of the study, although the relationship between PLC and teachers efficacy is weak, but it does not mean the school authorities have to stop implementing PLC at school level. The issues that need to address in implementing PLC programmes are, the appropriateness of the contents to be delivered for certain groups. Furthermore, the programmes also must consider the group of teachers that will be involved. To be effective, the group of teachers must be based on subject teachers thought at schools. Teachers with specialization in PE cannot be group together with Science or Mathematics teachers because their contents and issues are different.

5.3.5 Relationship between Professional Learning Community and Teachers' Job Satisfaction

This study found that there is a positive high relationship between professional learning community and teachers' job satisfaction. In other words, whenever PLC increase, the teachers job satisfaction will increase. This finding is in line with job satisfaction theory as proposed by Locke (1979). In Locke (1979) it was suggested that job satisfaction is a

manifestation of reaction of someone towards job conditions and environment. Implementation of PLC is one of the instructed agenda by the Ministry of Education, but to be successful, the programs must be in line with the needs of teachers. If the programs fail to fulfil the needs of teachers, then they will not be satisfied, not only for the programs but also to their job. In order to successfully implement PLC, the school's administrators or headmasters need to understand the needs of teachers, and the program must be not a burden to teachers because it effects job satisfaction, and in turn the overall performance of teachers. OECD (2014) and Ladd (2009) claimed that job satisfaction will affect performance. Positive sense of job satisfaction is an inflammatory factor that induces individuals to use their energy and various strategies to get their goals (Hezbreg, Manusher & Syderman, 1959).

Administration and organizational policies have an effect on job satisfaction. These policies contain regulations that guide teachers to do their work efficiently and effectively. Nevertheless, these regulations may enhance or weaken job satisfaction (Herzberg, Maunsher & Synderman, 1959). The policies and legislations of education process often bring anxiety and high accountability, hence teachers will be less motivated moreover dissatisfied (Ingeroll, 2003; Popham, 2004).

Haysman (2007) contended that organizational policies including promotion system, pattern of relationship and system restitution do have an effect on job satisfaction. Previously, Ingersoll (2001) argued that restitution, administrative support, and discrepancy among teachers have an effect on teachers' job satisfaction and productivity. Sound management policies maximize sense of satisfaction and vice versa

(Jyoti, 2013). Pettigerw (1986) and Jyoti (2013) also emphasized that policy and management has effect on job satisfaction. Job policy when generated a climate of trust will promotes sense of satisfaction, whilst distrust giving converse result (Shdur, Kienzle, & Rodwell, 1999).

The job condition is a substantial factor affecting job satisfaction. Ladd (2009) stated that poor job condition and passive leadership give rise to teachers' dissatisfaction feeling and subsequently job turnover. This study shows a positive relationship between student progress, teachers' effectiveness and working condition. Meagher (2011) indicated working condition as a critical factor affecting teachers' performance, job satisfaction and amount of effort rendered by teachers. Working condition is associated with teachers' satisfaction and quality of performance and retention (Johnson, 2006; Ladd, 2009). On the other hand, the factors that affect job satisfaction ultimately, involved job satisfaction that is derived from quality of performance and job condition which impede teachers ability to teach perfectly (Johoson, Berg, & Donaldson, 2005).

Moreover, Leadership style in school influence teachers' sense of job satisfaction and teachers' performance, while unsuccessful leadership drove teachers to down level of satisfaction and finally quit teaching (Leitwood, Leonard, & Sharratt, 1998; Ostroff, 1992). Kline and Bayd (1994) stated that there is a positive correlation between organization culture and high sense of job satisfaction. Similarly, Ouyang and Paprock (2006) stated that improve school characteristics, administration support, nature of interaction among teachers, dynamic of promotion were associated with significant increase in feeling of teachers' satisfaction. Teachers who conceived their school has

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positive working condition that demonstrated high level of satisfaction and happiness (Rodgers, Fay & Chapman, 1991). For that reason, Administration which grants teachers confidence and believed in their abilities to implement educational activities will boost satisfaction feeling and increase teacher's commitment. Conversely, authoritarian administration and lack of support for teachers decrease teacher's satisfaction and production (Smith, & Ingersoll, 2004).

In addition, Hall (2007) equally found out that feeling of belongingness among teachers spur them to generate incentive environment and share fruitful strategies to improve teachers' performance. This finding is attributed to collaborative environment which satisfied higher need of teachers as per Maslow's hierarchy of needs. Elfers, Pleck and Knapp (2006) conducted a survey study to examine teachers' willingness to practice teaching, and found that more than 60% of teachers were unwilling to practice teaching due to the lack of good leadership and insufficient professional programs.

Factors such as facilities, resources, time, schools' leadership, quality of professional development programs have an effect on teachers' professional development. Besides, this professional development is positively associated with the level of job satisfaction (Meagher, 2011). OECD (2014) presented some facts based on survey study on large sample from different countries, and the most notable findings illustrated that feedback and appraisal in impactful way, positive relationship among teachers, respecting teachers' voice and their contributions in school decision were positively associated with growth of teachers' knowledge, overcome on classroom challenges, and high level of job satisfaction. According to Shann (1998), teachers' job satisfaction is affected by

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quality of students, autonomy, relationship among teachers, educational climate, availability of source and educational equipment. Perie and Backer (1997) claimed that teachers' autonomy, principal support, school culture and relationship among teachers correlated with teacher's job satisfaction. Lumsden (1998) stated that when job environment encompass appreciation and high estimate for employees' contributions, it will affect satisfaction feeling and performance effectively. Little (2002) similarly stated that teacher's dissatisfaction and feelings passively affect teaching. He explained further that allocated time for teachers to engage in professional collaboration as PLC will reinforce feeling of satisfaction and teacher's performance (Little, 2002).

Major (2012) also noted that several factors predominantly equipped teachers with essential experiences and support which take the edge off stress and boost self-efficacy and job satisfaction. These factors includes: classroom size, various student level, background and behaviour made up sources of stress affected passively on teachers' self-efficacy and job satisfaction. Nicholson (1980) found that in the process of decision-making, style of leadership and participation of teachers in setting up goals as well as plan were normally been associated with positive sense of satisfaction.

Shonk (1992) put forward three points that underpinned the sense of job satisfaction, a) encourage employees to engage in activities and solving problem which impede job, b) allow employees to engage in setting plans, goals and decisions-making process and, c) establish small teams and concert their efforts to arrange priorities then achieve wanted goals. Hoy and Miskel (1996) emphasized that establishing small groups to work together reduces the feelings of stress and dispiritedness. Establishing small groups of

teachers work collaboratively and support each other consider main pillar for teaching quality, morale and satisfaction feeling (lipsitz, Jackson & Austain, 1997).

Applying PLC has effect on school culture and ambience and associated with significant growth in teachers' morale, effectiveness and satisfaction (Ackermall, 2011; Supoviz, Sirinides & May 2010). PLC increases the level of trust in school environment, and trust facilitated collaboration among teachers to solve problem and sharing information will increase the level of job satisfaction because PLC creates collaborative environment among teachers to discuss and unify their effort to settle students' problems. This process diminishes stress and increased sense of job satisfaction (Ackerman, 2011).

Nonetheless, Hord (1997) found that PLC project could improve teaching via building new environment to keep teachers perpetual progress in knowledge, share school's decision, provide teachers with required support from principals and colleagues and collaboration among teachers to resolve outstanding issue regarding student, teaching and class management. Previewed of these studies that focused on the application of PLC in schools have demonstrated that teachers in such schools obtained positive sense of job satisfaction. Those studies indicated that applying PLC have contributed in the enhancement of teachers' feelings through providing teachers with the required support, affiliation, respect teachers' voice and developed their experiences and skills. All these features have obviously contributed in raising the teachers' sense of job satisfaction.

Furthermore, PLC ameliorates the relationship among teachers themselves. The relationships between teachers and principals, administration, supervisors, parents and

student change to be more resilience and sever education. PLC application encourages establishing small teams to discuss and concentrates their actions to solve learning problem as means to identify teaching process, students, and teacher's needs depend on daily practices. However, the studies found that teachers' job satisfaction was associated with the same factors mentioned above. This data showed that PLC create favourable environment to promote positive feeling of job satisfaction. Other notable points came out from past studies that showed the management and policies have an effect on job satisfaction. Although PLC does not change the legislations, policies, and salary, but the flexibility in implementing PLC will promote teachers' job satisfaction (Cosner, 2009).

Zembylas and Paparastasion (2005) elucidated that student achievement, teachers' performace and job satisfaction associate positively with collaboration among teachers. DuFour (2002); Hargraves (2003) and Hord (2004) mentioned that the application of PLC dimensions in schools brought about high augment in level of job satisfaction and student progress. The growing evidence attests to collaboration actions among teachers to improve job satisfaction and teachers' productivity (Valli & Hawely, 2002). Noory (2004), through his study in Iraqis' schools revealed that isolation and lack of coordination in schools within Iraq does weaken the collaboration among teachers and increase feeling of dissatisfaction among them.

Najeed (2009) and Amran (2008) indicated that job conditions and Bureaucracy style still hinder the transformation to modern style of PLC in Iraq environment. Old style of staff development does not give teachers knowledge or recognition and finally teachers did not know about the success or progress in their job. These actually raised up the

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feelings of unwillingness and displeasure. Eventually, discontent sense was in high level among Iraqis' teachers (Najeed, 2009). Al-Baghdadi (2013) claimed that sharing vision among teachers seldom occurred due to the lack of PLC programs during school time and absent of discussion culture. In addition, the schools did not provide teachers with support to boost the feelings of affiliation and satisfaction that made form of resentment rife among Iraqis' teachers.

Hassam, Nassar, Nabel, Nadm (2012) and Al-Baghdadi, (2013) reported that one must create social environment and collaborative culture must prior to planning collaboration among teachers. This environment and culture are important in avoiding negative effect on program implementation and dissatisfaction among teachers.

Mohammad (2010) argued that in order to make PLC successful, it is required to make some changes in rules and roles of school's principals and teachers. By following the same old set of rules, one will restrict the success of PLC implementation. However, the policymaker's decision in Iraq is normally in favour of the old styles of administration. Hence, it produces decline and resentment feelings among teachers toward the application of PLC. In implementing PLC, one is required to conduct need analyses and proper collaboration so as to share teachers' experiences. Nevertheless, such requirements did not happen in Iraq and in turn raise the feelings of anxiety and dissatisfaction (Al-Delamy, 2012).

Based on the result of this study, it is recommended that to increase PE teachers job satisfaction, PLC programmes must be conducted regularly and must be fulfilled the

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need of PE teachers. Its mean, PLC must be plan properly and the participants must be widely open to PE teachers, while the facilitators or speakers in PLC must be someone who are expert in their field. In addition, poor planning plus the poor contents of PLC will generate pessimistic feeling toward PLC and related with dissatisfaction a function of misapplication PLC.

5.3.6 Relationship between Teachers' Self-efficacy and Teachers' Job Satisfaction

This study found that there was a high positive relationship between teachers' self-efficacy and teachers' job satisfaction. It revealed that whenever teacher's self-efficacy increase, teacher's job satisfaction will increase in the same magnitude. This result is in line with self-efficacy theory (Bandura, 1997). Bandura (1997) claimed that people with high self-efficacy will perform better as compared to people with low self-efficacy, and consequently, people who perform, will always satisfied with their job. Raghuram, Wiesenfeld and Garud (2003) argued that people with low level of self-efficacy have continually underrate their abilities when facing against difficulties, but then again people with high level of self-efficacy believe in their own abilities when facing difficulties, and employ various strategies to achieve the wanted goals, and as a consequence, its affect their feeling of satisfaction. Pintquart, Juang, and Silbereisen (2003) have illustrated that individuals with positive self-efficacy will be satisfied with their job, whilst individuals with low self-efficacy doubted in his abilities and dissatisfaction.

The mechanism of self-efficacy affects satisfaction. Positive self-efficacy give a boost to a sense of motivation and willingness to achieve required tasks and in consequence, sensation of satisfaction will be promoted when individual realized that he has competency to achieve a given task completely. Additionally, satisfaction and the sense of success provide an outstanding boost to self-efficacy perception. This explanation has demonstrated a strong mutual effect between self-efficacy and job satisfaction (Lent et al, 2011).

Ay (2007) pointed out when teachers have high level of self-efficacy; they are having lot of their own experiences, modelling, and verbal persuasion, and they used it as a basis to handle students with difficulties in learning. Whenever the teacher successful in handling student with difficulties in learning, they will feel satisfied with their works. Therefore, when teachers possessed positive sense of self-efficacy, it will bring about positive sense of job satisfaction (Nobile & Mccormic, 2008).

Cetin (2011) examined the self-efficacy as moderator for the relationship between employees' perception and job satisfaction. The finding showed that the belief of individuals towards their capabilities will make positive influence on the motivation toward their works. This in turn will promote job performance and job satisfaction. Self-efficacy also has an effect on cognitive process because individuals with high self-efficacy used active cognitive process to select course of actions to achieve given task. On the other hand, individuals with low self-efficacy did not have hope regarding their ability and this has passive effect on cognitive process and the choice of actions (Schwarzer & Hallum, 2008). On the other hand, individuals with high level of self-

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efficacy proceeds to the extent of controlling their environment and harness advance in coping skill for this purpose. These in turn make them active in their job, others with low self-efficacy characterized with succumbing to their environment along with lower production (Gibson & Dembo, 1984). Capara, Barbaranelli, Borgogni, and Steca (2003) also found that individuals with high self-efficacy having high determination and focus on their performance, view obstacles as challenges and should normally vouch to work them out through the use of their own abilities and available resources to success in job-task. The success will eventually reflect their high sense of efficacy, and finally concomitant with generate feeling of satisfaction.

The studies of Judge, Thoresen, Bono, Patton (2001) and Astroff (1992) argued that gaining high level of satisfaction is associated strongly with job achievement. This feeling of satisfaction in turn has effect on teacher's motivation, confidence and attitudes toward his work. On the other hand, level of motivation, achievement and quality of performance is influenced by the level of self-efficacy which in turn does facilitate an achievement of goals and satisfaction.

Again, Capara, Barbaranelli, Borgogni, Steca (2003) also pointed out that job satisfaction is associated with teachers' attitudes and performance. Higher level of satisfaction has effect on quality and quantity of performance; however this study proved that positive self-efficacy is an essential factor in building the high level of satisfaction. Schwertfeger, Konermann and Schonhofen (2008) found that positive perception of self-efficacy also alleviates the feelings of stress. Similarly, positive self-efficacy has an effect on understanding menacing stances and enables individuals to

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conceive it as a challenge that required sound actions to get through it. This technique reduces an arousal for much degree and keeps the teacher from exhaustion and burnout feelings (Bandura, 1997).

People with low self-efficacy often magnify the severity challenges in his perception that exposed them to emotional exhaustion (Skaalvik & Skaalvik, 2007). Those teachers have been holding negative perspective and dwell on their coping skills, deficiency and delay challenges. Those will eventually be exposed to emotional exhaustion and quit from teaching (Bandura, 1997). Betoret (2006) argued that teachers with low self-efficacy suffered the feelings of stress when experiencing teaching difficulties and such feelings are concomitant with lower level satisfaction (Klassen et al., 2009). Bandura (1982) stated that according to social learning theory, individuals appraise their actions continuously and this appraisal inspires individuals whom hold positive self-efficacy to modify their goals or correct their strategies to achieve their goals. Hence, the positive result from this appraisal increases self-satisfaction sense.

Locke and Latham (1990) wedded between Vroom's expectancy theory and self-efficacy theory. Through this principle for wedded based on expectancy theory assumption, individuals appoints their goals then try hard to obtain them. Afterwards they will get satisfactory feelings. However, this theory do not pay attention to special ability for individuals, whilst self-efficacy theory count individuals' perception about one's ability as prerequisite to appoint goals and strategies for obtaining them. Therefore, this study substantiated the strong relation between self-efficacy and job satisfaction through; a) select goals, b) work strategies and persistence, c) level of achievement which in turn

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effect on job satisfaction. High goals and high self-efficacy induce people to achieve their own goals and attain satisfaction feelings, high level of self-efficacy correlated with commitment, persistence and patience. These traits induce people to compete until success, as a result of frequent success entrench feeling of confidence and satisfaction (Locke, Frederick, & Bobko, 1984).

Work as teacher demand high confidence and resilience to handle delay issue. The teachers whom hold positive perception regard their self-efficacy by showing high confidence, resilience and excellent procedures in handling teaching problem (Staple, Hulland, & Higgins, 1999).

Baudura (1997) mentioned that there was a big different between teachers with high and low self-efficacy in term of chosen goal and performance. Teachers with high efficacy for instance, embrace high goals while those with low self-efficacy avoid high goals. Those with high self-efficacy stick to their goal until they achieve it and this promote job satisfaction. In contrast, those with low self-efficacy were always found to be avoiding high goals leading to their weak achievement and without satisfaction (Savas, Bozeyik & Eser, 2014). Bandura (2009) confirmed that self-efficacy has effect on choosing goals and achievement that will enhance job satisfaction. In addition, Capara, Barbaranelli, Borgogin and Steca (2003) reported that the effect of self-efficacy has extended to the level of feeling of willingness and job satisfaction.

Schwazer and Fuchs (1995) found that low self-efficacy is associated with hopelessness, nervousness and incapacity of feeling. This in turn has effect on emotional aspect and

drive people to absent themselves from duty and subsequent withdrawal from job. In line with this, Schwarzer and Hallum (2008) maintained that high self-efficacy is important as well as protective resource to individuals as it assists them against stress feelings. With self-efficacy, people could find it easier to organise their thoughts and address challenges despite the level of difficulty (Bandura, 1982; Cascio et al., 2014).

Current study is consistent with previous findings through the confirmation of the positive relationship between job satisfaction and self-efficacy. Present study also confirmed that two variable been associated with external environment which is meant to promote job condition will definitely enhance both and lead to advance performance. Again, this study found that the absent of attention and plan to develop teachers sense of self-efficacy and job satisfaction is consistent with previous studies conducted in Iraq by scholars as Al-Delamy (2012); Mohammad (2010); Hassam, Nassar and Nabel (2012); Al-Baghdadi (2013); and Noory (2004). Furthermore, Centre of Continual Teaching (2014) argued in his report that there was huge gap between plans and implementation which drifts the plans from its destination. Centre of Continual Teaching (2014) added that this also has effect on teacher's working condition and his feelings badly. Therefore, this study suggests that to increase PE teachers' job satisfaction, school authorities need to pay attention to elevate teachers' self-efficacy.

5.3.7 Teachers' Self-efficacy as Mediator of the Relationship between Professional Learning Community and Teachers' Job Satisfaction

The result of this study revealed that self-efficacy is a mediator for the relationship between professional learning community and job satisfaction. This finding suggested that in order to increase teachers' job satisfaction, the school authorities need to pay attention on increasing teachers' self-efficacy, and to increase teachers' self-efficacy, the school authorities need to implement constantly professional learning community. It also suggested that professional leadership community alone is not the main source of teachers' job satisfaction. Therefore, to increase the level of teachers' job satisfaction, the school authorities need to pay attention on promoting and implementing professional learning community as well as developing teachers' self-efficacy.

A plausible explanation for this finding is, according to self-efficacy theory, when someone is able to overcome the problems, he/she will be satisfied with what he/she has successfully done (Bandura, 1997). This success occurs because people with high level of self-efficacy have a lot of experiences gained from direct experience, vicarious experience, and from training and guidance from expertise (Bandura, 1997). To gain vicarious experience, training and guidance, one of the ways is through professional learning community activities (Hord, 1997).

In relation to self-efficacy theory, Gibson and Dembo (1984) argued that those with high self-efficacy, they will teach students with full of confident, and always try to find out new methods and solutions, but those with low self-efficacy, they will tend to avoid

facing the difficult situations and always blame others for their failure in teaching. In consequence, teachers with high level of self-efficacy always perform better than those with low self-efficacy. Those who perform in teaching will produce better academic achievement for their students. Producing good academic results for student will make them happy. According to Sergiovanni (1967) one of the sources of teachers' job satisfaction is students' academic achievement. Its mean teacher with high self-efficacy is also a happy teacher.

How to make teachers more efficacious? One of the programs that can be used to increase teacher's self-efficacy is professional learning community (PLC). PLC is referred to group of actions include convey diverse of knowledge, skill, and methods of teaching as well as professional applying to these methods; this actions carrying out through trusty and positive social environment, these environment has effect on boost sense of self-efficacy (DuFour, 2004; Hord, 1997). Previous researches suggested that PLC is one of the dominant factors in increasing teachers efficacy (Anthony, 2011; DuFour, 2004; Hord, 1997; NCTE, 2006; Weather 2009; Woolfolk Hoy, 2002;) and both affected job satisfaction of teachers (Annenberg Institute, 2012; Capara, Barbaranelli, Steca, & Malone, 2006; Donna, 2011; Saj & Sriaj, 2015; Woolfolk, Hoy & Davise, 2006). Therefore to increase the level of PE teachers' self-efficacy in Iraq, school authorities need to conduct PLC frequently.

In relation to self-efficacy as mediator, the finding of this study support the study conducted by Saks (1995) which found that self-efficacy is a mediating variable for the relationship between training and job satisfaction. Moreover Nielsen, Yarker, Randall,

and Munir (2009) also found that self-efficacy is a mediator for the relationship between leadership who practices developing and transforming attitudes of subordinates and subordinates' job satisfaction. Sukserm and Takahashi (2012) also found that self-efficacy is a mediating variable.

Iacobucci (2012), MacKinnon and Fairchild (2009) expounded that mediator play two roles: 1) as antecedent variable to job satisfaction, and 2) as dependent variable to PLC. Given that the result in this study demonstrated that self-efficacy was a positive predictor for job satisfaction, and PLC was antecedent for self-efficacy, it could be interpreted that self-efficacy of PE teachers cannot be ignored if school authorities want to boost the level of PE teachers' job satisfaction. Whenever teachers are satisfied with their works, they will become productive teachers because Rindflesch (2009) emphasized that individuals with high self-efficacy have continually reinforce their thinking pattern, level of motivation and willingness. Consequently, these are the kind of people with mastery in managing personal capabilities and circumstance. Artino (2012) argued that possessed knowledge and skills is not sufficient to perform job task, the level of confidence in personal abilities to manage job task successfully under normal or challenge circumstance is a cornerstone to achievements. What distinguished persons with positive self-efficacy is their believed that high achievement correlated with their efforts, and this thought motivated them to exert more effort till they obtain the desired goals. This is against those persons with negative self-efficacy that often exerts limited effort; shrink from job task or life situation as well as not doing high achievement (Bandura, 1977; 1997). That means individuals with negative sense of efficacy are often reluctant in facing their challenges and goals by trying to avoid it. This will definitely be

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unsatisfactory within their career. However, persons with positive self-efficacy are having high initiative to engage in tasks to obtain theirs goals (Bergeron, Schroeder, & Martinez, 2014; Fay & Frees, 2001; Hesieh & Huang, 2014).

Borogogni, Russo, Miraglia, Vecchione (2013) and Peng and Mao (2015) maintained that individuals with high self-efficacy normally able to handle with difficulties more effectively and plan to obtain extreme advantage from their job. Equally, those individuals showing high persistence to accomplish their plans generate intrinsic satisfaction. Klassen and Chiu (2010) found that teachers that have self-efficacy regard their abilities to manage their classes and build instructional strategies that demonstrate positive indicators of job satisfaction. These findings are in line with the results of Gkolia, Belias, Koustelios (2014) who asserted that people with high confidence in their professional capabilities to manage and execute specific task do possess high feelings of job satisfaction.

Akomolafe and Ogunmakin (2014) expound that self-efficacy has effect on job satisfaction. Individuals with high self-efficacy employ their cognitive ability and motivate themselves to engage in job task. Similarly, those people showing outstanding and innovative performance are relatively more satisfactory within their job. Lent et al. (2011) illustrated positive sense of self-efficacy as a source that motivates individuals to pursue their goals. Lent et al. (2011) further explained that those people in general who are satisfied with their job have high sense of competence to perform specific task or attain their goals. Mostly individuals with high self-efficacy present mature performance that associated with internal satisfaction. This in turn boosts sense of self-efficacy and

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job satisfaction (Luthans, Zhu, & Avolio, 2006). Similarly, Judge and Bono (2001); Weiss, Nicholas, and Daus (1999) asserted that high self-efficacy and unremitting engagement in work is two decisive predictors of individuals' job satisfaction feeling.

Given that self-efficacy is a strong mediator for the relationship between PLC and teachers job satisfaction, this study suggests that in order to increase the level of PE teachers' job satisfaction and consequently performing their work, the school authorities have to put an extra effort to elevate teachers' self-efficacy.

How to elevate teachers' self-efficacy? Berling-Custafson (2004) argued that PLC had contributed in augment teachers' knowledge, strategies, and innovation. These characters in turn, improve teachers' self-efficacy, and finally augment the feeling of satisfaction. Kanter (1977) noticed that employees were satisfied within their job, if they get opportunities to develop their skills, unofficial training and expected better future in that job. In contrast, fewer development opportunities produce dissatisfactory feelings. On the other hand, when an individual got hold of positive experience, he will show strong propensity in testing it. This propensity increases his work engagement, attachment to organizational environment that bring about remarkable rise in job satisfaction feeling (Weiss, Nicholas, & Daus, 1999).

Amanuel (2009) claimed that cooperation with colleagues increase the feeling of satisfaction, whilst job dissatisfaction emerged from deficient surrounding. Some African schools constructed supporting environment by giving the teacher opportunities to share their knowledge, responsibility, experiences, and practices. By providing this

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kind of opportunities, it boosted the feeling of satisfactory among teachers (Amanuel, 2009). Kyriacou and Sutcliffe (1978) claimed that poor support among colleagues is one of the strongest factors producing stress, which is the opposite of satisfactory feeling. Furthermore, low support, and conflict among colleagues often give rise to dissatisfactory feelings (Wood et al., 1998; Koustelios, 2014).

Other important thing contributed to self-efficacy is social persuasion. Social persuasion is considered as feedback, encouragements and praise. In addition, this verbal persuasion informs teachers about their progress or what they need to improve on their skills and experiences in order to improve self-efficacy. On the negative side, the use of verbal persuasion badly will decrease sense of self-efficacy (Miler & Hoy, 2003). Mulholland and Wallace (2001) emphasized that positive verbal persuasion when combined with interaction among teamwork or community will boost teachers to design new plans. The sharing work, job information and observe each other performances often times yield the increase in teachers' effectiveness (Lieberman & Miller, 1999). Work jointly, interdependence, disseminate past experience among colleagues, surrounding condition and optimistic phrase inside organization bring about high sense of self-efficacy for teachers (Nina et al., 2016). Anderson (1987) supported evidences which proved impact of external environment on individuals and cautioned that limited collaboration among schools' teachers is predictor for lower goals, commitment and level of performance.

Meanwhile, Bandura (1986) illustrated that there is reciprocal determinism between human behaviour and environment, cognitive ability mediate this interplay. This series

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of action shape human experiences and behaviour which in turn has impact on persons' self-efficacy. According to reciprocal determinism model, when an individual is active in generating information and then used it. It will certainly enhance his experiences and promote his environment, thus use information which coming from this promoted environment to do more progress. Noteworthy, the reciprocal influence between human and environment it is unceasing operation (Artino, 2012).

Bandura (1987) emphasized that environment has influence on individuals' behaviour, besides individuals have partial freedom of selecting their options and these options will have effect on their future circumstance. Consistent with the result of reciprocal determinism model which demonstrated influence environment on human behaviour, it was concluded build that sound and incentive social system in workplace contributes in reinforcement of individuals' goal, performance and then experiences. Bandura (1997) manifested that a credibility, faith and competence within work surrounding are robust factors that have effect on individuals to accept external information been presented to individuals. Also Artino (2012) cited positive community setting that has extreme influence on propensity to accept others appraisal and make use of it in reinforcing human behaviours.

Tschannen-Moran, Hoy and Hoy (1998) elucidated collaborative work in trust environment by giving considerable opportunities to learn via observations, engage in actual practice and received notice from teamwork. These factors provide teachers with experiences and then develop sense of self-efficacy. Hence, in the minus side

unreliability, alienation and isolation in organization climate were found to undermine sense of self-efficacy.

Basically, human beings develop their action based on motivation and self-regulation. In fact, these guide humans to correct their track and get satisfactory feelings, as well as instituting sound environmental work with rich knowledge and experience. This in turn motivates people to progress then use the yield of personal behaviour in developing the next personal action confidently (Stajkovic, 2002).

In relation to expose teachers with vicarious experience, to make teachers work collaboratively with other teachers, to gain new knowledge and methods of teaching, and confidence, and finally boosting teachers' self-efficacy, PLC model is a practical method in inculcating new culture, roles, norms, relationships and communication among schools' teachers and then institute safety environment for doing job full with knowledge and valued experiences which in turn will induce a teacher in order to acquire experiences, confidence and progress (Huffman, 2001). Furthermore, Hord (1997) explained that PLC community called to improve job conditions and form collaboration in professional teachers' community. This teachers' community used meeting face-to-face and communication means within trust environment to establish practices (direct experiences), present feedback, encouragement (verbal persuasion), interexchange for professional experiences among schools' teachers (vicarious experiences). These community activities grant positive support and affiliation feelings for members and boost the teachers' emotional aspect. That showing PLC activities involved sources which reinforce sense of self-efficacy.

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Nolan (2009) further explained that PLC becomes positive environment when applied in schools and found to be instrumental in reinforcing teachers' feeling of self-efficacy. Capara, et al. (2003) and Capara, et al. (2006) argued that when schools have comfortable environment, supportive leadership, cooperative administration and common collaboration among teachers then that will be a predictor for positive teachers' self-efficacy.

The above mentioned results from various studies have demonstrated that applying dimensions of PLC, or factors which is involved in PLC model has positive predictor for job satisfaction and self-efficacy for teachers, if properly implemented or vice-versa. But since PLC in Iraq was conducted in improper way, then it had produced PE teachers with low self-efficacy and satisfaction towards their works. Tama (2011) and Al-Jassany (2012) revealed that majority of teachers were unenthusiastic to be involved in PLC due to its poor planning and irrelevant contents. Mahwy (2012) found that Iraq's physical education teachers do not engage in activities of professional learning community due to its improper planning as well as its lack of clear schedules and objectives.

Al-Suddany (2009) also mentioned many reform projects that were not fruitful because of culture differences. However these project need to be modified in order to be relevant and consistent with the Iraq's climate. Furthermore, policymakers are also required to use need assessment. In line with this, Hlami (2012) referred to same idea, claiming that the haste in the application of reform projects will generate confusing vision and will breed huge mistakes in operation for these projects.

A study that was conducted in Iraqi environment by Abd Al-Hlami (2011) revealed a negative correlation between apply PLC and teachers' self-confidence. This result was found to be attributed to weakness of collaboration of culture and experiences in employing PLC in Iraq's schools. Al-Suddany Ali (2009) illustrated that Iraqis schools managed individual teachers separately from manager and did not pay attention to psychological need of the teachers. Furthermore they do not give teachers time, place and fit schedule to act together.

In addition, Cherian and Jacob (2013) argued that promoting the sense of efficacy and achievement is associated with organizational role in providing employees with skills and knowledge to achieve goals. Hence, self-efficacy will enhance as function in acquiring knowledge, skills and achievement. High self-efficacy also motivates individuals to make progress and in turn will reinforce positive sense of job satisfaction (Cherian & Jacob 2013).

The past researches showed that positive sense of self-efficacy was antecedent for job satisfaction. Lent, Brown (2006) and Gprara et al. (2003) found that positive sense of self-efficacy is a strong predictor for job satisfaction. Conversely, low level of self-efficacy is antecedent of job dissatisfaction. However this study found that low self-efficacy is predictor for dissatisfaction feeling. This is because PLC was implemented inefficiency in Iraq where teachers are provided with lack of sound social environment. Again, the implementation did not properly consider factors that hinder the success of PLC project such as local culture and the needs of PE teachers. Notwithstanding, these findings are in line with certain studies been conducted in Iraq (e.g., AL-Ataaby, 2008;

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Fallah, 2012; Al-Lami, 2015; Sbah, 2015; Al-Dulamy, 2012). In fact, this substantiated the point that majority of teachers hold low self-efficacy. Then losing this important personal character may make teachers less motivation and active in their environment. This in turn limits the amount of information to be acquired from personal activities in their environment according to determinism reciprocal model. Other reason is in Iraq schools did not establish environment to reinforce sense of self-efficacy as a factor to increase the level of job satisfaction because job satisfaction is an emotional state that reflects affective response to the job situation (Locke, 1976). Whereas self-efficacy is the beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments (Bandura, 1997). These beliefs develop through successful past experiences, vicarious learning, and verbal persuasion (Bandura, 1997). Based on Locke's (1976) and Bandura's (1997) definitions, it seems that the two constructs are operated ineffectively in Iraq schools. In this sense, this research postulates that low self-efficacy which pervasive sense amongst PE teachers' breed low level of satisfaction, and eventually this kind of teachers were unable to identified goals and good strategies to achieve it.

Based on the findings of the study, this study suggested that in order to promote teachers self-efficacy, the school authorities need to plan and implement professional learning community in proper way, because PLC can enhance teachers knowledge and make them more confidence to handle difficult situations such as students readiness and participation in PE classes.

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5.3.8 Dimensions of Professional Learning Community and Teachers' Self-Efficacy as Predictors to Teachers' Job Satisfaction.

This study demonstrated that there are four factors predict PE teachers' job satisfaction in Iraq environment. These predictors are self-efficacy-institution, shared and supportive leadership, self-efficacy-space, and shared personal practice. Self-efficacy-institution is the most dominant contributor to PE teachers' job satisfaction via the influence of job characterises, job condition and management style. Therefore in order to elevate teachers' job satisfaction, school authorities need to pay special attention to this aspect because this factor associated with job satisfaction (Buncha & Chalapirom, 1990; Surichai & Chinyos, 1997).

Treputthara and Tayiam (2014) argued that institutional climate, revamp leadership and management style were the fundamental parts of organizational characterise that influence the quality of performance, while performance affected job satisfaction (Sergiovanni, 1967). This study found that improving job condition is prerequisite for outstanding employees' performance and satisfaction. Institutions are totally responsible on establishing these conditions for employees. Hoy and Miskel (2001) mentioned that misused of institutional climate, leadership roles and tyrannical management affect passively on teachers' satisfaction and performance.

Snipes, Oswald, Latour and Armenakis (2005) stressed that employees' job satisfaction is associated positively with institutional policies to originate supportive climate.

Demirtas (2010) found that appraisals system in schools; such as system of promotion, appreciation, sharing teacher's responsibilities and decision-making, mode of management and leadership, and institutions' policies affected teachers' job satisfaction. Perie and Baker (1997) argued that teachers' dissatisfaction will affect performance and turnover. Webb and Vulliam (2009) mentioned that institutional polices such as providing teachers with essential resources, development programs and involving teachers in tackling school issues, providing teachers with professional development programs, and systematic distribution of work enhance teachers' satisfaction. Locke (1976) mentioned that characterise of workplace, manner of management and process of work effect on satisfaction feeling, and pay attention to these factors will reduce dissatisfaction.

Sharing and supportive leadership is another variable affected teachers' job satisfaction. According to House (1971), supportive leadership is leader behaviors that provide emotional support for employees and includes expressions of concern for employees' needs and welfare. Rafferty and Griffin (2006) reported positive relationships between supportive leadership and follower satisfaction. In a similar vein, Cohen and Wills (1985) reported that supervisor social support exerted a buffering effect on subordinates' occupational stress. Apart from that shared and supportive leadership play important part in collaboration and supporting teachers (Lai & Law, 2010; Olcum & Tirek, 2015). Adamowski, Therriaut and Cavanna (2007) claimed that reshaping schools leadership style, management and collaboration among teachers is a fundamental step to improve schools environment, job satisfaction and teachers performance. Leithwood, Jantzi and Steinbach (1999) and also Silins (1994) emphasized that collaboration and sharing work

between teachers and leadership make leadership closer with teachers' and consequently the teachers needs will be fulfilled and in turn teachers will feel satisfied with their job.

Bass (1990) maintained that leadership effect extent to teachers' intellectual stimulation, inspirational motivation and level of collaboration with colleagues. Other benefit of sharing and sportive leadership it raise level of motivation and morality, hence make job environment more satisfied, eventually that make teachers more willingness to work.

Dinham and Scott (2000) explained that totalitarian leadership will create unsatisfactory environment. Whereas collaborative leadership is closer to teachers and listen to teachers to find out barriers that teachers faced. Allen (1981) cited that leadership style have decisive role in establish encourage environment and drive employees for advance performance. Winfery (2009) found that teachers involvement in school decisions and support them associated positively with sense of satisfaction.

Harris and Muijs (2003) illustrated that schools' leadership when acting as coach, mentor, learner and teacher will boost teachers' experiences and construct comfortable workplace. Maslaws' theory (1970) illustrated that assign responsibility to someone will effect on self-satisfaction positively. PLC established new social climate and gave teachers opportunities to sharing responsibilities, knowledge, decision-making and experiences in schools, along with teachers get support and feedback in this climate. Hence, PLC climate which provide teachers with affiliation, responsibility, recognize and respect affected teachers' sense of satisfaction. This finding is consistent with

Maslow (1970) theory which proposed that giving teachers with leadership responsibility will enhance sense of satisfaction.

Another factor affected PE teachers satisfaction in this study is self-efficacy-space. Self-efficacy-space is referred to the ability of PE teachers to conduct PE classes effectively with limited facilities, such as playing field, courts, and equipment (Martin & Kulinna, 2003). Martin and Kulinna (2003) found that space or facilities for conducting PE lesson is one of the main factors affected PE teachers' job satisfactions. Jenkin and Benson (2010) also conducted a survey to examined major barriers facing PA teachers and the responses found that place for PE activities is one of the main barriers in conducting PE lessons effectively, hence teachers' job satisfaction decrease. Studies conducted by Sallis, Johnson, Calfas, Caparosa, and Nichols (1997) and also Humbert, Chad, and Bruner, (2008) claimed that a successful PE class is depending on time, space and safe environment. Sufficient time and space give teachers opportunity to manage class and activities well (Katherine, 2010). Osborne, Belmont and Peixoto (2016) explained that PE teachers whom continually conducting PE class in uncovered area make them prone to complications in vocal cords, sinusitis and headache; subsequently the teachers will be disincentive to apply PE class.

Furthermore, foregoing studies demonstrated that space is a vital factor that affect the PE teaches' goals, plans and application. Therefore by giving teachers sufficient space will help him on selecting appropriate goals and enhance sense of satisfaction consistent with goal setting theory (Locke, 1979). Goal setting theory (Locke, 1979) stipulated that accomplishment required goals from employees generate high sense of satisfaction.

Papinczak (2012) confirm that individuals feel dissatisfaction when facing with lack of institutional sources, social support and robust policies. Dwyer et al. (2003) claimed that infrastructure effect on PE teachers' performance, satisfaction and motivation. In order to boost PE teachers' job satisfaction, school authorities need to provide space and facilities such as playing field, courts, and equipment.

Another factor that contributed to job satisfaction of PE teachers in Iraq is sharing personal practices. One of the main agenda in PLC is to provide avenue to teachers to share their knowledge, skills and experiences with others related to profession (Hord, 1997). Furthermore PLC also will be a platform for teachers to be a meeting place to discuss problem facing in conducting PE lessons (Hord, 1997). Hence, this practice will give teacher basic need like affiliation, basic skills, recognition and this boost sense of satisfaction (Maslow, 1979). Kim and Loodman (1994) and also Syptak, Marsland and Ulmer (1999) mentioned that collegial relationship among teachers is fundamental platform to transfer information among them; and creating this relation kind of relation is very much depend on principal and administration efforts.

Carroll, Rosson, Dunlap and Isenhour (2005) claimed that sharing knowledge among teachers give double objectives; firstly its extend teachers' knowledge, and in secondly teachers will know how used this learned knowledge. Melaine and Morrissey (2007) noticed sharing personal practice lead to extract implicit experience from teachers and dissemination this experience will support teachers to large extent. This interaction and collaboration among teachers reinforce sense of job satisfaction and self-efficacy (Caprara, Barbaranelli, Steca, & Malone, 2006). Likewise Siraj (2015) pointed out that

sharing personal practice among teachers enlarge teaches' knowledge as well as it reinforce sense of job satisfaction and trust. Eaker, DuFour and DuFour (2002) opined that collaboration work in schools establish psychological satisfaction toward teamwork and job. On the negative side absent sharing knowledge and practice among teachers bring forth dissatisfaction feeling (Perive & Baker, 1997; Willim & Varner, 2012; Caprara, Barbaranelli, Steca, & Malone, 2006).

Based on the findings of the study, the four Self-Efficacy-Institution, Sharing and Supportive Leadership, Self-Efficacy-Space, Sharing Personal Practices variables are the largest contributors to the workability of PE teachers in Iraq. Hence, this study suggests that if aspects of teacher job satisfaction are to be improved, the aspects of Self-Efficacy-Institution, Sharing and Supportive Leadership, Self-Efficacy-Space, Sharing Personal Practices should be considered. Among the actions that need to be taken is that school management should support teachers and provide facilities for PE teachers. In addition, the administration should also provide opportunities and space for PE teachers to exchange ideas about the implementation of PE subjects. Despite the four Self-Efficacy-Institution, Sharing and Supportive Leadership, Self-Efficacy-Space, Sharing Personal Practices variables contribute 58.6% to PE teacher job satisfaction, but this does not mean aspects of recognition, appreciation, promotions, achievements and salaries, and job security need to be ignored.

5.4 Implications of the Study

This study found that teachers' self-efficacy and job satisfaction were at low level. This finding was not encouraging, although both variables are important to teachers. Therefore, in order to increase the level of self-efficacy and job satisfaction of teachers, the school's principal should implement PLC in proper way. At planning stage four aspects need to be considered; 1) conduct need assessment, 2) the contents of the programs must be on how to teach effectively and how to handle students with disciplined problems, 3) invite experts in physical education as facilitator, and 4) encourage teachers to share their successful experience with others.

This study also found that professional learning community was positively correlated with teachers' self-efficacy and job satisfaction. Although it was a small correlation, but in order to increase teachers' self-efficacy and teachers' job satisfaction, the school principals should properly plan PLC according to the needs of physical education teachers and customized the PLC programs based on Iraq's culture. This approach is vital to avoid physical education teachers who are not interested to involve in PLC programs. Once teachers feel that PLC is beneficial for them, teachers will participate actively in the PLC programs and in turn teachers' self-efficacy and teachers' job satisfaction increase. In support of this, Hoy and Tschannen-Moran (1997) mentioned that, teachers who actively involved in professional development, their level of self-efficacy will increase. Locke (1976) further explained that when expectations are met, a personal satisfaction increases and when expectations are not met then the level of satisfaction decreases. Therefore, in order to increase job satisfaction, the

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implementation of PLC must be planned according to the needs of physical education teachers.

Based on the findings of the study, this study suggests that if aspects of teacher job satisfaction are to be improved, the aspects of Self-Efficacy-Institution, Sharing and Supportive Leadership, Self-Efficacy-Space, Sharing Personal Practices should be considered. Among the actions that need to be taken is that school management should support teachers and provide facilities for PE teachers. In addition, the administration should also provide opportunities and space for PE teachers to exchange ideas about the implementation of PE subjects. Despite the four Self-Efficacy-Institution, Sharing and Supportive Leadership, Self-Efficacy-Space, Sharing Personal Practices variables contribute 58.6% to PE teacher job satisfaction, but this does not mean aspects of recognition, appreciation, promotions, achievements and salaries, and job security need to be ignored.

In the present context, several empirical evidence have substantiated that Iraq's teachers who suffers from ambiguity regard their role in executing PLC. Again, many schools are still following the old fashion of management system and this function as inappropriate operation for PLC in Iraqi schools. The success in operating PLC is associated with update rules; schedules, physical conditions and this fall within the education ministry remit (Al-Jassany, 2012; Mahwy, 2012; Al-Dwan, 2011). Moreover, the studies that were examined here will enrich the policy-makers and leaderships with experiences that could update these requirements.

Apart from that, the Iraqi's Ministry of Education has to provide guidelines for principals and teachers on how to plan professional learning community programs base on the country's indigenous culture. Culture is an important tool to be considered in planning such a huge and significant program like PLC (Hord, 1997). Current study can be used as references to teachers, administration and leaderships in planning PLC programs. This study also conveyed to Iraqi policy-makers some of these literatures in order to enhance teachers in general and physical education teachers in particular. PLC helps to develop teacher's knowledge and teaching skills. Noteworthy, this study will aid in developing teaching and outcomes that are associated with teachers' knowledge and skills. Therefore, focus should be made on this point for career-long learners (Armour, 2010). Again, Borko (2004) revealed that collaboration technique boost teachers' willingness to broaden their learning. Current studies involved some successful applications been utilized as PLC in reinforcing teacher's knowledge and skills then class outcome. Besides, it generates new norms, communication, interdependent and curriculums that could serve education progress. Applying PLC and remedying many aspects of job condition is vital for elevating the level of teachers' self-efficacy and job satisfaction (Sai & Siraj, 2015; Hargreaves, 2003). The decision-makers in Iraq should pay more attention to this aspect and operate PLC in new paradigm. Status quo of implementing PLC cannot be guaranteed for success. Bandura (1997) argued that in order to elevate self-efficacy of teachers there is need to conduct special programs such as continuous development programs and sharing experiences. Beauchamp, Klassen, Parsons, Durksen, and Taylor (2014) claimed that sound operation of PLC will enhance teachers' self-efficacy.

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Besides that, this study has contributed in the development of knowledge in the area of professional learning community (PLC), teachers' self-efficacy, and teachers' job satisfaction in the context of physical education teachers of Iraq. Even though, this study had used established questionnaires from the West, but they were been translated successfully from English to Arabic language. The translated questionnaires are now available for Iraqi and Arabian researchers to use. Additionally, based on translated version of the questionnaires, future researchers can use them as guide in developing their own questionnaires for studies that concern with the measurement of professional learning community. Kuan (2011) emphasized that Iraq as a country need to produce new questionnaire capable of measuring all aspects of teaching process in order to promote physical education teachers performance.

5.5 Recommendations for Future Studies

The main purpose of this study were to determine the relationship between professional learning community, teachers' self-efficacy and teachers job satisfaction, and to test whether self-efficacy a significant mediator for the relationship between professional learning community and teachers' job satisfaction. Although the study found that there was a relationship between professional learning community, self-efficacy and teachers job satisfaction, this finding was not conclusive because the sample taken in the study consisted only of PE teachers serving in four provinces namely Bassra, Nesserite, Maysan and Diwaniya. Hence, this study recommends that researchers should replicate this study with other samples, and use another questionnaire to measure professional learning community, teachers' self-efficacy and job satisfaction.

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This study was conducted solely using quantitative data and the data was analysed using Pearson correlation and multiple regressions. Hence, this study suggests that future researchers should use another powerful type of statistical analysis, such as partial least squared or structural equation modelling to test hypothesis. Apart from that, this study also recommends that researchers should replicate this study using mixed-method analysis to understand more about teachers perception on PLC, self-efficacy and job satisfaction. This approach will researchers to understand with deep insight the real need of Iraq's physical education teachers so as to develop those three important factors.

5.6 Conclusion

The result of the study showed that the PLC implementation, teachers' self-efficacy and job satisfaction were at low level. Inaccurate application of PLC as project to reform Iraq's education made teachers feel uncomfortable due to improper planning and scheduling. Apart from that the implementation of PLC is burdensome to teachers, thus it has effect on teachers' self-efficacy and job satisfaction passively, and restrict teachers' acquisition of knowledge and experiences.

The majority of teachers had passive self-efficacy that connotes with most teachers who lost their ability to plan and execute their teaching. According to Bandura (1997), this will bring about feeble teachers' performance and student achievement. Bandura (1997) confirmed that low self-efficacy make individuals to be indecisive in sharing with others and initiative. Also low self-efficacy is associated with high isolation, weak sharing in PLC activities, not having high persistent, and then continual failing with effect on sense of efficacy and job satisfaction.

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Self-efficacy was significant mediator between PLC and job satisfaction. This result manifested that PLC if implemented properly, teachers level of self-efficacy will increase and consequently boosting the level of job satisfaction. Moreover, this study demonstrated that self-efficacy-institution, sharing and supportive leadership, self-efficacy-space and sharing personal practice are main predictor for PE teachers' job satisfaction. Based on the findings of this study, all the research questions have been answered and it is concluded that the objectives of the study have been achieved.

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Dear valued physical education teachers,

I am currently working on my thesis titled: The relationships between professional learning community, teachers' self-efficacy and teachers' job satisfaction amongst teachers in physical education in Iraq.

In order to achieve the objectives of the study, I am very grateful if you would participate voluntarily in this study by responding to the attached questionnaires. In responding to items of the questionnaires, I wish to draw your attention that there is no wrong or right answer, hence your answer would only reflect your opinions or perception regarding the issues been itemized in the questionnaires.

Your honest response is very much appreciated.

Thank you.

Section A: Respondents Background

Please fill in the blank space or tick the appropriate box to show your background.

1. Age: …………………… years
2.
3. Gender:

    3.1 Male…………………. [   ]

    3.2 Female ………………. [   ]

4. Qualification:

    3.1 Bachelor's Degree ……. [   ]

    3.2 Master's Degree ………. [   ]

    3.3 Doctor of Philosophy ….. [   ]

بسم الله الرحمن الرحيم

يروم الباحث اجراءء دراسة دكتوارة بعنوا

علاقة المجتمع التعاوني المهني بين المدرسين بالكفاءة الذاتية للتدريسيين ومستوى الرضا الوظيفي لدى مدرسي التربية الرياضة في العراق

وللتدريسيين الحرية المطلق في المشاركه او عدمها علما ان هذا الاستمارة لا تحمل اسم المشترك ونقدر مشاركته مقدما في هذه الدراسة

عزيز التدرسي سوف يتم ايصال الاستبانه لكم عن طريق المشرف الخاص , وتكون الاستمارة في ظررف مفتوح وبعد اكمالكم للاجابات يرجى اعادتها بنفس الظرف والتاكد من الصاقه واعادتها للمشرف والذي بدورة سيسلما للباحث

ان الاستمارة التالية تحتوي على عدد من الفقرة التي تعكس مدى ادراك المدرس لمتغيرات الدرسة واود ان الفت انتابهكم انه لا توجد اجابة صحية وخاطئة فالاجابة تعكس مدى ادراككم لمحتوى الفقراة .وادناه مثل يوضح كيفة وضع الاشارة في الخانه الصحيحه

اوافق بشدة	اوافق	لا اقبل ولا ارفض	ارفض	ارفض بشدة	العبارات
	√				توفير التكنولوجيا المناسبة والأدوات التعليمية متوفرة للتدريسيين

المعلومات الشخصية

العمر ------------ سنه

الجنس-

ذكر ( ) , انثى ( )

التحصيل الدراسي-

البكلوريوس ( ) , الماجستير ( ) , الدكتوراه ( )

Section B, C, and D:

Instruction to respondents:

In order to give a response to the items of the questionnaires in Section B, C and D, the respondents are needed to put a check mark (/) in appropriate box to show the respondents agreement related to statements/items given as illustrated in the table below.

Item	SD = Strong Disagree	D = Disagree	U = Undecided	A = Agree	SA = Strong Agree
The principal incorporates advice from staff members to make decisions.		√			

Section B: Professional Learning Community Assessment-Revised (PLCA-R)

	STATEMENTS	SCALE				
	Shared and Supportive Leadership	SD	D	U	A	SA
1	My school principal consistently involves school staff in discussing to make decisions about school issues.					
2	The principal uses staff members' ideas to make decisions.					
3	My school principal allows Staff members to access key information about school					
4	My school principal is proactive and addresses areas where support is needed					
5	My school principal encourages staff members to initiate change.					
6	My school principal shares responsibility for innovative actions.					
7	My school principal shares power and authority with staff.					
8	My school principal appoints staff members with leadership responsibility.					
9	My school principal utilizes committees across grade and subject areas.in making					

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	decision.					
10	My school principal assumes shared responsibility and accountability for student learning.					
11	My school principal insists staff members to use multiple sources of data to make decisions about teaching and learning.					

	Shared Values and Vision	SD	S	U	A	SA
12	A collaborative process exists for developing a shared sense of values among staff.					
13	Shared values support norms of behavior that guide decisions about teaching and learning.					
14	Staff members share visions for school improvement that have undeviating focus on student learning					
15	Decisions are made in alignment with the schools values and vision.					
16	A collaborative process exists for developing a shared vision among staff.					
17	School goals focus on student learning beyond test scores and grades.					
18	Policies and programs are aligned to the schools vision.					
19	Stakeholders are actively involved in creating high expectations that serve to increase student achievement.					
20	Data are used to prioritize actions to reach a shared vision.					

	Collective Learning and Application	SD	A	U	S	SA
21	Staff members work together to seek knowledge, skills and strategies and apply this new learning to their work.					
22	Collegial relationships exist among staff members that reflect commitment to school improvement efforts.					
23	Staff members plan and work together to search for solutions to address diverse student needs.					
24	A variety of opportunities and structures exist for collective learning through open dialogue.					
25	Staff members engage in dialogue that reflects a respect for diverse ideas that					

		SD	A	U	S	SA
	lead to continued inquiry.					
26	Professional development focuses on teaching and learning.					
27	School staff members and stakeholders learn together and apply new knowledge to solve problems.					
28	School staff members are committed to programs that enhance learning.					
29	Staff members collaboratively analyze multiple sources of data to assess the effectiveness of instructional practices.					
30	Staff members collaboratively analyze student work to improve teaching and learning.					
	Shared Personal Practice	**SD**	**A**	**U**	**S**	**SA**
31	Opportunities exist for staff members to observe peers and offer encouragement.					
32	Staff members provide feedback to peers related to instructional practices.					
33	Staff members informally share ideas and suggestions for improving student learning.					
34	Staff members collaboratively review student work to share and improve instructional practices.					
35	Opportunities exist for coaching and mentoring.					
36	Individuals and teams have the opportunity to apply learning and share the results of their practices.					
37	Staff members regularly share student work to guide overall school improvement.					
	Supportive Conditions – Relationships	**SD**	**A**	**U**	**S**	**SA**
38	Caring relationships exist among staff and students that are built on trust and respect.					
39	A culture of trust and respect exists for taking risks.					
40	Outstanding achievement is recognized and celebrated regularly in our school.					
41	School staff and stakeholders exhibit a sustained and unified effort to embed change into the culture of the school.					
42	Relationships among staff members support honest and respectful					

	examination of data to enhance teaching and learning.					
	Supportive Conditions – Structures	**SD**	**A**	**U**	**S**	**SA**
43	Time is provided to facilitate collaborative work.					
44	The school schedule promotes collective learning and shared practice.					
45	Fiscal resources are available for professional development.					
46	Appropriate technology and instructional materials are available to staff.					
47	Resource people provide expertise and support for continuous learning.					
48	The school facility is clean, attractive and inviting.					
49	The proximity of grade level and department personnel allows for ease in collaborating with colleagues.					
50	Communication systems promote a flow of information among staff members.					
51	Communication systems promote a flow of information across the entire school community including: central office personnel, parents, and community members.					

Arabic Version of Professional Learning Community Assessment - Revised (PLCA-R)

أوافق بشده	أوافق	لا ارفض و لا أوافق	ارفض	ارفض بشده	الـــعبــارات	تسلسل
					مدر مدرستي يشرك كادر المدرسة بمناقشة حول قضايا المدرسة لاتخذ القرارت بشانها	1-
					يعتمد مدير مدرستنا على اراء المدريسين في صياغة قرارة المدرسة	2
					مدير المدرسة يجعل معلومات المدرسة امام المعلمين	3
					يتحلى المدير بروح المبادرة وتقديم الدعم للمدرسيين عن الحاجة	4
					يعطي مدير المدرسة الفرص للتدريسيين للمبادره	5
					يشارك مدير مدستنا التدريسين المسؤولية والابتكار	6
					يشرك مدير المدرسة التدريسسين في في السلطه	7
					يحدد مدير المدرسة اشخاص من المدرسة لتحمل المسؤولية معه	8
					يتم التوصل للقرارات من خلال مناقشة من خلال لجان خاصة داخل المدرسة يرعى فيه اختصاص التدريسيين بالموضوع المطروح للمناقشة	9
					مشاركة المسؤولية والمحاسبة حول عدم تعلم الطلبة لا تحتاج إلى صلاحيات خاصة تمنح للمدرسين	10
					يؤكد مدير المدرسة على التدريسين ضرورة استخدام مصادر متعدده للتعليم واتخاذ القرارت داخل المدرسة	11
					العمل الجماعي داخل المدرسة ينمي الإحساس بالقيم العليا للتعليم بين المدرسيين	12
					مشاركة القيم والمعايير السلوكية الموجه للتدريس والتعليم بين تدريسيين	13
					يتشارك التدريسيين والعاملون في مجال التعليم القرارات حول تطوير المدرسة وتعليم التلاميذ	14
					القرارات داخل المدرسة تنسجم مع الرؤى والقيم التي يؤمن بها التدريسيين	15
					الجهود الجماعية داخل المدرسة تزيد من مشاركة الرؤى داخل المدرسة	16
					بعد التعرف على نتائج اختبارات الطلبة يتم التركيز على تعلم التلاميذ	17
					منهجية قرارات السياسة التعليمة تنسجم مع رؤى التدريسيين	18

							العبارة	م
							أصحاب المهن التعليمية يشاركون بفاعلية في بناء رؤى تساهم في رفع مستوى التعلم	19
							تستخدم البيانات الأولية في المدرسة لغرض ترتيب الأولويات للوصول إلى رؤية مشتركة	20
							يعمل المدرسون والموظفون في مجال التعليم بشكل جماعي للبحث عن المعارف والمهارات والإستراتيجيات وتطبيقاتها في مجال التعليم	21
							العلاقات الاجتماعية بين المدرسين والموظفين في مجال التعليم تزيد من التزامهم لبذل المزيد من الجهود وتطوي التعليم	22
							الكادر التدريسي يعمل بشكل جماعي لإيجاد حلول للمشاكل ومعالجة حاجات الطلبة المتنوعة	23
							يتح النقاش القائم الصريح بين المدرسيين المزيد من فرص النقاش بين التدريسيين المزيد من فرص التطور للمدرسين	24
							اشتراك المدرسيين في النقاش واحترام الآراء المتنوعة المطروحة يفسح المجال واسع للاستفسار من قبل التدريسيين	25
							التدريسيين والمختصين يعملون بشكل جماعي لكي يتعلموا ويطبقوا المعارف الجديدة لمشكلات	26
							التطوير المهني يركز على تطوير التدريس و التعليم	27
							كادر المدرسة ملتزم بتنفيذ برامج تحسين التعليم	28
							يعمل التدريسيين بشكل جماعي على تحليل مصادر البيانات المتعددة لتقييم تطبيق البرامج التعليمية داخل المدرسة	29
							يعمل كادر المدرسة بشكل جماعي على دراسة وتحليل انجازات الطلبة لوجباتهم لتطوير التدريس والتعليم	30
							الفرص متاحة للمدرسين لمشاهدة أداء زملائهم داخل صفوف الدراسة وتقديم التشجيع لهم	31
							الزملاء في المدرسة يقدمون التصحيحات الضرورية للأداء المدرس	32
							يشارك المدرسون بشكل غير رسمي الأفكار والمقترحات لتطوير تعلم التلاميذ	33
							يعمل المدرسون يشكل جماعي داخل المدرسة لمراقبة أداء التلاميذ والمشاركة في تحسين تطبيق مناهج التعليمة	34
							توفير الفرص للتدريسيين لغرض التدريب ومراقبة أداء زملائهم	35
							توفير الفرص للمدرسيين لتطبيق الخبرات التعليمية ومشاركتهم في الاطلاع على نتائج تلك التطبيقات	36

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						مراجعة أداء الطلاب ونتائجهم بشكل دوري بشكل دوري لتطوير أداء المدرسة للارتقاء بطلاب	37
						العلاقات الموجودة بين التدريسيين والطلاب قائمة على أساس الاحترام والثقة ولاهتمام	38
						الاحترام والثقة في بيئة المدرسة ساعد على أبعاد عناصر المشاكل الصعبة من المدرسة	39
						الاداءات المميزه يتم الاعتراف بها والثناء علية داخل المدرسة بشكل منتظم	40
						التدريسيين والمختصين يقدمون جهود دائمة وموحدة لترسيخ التغيير في ثقافة المدرسة نحو العمل الجماعي	41
						علاقة الصراحة والاحترام الموجودة داخل المدرسة تؤدي إلى فحص البيانات بشكل صحيح لتطوير التعليم والتدريس	42
						ينظم الوقت داخل المدرسة ليسهل عمل المدرسيين بشكل جماعي	43
						الجدول منظم بطريقة يسمح للمدرسين بمراقبة أداء اقرأنهم ومشاركتهم في تطوير التعليم	44
						المصادر المادية متاحة لتطوير الجانب المهني للتدريسيين	45
						توفير التكنولوجيا المناسبة والأدوات التعليمية متوفرة للتدريسيين	46
						الموارد البشرية تزود المدرسيين بالخبرات والدعم اللازم لاستمرار العمل التعليمي	48
						الأبنية والتجهيزات متوفرة وجذابة ومحفزة للاستخدام	49
						التقارب في المستوى العملي والانسجام داخل المدارسة يشجع التدريسيين على التعاون بالعمل	50
						وجود نظم التواصل باستخدام التكنولوجيا يطور من عملية ايصال المعلومات للتدريسيين	51
						وجود نظام اتصالات متطور سهل وصول المعلومات إلى كافة التدريسيين والموظفين وأولياء أمور الطلبة والمسئولين عن العملية التعليمية	52
						البيانات دائما منظمة ومتاحة وسهل الوصول إليها من قبل أعضاء الهيئة التدريسية	53

Section C: Physical Education Teachers' Physical Activity Self-Efficacy Scale (PETPAS)

	Statement	SD	S	U	A	SA
	STUDENT					
1	My students do not enjoy spending large amounts of class time being physically active.*					
2	My students are not concerned with being physically active.					
3	My students do not highly value physical education					
4	My students do not enjoy being physically active during my classes.					
	Space					
5	My activity space is used for other purposes					
6	I have too many students in my physical education classes					
7	I do not have enough space for all of the students in my physical education classes.					
8	More than one class shares the gymnasium (activity facility)					
	Time					
9	My class sessions are too short in duration.					
10	My physical education classes do not meet enough times per week.					
11	I have too little contact time with my students.					
12	I do not have enough time in the semester					
	Institution					
13	Other teachers at my school do not highly value physical education.					
14	My principal or athletic director does not provide adequate support for Physical education.					
15	I do not have enough equipment for all my students to be active at once					
16	Administrators frequently cancel my class.					

Arabic Version of Physical Education Teachers' Physical Activity Self-Efficacy Scale (PETPAS)

أوافق بشده	أوافق	لا ارفض و لا أوافق	ارفض	ارفض بشده	الـــــعــبارات	تسلسل
					الطلاب لا يشعرون بالسعادة عندما يمضون اغلب وقت الدرس بممارسة الأنشطة الحركية	1
					الطلاب غير مهتمين بممارسة النشطة الحركية	2
					الطلاب لا يجدون قيمة كبيرة في ممارسة الأنشطة الحركية	3
					الطلاب لا يكونون سعيدا خلال وجودهم بدرس التربية الرياضية	4
					ساحات المدرسة تستخدم لأغرض أخرى غير الأنشطة الحركية	5
					عدد الطلاب كبير جدا	6
					لا توجد مساحة كافية للممارسة أنشطة درس التربية الرياضية	7
					يشترك أكثر من طالب على نفس الجهاز في درس التربية الرياضية	8
					وقت دس التربية الرياضية قصير جدا	9
					الوقت المخصص لدرس التربية الرياضية أسبوعيا غير كافي	10
					وقت اتصال التدريسي بالطالبة قصير جدا	11
					الوقت المخصص لممارسة الأنشطة الحركية لا يرتقي للمستوى المطلوب الأنشطة الحركية المطلوب تنفيذها خلال الفصل الدراسي	12
					مدرسي المواد الأخرى في المدرسة لا يعطون أهمية كبيرة لدرس التربية الرياضية	13
					مدير المدرسة والمشرفين لا يقدمون الدعم الكافي لدرس التربية الرياضية	14
					لا توجد أجهزه تتناسب مع عدد الطلبة ليؤدون النشاط الحركي في نفس الوقت	15
					الإدارة تلغي درس التربية الرياضية بشكل متكرر	16

Section D: Teaching Satisfaction Scale (TSS)

	Statement	SD	S	U	A	SA
1	In most ways, being a teacher is close to my ideal.					
2	My conditions of being a teacher are excellent.					
3	I am satisfied with being a teacher.					
4	So far I have gotten the important things I want to be a teacher.					
5	If I could choose my career over, I would change almost nothing.					

Arabic Version of Teaching Satisfaction Scale (TSS)

أوافق بشده	أوافق بعض الشيء	لا أوافق ولا ارفض	ارفض بعض الشيء	ارفض بشده	الـــعـــبارات	التسل سل
					إن أكون مدرس قريبة إلى أفكاري	1
					ظروفي كتدريسي ممتازة	2
					إنا راضي عن نفسي كوني تدريسي	3
					لحد ألان أهم شيء رغبته وحصلت علية هو عملي كمدرس	4
					لو أتيحت لي فرصة لتغيير عملي مرة أخرى سوف لا أغير شيء تقريبا	5