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Investigating the Relationship Between Self-efficacy and Job Satisfaction: A Research on High School Teachers

Öz-yeterlik ve İş Doyumu Arasındaki İlişkinin İncelenmesi: Lise Öğretmenleri Üzerine Bir Araştırma

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Öz	Abstract
<p>Bu araştırmanın temel amacı, lise kademesinde görev yapmakta olan öğretmenlerin öz-yeterlik inançları ile iş doyumunu algıları arasındaki ilişkinin incelenmesidir. Bu amaç doğrultusunda ilişkisel modelde kurgulanan bu araştırmanın evrenini, 2022-2023 eğitim-öğretim yılında Elazığ il merkezinde bulunan liselerde görev yapmakta olan öğretmenler teşkil etmektedir. Araştırmanın örneklemini belirlemek için basit seçkisiz örnekleme yönetimi kullanılmış ve araştırma 33 lisede görev yapan 405 öğretmenin katılımıyla gerçekleştirilmiştir. Verilerin toplanması için "Kişisel Bilgi Formu", "Öz-yeterlik Ölçeği Kısa Formu" ve "İş Doyumu Ölçeği" kullanılmıştır. Araştırmada verilerin analizi kapsamında ölçme araçlarına yönelik doğrulayıcı faktör analizi (DFA), öğretmenlerin öz-yeterlik ve iş doyumunu algı düzeylerini belirlemek amacıyla betimleyici istatistik analizler ve öz-yeterlik ve iş doyumunu arasındaki ilişkiyi analiz etmek için de korelasyon analizi yapılmıştır. Araştırmanın bulguları, öğretmenlerin öz-yeterliği ölçeğinin geneline ve tüm alt boyutlarına yönelik inançlarının "katılıyorum" düzeyinde; iş doyumunu algılarının da "katılıyorum" düzeyinde olduğunu göstermektedir. Ayrıca öğretmenlerin öz-yeterlik inançları ile iş doyumunu algıları arasında orta düzeyde, pozitif yönlü ve anlamlı bir ilişki olduğu sonucuna ulaşılmıştır.</p> <p>Anahtar Kelimeler: Öz-yeterlik, iş doyumunu, lise öğretmenleri, ilişkisel model</p>	<p>The main purpose of this study is to examine the relationship between self-efficacy beliefs and job satisfaction perceptions of high school teachers. In line with this purpose, the population of this research, which is designed in a relational model, consists of teachers working in high schools in Elazığ city Centre in the 2022-2023 academic year. Simple random sampling method was used to determine the sample of the study and the research was carried out with the participation of 405 teachers working in 33 high schools. "Personal Information Form", "Self-Efficacy Scale Short Form" and "Job Satisfaction Scale" were used to collect the data. Confirmatory factor analysis (CFA) for the measurement tools, descriptive statistical analyses to determine the perception levels of teachers' self-efficacy and job satisfaction, and correlation analysis to analyse the relationship between self-efficacy and job satisfaction were conducted. The findings of the study show that teachers' beliefs about the general self-efficacy scale and all its sub-dimensions are at the level of "agree" and their job satisfaction perceptions are at the level of "agree". In addition, it was concluded that there was a moderate level, positive and significant relationship between teachers' self-efficacy beliefs and job satisfaction perceptions.</p> <p>Keywords: Self-efficacy, job satisfaction, high school teachers, relational model</p>

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Genişletilmiş Özet

Manevi açıdan oldukça ödüllendirici olmasına karşın öğretmenlik, en stresli ve yıpratıcı meslekler arasında gösterilmektedir (Kyriacou, 2001). Bilindiği üzere öğretmenler, öğretimsel amaçların gerçekleştirilmesi bağlamında eğitim sistemlerinin en önemli bileşenlerinin başında gelmektedir. Dolayısıyla öğretmenlerin mesleklerini etkili ve başarılı şekilde sürdürerek öğretimsel-öğretimsel amaçların gerçekleştirilmesine hizmet

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edebilmeleri, mesleki açıdan yeterli bilgi ve beceriye, pozitif bir psikolojik niteliğe ve yüksek düzeyde bir motivasyona sahip olmalarına bağlıdır. Bireylerin bilgi ve becerilerini göz önünde bulundurarak belirli bir görevi yerine getirebileceğine yönelik inançlarını ifade eden öz-yeterlik (Bandura, 1977), öğretmenler açısından gerek pozitif bir psikolojik işleyişin, özgüvenin ve motivasyonun gerekse de öğretmenlik mesleğinin gerektirdiği bilişsel ve entelektüel birikimin içsel bir muhasebesi niteliğindedir. Bandura (1982) öz-yeterlik inancının bireyin başarısı ve performansı açısından kritik önemde motivasyonel bir belirleyici olduğunu, öz-yeterlik inançlarının bireylerin yetenek, kapasite ve deneyimlerinin özdeğerlendirme süreçleriyle şekillendiğini ve bu durumun özgüveni, motivasyonu ve başarıyı etkilediğini belirtmektedir.

Öğretmenlerin mesleklerine ve görevlerine ilişkin genel memnuniyet ve tatmin düzeylerini ifade eden iş doyumunu, yüksek motivasyon ve üretkenlikle ilişkilendirilen (Greenberg & Baron, 2003) ancak içsel ve dışsal birçok farklı faktör tarafından etkilenen (Herzberg, 1987) önemli bir olgudur. Alanyazında öğretmen öz-yeterliği ile iş doyumunu arasında hem teorik hem de ampirik bir ilişki olduğu ifade edilmektedir (Judge & Bono, 2001; Kalkan, 2020). Buna rağmen, öz-yeterlik ve iş doyumunu bağlamında gerçekleştirilen çalışmaların bulgularının birbirinden farklılaştığı, bu olgulara ilişkin algıların zamana ve mekana göre değişkenlik gösterdiği ve konuya ilişkin daha fazla çalışmaya ihtiyaç duyulduğu anlaşılmıştır. Bu duruma istinaden mevcut çalışmada öğretmenlerin öz-yeterlik inançları ve iş doyumunu algıları arasındaki ilişkinin incelenmesi amaçlanmıştır.

Araştırma nicel araştırma yöntemlerinden ilişkisel modelde gerçekleştirilmiştir. Araştırmanın evrenini 2022-2023 eğitim-öğretim yılı Elazığ ili Merkez ilçesi lise kademesinde görev yapan öğretmenler teşkil etmektedir. Araştırmanın örneklemini, basit seçkisiz örnekleme yöntemi ile belirlenen ve araştırmaya gönüllü olarak katılım sağlayan 405 öğretmenden oluşmuştur. Araştırmada “Öz-yeterlik Ölçeği Kısa Formu” ve “İş Doyumu Ölçeği” kullanılarak veriler toplanmıştır. Verilerin analizinde doğrulayıcı faktör analizi (DFA), betimsel istatistikler ve Pearson Momentler Çarpımı Korelasyon Katsayısı kullanılmıştır.

Gerçekleştirilen analizler neticesinde ilk olarak öz-yeterlik ölçeğinin öğrenci katılımı, öğretim stratejilerini kullanma ve sınıf yönetimi alt boyutlarına ve ölçeğin geneline yönelik yüksek düzeyde öz-yeterlik inancına sahip olduğu sonucuna ulaşılmıştır. İkinci olarak, gerçekleştirilen betimsel analiz neticesinde öğretmenlerin yüksek düzeyde iş doyumuna sahip olduğu görülmüştür. Araştırmanın üçüncü ve başlıca amacını teşkil eden “Öğretmenlerin öz-yeterlik algıları ile iş doyumunu algıları arasında anlamlı bir ilişki var mıdır?” araştırma sorusuna ilişkin gerçekleştirilen analizde öğretmenlerin öz-yeterlik inançları ile iş doyumunu algıları arasında orta düzeyde, pozitif yönlü ve anlamlı bir ilişki olduğu saptanmıştır. Araştırma kapsamında ulaşılan sonuçlar, alanyazında konuya ilişkin gerçekleştirilen çalışmaların sonuçlarıyla genel manada benzerlik göstermektedir. Ayrıca öğretmenlerin öz-yeterlik inançlarının ve iş doyumunu düzeylerinin; hem öğretmenlik mesleğinin etkililiği ve başarısı hem de öğretimsel amaçların gerçekleştirilmesi ve olumlu öğrenci çıktıları açısından arz ettiği önem yadsınamaz (Demirtas, 2010; OECD, 2014; Staples et al., 1999). Ulaşılan sonuçlardan hareketle, öğretmenlerin öz-yeterlik inançlarını ve iş doyumunu düzeylerini artırabilecek öğretmen odaklı uygulamalara daha fazla yer verilmesi, bu kapsamda hizmetiçi eğitimlerin gerçekleştirilmesi, olumlu bir okul ikliminin oluşturulmasına çaba gösterilmesi, öğretmenlerin desteklenmesi ve öğretmenlerin mesleki uygulamalarına ilişkin karar alma ve uygulama bağlamında özgür hareket edebilmesine daha fazla olanak tanınması önerilmektedir. Ayrıca bu araştırma kapsamında incelenen öğretmen öz-yeterliği ve iş doyumunu konuları ile ilgili gelecekte gerçekleştirilecek araştırmalara yönelik olarak da çeşitli öneriler sunulmaktadır. Öz-yeterlik ve iş doyumunu ile ilişkili olabilecek farklı değişkenler ile nicel araştırmalar yapılabilir, bu değişkenler arasındaki ilişkide rol oynayan dolaylı ve gizil etkiler analiz edilebilir ve benzer bir araştırma daha geniş bir örneklem ile gerçekleştirilebilir.

INTRODUCTION

The teaching profession, which requires intense social interaction and cognitive and physical effort to fully meet the needs, demands, and expectations of society and individuals, can be considered as one of the most stressful professions due to many factors such as its people-oriented nature, significant responsibilities, workload, constant changes in the fields of education, and working environment. In this context, it is not surprising that teaching is among the occupational groups that are the most affected by professional dissatisfaction and burnout (Kyriacou, 1987; Maslach & Leiter, 1997). Obviously, it is not possible to expect teachers with a negative psychological quality who do not enjoy or feel satisfied with their professions to perform their duties and responsibilities at an ideal level, to succeed in their profession, and ultimately to be beneficial to their students. Indeed, researches show that teachers with high levels of burnout or low job satisfaction have negative attitudes and behaviors toward their jobs (Jones & Youngs, 2012; Kadtong et al., 2017) and this situation reflects negatively on the academic performance of students (Grayson & Alvarez, 2008; Hastings & Bham, 2003; Shen et al., 2015). On the other hand, it is a well-known fact that teachers who are highly motivated, have a positive psychological state and believe in their own professional skills and capacity play an important role in achieving the goals of education in a desired and effective manner (Arslan, 2018; Duckworth et al., 2009; Jennings & Greenberg, 2009).

The concept of self-efficacy, which was first put forward by Albert Bandura (1977) and developed within the framework of social-cognitive learning theory (Bandura, 1986) refers to individuals' belief in their capacity to successfully fulfill the tasks they undertake. Self-efficacy, which can also be expressed as individuals' subjective perceptions and beliefs developed based on their own abilities and capacities in overcoming challenging events, situations, and circumstances, is considered both an indicator of positive and optimal psychological functioning that can guide individuals' behavioral changes (Schwarzer & Luszczynska, 2022) and one of the most important motivational determinants in terms of individuals' performance (Bandura, 1982). While conceptualizing self-efficacy, Bandura (1977) drew attention to both distinction and mutual relationship between outcome expectations and efficacy expectations. Outcome expectations refer to the expectations of positive or negative outcomes that can be experienced as a result of a specific action, while efficacy expectations are related to an individual's belief in their ability to perform a specific action to achieve a goal. In fact, an individual's belief that they can achieve a positive outcome from a particular behavior may motivate them to take action and repeat that behavior until they achieve the desired outcome (Wigfield & Eccles, 2000). However, at the same time, the emergence of the belief in one's mind that an action can be successfully accomplished is based on individuals' personal resources, confidence in their cognitive and motor skills, past experiences they have gained, and realistic beliefs about what they can achieve by using their skills (Bandura, 1977; Zimmerman, 2000). The ability of individuals to successfully perform a task ensures that they will have a strong belief in their ability to perform that activity. The self-efficacy belief, which is the psychological mechanism that motivates and drives individuals to action, is shaped by their changing and developing skills, knowledge, and experiences (Gist & Mitchell, 1992) as well as the feedback they receive based on their actions and goals, which they filter through their psychosocial processes (Schunk & Meece, 2006). Additionally, individuals' self-efficacy beliefs can further motivate them to engage in a specific behavior and increase the frequency of their success by providing a foundation for them to put forth more effort towards achieving their goals.

When examining conceptualizations of teacher self-efficacy, it can be said that some researchers focus on teachers' perceptions and beliefs regarding their ability to impact instructional outcomes within the context of teacher self-efficacy, but actually emphasize outcome expectations (de la Torre Cruz & Arias, 2007; Pajares, 1996). On the other hand, some researchers define self-efficacy by focusing on competence expectations and the beliefs of teachers in effectively and successfully carrying out their professional duties (Tschannen-Moran & Woolfolk-Hoy, 2001; Tschannen-Moran et al., 1998). Gibson and Dembo (1984) define self-efficacy as positive beliefs teachers hold about their own level of professional skills and their students' potential for success, emphasizing that the alignment between outcome expectations and efficacy expectations fosters self-efficacy. Schwarzer and Hallum (2008) suggest that self-efficacy implies an intrinsic quality, is directed towards future behaviors, and is functionally characterized by the cognitive anticipation of the action being a highly predictive estimator of actual behavior. In this context, while it is clear that teacher self-efficacy is perceived by teachers as a phenomenon specific to their profession (Burke et al., 2009; Tschannen-Moran et al., 1998), it is also stated that there is a broader, general and global self-efficacy perception regarding teachers' ability to cope with various, challenging and new situations due to the nature of the teaching profession beyond their belief that they can fulfill their current duties (Schwarzer, 1992).

Bandura (1977) argues that self-efficacy has a central feature that is shaped context-specific. In this direction, Friedman and Kass (2002) states that teacher self-efficacy should be evaluated by taking into account the classroom and school contexts as well as the interpersonal interactions that play a critical role in all professional practices of teachers. It is obvious that teachers, who are a part of educational organizations and social processes as well as their educational and instructional responsibilities, have a perception and awareness of fulfilling organizational tasks and playing an active role in social processes, and thus they believe in their ability to regulate all necessary relationships and fulfil essential professional tasks in the educational process. Studies have shown that the psychological, context-specific and relational character of teacher self-efficacy functions as a protective barrier against negative factors that may cause chronic stress and burnout in the teaching profession (Ballantyne & Retell, 2019; Jentsch et al., 2023; Skaalvik & Skaalvik, 2007). Furthermore, it is clearly emphasized in the literature that teacher self-efficacy enhances teacher effectiveness and has a positive impact on their job satisfaction (Buluç & Demir, 2015; Guskey & Passaro, 1994)

In today's competitive environment, organizations recognize employees as their most valuable assets for achieving goals (Siswanto & Yuliana, 2022). Job satisfaction, an important psychological indicator (Locke, 1976), is crucial for organizational success, leading human resource management to continuously seek ways to improve it (Demirbag et al., 2014). Job satisfaction refers to employees' contentment and fulfillment in their roles, resulting from the fulfillment of their needs (Bektaş, 2017; Weiss, 2002). Different approaches exist in understanding job satisfaction, with some focusing on subjective experiences and others on objective evaluations (Valentine & Fleischman, 2018; Zhou et al., 2021). It can be categorized into intrinsic satisfaction

(motivation derived from the job itself) and extrinsic satisfaction (external factors like working conditions and compensation), which together contribute to overall job satisfaction (Herzberg, 1987; Skelton et al., 2019). The alignment between job characteristics, feedback, and individual attributes plays a role in job satisfaction (Hackman & Oldham, 1975; Spector, 1997). Organizational culture and communication also impact job satisfaction (Hackman & Oldham, 1980).

In teacher context, Ho and Au (2006, p. 172) refer teaching satisfaction conception, which is considered as a product of attitudinal and affective reactions or responses of teachers, “as a function of perceived relation between what one wants from one’s job and what one perceives teaching as offering or entailing”. Teaching satisfaction is considered as a concept related to teachers' attitudes, satisfaction, and happiness towards their working conditions and professional perceptions (Demirtaş & Nacar, 2018), it also expresses the degree to which teachers' psycho-social needs such as recognition, appreciation and satisfaction are met (Evans, 1997) and it is stated that it has an important impact on the education system by reflecting on teachers' professional attitudes, passion for teaching and enthusiasm for work (Fuming & Jiliang, 2007). Since the teaching profession requires interactions in various dimensions and is influenced by contextual factors such as individual factors, school culture, school climate, administrators, colleagues, students, and parents, determining the job satisfaction of teachers can be understood as an effort to understand the nature of the teaching profession. It is clear that teachers' job satisfaction is highly important in the context of student and school success. Indeed, researches show that teachers' job satisfaction levels affect their professional effectiveness and performance (Afshar & Doosti, 2016; Arifin, 2015; Judge & Bono, 2001; Iqbal et al., 2016; Wula et al., 2020), high job satisfaction increases teachers' motivation and commitment to their work (Canrinus et al., 2012; OECD, 2014; Tentama & Pranungsari, 2016), and has a direct impact on students' academic achievements (Banerjee et al., 2017; Caprara et al., 2006; Demirtas, 2010; Reeves et al., 2017).

Bandura (2008) states that human agency, which refers to people's intentional control over their own functioning and their own lives, as well as their ability to participate in and influence their own lives and the external world around them, is closely related to self-efficacy and that individuals' self-efficacy perceptions play an active role in shaping their experiences and their environment. In this context, teachers' control, guidance and agency mechanisms related to their professional practices within the scope of their self-efficacy beliefs can enable teachers to act more confidently, to be more committed to their jobs, to be more motivated to their jobs and, as a result, to have higher levels of job satisfaction. Therefore, it can be assumed that teachers' self-efficacy perceptions, which are known to have direct positive effects on their motivation and performance, will also have a positive effect on their job satisfaction. There are many studies examining the relationship between self-efficacy and job satisfaction in various disciplines and fields (AlQudah et al., 2022; Bagheri et al., 2019; Bargsted et al., 2019; Iwu & Holzemer, 2016; Kim & Cho, 2015; Seyhan, 2015; Yildiz & Simsek, 2016). In fact, it has been observed that the findings of studies examining the relationship between teachers' self-efficacy perceptions and job satisfaction vary dramatically. In addition to the numerous factors affecting teacher job satisfaction, changes in the dynamics of education and training processes may also affect teachers' satisfaction with their jobs. In addition, since teachers' beliefs and perceptions may change over time, it is possible that teacher self-efficacy may also change over time and there may be changes in its relationship with teacher job satisfaction. In this regard, it can be recognized that the relationship between teacher self-efficacy and job satisfaction is not sufficiently understood and therefore, more studies to be carried out on this subject can contribute to a better understanding of the dynamics of the teaching profession as well as the relationship between teacher self-efficacy and job satisfaction. In this study, which focuses on examining the relationship between teachers' self-efficacy perceptions and job satisfaction perceptions, the following questions were addressed:

- 1- What is the level of self-efficacy beliefs of teachers?
- 2- What is the level of job satisfaction perceptions of teachers?
- 3- Is there a significant relationship between self-efficacy and job satisfaction perceptions of teachers?

METHOD

Since this study aims to examine the relationship between teachers' self-efficacy beliefs and job satisfaction, it was designed in the relational model, which is one of the quantitative research methods. The studies in relational model aim to reveal the correlations between two or more variables without any manipulation (Fraenkel et al., 2012). In this model, the researcher analyzes the relationship between the variables he/she wants to examine without controlling or intervening in these variables in their natural environment (Creswell, 2014). Therefore, the self-efficacy beliefs and job satisfaction of the teachers who are the subject of this study were tried to be described and analyzed in their current state and within their own conditions.

Population and Sample

The population of the study consists of teachers working in high schools in the central district of Elazığ province in the 2022-2023 academic year. The sample of the study was determined by simple random sampling method, which is a probability sampling type, from teachers working in high schools in the central district of Elazığ province. In quantitative research, simple random sampling is a probability sampling method in which the researcher determines the sample by selecting with equal probability for each unit in the population (Kerlinger & Lee, 2000). In this method, since there are no characteristics, qualities or predetermined criteria among the sampling units to be included in the research, each unit in the population is given an equal chance to participate in the sampling and thus the ability of the sample included in the research to represent the population can increase. It was determined that there are 40 high schools in the central district of Elazığ province and the number of teachers working in these high schools is 2500. The calculation carried out with a 95% confidence level and a 5% standard error margin to determine the sample of the research revealed that the minimum sample size that can represent the population is 335 (Krejcie & Morgan, 1970). In this regard, this study was conducted with the voluntary participation of 405 teachers. Of the teachers participating in the study, 235 (58%) were male and 170 (42%) were female. Regarding marital status, 288 (71.1%) of the participants were married and 117 (28.9%) were single.

Data Collection Instruments

Information about the scales used in the study and descriptive statistics are given respectively.

Teacher Self-Efficacy Scale-Short Form (TSES-SF)

The Teacher Self-Efficacy Scale-Short Form (TSES-SF) developed and structured by Tschannen-Moran and Woolfolk-Hoy (2001) and adapted into Turkish by Karaoğlu (2019) consists of 12 items and three factors. These factors and their items are respectively; self-efficacy towards student participation (items 2, 3, 4, 11), teaching strategies (items 5, 9, 10, 12) and self-efficacy towards classroom management (items 1, 6, 7, 8). Cronbach's Alpha coefficient was found to be as; student participation (.73), using teaching strategies (.75), classroom management (.74) and total scale (.88). As a result of the analysis in this study, Cronbach's Alpha coefficient was calculated to be respectively as; student engagement (.95), teaching strategies (.95), classroom management (.94) and total scale (.95). CFA of the scale was once more conducted in this study. The scale components for which CFA is conducted have load values ranging from .78 to .88. The model's fit indices ($\chi^2/df = 3.62$, GFI = .93, AGFI = .89, CFI = .98, NFI = .97, and RMSEA = .08, were determined to be acceptable (Marsh et al., 1988; Kline, 2005).

Teaching Satisfaction Scale

In this study, Teaching Satisfaction Scale, which was developed by Ho and Au (2006) and adapted into Turkish by Demirtaş (2010) was used to determine teachers' perceptions of job satisfaction. The scale consists of five items. CFA of the scale was once more conducted in this study. Coefficient for Cronbach's Alpha is .92. The variance is fully explained by the scale at 77.55%. The scale components for which CFA is conducted have load values ranging from .74 to .88. The model's fit indices ($\chi^2/df = 1.86$, GFI = .99, AGFI = .97, CFI = .99, NFI = .99, and RMSEA = .04, were determined to be excellent (Marsh et al., 1988; Kline, 2005).

Data Analysis

Initially, descriptive statistics were conducted to determine the perception levels of teachers' self-efficacy and job satisfaction. In order to analyze the correlation between self-efficacy and job satisfaction variables, the Pearson correlation coefficient was calculated. Moreover, the kurtosis and skewness values were analysed to check whether the data were normally distributed. In order for the data to be considered normal, the values should be between ± 1.5 (Tabachnick and Fidell 2013). It was accepted that the data used in this study were between the specified values and thus showed normal distribution.

In both scales, a five-point Likert scale was used as "Strongly Disagree - 1 (1.00-1.80), Disagree - 2 (1.80-2.60), undecided - 3 (2.61-3.40), Agree - 4 (3.41-4.20), Strongly Agree - 5 (4.21-5.00)".

The correlation result of .29 or lower is interpreted as a "low" level relationship, the correlation result between .30 and .70 is interpreted as a "moderate" level relationship and the correlation result of .71 or higher is interpreted as a "high" level relationship (Tabachnick & Fidell, 2013).

FINDINGS

In this section of the study, the results of the analyses conducted in line with the purpose and sub-purposes of the study are reported.

1. Descriptive Statistics for the Teacher Self-Efficacy Scale

The descriptive statistics related to the first and second sub-problems of the study, which are "What is the level of teachers' self-efficacy perceptions?" and "What is the level of job satisfaction of teachers?", were calculated according to the answers given by the teachers participating in the study to the teacher self-efficacy and job satisfaction scales.

Table 1. Descriptive Statistics Related to Teacher Self-Efficacy Scale and Job Satisfaction Scale

Scale	N	\bar{X}	S.D
Self-Efficacy for Student Participation	405	3.68	.94
Self-Efficacy for Using Instructional Strategies	405	3.64	.96
Self-efficacy for Classroom Management	405	3.66	1.02
Teacher Self-Efficacy Scale (General)	405	3.67	.92
Teacher Job Satisfaction Scale	405	3.84	.80

Table 1 shows the descriptive statistics related to the scores obtained from the teacher self-efficacy scale. According to this, in the teacher self-efficacy scale, the mean of the group varies between 1.36 and 5. In the general dimension of teacher self-efficacy, the arithmetic mean of the group was calculated as (\bar{X} =3.67), in the sub-dimension of self-efficacy for student participation (\bar{X} =3.68), in the sub-dimension of self-efficacy for using instructional strategies (\bar{X} =3.64) and in the sub-dimension of self-efficacy for classroom management (\bar{X} =3.66). When the scores of the answers given by the teachers were analyzed, it was found that the general dimension of teacher self-efficacy, self-efficacy for student participation, self-efficacy for using instructional strategies and self-efficacy for classroom management sub-dimensions were at "Agree" (\bar{X} =3.41-4.20) level. Furthermore, descriptive statistics related to the scores obtained from the teaching job satisfaction scale are given. Teachers received scores between 1 and 5 on the teacher job satisfaction scale, and the average score of the teachers was calculated as (\bar{X} =3.48) on the teacher job satisfaction scale. According to these results, teacher job satisfaction was found to be at "Agree" (\bar{X} =3.41-4.20) level.

2. Findings on the Relationship between Teacher Self-Efficacy and Job Satisfaction

Pearson Correlation Analysis was used to determine the relationship between teacher self-efficacy and job satisfaction. The findings obtained are presented in Table 2 below.

Table 2. Findings on the relationship between teacher self-efficacy and job satisfaction

Scale	Teacher Job Satisfaction	Teacher Self-efficacy
Teacher Job Satisfaction	-	-
Teacher Self-efficacy	r	.56**

** Correlation is significant at the 0.01 level .

According to the results of the correlation analysis in Table 2, there is a positive and significant relationship between teachers' self-efficacy and their perceptions of job satisfaction ($r = .56$; $p < .01$). This finding indicates a moderate level of association between teachers' self-efficacy and their perceptions of job satisfaction. In other words, a one-unit increase in teachers' self-efficacy is associated with 0.56-unit increase in job satisfaction. Similarly, a one-unit increase in job satisfaction is associated with 0.56-unit increase in teachers' self-efficacy.

CONCLUSION AND DISCUSSION

The purpose of this study was to examine the relationship between self-efficacy and job satisfaction perceptions of high school teachers. As the result of the descriptive analysis conducted within the scope of the first problem question of the research, it was concluded that of high school teachers who participated in the study responded to the self-efficacy beliefs scale at the level of "agree" in both three sub-factors of the scale and the overall scale. This result shows that the high school teachers who participated in the study have a high level of self-efficacy beliefs. In the literature, there are the studies (Avcı, 2020; Buluç & Demir, 2015; Caprara et al., 2006; Dağlı & Kalkan, 2021; Davis, 2014; Kahyaoglu & Yangın, 2007; Karabıyık & Korumaz, 2013; Üstüner et al., 2009) that support the findings of this study. Unlike the results of this study, there are the studies that found teachers' self-efficacy levels at the level of "undecided" (Akdere, 2012; Gençtürk & Memiş, 2010; Kurt, 2016; Tschannen-Moran & Woolfolk-Hoy, 2002; Türkoğlu et al., 2017). Moreover, Babaoğlu and Korkut (2010) and Karacaoğlu (2008) found teachers' self-efficacy levels at a "strongly agree". The differences in the findings regarding teachers' self-efficacy levels may be due to the fact that the studies were conducted with the participation of teachers working and residing in settlements at different. By providing supportive feedback, creating a positive school culture, and demonstrating effective leadership, it is possible to be able to

foster a sense of efficacy and confidence in their teachers, which can ultimately lead to improved instructional practices and student outcomes.

Within the scope of the second problem question of the research, which is “What is the level of job satisfaction perceptions of teachers?”, it was concluded in this study that teachers responded to the teacher job satisfaction scale at the level of “agree”. When literature is examined, it has been determined that there are studies in line with the results of this study in the context of teacher job satisfaction level of “agree” (Akgül, 2019; Annakkaya, 2022, Demirtaş, 2010, Deveci, 2021, Gençtürk & Memiş 2010, Dinçer et al. 2017). However, in the literature, it is found that teachers have a “undecided” level of job satisfaction (Akın & Koçak, 2007; Arabacı & Bademci, 2010; Buric & Kim, 2021; Crossman & Harris, 2006; Demirtaş & Ersözlü, 2010; Karabiyik & Korumaz, 2013; Özel, 2016; Özerk, 2019) or “disagree” level of job satisfaction (Baltacı, 2017; Skaalvik & Skaalvik, 2014). It is clear that teaching is human-oriented and it requires constant interaction with people. Therefore, teachers' perceptions of job satisfaction can be easily affected by in-class and out-of-class factors (Heller et al., 1993). In addition, it is possible to say that various factors such as workload, professional personal rights, wages and educational policies have a possible impact on teachers' perceptions of job satisfaction.

In the scope of the third and final research question, the relationship between teachers' self-efficacy and job satisfaction perceptions has been examined. As a result of the Pearson Correlation analysis there is a significant and positive relationship between teacher self-efficacy and job satisfaction. This study's findings align with numerous other studies in the literature, indicating that teachers' perceptions of job satisfaction tend to be positively correlated with their self-efficacy beliefs (Akomolafe & Ogunmakin, 2014; Bjork et al., 2019; Buluç & Demir, 2015; Canrinus et al., 2012; Caprara et al., 2006; Klassen & Chiu, 2010; Klassen et al., 2010; Safari et al., 2020; Shang et al., 2022; Skaalvik & Skaalvik, 2014; Turkoglu et al., 2017). Kalkan (2020) reported a positive and significant relationship between teachers' self-efficacy beliefs and job satisfaction levels in a meta-analysis study. Conceptually, self-efficacy perception refers to a teacher's belief in their knowledge and skills related to their profession, while job satisfaction is related to a teacher's degree of satisfaction with their profession.

To summarize the results of the present study, who participated in the research have high levels of self-efficacy beliefs and high levels of job satisfaction levels. In addition, there is a positive and significant relationship between teachers' self-efficacy beliefs and job satisfaction perceptions. Based on these findings, the following suggestions can be made:

In order to encourage the development of self-efficacy beliefs in teachers, targeted training programs and workshops may helpful, as this may lead to increased job satisfaction. Indeed, it is clearly known that increasing teachers' job satisfaction is very significant in the context of students' achievements and instructional goals (Caprara et al, 2006; Demirtaş, 2010; Iqbal et al, 2016).

This study was conducted only at high schools in the central district of Elazığ province. Therefore, examining the perceptions of teachers working at different levels can provide valuable data on the research topic. Moreover, conducting a similar study with data collected from teachers at different levels in different geographical regions of Turkey by expanding the sample size can undoubtedly provide more generalizable results. High-level analyses can be conducted with different variables that have the potential to affect the relationship between teacher self-efficacy and job satisfaction in the context of examining the direct, indirect, and latent variables that play a role in this relationship. In addition, an important limitation of this study is that the data were collected in a single time period in the 2022-2023 academic year, that is, the study is cross-sectional. In a similar study, collecting data longitudinally in different time periods may provide more detailed results.

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