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The Relationship Between Teachers' Self-Efficacy and Attitudes Towards Supervision

Aysun YÜKSEL BAŞAR [1] **Yüksel GÜNDÜZ** [2]

Abstract

Self-efficacy is the individual's self-awareness in reaching the intended performance and the individual judgment that he forms for his success. Supervision is the process of involving the teacher in the educational background in order to improve teaching and increase student achievement. The attitude towards the supervision, on the other hand, is a factor that will determine the reaction and subsequent behaviors of the supervisor towards the supervision process and the supervisor after the supervison. This study aims to reveal the relationship between teachers' self-efficacy and their attitudes toward supervision. In the study, a relational survey methodology was employed. 2316 teachers who worked in various districts around the province of Samsun made up the study's population, and 747 of those instructors were chosen at random to represent the sample. Data collection techniques included the "Teachers' Self-Efficacy Scale" created by Schmitz and Schwarzer (2000), translated into Turkish by Yılmaz, Köseoğlu, Gerçek, and Soran (2004) as well as the "Attitude Toward Supervision Scale" created by Gündüz, Elma, and Aslan (2018). The methods utilized to evaluate the data included arithmetic mean, t-test, one-way analysis of variance (ANOVA), Pearson product-moment correlation coefficient, and multiple linear regression. The analysis' findings showed that while instructors' views regarding monitoring were on the medium side, their levels of self-efficacy and efficacy were on the high side. Regarding education level and marital status, there was no discernible variation in teachers' self-efficacy; nevertheless, there was a discernible difference when it came to gender, professional seniority, branch, and school type. While there was no significant difference in teachers' views about supervision when branch type, school type, or marital status were taken into account, there was a significant difference when professional seniority, gender, and educational status were taken into account. The association between instructors' attitudes about supervision and their sense of self-efficacy was shown to be both favorable and substantial. Also, it was found that instructors' views toward monitoring were significantly predicted by their level of self-efficacy.

Keywords: Teacher, Competence, Self-efficacy, Supervision, Attitude

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[1] Phd Student, Amasya University, Social Sciences Institute, Department of Educational Management, Amasya, Türkiye, aysun.yuksel88@gmail.com, ORCID: 0000-0002-7045-1419.

[2] Assist. Prof., Ondokuz Mayıs University, Faculty of Education, Department of Educational Sciences, Samsun, Türkiye, yukselgunduz0735@gmail.com, ORCID: 0000-0002-4710-8444.

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Öğretmenlerin Öz-yeterlikleri ile Denetime Yönelik Tutumları Arasındaki İlişki

Aysun YÜKSEL BAŞAR [1] **Yüksel GÜNDÜZ** [2]

Öz

Öz-yeterlik, bireyin amaçlamış olduğu performansa ulaşmasında kendi farkındalığında olması, başarısına yönelik oluşturduğu bireysel yargısıdır. Denetim, öğretimi geliştirmek ve öğrenci başarısını artırmak amacıyla öğretmeni eğitim zeminine katma sürecidir. Denetime ilişkin tutum ise denetlenen kişinin geçirmiş olduğu denetim sonrasında, denetim sürecine ve deneticiye yönelik oluşturduğu tepki ve sonraki davranışlarını da belirleyecek olan bir unsurdur. Bu araştırma, öğretmenlerin öz-yeterlikleri ile denetime yönelik tutumları arasındaki ilişkiyi ortaya koymayı amaçlamaktadır. Araştırmada ilişkisel tarama modeli kullanılmıştır. Araştırmanın evrenini Samsun ilinin farklı ilçelerinde görev yapan 2316 öğretmen; örneklemini ise, evrenden tesadüfi örnekleme yoluyla seçilen 747 öğretmen oluşturmaktadır. Araştırmada veri toplama aracı olarak, Schmitz ve Schwarzer (2000) tarafından geliştirilen ve Yılmaz, Köseoğlu, Gerçek ve Soran (2004) tarafından Türkçeye uyarlanan "Öğretmen Öz-yeterlik Ölçeği" ile Gündüz, Elma ve Aslan (2018) tarafından geliştirilen "Denetime İlişkin Tutum Ölçeği" kullanılmıştır. Elde edilen verilerin analizinde aritmetik ortalama, t-testi, tek yönlü varyans analizi (ANOVA), pearson momentler çarpımı korelasyon katsayısı ve çoklu doğrusal regresyon teknikleri kullanılmıştır. Yapılan analiz sonucuna göre, öğretmenlerin öz-yeterlikleri yüksek düzeyde bulunurken, denetime ilişkin tutumları ise orta düzeyde bulunmuştur. Öğretmenlerin öz-yeterlikleri arasında öğrenim durumu ve medeni durum değişkenlerine göre anlamlı fark meydana gelmezken; cinsiyet, mesleki kıdem, branş ve okul türü değişkenlerine göre anlamlı fark meydana gelmiştir. Öğretmenlerin denetime yönelik tutumları arasında medeni durum, branş türü ve okul türü değişkenlerine göre anlamlı fark oluşmazken; cinsiyet, öğrenim durumu ve mesleki kıdem değişkenlerine göre anlamlı fark meydana gelmiştir. Öğretmenlerin öz-yeterlikleri ile denetime yönelik tutumları arasında pozitif yönde ve anlamlı bir ilişki bulunmuştur. Ayrıca öğretmenlerin öz-yeterliklerinin, öğretmenlerin denetime yönelik tutumlarının anlamlı bir yordayıcısı olduğu sonucuna ulaşılmıştır.

Anahtar Kelimeler: Öğretmen, Yeterlik, Öz-yeterlik, Denetim, Tutum

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[1] Phd Student, Amasya University, Social Sciences Institute, Department of Educational Management, Amasya, Türkiye, aysun.yuksel88@gmail.com, ORCID: 0000-0002-7045-1419.

[2] Assist. Prof., Ondokuz Mayıs University, Faculty of Education, Department of Educational Sciences, Samsun, Türkiye, yukselgunduz0735@gmail.com, ORCID: 0000-0002-4710-8444.

Introduction

Teachers make significant contributions to the achievement of educational goals as well as to the survival and success of schools. Teachers must be professionally competent in order to carry out their tasks and responsibilities. Their sense of accomplishment is likewise impacted by this circumstance. According to research, people's ideas about what they are capable of doing serve as the foundation for their conduct and both direct and impact it (Bandura, 1977; Enochs & Riggs, 1990). A teacher's self-efficacy is referred to as their level of self-assurance that they will be able to accomplish their objectives. Teachers' self-efficacy is expected to affect their attitudes toward supervision. The purpose of supervision is to determine whether the work is appropriate for the task at hand. The method and the teacher are to be improved. It is thought that a teacher's attitude toward supervision during the monitoring process and self-efficacy are related. It has been judged that this topic hasn't received adequate research. The topic was deemed significant in this regard since it was necessary to ascertain the relationship between instructors' views regarding supervision and their level of self-efficacy. In this method, it was attempted to ascertain the interactions between teachers, their attitudes toward supervision, and their level of self-efficacy.

Self-efficacy

Self-efficacy actively contributes to people's capacity for achieving their goals and exerting control over their surroundings (Hazır Bıkmaz, 2014). Self-efficacy relates to how well people think they can plan and carry out their actions to accomplish a particular task or generate a particular outcome. (Bandura, 1977). When viewed in this light, a variety of methods can inspire people to take action. These mechanisms don't work as well or as centrally as efficacy belief (Poulou, 2007). Since self-efficacy is an affective belief, a person assesses his or her ability to carry out a task or exhibit a behavior. As a result, the person may think that they are more or less capable of completing the activity (Kotaman, 2008). Self-efficacy is the driving force behind people making plans that are in line with their knowledge and skills, so it is better to anticipate how people will act based on their beliefs in their competence than on what they can do (Pajares, 2002).

Teachers should self-assess their competencies because they are the most crucial component of the educational system. Teachers analyze their professional competencies and identify their strengths and weaknesses through self-evaluation (MEB [Ministry of National Education], 2017). Ashton (1985) defined instructors' self-efficacy as their belief that they can positively affect students and assist them in achieving their academic goals. In a larger sense, teacher self-efficacy can be defined as their assurance in their capacity to plan, organize, and carry out the entire process of achieving the results and educational objectives specified for pupils (Skaalvik & Skaalvik, 2010). Thus, the success of the teaching-learning process is significantly influenced by self-efficacy (Cocca, Cocca, Martnez, & Bulnes, 2018; Perera, Maghsoudlou, Miller, Mcllveen, Barber, Part, & Reyes, 2022). On the other hand, creating positive learning environments greatly benefits from the abilities and self-efficacy of teachers (Bandura, 1993). The importance of self-efficacy as a belief that can explain how teachers differ in their approaches to teaching and be useful in teacher preparation has also been underlined (Enoch & Riggs, 1990; Pajares, 1996). Teachers' behaviors are also influenced by their self-efficacy views.

While self-efficacy has a significant impact on teachers' commitment to their jobs (Lipscomb, Chandler, Abshire, Jaramillo, & Kothari, 2022; Perera et al. 2022; Skaalvik & Skaalvik, 2014), on the other hand, it has positive effects on teachers' self-development and experience (Yoo, 2016). Tschannen-Moran and McMaster (2009) assert that teachers' self-efficacy views are amplified by the fact that the quality of their professional development programs is practice- and guidance-oriented. Here, it is important to know the reflections of high or low teachers' self-efficacy on the process.

Improvements in students' learning experiences and positive behavioral changes in return for teachers' efforts and efforts increase teachers' self-efficacy (Schunk, trans. 2009). High self-efficacy teachers employ successful classroom management strategies and cutting-edge teaching techniques (Ghaith & Yaghi, 1997; Guskey, 1988; Woolfolk, Rosoff, & Hoy, 1990). Teachers with high self-efficacy offer a variety of learning experiences by prioritizing individual differences and having the necessary equipment for students to develop academically (Ahmed, Lawal, & Ahmed, 2022; İnel Ekici, 2018). It has been revealed that teachers with high confidence in their teaching efficacy organize successful and purposeful activities; have positive student communication and high expectations for success; are tolerant and moderate towards mistakes; use new teaching methods for the needs of the student and the course; develop new teaching strategies; and are determined, robust and courageous in the face of learning difficulties (Henson, 2001; Henson, Kogan, Vacha-Haase, 2001). It has been noted that teachers with high levels of self-efficacy organize lessons more effectively, and their students behave more authentically in classroom settings and are less bothered by environmental variances (Lorsbach & Jink, 1999). According to Gençtürk's (2008) study, teachers' high self-efficacy indicates that their satisfaction with their profession is also high. Strong teacher self-efficacy has a significant positive impact on both student and teacher development (Üredi & Üredi, 2006). Teachers who have high self-efficacy are aware of their abilities, self-assured, capable of handling difficult tasks, involve students in the process, use effective communication techniques, and frequently strive for personal improvement (Benzer, 2011).

Low self-efficacy teachers tend to stick to the book during the lesson, employ more teacher-centered strategies and methods, and disregard student differences (Küçükyılmaz & Duban, 2006; Henson, 2001). In this regard, teachers' self-efficacy plays a significant role in boosting student motivation and encouraging learning (Özata, 2007). There is a prevalent expectation that teachers with low self-efficacy will perform poorly.

Attitude towards Supervision

Teachers are the primary mediators in the realization of the educational and instructional goals of schools (Balcı, 2014). Teachers' realization of administrative, educational, and instructional goals is considered extremely important for the future of students. In this context, there is a need to reveal the realization of administrative, educational, and instructional goals. For this, the supervision mechanism needs to be operated.

Supervision is the process of involving the teacher in the educational process to improve teaching and increase student achievement (Sullivan & Glanz, 2000). According to this definition, supervision is to improve the education and training process and those working in this process (Gündüz, 2010). Supervision is carried out for the betterment of schools, for teachers to improve themselves, and for students to have academically and

developmentally sound learning experiences (Sergiovanni, 1992). Supervision, guidance, support, and assistance to teachers are assistance to students (Taymaz, 2013). When supervision is considered a kind of support and guidance given to teachers, it is necessary to plan how, how much, where, when, and how these services will be provided. In the supervision process, it is important to involve the teacher, who is in the position of the supervisee, in the process and to move him/her from a passive to an active position. If the teacher is not included in the process, supervision cannot go beyond a rigid and sterile action (Bursalıoğlu, 1982). A teacher who does not participate in the supervision process will have a negative attitude towards supervision and the negative atmosphere will not benefit this process (Gündüz, 2018). Here, teachers should be allowed to explain what they have done and what they will do. Therefore, supervisors should not be a threat to a teachers' professional competence or self-image, but a reliable refuge (Bennett, 1997).

The relationship between supervisor and supervisee should have characteristics such as care, commitment, communication, respect, love, understanding, truthfulness, and trust (Bennett, 1997). An effective supervisor must comprehend not just their own educational views and methods to individuals and groups, but also those of the people they are in charge of (Ryan & Gottfried, 2012). For successful supervision to be realized, the supervisor should be educated in that field and have the competence required by the type of supervision (Taymaz, 2013). Research shows that teachers want supervisors to guide them, inform them about new developments, and help them correct deficiencies and mistakes (Ünal & Sığırcı, 2000).

In the supervision process, supervisors' attitudes and behaviors may have an important place in the perception of supervision (Uğurlu & Usta, 2016). Values, rules, and social relations influence people to form certain attitudes intellectually. People acquire attitudes through learning in society (Güney, 2013). Attitudes affect an individual's feelings, thoughts, and behaviors by making them compatible (Tavşancıl, 2018). Many factors such as the supervision model used by the supervisor, his/her evaluation of the supervision process, his/her approach to the teacher and his/her communication style are also important for the teacher to form an attitude towards supervision. The formation of a positive attitude towards supervision depends on the successful conduct of the supervision (Gündüz et al., 2018). It is assumed that teachers who form positive attitudes toward supervision benefit more from supervision activities, while teachers who form negative attitudes towards supervision cannot benefit enough from supervision activities (Uğurlu & Usta, 2016).

Since self-efficacy is a factor that affects all processes of teachers related to education, it will also affect their attitudes toward supervision. However, the level of this influence requires research. Because there is not enough research on this subject at least in the literature conducted by the authors. For this reason, it is hoped that revealing the relationship between teachers' self-efficacy and their attitudes toward supervision will fill this gap in the field. The research is considered important in this respect. In this context, the research aims to reveal the relationship between teachers' self-efficacy and their attitudes toward supervision. In this direction, answers to the following questions were sought:

1. What is the level of teachers' self-efficacy and attitudes towards supervision?
2. Are there significant differences between teachers' self-efficacy and their

attitudes towards supervision according to gender, marital status, education level, professional seniority, branch and school type variables?

3. Is there a significant relationship between teachers' self-efficacy and their attitudes toward supervision?

4. Is teachers' self-efficacy a significant predictor of their attitudes toward supervision?

Method

Research Model

In this study, the correlational survey model, one of the general survey models, was used. The relational survey model is a research model that tries to determine the relationships between at least two variables. It is a research paradigm that tries to determine the existence and degree of change between at least two variables (Karasar, 2014).

Population and Sample of the Study

The population of the study consists of 2316 teachers working in different districts of Samsun city. The sample of the study consists of 747 teachers selected from the population through simple random sampling. Simple random sampling is a type of sampling in which the elements that make up the universe have equal chances of being selected (Karasar, 2014). According to the literature, according to the 95% certainty level, a sample of 747 people from a universe of 2316 people is considered sufficient.

Table 1. Frequency and Percentage Distribution of Teachers by Demographic Variables

Variable	Category	f	%
Gender	Female	397	53,1
	Male	350	46,9
Education status	Bachelor's Degree	637	85,3
	Master's Degree	110	14,7
Professional Seniority	1-5 years	41	5,5
	6-10 years	221	29,6
	11-15 years	216	28,9
	16 -20 years	105	14,1
	21 years and more	164	22,0
Marital Status	Married	623	83,4
	Single	124	16,6
Branch	Pre-school Teacher	50	6,7
	Classroom Teacher	171	22,9
	Branch Teacher	526	70,4
School Type	Pre-school	44	5,9
	Primary school teacher	181	24,2
	Middle school teacher	248	33,2
	High school teacher	274	36,7
Total		747	100,0

Of the teachers participating in the study, 53. 1 % were female, 46,9 % male; 85,3 % had a bachelor's degree and 14,7 % a master's degree; 29,6 % had 6-10 years of seniority, 28,9 % had 11-15 years of seniority, 22 % had 21 years or more of seniority, 14,1 % had 16-20 years of seniority; 83,4% were married, 16,6% were single; 70,4% were branch teachers, 22,9% were classroom teachers, 6,7% were pre-school teachers; 36,7% were high school teachers, 33,2% were middle school teachers, 24,2% were primary school teachers and 5,9% were preschool teachers.

Data Collection Tools

Three measurement tools, namely "Personal Information Form", "Teachers' Self-Efficacy Scale" and "Attitudes Towards Supervision Scale" were used to collect the data.

Personal Information Form

In the personal information form, questions about gender, marital status, educational status, seniority, branch, and school type were included for teachers to answer.

Teachers' Self-Efficacy Scale

The Turkish adaptation of the "Teachers' Self-Efficacy Scale" developed by Schmitz and Schwarzer (2000) was conducted by Yılmaz, Köseoğlu, Gerçek, and Soran (2004). In the Turkish adaptation of the scale, which originally consisted of 10 items, two items with very low item-total correlation values (items 1 and 7) were removed from the scale. Thus, the scale became an 8-item scale. After factor rotation, it was determined that the first factor of the scale (Coping behavior) consisted of 5 items (2, 3, 4, 5, 6) and the second factor (Innovative behavior) consisted of 3 items (8, 9, 10). While the loadings of the first factor were between .644-.759, the loadings of the second factor were between .779-.834. The scale is a four-point Likert-type rating scale. The Cronbach alpha value of the first sub-dimension of the scale is .81, while the Cronbach alpha value of the second sub-dimension is .76. The overall Cronbach alpha internal consistency coefficient of the scale is .79. Within the scope of this study, the reliability analysis of the scale for Turkish was repeated. Cronbach's alpha coefficient of the total scale was .80, the first sub-dimension was .65, and the second sub-dimension was .79.

Attitudes Toward Supervision Scale

It is seen that the "Attitude Towards Supervision scale" developed by Gündüz, Elma, and Aslan (2018) consists of a total of 29 items and 3 factors. After the EFA analysis conducted on 29 items of the scale, it was understood that the scale consists of three sub-dimensions with eigenvalues above 1. The first factor was named *"Effect of Supervision on Organization"*, the second factor was named *"Effect of Supervision on Employee"* and the third factor was named *"Effect of Supervision on Relationships"*. The total variance explained by the three sub-dimensions together was 65.17 percent. According to confirmatory factor analysis, it was seen that all items formed a meaningful structure under the relevant factors and the standard factor loading values were .30 and above. The Cronbach's Alpha values of the total scores of the scale were .95, the Guttman value was .87 and the Spearman-Brown value was .87. Within the scope of this study, the reliability of the scale was repeated and the total Cronbach's alpha value of the scale was found to be .90. The reliability coefficients of the subscales were .936, .976, and .865, respectively.

Process

The necessary permissions for the scales to be used in the study were obtained from the researchers who developed the scales via e-mail, the Ethics Committee approval was obtained from the Rectorate of Ondokuz Mayıs University and permission to apply the scales was obtained from Samsun Provincial Directorate of National Education. Of the scales, 589 were filled in face-to-face and 171 were filled in electronically through forms. Of the completed scales, 13 were found to be inaccurate and 747 were accepted as valid. The collected measurement tools were given codes (IDs) respectively and data entries were made in the SPSS program. After it was understood that there was no problem with data entry, data analysis was started.

Data Analysis

In the data analysis of the study, firstly, frequency and percentage distributions of the answers given to the scale questions were found. Then, Skewness and Kurtosis values were calculated for the normality of the distributions of the scores of the "Teachers' Self-Efficacy Scale" and "Attitude Towards Supervision Scale" and the normality of the distributions was tested for both tests. When Kurtosis and Skewness values are between -1.5 and +1.5, normal distribution is accepted (Tabachnick and Fidell, 2013). In the process, since their values were between -1.5 and +1.5 points, their distributions were accepted to be normal and due to this result, it was decided to use parametric statistical techniques in the research.

Tablo 2. Descriptive Statistical Measurements of the Teacher Self-Efficacy Scale and the Attitude towards Supervision Scale

n / 747	Arithmetic mean	Median	Mode	Standard deviation	Percentiles		
					25	50	100
Total Teacher Self-Efficacy	3,13	3,10	3,00	,45	2,83	3,10	3,47
Total Attitude Towards Supervision	3,61	3,71	3,20	,94	3,07	3,71	4,30

Pearson product moment correlation coefficients were calculated to determine the relationships between teacher self-efficacy scale and attitude scale towards supervision. Multiple linear regression analysis was used to test the hypothesis whether teachers' perceived self-efficacy is a significant predictor of their attitudes towards supervision. In the study, all the results were tested bilaterally and the level of significance was accepted as at least 0.05. In this context, arithmetic mean, t-test, one-way analysis of variance (ANOVA), correlation, and regression techniques were utilized. All statistical analyses of the study were performed with SPSS 14.0 program.

Findings

Findings Related to the First Sub-Problem - Findings Regarding Teachers' Self-Efficacy and Attitudes Towards Supervision

The evaluation of teachers' self-efficacy level over total scores is given in Table 3.

Table 3. Descriptive Statistics Values Related to the Sub-Dimensions of the Teachers' Self-Efficacy Scale

Sub-dimensions	$\overline{X}$	Ss
Coping Behavior	3,118	,496
Innovative Behavior	3.143	,482
Total	3.131	,489

As seen in Table 3, teachers' self-efficacy was expressed as "mostly appropriate for me" with a mean of ($\overline{X}$=3.131) and was found to be at a high level. The arithmetic averages of the "coping behavior" (3.118) and "innovative behavior" (3.143) sub-dimensions of the scale were generally expressed as "mostly suitable for me" and were at a high level.

The evaluation of the level of teachers' attitudes towards supervision over the total scores is given in Table 4.

Table 4. Descriptive Statistics Values Related to the Sub-Dimensions of the Attitudes Towards Supervision Scale

Sub-dimension	$\bar{x}$	Ss
Effect of Supervision on Organization	3,39	1,28
Effect of Supervision on the Employee	3,40	1,28
Effect of Supervision on the Relationships	3,38	1,26
Total	3,39	1,27

The arithmetic mean of the overall "Teachers' Attitudes Towards Supervision Scale" and the sub-dimensions of "the effect of supervision on organization", "the effect of supervision on the employee" and "the effect of supervision on the relationships" were within the "medium" ($\overline{X}$=3.38) evaluation. In other words, teachers' attitudes towards supervision were generally found to be at the "medium" level.

Findings Regarding the Second Sub-Problem - Teachers' Self-Efficacy and Attitudes Towards Supervision According to Demographic Variables

In order to test the significant difference in teachers' self-efficacy according to gender variable, unrelated group "t" test was conducted to determine the difference between the scale sub-dimension averages of the two groups and the results are given in Table 5.

Table 5. Differences between Teacher Self-Efficacy Scale Mean Scores According to Gender Variable (t-test)

Sub-dimensions	Gender	n	$\bar{x}$	Ss	t	Sd	p
Coping Behavior	Female	397	3,15	,46	1,90	745	,05*
	Male	350	3,08	,45			
Innovative Behavior	Female	397	3,13	,59	-,44	745	,66
	Male	350	3,15	,58			
Total	Female	397	3,14	,46	,67	745	,50
	Male	350	3,12	,44			

*p<.05

According to the gender variable, a significant difference occurred only in the "coping behavior" sub-dimension of the "Teachers' Self-Efficacy Scale" scale at the .05 level. Here, the coping self-efficacy of female teachers was significantly higher than that of male teachers.

To determine the differences between teachers' self-efficacy perceptions according to the marital status variable, an unrelated group "t" test was conducted and the results are given in Table 6.

Table 6. Differences between Teacher Self-Efficacy Scale Mean Scores According to Marital Status Variable (t-test)

Sub-dimensions	Marital status	n	$\bar{x}$	Ss	t	Sd	p
Coping Behavior	Married	623	3,11	,47	-1,68	745	,09
	Single	124	3,18	,39			
Innovative Behavior	Married	623	3,13	,59	-1,05	745	,29
	Single	124	3,19	,58			
Total	Married	623	3,12	,46	-1,53	745	,13
	Single	124	3,19	,41			

There was no statistically significant difference in the total and sub-dimensions of the "Teachers' Self-Efficacy Scale" according to the marital status variable.

The results of the unrelated group "t" test, which was conducted to determine the difference between the total scale and sub-dimension averages of the two groups in order to test the difference between teachers' self-efficacy according to the education level variable, are given in Table 7.

Table 7. Differences between Teacher Self-Efficacy Scale mean scores according to educational background variable (t-test)

Sub-dimensions	Education status	n	$\bar{x}$	Ss	Sd	f	p
Coping Behavior	Bachelor's degrees	637	3,11	,45	-1,59	745	,11
	Master's degrees	110	3,18	,47			
	Total	747	3,14	,58			
Innovative Behavior	Bachelor's degrees	637	3,18	,59	-,69	745	,49
	Master's degrees	110	3,12	,45			
	Total	747	3,18	,46			
Total	Bachelor's degrees	637	3,11	,45	-1,25	745	,21
	Master's degrees	110	3,18	,47			
	Total	747	3,14	,58			

There was no statistically significant difference between the total and sub-dimension averages of the "Teachers' Self-Efficacy Scale" according to the educational status

variable (p>.05).

One-way analysis of variance (ANOVA) was conducted to test the difference between teachers' self-efficacy perceptions according to the professional seniority variable and the results are given in Table 8.

Table 8. Differences between Teacher Self-Efficacy Scale Mean Scores According to Professional Seniority Variable (ANOVA)

Sub-dimensions	Professional Seniority	n	$\bar{x}$	Ss	Sd	f	p
Coping Behavior	1-5 years	41	3,21	,43	4-742	4,21	,002**
	6-10 years	221	3,06	,43			
	11-15 years	216	3,08	,45			
	16-20 years	105	3,12	,50			
	21 years and more	164	3,23	,47			
	Total	747	3,12	,46			
Innovative Behavior	1-5 years	41	3,30	,51	4-742	4,19	,002**
	6-10 years	221	3,09	,60			
	11-15 years	216	3,07	,60			
	16-20 years	105	3,12	,57			
	21 years and more	164	3,28	,55			
	Total	747	3,14	,58			
Total	1-5 years	41	3,26	,41	4-742	5,49	,000***
	6-10 years	221	3,08	,43			
	11-15 years	216	3,07	,46			
	16-20 years	105	3,12	,48			
	21 years and more	164	3,25	,44			
	Total	747	3,13	,45			

**p<.01 ***p<.001

There was a significant difference in the total and sub-dimensions of the "Teachers' Self-Efficacy Scale" according to the professional seniority variable. In the total "Teachers' Self-Efficacy Scale", the mean scores of teachers with 21 years and more seniority were significantly higher than those of teachers with 6-10 years and 11-15 years of seniority (p<.01). In the sub-dimension of "coping behavior", the mean scores of teachers with 21 years and more seniority were significantly higher than the mean scores of teachers with 6-10 and 11-15 years of seniority (p<.05). Again, the mean scores of the "innovative behavior" sub-dimension of teachers with 21 years and above seniority are significantly higher than the mean scores of teachers with 11-15 years of seniority.

One-way analysis of variance (ANOVA) was conducted to test the differences between teachers' self-efficacy perceptions according to the branch variable and the results are given in Table 9.

Table 9. Differences between Teacher Self-Efficacy Scale Mean Scores According to Branch Variable (ANOVA)

Sub-dimensions	Branch	n	$\bar{x}$	Ss	Sd	f	p
Coping Behavior	Pre-school	50	3,16	,45	2-744	,67	,51
	Classroom Teachers	171	3,14	,44			
	Branch Teachers	526	3,11	,46			
	Total	747	3,12	,46			
Innovative Behavior	Pre-school	50	3,37	,47	2-744	7,44	,00***
	Classroom Teachers	171	3,22	,56			
	Branch Teachers	526	3,10	,60			
	Total	747	3,14	,58			
Total	Pre-school	50	3,27	,42	2-744	4,68	,01**
	Classroom Teachers	171	3,18	,44			
	Branch Teachers	526	3,10	,46			
	Total	747	3,13	,45			

**p<.01 ***p<.001

According to the branch variable, a significant difference occurred only in the "innovative behavior" sub-dimension of the "Teachers' Self-Efficacy Scale" at the level of .001. Here, in the "innovative behavior" sub-dimension of the "Teachers' Self-Efficacy Scale", the mean scores of preschool and classroom teachers were significantly higher than the mean scores of branch teachers (p<.05).

ANOVA was conducted to test the difference between teacher self-efficacy according to the school type variable and the analysis results are given in Table 10.

Tablo 10. Differences between Teacher Self-Efficacy Scale Mean Scores According to School Type Variable (ANOVA)

Sub-dimensions	School Type	n	$\bar{x}$	Ss	Sd	f	p
Coping Behavior	Pre-school	44	3,21	,46	3-743	1,03	,38
	Primary School	181	3,13	,44			
	Secondary School	248	3,09	,45			
	High School	274	3,12	,47			
	Total	747	3,12	,46			
Innovative Behavior	Pre-school	44	3,40	,49	3-743	4,78	,00**
	Primary School	181	3,21	,56			
	Secondary School	248	3,09	,57			
	High School	274	3,10	,61			
	Total	747	3,14	,58			

Total	Pre-school	44	3,31	,43	3-743	3,47	,02*
	Primary School	181	3,17	,43			
	Secondary School	248	3,09	,44			
	High School	274	3,11	,47			
	Total	747	3,13	,45			

*p<.05 **p<.01

Significant differences occurred in the total (p<.05) and "innovative behavior" (p<.01) sub-dimensions of the "Teachers' Self-Efficacy Scale" according to the school type variable. Here, the mean score of "innovative behavior" of preschool teachers was significantly higher than that of secondary and high school teachers (p<.05). In the total "Teachers' Self-Efficacy Scale", there was a significant difference only between preschool teachers and middle school teachers at .05 level in favor of preschool teachers.

In order to test the difference between teachers' attitudes towards supervision according to the gender variable, an independent group "t" test was conducted and the results are given in Table 11.

Table 11. Differences between the mean scores of the Attitude Scale towards Supervision According to Gender Variable (t-test)

Sub-dimensions	Gender	n	$\bar{x}$	Ss	t	Sd	p
Effect of Supervision on Organization	Female	397	3,28	,95	-3,31	745	,00***
	Male	350	3,50	,88			
Effect of Supervision on the Employee	Female	397	3,27	,99	-3,57	745	,00***
	Male	350	3,53	,96			
Effect of Supervision on the Relationships	Female	397	3,94	1,05	-3,46	745	,00***
	Male	350	4,20	1,01			
Total	Female	397	3,50	,95	-3,61	745	,00***
	Male	350	3,75	,91			

***p<.001

According to the gender variable, there was a significant difference at the level of .001 in the total and all sub-dimensions of the "Attitude Towards Supervision Scale" (p<.001). In total and in all sub-dimensions, male teachers' mean attitudes towards supervision are significantly higher than female teachers.

An unrelated group "t" test was conducted to test the differences between teachers' attitudes towards supervision according to marital status. The results of the group "t" test unrelated to the marital status variable are given in Table 12.

Table 12. Differences Between the Mean Scores of the Attitude Scale Towards Supervision According to Marital Status Variable (t-test)

Sub-dimensions	Marital status	n	$\bar{x}$	Ss	t	Sd	p
Effect of Supervision on Organization	Married	623	3,38	,93	-,26	745	,80
	Single	124	3,41	,88			
Effect of Supervision on the Employee	Married	623	3,41	,99	,79	745	,43
	Single	124	3,33	,97			
Effect of Supervision on the Relationships	Married	623	4,07	1,04	,74	745	,46
	Single	124	4,00	1,06			
Total	Married	623	3,62	,94	,46	745	,64
	Single	124	3,58	,92			

There were no significant differences neither in the total scale nor in the sub-dimensions of the scale according to marital status (p>.05).

In order to test the difference between teachers' attitudes towards supervision according to the education level variable, an unrelated group "t" test was conducted and the test results are given in Table 13.

Tablo 13. Differences Between the Mean Scores of the Attitude Scale Regarding Supervision According to the Educational Background Variable (t-test)

Sub-dimensions	Education Status	n	$\bar{x}$	Ss	t	Sd	p
Effect of Supervision on Organization	Bachelor's degrees	637	3,36	,92	-1,95	745	,05
	Master's degrees	110	3,55	,89			
Effect of Supervision on the Employee	Bachelor's degrees	637	3,36	,99	-2,09	745	,04*
	Master's degrees	110	3,58	,97			
Effect of Supervision on the Relationships	Bachelor's degrees	637	4,03	1,04	-2,11	745	,04*
	Master's degrees	110	4,25	1,01			
Total	Bachelor's degrees	637	3,58	,94	-2,15	745	,03*
	master's degrees	110	3,79	,92			

*p<.05

According to the education level variable, the mean scores of the teachers with master's degrees were significantly higher than the teachers with bachelor's degrees in the "Attitude Towards Supervision Scale" "the effect of supervision on the employee" and "the effect of supervision on relationships" sub-dimensions and in the total scale (p<.05).

ANOVA was conducted to test the difference between teachers' attitudes towards supervision according to the professional seniority variable and the analysis results are given in Table 14.

Tablo 14. Differences Between Supervision Attitude Scale Mean Scores According to Professional Seniority Variable (ANOVA)

Sub-dimensions	Professional Seniority	N	$\bar{x}$	Ss	Sd	F	P
Effect of Supervision on Organization	1-5 years	41	3,56	,84	4-742	3,42	,01**
	6-10 years	221	3,31	,90			
	11-15 years	216	3,30	,89			
	16-20 years	105	3,34	1,01			
	21 years and more	164	3,59	,914			
	Total	747	3,39	,92			
Effect of Supervision on the Employee	1-5 years	41	3,55	,82	4-742	6,17	,00***
	6-10 years	221	3,25	,94			
	11-15 years	216	3,31	,99			
	16-20 years	105	3,34	1,07			
	21 years and more	164	3,70	,96			
	Total	747	3,39	,99			
Effect of Supervision on the Relationships	1-5 years	41	4,24	,75	4-742	4,19	,00**
	6-10 years	221	3,94	1,05			
	11-15 years	216	3,97	1,07			
	16-20 years	105	4,00	1,13			
	21 years and more	164	4,32	,92872			
	Total	747	4,06	1,04			
Total	1-5 years	41	3,78	,74	4-742	4,95	,00***
	6-10 years	221	3,50	,92			
	11-15 years	216	3,53	,94			
	16-20 years	105	3,56	1,03			
	21 years and more	164	3,87	,891			
	Total	747	3,61	,94			

**p<.01 ***p<.001

According to the professional seniority variable, there was a statistically significant difference in all sub-dimensions and total scores of the "Attitude Towards Supervision Scale" at the level of at least .001. In the sub-dimension of "the effect of supervision on the organization", the mean score of teachers with professional seniority of 21 years and above is significantly higher than that of teachers with professional seniority of 11-15 years ($p<.05$). In the sub-dimension of "the effect of supervision on the employee", the mean score of teachers with 21 years or more of professional seniority was significantly higher than teachers with 6-10 years and 11-15 years of professional seniority ($p<.01$). In the sub-dimension of "effect of supervision on relationships" and in the total scale, the mean score of the teachers with 21 years or more of professional seniority was significantly higher than the teachers with 6-10 years and 11-15 years of professional seniority ($p<.05$).

ANOVA was conducted to test the differences between teachers' attitudes towards supervision according to the branch type variable and the analysis results are given in Table 15.

Table 15. Differences Between Supervision Attitude Scale Mean Scores According to Branch Type Variable (ANOVA)

Sub-dimensions	Branch type	n	$\bar{x}$	Ss	sd	f	p
Effect of Supervision on Organization	Pre-school teachers	50	3,40	,87	2-744	,38	,69
	Primary school teachers	171	3,44	,89			
	Branch teachers	526	3,37	,94			
	Total	747	3,39	,92			
Effect of Supervision on the Employee	Pre-school teachers	50	3,35	,98	2-744	,26	,77
	Primary school teachers	171	3,44	,97			
	Branch teachers	526	3,38	,99			
	Total	747	3,39	,99			
Effect of Supervision on the Relationships	Pre-school teachers	50	3,99	,98	2-744	,26	,77
	Primary school teachers	171	4,10	,95			
	Branch teachers	526	4,05	1,07			
	Total	747	4,06	1,04			
Total	Pre-school teachers	50	3,58	,90	2-744	,27	,76
	Primary school teachers	171	3,66	,89			
	Branch teachers	526	3,60	,96			
	Total	747	3,61	,94			

There were no significant differences neither in the total scale nor in the sub-dimensions of the scale according to branch status (p>.05).

ANOVA was conducted to test the differences between teachers' attitudes towards supervision according to the school type variable, and the analysis results are given in Table 16.

Table 16. Differences Between the Attitudes Towards Supervision Scale Score Averages According to the School Type Variable (ANOVA)

Sub-dimensions	School Type	n	$\bar{x}$	Ss	Sd	f	p
Effect of Supervision on Organization	Pre-school	44	3,38	,92	3-743	1,33	,26
	Primary school	181	3,42	,88			
	Secondary school	248	3,30	,93			
	High school	274	3,45	,94			
	Total	747	3,39	,92			
Effect of Supervision on the Employee	Pre-school	44	3,32	1,02	3-743	1,60	,19
	Primary school	181	3,41	,95			
	Secondary school	248	3,30	,98			
	High school	274	3,48	1,00			
	Total	747	3,39	,99			
Effect of Supervision on the Relationships	Pre-school	44	3,95	1,03	3-743	2,09	,10
	Primary school	181	4,08	,93			
	secondary school	248	3,95	1,11			
	High school	274	4,17	1,04			
	Total	747	4,06	1,04			
Total	Pre-school	44	3,55	,95	3-743	1,80	,14
	Primary school	181	3,64	,88			
	Secondary school	248	3,51	,96			
	High school	274	3,70	,95			
	Total	747	3,61	,94			

There were no significant differences neither in the total scale nor in the sub-dimensions of the scale according to branch status (p>.05).

Findings Regarding the Third Sub-Problem - The Relationship between Teachers' Self-Efficacy and Attitudes Toward Supervision

The relationship between teachers' self-efficacy and their attitudes toward supervision is given in Table 17.

Table 17. The Relationship Between "Teachers' Self-Efficacy Scale" and "Attitude Towards Supervision Scale" Total and Subscale Total Scores

	Effect of supervision on organization	Effect of supervision on the employee	Effect of supervision on the relationships	Total
Coping Styles	,232(***)	,251(***)	,234(***)	,251(***)
Innovative behavior	,228(***)	,245(***)	,216(***)	,240(***)
Self-efficacy Total	,264(***)	,285(***)	,258(***)	,282(***)

*p<.05 **p<.01 ***p<.001

A positive (.001 level) significant relationship was found between the total scores of the "Teachers' Self-Efficacy Scale" and "Attitude Towards Supervision Scale" (.282). As teachers' self-efficacy increases, their attitudes toward supervision also increase.

There is a significant positive relationship between the total scores of the "Attitude Towards Supervision Scale" and the "Coping Behavior" sub-dimension of the "Self-Efficacy Scale" (.251, p<.001) and between the "Innovative Behavior" sub-dimension (.240, p<.001).

Positive correlations were found between the sub-dimension "effect of supervision on the organization" of the "Attitude Towards Supervision Scale" and the sub-dimension "coping behavior" of the "Teachers' Self-Efficacy Scale" (.232, p<.001), between the sub-dimension "innovative behavior" (.228, p<.001) and between the total scores of self-efficacy (.264, p<.001).

Significant positive correlations were obtained between the sub-dimension of "Attitudes Towards Supervision Scale", "the effect of supervision on the employee" and the sub-dimension of "Teachers' Self-Efficacy Scale", "coping behavior" (.251 p<.001), "innovative behavior" sub-dimension (.245, p<.001) and "self-efficacy" total scores (.285, p<.001).

Positive correlations were obtained between the "Attitudes Towards Supervision Scale" "effect of supervision on relationships" sub-dimension and "Teachers' Self-Efficacy Scale" "coping behavior" sub-dimension (.234, p<.001), "innovative behavior" sub-dimension (.216, p<.001) and "self-efficacy" total scores (.258, p<.001).

It is seen that as teachers' self-efficacy beliefs increase, their positive attitudes toward supervision also increase.

Findings Regarding the Fourth Sub-Problem - Predictiveness of Teachers' Self-Efficacy Attitudes Towards Supervision

The results of the regression analysis to predict teachers' self-efficacy and their attitudes toward supervision are given in Table 18.

Table 18. Regression Analysis Results-Self-efficacy Attitude Towards Supervision Total

Variable	B	Std Error	β	t	p
Constant	1,788	,230		7,760	,000
Self-efficacy Total	,583	,073	,282	8,012	,000

R:.282 R^2: .079 F=64,185 p=.000***

Teachers' self-efficacy is a significant positive predictor of attitudes toward supervision (t=8.012, p=.000). The unstandardized regression coefficient shows that there is a positive relationship between the two variables (B=.583). R^2 value shows how much of the variance in the dependent variable is explained by the independent variable. The variable of teachers' self-efficacy total score explains 7.9% of the variance in the total scores of teachers' attitudes towards supervision. Simple linear regression formula for this relationship: Total attitude towards supervision score=1.788 + (.583* total self-efficacy score).

The results of multiple regression analysis-self-efficacy scale sub-dimensions / attitudes towards supervision are given in Table 19.

Table 19. Multiple Regression Analysis Results-Self-efficacy Scale Sub-dimensions / Attitude Towards Supervision Total

Variable	B	Std Error	β	t	p
Constant	1,733	,239		7,250	,000
Coping behavior	,356	,084	,174	4,258	,000***
Innovative behavior	,245	,065	,153	3,748	,000***

R:.283 R^2: .080 F=32,445 p=.000***

The multiple regression coefficient between the sub-dimensions of the teachers' self-efficacy scale and the total scores of the attitude towards supervision scale is R=.283,

R^2=.080. All dimensions of the teachers' self-efficacy scale account for 8% of the total variance of teachers' attitudes towards supervision.

When the t-test results regarding the significance of the regression coefficients are examined, it is seen that the dimension scores of "coping behavior" (t=4.258, p =.000***) and "innovative behavior" (t=3.748, p<.000) are significant predictors of the attitudes towards supervision variable. Teachers' self-efficacy affects teachers' attitudes toward supervision. Multiple linear regression formula for this relationship= "Attitude Towards Supervision Scale" total score = 1,733 + (.356* coping behavior) + (.245* innovative behavior).

Multiple regression analysis results are given in Table 20.

Table 20. Multiple Regression Analysis Results - Teachers' self-Efficacy Scale Subscales/Attitude Towards Supervision Scale "Effect of Supervision on the Organization" Total

Variable	B	Std Error	β	t	p
Constant	1,665	,236		7,057	,000
Coping behavior	,316	,083	,157	3,835	,000***
Innovative behavior	,234	,065	,149	3,630	,000***

R:.265 R^2: .070 F=28,179 p=.000***

The multiple correlation coefficient between the sub-dimensions of the teachers' self-efficacy scale and the total scores of the "effect of supervision on the organization" sub-dimension of the attitude towards supervision scale is R=.265, R^2=.07. All dimensions of the teachers' self-efficacy scale account for 7% of the total variance of the attitude towards supervision scale "the effect of supervision on the organization".

When the t-test results regarding the significance of the regression coefficient are examined, it is seen that the scores of "coping behavior" (t=3.835, p =.000***) and "innovative behavior" (t=3.630, p<.000) dimensions are significant predictors of the attitude towards supervision scale "effect of supervision on the organization" variable. Multiple linear regression formula for this relationship: Total "Attitudes Towards Supervision Scale" Effect of Supervision on Organization Score= 1,665 + (.316* coping behavior + . 234* innovative behavior)

Multiple regression analysis results are given in Table 21.

Table 21. Multiple Regression Analysis Results - Teachers' self-Efficacy Scale Subscales / Attitude Towards Supervision Scale "Effect of Supervision on the Employee" Total

Variable	B	Std Error	β	t	p
Constant	1,400	,251		5,576	,000
Coping Behavior	,370	,088	,171	4,208	,000***
Innovative Behavior	,268	,069	,159	3,896	,000***

R:.286 R^2: .082 F=33,215 p=.000***

The multiple correlation coefficient between the sub-dimensions of the teachers' self-efficacy scale and the total scores of the "effect of supervision on the employee" sub-dimension of the attitude towards supervision scale is R=.286, R^2=.082. All dimensions of the teachers' self-efficacy scale account for 8.2% of the total variance of the attitude towards supervision scale "the effect of supervision on the employee".

When the t-test results regarding the significance of the regression coefficient are examined, it is seen that the dimension scores of "coping behavior" (t=4.208, p =.000***) and "innovative behavior" (t=3.896) p<.000) are significant predictors of the attitude towards supervision scale "the effect of supervision on the employee" variable. Multiple linear regression formula for this relationship: Total "Attitude Towards Supervision Scale" Effect of Supervision on Employee Score= 1,400 + (.370* coping behavior + . 268* innovative behavior).

Multiple regression analysis results are given in Table 22.

Table 22. Multiple Regression Analysis Results - Teachers' self-Efficacy Scale Subscales/ Attitude Towards Supervision Scale "Effect of Supervision on Relationships" Total

Variable	B	Std Error	β	t	p
Constant	2,134	,267		8,002	,000
Coping behavior	,382	,093	,168	4,095	,000***
Innovative behavior	,234	,073	,131	3,199	,001***

R:.260 R^2: .068 F=27,031 p=.000***

The multiple correlation coefficient between the sub-dimensions of the teachers' self-efficacy scale and the total scores of the "effect of supervision on relationships" sub-dimension of the attitude towards supervision scale is R=.260, R^2 =.068. All dimensions of

the teachers' self-efficacy scale account for 6.8% of the total variance of the attitude towards supervision scale "the effect of supervision on relationships".

When the t-test results regarding the significance of the regression coefficient are examined, it is seen that the dimension scores of "coping behavior" (t=4.095, p =.000***) and "innovative behavior" (t=3.199) p<.000) are significant predictors of the attitude towards supervision scale "effect of supervision on relationships" variable. Multiple linear regression formula for this relationship: Total "Attitudes Towards Supervision Scale" Effect of Supervision on Relationships Score= 2,134 + (.382* coping behavior + . 234* innovative behavior).

Conclusion, Discussion and Suggestions

Results on Teachers' Self-Efficacy

The perceptions of self-efficacy among teachers are typically very positive. This finding shows that teachers have high self-efficacy perceptions. This circumstance has a significant impact on how well teachers can do their jobs. It is anticipated that this will have good effects on the educational process. As reported by Ahmed, Lawal, & Ahmed in 2022 and İnel Ekici in 2018, teachers with high self-efficacy use an effective classroom management model (Woolfolk, Rosoff, & Hoy, 1990), innovative teaching methods (Ghaith & Yaghi, 1997), offer a variety of learning experiences by prioritizing individual differences, and have the tools necessary to develop students' academic skills. They plan fruitful and well-intentioned activities, cultivate effective student communication and high achievement expectations, are forgiving and reasonable with mistakes, create fresh teaching techniques, and are tenacious, brave, and powerful in the face of learning challenges (Henson, 2001; Henson, Kogan, Vacha-Haase, 2001). This result coincides with the research results of Ekici (2020), Küpeli (2019), Ayra and Köşterelioğlu (2016), Djigic, Stojiljkovic and Doskovic (2014), Süzer (2019), Gündüz and Kumcağız (2018), but not with the research results of Üstüner, Demirtaş, Cömert, and Özer (2009) and Derbedek (2008).

There was a significant difference in teachers' self-efficacy in the coping sub-dimension based on the gender variable. Here, female instructors had much stronger self-efficacy for coping than male teachers. According to Rich Kapc (2003), female teachers experience greater challenges than male teachers up until they enter the business world. Once they do, they cling to their career fiercely, leading to better self-efficacy. The findings of Koç (2013), Ekici (2020), Kaçar and Beyciouğlu (2017), Ayra and Köşterelioğlu (2016), Benzer (2011), and Süzer (2019) are in agreement with this finding, however those of Korkut and Babaoğlan (2012) and Klassen and Chiu are not (2010).

According to the marital status variable, there was no significant difference between teachers' self-efficacy. While this result coincides with the results of Türk's (2008) study, it does not coincide with the results of Benzer's (2011) study.

Regarding teachers' self-efficacy, there was no discernible variation depending on their educational status. Yet, it is anticipated that education level will impact self-efficacy. This finding is in agreement with that of Von Suchodoletz, Jamil, Larsen, and Hamre (2018), Cocca et al. (2018), and Koç (2013), but not with Derbedek's research finding (2008).

There was a significant difference in the total and sub-dimensions of the "Teachers' Self-Efficacy Scale" according to the professional seniority variable. In general, the self-efficacy of teachers with 21 years or more seniority was significantly higher than teachers with 6-10 and 11-15 years of seniority. This result coincides with the results of Ekici (2020), Öztürk (2014), Koç (2013), Benzer (2011), Tschannen-Moran and Hoy (2007), but not with the results of Süzer (2019), Korkut and Babaoğlan (2012), Üstüner et al.

While there was no significant difference between teachers' self-efficacy according to the branch variable in the sub-dimension of "coping behavior", there was a significant difference in the sub-dimension of "innovative behavior". The self-efficacy of preschool and classroom teachers in the "innovative behavior" sub-dimension was significantly higher than that of branch teachers. This result coincides with the results of Zararsız (2012), Demirtaş, Cömert and Özer (2011), Tschannen-Moran and Woolfolk-Hoy (2001) and Klassen and Chiu (2010), but not with the results of Kaçar and Beycioğlu (2017) and Ayra and Köstereliоğlu (2016).

According to the school type variable, statistically significant results occurred between teachers' self-efficacy in the total self-efficacy and "innovative behavior" sub-dimension. The self-efficacy of preschool teachers was significantly higher than that of middle and high school teachers in the "Teachers' Self-Efficacy Scale" in total and in the "Innovative Behavior" sub-dimension. This result coincides with the research results of Milner and Woolfolk Hoy (2002), Klassen and Chiu (2010), Ekici (2020), Benzer (2011), but not with the research result of Öztürk (2014).

Results Regarding Attitude Towards Supervision

In general, it was shown that teachers' attitudes toward supervision were at the "medium" level. Yet, it is often anticipated that teachers will have positive attitudes regarding supervision. because accountability and progress are both thought to require monitoring. The degree to which teachers view monitoring favorably determines how much they can gain from it. The perception of supervision can be significantly influenced by the attitudes and behaviors of the supervisors during the supervisory process (Uğurlu & Usta, 2016). Teachers' attitudes regarding supervision are influenced by a variety of factors, including the supervisor's supervisory model, judgment of the supervision process, approach to the teacher, and communication style. The successful execution of the monitoring is necessary for the development of a good attitude toward it (Gündüz et al., 2018). Care, commitment, communication, respect, love, understanding, correctness, and trust should characterize the connection between the supervisor and supervisee (Bennett, 1997). A effective supervisor must comprehend not just their own educational views and methods for working with individuals and groups, but also those of those they manage (Ryan & Gottfried, 2012).

This result coincides with the research results of Akyol (2013), Süzerler (2013), Kunduz (2007), Aslanargun and Tarku (2014), Kurka and Berhanu (2019), Gündüz (2010). It can be thought that the attitudes and behaviors of the supervisors in the supervision process and the natural result of the supervision are effective in the formation of this situation in teachers.

According to the gender variable, male teachers' attitudes towards supervision were at a higher level than female teachers. While this result of the study coincides with the research results of Uslu (2021), Akyol (2013), Kaur and Kumar (2008), and İnal (2008), it does not coincide with the research results of Süzerler (2013), Erdem and Eroğul (2012), Gündüz (2010).

According to the marital status variable, there were no significant differences in the total and sub-dimensions of the attitudes towards supervision scale. This result does not coincide with the results of Süzerler (2013).

According to the education level variable, there were significant differences in the total scale of teachers' attitudes towards supervision and in the sub-dimensions of the effect of supervision on the employee and the effect of supervision on relationships. Accordingly, the attitudes of teachers with master's degrees towards supervision were found to be significantly higher than those of teachers with bachelor's degrees. This result does not coincide with the research results of Uslu (2021), Erdem, and Eroğul (2012).

According to the professional seniority variable, significant differences occurred in the total and all sub-dimensions of the scale of teachers' attitudes towards supervision. Accordingly, the attitudes towards supervision of teachers with a professional seniority of 21 years and above were found to be significantly higher than those of teachers with a seniority of 6-10 years and 11-15 years. While this result coincides with the results of Erdem and Eroğul (2012), it does not coincide with the results of Süzerler (2013), Gündüz and Coşkun (2011), Uslu (2021) and Gündüz (2010).

According to the branch variable, there were no significant differences in the total and sub-dimensions of the scale of teachers' attitudes towards supervision. This result does not coincide with Süzerler's (2013) research result.

According to the school type variable, there were no significant differences in the total and sub-dimensions of the scale of teachers' attitudes towards supervision. This result coincides with the research results of Uslu (2021) and Memişoğlu (2001).

There is a significant positive relationship between "Teachers' self-Efficacy" and the total and sub-dimensions of the "Teachers' Attitudes towards Supervision" scale. In other words, there is a significant positive relationship between the total scores of teachers' self-efficacy and the scores of teachers' attitudes towards supervision. In other words, as teachers' self-efficacy increases, their attitudes toward supervision also increase. In addition, teachers' self-efficacy scale scores were found to be a significant predictor of the attitude towards supervision variable. This means that teachers' self-efficacy is effective in their attitudes toward supervision. In this context, the following suggestions were made.

1. Studies should be carried out to provide teachers with positive attitudes towards supervision.

2. Supervisors should prefer to use the power of influence rather than the tendency to use authority.

3. Teachers' attitudes towards supervision can be studied qualitatively.

4. Educational administrators and supervisors should behave in ways that increase teachers' morale and motivation and support their self-efficacy.

5. Qualitative studies can be conducted on the factors that enable or will ensure teachers' high self-efficacy.

6. The same research can be applied to teachers working in private schools and the self-efficacy and attitudes towards supervision of public and private school teachers can be studied comparatively.

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