

Analysing the Relationships Between School Principal's Self-Leadership, Self-Efficacy, General Well-Being and Job Satisfaction

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Abstract

A relational research method was used to determine the relationships between school principal's self-leadership, self-efficacy, general well-being and job satisfaction. The research data were analysed by structural equation modeling. There was a moderately significant positive relationship between self-leadership and self-efficacy and general well-being, and a low significant positive relationship between self-leadership and job satisfaction. There was a low significant positive relationship between self-efficacy and job satisfaction. There was a low significant positive relationship between general well-being and job satisfaction. It was also found that self-leadership predicted job satisfaction indirectly through self-efficacy and general well-being. Based on the structural equation modeling analysis, it was concluded that self-leadership, self-efficacy, general well-being and job satisfaction variables directly or indirectly affect each other. It was concluded that self-leadership, general well-being and self-efficacy variables together explain approximately 25% of the variance in job satisfaction of school principals.

Keywords: Job satisfaction, general well-being, self-leadership, self-efficacy.

INTRODUCTION

The school principal is the education and training leader who has the primary responsibility for the effective and efficient use of all resources, management and representation in a team spirit in order for the school to achieve its goals. The school principal, who is one of the important elements of an effective school, is closely related to his/her job satisfaction level to ensure the continuity of the school by creating a team spirit according to the aims and objectives of the school. A school principal with a high level of job satisfaction can have a positive attitude towards his/her job and school. General well-being plays a mediating role in the job satisfaction level of the school principal (Özdemir et al., 2024). It is also known that principals who are aware of their self-efficacy level are happier and have higher levels of job satisfaction (De Dreu & Nauta, 2009). It can be said that a principal with a high level of job satisfaction works to achieve the goals and objectives of the school; it can be said that it is also related to the school principal's self-leadership characteristics, such as motivation, efficiency, good communication, cooperation and problem-solving ability (Kadioğlu & Güneş, 2019).

One of the important factors of an organization, which is a structure formed by more than one individual to achieve a common goal, is productivity. Therefore, the main focus of organizational research is to increase productivity (Canlı & Sindi, 2021). Job satisfaction is an important variable in terms of organizational performance and individual productivity. The success of modern

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organizations depends on the level of job satisfaction of the employees in the organization as well as the productivity of the organization. Job satisfaction is the satisfaction of the employee with his/her job, which occurs when the characteristics of the job match the employee's wishes (Çınarcı, 2015).

In the development of these self-leadership characteristics and the achievement of professional success, the sense of self-efficacy established by the school principal plays a vital role as the psychological foundation. Principal's belief in their own abilities is often associated with better performance in a particular area or areas. A prominent example of this is in the area of leadership. High beliefs in their ability to lead are associated with effective leader engagement in the face of various challenges and the promotion of a more transformational leadership style. Leadership self-efficacy is a specific form of competence associated with confidence in the knowledge, skills and abilities associated with leading others. It is a construct that refers to an individual's "beliefs in their ability to organize and execute the courses of action needed to produce given accomplishments" (Bergman et al., 2021).

In schools as educational institutions, when school principals' leadership qualities and behaviors are combined with a positive school culture, this encourages them to evaluate their own leadership through self-reflection. Consequently, the positive findings from this evaluation can lead to an increase in their levels of self-efficacy. (Puja Kesuma et al., 2021).

School management bears the primary responsibility for achieving institutional goals, with the school principal serving as the most pivotal and effective figure in this process (Marzano et al., 2005). The principal's effectiveness as a leader is derived from a combination of official power based on position, social power rooted in professional relationships, and technical power stemming from managerial expertise (Akçakoca & Bilgin, 2016). This leadership role is fundamentally defined by the capacity to influence employees toward goal attainment, a process in which well-being plays a critical part (Gutman & Vorhaus, 2012). In this context, general well-being acts as a broad construct encompassing self-perceived health and the absence of negative stressors, effectively linking individual well-being to work-specific environments (Lundqvist et al., 2022). Consequently, the leadership characteristics of the principal are vital for enhancing the performance of all school staff, while their self-leadership behaviors enable a collaborative approach to achieving educational goals, thereby fostering a shared state of organizational well-being (Manz, 1986; Leithwood & Jantzi, 2005; Neck & Houghton, 2006; Northouse, 2019). However, the sustainability of this leadership is closely tied to the principal's own job satisfaction, which can be negatively impacted by insufficient task qualifications, poor subordinate relations, or adverse working conditions (Canlı & Sindi, 2021). Furthermore, internal factors such as the school's teaching environment, availability of in-service training, and seniority opportunities remain significant determinants of a principal's overall job satisfaction (Gesimba, 2020).

The school principal has the most effective role in the school education and training process. The knowledge, skills and actions of principals have a significant impact on students and teachers (Taşçı, 2022). The high level of self-efficacy of school principals is the belief that they can do what they can do with their own knowledge and skills, and that they can correctly manage a process, such as a problem, obstacle or failure they encounter in the school. The school principal's positive termination of some negative processes with self-efficacy beliefs may lead to an increase in the level of satisfaction obtained from his/her job. In his research, Baltacı (2017) determined that there is a positive relationship between school principals' self-efficacy level and job satisfaction. Türker and Kahraman (2021) reported in their research that self-efficacy directly affects job satisfaction. Similarly, Federici and Skaalvik (2012) emphasized that self-efficacy is one of the significant predictors of job satisfaction, while Reilly et al. (2014) determined that 22% of job satisfaction is predicted by self-efficacy.

It is said that employees with high job satisfaction at work lead a happy life, while employees with low job satisfaction are alienated from their jobs, become indifferent to their jobs, and experience disharmony in their lives both at work and outside of work. When people are happy with their

work, they are happy in other areas of their lives. Since people spend most of their lives at work, the traces of good and bad moments experienced at work are reflected in life outside of work (Kılıç, 2011).

General well-being goes beyond the absence of mental illness and includes the perception that life is going well. Job satisfaction is the pleasure and positive emotional state that employees experience as a result of evaluating their work or work life (Canlı & Sindi, 2021). General well-being refers to a state of satisfaction. If an individual experiences life satisfaction in general, his/her general well-being will increase accordingly. One of the factors that are effective in the life satisfaction of individuals is the satisfaction in their work life. It can be said that the skill utilization and remuneration sub-factors of job satisfaction have a positive effect on life satisfaction (Mapurita et al., 2021). Considering that life satisfaction is a cognitive element of general well-being, it can be said that job satisfaction indirectly affects well-being (Mafini, 2014). In other words, the general well-being level of an individual experiencing job satisfaction may be positively affected by this emotional state. On the other hand, it is possible to say that an individual with a high level of general well-being will also have a high level of job satisfaction.

When the literature is examined, it is seen that there are studies examining the concepts of self-leadership, self-efficacy, general well-being and job satisfaction. In the studies conducted, principal self-efficacy, which has an effect on student's academic achievement (Mavi et al., 2024), has a significant relationship with teacher well-being and job satisfaction (Katıtaş et al., 2022), that principal self-leadership has an effect on teacher motivation (Eyal & Roth 2011), that principal's general well-being is related to job stress (Dadaczynski & Paulus, 2016), that principal job satisfaction can affect staff commitment and cooperation (Chen et al., 2023), but there are no studies that examine principal's self-leadership, self-efficacy, general well-being and job satisfaction levels together. In this respect, it is thought that the results of this study will make a valuable contribution to the literature by examining school principal's self-leadership, self-efficacy, general well-being and job satisfaction levels together.

Within the scope of this research, the relationships between school principals' self-leadership, self-efficacy, general well-being and job satisfaction concepts were discussed. These relationships were analysed by structural equation modeling.

Purpose of the Research

In this context, the hypotheses formed according to the problem situation of the research and the theoretical model are as follows:

- H1: Self-leadership significantly predicts job satisfaction.
- H2: General well-being significantly predicts job satisfaction.
- H3: Self-efficacy significantly predicts job satisfaction.
- H4: Self-leadership significantly predicts self-efficacy.
- H5: Self-leadership significantly predicts general well-being.
- H6: Self-leadership significantly predicts job satisfaction through self-efficacy.
- H7: Self-leadership significantly predicts job satisfaction through general well-being.

The model to be analysed based on the hypotheses of the study is shown in Figure 1. Continuous - solid lines on the figure show direct effects and dashed lines show indirect effects.

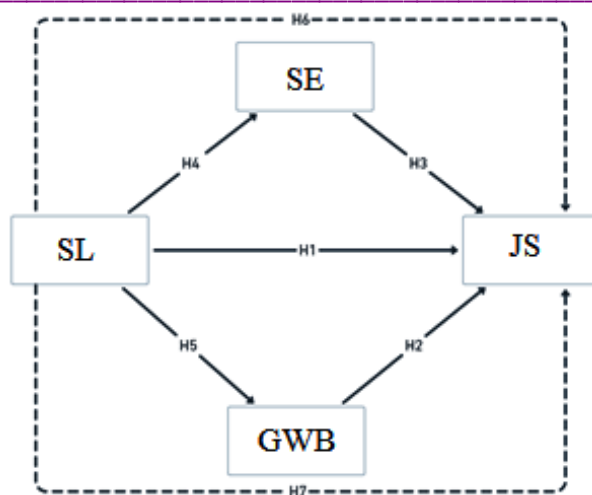


Figure 1. Structural Model to be Tested

(JS: Job Satisfaction, SL: Self Leadership, SE: Self Efficacy, GWB: General Well Being)

In the model in Figure 1, direct effects are expressed as continuous - unbroken lines and indirect effects are expressed as dashed lines passing through the mediator variable.

Self Leadership

Self-leadership implies that leadership is an internal state. However, the power to reveal an individual's potential for self-leadership comes from outside (Manz, 1992). Self-leadership is not the ability of a leader to direct the will of others to his/her own will; it is to gain the necessary self-motivation to achieve self-actualization (Manz, 1986). Self-leadership emerged from the concept of self-management, inspired by Kerr and Jermier's (1978) idea of alternative leadership based on the theory of self-control.

The basic component of being a positive person is self-leadership. In this way, individuals can share with their leaders, learn from mistakes, benefit from positive aspects and improve their communication skills. Self-leadership improves the individual's thought control, helps him/her to identify his/her negative emotions and to increase positive thoughts by eliminating the thoughts that may prevent his/her success, thus increasing his/her motivation for success. Self-leadership enables individuals to achieve their goals by influencing their voluntary actions and thoughts. Self-directed individuals not only ensure their own progress but also have a positive effect on their work life. If individual characteristics are supported within the organization, individuals become more willing to share. This improves the sense of belonging to the organization and dedication to work (Pearce & Manz, 2005).

Self-leadership has consequences, such as freedom of structure, task taking, self-confidence, job satisfaction and innovation. In addition, individuals who are aware of their self-leadership trait feel a greater sense of belonging to their job stages and job descriptions. Therefore, individuals who exhibit self-leadership take more responsibility for their goals, job descriptions, responsibilities, organizations and teams. Self-leadership makes the individual free to take action in the stages of adjusting the balance and drawing conclusions. Those who lack self-leadership characteristics often look to traditional leaders to guide their thoughts, ideas and attitudes (Houghton & Yoho, 2005).

Self-efficacy

According to Bandura (1977), self-efficacy is an individual's belief that he/she can successfully perform his/her behaviors to achieve a targeted outcome. Self-efficacy is people's beliefs about how they can successfully cope with difficult situations in the future. It is also defined as an individual's judgment of his/her own abilities and capabilities in dealing with various situations and performing certain activities. Self-efficacy is not far from self-confidence. Individual's self-efficacy beliefs vary according to various variables and one of the sources of high self-efficacy is

successfully fulfilling the task (Kaçar & Beycioğlu, 2017). Individuals with different levels of success may approach the tasks given to them differently by having different levels of self-efficacy (Duman, 2007).

Bandura (1993) emphasizes that individuals with high self-efficacy set challenging and demanding goals, exhibit patience and hard work, are determined to achieve in line with these goals, and when they fail, they attribute this to insufficient knowledge and continue to try and learn from the situation.

In this direction, individuals with high self-efficacy focus on how to get rid of their worries when they encounter problems in order to successfully complete the tasks they undertake. When they attribute unsuccessful efforts to recoverable knowledge, skills, wrong strategies or not trying hard enough, they regain confidence for a short period of time by making more effort in the next experience. As a result, individuals' stress levels decrease and they can maintain their motivation (Bandura, 1999).

Well-Being

According to the definition of the World Health Organization (WHO, 2004), well-being is an individual's ability to be productive and useful in work and social life, to be aware of their abilities and to contribute to society. Within the framework of this definition, the concept of well-being can be considered as the quest of ordinary people who have not experienced neuropsychological problems in subjective, psychological and social dimensions to improve and develop their current lives. Deci and Ryan (2008) defined the concept of well-being as an optimal and functional psychological experience in the form of avoiding negative emotions, such as stress, focusing on individual well-being in the context of pleasure. The individual continues his/her life by focusing on self-improvement within his/her own competence, as in his/her social structure.

Well-being is defined as the individual's effort to reveal his/her true potential, to know his/her true nature, to determine his/her own attitudes and behaviors autonomously, to communicate effectively with others and to make sense of the present (Ryan & Deci, 2001).

Job Satisfaction

Job satisfaction refers to the harmony between the expectations of the individual about his/her job and the level of fulfillment of these expectations, and it emerges as the positive attitude of the individual towards his/her job (Sevimli & İşcan, 2005). Factors affecting job satisfaction are divided into two categories: individual and organizational. Individual factors are factors, such as age, marital status, personality, education level, gender, occupational position and seniority (Güçlü & Zaman, 2011). Organizational factors are grouped as salary, opportunities for advancement, job structure, control (autonomy), participation in decision-making, relations with senior management and colleagues, communication, working conditions and social image of the organization (Eğinli, 2010).

Individuals who do their jobs willingly and happily, have positive thoughts about their jobs and feel happy after evaluating their working life experience job satisfaction (Koç, 2019). The aim of job satisfaction is to be peaceful, successful and productive at work. When the individual skills of employees are determined and appropriate tasks are assigned, appreciated, rewarded fairly and environmental conditions are improved, job satisfaction and consequently service efficiency increase (Özkalp & Kirel, 2001). The positive or negative effects of job satisfaction and job dissatisfaction on employees are reflected on the organization. Behaviors such as boredom, unhappiness, inefficiency, incompatibility with the work environment, frequent reports/leaves, and tendency to work elsewhere are observed in individuals who cannot achieve job satisfaction (Karakoç, 2016). While low job satisfaction causes employees to be insensitive and indifferent, high job satisfaction can have a positive effect on the individual. Job satisfaction increases the motivation of the employees and ensures that the work is liked and adopted and thus helps the

organization to achieve its goals (Sevimli & İşcan, 2005). Conversely, job dissatisfaction may cause physical and mental fatigue and burnout (Erdoğan, 1991).

METHOD

A relational research method was used to determine the relationships between principals' self-leadership, self-efficacy, general well-being and job satisfaction. Relational research is used to define the interactions between more than one variable (Fraenkel et al., 2022). Within the scope of the study, the Path (PATH) analysis model, one of the structural equation models, which is one of the analytical methods used in relationship research, was used to determine the relationships between variables. Path analysis aims to model the complex relationships between observed variables by expressing them visually. This analytical method allows solving a series of regression equations simultaneously and can theoretically represent the relationships between variables on a path model (Özden, 2019).

Sample

The population of the study is 305 school principals working in educational institutions affiliated to the Ministry of National Education in Yeşilyurt and Battalgazi districts of Malatya province in the eastern region of Turkey in the 2023-2024 academic year. The sample of the research is 226 school principals who were determined by a convenience sampling method and who voluntarily agreed to participate in the research. In the convenience sampling method, situations that are easy to reach and not costly are preferred (Benoot et al., 2016; Suri, 2011).

Table 1. Distribution of Demographic Characteristics of School Principals Participating in the Study

		N	%
Gender	Male	205	90.7
	Woman	21	9.3
Educational Status	License	192	85.0
	Master's Degree	27	11.9
	PhD	7	3.1
Seniority in Profession	10 years and less	22	9.7
	11-15 years	49	21.7
	16-20 years	56	24.8
	21-25 years	57	25.2
	26 years and more	42	18.6
Duration in Principality	Less than 10 years	112	49.6
	10-15 years	39	17.3
	16-20 years	53	23.5
	21 years and above	22	9.7
Duration of employment at current institution	Less than 1 year	23	10.2
	1-2 years	43	19.0
	3-4 years	69	30.5
	5 years and above	91	40.3
Number of Students	250 and less	38	16.8
	251-500	68	30.1
	501-750	66	29.2
	751 and more	54	23.9
	Total	226	100.0

According to Table 1, 90.7% of the school principals who participated in the study were male, 85% were bachelor's degree graduates, 25.2% had a seniority of 21-25 years, 49.6% had less than 10 years in the principalship, 40.3% had 5 years or more in the current institution and 30.1% had 251-500 students in their schools.

Data Collection Tools

In order to determine the demographic characteristics of the school principals participating in the study, 6 questions (gender, educational status, seniority in the profession, duration in principality, duration of employment at current institution, number of students in the school) were asked.

Job Satisfaction Scale

The scale used is based on a fundamental measurement tool first developed by Arnett (1999); it was later expanded in scope and application by Judge and colleagues (2009) in their study. This enhanced version was implemented by Chen and colleagues (2009); based on this implementation, the scale was adapted by Yüksel and Yüksel (2014) to be suitable for the Turkish language and cultural context, making it usable in the study; therefore, the instrument chosen for the research has both theoretical origins and local adaptation features. This 5-item instrument employs a 5-point Likert-type rating system. In the study, a 5 item Likert-type scale with a 5-point rating system was used, the validity of which was tested using confirmatory factor analysis on the data from this study; reliability analyses of the scale were also performed. Yielding the following fit indices: $\chi^2/df=1.66$, GFI=0.99, AGFI=0.96, NFI=0.98, NNFI/TLI= 0.98, IFI=0.99, CFI= 0.99, RMSEA=0.054, RMR = 0.019, SRMR=0.019. Furthermore, the Cronbach's Alpha coefficient for internal consistency was calculated as "0.83". The internal consistency of the scale used for this study was evaluated; the analysis resulted in a Cronbach's Alpha value of "0.83", indicating that the scale is reliable and was taken into account in interpreting the research findings.

Self-Leadership Scale Short Version

To examine the self-leadership traits of school principals, the short form of the Self-Leadership Scale originally developed by Houghton and Neck (2002) and later adapted into Turkish by Şık and Atik (2023) was employed. This unidimensional instrument consists of nine items rated on a five-point Likert scale. In the factor analysis conducted by Şık and Atik (2023), item loadings were reported to range between ".81" and ".63". Confirmatory factor analysis (CFA) was subsequently performed to validate the structure derived from the exploratory factor analysis. The fit indices obtained were: $\chi^2=36,51$ $\chi^2/df=1,74$, GFI=0.96, AGFI= 0.94, NNFI=0.96, CFI=0.975, RMSEA=0.062, RMR=0.032, SRMR=0.0419. Reliability analysis indicated a Cronbach's alpha coefficient of .87. For CFA in the study, analyses were performed using the original data of the self-leadership scale as is, and evaluations were made based on these data. The model fit indices were: $\chi^2/sd=2.54$, GFI=0.93, AGFI=0.87, NFI=0.90, NNFI/TLI =0.91, IFI=0.94, CFI= 0.94, RMSEA=0.043, RMR =0.080, SRMR=0.042. The internal consistency of the scale used for this study was evaluated; the analysis resulted in a Cronbach's Alpha value of "0.85", indicating that the scale is reliable and was taken into account in interpreting the research findings.

General Well-Being Scale

To assess principals' overall happiness levels, the General Well-Being Scale developed by Longo et al. (2017) and later adapted into Turkish by Odacı et al. (2021) was utilized. This instrument comprises 14 items, each rated on a five-point Likert scale, and is designed as a single-factor measure. Reliability was examined using McDonald's Omega Hierarchical (ω_h), which yielded a coefficient of 0.86. For validity, a first-order confirmatory factor analysis was conducted with a sample of 431 participants, and the findings supported the one-factor structure. The model fit statistics were: $\chi^2: 261.76$; $df: 77$; CFI: .934; TLI: .922; RMSEA: .090; SRMR: .039. After applying the aforementioned scale in this study, CFA was performed using the same original data set and the results were evaluated. The fit indices obtained were: $\chi^2/df=1.89$, GFI=0.91, AGFI=0.88, NFI=0.91, NNFI/TLI=0.94, IFI=0.95, CFI= 0.95, RMSEA=0.064, RMR=0.028, SRMR=0.041. The internal consistency of the scale used was confirmed with a Cronbach's Alpha coefficient of "0.90" as an outcome of the application.

School principal self-efficacy perception scale short form

To evaluate school principals' perceptions of self-efficacy, the short form of the School Principal Self-Efficacy Perception Scale, originally developed by Tschannen-Moran and Gareis (2004) and later adapted into Turkish by Baltacı (2020), was employed. The scale contains 18 items rated on a five-point Likert scale, ranging from (1) Very Adequate to (5) Extremely Adequate. Within the validated structure of the scale, the factor loadings for the six items representing the instructional self-efficacy dimension were found to range between 0.72 and 0.83. Correlation coefficients for the ethical self-efficacy dimension varied from 0.69 to 0.76, while those for the administrative self-efficacy dimension ranged between 0.66 and 0.77. Confirmatory factor analysis (CFA) produced the following fit indices: " $\chi^2/df = 1.58$, RMSEA= 0.046, GFI=0.95, IFI=0.95, NFI=0.96, NNFI=0.97 and CFI= 0.96. In the current study, analyses were conducted based on the original data set previously collected for the second-level CFA analyses of the self-efficacy scale, and the findings obtained were evaluated using this data. The model fit indices obtained were $\chi^2 /df=1.81$, GFI=0.90, AGFI=0.87, NFI=0.90, NNFI/TLI=0.91, IFI=0.90, CFI= 0.90, RMSEA=0.063, RMR=0.029, SRMR=0.044. The internal consistency of the scale used was confirmed with a Cronbach's Alpha coefficient of "0.89" as an outcome of the application.

Analysis of Data

The research data were analysed with SPSS 24.0 and AMOS 21 programs. Percentage (%) and frequency (N) analyses were performed to determine the distribution of demographic characteristics of the school principals participating in the study.

The following process steps were used to analyse the data throughout the study:

I. The surveys were carefully examined; at this stage, any missing, inconsistent, or erroneous records identified in the dataset were corrected, and inappropriate data was cleaned to prepare it for analysis. (Pallant, 2011).

II. We identified missing data in the dataset without using assignment methods and removed the participant tables with missing data from the dataset (Field, 2009).

III. Outlier analysis was performed on the data set (Çokluk et al., 2010).

IV. Structural equation modeling used in the research is used by social sciences, behavioral sciences, education, etc. branches of science. It is a multivariate method used by branches of science to examine causal relationships between observable and latent variables and to define relationships as a model. Creating a model means creating a structure that defines the causal relationships between variables. Building a structural equation model is the process of creating the theory, determining the model, determining the samples and obtaining the data, testing the model, checking the goodness of fit indices and making changes in the model if necessary. To perform structural equation modeling, the data set was examined in terms of univariate and multivariate normal distributions (Byrne, 2010).

a) While checking the univariate normality assumption of the data set, it is assumed that the skewness and kurtosis values are between +1 and -1 and the Z-score is between +3 and -3 (Çokluk et al., 2010).

b) The findings related to the multivariate normality test presented in Table 2 were obtained as part of the assessments conducted to determine whether the data set exhibits a multivariate normal distribution.

Table 2. Multivariate Normality Analyses

Variable	Skew	c.r.	Kurtosis	c.r.
Self Leadership	-.532	-2.815	-.120	-.317
Self-efficacy	-.566	-2.995	-.030	-.078
General Well-Being	-.519	-2.749	-.365	-.967
Job Satisfaction	-.404	-2.140	-.010	-.027
Multivariate			-.519	-.486

[Skew: Skewness, c. r.: critical ratio]

V. Based on the outcomes of the multivariate normality test (Table 2), the dataset was found to satisfy the assumptions of multivariate normality, with a multivariate kurtosis value of -0.519 and a critical ratio of -0.486 . In conducting this analysis, reference criteria were applied whereby multivariate kurtosis values falling between -2 and $+2$ and critical ratios below 1.96 were considered acceptable (Bayram, 2010).

VI. The analysis first considered whether structural equation modeling (SEM) should be approached as a single-stage or multi-stage process. SEM can generally be classified into four categories: Confirmatory Factor Analysis (CFA) Models, Path Analysis Models, Structural Regression Models, and Latent Growth Curve Models. CFA models are typically applied in the development and validation of measurement instruments, aiming to verify the accuracy of a hypothesized structure. Path analysis models are employed to investigate the relationships between independent and dependent variables and function as an extension of multiple regression. Structural regression models are designed to capture the interactions among latent constructs. Latent growth curve models, on the other hand, focus on identifying changes in latent variables across time (Karagöz, 2019). Within the scope of this study, path analysis was utilized.

VII. Structural equation models and paths between variables in the model were drawn in the AMOS program.

VIII. Determining the estimation method to be used: At this stage of the analysis, the estimation method is determined according to the multivariate normal distribution of the data set and Maximum Likelihood, which is a widely used method in the literature when the data set is large. It was decided to use multivariate normality when using the state distribution (Kline, 2010).

IX. The required output from the analysis results was determined using the Analysis Properties - Output window of the AMOS program.

X. Analysis was carried out.

XI. Analysis results were evaluated and reported.

RESULTS

Descriptive Analysis Results

Structural equation modeling was used to determine the relationships between principals' self-leadership, self-efficacy, general well-being and job satisfaction. The descriptive analysis results for the variables presented in Table 3 are reported as data obtained from statistical analyses conducted within the scope of this research.

Table 3. Descriptive Analysis Results, Correlation Coefficients Between Variables

	\bar{x}	ss	min	max	1.	2.	3.
1.SL	4.08	3.36	3.11	5	-		
2.SE	4.20	4.18	3.51	5	.31	-	
3.GWB	4.14	4.17	3.28	4.71	.48	.54	-
4.JS	3.59	1.74	2.6	4.40	.24	.13	.29

(JS: Job Satisfaction, SL: Self Leadership, SE: Self Efficacy, GWB: General Well Being- All correlation coefficients were significant at p 0.01 level)

According to the data in Table 3, it was found that there was a moderately significant positive relationship between self-leadership and self-efficacy ($r=.31$, $p<.01$), a moderately significant positive relationship between self-leadership and general well-being ($r=.48$, $p<.01$), and a low significant positive relationship between self-leadership and job satisfaction ($r=.24$, $p<.01$).

According to Table 3, it was found that there was a moderately significant positive relationship between self-efficacy and general well-being ($r=.54$, $p<.01$) and a low significant positive relationship between self-efficacy and job satisfaction ($r=.13$, $p<.01$).

According to the information in Table 3, it was found that there was a positive and low-level significant ($r=.29$, $p<.01$) relationship between general well-being and job satisfaction.

According to the results presented in Table 3, the standard deviation values of the variables included in the study ranged from a minimum of 1.74 to a maximum of 4.18. In addition, it was determined that the scores related to school principal's job satisfaction levels ranged from a minimum of 2.60 to a maximum of 4.40.

The correlation coefficient between the variables is interpreted as an indicator of a weak relationship below “.30” in absolute value, a moderate relationship between “.30” and “.70” and a strong relationship above “.70” (Cronk, 2008).

Analysis Results Related to the Model

Table 4 presents the standardized regression coefficients obtained from the analysis of the model based on theoretical foundations, along with assessments of whether these coefficients are statistically significant.

Table 4. Analysis Results for The Model

Relationships between Variables	B	β	S.E (Standard Error)	C.R. (t – Critical Ratio)	p
SE <--- SL	.559	.642	.091	4.440	***
GWB <---SL	.383	.648	.079	3.557	***
JS <--- SE	.348	.205	.036	1.572	***
JS <---GWB	.373	.149	.039	0.882	***
JS <--- SL	.335	.227	.043	1.397	***

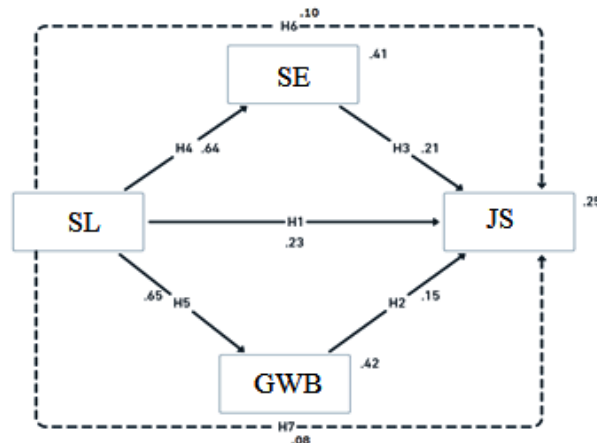


Figure 2. Structural Model Obtained as A Result of The Analysis

Table 5. Goodness-Of-Fit Index Results for The Final Model

Fit Index	Goodness of Fit Values Obtained in the Study
χ^2/sd	1.55 (Good fit)
GFI	.96 (Good fit)
AGFI	.91 (Acceptable fit)
NFI	.90 (Acceptable fit)
NNFI/TLI	.92 (Acceptable fit)
IFI	.96 (Good fit)
CFI	.95 (Good fit)
RMSEA	.06 (Acceptable fit)
RMR	.03(Good fit)
SRMR	.01(Good fit)

(Bayram, 2010; Brown, 2006; Çelik & Yılmaz, 2013; Çokluk et al., 2010; Harrington, 2009; Hu & Bentler, 1999; Kline, 2010; Schermelleh-Engel et al., 2003; Sümer, 2000; Şimşek, 2007)

Table 6. Acceptance and Rejection Of Hypotheses

Hypotheses	Result
H1: Self-leadership significantly predicts job satisfaction.	Acceptance
H2: General well-being significantly predicts job satisfaction.	Acceptance
H3: Self-efficacy significantly predicts job satisfaction.	Acceptance
H4: Self-leadership significantly predicts self-efficacy.	Acceptance
H5: Self-leadership significantly predicts general well-being.	Acceptance
H6: Self-leadership significantly predicts job satisfaction through self-efficacy.	Acceptance
H7: Self-leadership significantly predicts job satisfaction through general well-being.	Acceptance

Direct, Indirect and Total Effects of the Model

The SEM findings obtained were interpreted by considering the direct effects of the variables on each other and the indirect effects formed through mediating variables; Table 7 shows the standardized direct and indirect effect coefficients of the variables.

Table 7. Results of Bootstrap Analysis of Model Effects

Paths		Bootstrap Values		Bias 95 Confidence Interval	
		Coefficient	SE**	Lower Limit	Upper Limit
Direct	Self-Leadership → Self-Efficacy	.64	.06	.46	.82
Impact	Self-Leadership → General Well-being	.65	.06	.47	.83
	General Well-being → Job Satisfaction	.15	.03	.06	.24
Indirect Impact	Self-Leadership → Job Satisfaction (Self-efficacy) *	.10	.03	.01	.19
		.08	.03	-.01	.17
Total Impact	Self-Leadership → Self-Efficacy	.64	.07	.45	.85
	Self-Leadership → General Well-Being	.65	.06	.43	.83
	Self-Leadership → Job Satisfaction	.23	.04	.31	.57
	Self-efficacy → Job Satisfaction	.21	.04	.08	.32
	General Well-being → Job Satisfaction	.15	.04	.03	.27

*: Mediating variable **: Standard Error

When the direct effects in Table 7 were analysed, it was determined that self-leadership directly affected self-efficacy (.64) and general well-being (.65). General well-being has a direct effect on job satisfaction (.15).

Table 7 shows that self-leadership does not directly affect job satisfaction through general well-being (.08) and self-efficacy (.10) when indirect effects are analysed.

The findings presented in Table 7 reveal that, as a result of the analyses, the total effect of self-leadership on self-efficacy is 0.64; the total effect on overall well-being is 0.65; and the total effect on job satisfaction is 0.23. The total effect of self-efficacy on job satisfaction is .21 and the total effect of general well-being on job satisfaction is .21. Based on this table, it is determined that the highest total effect on job satisfaction belongs to self-leadership (.23) among other variables, followed by self-efficacy (.21) and general well-being.

As a result of the analyses, direct effects are expressed visually in the model in Figure 2 with continuous - unbroken lines and indirect effects are expressed visually in the model in Figure 2 with dashed lines passing through the intermediary variable.

CONCLUSION and DISCUSSION

Job satisfaction has special importance for school principals working in educational organizations to continue their education and management activities effectively. In this study, self-leadership, general well-being and self-efficacy were examined as predictors of job satisfaction of school principals.

There are positive relationships between self-leadership, self-efficacy, general well-being and job satisfaction. Increasing the self-efficacy level of school principals leads to an increase in general well-being and job satisfaction. There is also a positive relationship between principals' general well-being and job satisfaction.

The first hypothesis of the study was formulated as "Self-leadership significantly predicts job satisfaction." The analyses confirmed this hypothesis. Eğriboyun (2015) reported significant associations between school principals' leadership practices (general, transformational, and

transactional leadership) and their job satisfaction. Similarly, Specchia et al. (2021) found that leadership styles are significantly related to job satisfaction; the strongest positive correlation was observed with transformational leadership, while the weakest was with passive-avoidant leadership. For transactional leadership, both positive and negative correlations with job satisfaction were identified. Görmüş and Aydın (2020) demonstrated a linear and positive relationship between self-leadership and job satisfaction. Roberts and Foti (1998) showed that employees with high self-leadership but low job structure experience the highest job satisfaction, whereas those with high self-leadership combined with high job structure report the lowest satisfaction. Although much of the literature supports a positive link between self-leadership and job satisfaction, some studies highlight potential negative effects. For instance, Amundsen and Martinsen (2015) concluded that while self-leadership influences effort and creativity, it does not significantly predict job satisfaction. Comparing the two concepts in terms of individual characteristics, self-leadership appears to be tied to personal factors, whereas job satisfaction is more closely related to the social environment in which individuals operate. From this perspective, the finding that school principals' self-leadership significantly predicts job satisfaction suggests that their satisfaction may increase as they achieve school goals and objectives through self-leadership behaviors.

The second hypothesis of the study was formulated as "General well-being significantly predicts job satisfaction." The analyses confirmed this hypothesis. Prior research has explored the link between school principals' subjective well-being (Arslan & Zincirli, 2022; Yolcu & Bakar, 2019) and their job satisfaction (Canlı & Sindi, 2021). Other scholars have conceptualized job satisfaction either as an outcome of general well-being (Schaufeli et al., 2009; Collie et al., 2020) or as one of its dimensions (Devos et al., 2007). Beausaert et al. (2023) further demonstrated a positive association between principals' well-being and their social capital, as well as between social capital and job satisfaction. In this study, principals' general well-being was found to be a significant predictor of job satisfaction. Higher levels of well-being contribute to greater motivation, enthusiasm, and productivity among school leaders. When principals experience strong well-being, both they and their colleagues are more likely to work effectively, thereby enhancing organizational success and efficiency. From this perspective, the general well-being that principals develop through their broader life experiences also influences their professional functioning within the school. Consequently, a high level of general well-being among school principals is positively related to their job satisfaction.

The third hypothesis of the study was formulated as "Self-efficacy significantly predicts job satisfaction." The analyses supported this hypothesis. In the literature, some studies report that higher levels of self-efficacy positively influence job satisfaction (Gamsız et al., 2013; Demir, 2020), while others suggest a negative or non-significant relationship (Demirdağ, 2015; Machmud, 2018), and still others indicate that self-efficacy does not significantly affect any dimension of job satisfaction (Tojjari et al., 2013). Taken together, these findings imply that self-efficacy may be one of the factors contributing to job satisfaction. The results of this study confirmed that self-efficacy has a predictive role in job satisfaction. Conceptually, self-efficacy refers to an individual's belief in their ability to perform behaviors required to achieve specific performance outcomes. It reflects confidence in one's capacity to regulate motivation, behavior, and interactions within the social environment. Such cognitive self-assessments can shape various aspects of human experience, including the goals pursued, the effort invested, and the likelihood of attaining desired performance levels. Since self-efficacy beliefs vary across domains and situational contexts, the job satisfaction of school principals with strong self-efficacy may be positively influenced and enhanced through their professional experiences.

The fourth hypothesis of the study was formulated as "Self-leadership significantly predicts self-efficacy." The analyses confirmed this hypothesis. Previous research has shown that self-leadership influences self-efficacy and that a significant positive relationship exists between the two (Prussia et al., 1998; Choi & Jung, 2015). It has also been suggested that self-leadership is a

strong predictor of self-efficacy (Kılıç et al., 2023) and that enhancing self-leadership skills can contribute to the development of self-efficacy (Tan & Asavisanu, 2023). Self-efficacy refers to an individual's recognition of their own abilities in a given domain and confidence in their skills. Through self-leadership, individuals are able to determine their own leadership behaviors and enact them independently, without relying on others. From this perspective, it is reasonable to expect that individuals with high levels of self-leadership also demonstrate stronger self-efficacy. In this study, a direct relationship between principals' self-leadership and self-efficacy was identified, supporting the view that school principals' self-leadership significantly predicts their self-efficacy. The leadership characteristics of school principals are critical in shaping their behaviors within the school context and are closely tied to the achievement of institutional goals. Success derived from these leadership qualities may enhance principals' sense of self-sufficiency. Accordingly, the self-leadership attributes of school principals can be regarded as a factor that positively influences their level of self-efficacy.

The fifth hypothesis of the study was stated as "Self-leadership significantly predicts general well-being." The analyses confirmed this hypothesis. There are studies that found that the level of self-leadership is significantly related to general well-being qualities (Dolbier et al., 2001), and there are studies that found a low-level and positive relationship between the goal setting sub-dimension of self-leadership and all sub-dimensions of psychological well-being (Palak & Ira, 2022). Self-leadership is an important factor in understanding one's own intrinsic motivation. Self-leadership refers to an individual's ability to control his/her own thoughts, feelings and actions in accordance with his/her own values and goals. From this point of view, the individual's acting with intrinsic motivation and the level of satisfaction he/she will achieve by being aware of this situation will ensure that his/her general well-being level will be high. Leadership characteristics of school principals are important in achieving the school's goals and objectives. The fact that school principals, who direct and manage the school with their leadership qualities, achieve the school's goals due to these qualities causes the school principal to have a sense of achievement and to develop the idea that he/she has done his/her duty properly. The general well-being level of the principal increases by being affected by the success of the school shaped by the principal's own leadership characteristics, and in this way, it is possible to say that the level of self-leadership in school principals is a significant predictor of the level of general well-being.

The sixth hypothesis of the study was stated as "Self-leadership significantly predicts job satisfaction through self-efficacy". As a result of the analyses, this hypothesis was accepted. Self-leadership is a type of leadership that involves the individual doing his/her job in the best way, owning his/her job, and increasing his/her confidence in his/her job. An individual's positive perception of self-leadership ensures that the individual has positive feelings about his/her job. Self-efficacy perception refers to an individual's capacity to carry out behaviors that enable him/her to achieve a certain level of performance while doing a job.

From this point of view, it is expected that self-efficacy perception is supportive of self-leadership thoughts and behavioral traits and that these two concepts are predictive of job satisfaction. School principals will reflect their self-leadership characteristics or self-leadership skills to their jobs if they own the job they are doing and trust themselves in achieving the goals and objectives of the school. In other words, school principals who see in themselves the ability to put forth a performance in achieving the goals and objectives of the school, in other words, who have a high level of self-efficacy perception, may have a positive change in the level of job satisfaction with their self-leadership behaviors. In other words, self-leadership and self-efficacy are concepts that can be considered together to ensure job satisfaction. From this perspective, it can be said that self-leadership and self-efficacy perception will change in the same direction and the contribution of this change to job satisfaction will be in the same direction. It is possible to say that the fact that school principal's perceptions of self-leadership and self-efficacy are in the same direction and at a high level are two separate concepts that positively affect the level of job satisfaction, but it is possible to say that they are two separate concepts that constitute a single purpose in terms of being effective on the level of job satisfaction. In shorter terms, although self-leadership and self-

efficacy are concepts with different meanings, it can be said that they can be considered together in terms of their impact on job satisfaction. It is possible to say that self-leadership and self-efficacy perception should be evaluated together as predictors of job satisfaction level of school principals and that self-leadership can predict job satisfaction through self-efficacy.

The seventh hypothesis of the study was stated as "Self-leadership significantly predicts job satisfaction through general well-being." The analyses confirmed this hypothesis. Schools are organizational environments in which predetermined goals, objectives and programs are carried out and school principals are faced with extreme levels of stress. Staff, students, parents and teachers have different expectations from school principals who are involved in the management of the school. In addition, school principals are responsible for ensuring that the educational activities carried out in the school are carried out according to the determined program. These expectations and carrying out the work required by the task make it inevitable for school principals to perform their duties in a very busy and stressful environment. Job stress is an important determinant of school principals' general well-being. Job stress can occur when it exceeds an individual's perceived ability to cope with workplace situations in the most appropriate way and causes a harmful reaction. Not only what happens within the school has an impact on the general well-being of school principals, but also social life has an impact on the general well-being of school principals. The job satisfaction level of school principals who are able to deal with the situations they face in school and social life with the most appropriate method will be able to undergo a positive change. One of the most prominent factors for school principals to cope with the stressful situations they experience in school and to increase their general well-being levels is the self-leadership behaviors of school principals. While the self-leadership behaviors of school principals are an important factor that will be effective on their job satisfaction level, if the self-leadership behaviors are high in order not to be affected by different factors and to be put forward in the most accurate way, it is a factor that will contribute to the general well-being levels of school principals. In other words, while self-leadership behaviors are effective on the job satisfaction level of school principals, a positive increase in the level of general well-being leads to a positive change in the self-leadership behaviors of school principals. With the combined effect of these two factors, the job satisfaction level of school principals can also show a positive development.

The level of job satisfaction of school principals can be affected by many factors. Self-leadership behaviors have an important role in ensuring that school principals, who have a wide range of responsibilities within the educational institution, are not negatively affected by these responsibilities and the situations they face and their job satisfaction levels do not decrease. School principals who demonstrate self-leadership behaviors effectively will be able to cope with the negativities within the school and accordingly, their job satisfaction levels will increase. In this direction, it may be appropriate to create in-service training programs to improve school principals' self-leadership behaviors.

The level of general well-being is one of the factors that are effective in increasing the level of job satisfaction. Increasing the level of job satisfaction of school principals and thus enabling them to carry out their duties in accordance with the aims and objectives of the school can be achieved by minimizing the situations that negatively affect their general well-being level. For this reason, if the responsibilities of the school principal are shared by assistant principals and even teachers within the school, it will be possible to ensure that school principals perform their duties with less responsibility and less stress, and accordingly, their general well-being and job satisfaction levels will increase. Activities such as regular exercise, healthy nutrition, adequate sleep and spending time for hobbies may help principals cope with stress and improve their general well-being. Therefore, it can be said that it is important for school principals to maintain a work-life balance and take care of their personal care.

The level of school principals' belief that they can effectively carry out their leadership and management duties expresses their level of self-efficacy. Since school principals with high levels of self-efficacy may also have high levels of job satisfaction, it may be useful to organize training programs that will increase the self-efficacy perception levels of school principals.

It is very difficult for an individual to do something that he/she does not believe he/she can achieve. If the school principal can increase his/her self-belief and self-confidence, he/she will have success and a cumulatively increasing self-efficacy after success. In order for a principal to be successful in anything related to administration or education, he/she must first be equipped and work consistently. He/she should act in a planned manner in order to see himself/herself more competent and to spare time for such a development. Acting in a planned manner will directly affect self-efficacy positively by increasing organizational abilities, which is a very important result of living.

The concept of self-leadership is a relatively new concept compared to self-efficacy, job satisfaction and general well-being, and many school principals or teachers are not familiar with the concept of self-leadership. From this point of view, it may be useful to investigate the self-leadership status of school principals in future studies in order to provide data diversity in this field.

Although there are separate studies on self-leadership, self-efficacy, general well-being and job satisfaction, there are very limited studies analyzing the views of school principals on these issues. From this point of view, investigating the self-leadership, self-efficacy, general well-being and job satisfaction levels of school principals with different demographic characteristics in new studies will make a positive contribution to the literature.

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