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Executive Women's Performance Satisfaction Of Secondary School Teachers, Managers, Parents And Students: Evidence From Turkey

Husne Mehtap SUT¹, Behcet OZNACAR²

Abstract

School Principals are expected to have scientific, humanitarian and conceptual competencies. Therefore, technical competence requires the competence of the administrator in teaching methods, educational processes and procedures. The aim of the study is to reveal the profile of modern female managers both in relation to themselves and to understand the perception of teachers they work with. In the data collection process of the study, 401 teachers working with female administrators in high schools in Kahramanmaraş were consulted in 2017-2018 academic year. The scale of 200 participants was evaluated. SPSS statistical package program was used. One-way analysis of variance (One-way ANOVA) was used for normal distribution and Kruskal Wallis H tests were used in the absence of normal distribution. A significant difference was found between the opinions of teachers on the basis of schools and branches in the overall competence scale of female administrators.

Keywords: self efficacy, empathy, moral motivation, humanitarian and conceptual competencies, education, parent, children.

Introduction

Due to the recent developments and changes in science and technology, organizational structures and their understanding has evolved into modern understanding and at this point, the roles and responsibilities of the management have changed. The versatility of managers in modern organizations is expected to be open to continuous development and to be aware of their potential. The adaptation of the education system to this change in modern organizations is necessary and it is important to have the flexibility to capture the changes required

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from the new educational system by the school administrators and teachers. It should not be under-estimated that almost all of the problems in schools are related to management and the right management is the key to success (Baltaci, 2017).

Everyone defines management and the roles of the managers differently. Management is the effective completion of the task specified in the definition of administration. In another discourse, management is a fact that can only be achieved through education, experience, self-training and continuous self-refreshing (Akar, 2006). According to Zaleznik (1992), manager is the character who seeks to respond to the question "What are the problems to be solved and what are the most robust ways that can lead us to the results we need to continue to contribute to this unity? Toremén (2000), defines as someone who makes the school live in accordance with its target by profitably consuming the physical and human values in educational institutions. According to Ulker (1997), the administrator is the person who ensures the coordination of material and human resources in line with the objectives of the organization. In other words; a manager is a person who works in collaboration with others, assigns duties, works in harmony to reach the goals (Act. Narman, 2006).

Like any organization the school has its own personality which is called 'climate'. Therefore, groups and the related factors that are affecting the quality of interpersonal relations and the atmosphere of the organization affects the behaviour of the manager positively or negatively. The manager or in other words, the school administrator is expected to be open to communication and motivate the people around him/her to adopt the school institution and allow them to integrate with the school (Kose and Uzun, 2017). According to Cemaloğlu (2005), school administrator is expected to realize the organizational goals to make life easier for teachers, managers, parents and students to be able to provide administrative actions. For this reason, the right knowledge, effective leadership and effective communication skills are required.

Individuals who are in the managerial positions should be willing to do this profession, be open to innovations and renewals, be a researcher, have the necessary skills and personality traits to shape the structure of the group (Vural, 2008). According to the Ministry of Education rules and regulations which have been updated in 2017, those who will be appointed as school administrators must meet some general and special conditions. In terms of legislation considering the school's education and administration affairs, for planning and organization, the selected school principal is responsible for these implementations. However, there is no gender requirement (Kose & Uzun, 2017). In today's working life, especially women working in the management position and the number of men is not evenly distributed. Although this is associated with the level of welfare, it is seen that women are staying behind men due to many different reasons. The proportion of women, especially in organizations as you move up the upper tiers of the hierarchy is decreasing. Education is one of the leading areas where women are actively involved (Asar, 2014).

For Zembat (1994), there are a number of executive roles to be performed to carry out administrative functions. These are: (1) To determine the objectives of the organization and to develop the organization in accordance with these objectives; (2) To make the best use of management processes with an effective management approach; (3) To analyze the changing environmental conditions and prepare the organization for these; (4) To inform and guide employees by using behavioral sciences; (5) To identify problems and find suitable solutions; (6) To ensure cooperation with school-family; (7) To create a reliable and respected environment; (8) To evaluate feedback from parents and children; (9) To make close relationship with colleagues and contribute to the environment.

Having all these self efficacy features makes it easier for the person to accomplish the tasks he/ she has undertaken in his / her life. This will also help to gain self confidence quickly. A high level of self-efficacy perception enables the person to criticize himself / herself after negativity and helps him / her to identify his / her own deficiencies and inadequacies more easily which would eventually generate better results and outcomes. As Baltaci (2017) pointed out, the perception of self-efficacy of school principals in charge of managing school systems is the belief that they have the capabilities to lead the school to its goals. The administrator should have the capacity to influence the performance of teachers, guide all school staff to the goals of the school and use alternative methods that can improve the quality of education offered by the school. Hence, in Turkey, secondary schools focus more on student achievement within the education system. Especially with centralized exams, the success rankings can change the fate of school administrators as well as students.

Individual Perception of Self-Efficacy

Individual Perception of Self Efficacy is being aware of your own own abilities as an individual. According to Ajzen (2002), it is the ability to cope with the responsibilities (personal awareness of the ability to guide teachers in the school or have the knowledge and skills can be called self-efficacy perception). Moreover, in social self-efficacy, the person focuses more on external sources of motivation. Things like being organized and controlling the teachers, who can make the desired behavior changes in the students in the school. A school administrator who is aware of social self-efficacy helps teachers to make them more effective in the education system.

One should not forget the fact that there are many factors that are affecting our motivation and there is no doubt that one of them is related to teachers' motivation, skills and knowledge of the administration about leadership and management at schools. Everyone defines motivation differently. Oncu (2010) defines it as a power which brings the individual to the goal and activates the necessary desire in the person to achieve the targeted goals. Anyone who wants

to be successful and happy must have motivation and those who have motivation in them becomes more successful in life and carries positive attitude in them. Motivated teachers' and administrators' can increase students success and the quality of education. Furthermore, flow of information and school atmosphere is better with motivation. According to Sari, Yildiz, & Canoğullari (2018), school administrators have various management styles such as cooperative, authoritative, indifferent or resistant management.

According to Balau (2017), the most leading factor affecting self efficacy is motivation and it is how an individual possesses these abilities, skills and controls his/her actions. It is in one's own capabilities to determine the emotional states and change the quality of his life. It helps us to become what we beome with the ability to perform some actions that would direct us to the right path in real life.

Job Satisfaction

It is argued that the emotional experiences of individuals in work life will be affected by job satisfaction and performance. Beliefs and judgments represent the cognitive aspect of job satisfaction, while feelings embody the affective character. There are two main reasons that lie at the core of ensuring satisfaction in the workplace. The first is the general acceptance that high level of satisfaction will also increase the productivity and performance of the organization. The other is that it has a humanitarian value to ensure employee satisfaction. Some studies examining the relationship between individual characteristics and job satisfaction have found that personal satisfaction, self-efficacy belief, optimism, internal locus of control orientation, psychological capital, hope, willingness to share and psychological resilience and job satisfaction are positively related. In the context of the organization, it is possible to say that the attitudes of management, managers and stakeholders, inter-collegial relations and approaches to employee evaluation are closely related to job satisfaction. It is observed that employees have higher job satisfaction in organizations that value differences, participatory, transformational and supportive management (Buyukgoze and Ozdemir, 2017).

Job satisfaction, can be defined as the evaluation of one's own work and work environment. According to Kadioglu (2018), it is an assessment of the work environment, job characteristics and emotional experiences at work. Satisfied employees make positive evaluations based on their observations and emotional experiences. The person who feels satisfied from the job, will be able to start a happy and productive life. At the beginning of the 20th century, researchers became even more interested in job satisfaction. Some topics such as; Business satisfaction; life satisfaction, physical and mental health, self-confidence, introversion, customer satisfaction, goal setting, employee efficiency, absenteeism has been the subject of researchers' because they are associated with performance and employee turnover. However, there are some factors affecting job satisfaction that must be known. Turk (2007) believed that age, education and gender are the

factors affecting job satisfaction. Nevertheless, this is not the same for others because they argued that input, education, the use of social conditions and collapse and welfare related to social conditions of people are also important factors to be considered. Furthermore, Turk (2007) pointed out that age, service time and salary that people earn are positively related to job satisfaction. Investigations also revealed that multiple impacts affect job satisfaction and these effects can be examined under three headings: (1) Individual factors; (2) Organizational factors, and (3) Environmental factors.

Individual Factors. The person's work experience and the satisfaction that an individual gets from work is an influencing factor. Meeting expectations, social structure of individuals, working environment of the person, age, department, seniority, marital status, organization, received training, educational status, work shift, gender, building and physical features are all factors affecting individuals and therefore, job satisfaction is an important factor that influences the individual (Kadioglu, 2018). **Organizational Factors.** The quality of the work done is important to be happy. The importance of the task and how important the work is seen by colleagues and the customer is another factor. The feedback one gets from the work, job being interesting and giving opportunity to the one to carry out responsibility and to do the task to show it is done well can be considered as the cause of satisfaction (Kadioglu, 2018).

Environmental Factors. Moreover, the rising opportunity that the job gives one, payment, working conditions, praising are the other things affecting individuals (Kadioglu, 20118). According to Vural (2006), the character of the school stakeholders, ability and skills of the teacher in professional work, criteria for evaluating the professional achievement of the teacher, professional success, recognition and awards, relations with students, teachers and with top executives, the opportunity to practice your own thoughts, holidays, economic security, fee payment, working conditions, realizing personal interests, working hours, quality of work, possibility to rise, audit, organization and management, work safety, personality and praising are the sources of school stakeholders job satisfaction. Since teaching is one of the most stressful jobs in life.

Self-efficacy and job satisfaction

The direction of teaching in the twenty-first century poses several obstacles for teachers, and they have to play more position in their schools in order to fulfill their goals. Turkoğlu, Cansoy, & Parlar (2017) explored teaching autonomy and work satisfaction partnerships, and looked at the links between teachers' autonomy and work satisfaction. The findings showed that teacher autonomy is a positive relation to job satisfaction and that teacher autonomy is a significant indicator of happiness in the workplace. Work by Aldridge and Fraser (2016) has also shown significant correlations between the atmosphere in classrooms, teacher self-efficacy, and job satisfaction. During the last three decades, scholars and

decision leaders have captured the attention and enthusiasm of teachers (Moe, Pazzaglia, & Ronconi, 2010; Shann 1998; Skaalvik & Skaalvik, 2010; Skaalvik & Skaalvik, 2011). Prior work has shown that these factors contribute to increasing teacher's performance, including expected retirement (Weiss, 1999), burn of teacher (Skaalvik & Skaalvik, 2010) and absenteeism and turnover of teacher (Sargent & Hannum, 2005).

H1: There is a significant relationship between self-efficacy and job satisfaction.

Teacher's leadership, self-efficacy and job satisfaction

The evolutionary course of teacher leadership included discussions to improve the way in which school leadership, including the belief in efficiency, satisfaction and morality, has been improved – directly and indirectly (Quartz *et al.*, 2008). Data indicates that teachers with a better sense of success are more sensitive to problems and circumstances and are more able to cope with and respond to reverse incidents (Ashton & Webb, 1986; Wahlstrom & Louis, 2008). Researchers and practitioners focused more and more on the impact of leadership on the effectiveness and satisfaction of teachers, which could ultimately impact on teacher education and student learning, with student achievements increasingly overwhelming (Sun & Xia, 2018). Zhéng *et al.* . (2019) explore the relationship between distributed leadership and the self-efficacy of teachers, focusing on job satisfaction mediation role and the confidence of staff in the Chinese region.. Therefore, research of Zare & Nastiezaie (2019) concluded, therefore, that the level of academic optimism for teachers is increased through the use in schools of leadership style (concerning confidence-based leadership, democracy, inclusive support, and teachers' professional development). With a more optimistic approach, teachers can expect their performance at work to increase.

H2: There is a significant relationship between teacher's leadership, self-efficacy and job satisfaction.

Methodology

The research conducted to determine the effect of the related leadership behaviors of the administrators of secondary education teachers on business motivations is descriptive, and the relational screening model was used as the research model. Pre-test and post-test were applied in the study and the results were evaluated. Research constitutes teachers working in secondary schools in Kahramanmaraş in Turkey in the 2017-2018 academic year. Simple random sampling method was used in the study and sampling formula with unknown universe was used to determine the number of samples, and the number of teachers to be included in the study was calculated as 384 because questionnaires filled by 17 people were considered invalid.

Working group

This research was conducted with 384 participants. The gender distribution of the participants: 142 female (36.98%) and 242 male (63.0%).

Table 1. Distribution of teachers according to their descriptive characteristics (n=384)

| | No (n) | Percentage (%) |
|---------------------------------------|--------|----------------|
| Gender | | |
| Female | 142 | 36.98 |
| Male | 242 | 63.02 |
| Age | | |
| 21-30 age | 114 | 29.69 |
| 31-40 age | 104 | 27.08 |
| 41-50 age | 103 | 26.82 |
| 51 age and above | 63 | 16.41 |
| Education Level | | |
| Bachelor | 299 | 77.86 |
| Master | 85 | 22.14 |
| Professional seniority | | |
| 1-5 years | 114 | 29.69 |
| 6-10 years | 78 | 20.31 |
| 11-15 years | 61 | 15.89 |
| 16 years and above | 131 | 34.11 |
| Current working time at school | | |
| 1-5 years | 214 | 55.73 |
| 6-10 years | 135 | 35.16 |
| 11 years and above | 35 | 9.11 |

Table 1 shows the distribution of the teachers who participated in the research according to their descriptive characteristics. When *Table 1* is examined, it was found that 36.98% of the participants were female and 63.02% were male. It was found that 16.41% of the teachers were 51 years and over. When the educational level of the teachers is examined, it is seen that 77.86% of the teachers are at the undergraduate level and 22.14% of them are at the graduate level; Looking at their seniority, it is seen that 29.69% is 1-5 years, 20.31% is 6-10 years, 15.89% is 11-15 years and 34.11% is 16 years and over. The working time of the participants in the current school is 1-5 years of 55.73%, 6-10 years of 35.16% and 11 years and above of 9.11%.

Development of data collection tool

The data related to determine the effect of leadership behaviors of the teachers working in secondary education institutions on job motivation were collected by using questionnaire form. The questionnaire consists of four sections: Descriptive Characteristics, Instructional Leadership Behavior Scale, Authentic Leadership Behavior Scale and Business Motivation Scale. In the first part of the questionnaire, there are five questions prepared by the researcher to determine the gender, age, education level, professional seniority and the duration of work in the school where they work.

Results

Analysing of Interviews

Statistical Analysis for Social Sciences (SPSS) 24.0 was used for statistical analysis of the research data. Cronbach Alpha internal consistency test was used to determine the reliability of Teaching Leadership Behavior Scale, Authentic Leadership Behavior Scale and Business Motivation Scale were used in the research. Descriptive statistics such as frequency analysis, Instructional Leadership Behavior Scale, Authentic Leadership Behavior Scale and Job Motivation Scale were given in order to determine the descriptive characteristics of teachers working in secondary education institutions. In the determination of the test statistics which will be applied to compare the scores of Instructional Leadership Behaviors Scale, Authentic Leadership Behavior Scale and Business Motivation Scale according to the descriptive characteristics of the teachers, Kolmogorov-Smirnov test, QQ graph, and skewness-kurtosis values of the data were examined first. Parametric hypothesis tests were used due to the normal distribution of scale scores. Teachers' Leadership Behavior Scale, Authentic Leadership Behavior Scale and Job Motivation Scale scores were compared using parametric sample t test according to teachers gender and education level. Teacher Leadership Behavior Scale, Authentic Leadership Behavior Scale and Job Motivation Scale scores were compared with ANOVA and Tukey test was applied as post-hoc test. The relationship between the scores of Instructional Leadership Behavior Scale and Authentic Leadership Behavior Scale and Job Motivation Scale of the teachers participating in the study was determined by Pearson test and linear regression analysis was applied.

Table 2. Teachers' responses to the Teaching Leadership Behavior Scale (n = 384)

| Category | \bar{x} | s |
|--|-----------|------|
| 1. Explaining the general aims of the school to teachers and students | 3.53 | 1.13 |
| 2. Leading everyone in the school to share the goals of the school | 3.16 | 1.17 |
| 3. Reviewing the goals of the school and re-determining according to the conditions of the day | 3.58 | 1.40 |
| 4. Taking advantage of students' success while developing school goals | 3.86 | 1.15 |
| 5. Leading the harmony between the objectives of the school and the objectives of the courses | 4.02 | 1.04 |
| 6. Opening the aims of the school to discussion at the board meetings | 3.84 | 1.10 |
| 7. Encouraging teachers to work towards the same goals | 3.78 | 0.79 |
| 8. Setting goals to increase students' current achievements | 3.73 | 1.41 |
| 9. Leading the way in reflecting the school's objectives into practice | 3.60 | 1.11 |
| 10. Encouraging everyone to have high expectations for student achievement | 3.81 | 0.98 |
| 11. Preparing the annual activity plan of the school for educational activities | 3.42 | 1.32 |
| 12. Paying attention to student needs and expectations in the school program | 4.08 | 0.93 |
| 13. Coordinating the curriculum | 3.74 | 1.06 |
| 14. Actively participating in the examination and selection of material (books, Journals, etc.) related to the program | 3.49 | 1.20 |
| 15. Visiting classrooms to ensure effective use of classroom teaching time | 3.73 | 1.23 |
| 16. Encouraging extracurricular social, cultural and educational activities at school | 3.27 | 1.39 |
| 17. Preventing students from being late and interrupting the course | 3.73 | 1.05 |
| 18. Ensuring the start and finish time of the courses | 4.12 | 0.90 |
| 19. Spending most of the time in the school by observing and participating in teaching environments | 3.70 | 1.01 |
| 20. Preventing interruptions in classes, such as announcements or calling class students | 3.79 | 1.45 |
| 21. Interviewing with teachers to discuss students' success | 3.78 | 1.17 |

| | | |
|---|------|------|
| 22. Interviewing teachers to identify strengths and weaknesses of curricula | 3.97 | 0.84 |
| 23. Reviewing the school schedule according to the exam results and making changes if necessary | 3.93 | 0.98 |
| 24. Determining special education and students in need of attention according to exam results | 3.64 | 1.39 |
| 25. Informing students about the success of the school and students | 3.85 | 0.97 |
| 26. Informing teachers of the success of the school in writing or orally | 4.09 | 0.98 |
| 27. Rewarding students who show outstanding success with their behavior in school and in the classroom | 4.00 | 1.06 |
| 28. Explaining important topics about teaching to teachers after classroom observations | 4.12 | 0.87 |
| 29. Reviewing student work while evaluating classroom teaching | 3.98 | 1.07 |
| 30. Being in direct contact with students to discuss problems with the school | 4.23 | 0.90 |
| 31. Encouraging teachers to perform at a high level | 4.14 | 0.99 |
| 32. Complimenting teachers for their outstanding efforts and achievements | 4.17 | 0.84 |
| 33. Appreciating teachers in writing for their special efforts and efforts | 4.09 | 0.99 |
| 34. Organizing in-service training activities for the professional development of teachers | 3.93 | 1.19 |
| 35. Keeping teachers informed of opportunities to improve themselves professionally | 4.11 | 1.06 |
| 36. Supporting teachers in their professional development efforts | 4.08 | 0.97 |
| 37. Reproducing and distributing important articles about education in newspapers and magazines to teachers | 3.93 | 1.12 |
| 38. Inviting speakers from outside the school to give lectures to teachers | 4.09 | 1.04 |
| 39. Having meetings to share new knowledge and skills acquired in in-service training | 4.30 | 0.90 |
| 40. Supporting new information from in-service training and using these skills in classroom | 4.15 | 0.96 |
| 41. Leading "team spirit" between managers, teachers, students and other staff | 4.26 | 0.84 |
| 42. Supporting teachers to perform their tasks better | 4.36 | 0.84 |

| | | |
|--|------|------|
| 43. Providing the necessary order and discipline for effective teaching and learning | 4.22 | 0.96 |
| 44. Trying to establish the belief that all students can learn and succeed in school | 4.33 | 0.83 |
| 45. Preparing physical environments where students and teachers can work with pleasure | 4.21 | 0.77 |
| 46. Leading social activities that will enable the integration between teachers and students | 4.15 | 0.95 |
| 47. Supporting teachers who have new and different views on education | 4.23 | 0.87 |
| 48. Preventing school damage from conflicts between individuals and groups | 4.26 | 0.80 |
| 49. Prioritizing teaching-related issues while allocating time and resources for work to be done | 4.24 | 0.89 |
| 50. Providing the support of the family and the environment to improve student achievement at school | 4.34 | 0.81 |

According to *Table 2*, the highest average of the responses of the teachers within the research question number 42. Supporting teachers to perform their duties better was found as 4.36 ± 0.84 , and the response given to question 50. Providing the support of the family and the environment to improve student achievement at school, the response given was 4.34 ± 0.81 , To the question 44. Trying to establish the belief that all students can learn and succeed in school, the response given was found as $4,33 \pm 0,83$. The lowest average of the responses of the participants were given to question 2. Leading everyone in the school to share their goals with 3.16 ± 1.17 , question 16. Encouraging extracurricular social, cultural and educational activities at school with an average of 3.27 ± 1.39 and question 11. Preparing the annual activity plan for the school's educational activities was found to be 3.42 ± 1.32 .

Table 3. Comparison of the scores obtained by teachers on the Educational Leadership Behaviors Scale (n = 384)

| | Educational Level | n | \bar{x} | s | t | p |
|---|-------------------|-----|-----------|------|-------|-------|
| Objectives of the school Identifying and Sharing | Bachelor | 299 | 37.15 | 6.76 | 1.248 | 0.213 |
| | Masters | 85 | 36.06 | 8.25 | | |
| Training Program and Management of Teaching Process | Bachelor | 299 | 37.25 | 7.56 | 0.881 | 0.379 |
| | Masters | 85 | 36.39 | 9.25 | | |

| | | | | | | |
|---|----------|-----|--------|-------|-------|-------|
| Teaching Process and Evaluation of Students | Bachelor | 299 | 39.83 | 6.22 | 1.334 | 0.183 |
| | Masters | 85 | 38.73 | 8.27 | | |
| Supporting Teachers and Development | Bachelor | 299 | 40.99 | 7.70 | 0.035 | 0.972 |
| | Masters | 85 | 40.95 | 8.41 | | |
| Regular Learning Environment and Establishing Climate | Bachelor | 299 | 42.66 | 7.00 | 0.334 | 0.739 |
| | Masters | 85 | 42.35 | 8.56 | | |
| Teaching Leadership Behaviors Scale | Bachelor | 296 | 200.17 | 29.19 | 0.988 | 0.324 |
| | Masters | 83 | 196.37 | 36.62 | | |

When *Table 3* is examined, according to the educational status of the teachers participating in the research, no statistically significant difference was found between the scores they received from the General and sub-dimensions of the Educational Leadership Behaviors Scale ($p > 0.05$). Regardless of the educational level of the teachers, the scores they obtained from the Teaching Leadership Behaviors Scale are similar.

Table 4. Comparison of the scores obtained from the Authentic Leadership Scale according to the length of the job of the teachers in the school ($n = 384$) using parametric test

| Length of the duty | Working Years | n | \bar{x} | s | Low | High | F | p | Difference |
|--|--------------------|-----|-----------|------|-----|------|--------|--------|------------|
| Transparency in relations | 1-5 years | 214 | 20.86 | 4.64 | 5 | 25 | 10.442 | 0.000* | 2-3 |
| | 6-10 years | 135 | 18.32 | 6.64 | 5 | 25 | | | |
| | 11 years and above | 35 | 21.20 | 2.85 | 17 | 25 | | | |
| Internalized Understanding of Morality | 1-5 years | 214 | 16.86 | 3.80 | 4 | 20 | 9.552 | 0.000* | 2-3 |
| | 6-10 years | 135 | 15.07 | 5.20 | 4 | 20 | | | |
| | 11 years and above | 35 | 17.71 | 1.74 | 13 | 20 | | | |

| | | | | | | | | | |
|---|--------------------------|-----|-------|-------|----|----|--------|--------|-----|
| Making Balanced Assesment of Knowledge | 1-5 years | 214 | 12.26 | 2.83 | 3 | 15 | 8.107 | 0.000* | 2-3 |
| | 6-10 years | 135 | 11.20 | 3.77 | 3 | 15 | | | |
| | 11 years and above | 35 | 13.26 | 1.09 | 11 | 15 | | | |
| Self-awareness | 1-5 years | 214 | 16.84 | 3.61 | 4 | 20 | 12.166 | 0.000* | 1-2 |
| | 6-10 years | 135 | 14.94 | 4.97 | 4 | 20 | | | 2-3 |
| | 11 years and above | 35 | 17.83 | 1.50 | 14 | 20 | | | |
| Authentic Leadership Scale | 1-5 years | 214 | 66.82 | 13.97 | 16 | 80 | 11.056 | 0.000* | 1-2 |
| | 6-10 years | 135 | 59.53 | 19.87 | 16 | 80 | | | 2-3 |
| | 11 years and above | 35 | 70.00 | 5.48 | 61 | 78 | | | |

* $p < 0.05$

When *Table 4* is examined, it was found that there was a statistically significant difference between the scores obtained from the Authentic Leadership Scale and all sub-dimensions according to the duration of the work in the school they work ($p < 0,05$) by usingg parametric test. The difference stems from the teachers in the second group. It was seen that the scores of the teachers who had 6 to 10 years of experience at work in the Authentic Leadership Scale and the sub-dimension of Self-Awareness were significantly lower than the other groups; In addition, the scores of Transparency in Relationships, Internalized Moral Understanding and Balanced Assessment of Knowledge sub-dimensions were found to be lower than teachers whose term of duty was 11 years or more.

Table 5. Teachers' responses to the Job Motivation Scale (n = 384)

| Things affecting my work motivation | \bar{x} | s |
|--|-----------|------|
| 1. Working at this institution | 4.39 | 0.98 |
| 2. My reputation in the community for my duty | 3.99 | 1.18 |
| 3. The physical work environment in my school | 3.99 | 1.00 |
| 4. My harmony with my friends | 4.16 | 0.91 |
| 5. The surcharge system | 3.79 | 1.21 |
| 6. My sense of appreciation and the feeling of success | 3.98 | 1.01 |
| 7. Performance evaluation system in my institution | 3.63 | 1.42 |
| 8. The benefit my organization has given me | 3.51 | 1.40 |
| 9. Harmony between managers | 3.80 | 1.33 |
| 10. Vocational training and development opportunities | 3.58 | 1.33 |
| 11. My degree of being able to use my creativity | 3.59 | 1.32 |
| 12. The importance given to teamwork | 3.66 | 1.25 |
| 13. The amount of responsibility given | 3.70 | 1.29 |
| 14. Social activities | 3.77 | 1.42 |

Accordingly, the average of the answers given by the teachers in terms of influencing their work motivation was 4.39 ± 0.98 to question 1. Working at this institution, 3.99 ± 1.18 for my response to my reputation in the community for my duty question 2, 3.99 ± 1.00 for the response from the physical work environment in the school question 3, 4.16 ± 0.91 for the answer from my harmony with my friends question 4, 3.79 ± 1.21 for the answer from the "Additional wage system question 5, 3.98 ± 1.01 for my appreciation and my sense of accomplishment question 6, 3.63 ± 1.42 for the response from the performance evaluation system in my institution has been found for question 7, for question 8 the given response was 3.51 ± 1.40 and other scores can be seen from the table for each question.

Discussion

This research aimed to find out whether female administrators, teachers, parents and students are aware of self-efficacy and what are their opinions about the competencies of female administrators in terms of conceptual and human competence factors. In this study, it is seen that the administrators of secondary schools have direct relationship between leadership skills, motivation and self efficacy. According to the results of the research, it was determined that most

participants have the perception of instructional and ethical self-efficacy and the lowest percentage can be seen in the scale for the benefit my organization has given me and the highest percentage was given to the question indicating that the participants are happy and satisfied working in their institutions. Similarly, Baltaci (2017) has pointed out that participants also have a general perception of self-efficacy in his research results. Besides, he mentioned that managerial, instructional, ethical self-efficacy, gender, educational background differs significantly according to school type and professional seniority. However, in our study in order for managers to carry out their duty well, teachers support is needed findings were obtained with a highest result.

According to the findings of the study, self-efficacy perception and all sub-dimensions were varied significantly. It is remarkable that men participants were more than women. This may indicate that women tend to stay behind some responsibilities compared to men even today due to the roles given to them by the society they live in. However, Bandura's findings (1993) pointed out that women participants were more and the results indicated that women have higher self efficacy compared to men. Similarly, Baltaci (2017) claimed that in order to destroy this negative image of women, they are trying to take more responsibilities now even men cannot dare.

In this study, participants age varied. Many participants were between 21-30 years and most of them were university graduates. It was found that the educational status variable was not significantly different with self-efficacy perception. Our findings did not clearly indicate that education, age, years at work and gender are the factors affecting motivation and self efficacy. Nevertheless, Vroom, Porter, & Lawler (2005) showed in his findings that the more educated people are, the easier it will be to realize their potential and make more use of it; however, when expectations are not met, this will bring a huge loss in motivation and job dissatisfaction will take place.

According to the results of the research, self-efficacy and job satisfaction were moderately significant. There was a relationship between them. Managerial self-efficacy, organizational job satisfaction; instructional and ethical self competencies are positively, moderately and significantly correlated with individual job satisfaction. The findings of this research works in parallel with literature that managerial self efficacy increases self efficacy of school principals. As a result, it was found out that school principals' self-efficacy and job satisfaction constitutes new theoretical and practical fields of study. Based on the results of this research, school principals should be chosen from those people who can use their potential inside and outside the school and be aware of their skills and abilities. In public schools or in private sector those who will be appointed as directors or managers, those with high self efficacy, confidence and with a belief that they can be successful should be selected. Hence, the level-determining test and personality studies may also be recommended. Assigning new managers to their positions with developed

examinations and interviews will affect the level of education positively in the future.

As a result of this study, it is possible to say, no matter how it is chosen, it is important to see that managers are aware of their self-efficacy. Self-efficacy in school principals, awareness-raising practices or positive examples can be identified. School principals should participate in in-service trainings that would increase their self-efficacy.

Conclusion

In summary, leadership skills, motivation and self efficiency have a clear connection. Self-efficacy and job satisfaction at the workplace were moderately significant. Managers' self-efficiency, organizational job satisfaction; instructional and ethical competences are associated with employee job satisfaction positively, moderately and significantly. In light of the research results, the study suggests that the directors of the school will be drawn from all individuals who can use and appreciate their talents and abilities within and outside the school. Those with strong self-efficiency, optimism and a belief that they may excel should be considered and selected in public schools or the private sector as directors or managers.

There are many factors affecting motivation at workplaces such as; conflict situations in the school, lack of resources, avoiding authorization, top manager and parents' involvement in decisions, legal limitations and intense uncertainties about the future, school creating administrative and psychological pressure on their managers. So, these things can influence job satisfaction and enable someone to do their job well. Reducing the stress of school principals and increasing their resources and awareness of their work, develops and increases job satisfaction.

Recommendations

Therefore, in order to increase job satisfaction, school climate improvement practices should also be included. Activities supporting social identity formation (school trips, picnics, sports events, etc.), to spend quality and common time with employees work practices (exhibitions, theaters, reading groups, etc.) should be organized and done as this would increase job satisfaction of all individuals. In addition, changing technological and social processes requires competencies in a school administrator to adopt to a constantly changing time. Therefore, future research which will focus on the new competencies of school administrators on this topic is recommended to shed light on this issue. The research was restricted to a single geographical area in turkey; it is apparent that a teacher 's views can not be completely reflective of the views of workers in one city in the country which eventually restricts the geographical generalization of such results. Similar

research should be conducted in other cities and countries and on other workers to improve the generalization capacity of the study findings

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