

The Relationship Between School Administrators' Happiness Levels and Their Self-Efficacy Levels

Ali Duran¹ & Nail Yıldırım²

¹ Faculty of Education, Gazi University, Ankara, Turkey

² Faculty of Education, Gaziosmanpasa University, Tokat, Turkey

Correspondence: Ali Duran, Faculty of Education, Gazi University, 06500 Besevler, Ankara, Turkey.

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Abstract

The aim of this present research is to specify the interrelation between the happiness and self-efficacy levels of the school administrators. This study is a descriptive survey model, and its population consists of the school principals and deputy principals in Amasya Province which are the subsidiaries of the Ministry of National Education. The Correlation coefficient was calculated and the methods of One-Way ANOVA, t-test, and Kruskal-Wallis *H* tests were used for the sub-problems. Once the findings of the research were analysed, a positive and mid-level significant interrelation was discovered between the happiness and the self-efficacy levels of the administrators about school administration. The results of the analysis suggest that happiness and self-efficacy levels of the school administrators according to their perceptions can be observed as "fine". Furthermore, their perceptions about happiness and self-efficacy levels differ according to the length of service groups they belong to. This is evident from the finding that the group of 1-5 years of service has highest score of happiness level, and the experience groups of 6-10, 16-20, 21 and above, and 11-15 years follow them respectively. The highest score of self-efficacy level, at the same time, is owned by the ones who have 21 years of service and above, and the experience groups of 16-20, 6-10, 11-15, and 1-5 years follow them respectively. The self-efficacy levels also show significant difference regarding the variable of age.

Keywords: Administration, School Directors, Happiness, Competence, Self-efficacy

1. Introduction

Happiness is a concept that everybody runs after in the hope of obtaining it and it will probably to continue to be so. Each individual in society wants to be happy and it is considered as the chief life goal by humans (B ü b ü l ve Giray, 2011). The fact that happiness is an ultimate target of individuals one way or another makes it a life reality. Given that even when born, babies looked after carefully so that they won't cry, and even a man in his last breath is generally told to be at peace, this makes happiness the most fundamental and natural needs of mankind. Therefore, it can be said that the aim of life is to achieve happiness and well-being (Lama, 2000). The happiness of individual means that he/she feels some emotions such as excitement, joy, honour, confidence at high level and such feelings as anxiety, sadness, frustration, fear at low level (Doğan, Sapmaz ve Çötök, 2012). Crawford (2007) states that emotional situations of school administrators affect the management processes given that emotions have an important place in people's lives. Satisfying the psychological needs affecting the perceptions on life is fundamental to being happy for individuals. Thus, people feel happy in direct proportion to their needs on life (İlhan ve Özbay, 2010).

The belief of an individual that he/she is able to deal with problems or any obstacles or the persuasion that he/she will be successful can be defined as this person's self-efficacy belief. The judgment of an individual as to any task to be performed is determined as self-efficacy (Bandura, 1986). Self-efficacy is based on Bandura's Social Learning Theory. According to his theory, the individuals' knowledge and skills are directly related with the confidence felt by themselves (Pajares, 1996). Self-efficacy is a self-judgment of an individual as to whether an individual will be able to show necessary knowledge and skills at a certain level (Lee, 2005). From this perspective, self-efficacy can be defined as personal beliefs as to individuals' skills on any task (Dembo, 2004). Bandura (1997) describes the self-efficacy term as intrinsic beliefs which people themselves can find the answers in their minds as to which tasks they can do under certain variables rather than observable emotions or behaviours.

School administrator is the education leader who is able to make real the school's aims and lead teachers, parents and

students, fundamentals of educational environment to pursue the organizational culture. Since school organizations whose raw material is human are social environments, school administrator can be regarded as a social engineer. The fact that school administrators have high levels of self-efficacy beliefs, feel themselves happy and have self-confidence can be considered as important essentials for teachers and students since it is expected that a happy school administrator with high levels of self-efficacy beliefs will lead his organization better and contribute to the organizational climate in a positive way. For this reason, the present study's research topic that is the relationship between school administrators' happiness level and their self-efficacy levels can be called as an essential one to be studied. In the present research study, it is aimed to explore whether there is a relationship between school administrators' happiness level and their self-efficacy levels. The present study also sought to answer the following sub-research questions:

1. What are the school administrators' happiness levels according to their perceptions?
2. Does the happiness level of school administrators differ significantly according to demographic variables?
3. What level do the school administrators show their self-efficacy skills as to school administration?
4. Does the self-efficacy level of school administrators differ significantly according to demographic variables?
5. Is there a relation between school administrators' happiness level and their self-efficacy levels?
6. Is the self-efficacy level a predictor of the school administrators' happiness level?

2. Method

2.1 Research Model

This research is a quantitative and a descriptive research designed as a correlational research type of searching model in order to determine the relation between school administrators' happiness level and their self-efficacy levels according to the some variables. The researches that try to determine the intended variables of individuals or groups are called as correlational research type of searching models (Berends, 2006). It is aimed in these kinds of researches to describe the beliefs, values and behaviours systematically (Williamson, Karp ve Dalphin, 1977). Moreover, a situation which was experienced in the past or still exists, an event which is needed to be studied, an individual or an object are sought to describe as they are. No effort is given to change or affect them in any way. The most important thing is to observe them as they happen (Karasar, 2003). Correlational research model is also defined as researches that aim to determine the relations or connections between some variables (Büyüköztürk, Çakmak, Akgün, Karadeniz ve Demirel, 2009).

2.2 Participants

The population of the study consists of 501 school administrators. Since all school administrators who manage schools during the education year 2014-2015 in Amasya were included in the present study, calculations of the sample wasn't needed. It isn't necessary to calculate any sample percentage if the researcher can include the whole population (Büyüköztürk, Çakmak, Akgün, Karadeniz ve Demirel, 2009).

Table 1. Statistics of school administrators

District	Principal Frequency (N)	Percentage (%)	Chief Assistant Principal Frequency (N)	Percentage (%)	Assistant Principal Frequency (N)	Percentage (%)	Total	Percentage (%)
Göynücek	8	38,1	1	4,8	12	57,1	21	100,0
Gümüşhacıköy	13	39,4	3	9,1	17	51,5	33	100,0
Hamamözü	0	0,0	0	0,0	2	100	2	100,0
Merkez	67	32,5	13	6,3	126	61,2	206	100,0
Merzifon	34	33,3	3	3,0	65	63,7	102	100,0
Suluova	36	40,9	3	3,4	49	55,7	88	100,0
Taşova	18	36,7	3	6,1	28	57,2	49	100,0
Total	176	100,0	26	100,0	299	100,0	501	100,0

As shown in Table 1, the city center has the highest number of school districts (n=206). 67 of them (% 32,5) are principals, 13 (% 6,3) are chief assistant principals and 126 (% 61,2) are assistant principals. Merzifon district ranks second with the number of principals. Hamam öz ü has the least number of school administrators according to Table 1.

Table 2. Characteristics of the participants

Variable		Frequency (f)	Percentage (%)
Gender	Female	65	13,0
	Male	436	87,0
Age	35 and below	130	25,9
	36-40	111	22,2
	41-45	92	18,4
	46-50	72	14,4
	51 and above	96	19,2
Marital Status	Married	469	93,6
	Single	32	6,4
Administrative Position	Principal	176	35,1
	Chief Assistant Principal	26	5,2
	Assistant Principal	299	59,7
Length of Service	1-5 year	23	4,6
	6-10 year	99	19,8
	11-15 year	91	18,2
	16-20 year	83	16,6
	21 year and above	205	40,9
Length of Administrative Service	1-5 year	257	51,3
	6-10 year	99	19,8
	11-15 year	52	10,4
	16-20 year	40	8,0
	21 year and above	53	10,6
Teaching Branch	Class Teacher	165	32,9
	Branch Teacher	288	57,5
	Vocational Teacher	48	9,6
Length of Service in the Current School	1-5 year	431	86,0
	6-10 year	54	10,8
	11-15 year	8	1,6
	16-20 year	5	1,0
	21 year and above	3	0,6
Education Background	Associate Degree	51	10,2
	Undergraduate Degree	388	77,4
	Graduate Degree	61	12,2
	Postgraduate Degree	1	0,2

The Number of Students in the School	500 and below	405	80,8
	501-1000	88	17,6
	1001-1500	2	0,4
	1501-2000	0	0,0
	2001 and above	6	1,2
The Number of Teachers in the School	20 and below	252	50,3
	21-40	197	39,3
	41-60	31	6,2
	61-80	9	1,8
	81-100	10	2,0
	101 and above	2	0,4
School District	Göynücek	21	4,2
	Gümüşhacıköy	33	6,6
	Hamamözü	2	0,4
	Merkez	206	41,1
	Merzifon	102	20,4
	Suluova	88	17,6
	Taşova	49	9,8

As shown Table 2, the sample of the research consists of mainly male school administrators. 65 participants are female administrators. 130 (25.9 %) school administrators are 35 and below years old and 469 (93.6 %) are married. 299 (59.7 %) school administrators are at the assistant principal position and 205 (40.9 %) have 21 and above length of service. 257 (51.3%) school administrators have just 1-5 length of service in administration position. 288 of them are originally branch teachers and 431 (86 %) have 1-5 years experience in the present school. 388 (77.4 %) school administrators have undergraduate degree and 405 of them have 500 and less students in their schools. 252 school administrators have 20 and less teachers in their schools. Furthermore, 206 (41.1 %) school administrators serve in schools located in the city center.

2.3 Data Collection Tools

The necessary data for the research were gathered by means of data collection tool consisting of three parts as "Personal Information Form", "Oxford Happiness Scale" and "Principal Sense of Efficacy Scale [PSES]". The demographic information of the school principal, chief assistant principal and assistant principals was collected via the personal information form, and the data required to determine their level of happiness were collected through the "Oxford Happiness Scale". The data on their self-efficacy perceptions related to school management were collected through "Principal Sense of Efficacy Scale (PSES)".

2.3.1 Participants' Characteristics Form

The descriptive statistics of the 501 school administrators constituting the study population as; gender, age, marital status, administrative responsibility, seniority in the profession, seniority in administration, branch of teaching, duration of employment at the present school, level of education, number of students and teachers in school were obtained through the Personal Information Form prepared by the researcher and composed of 12 questions.

2.3.2 The Oxford Happiness Scale (OHQ)

In this study, "Oxford Happiness Scale (OHQ)" developed by Hills and Argyle (2002), consisting of 29 items and in 6-point Likert type (Totally Disagree (1), Almost Disagree (2), Partly Agree (3), Agree (4), Almost Agree (5), Totally Agree (6)) was used to determine the happiness levels of school administrators. The items numbered as 6. 10. 13. 14. 19. 23. 24. 27. 28. 29. are inverse items and coded inversely. The highest score that can be taken from the scale is 174, the lowest score is 29. High scores indicate that happiness level is high. Hills and Argyle (2002) found the Cronbach Alpha internal consistency coefficient of the scale to be .91. The result of the factor analysis to determine the structural validity of the scale was a construct with an 8 factor with an eigenvalue greater than 1. The Turkish adaptation of the scale was made by Doğan and Çötök (2011). As a result of explanatory factor analysis

performed by Doğan and Çötök (2011), a one-factor structure with an eigenvalue of 2.782 and which explains 39.74% of the total variance was obtained. The one-factor structure of OHS was assessed by Confirmatory Factor Analysis (CFA) and goodness of fit indices were found as ($\chi^2/df=2.77$, AGFI=0.93, GFI=0.97, CFI=0.95, NFI=0.92, IFI=0.95, RMSEA=0.074). However, due to the problems of interpretation and naming of the mentioned factors, they have concluded that it would be appropriate to use the scale as one factor. In conclusion, it can be said that OHS is a scale with high reliability within the presented data at hand. This scale, adapted by Doğan and Çötök (2011) in Turkish, was used in the present research after the permission from the authors.

2.3.3 Principal Sense of Efficacy Scale (PSES)

Within the scope of the research, to measure the school administrators' self-efficacy perceptions related to the school management, the "Principals Sense of Efficacy Scale (PSES)" developed by Tschannen-Moran and Gareis (2004) with 18 items and in 5-point Likert type (Totally Disagree (1), Slightly Agree (2), Partly Agree (3) Almost Agree (4), Totally Agree (5)) was used. There is no inverse item in the scale. The highest score that can be taken from the scale is 90, the lowest is 18. High scores indicate a high level of self-efficacy in school administration. The Turkish version of the scale was made by researcher Akin (2012). The scale shows a three-dimensional structure in its original culture (English). These dimensions were named as "Administrative Competence" dimension (6 items), "Instructive Leadership Competence" dimension (6 items) and "Ethical Leadership Competence" dimension (6 items). Whether the scale can verify the same model in Turkish culture has been tested by Akin (2012) through Confirmatory Factor Analysis (CFA). The second-level CFA model was constructed in such a way that at the first level the 6 items in each dimension tested their own dimension, and at the second level the self-efficacy to be predicted together by the three dimensions mentioned above at the same time. In the total item analyses of the scale, it was concluded that all items reached a total correlation of .30. Additionally, the Cronbach's Alpha reliability coefficient of the scale was found as .93. In the light of all these findings and discussions, it has been acknowledged that the Principals Sense of Efficacy Scale (PSES) conforms to Turkish culture with the current state of the scale. As a result, it can be said that PSES is a scale with high reliability. This scale which was adapted to Turkish by Akin (2012) has been used in the present research following the permission from the author.

Among the Likert-type scales used in the research, the "Oxford Happiness Scale" was prepared as a six-point (Totally Disagree (1), Almost Disagree (2), Partly Agree (3), Agree (4), Almost Agree (5), Totally Agree (6)) scale. The choices were given the values of 1, 2, 3, 4, 5, and 6 from negative to positive and were made suitable for analysis. Results of "Oxford Happiness Scale" were distributed into a width of 6.00 - 1.00 = 5.00 points. This width was divided into six parts and the levels determining the breakpoints of the scale were found (Köklü, Büyükoztürk and Çokluk, 2006)

Table 3. Average scores for Oxford Happiness Scale

Point	Happiness	Limit Value
1	Totally Disagree	1,00-1,82
2	Almost Disagree	1,83-2,65
3	Partly Agree	2,66-3,49
4	Agree	3,50-4,33
5	Almost Agree	4,34-5,17
6	Totally Agree	5,18-6,00

The "Principals Sense of Efficacy Scale" was prepared in a five-point rating form (Totally Disagree (1), Slightly Agree (2), Partly Agree (3) Almost Agree (4), Totally Agree (5)). The choices were given the values of 1, 2, 3, 4, and 5 from negative to positive, making them suitable for analysis. The results of the "Principals Sense of Efficacy Scale" were distributed into a width of 5.00 - 1.00 = 4.00 points. This width was divided into five and the levels determining the breakpoints of the scale were found (Köklü, Büyükoztürk and Çokluk, 2006).

Table 4. Average scores for Principals Sense of Efficacy Scale

Point	Self Efficacy	Limit Value
1	Totally Disagree	1,00-1,79
2	Slightly Agree	1,80-2,59
3	Partly Agree	2,60-3,39
4	Almost Agree	3,40-4,19
5	Totally Agree	4,20-5,00

In all analyses except Pearson Correlation and Regression analyses, the level of significance was determined as $p = .05$. The significance level for Pearson Correlation analysis was taken as $p = .01$.

2.4 Data Analysis

In order to determine the levels of self-efficacy and happiness of school administrators, the descriptive statistics (mean and standart deviation) were used in the research. Pearson Correlation and Regression analyses were used so as to find whether there is a meaningful relation between the self-efficacy and happiness levels of school administrators. T-test was used to determine whether their happiness and self-efficacy perception levels differ according to the independent variables, gender and marital status. One-Way ANOVA and Kruskal-Wallis H tests were used to determine whether their happiness and self-efficacy perception levels differ according to the independent variables, age, administrative position, length of service, length of administrative service, teaching branch, length of service in the current school, Instructive background, the number of students and teachers in the school. After the t-test, One-Way ANOVA ve Kruskal-Wallis H, the significance of difference was assessed. As a result of the analyses, it was detected that there is a differentiation in One-Way ANOVA test results and then Scheffe test was used to identify which groups have meaningful difference.

3. Results

3.1 Findings for the First Sub Research Question: What are the school administrators' happiness levels according the their perceptions?

Table 5. The happiness level of school administrators

n	X	ss
501	3.60	.44

As shown in Table 5, the perceptions of school administrators as to their happiness level is 3.60 out of 6. Concerning this finding, it can be said that the school administrators perceive themselves as happy individuals. The descriptive statistics and the histogram graph of this finding can be seen in Table 6 and figure 9.

Table 6. The Descriptive statistics concerning Oxford Happiness Scale

N	501
Mean	3.600730
Standard Error of Mean	.0195421
Median	3.586207
Mod	3.9310
Standard Deviation	.4374125
Variance	.191
Skewness	.001
Kurtosis	3.611
Range	5.0000
Minimum Value	1.0000
Maximum Value	6.0000

As shown in Table 6, the statistics of school administrators concerning OHQ are listed as: the mean $\bar{X} = 3.60$, standard deviation $SD = .44$, variance $SS^2 = .19$, standard error $S_E = .02$, mod 3.93, median 3.59, skewness .001, kurtosis

3.61. The minimum value for the averages of scores is 1.00 and maximum value is 6.00. The range of the scores is 5.00. At this point, it can be said that the scores of school administrators on OHQ don't show significant deviations.

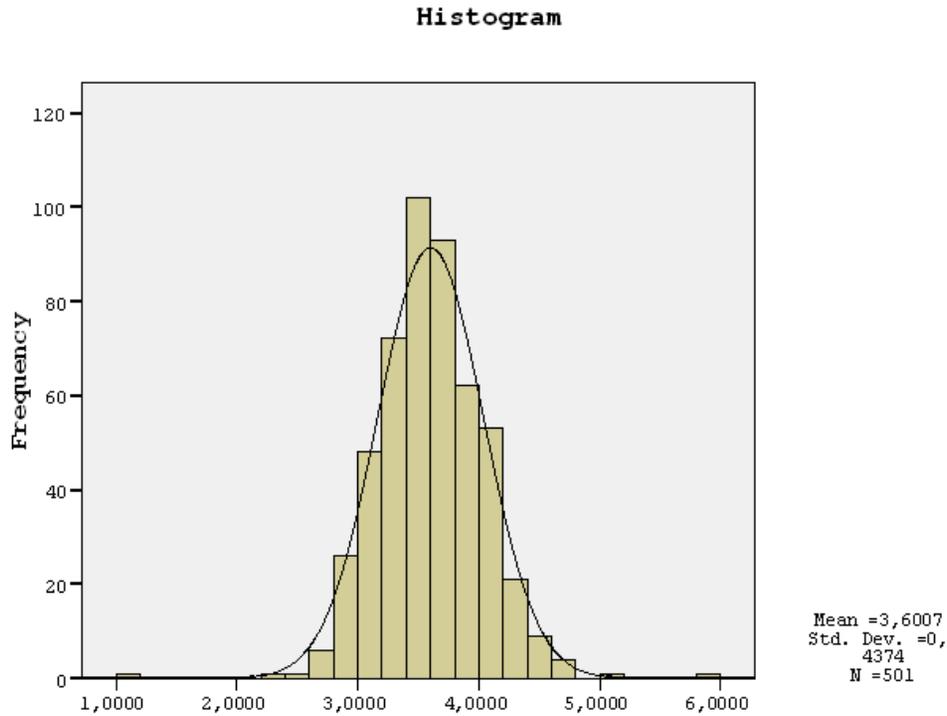


Figure 1. The histogram graph on happiness levels of school administrators

According to the graph, the happiness levels of school administrators agglomerates between 3 and 4. From the graph, it can be said that the happiness level shows a normal average and agglomerates near the mean.

3.2 Findings for the Second Sub Research Question: Does the happiness level of school administrators differ significantly according to demographic variables?

According to the analyses, there aren't any significant differences between their happiness level and gender, age, marital status, administrative position, length of administrative service, teaching branch, length of service in the current school, education background, the number of students and teachers in the school. On the other hand, there is a significant difference between happiness level and their length of service. In order to test the meaningfulness of the difference between happiness level and length of service, Kruskal Wallis *H*-Test was carried out.

Table 7. Kruskal Wallis *H*-Test results of happiness levels and length of service

Groups of Length of Service	n	6 Likert Mean	\bar{X}	ss	Range Mean	sd	χ^2	p
1-5 year	23	3.71	107.70	12.89	282.07	4	10.59	.032*
6-10 year	99	3.67	106.35	12.03	269.84			
11-15 year	91	3.48	100.93	14.80	209.63			
16-20 year	83	3.63	105.23	10.83	260.81			
21 year and above	205	3.60	104.34	12.42	252.80			
Total	501	3.60	104.42	12.69				

* The difference between means is significant at $p < .05$ level.

As shown in Table 7, the happiness levels of school administrators differentiate depending on the length of service ($\chi^2_{(4)} = 10.59, p < .05$). This finding shows that the length of service affects the school administrators in a different manner. In other words, length of service has a word on the happiness levels of school administrators. When the

mean of the range groups is assessed, school administrators who have 1-5 years of experience are the happiest group, followed by 6-10, 16-20, 21 and more and finally 11-15 years. In order to determine what groups have the difference seen in the ranges, Mann Whitney *U* test was used.

Table 8. Mann Whitney *U* Test results on happiness level and length of service

Groups of Length of Service	n	Range Mean	Range Total	<i>U</i>	<i>p</i>
1-5 year	23	63.96	1471	1082	.711
6-10 year	99	60.93	6032		
1-5 year	23	71.13	1636	733	.027*
11-15 year	91	54.05	4919		
1-5 year	23	56.83	1307	878	.557
16-20 year	83	52.58	4364		
1-5 year	23	126.15	2901.5	2089.5	.371
21 year and above	205	113.19	23204.5		

* The difference between means is significant at $p < .05$ level.

As shown in Table 8, the school administrators who have 1-5 years of service differ significantly from the ones who have 11-15 years of experience. In other words, school administrators who have 1-5 years of service are happier than those with 11-15 years of experience.

Table 9. T-test results of total scores of happiness level according to length of service

Groups of Length of Service	n	<i>X</i>	<i>ss</i>	<i>sd</i>	<i>t</i>	<i>p</i>
6-10 years	99	3.67	0.42	188	2.78	.006*
11-15 years	91	3.48	.51			
6-10 years	99	3.67	0.415	180	.657	.512
16-20 years	83	3.63	0.374			
6-10 years	99	3.67	.415	302	1.34	.182
21 years and above	205	3.60	.428			
11-15 years	91	3.48	.510	172	-2.17	.032*
16-20 years	83	3.63	.373			
11-15 years	91	3.48	.510	294	-2.05	.041*
21 years and above	205	3.60	.428			
16-20 years	83	3.63	.373	286	.569	.570
21 year and above	205	3.60	.428			

* The difference between means is significant at $p < .05$ level.

According to the t-test results, there are meaningful differences between 6-10 and 11-15 years group ($t(188) = 2.78$, $p > .05$), 11-15 and 16-20 years group ($t(172) = -2.17$, $p > .05$) and 11-15 and 21 years and above ($t(294) = -2.05$, $p > .05$)

3.3 Findings for the Third Sub Research Question: What level do the school administrators show their self-efficacy skills as to school administration?

Table 10. The self-efficacy levels of school administrators concerning school management

n	X	SS
501	4.17	.41

The self-efficacy levels of school administrators were determined 4.17 out of 5. According to this result, the self-efficacy levels of school administrators can be regarded as high. In other words, school administrators perceive themselves as competent in school management. The descriptive statistics and the histogram graph of this finding can be seen in Table 11 and figure 2.

Table 11. The descriptive statistics concerning Self-Efficacy Scale

N	501
Mean	4.171213
Standard Error of Mean	.0185020
Median	4.111111
Mod	4.0000
Standard Deviation	.4141304
Variance	.172
Skewness	.024
Kurtosis	-.189
Range	2.2778
Minimum Value	2.7222
Maksimum Value	5.0000

As shown in Table 11, the statistics of school administrators concerning SEPS are listed as: the mean $\bar{X} = 4.17$, standard deviation $SD = .41$, variance $SS^2 = .17$, standard error $S_E = .02$, mod 4.0, median 4.11, skewness.024, kurtosis -.189. The minimum value for the averages of scores is 2.72 and maximum value is 5.00. The range of the scores is 2.28.

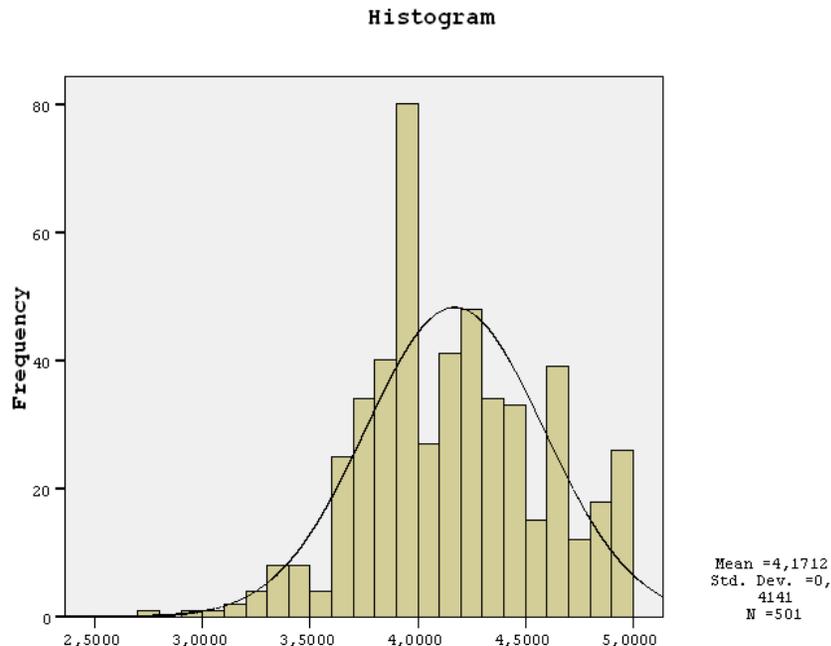


Figure 2. The histogram graph on self-efficacy levels of school administrators

According to the graph, the self-efficacy level of school administrators agglomerates between 4 and 5. From the graph, it can be said that the happiness level shows a normal average and agglomerates near the mean. According to

the Table 24 and Figure 10, the scores of the self-efficacy perceptions of the school administrators tend to be left slanting (right agglomeration). Moreover, the means don't show significant deviations.

3.4 Findings for the Fourth Sub Research Question: Does the self-efficacy level of school administrators differ significantly according to demographic variables?

According to the analyses, there aren't any significant differences between their self-efficacy level and gender, marital status, administrative position, length of administrative service, teaching branch, length of service in the current school, education background, the number of students in the school. On the other hand, there is a significant difference between happiness level and age, their length of service and the number of teachers in the school.

Table 12. The group means and standart deviations of total scores of the school administrators' perceptions concerning self-efficacy levels according the age variable

Dimensions	Age groups	n	X	ss
Administrative Competence	35 and below	130	4.16	.5147
	36-40	111	4.17	.4628
	41-45	92	4.25	.4130
	46-50	72	4.34	.4014
	51 and above	96	4.35	.4294
Instructive Leadership Competence	35 and below	130	4.04	.5097
	36-40	111	4.03	.5045
	41-45	92	4.18	.4596
	46-50	72	4.23	.4618
	51 and above	96	4.23	.4075
Ethical Leadership Competence	35 and below	130	4.06	.4552
	36-40	111	4.09	.4923
	41-45	92	4.15	.4110
	46-50	72	4.32	.3928
	51 and above	96	4.20	.3884

As shown in Table 12, it can be seen that the school administrators who are 46-50 and 51 and above ages have higher scores than other age groups. In order to determine whether this difference is meaningful or not, One-Way ANOVA test was carried out. The results of One-Way ANOVA test are listed in Table 13.

Table 13. One-Way Variance Analysis (One-Way ANOVA) Results According to Age Variable on Self-efficacy Levels

Dimensions	Variance Resource	Total	sd	Mean	F	p
Administrative Competence	Intergroup	3.49	4	.873	4.237	.002*
	Ingroup	102.22	496	.206		
Instructive Leadership Competence	Intergroup	4.13	4	1.03	4.591	.001*
	Ingroup	111.65	496	.225		
Ethical Leadership Competence	Intergroup	3.74	4	.935	4.930	.001*
	Ingroup	94.04	496	.190		

*The difference between means is significant at $p < .05$ level.

As shown in Table 13, there are meaningful differences between age groups in sub-dimensions: Administrative Competence ($F(4,496)= 4.237, p < .05$), Instructive Leadership Competence ($F(4,496)= 4.591, p < .05$) and Ethical

Leadership Competence ($F(4,496) = 4.930, p < .05$). In other words, the self-efficacy levels of school administrators differ significantly according to the age groups. In order to determine which age groups differ, Levene test was carried out and homogenous distribution was detected. Next, Scheffe test was done.

Table 14. Scheffe test results according to age variable on self-efficacy levels

Dimensions	Age (I)	Age (J)	Mean Difference	Standard Deviation	P
Administrative Competence	35 and below	51 ve above	-.1965	.061	.036*
	35 and below	46-50	-.2556	.0640	.003*
Ethical Leadership Competence	36-40	46-50	-.2315	.0659	.016*

*The difference between means is significant at $p < .05$ level.

According to the Scheffe test results, it was determined that the youngest age group 35 and below have higher self-efficacy levels than 46-50 and 51 and above age groups. 36-40 age groups have higher self-efficacy levels than 46-50 age groups of school administrators.

According to the findings, there is a meaningful difference between self-efficacy levels and the length of service. In order to test the meaningfulness between the total scores of self-efficacy levels of school administrators according to the length of service, Kruskal Wallis H -Test was carried out.

Table 15. Kruskal Wallis H -Test results according to the length of service variable on self-efficacy levels

Dimensions	The Length of Service Groups	n	Mean	χ^2	P
Administrative Competence			182.46	23.10	.000*
			239.33		
	1-5 year	23	212.66		
			245.24		
	6-10 year	99	239.33		
	11-15 year	91	212.66		
Instructive Leadership Competence	16-20 year	83	245.24	23.74	.000*
	21 and above	205	283.67		
	1-5 year	23	214.89		
	6-10 year	99	235.20		
	11-15 year	91	208.66		
Ethical Leadership Competence	16-20 year	83	238.70	21.34	.000*
	21 and above	205	286.46		
	1-5 year	23	193.54		
	6-10 year	99	231.78		
	11-15 year	91	216.28		
	16-20 year	83	247.48		
	21 and above	205	283.57		
	Total	501			

*The difference between means is significant at $p < .05$ level.

According to the results of the analysis, it can be seen that the self-efficacy levels of school administrations differ significantly according to the length of services in the following sub-dimension: Administrative Competence ($\chi^2_{(4)} = 23.10, p < .05$), Instructive Leadership Competence ($\chi^2_{(4)} = 23.74, p < .05$) and Ethical Leadership Competence ($\chi^2_{(4)} =$

21.34, $p < .05$). This finding indicates that the length of service have different effects on self-efficacy levels of school administrators. In order to determine which groups have meaningful differences t -test (Table 32) and Mann Whitney U test (Table 33) were carried out.

Table 16. T-Test results of independent groups concerning self-efficacy levels of administrators according to the length of service

Dimensions	Length of Service Groups	n	\bar{X}	ss	sd	t	p
Administrative Competence	6-10 years	99	4.20	.4934	302	-2.78	.006*
	21 and above	205	4.35	.4059			
	11-15 years	91	4.12	.4906	294	-4.08	.000*
	21 and above	205	4.35	.4059			
	16-20 years	83	4.22	.4762	286	-2.315	.021*
	21 and above	205	4.35	.4059			
Instructive Leadership Competence	6-10 years	99	4.08	.4940	302	-2.91	.004*
	21 and above	205	4.24	.4212			
	11-15 years	91	3.98	.5250	294	-4.56	.000*
	21 and above	205	4.24	.4212			
	16-20 years	83	4.08	.4989	286	-2.847	.005*
	21 and above	205	4.24	.4212			
Ethical Leadership Competence	6-10 years	99	4.09	.4526	302	-3.04	.003*
	21 and above	205	4.25	.3997			
	11-15 years	91	4.04	.5097	294	-3.82	.000*
	21 and above	205	4.25	.3997			
	16-20 years	83	4.14	.4244	286	-2.036	.043*
	21 and above	205	4.25	.3997			

*The difference between means is significant at $p < .05$ level.

According to the t -test results, the school administrators who have 21 and more years service have the highest self-efficacy scores, followed by those with 16-20, 6-10, 11-15 years.

Table 17. Mann Whitney U test results of self-efficacy levels according the length of service variable

Dimensions	Length of Service Groups	n	RangeMean	Range Total	U	p
Administrative Competence	1-5 year	23	71.00	1633	1357	.001*
	21 and above	205	119.38	24473		
Instructive Leadership Competence	1-5 year	23	84.85	1951	1675	.021*
	21 and above	205	117.83	24154		
Ethical Leadership Competence	1-5 year	23	75.78	1743	1467	.003*
	21 and above	205	118.84	24363		

*The difference between means is significant at $p < .05$ level.

When the Mann Whitney U test results are analysed in Table 33, it can be seen that the school administrators who have 21 and more years of service have the highest self-efficacy perceptions in the sub-dimensions Administrative Competence, Instructive Leadership Competence and Ethical Leadership Competence.

According the findings, there is a meaningful difference between self-efficacy levels and the number of teachers in the school. In order to test the meaningfulness between the total scores of self-efficacy levels of school administrators according to the number of teachers in the school, Kruskal Wallis *H*-Test was carried out. The results of Kruskal Wallis *H*-Test are listed in Table 18.

Table 18. Kruskal Wallis *H*-Test results results according to the number of teachers in the school variable on self-efficacy levels

Dimensions		The number of teacher in the school groups	n	Mean	χ^2	P
Administrative Competence		20 and below	252	238.43	11.412	.044*
		21-40	197	258.85		
		41-60	31	323.69		
		61-80	9	227.94		
		81-100	10	214.85		
		101 and above	2	219.00		
Instructive Competence	Leadership	20 and below	252	247.10	3.646	.601
		21-40	197	252.87		
		41-60	31	282.10		
		61-80	9	200.94		
		81-100	10	242.55		
		101 and above	2	343.75		
Ethical Competence	Leadership	20 and below	252	243.29	3.599	.609
		21-40	197	257.08		
		41-60	31	278.97		
		61-80	9	234.67		
		81-100	10	232.40		
		101 and above	2	355.75		
Total			501			

*The difference between means is significant at $p < .05$ level in Administrative Competence Dimension.

As shown Table 18, there is a meaningful difference between self-efficacy perceptions of school administrators and the number of teachers in the school in Administrative Competence Dimension ($\chi^2_{(5)} = 11.412$, $p > .05$). The self-efficacy level doesn't differ in the Instructive Leadership ($\chi^2_{(5)} = 3.646$, $p > .05$) and Ethical Leadership ($\chi^2_{(5)} = 3.599$, $p > .05$) Dimensions. That is, the school administrators' self-efficacy perceptions don't change according to the number of teachers in the school in these two sub-dimensions. The meaningful difference in Administrative Competence Dimension was analysed via t-test (Table 19) and Mann Whitney U test (Table 20) in order to find which intergroups show significant differences.

Table 19. T-test results of independent intergroups of self-efficacy levels according to the number of teachers in schools in Administrative competence dimension

Dimensions	The number of teacher in the school groups	n	\bar{X}	ss	sd	t	p
	20 and below	252	4.19	.4802	447	-1.865	.063
	21-40	197	4.27	.4248			
Administrative Competence	20 and below	252	4.19	.4802	281	-3.084	.002*
	41-60	31	4.47	.4495			
	21-40	197	4.27	.4248	226	-2.406	.017*
	41-60	31	4.47	.4495			

*The difference between means is significant at $p < .05$ level.

As shown in Table 19, the school administrators who have 41-60 teachers in their schools have higher self-efficacy levels than those with 21-40 and 20 and less teachers in their schools. Furthermore, the school administrators who have 21-40 teachers in their schools have higher self-efficacy levels than those with 20 and less teachers in their schools.

Table 20. Mann Whitney U test results of self-efficacy levels according the number of teachers in schools in Administrative competence dimension

Dimensions	The number of teacher in the school groups	n	RangeMean	Range Total	U	p
	61-80	9	10.22	92.00	43.00	.869
	81-100	10	9.80	98.00		
Administrative Competence	61-80	9	6.00	54.00	9.00	1.00
	101 and above	2	6.00	12.00		
	81-100	10	6.55	65.50	9.50	.913
	101 and above	2	6.25	12.50		

*The difference between means is significant at $p < .05$ level.

As shown in Table 20, there aren't meaningful differences between the number of teacher in the school groups 61-80 and 81-100, 61-80 and 101-and more and 81-100 and 101 and more. In other words, these groups don't affect the school administrators' self-efficacy level.

3.5 Findings for the Fifth Sub Research Question: Is there a relation between school administrators' happiness level and their self-efficacy levels?

In order to determine whether there is a relation between school administrators' happiness level and their self-efficacy levels, Pearson Correlational Analysis was used.

Table 21. pearson correlational analysis results

	Dimensions	n	\bar{X}	Likert Mean.	ss	r	p
Happiness (6 Likert)	Administrative Competence	501	104.42	3.60	.4374		
				4.24	.4598	.288	.000**
Self-efficacy (5 Likert)	Instructive Leadership Competence	501	75.08	4.13	.4812	.350	.000**
				4.15	.4422	.316	.000**
	Ethical Leadership Competence						

** The difference between means is significant at $p < .01$ level.

It can be defined that correlational coefficient is between .70-1.00 as absolute value is high; between .70-.30 is medium and between .30-.00 is low level relation (Büyükoztürk, 2010). According to the findings in Table 44, there is a meaningful relation ($p < .01$). at moderate level in positive direction ($r = .354$) between the happiness level of school administrators ($\bar{X} = 104.42$) and the self-efficacy levels of them ($\bar{X} = 75.08$). From these findings that it can be said that the happiness levels of school administrators increase in harmony with their self-efficacy levels in Amasya Province of Ministry of Education in 2014-2015 education year. When we consider the determination coefficient ($r^2 = .13$), it can be said that the total variance of happiness level stems from their self-efficacy beliefs. However, it must be stated that this kind of result cannot be regarded as a cause-effect relation but a kind of differentiation direction and level (Büyükoztürk, 2010).

3.6 Findings for the Sixth Sub Research Question: Is the self-efficacy level the predictor of the school administrators' happiness level?

Whether the self-efficacy levels of school administrators predict the happiness levels of them was tested via regression analyses. For the analysis, SPSS 15.0 was used and the findings are listed below:

Table 22. The regression analysis results

Dependent Variable: Happiness Scale			
$R^2 = .360$			
Adjusted $R^2 = .124$		$F = 24.695^{**}$	
Independent Variable	Dimensions	Standardized Beta	p
Self-efficacy Level Scale	Administrative Competence	.082	.166
	Instructive Leadership Competence	.240	.001*
	Ethical Leadership Competence	.070	.340

*** at 0,001 level, significant (one way)

** at 0,01 level, significant (one way)

* at 0,05 level, significant (one way)

As shown in Table 22, the values of regression analysis between self-efficacy level independent variable and happiness scale dependent variable were determined as $p < 0.001$, $F = 24.695$, $R^2 = .360$ and Adjusted $R^2 = .124$. When we consider these statistics, the independent variable predicts the happiness scale at approximately 36% ($R^2 = .360$) but the self-efficacy levels are not meaningful in the sub-dimensions of Administrative competence and ethical leadership competence. However, they are meaningful in Instructive leadership competence sub-dimensions. When the adjusted R^2 (.124) is assessed, the 16% of happiness scale is predicted by the independent variable. That is,

according to this result, approximately 16% of happiness levels of school administrators stems from their self-efficacy levels.

4. Discussion

In the present study, it was found that school administrators' happiness level is good level. According to the demographic variables, there aren't any significant differences between their happiness level and gender, age, marital status, administrative position, length of administrative service, teaching branch, length of service in the current school, education background, the number of students and teachers in the school. On the other hand, there is a significant difference between happiness level and their length of service. This means that the length of service affects the happiness level of school administrators. The school administrators who have 1-5 years of service have the highest level of happiness when compared to other scales. This finding corresponds with some studies in literature. For instance, Kara (2010) studied the relation between job satisfaction, happiness level and success. He found that the happiness increase along with the length of service.

In the present study, it was found that school administrators' self-efficacy level is high. This means that school administrators consider themselves as competent. This finding corresponds with the findings of some studies, such as Autry (2010), Ayık, Savaş ve Yücel (2015), Federici ve Skaalvik (2012), Lovell (2009), McCullers (2009), Moak (2010), Moran ve Gareis (2005), Nikolas (2013) and O'Neil (2013). Aydın (2009) found in his research that school administrators' self-efficacy level and life satisfaction levels are good. According to his research, the more the school administrators feel competent themselves, the more they have life satisfaction. It can be said that there is a correlational relation between self-efficacy perception and life satisfaction. Moreover, Ata (2005) studied the relation between self-efficacy beliefs and efficient school leadership skills and found that the self-efficacy level of school administrators is high. In the present study, according to the demographic variables, there aren't any significant differences between their happiness level and gender, marital status, administrative position, length of administrative service, teaching branch, length of service in the current school, education background, the number of students. Ata (2015) found in his research that the self-efficacy level of school administrators doesn't differ according to the length of service in the current school. When the findings were analyzed, the self-efficacy level of school administrators differ meaningfully according to age. In this context, school administrators who are 35 and less age feel more competent than the ones who are 46-50 and 51 and above ages. In addition, school administrators who are 36-40 feel more competent than the ones who are 46-50 ages in the sub-dimensions of Administrative competence and ethical leadership. Çevik (2011) studied the self-efficacy levels of teachers and found that their self-efficacy perceptions increase in harmony with their ages. That is, the more they get older, the more they regard themselves competent. There are some researches which found that there is a meaningful relation between self-efficacy perception and age (Benzer, 2011; Kadim, 2012; Özata, 2007; Zararsız, 2012). On the other hand, Ayra ve Kösterelioğlu (2015), Sazali (2010) and Türk (2008) didn't find any meaningful difference between age and self-efficacy level. In the present study, it was found that the self-efficacy level of school administrator differs meaningfully according to the length of service. The school administrators who have 21 and more service years have the highest scores in the Administrative competence, Instructive leadership competence and ethical leadership sub-dimensions. School administrators who have 16-20, 6-10, 11-15 and 1-5 years of experience follow the highest group respectively. Çeliker (2015) revealed a similar finding that the least experienced participants considered themselves less competent than the ones who have more years in the service. Kasap (2012) also found that the participants who have 1-20 years of experience have the highest self-efficacy levels. Daniel and Harwell (2010) found that teachers who have 5 and less years experience have the lowest level of self-efficacy perceptions, as well. There are also other researches which revealed similar results (Aksoy, 2011; Benzer, 2011; Gençtürk, 2008; Gençtürk ve Memiş, 2010; Zararsız, 2012). Also, in the present study, the number of teachers in the school affects the self-efficacy levels of school administrators meaningfully. In the Administrative competence sub-dimension, school administrators who have 41-60 teachers in their school have higher levels of self-efficacy perceptions than 21-40 and 20 and less number of teachers.

In the present study, it was revealed that there is a meaningful relation between happiness level and self-efficacy perceptions of school administrators at moderate level in a positive way. According to this result, it can be said that as the self-efficacy perceptions of school administrators increase, their happiness levels increase, as well. In the literature, any research which investigated the relation between self-efficacy level and happiness level of school administrations hasn't been found. On the other hand, Ata (2005) found that the self-efficacy perceptions of school administrators have a meaningful relation with their efficient school leadership in a positive way. Their self-efficacy levels predict the efficient school leadership skills. When it is checked whether the self-efficacy levels of school administrators predict their happiness level or not, the self-efficacy levels affect the Instructive leadership competence in a meaningful way. According to this finding, almost 16% happiness level of school administrators

stems from their self-efficacy perceptions. According to Asıcı ve İkiz (2015), there is a correlational relation between cognitive flexibility levels and happiness levels of university students, so the increase of cognitive flexibility levels affect the individuals' happiness level in a positive way. On the other hand, the age and education don't affect significantly their cognitive flexibility and happiness levels. According to the findings, in order to be happy, individuals need to meet their biological and psychological needs.

5. Conclusion

As a result, it can be said that the school administrators' happiness level affects their Administrative skills. The more they feel happier, the more they show competences in administrative positions. Besides, as they feel more competent, their happiness levels will also increase. According to the results, there are some suggestions for implementers when we consider this reciprocal relation; there should be new regulations or practises in order to increase the self-efficacy and happiness levels of school administrators. There may be leadership trainings to increase the self-efficacy levels. The social activities can also be organized to increase the happiness levels of the school administrators. Some suggestions can also be made for researchers. The quantitative and qualitative researches can be carried out in order to study the self-efficacy perceptions and happiness levels of school administrations in detail. Other factors which affect the self-efficacies and happiness of the school administrators can be studied. Different variables which may have in relation with the school administrators' self-efficacy perceptions can be studied.

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Notes

Note 1. This paper is based on a master study titled “The Relationship Between School Administrators' Happiness Levels and Their Self-Efficacy Levels”.