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## The Relationship Between Teachers' Self-Efficacy Perceptions and Self-Esteem Levels

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**Abstract.** The purpose of this study is to determine the relationship between teachers' perceptions of interpersonal self-efficacy and their self-esteem levels. In the study, the relational survey method, which is included in the general survey model based on quantitative data, was used. The population of the study consists of 4979 teachers working in public schools in Kastamonu province of Turkey in the 2024-2025 academic year, and the sample consists of 230 teachers selected by simple random sampling method. Interpersonal Self-Efficacy Scale and Self-Esteem Scale were used as data collection tools in the study. SPSS 25 statistical package program was used to analyze the data. In the analysis of the first two sub-problems, arithmetic mean and standard deviation analyses were performed for descriptive statistics. Correlation analysis was used to analyze the third sub-problem and regression analysis was used to analyze the fourth sub-problem. According to the results of the research, teachers' perception of self-efficacy is at a very high level. When the sub-dimensions were analyzed, it was seen that the perception of self-efficacy related to obtaining support from colleagues was higher than the perception of self-efficacy related to obtaining support from administrators and perceived self-efficacy in classroom management. Teachers' self-esteem is at a high level. As a result of the research, it was seen that there was a moderate positive significant relationship between teachers' self-efficacy perceptions and their self-esteem. As teachers' perceptions of perceived self-efficacy in classroom management, perceptions of perceived self-efficacy in obtaining support from colleagues and perceptions of perceived self-efficacy in obtaining support from administrators increase, their self-esteem increases. Among the sub-dimensions of self-efficacy, teachers' perceptions of perceived self-efficacy in classroom management and perceptions of perceived self-efficacy in obtaining support from colleagues are significant predictors of teachers' self-esteem. All findings were discussed in relation to the related literature.

**Keywords.** Teacher, Self-efficacy, Self-esteem

### 1. Introduction

In today's education model, teachers are expected to be a good conductor who can plan and organize teaching-learning processes very well, a good team coach and jazz musician, a good observer and guide, and raise individuals who have adopted both national and universal values, who learn to learn and transform what they learn into behavior, and who have critical thinking and problem solving skills. For this reason, teachers today need to have more competencies (Gökçe, 2000). Teachers' fulfillment of the professional competencies expected

of them is closely related to their belief that they can fulfill the task they perform, as well as the qualified education they receive (Yılmaz, Köseoğlu, Gerçek & Soran, 2004). In order for teachers to fully fulfill the duties and responsibilities related to their profession, it is important that their belief that they can transfer their knowledge and skills to their students, i.e. their self-efficacy, is at a sufficient level. The success levels of teachers who believe that they can perform their profession in a real sense also increase (Şenol & Ergün, 2015).

One of the concepts affecting teachers' self-efficacy is self-esteem, in other words, self-respect. Self-esteem, which includes a positive attitude towards one's own self, self-love and self-efficacy, plays an important role in overcoming the events faced by the individual. Individuals with high self-esteem believe that they are important, successful and talented (Salami, 2010) and feel valuable. Coleman and Hendry (1990) emphasized that people with high self-esteem are healthy, productive and happy individuals, strive to achieve more success and are more diligent in coping with the difficulties they face, while people with low self-esteem are pessimistic, worried about the future and more prone to failure. Kassin (1998) also stated that people with low self-esteem are more prone to consider themselves unsuccessful, show less effort in their work and are more irritable.

While low self-esteem causes individuals to be affected by negative situations more quickly, high self-esteem enables them to perceive conditions more positively and cope with negative situations more easily (Karataş, 2012). Studies (Bektaş & Kenar, 2017; Kutlu & Soğukpınar, 2015; Özşaker, Canpolat & Yıldız, 2011) have shown that individuals with high self-esteem perceive themselves as more respectable, important, useful and socially compatible, and that these individuals are open to new ideas and have higher levels of subjective well-being (Eryılmaz & Atak, 2011; Doğan & Eryılmaz, 2013), problem solving (Er, Aktaş, Türker, Güven & Alkan, 2018) and empathizing skills are high, creative, sociable, successful in individual and social relationships and have researcher qualities (Körükçü, Gündoğan & Ogelman, 2014). It is stated that individuals with low self-esteem are individuals who have trust problems with the people and groups they are in contact with, have low professional motivation (Danişman, Çifçi, Tosuntaş & Karadağ, 2016), are more easily caught up in despair, have more adaptation problems in individual and social relationships, and are more likely to feel shame and guilt (Cevher & Buluş, 2007).

From the perspective of the field of education, it is important for teachers to have high self-esteem as well as high self-efficacy beliefs in order to reach the desired level of performance. According to Bandura (1995), having the necessary skills alone is not enough to be successful. In order to be successful, it is necessary to use the skills in the most effective way. Gawith (1995) states that even if an individual has the ability to accomplish a job, he/she may not be able to do that job if he/she does not have enough self-confidence that he/she can accomplish that job. An individual's self-efficacy belief affects his/her motivation, perspective and performance; high self-efficacy belief increases success and job satisfaction. People with high self-efficacy beliefs act more decisively in achieving their goals and can quickly repair their feelings of self-efficacy after mistakes or defeat. People with low self-efficacy beliefs, on the other hand, avoid undertaking tasks that involve risk in achieving success and prefer to give up their work instead of making an effort when they encounter any difficulties (Bandura, 1994).

When the studies in the literature are examined, it is seen that individuals with high self-efficacy beliefs can produce solutions faster in the face of obstacles and maintain their commitment to the goals they are trying to achieve (Bandura, 1977; Bandura, 1994; Scholz, Dona, Sud & Schwarzer, 2002). Teachers with high self-efficacy beliefs also have high problem solving skills (Tschannen-Moran, Woolfolk Hoy & Hoy, 2001; Yenice, 2009) and professional

efficiency (Morgil, Seçken & Yücel, 2004). Teachers with high self-efficacy show resistance in the face of difficulties, and these teachers have lower critical attitudes towards students who make mistakes (Ashton & Webb, 1986). Teachers with high self-efficacy can work with students with learning difficulties for longer periods of time (Gibson & Dembo, 1984), are open to new ideas and opinions, are willing to apply new methods and models, are more efficient and successful in meeting the demands of their students (Tschannen-Moran & Woolfolk-Hoy, 2001), and work more organized and planned (Allinder, 1994).

In the study conducted by Girgin, Akamca, Ellez, and Oğuz (2010), it was found that pre-service teachers' self-efficacy perceptions were high and their self-esteem was at a medium level and there was a positive and significant relationship between the two variables. Özcan (2015) found that teachers' self-efficacy perceptions and self-esteem were at high levels and there was a positive and significant relationship between the two variables. In the study conducted by Kılıç (2022), it was found that pre-service teachers' self-efficacy perceptions were at a moderate level and their professional self-esteem was at a sufficient level, there was a moderate relationship between the two variables, and pre-service teachers' self-efficacy significantly predicted their professional self-esteem. Dadandı (2017) stated that there was a significant relationship between students' self-efficacy perceptions and self-esteem.

Based on the fact that the majority of the studies on self-efficacy and self-esteem have been conducted with the participation of students and pre-service teachers and the above-mentioned, it is thought that it is important to determine the self-efficacy perceptions and self-esteem of teachers and to examine the relationship between them, and it is considered that the research will contribute to the studies on these issues in the literature.

## 2. Literature Review

**The conductor metaphor** is the image of a leader who knows and interprets music very well, who can bring the members of an ensemble together to achieve a common and single goal, even though they play different instruments. The team coach metaphor refers to a leader who has clear goals for the team as a whole and for each member of the team, who enables each member of the team to strengthen their weaknesses and emphasize their strengths, and who knows what motivates each member of the team to achieve this. **The jazz musician metaphor** refers to a leader who can think both within and outside the box, see the whole picture, add new notes to the music when necessary, change the tempo of the music, lengthen or shorten the music according to the mood of the group, and make it sad or joyful (Achinstein & Barrett, 2004; Baker, 1991; Ben-Peretz et al., 2003; Martinez, Souleda, Huber, 2001; Wasley, 1991). Teachers are expected to be a good observer and a qualified guide, a good conductor and team coach, as well as a good jazz musician in order to transform their students into individuals who adopt both national and universal values, learn to learn and transform what they learn into behavior, and have critical thinking and problem-solving skills. In order to be able to demonstrate all these skills at the same time, it is essential for the teacher to have a high level of self-efficacy and self-esteem.

### 2.1. Self-Efficacy

Self-efficacy is individuals' preconceptions about their own capacities, their judgments and beliefs about the extent to which they can achieve success in coping with difficult situations they may encounter in the future (Aşkar & Umay, 2002; Bandura, 1986). Senemoğlu (2002) describes self-efficacy belief as a person's self-perception of the extent to which he/she will be successful in coping with the events and situations he/she will encounter and defines the concept

as the result of the individual's belief in what he/she can achieve and what he/she can accomplish with his/her abilities. Self-efficacy perception is a person's assessment of whether he/she is competent in a particular field or subject, and the result of this assessment affects his/her preferences and decisions (Hackett, 2002). In other words, self-efficacy belief is an intrinsic source of motivation that is not a direct result of an individual's abilities but reveals what an individual can achieve with the conditions and abilities they possess. Different individuals with similar abilities can perform differently depending on the differences in self-efficacy beliefs (Çolak, Yorulmaz & Altinkurt, 2017).

People with high self-efficacy exhibit a calmer attitude in the face of difficult work or tasks (Flannagan, 2007). A high level of self-efficacy perception increases the success level of individuals; it leads to positive results such as more motivation, effort, spending time to complete a task and not giving up (Demiralay, 2008). Teachers' self-efficacy perception levels have been addressed in different studies on self-efficacy (Ashton, 1984; Bandura, 1997; Emmer & Hickmen, 1991; Gibson & Dembo, 1984; Ross, 1992). Teacher self-efficacy was defined by Ashton (1984) as 'the belief in one's ability to positively affect learning processes', while Tschannen-Moran, Woolfolk-Hoy & Hoy (1998) explained the concept as 'teachers' level of belief in their capacity to create a positive learning environment and contribute to students' development process'. Eker (2014), on the other hand, defined teacher self-efficacy as 'the belief in competence in classroom management, relationships with students, and the use of teaching methods and techniques'. Gibson and Dembo (1984) emphasize that there is a linear relationship between teacher effectiveness and self-efficacy beliefs and that teacher self-efficacy is the most important variable that positively affects students' attitudes, behaviors and achievement levels. In addition, self-efficacy beliefs are directly related to teachers' developing positive attitudes towards teaching in the classroom (Tschannen-Moran et al. 1998).

It is important to have a high level of self-efficacy belief in order to meet professional competencies. Because when teachers with low levels of belief in their abilities and skills encounter a difficult situation or experience a failure, they may tend to give up instead of making efforts to solve the problem. In addition, teachers with low levels of self-efficacy beliefs may experience feelings of boredom and anger frequently, which may push them to create an overly disciplined and rigid atmosphere in the classroom environment (Keskin, 2006). While negative self-efficacy beliefs lead to failure, individuals with high levels of self-efficacy beliefs have high levels of success in their work, and these individuals can organize their work better (Yılmaz & Bökeoğlu, 2008). As stated by Pajares and Schunk (2001), the belief that success cannot be achieved leads to fear and this fear causes the person to avoid doing that job. Belief in success, on the other hand, pushes people to act decisively to perform the task in question. For this reason, people with high self-efficacy perception are more likely to be successful, while people with low self-efficacy perception are more likely to fail with dissatisfaction, anxiety, stress and tension (Bandura, 1997). Therefore, self-efficacy belief is an important factor in explaining the performance differences between teachers with similar skills, experience and opportunities (Kurt, 2016).

Self-efficacy belief affects perception, motivation and performance as a result (Şenel, 2014). Teachers' efforts in the teaching process in the classroom are highly influenced by their level of belief in what and how much they can achieve (Bandura, 1997). Moreover, teachers' self-efficacy beliefs are reflected on their success in classroom management (Gibson & Dembo, 1984; Saklofske, Michayluk & Randhawa, 1988). Therefore, the creation of an effective and successful learning environment is highly dependent on teachers' self-efficacy beliefs (Akkoyunlu, Orhan & Umay, 2005; Bandura, 1993). For this reason, it can be said that self-

efficacy belief is an important concept in terms of the teaching profession, in the preparation of the education and training environment, in the effective and efficient conduct of education and training activities, and in the ability of students to reach the desired level of learning (Kiremit, 2006).

## *2.2. Self-Esteem*

Self-esteem, in other words, self-respect is defined as seeing oneself as one is, finding oneself positive and valuable, and being satisfied with oneself (Yörükoğlu, 2007). The concept includes many meanings such as liking and approving oneself, feeling diligent, valuable, effective and successful, having self-confidence and finding oneself worthy of love (Öner Altıok, Ek & Koruklu, 2010) and expresses feelings of self-acceptance, self-confidence and self-worth (Leory, 1996). Briefly, self-esteem is defined as all the positive or negative feelings and thoughts that a person has about himself/herself (Rosenberg, Rosenberg, Schooler & Schoenbach, 1995). A high level of self-esteem results in positive self-evaluation and a low level of self-esteem results in negative self-evaluation (Baumeister, Campbell, Krueger & Vohs, 2003).

Rosenberg (1965) also defines self-esteem as an individual's positive or negative attitude towards himself/herself. Individuals may see themselves as superior to most people, but they may still consider themselves inadequate according to the standards they set for themselves. If an individual's self-evaluation is positive, it can be said that his/her self-esteem is high, and if it is negative, it can be said that his/her self-esteem is low (Karademir, Döşyılmaz, Çoban & Kafkas, 2010). According to Coopersmith (1967), self-esteem constitutes an important dimension of personality and high self-esteem causes individuals to feel secure in their relationships and to be more effective and active. It is not necessary to have superior qualities in order to see oneself positively and to respect oneself. Self-esteem, which means perceiving oneself as important, valuable and successful, is a positive state of mind that enables the individual to accept himself/herself as he/she is and to be satisfied with his/her current situation, and to trust himself/herself (Yörükoğlu, 2007).

In the formation and development of self-esteem, factors such as being socially accepted, being loved and feeling valuable, and being successful by exhibiting their knowledge, skills and abilities have an important place (Karaaslan, 1993; Yörükoğlu, 2007). People with high self-esteem see themselves positively, are aware of their strengths and strive to improve themselves in their weaknesses (Uyanık Balat & Akman, 2004). Maslow stated that in order to be truly productive and successful, a person should reach a healthy level of self-esteem. According to Maslow, the first source that nourishes self-esteem is the accepting attitude, love and respect that the person receives from the people he/she cares about; the second source is the competence and success of the person in his/her work (Joseph, 2001).

Individuals with high levels of self-esteem evaluate themselves positively, discover their weaknesses and strive to improve them (Yıldırım, Kırımoğlu & Temiz, 2010), and as a result, they make fewer mistakes and become more successful. These individuals set realistic goals, know how to achieve these goals and can take responsibility for their mistakes (Patrick, Neighbors & Knee, 2004). People with high levels of self-esteem are able to re-evaluate the methods and possibilities for solutions in cases where they fail; they consider situations that result in failure as a new opportunity to improve themselves (Ünsar & İşsever, 2003). People with low self-esteem, on the other hand, avoid doing things that will draw attention to themselves, avoid exhibiting themselves, cannot act entrepreneurially due to fear of rejection, and set goals below their capacities (Skaalvik & Hagvet, 1990). Therefore, a low level of self-

esteem prevents the individual from fully perceiving his/her current situation and capacity and negatively affects his/her ability to take action against the problems he/she faces (Kaner, 2000).

### **3. Purpose of the Research**

The aim of this study is to determine the relationship between teachers' self-efficacy perceptions and their self-esteem levels. In order to reach this aim, answers to the following questions will be sought:

1. What is the level of teachers' self-efficacy perceptions?
2. What is the level of teachers' self-esteem?
3. Is there a significant relationship between teachers' self-efficacy perceptions and self-esteem levels?
4. Are teachers' self-efficacy perceptions a significant predictor of their self-esteem levels?

### **4. Method**

#### *4.1. Research Design*

This study aims to determine the relationship between teachers' perceptions of self-efficacy and their self-esteem levels. In the study, the relational survey model, which is included in the general survey model based on quantitative data (Karasar, 2019) was used. The independent variable of the study is teachers' perceptions of self-efficacy, and the dependent variable is teachers' self-esteem levels.

#### *4.2. Method and Participants*

The population of the study consists of 4979 teachers working in public schools in Kastamonu province of Turkey in the 2024-2025 academic year (URL-1, 2024). At the end of the data collection process, a total of 255 teachers were reached by simple random sampling method. In the missing value analysis, a small number of items that were randomly left blank were assigned through the EM algorithm. As a result of the outlier analysis, 25 questionnaires were removed from the data set, and the analysis of the application was conducted with the remaining 230 questionnaires. This number corresponds to 4.61% of the teachers in the population.

#### *4.3. Data Collection Instruments*

Interpersonal Self-Efficacy Scale and Self-Esteem Scale were used to collect the data in the study. Necessary permissions were obtained for the use of the scales in the study. The questionnaire was hand-delivered to all schools planned to be reached in the study, and data were collected via Google form for cases where the questionnaire forms could not be delivered face-to-face.

*Interpersonal Self-Efficacy Scale:* The Interpersonal Self-Efficacy Scale was developed by Çapri and Kan (2006) and consists of 18 items and three sub-dimensions on a 5-point Likert scale. The first sub-dimension of the scale consists of eight items on perceived self-efficacy belief in classroom management, the second sub-dimension consists of five items on perceived self-efficacy in obtaining support from colleagues, and the third sub-dimension consists of five items on perceived self-efficacy in obtaining support from administrators.

*Self-Esteem Scale:* The Self-Esteem Scale was prepared by Bogenç (2005) on a 5-point Likert scale and consists of a single dimension and 20 items. Five of the scale items (3, 4, 6, 7 and 12) are reverse items.

#### 4.4. Data Analysis

It is considered sufficient that the variance explained by the sum of the factors should be at least 30%, and in multifactor designs, the variance explained should be between 40% and 60% (Büyüköztürk, 2011). The single dimension in the Self-Esteem Scale explains 36.3% of the total variance, and the three sub-dimensions in the Interpersonal Self-Efficacy Scale explain 68.41% of the total variance.

In order to determine the level of realization of the variables according to the answers given by the teachers to the questions in the scales used in the study, the formula 'range width / number of groups to be made' (Tekin, 1996) was used and the range width for both scales used in the study was determined as  $5 - 1 / 5 = 0.80$ . Since the scores in the scales are between 1 and 5, the scores approaching 5 indicate that teachers' self-efficacy perception levels and self-esteem levels are high, while the scores approaching 1 indicate that they are low. The arithmetic mean ranges for the scales used in the study are given in Table 1 below.

Table 1

*Arithmetic Mean Ranges for the Scales Used in the Study*

Response	Score Range	Rating	Interpersonal Self-Efficacy Scale	Self-Esteem Scale
5	4.20-5.00	Very high	Strongly Agree	Always
4	3.40-4.19	High	Agree	Frequently
3	2.60-3.39	Moderate	Undecided	Sometimes
2	1.80-2.59	Low	Disagree	Rarely
1	1.00-1.79	Lowest	Strongly Disagree	Never

The most important indicators of normal distribution are skewness and kurtosis values. As a result of the normality analysis, it was seen that the scales used in the research provided a normal distribution. SPSS 25 application was used for data analysis. In the process of analyzing the first two sub-problems (What is the level of teachers' self-efficacy perceptions?, What is the level of teachers' self-esteem?), arithmetic mean and standard deviation analyses were performed for descriptive statistics. Correlation analysis was used to analyze the third sub-problem (Is there a significant relationship between teachers' self-efficacy perceptions and self-esteem levels?) and regression analysis was used to analyze the fourth sub-problem (Are teachers' self-efficacy perceptions a significant predictor of self-esteem levels?). In the interpretation of these analyzes, the values for the correlation coefficient (r values) in Table 2 (Köklü, Büyüköztürk & Çokluk Bökeoğlu, 2006) were taken as basis.

Table 2

*Correlation Coefficient 'r' Values and Meanings*

r' Value	Meaning
0.00	No Relationship
0.01 - 0.29	Low Level Relationship
0.30 - 0.70	Moderate Relationship
0.71 - 0.99	High Level Relationship
1.00	Perfect Relationship

\*p< .01, \*p< .05

## 5. Findings

### 5.1. Findings Related to the First Sub-Problem

Table 3  
*Distribution of Teachers' Self-Efficacy Perceptions*

Sub-Dimensions	n	$\bar{X}$	S
Perceived self-efficacy in classroom management	230	4,08	0,47
Perceived self-efficacy for obtaining support from colleagues	230	4,4	0,47
Perceived self-efficacy for obtaining support from administrators	230	4,32	0,55
General	230	4,24	0,42

When the distribution of teachers' self-efficacy perceptions given in Table 3 is examined, it is seen that teachers have the highest perceived self-efficacy perception ( $\bar{X}=4,40$ ) related to obtaining support from colleagues. The other self-efficacy sub-dimensions are perceived self-efficacy in obtaining support from administrators ( $\bar{X}=4,32$ ) and perceived self-efficacy in classroom management ( $\bar{X}=4,08$ ). In other words, teachers' perceptions of perceived self-efficacy in classroom management were high, while their perceptions of perceived self-efficacy in obtaining support from colleagues and perceived self-efficacy in obtaining support from administrators were very high.

When the distribution of standard deviation values given in Table 3 is examined, it is seen that perceived self-efficacy in classroom management and perceived self-efficacy in obtaining support from colleagues ( $S=,47$ ) are more homogeneously distributed than perceived self-efficacy in obtaining support from administrators ( $S=,55$ ). Accordingly, teachers' perceptions of perceived self-efficacy in classroom management and perceived self-efficacy in obtaining support from colleagues are close to each other, while their perceptions of perceived self-efficacy in obtaining support from administrators are diverging.

As a result, when the self-efficacy perception levels of teachers are analyzed, it is seen that teachers generally have a self-efficacy perception at the level of 'completely agree' ( $\bar{X}=4,24$ ) and this situation shows a homogeneous distribution according to the standard deviation value ( $S=,42$ ). In other words, the self-efficacy perceptions of teachers working in public schools affiliated to the Ministry of National Education are generally at a very high level.

### 5.2. Findings Related to the Second Sub-Problem

Table 4  
*Distribution of Teachers' Self-Esteem*

Items	n	$\bar{X}$	S
1. Are you satisfied with your personality traits?	230	4,15	,67
2. Do you make the final decision when doing something?	230	4,28	,60
3. Do you find yourself worthless in every way when you have a failure?	230	3,74	,91
4. Do you think you are useless and pathetic?	230	4,70	,61
5. Do you think you have done things that you can look back on and be proud of?	230	4,01	,70
6. Does it bother you to be seen as you are?	230	4,62	,75
7. Do you think you are less capable than others?	230	4,14	,75
8. Do others care about you?	230	4,13	,58
9. Are you a sought-after person in your environment?	230	3,88	,69
10. Are your achievements the result of your own talents and efforts?	230	4,54	,61
11. Are you satisfied with yourself?	230	4,22	,69

12. Do you consider yourself worthless when you are criticized for something?	230	4,16	,88
13. Do you know what your interests and needs are and act in a way to meet them?	230	4,18	,65
14. Do you consider yourself valuable even if you fail in some areas?	230	4,13	,82
15. Can you successfully complete the work you have taken on?	230	4,36	,53
16. Do you fight when you are wronged?	230	4,31	,70
17. Do you express your own opinions by taking the floor in meetings?	230	3,86	,91
18. Do you attach importance to the fact that your suggestions are taken into account when decisions are being made in an environment?	230	4,07	,80
19. Do you have confidence in your abilities?	230	4,23	,73
20. Do others enjoy your company?	230	4,10	,62
General	230	4,19	,43

When the distribution given in Table 4 regarding teachers' self-esteem is examined, it is seen that the statement "Do you think that you are useless and pathetic?" ( $\bar{X}=4,70$ ) has the highest value, while the statement "Do you find yourself worthless in every way when you have a failure?" ( $\bar{X}=3,74$ ) has the lowest value. When the standard deviation values are analyzed, it is seen that the most homogeneous distribution is observed in the item "Can you successfully complete the work you have taken on?" ( $S= ,53$ ) and the most heterogeneous distribution is observed in the item "Do you express your own opinions by taking the floor in meetings?" ( $S= ,91$ ). Accordingly, while the teachers' views on being able to successfully complete the work they have taken on have the closest values, their views on expressing their own opinions by taking the floor in meetings have the most distant values.

In conclusion, when the perception levels of teachers' self-esteem are analyzed, it is seen that teachers generally have a self-esteem perception at the level of 'often' ( $\bar{X}= 4,19$ ) and this situation shows a homogeneous distribution according to the standard deviation value ( $S= ,43$ ). In other words, the self-esteem of teachers working in public schools affiliated to the Ministry of National Education is generally at a high level.

### 5.3. Findings Related to the Third Sub-Problem

Table 5

*The Relationship Between Teachers' Self-Efficacy Perceptions and Self-Esteem*

Variables	1	2	3	4	5
1- Self-efficacy	-	,861**	,821**	,853**	,616**
2- Perceived self-efficacy in classroom management		-	,514**	,545**	,585**
3- Perceived self-efficacy for obtaining support from colleagues			-	,685**	,471**
4- Perceived self-efficacy for obtaining support from administrators				-	,482**
5- Self-Esteem					-

\* $p < .01$

When the relationship between the sub-dimensions of self-efficacy and self-esteem is examined, it is seen that there is a moderate, positive and significant ( $r= ,585$ ;  $p < ,01$ ) relationship between teachers' perceptions of self-efficacy in classroom management and their self-esteem. There is a moderate, positive and significant ( $r= ,471$ ;  $p < ,01$ ) relationship between teachers' perceptions of self-efficacy in obtaining support from colleagues and their self-esteem. There is a moderate, positive and significant ( $r= ,482$ ;  $p < ,01$ ) relationship between teachers'

perceptions of self-efficacy related to receiving support from administrators and their self-esteem. There is a moderate, positive and significant ( $r = .616$ ;  $p < .01$ ) relationship between teachers' self-efficacy perceptions and their self-esteem levels.

Considering the coefficients of determination for the sub-dimensions of self-efficacy, it can be argued that 34% of the total variance in self-esteem stems from perceived self-efficacy in classroom management ( $r^2 = 0,34$ ), 22% from perceived self-efficacy in obtaining support from colleagues ( $r^2 = 0,22$ ), 23% from perceived self-efficacy in obtaining support from administrators ( $r^2 = 0,23$ ). On the other hand, considering the coefficient of determination related to self-efficacy, it is possible to say that 47% of self-esteem stems from self-efficacy perception ( $r^2 = 0,23$ ).

In other words, as teachers' perceived levels of self-efficacy in classroom management, perceived levels of self-efficacy in obtaining support from colleagues and perceived levels of self-efficacy in obtaining support from administrators increase, their self-esteem levels increase.

#### 5.4. Findings Related to the Fourth Sub-Problem

Table 6  
*Multiple Regression Analysis Results on the Prediction of Teachers' Self-Esteem*

Variables	B	SH	$\beta$	t	p	Binary r	Partial r
Constant	1,484	,234	-	6,339	,000	-	-
Perceived self-efficacy in classroom management	,393	,058	,428	6,725	,000	,349	,408
Perceived self-efficacy for obtaining support from colleagues	,140	,067	,152	2,082	,038	,108	,137
Perceived self-efficacy for obtaining support from administrators	,113	,059	,144	1,923	,056	,100	,127

$R = .626$ ;  $R^2 = .391$ ;  $F(3-229) = 48,436$ ;  $p = .000$

When the results of the multiple regression analysis on the prediction of teachers' self-esteem are analyzed, it is seen that the variables of perceived self-efficacy in classroom management, perceived self-efficacy in obtaining support from colleagues and perceived self-efficacy in obtaining support from administrators together exhibit a significant relationship with teachers' self-esteem ( $R = .626$ ;  $R^2 = .391$ ;  $p = .000$ ). These predictor variables together explain 39% of the total variance in teachers' self-esteem. According to the standardized regression coefficient ( $\beta$ ), the relative order of importance of the predictor variables on teachers' self-esteem is perceived self-efficacy in classroom management, perceived self-efficacy in obtaining support from colleagues, and perceived self-efficacy in obtaining support from administrators.

When the t-test results regarding the significance of the regression coefficients are analyzed, it is seen that perceived self-efficacy in classroom management and perceived self-efficacy in obtaining support from colleagues are significant predictors of teachers' self-esteem. On the other hand, perceived self-efficacy in obtaining support from administrators did not have a significant effect on teachers' self-esteem ( $p > 0.05$ ). According to the regression analysis results, the regression model for predicting teachers' self-esteem is given below. Teachers' self-

esteem= 1,484 + ,393 perceived self-efficacy in classroom management + ,140 perceived self-efficacy in obtaining support from colleagues + ,113 perceived self-efficacy in obtaining support from administrators. In other words, teachers' perceived self-efficacy in classroom management and perceived self-efficacy in obtaining support from colleagues are significant predictors of teachers' self-esteem.

## **6. Discussion, Conclusion and Suggestions**

When the findings of the first sub-problem of this study, which was conducted to determine the relationship between teachers' perceptions of self-efficacy and their self-esteem levels, were examined, it was seen that teachers working in public schools had high levels of perceived self-efficacy in classroom management, and very high levels of perceived self-efficacy in obtaining support from colleagues and administrators. When the arithmetic mean scores of the findings obtained were examined in detail, it was seen that teachers had the highest perception of perceived self-efficacy related to obtaining support from colleagues, and the other self-efficacy sub-dimensions were perceived self-efficacy perception related to obtaining support from administrators and perceived self-efficacy perception in classroom management, respectively. When the total self-efficacy perception levels of teachers are analyzed, it is seen that the self-efficacy perceptions of teachers working in public schools are generally at a very high level.

Some studies on self-efficacy (Ayra & Kösterelioğlu, 2015; Barut, 2011; Doering, Veletsianos, Scharber & Miller, 2009; Eker, 2014; Ekici, 2006; Özata, 2007; Seferoğlu & Akbıyık, 2005; Turcan, 2011; Yavuz, 2009) revealed that teachers' self-efficacy is at a medium level and the results obtained in the mentioned studies do not comply with the results of this research. Çimen (2007), Demirtaş, Cömert & Özer (2011), Gömleksiz & Serhatlıoğlu (2013), Kaçar & Beycioğlu (2017), Özdemir (2010), Öztürk & Ertem (2017), Özyıldırım (2018), Pendergast, Garvis & Keogh (2011), Saracaloğlu & Aydoğdu (2012), Soysal (2014), Toy (2015), Yılmaz (2019) and Yılmaz and Gürçay (2011) revealed that teachers' self-efficacy is at a high level in their studies and the results obtained in these studies support the results of this research.

Leithwood (2007) states that self-efficacy is an individual's belief in his/her ability and capacity. Schunk (1990) also stated that self-efficacy belief is the most important predictor of human behavior. In terms of the field of education, self-efficacy can be defined as teachers' perceptions about themselves in terms of their capacity to carry out teaching and learning effectively and efficiently and to increase student achievement (Akbaş & Çelikkaleli, 2006). Self-efficacy belief is used to explain the differences between teachers' performances (Riggs & Enochs, 1990). Gibson and Dembo (1984) also emphasized that self-efficacy belief is a good predictor of teacher behavior. When the researches on teacher self-efficacy are examined, it is seen that teachers with high self-efficacy beliefs are more organized and planned professionally, these teachers are more passionate about teaching and learning (Bıkmaz, 2004), they show a more positive attitude in classroom management, and they are more open to new approaches to meet the needs and desires of students and can keep students' motivation and achievement levels higher (Akbaş & Çelikkaleli, 2006; Ekici, 2006, Günhan Cantürk & Başer, 2007). In support of these results, Czerniak (1990) also stated that teachers with high self-efficacy perception have a researcher structure and that these teachers prefer to use student-centered strategies, while teachers with low self-efficacy perception use teacher-centered strategies more.

When the findings related to the second sub-problem of the study are examined, it is seen that the self-esteem of teachers working in public schools is generally at a high level. When

the findings related to teachers' self-esteem are examined, it is seen that the highest value is given to the statement "Do you think that you are useless and pathetic?" and the lowest value is given to the statement "Do you find yourself worthless in every way when you have a failure?" and these statements in the scale are coded as reverse items. For this reason, the fact that teachers do not see themselves as useless and pathetic and do not find themselves worthless in every way when they experience a failure shows that teachers' self-esteem perceptions are positive. When the findings of the second sub-problem of the study are analyzed in general, it is seen that the self-esteem of teachers working in public schools is generally at a high level.

In the study conducted by Titrek, Konak, and Titrek (2013), it was revealed that teachers' self-esteem was at a low level, and the finding obtained in this study does not comply with the result of this research. Abbasoğlu and Öncü (2013), Camadan, Baştopu, Tosun, Yangın and Kılıç (2018), Irmak (2015), Kılıç (2023), Sarıpek (2022) and Yüner (2018) revealed that teachers' self-esteem is at a high level in their studies and the results obtained in the mentioned studies support the results of this research. Self-esteem emerges as a result of self-evaluation (Augusto-Landa, Lopez-Zafra, Aguilar-Luzon & Ugarte, 2009), and people with high self-esteem care more about achieving their goals than those with low self-esteem (Hollenbeck & Brief, 1987). Pullmann and Allik (2008) also emphasized that there is a positive relationship between self-esteem and academic achievement. Individuals with low self-esteem, which is an indicator of how valuable a person is (Lingren, 1991; Rutledge, 2000), exhibit a more fragile and non-resilient attitude towards negative factors since they cannot evaluate themselves positively (Cast & Burke, 2002).

When the findings related to the third sub-problem of the study are examined, it is seen that there is a moderate, positive and significant relationship between teachers' self-efficacy perceptions and their self-esteem levels. As teachers' perceived self-efficacy perception levels in classroom management, self-efficacy perception levels regarding obtaining support from colleagues and self-efficacy perception levels regarding obtaining support from administrators increase, their self-esteem levels also increase. The results obtained in the studies conducted by Dadandı (2017), Girgin et al. (2010), Kılıç (2022) and Özcan (2015) support the results of this research.

When the findings related to the fourth sub-problem of the study are examined, it is seen that teachers' perceptions of perceived self-efficacy in classroom management and perceived self-efficacy in obtaining support from colleagues, which are sub-dimensions of self-efficacy, are significant predictors of teachers' self-esteem. As teachers' perceptions of perceived self-efficacy in classroom management and perceived self-efficacy in obtaining support from colleagues increase, teachers' self-esteem levels increase. On the other hand, perceived self-efficacy in obtaining support from administrators does not have a significant effect on teachers' self-esteem. The result obtained in the study conducted by Kılıç (2022) supports the result of this study.

The fact that teachers generally have a very high level of self-efficacy perception (Ashton & Webb, 1986) and that they also have a high level of self-esteem (Hollenbeck & Brief, 1987) are two important factors that ensure that their motivation for the teaching profession is high. Because it is obvious that these two factors together will increase professional success. For this reason, as a result of this study, it was evaluated as a positive situation that teachers' self-efficacy perceptions were very high and their self-esteem was at a high level, and as the self-efficacy perception levels of teachers increased, their self-esteem levels also increased.

It is considered that school administrators' displaying a more supportive and positive attitude towards teachers and acting with empathy will increase teachers' perceptions of self-

efficacy in obtaining support from administrators. It is considered that organizing applied trainings by the administration to increase teachers' perceptions of perceived self-efficacy in classroom management will increase teachers' perception levels of this self-efficacy sub-dimension. Increasing teachers' self-efficacy perception levels regarding obtaining support from administrators and their perceived self-efficacy perception levels in classroom management will further increase their self-esteem levels.

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