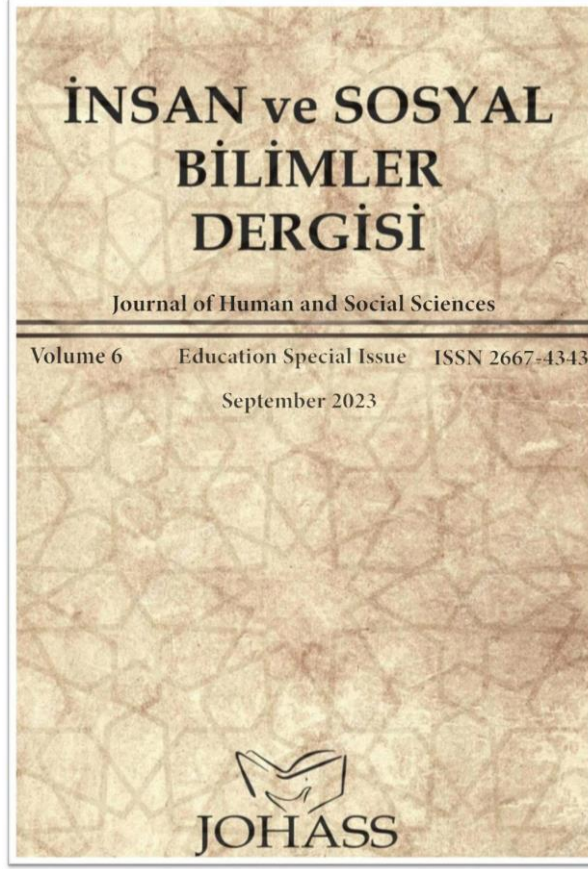


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The Relationship Between Teachers' School Happiness, Organizational Commitment, and Self-Efficacy

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Abstract

The purpose of this research is to reveal the relationship between teachers' perceptions of organizational commitment, school happiness, self-efficacy. In the study, data collection was conducted using the "Organizational Commitment Scale" adapted into Turkish by Han, Dağlı and Elçiçek (2018), the "School Happiness Scale" developed by Sezer and Can (2019), and the "Teachers' Self-Efficacy Scale" adapted into Turkish by Karaoğlu (2019), along with a personal information form developed by the researchers. The relational scanning method was used in the study. The sample of the study consists of 516 teachers working in different types and levels of schools in the Avcılar district of Istanbul, determined by the maximum diversity sampling method. The collected data were analyzed using the SPSS 27.0 software package, employing normality tests, t-Test, and One-Way Analysis of Variance (ANOVA). A relational (correlational) design was employed in the study to determine the relationship between teachers' perceptions of organizational commitment, school happiness, and self-efficacy, and a multiple regression analysis was used to determine the effect of organizational commitment and self-efficacy variables on school happiness. A moderate ($r=0.559$) and significant ($p<0.05$) relationship was identified between teachers' school happiness and organizational commitment. A low-level ($r = .177$; $r = .105$) and significant ($p < .05$) relationship was determined between teachers' perception of self-efficacy, school happiness, and organizational commitment. The result of the multiple linear regression analysis revealed a significant relationship ($R = .572$, $R^2 = .327$) between teachers' perceptions of organizational commitment and self-efficacy with school happiness ($F_{(2,513)} = 124.524$, $p < 0.00$). While significant differences were found between groups in terms of gender, seniority, school of employment, class size, and field of study variables, no difference was found between groups for age, education level, and socio-economic status variables.

Keywords: School happiness, organizational commitment, self-efficacy, teacher

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Introduction

Education is one of the most defining aspects of an individual's life. The role of teachers is important in the academic and social development of students in the educational process. However, for teachers to effectively fulfill this role, it is anticipated that their perceptions of organizational commitment, organizational happiness, and self-efficacy should be high. These concepts can directly influence teachers' professional performance, job satisfaction, productivity, and positive impact on students. Organizational commitment reflects an individual's relationship with the institution they work for and their internalization of its values. It has been observed that teachers with high commitment provide more support to school vision and student achievement. The perception of self-efficacy indicates a teacher's belief in successfully accomplishing a task, which has implications ranging from student motivation to classroom management. Organizational happiness represents a teacher's job satisfaction, and this sentiment shows a close relationship between organizational commitment and self-efficacy; suggesting that teachers with high happiness are more dedicated to their profession and effectively support student success.

The foundation of organizations is people, and happiness is one of the main objectives of humans (Diener, 1984). Happiness is characterized by high positive emotions and life satisfaction. Organizational commitment is the desire of organizational members to realize the organization's goals, exert effort beyond expectations for the benefit of the organization, and continuously work within it (Arman and Tan, 2018). Teachers' self-efficacy beliefs alter their efforts, objectives, and levels of aspiration (Tschannen-Moran and Hoy, 2001). Individuals with high self-efficacy exert more and prolonged effort, being less affected by adversities compared to those with low self-efficacy (Scholz et al., 2002). Teachers' organizational commitment can enhance school happiness. At the same time, their self-efficacy perceptions, which express confidence in themselves and belief in their abilities, increase their desire to work for the benefit of the organization, thereby elevating their organizational commitment (Bandura, 1994).

Teachers with high organizational commitment are expected to demonstrate high performance in their schools, take on more responsibilities, and be more harmonious and productive, which is directly proportional to organizational happiness (Bakan, 2018). Employees who feel good and are happy are expected to have an increased organizational commitment. It is believed that there is a significant relationship between organizational

happiness and commitment (İncekara, 2020). The perception of self-efficacy can assist teachers in being successful in their jobs and in enhancing their organizational commitment. A high level of self-efficacy can positively and directly influence increased organizational commitment.

Organizational Happiness

The sensation of success in desired pursuits, happiness is the pleasure derived from life and cognitively attained satisfaction (Beceran, 2012; Warr, 2007). Fisher (2010) defines happiness as a pleasant mood, well-being, positive emotions, and attitudes. Being happy in the workplace, where one spends a significant portion of life, is vital. Organizational happiness is expected to influence individual happiness. This is because one of the significant factors affecting individual happiness is organizational happiness (Gavin & Mason, 2004). Organizational happiness is the collaborative effort level expended in realizing individual and organizational goals; it's the congruence between the accomplishment levels of a person's goals and the organization's goals (Bulut, 2015). The level of organizational happiness can vary based on workplace happiness, individual, and collective levels (Fisher, 2010). With the increasing number of people spending most of their lives at work, workplace happiness is becoming more critical (Helliwell., Layard & Sachs, (Ed). 2017).

The factor most influencing organizational happiness is how an individual perceives and interprets events (Brandstatter, 1994). A happy person is successful in their tasks, social, optimistic, can demonstrate superior performance, is faithful, and has high self-confidence (Diener et al., 1999). When assessing individual happiness, employees' commitment to their job and the organization is considered. Happiness encompasses the experiences of individuals, attitudes, cooperative behaviors, abstract factors, job-related situations, and organizational context (Bozkaya, 2023).

The mindset that allows an individual to reach their potential is happiness (Jones, 2010). Commitment is an evolved form of happiness (Aksoy, 2015). A high level of commitment among working individuals will increase their effort for organizational success and make them love and embrace their work (Dikmen, 2012). In organizational environments where human interactions are most intense, people contribute to the organization's objectives. Happy and content organizational employees' participation in organizational activities enhances their commitment levels (Döş, 2013).

Organizational Commitment

Commitment is a multifaceted concept that can be directed towards various goals and is typically divided into three main categories: commitment to the organization, the work group, and the task (Besser, 1993; Meyer, Stanley, & Parfyonova, 2012). Organizational commitment is defined as behaviors manifested due to an individual's bond to the organization, encompassing the desire to remain affiliated, accept its goals and values, work towards its objectives, and have the aspiration to stay within the organization (Boylu et al., 2007; Durna & Eren, 2005; Nartgün & Menep, 2010; Robbins & Coulter, 2003). Organizational commitment illustrates how attached an individual is to an organization and to what extent they identify with it (Steers, 1977). This represents a psychological bond formed between the individual and the organization, expressing the employee's loyalty to the institution and the interest other employees have in it (Lee, Carswell & Allen, 2000; Tella, Ayeni & Popoola, 2007). A decrease in employees' organizational commitment diminishes their interest in the institution, reduces performance and productivity, and increases the likelihood of them leaving the job (Terzi & Koçoğlu-Sazkaya, 2020).

In educational institutions like schools, the commitment of teachers and educational staff to their schools has been addressed in numerous studies, based on organizational commitment theory (Akyürek, 2023). Teachers' commitment to the school plays a crucial role in school effectiveness, their willingness to strive for the school, and their desire to continue working there, as well as their acceptance of the school's educational goals and values. This is because a sense of commitment fosters motivation from tasks accomplished and successes achieved (Balay, 2000; Balay, 2014). Teachers' commitment to the school they work for and their happiness there are contingent upon the congruence of their personal values with organizational values, and the level of emotional bond they establish with the organization. Work-related behaviors of a teacher with high self-efficacy, such as performing tasks with passion and establishing good relationships with colleagues, will ensure organizational happiness (Uyaroğlu, 2019). Teachers' commitment to students, teaching, and the school supports students' success in education and helps the school achieve its overall objectives. Such commitment encourages teachers to utilize various teaching methods, play an active role in the school, and contribute to the school's development.

Self-Efficacy

Teachers possessing elevated self-efficacy demonstrate significant dedication to their professional pursuits (Tschannen-Moran, Woolfolk Hoy & Hoy, 1998). Teachers with a high sense of self-efficacy respond to challenges with renewed efforts (Ross and Bruce, 2005). According to Bandura, the belief in self-efficacy is about performing behaviors necessary to achieve specific goals (Schmitz & Schwarzer, 2000). Teachers with high self-efficacy tend to be more oriented towards their profession and have higher levels of satisfaction (Schmitz, 2000). A teacher's belief in their ability to achieve desired learning outcomes for their students is termed self-efficacy belief (Tschannen-Moran and Woolfolk-Hoy, 2001; cited in: Çapri & Kan, 2006). Working in a conducive environment positively affects teachers' perceptions of competence (Kurt, 2012). Understanding and enhancing teacher behavior in instruction will benefit from the belief in self-efficacy. Their willingness and happiness in teaching will depend on their ability to meet the competencies required by the teaching profession (Yılmaz and Gürçay, 2011).

One of the paramount factors determining the quality of education is teachers' happiness, which is of utmost importance to the schools where they work. Schools are organizations that value and aim for organizational happiness. Teachers' organizational happiness affects their professional knowledge and skills, organizational trust, individual happiness, and organizational commitment (Gürbüz, 2020; Koç, 2020; Field & Buitendach, 2011; İncekara, 2020; Ataç., Yüksel., Dursun, and Özgenel, 2022). The happiness of schools as organizations differs from organizational happiness because it relates to individual, social, and physical factors and depends on whether teachers are happy. Being happy in a school environment for a teacher can be seen as improving self-efficacy, peer support, and the ability to establish a positive communication environment (Bird and Markel, 2012).

Defining teacher competencies related to teachers is crucial in solving the negatives and qualitative problems they experience. Arrangements that will psychologically bind teachers to their professions and lead to the development of positive emotions should be prioritized (Tedmem, 2014). Organizational commitment is much more than just feeling connected to the institution. Individual determinants, encompassing job anticipations, psychological contracts, and inherent traits, combined with organizational elements like job caliber and significance, managerial practices, compensation scale, oversight, institutional culture, organizational equity, institutional incentives, collaborative efforts, role vagueness, and conflicts, collectively impact organizational allegiance. Especially emotional

commitment, resulting from the harmony of individual and organizational values that connect employees emotionally to the organization, affects organizational happiness (Stephens, 2004). The right to express the feelings and thoughts of organization members openly without hesitation is seen as one of their most natural rights (Durak, 2018). In conclusion, the perception of self-efficacy can be an important factor for school success in the nexus pertaining to organizational commitment and school happiness.

Teachers' happiness in educational institutions, their organizational commitment, and perceptions of self-efficacy are crucial factors that can directly affect their professional success and student achievement. Especially in the educational environment of the 21st century, the challenges and expectations faced by teachers play a significant role in these elements. Research worldwide shows that teachers' perceptions of self-efficacy have a positive effect on adopting pedagogical approaches that can increase student success, ability to enhance student motivation, and classroom management skills. On the other hand, teachers' organizational commitment has a profound effect on their loyalty to educational institutions, intentions to quit, and professional satisfaction. School happiness can also affect the quality of teachers' professional life and student achievement. This study aims to examine the relationships between teachers' school happiness, organizational commitment, and perceptions of self-efficacy. Understanding the relationship between these three factors will contribute to the development of education policies and practice. It plays a critical role for education administrators and decision-makers in creating strategies to support teachers and promote their professional development. Although the literature has provided some studies on this subject, very few studies comprehensively examine the relationships between these three factors. Therefore, this research is essential as it will contribute to a deeper understanding of the relationships between teachers' school happiness, organizational commitment, and perceptions of self-efficacy.

Objective

The objective of this study is to ascertain the influence of educators' perceptions of self-efficacy on the correlation between their organizational allegiance and scholastic well-being. Pursuant to this objective, the ensuing inquiries have been postulated:

- What are the opinions related to teachers' perceived organizational commitment and organizational happiness?

- What is the nature of the relationship between educators' scholastic well-being and their perceived organizational commitment?
- Does teachers' perceived self-efficacy predict the relationship between their organizational commitment and organizational happiness?

Method

Model

This research endeavors to scrutinize the nexus between university-wide general procrastination, academic procrastination, and patience behaviors, considering an array of diverse variables, while elucidating the prevailing circumstances. Therefore, it has been shaped using the correlational scanning model from general scanning methods of quantitative research methods. The scanning model explains exactly how we see a situation and includes processes on how desired behaviors will be developed in individuals. In general scanning, a whole or part of a group is examined to reach a general conclusion. The correlational scanning model tries to determine whether there is a connection between two or more variables. In this model, how variables change together is researched (Karasar, 2023). A correlational design has been used to determine the relationship between university students' general procrastination, scholastic postponement, and patience behaviors. Correlation studies aim to illuminate specific human behaviors and predict their potential outcomes by examining simultaneous variations of more than one variable (Cohen, Manion & Morrison, 2000; Fraenkel & Wallen, 2009). Additionally, multiple regression analysis was employed to ascertain the influence of the patience variable on both general and scholastic postponement. Regression analysis represents an extensive statistical technique utilized for quantifying associations among several variables. This analysis examines the relationship between one dependent variable and one or more independent variables. If only one dependent variable is examined in relation to two or more independent variables, this is called multiple regression analysis (Büyüköztürk, 2018).

Population Sample

The population of this study consists of 3,845 teachers working in 115 public schools within the Avcılar district of Istanbul (Ministry of National Education [MEB], 2023; <https://avcilar.meb.gov.tr/>). The study's sample was derived via stratified random sampling, a

technique within the realm of probability sampling methodologies. 560 teachers volunteered to participate in the study. 112 (35%) of the teachers are male, while 208 (65%) are female.

Data Collection Tools

The intent to ascertain the perceived self-efficacy in the relationship between organizational commitment and school happiness, three different scales have been used in this study. The initial segment of the scale utilized in this research solicited participants' gender information, professional seniority, conjugal status, educational level, and duties. The second part used the organizational commitment scale, which was adapted into Turkish by Dağlı, Elçiçek, and Han (2018) from the original version by Balcı (1993), with a Cronbach's Alpha coefficient of .876. In the present research, the Cronbach's Alpha coefficients for the scale were determined to be .944. In the third section, the school happiness scale developed by Sezer and Can (2019) was used. The original scale consists of 36 items, which were later shortened to 12 items by Sezer and Can (2019) after validity and reliability studies. The scale exhibits a reliability coefficient of .93. within the context of this research, the Cronbach's Alpha coefficient for the scale was ascertained to be .906. The final part of the data collection tool used the self-efficacy scale developed by Karaoğlu (2019). The scale was translated into Turkish by Karaoğlu (2019). The Cronbach's Alpha value of the scale is .90. In this study, the Cronbach's Alpha coefficient of the scale was found to be .880.

Analysis of Data

In this study, given the incorporation of multiple scales within a singular survey and the concurrent evaluation of all scales by participants, Harman's single factor analysis was employed to investigate potential common method variance (Podsakoff et al., 2003). Should the predominant factor of the scale elucidate less than 50% of the total variance, the scale is not subjected to common method bias (Fuller et al., 2016). Given that a solitary factor in the scale accounted for a variance of merely 31.751%, the scale is devoid of common method bias. Data analysis was conducted utilizing the SPSS 27 statistical software package. To determine which statistical method to use to analyze the data, the normality status of the data obtained from the data collection tools used in the research was checked. A correlational design was used in the research to determine the relationship between university students' general procrastination, academic procrastination, and patience behaviors. Multiple regression analysis was also used in the research to determine the effect of the patience variable on

general and academic procrastination. The independent sample t-test, ANOVA, and Post-Hoc (LSD) were used to determine the significant difference status according to the data obtained with the personal information form.

Compliance with Ethical Standard

In this study, all rules were complied with within the scope of the "Higher Education Institutions Scientific Research and Publication Ethics Directive". In addition, for this study, Kırşehir Ahi Evran University Social Sciences Research and Publication Ethics Committee numbered 2023/08/03 ethics committee approval was obtained.

Findings

In this segment of the research, the outcomes derived from the data analysis are delineated.

Normality Distribution

Before proceeding to the data analysis phase of the study, analyses regarding the normality distribution of the Teacher Self-Efficacy Perception Scale, School Happiness Scale, and Organizational Commitment Scale were conducted. The results of the respective analyses are detailed in Table 1 below.

Table 1

Normality Distribution of the Teacher Self-Efficacy Perception Scale, School Happiness Scale, and Organizational Commitment Scale

	N	\bar{X}	Median	Skewness	Kurtosis	P
Teacher Self-Efficacy Perception Scale	516	7.74	7.75	.104	-.983	.00
School Happiness Scale	516	3.82	3.84	-.219	-.240	.00
Organizational Commitment Scale	516	3.41	3.38	-.065	-.066	.05

Table 1 presents the kurtosis and skewness values for the Teacher Self-Efficacy Perception Scale, School Happiness Scale, and Organizational Commitment Scale directed at teachers. As Büyüköztürk (2007) pointed out, the closeness of the mode, median, and arithmetic mean indicates that the data is normally distributed. For the Teacher Self-Efficacy

Scale, the median value is 7.75 and the arithmetic mean value is $\bar{X} = 7.74$. For the School Happiness Scale, the median is 3.84 and $\bar{X} = 3.82$, while for the Organizational Commitment Scale, the median is 3.38 and $\bar{X} = 3.41$. It is noteworthy that in these scales used in the research, the median and arithmetic mean values are close to each other, indicating the realization of the normality assumption. Büyüköztürk (2007) emphasized that for the data to be normally distributed, the kurtosis and skewness values should be between +1 and -1. In light of this information, the data set was analyzed, and statistical methods appropriate for normal distribution were used in the research.

Table 2*Demographic Information of Participants*

	Variables	Frequency (f)	Percentage (%)
Gender	Female	375	72.7
	Male	141	27.3
	Total	516	100.0
Professional Seniority	1 - 6 Years (Y)	103	20.0
	7 - 12 Years	110	21.3
	13 - 18 Years	95	18.4
	19 - 24 Years	88	17.1
	25 Years and Above	120	23.3
	Total	516	100.0
Age	20 - 29 Y	65	12.6
	30 - 39 Y	179	34.7
	40 - 49 Y	160	31.0
	50 Y and Above	101	19.6
	Total	505	97.9
Type of School Serving	Primary School (Sc)	194	37.6
	Middle School	142	27.5
	Vocational High School	74	14.3
	Academic High School	106	20.5
	Total	516	100.0
Education Level	Associate Degree (Dg)	11	2.1
	Bachelor's Degree	397	76.9
	Graduate Degree	108	20.9
	Total	516	100.0
Socio-Economic Status	Low	38	7.4
	Medium	457	88.6
	High	21	4.1
	Total	516	100.0
Average Class Size in Your School	0 - 10 Students (St)	25	4.8
	11 - 20 Students	76	14.7
	21 - 30 Students	185	35.9
	31 - 40 Students	178	34.5
	41 - 50 Students	52	10.1
	Total	516	100.0
Teaching Subject (Field of Expertise)	Foreign Languages (English, German, Russian, French)	51	9.9
	Social Sciences (Social Studies, History, Geography)	145	28.1

Elementary Teaching - Preschool/Child Development	125	24.2
Mathematics - Science (Physics, Chemistry, Biology) - IT	89	17.2
Physical Education- Arts (Visual Arts, Music) - Counseling	53	10.3
Vocational Courses	53	10.3
Total	516	100.0

Table 2 provides demographic information about the participants. According to this table, 375 of the participants (72.7%) are female, while 141 (27.3%) are male. When the distribution of participants by professional seniority is examined, it is determined that 103 (20.0%) have been in the profession for 1-6 years, 110 (21.3%) for 7-12 years, 95 (18.4%) for 13-18 years, 88 (17.1%) for 19-24 years, and 120 (23.3%) for 25 years or more. As for their ages, 65 participants (12.6%) are between 20-29 years old, 179 (34.7%) are between 30-39, 160 (31.0%) are between 40-49, and 101 (19.6%) are 50 or older. In terms of the type of school they serve, 194 (37.6%) are in primary schools, 142 (27.5%) are in middle schools, 74 (14.3%) are in vocational high schools, and 106 (20.5%) are in academic high schools. The distribution of participants by their education level is as follows: 11 (2.1%) have an associate degree, 397 (76.9%) have a bachelor's degree, and 108 (20.9%) have a graduate degree. Regarding socio-economic status, 38 participants (7.4%) have a low status, 457 (88.6%) have a medium status, and 21 (4.1%) have a high status. In terms of the average class size at the schools where the participants work, 25 (4.8%) teach classes with 0-10 students, 76 (14.7%) with 11-20 students, 185 (35.9%) with 21-30 students, 178 (34.5%) with 31-40 students, and 52 (10.1%) with 41-50 students. When examining the distribution by their subject areas, 51 participants (9.9%) teach foreign languages, 145 (28.1%) teach social sciences, 125 (24.2%) are elementary teachers or specialize in preschool/child development, 89 (17.2%) teach mathematics, science subjects, or IT, 53 (10.3%) teach physical education, arts, or counseling, and 53 (10.3%) teach vocational courses.

Findings from the Pearson Correlation Analysis on the Relationship Among Teachers' Perceived Self-efficacy, School Happiness, Organizational Commitment Levels

To determine the relationship between teachers' perceived self-efficacy, school happiness, and organizational commitment levels, Pearson Correlation Analysis was employed. The findings obtained are presented in Table 3.

Table 3

Pearson Correlation Analysis on The Relationship Among Teachers' Perceived Self-Efficacy, School Happiness, and Organizational Commitment Levels.

		Perceived Self-Efficacy	School Happiness	Organizational Commitment
Perceived Self-Efficacy	Pearson r	1	.177**	.105*
	P		.000	.018
	n		516	516
School Happiness	Pearson r		1	.559**
	P			.000
	n			516
Organizational Commitment	Pearson r			1

*Correlation is significant at $p < .05$ level. ** $p < .01$

A moderate ($r=0.559$) and significant ($p < 0.05$) relationship was identified between teachers' school happiness and organizational commitment. This means that participants' school happiness and organizational commitment increase together with a strong relationship. The variance that the variables explain over each other is 31%. That is, 31% of teachers' organizational commitment might be due to overall school happiness.

A low ($r = .177$; $r = .105$) and significant ($p < .05$) relationship was identified between teachers' perceived self-efficacy, school happiness, and organizational commitment. According to this result, teachers' perceived self-efficacy is positively influenced at a low level and significantly by their school happiness and organizational commitment.

Findings from the Multiple Linear Regression Analysis on the Relationship Among Teachers' Perceived Self-Efficacy, Organizational Commitment, School Happiness Levels

A multiple linear regression analysis was conducted to reveal how perceived self-efficacy and organizational commitment, which are believed to influence teachers' school happiness, predict it. The findings are presented in Table 4.

Table 4

Multiple Linear Regression Analysis on The Relationship Among Teachers' Perceived Self-Efficacy, Organizational Commitment, and School Happiness Levels

Variables	B	Standard Error	β	t	p	Bivariate r	Partial r
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Constant	1.418	.228		6.211	.000		
Organizational Commitment	.503	.034	.547	15.004	.000	.559	.552
Self-Efficacy	.089	.027	.120	3.296	.001	.177	.144
R = .572 R ² = .327		F _(2,342) = 124.524		p < 0.00			

Multiple linear regression analysis was conducted to determine how perceptions of organizational commitment and self-efficacy, believed to influence teachers' school happiness, predict school happiness. It was identified that there exists a significant relationship between teachers' perceptions of organizational commitment, self-efficacy, and school happiness ($R = .572$, $R^2 = .327$) $F_{(2,342)} = 124.524$, $p < 0.00$). These variables explain 32% of the variance in teachers' school happiness. According to standardized regression coefficients, the relative importance of the predictors on school happiness is in the order of organizational commitment ($\beta = .547$) followed by self-efficacy ($\beta = .120$). Considering the significance tests of the regression coefficients, both variables are seen as significant predictors of school happiness, with p-values of 0.00 and < 0.01 respectively. When examining the relationship between predictor variables and school happiness, there are correlations of organizational commitment ($r = .559$) and self-efficacy ($r = .177$).

Findings Regarding the Discrepancy of Teachers' Perception of Self-Efficacy, School Happiness, Organizational Commitment Levels by Gender

To determine whether there is any variance in teachers' perceptions of self-efficacy, school happiness, and organizational commitment levels based on gender, scores obtained from the scale measuring these variables were analyzed using the independent groups t-test. The results of this analysis are elucidated in Table 5.

Table 5

T-test Results on the Differentiation of Teachers' Perception of Self-Efficacy, School Happiness, and Organizational Commitment Levels by Gender

Scale	Gender	n	\bar{X}	ss	t	sd	p
Self-Efficacy	Female	375	7.79	.73	2.763	514	.00*
	Male	141	7.59	.78			
School Happiness	Female	375	3.81	.55	-1.003	514	.31
	Male	141	3.86	.57			
Organizational Commitment	Female	375	3.38	.60	-1.769	514	.07
	Male	141	3.49	.60			

*p<.05

It was determined that there is a significant difference in the levels of teachers' perceptions of self-efficacy based on gender ($p < 0.05$). Accordingly, female teachers'

perceptions of self-efficacy ($\bar{X} = 7.79$) are higher than male teachers' ($\bar{X} = 7.59$). No significant differences were found between the groups regarding school happiness and organizational commitment.

Findings on the Discrepancy of Teachers' Perception of Self-Efficacy, School Happiness, Organizational Commitment Levels by Professional Seniority

To ascertain whether teachers' perceptions of self-efficacy, school happiness, and organizational commitment levels vary based on professional seniority, scores derived from the scale were analyzed via ANOVA. The results of this analysis will be shown in Table 6.

Table 6

ANOVA Results on the Differentiation of Teachers' Perception of Self-Efficacy, School Happiness, and Organizational Commitment Levels by Professional Seniority

Scale	Professional Seniority	n	\bar{X}	SD	F	p	Source of Difference
Self-Efficacy	1 - 6 Y	103	7,85	,75	1.82	.12	
	7 - 12 Y	110	7,62	,77			
	13 - 18 Y	88	7,72	,71			
	19 - 24 Y	120	7,82	,79			
	25 Y and Above	95	7,67	,70			
	Total	516	7,74	,75			
School Happiness	1 - 6 Y	103	4,01	,61	4.49	.00*	1-6 Years > 7-12 Years
	7 - 12 Y	110	3,72	,56			1-6 Years > 13-18 Years
	13 - 18 Y	88	3,72	,49			1-6 Years > 19-24 Years
	19 - 24 Y	120	3,82	,55			1-6 Years > 25 Years and Above
	25 Y and Above	95	3,82	,49			
	Total	516	3,82	,55			
Organizational Commitment	1 - 6 Y	103	3,41	,64	.47	.75	
	7 - 12 Y	110	3,35	,65			
	13 - 18 Y	88	3,40	,56			
	19 - 24 Y	120	3,46	,63			
	25 Y and Above	95	3,43	,51			
	Total	516	3,41	,60			

*p<0.05

Table 6 upon examining, it has been determined that there is a significant difference in the views of the participating teachers regarding school happiness based on their professional seniority ($p < .05$). Following the LSD test performed to identify which groups the school happiness varied among, it was found that teachers with a tenure of 1-6 years ($\bar{X} = 4.01$) are happier than those with a tenure of 7-12 years and 13-18 years ($\bar{X} = 3.72$) and those with 19-

24 years and 25 years or more ($\bar{X} = 3.82$). However, it was observed that the participants' perceptions of self-efficacy and organizational commitment showed similarities based on their professional seniority.

Findings Related to the Discrepancy of Teachers' Perceptions of Self-Efficacy, School Happiness, Organizational Commitment Levels According to Age

To determine whether the levels of teachers' perceptions of self-efficacy, school happiness, and organizational commitment vary according to age, scores obtained from the scale measuring teachers' perceptions of self-efficacy, school happiness, and organizational commitment were analyzed using ANOVA. The results related to this analysis are elucidated in Table 7.

Table 7

ANOVA Test Results Related to The Differentiation of Teachers' Perceptions of Self-Efficacy, School Happiness, and Organizational Commitment Levels Based on Age.

Scale	Age	n	\bar{X}	SD	F	p	Source of Difference
Self-Efficacy	20 - 29 Y	65	7,90	.24	1.167	.32	
	30 - 39 Y	179	7,67	.20			
	40 - 49 Y	160	7,74	.17			
	50 Y and Above	82	7,75	.22			
	Total	19	7,83				
School Happiness	20 - 29 Y	505	7,74	.21	1.179	.31	
	30 - 39 Y	65	3,90	.29			
	40 - 49 Y	179	3,80	.23			
	50 Y and Above	160	3,76	.24			
	Total	82	3,86	.28			
Organizational Commitment	20 - 29 Y	505	3,82	.26	1.797	.12	
	30 - 39 Y	65	3,28	.41			
	40 - 49 Y	179	3,37	.37			
	50 Y and Above	160	3,45	.38			
	Total	82	3,51	.40			
	30 - 39 Y	19	3,52				
	40 - 49 Y	505	3,41	.39			

*p<0.05

Table 7 upon examination, it has been determined that there is no significant difference in the participating teachers' perceptions of self-efficacy, school happiness, and organizational commitment levels based on age ($p > .05$). Similarly, reviewing the scales also

indicated that there isn't a meaningful distinction due to age. These results suggest that the participating teachers' perceptions of self-efficacy, school happiness, and organizational commitment levels are distributed homogeneously, irrespective of age.

Findings Related to the Discrepancy of Teachers' Perceptions of Self-Efficacy, School Happiness, Organizational Commitment Levels Based on the Type of School They Work in

To ascertain whether teachers' perceptions of self-efficacy, school happiness, and organizational commitment levels vary based on the type of school they serve in, scores obtained from the scale that measures teachers' perceptions of self-efficacy, school happiness, and organizational commitment were analyzed using ANOVA. The results related to this analysis are elucidated in Table 8.

Table 8

ANOVA Test Results Concerning the Variation in Teachers' Perceptions of Self-Efficacy, School Happiness and Organizational Commitment Levels Based on the Type of School They Work in.

Scale	Type of School Serving	n	\bar{X}	SD	F	p	Source of Difference
Self-Efficacy	Primary Sc	194	7,86	,70	3.694	.01	Primary School > Middle School > Academic High School
	Middle Sc	142	7,63	,77			
	Vocational High Sc	74	7,80	,77			
	Academic High Sc	106	7,62	,76			
	Total	516	7,74	,75			
School Happiness	Primary Sc	194	3,77	,54	1.617	.18	
	Middle Sc	142	3,90	,53			
	Vocational High Sc	74	3,81	,58			
	Academic High Sc	106	3,82	,59			
	Total	516	3,82	,55			
Organizational Commitment	Primary Sc	194	3,38	,53	1.355	.25	
	Middle Sc	142	3,38	,64			
	Vocational High Sc	74	3,42	,63			
	Academic High Sc	106	3,51	,64			
	Total	516	3,41	,60			

*p<0.05

Table 8 upon examination, it has been identified that there's a significant difference in the perceptions of self-efficacy among the participating teachers based on the type of school

they work in ($p < .05$). As determined through the results of the LSD test to pinpoint which groups exhibited differences in self-efficacy levels, it has been observed that primary school teachers ($\bar{X} = 7.86$) perceive a higher level of self-efficacy compared to those teaching in middle schools ($\bar{X} = 7.63$) and academic high schools ($\bar{X} = 7.62$). However, it was determined that the levels of school happiness and organizational commitment of participating teachers showed similarity regardless of the schools they serve in.

Findings on the Discrepancy of Teachers' Perceptions of Self-Efficacy, School Happiness, Organizational Commitment Levels Based on Their Educational Qualifications

To determine if there's a variance in teachers' perceptions of self-efficacy, school happiness, and organizational commitment levels based on their educational qualifications, scores derived from the scale that measures these perceptions were analyzed using ANOVA. The results from this analysis are elucidated in Table 9.

Table 9

ANOVA Test Results on the Differentiation of Teachers' Perceptions of Self-Efficacy, School Happiness, and Organizational Commitment Levels Based on Their Educational Qualifications

Scale	Education Level	<i>n</i>	\bar{X}	<i>SD</i>	<i>F</i>	<i>p</i>	Source of Difference
Self-Efficacy	Associate Dg	11	8,03	,50	.909	.40	
	Bachelor's Dg	397	7,74	,75			
	Graduate Dg	108	7,70	,77			
	Total	516	7,74	,75			
School Happiness	Associate Dg	11	3,98	,59	1.048	.35	
	Bachelor's Dg	397	3,80	,55			
	Graduate Dg	108	3,87	,56			
	Total	516	3,82	,55			
Organizational Commitment	Associate Dg	11	3,66	,45	1.356	.25	
	Bachelor's Dg	397	3,39	,61			
	Graduate Dg	108	3,45	,60			
	Total	516	3,41	,60			

$p < 0.05$

It was ascertained that among the participating educators, perceptions of self-efficacy, scholastic well-being, and organizational allegiance did not manifest significant variances predicated on their academic qualifications ($p > 0.05$). These results indicate that the

participants' perceptions of self-efficacy, school happiness, and organizational commitment levels are distributed homogeneously, irrespective of their educational levels.

Findings on the Discrepancy of Teachers' Perceptions of Self-Efficacy, School Happiness, Organizational Commitment Levels Based on Socio-Economic Status

To ascertain whether teachers' perceptions of self-efficacy, school happiness, and organizational commitment levels vary based on socio-economic status, scores derived from the scale measuring these perceptions were analyzed using ANOVA. The results pertaining to this analysis are elucidated in Table 10.

Table 10

ANOVA Test Results on The Differentiation of Teachers' Perceptions of Self-Efficacy, School Happiness, and Organizational Commitment Levels Based on Socio-Economic Status.

Scale	Socio-Economic Status	n	\bar{X}	SD	F	p	Source of Difference
Self-Efficacy	Low	38	7,73	,78	.130	.87	
	Medium	457	7,73	,74			
	High	21	7,82	,84			
	Total	516	7,74	,75			
School Happiness	Low	38	3,62	,66	2.708	.06	
	Medium	457	3,83	,54			
	High	21	3,87	,64			
	Total	516	3,82	,55			
Organizational Commitment	Low	38	3,34	,75	.323	.72	
	Medium	457	3,42	,59			
	High	21	3,40	,65			
	Total	516	3,41	,60			

p<0.05

Upon scrutiny Table 10, it was determined that the participating teachers' perceptions of self-efficacy, school happiness, and organizational commitment levels do not show significant differences based on their socio-economic status (p>0.05). These results indicate that participants' perceptions of self-efficacy, school happiness, and organizational commitment levels are distributed homogeneously irrespective of their socio-economic conditions.

Findings on the Discrepancy of Teachers' Perceptions of Self-Efficacy, School Happiness, Organizational Commitment Levels Based on Class Size

To determine whether teachers' perceptions of self-efficacy, school happiness, with organizational commitment levels vary based on class size, scores derived from the scale measuring these perceptions were analyzed using ANOVA. The results pertaining to this analysis are elucidated in Table 10.

Table 11

ANOVA Test Results on The Differentiation of General Procrastination, Academic Procrastination, and Patient Behavior Based on The Field of Study.

Scale	Average Class Size in Your School	n	\bar{X}	SD	F	p	Source of Difference
Self-Efficacy	0 - 10 St	25	8.02	.76	1.846	.11	
	11 - 20 St	76	7.85	.76			
	21 - 30 St	185	7.75	.76			
	31 - 40 St	178	7.68	.71			
	41 - 50 St	52	7.62	.79			
	Total	516	7.74	.75			
School Happiness	0 - 10 St	25	3.89	.63	3.413	.00	11-20
	11 - 20 St	76	4.02	.63			Students >
	21 - 30 St	185	3.81	.55			21-30
	31 - 40 St	178	3.76	.49			Students
	41 - 50 St	52	3.74	.55			11-20
	Total	516	3.82	.55			Students >
Organizational Commitment	0 - 10 St	25	3.31	.65	.843	.49	31-40
	11 - 20 St	76	3.51	.67			Students
	21 - 30 St	185	3.37	.63			11-20
	31 - 40 St	178	3.41	.54			Students >
	41 - 50 St	52	3.44	.57			41-50
	Total	516	3.41	.60			Students

p<0.05

Upon scrutiny Table 11, it was discerned that significant disparities exist in educators' perceptions of scholastic well-being based on class dimensions (p<.05). The LSD test, which was conducted to determine the variance between which groups concerning school happiness levels, revealed that teachers with class sizes of 11-20 students (\bar{X} = 4.02) are happier than those with 21-30 students (\bar{X} = 3.81), 31-40 students (\bar{X} =3.76), and 41-50 students (\bar{X} =3.74).

Conversely, it was determined that participating teachers' perceptions of self-efficacy and levels of organizational commitment display similarity irrespective of class sizes.

Findings on the Discrepancy of Teachers' Perceptions of Self-Efficacy, School Happiness, Organizational Commitment Levels Based on Field of Study

To determine if the teachers' perceptions of self-efficacy, school happiness, and organizational commitment levels show variance based on their field of study, scores derived from the scale measuring these perceptions were analyzed using ANOVA. The results related to this analysis are presented in Table 12.

Table 12

ANOVA Test Results on the Differentiation of General Procrastination, Academic Procrastination, Patience Behavior Based on the Field of Study.

Scale	Teaching Subject (Field of Expertise)	n	\bar{X}	SD	F	p	Source of Difference
Self-Efficacy	Foreign Languages (English, German, Russian, French)	51	7,76	,69	6.484	.00	Elementary Teaching -
	Social Sciences (Social Studies, History, Geography)	145	7,55	,74			Preschool/Child Development > Social Sciences Teaching -
	Elementary Teaching - Preschool/Child Development	125	7,93	,69			Preschool/Child Development > Mathematics -
	Mathematics - Science (Physics, Chemistry, Biology) - IT	89	7,54	,72			Science - IT Physical Education- Arts
	Physical Education- Arts (Visual Arts, Music) - Counseling	53	7,92	,83			(Visual Arts, Music) - Counseling >
	Vocational Courses	53	7,95	,77			Social Sciences Physical Education- Arts - Counseling >
	Total	516	7,74	,75			Mathematics - Science - IT Vocational Courses > Social Sciences Vocational Courses > Mathematics - Science - IT
School Happiness	Foreign Languages (English, German, Russian, French)	51	3,78	,63	1.302	.26	
	Social Sciences (Social	145	3,87	,52			

	Studies, History, Geography)					
	Elementary Teaching -	125	3,81	,55		
	Preschool/Child Development					
	Mathematics - Science	89	3,72	,57		
	(Physics, Chemistry, Biology) - IT					
	Physical Education- Arts (Visual Arts, Music) - Counseling	53	3,81	,55		
	Vocational Courses	53	3,93	,57		
	Total	516	3,82	,55		
	Foreign Languages (English, German, Russian, French)	51	3,43	,62		
	Social Sciences (Social Studies, History, Geography)	145	3,50	,61		
	Elementary Teaching -	125	3,36	,57		
	Preschool/Child Development				1.424	.21
	Mathematics - Science	89	3,35	,66		
	(Physics, Chemistry, Biology) - IT					
	Physical Education- Arts (Visual Arts, Music) - Counseling	53	3,31	,61		
	Vocational Courses	53	3,47	,52		
	Total	516	3,41	,60		

p<0.05

Upon scrutiny Table 12, it was ascertained that a notable variance exists in the self-efficacy perceptions of the participating educators contingent upon their disciplinary specialization (p<.05). According to the results of the LSD test conducted to determine which groups have differences in self-efficacy perceptions: teachers in the primary school teaching - preschool field ($\bar{X} = 7.93$), social sciences ($\bar{X} = 7.55$), and mathematics - science - information technologies ($\bar{X} = 7.54$); physical education - arts - PDR ($\bar{X} = 7.92$), social sciences ($\bar{X} = 7.55$), mathematics - science - information technologies ($\bar{X} = 7.54$); vocational courses ($\bar{X} = 7.95$), mathematics - science - information technologies ($\bar{X} = 7.54$), and social sciences ($\bar{X} = 7.55$) showed higher levels of self-efficacy perception. However, it was determined that participants' school happiness and organizational commitment levels were similar across fields of study.

Discussion and Results

A moderate and significant correlation exists between teachers' scholastic well-being and their organizational allegiance. This result supports the findings in the literature suggesting that the happiness teachers feel at school can positively influence their commitment to the school. This finding aligns with prior scholarly works suggesting that contented educators are potentially more devoted to their respective institutions. On the other hand, a low-level relationship was found between self-efficacy perception and school happiness and organizational commitment. This suggests that the confidence teachers have in their abilities may have a limited effect on school happiness and organizational commitment. Several studies have reported a generally positive and significant relationship between teachers' organizational commitment and self-efficacy perceptions (Betoret, 2009; Ross, 1994; Uzun & Yiğit, 2011; Yüksel, 2003). Teachers' organizational happiness affects their individual happiness (Koç, 2020) and organizational commitment (Field & Buitendach, 2011; İncekara, 2020). Thus, there is consistency between the results of scientific studies focusing on the antecedents and outcomes of teachers' happiness states and this research's results. Another study found a positive relationship between teachers' organizational commitment levels and their organizational happiness (Demircan, 2019).

There is a significant difference in self-efficacy perceptions of teachers based on gender. This may indicate that female teachers have more confidence in their abilities than their male counterparts. However, more detailed studies are needed to determine the reasons for this result. Like in this research, studies probing the nexus between educators' levels of organizational allegiance and institutional well-being did not discern a significant discrepancy predicated on gender (Demircan, 2019; Özgenel & Bozkurt, 2020). Similarly, several studies did not find a significant difference between the gender variable and happiness (Bulut, 2015; Gürbüz, 2020; İncekara, 2020).

Demographic variables such as professional seniority and class size were observed to affect school happiness. Teachers with younger seniority were found to have higher school happiness. Furthermore, teachers working in classes with fewer students were found to be happier. Certain scholarly works within the literature did not find a significant difference between seniority and school happiness (Bulut, 2015; Kuvvet, 2019; Bozkaya, 2023). The significant difference in terms of professional seniority suggests that teachers' views on happiness are affected by the work duration variable. Döş (2013)'s research similarly deduced

that educators exhibit greater contentment with reduced class sizes, a finding congruent with the outcomes of the present research. Differences were observed in teachers' self-efficacy perceptions based on their field of study. However, more in-depth studies are needed to determine the exact reasons for these differences.

The relationships between teachers' school happiness, organizational commitment, and self-efficacy perceptions have been illuminated in various ways through the findings of this study. A significant relationship was determined between teachers' organizational commitment and school happiness. Additionally, the self-efficacy perception has a limited relationship with these variables. The demographic findings of the study indicate that variables such as professional seniority, class size, and field of study can affect teachers' perceptions and happiness. This study demonstrates that teachers' self-efficacy perceptions, school happiness, and organizational commitment levels are independent of certain demographic variables like education level and socio-economic status. This indicates that teachers are distributed homogeneously despite these variables.

Recommendations

A more detailed investigation is warranted into the underlying reasons for gender-based discrepancies in teachers' confidence in their abilities. Factors influencing teachers' well-being, especially demographic variables such as class size and tenure, should be scrutinized meticulously. Similarly, comprehensive studies are essential to understand the causes behind the variations in self-efficacy perceptions among teachers from different academic disciplines. Efforts should be made, with larger sample sizes, to ascertain whether teachers maintain similar attitudes and beliefs irrespective of their educational level or socio-economic status. Lastly, it is imperative to delve deeper into the relationships between teachers' happiness at school, their organizational commitment, and self-efficacy.

Compliance with Ethical Standard

In this study, all rules were complied with within the scope of the "Higher Education Institutions Scientific Research and Publication Ethics Directive". In addition, for this study, Kırşehir Ahi Evran University Social Sciences Research and Publication Ethics Committee numbered 2023/08/03 ethics committee approval was obtained.

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