

The Impact of Self-Efficacy Beliefs and Life Satisfaction on the Professional Difficulties Faced by Child Development and Preschool Teachers

Çocuk Gelişimi ve Okul Öncesi Öğretmenlerinin Mesleki Yaşamlarında Karşılaştıkları Zorluklara Öz Yeterlik İnançları ve Yaşam Doyumlarının Etkisi

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Abstract

Employment opportunities in special education and rehabilitation centers are provided for child developers and preschool teachers after graduation. However, due to undergraduate programs not being as broad as those for graduates in the field of special education, educators in this branch may encounter certain problems and put up with some difficulties, especially when first starting their profession. Educators' self-efficacy beliefs are among the factors thought to have an effect on these difficulties being experienced. Educators' self-efficacy beliefs have been determined to affect the professional difficulties they experience. On the other hand, the level of satisfaction educators get from their experiences also affects the difficulties they experience. Educators with high life satisfaction are seen to encounter few difficulties. This study aims to test the effect of the self-efficacy beliefs and life satisfaction of child developers and preschool teachers working in special education and rehabilitation centers on the difficulties they encounter in their professional lives. The sample of the research consists of 200 educators (132 child developers and 68 preschool teachers) between the ages of 21 and 52. A personal information form as well as the Teacher Self-Efficacy Beliefs Scale, Satisfaction with Life Scale, and Tool for Determining Difficulties Special Education Teachers Experience have been used as data collection tools for being able to obtain detailed information related to the teachers participating in the study. The study analyzes the obtained data using the package program SPSS 24.00. The independent samples t-test, one-way analysis of variance, and Pearson correlation analysis have been used in analyzing the data. Relationships have been found for life satisfaction with difficulties experienced and self-efficacy beliefs as well as between difficulties experienced in special education and self-efficacy beliefs. The obtained findings have been discussed within the scope of the literature, and some suggestions have been made as a result.

Keywords: Special Education, Life Satisfaction, Self-Efficacy Beliefs, Difficulties, Analysis.

Öz

Çocuk gelişimciler ve okul öncesi eğitimcileri mezun olduktan sonra istihdam olanakları özel eğitim ve rehabilitasyon merkezlerinde de sağlanmaktadır. Ancak lisans programları özel eğitim alan mezunları kadar geniş olmaması nedeni ile bu branştaki eğitimciler özellikle mesleğe ilk başladıklarında bazı problemlerle karşılaşabilmekte ve birtakım güçlükler çekebilmektedirler. Bu yaşanan güçlükler etki eden faktörler arasında eğitimcilerin öz yeterlik inançları gelmektedir. Eğitimcilerin öz yeterlik inançlarının mesleki anlamda yaşadıkları güçlükleri etkilediği belirlenmiştir. Diğer taraftan eğitimcilerin yaşam memnuniyet düzeyi de yaşadıkları güçlükler etki etmektedir. Bu çalışmada özel eğitim ve rehabilitasyon merkezinde çalışan çocuk gelişimci ve okul öncesi öğretmenlerin öz yeterlik inançları ve yaşam doyumlarının mesleki yaşantılarında karşılaştıkları güçlükler etkisini test etmek amaçlanmıştır. Araştırmanın örneklemini yaşları 21 ile 52 arasında değişen 132 çocuk gelişimi 68 okul öncesi öğretmeni toplam 200 eğitimci oluşturmaktadır. Veri toplama aracı olarak "Kişisel Bilgi Formu", "Öğretmen Öz Yeterlik İnancı Ölçeği", "Yaşam Doyumu Ölçeği", "Özel Eğitim Alanında Çalışan Eğitimcilerin Yaşadıkları Güçlükleri Belirleme Aracı" kullanılmıştır. Çalışmadan elde edilen veriler SPSS 24.00 paket programı kullanılarak analiz edilmiştir. Verilerin analizinde bağımsız gruplar t testi, tek yönlü varyans analizi, Pearson korelasyon analizi kullanılmıştır. Yaşam doyumunu ile yaşanan güçlükler ve öz yeterlik inancı arasında, Özel eğitimde yaşanan güçlükler ile öz yeterlik inancı arasında ilişki bulunmuştur. Elde edilen bulgular literatür kapsamında tartışılmış ve sonucunda bazı önerilerde bulunulmuştur.

Anahtar Kelimeler: Özel Eğitim, Yaşam Doyumu, Öz Yeterlik İnancı, Güçlükler, Analiz.

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Introduction

One of the most important links in the education system are teachers (Gürkan, 1993; as cited in Sezgin-Kanik, 2019). Teachers' competencies are important in terms of having quality special education services. In order to be a proficient teacher, one must have a good command of the field in which they will teach; additionally, one's knowledge of the teaching profession and level of general culture must also be at a proficient level (Karagözoğlu, 1996). When dealing with special education, important issues are found in addition to the characteristics that teachers who will work in these centers must have, such as knowing well the developmental characteristics of the children who enroll in special education, determining the developmental status of these children correctly, and implementing the proper intervention programs alongside these determinations. These competencies that all teachers need to have are the qualifications that definitely need to be found in educators working in special education (Kargin, 1996). Accordingly, teacher self-efficacy belief is defined as the belief about a teacher being able to have their student succeed no matter who they are. Educators with high self-efficacy beliefs are willing and persistent in terms of teaching. Educators behave this way thanks to their belief in themselves and their students. Beliefs toward teaching also positively impact students' enthusiasm toward learning (Kahyaoğlu & Yangın, 2007).

The concept of self-efficacy is one of the concepts frequently encountered in the literature in recent years. Many researchers have described it from various aspects. According to Bandura, who introduced this concept for the first time, self-efficacy is the belief felt in regard to an individual being able to fulfill their responsibilities successfully. Bandura (1977, 1989; as cited in Beyhan, 2018), who also introduced a new concept with this definition, also defined self-efficacy as an individual's beliefs in their ability to use their potential for performing the tasks they for which they are responsible. Self-efficacy beliefs affect people's emotions, thoughts, motivations, and even their struggle to cope with problems. Self-efficacy beliefs affect one's belief in fulfilling their responsibilities; the higher they are the more willing a person is, while individuals with lower self-efficacy have lower motivation levels (Bandura, 1977; as cited in Beyhan, 2018).

Life satisfaction in its most general form is the expression that results from when what one hopes for is actually consistent with what one experiences. Life satisfaction emerges with one's self-assessment (Beyhan, 2018). With respect to social cognitive theory, many studies have been performed on self-efficacy as one of the factors affecting life satisfaction, and information has been obtained about its positive effect on life satisfaction. Namely, as an individual's self-efficacy belief decreases, so does their life satisfaction (Luszczynska et al., 2005a; Leganger et al., 2000; as cited in Beyhan, 2018). When examining other studies that have been performed, a positive correlation has additionally been determined between individuals' self-efficacy beliefs and their life satisfaction in their work life (Luszczynska et al., 2005b; as cited in Beyhan, 2018). When examining other definitions for life satisfaction, it has been explained as people maintaining their lives in a quality way and feeling good about themselves (Dikmen, 1995). People who assess their living conditions positively and who can view events and situations positively are identified as individuals with high life satisfaction (Yavuzer & Civilidag, 2014). Diener (1984), who argued life satisfaction to have a structure that can change at any moment, also explained that people can change according to the quality and condition of their life. Work life is a situation that covers a rather large part of people's lives and also has an impact on their life satisfaction. States regarding one's life satisfaction, such as how enjoyably one does their job, whether or not they are happy at work, and whether or not they do their job willingly is considered to affect life satisfaction (Beyhan, 2018).

Korucu (2005) was able to identify the problems experienced in special education and rehabilitation services in Turkey and developed recommendations regarding the problems that emerged in these institutions and what changes need to occur. Educators being trained with different sources brings along problems where they have different knowledge and skills on the issue of educating the mentally disabled, and therefore their approaches

toward how they apply education-training and the methods and techniques used when applying will also differ. In Çetin's (2004) research, the difficulties that educators experience in the various professions that work in special education and rehabilitation centers are seen to show significant differences with respect to the department from which they graduated. Based on that study, one of the aims of this research is to determine the areas in which child developers and preschool teachers experience problems. Making new regulations in accordance with the difficulties encountered is thought to be able to positively affect educators' self-efficacy beliefs as well as their life satisfaction. Therefore, this research is considered important in terms of revealing the problems experienced by educators employed in educating disabled individuals. Preschool teachers, child developers, and educators work with disabled children more than special education teachers in private and state schools. Preschool teachers are able to work in special education and rehabilitation centers as well as in primary schools and kindergartens. Child developers, however, are able to work in areas such as health and social services and education (Tercan & Yıldız Bıçakçı, 2016).

No study could be accessed that had examined the life satisfaction and difficulties experienced by child developers and preschool teachers working in special education and rehabilitation centers. However, studies are found in which life satisfaction and self-efficacy have been evaluated together (Akgündüz, 2013; Ansari & Khan, 2015; Aydın, 2011; Chang, 2011; Kim et al., 2019; Martinez-Marti & Ruch, 2017; Telef, 2011). According to the findings obtained in the study by examining the experienced problems alongside the relationship between self-efficacy beliefs and life satisfaction, light is additionally expected to be shed on the measures and regulations that need to be taken in the future in regard to supporting child developers and preschool teachers working in the field of special education through in-service training courses and certificate programs. The study's aim is to examine the effects that the self-efficacy beliefs and life satisfaction of child developers and preschool teachers working in special education and rehabilitation centers have on the difficulties they encounter in their professional lives. The obtained findings are considered to be able to both contribute to the literature as well as bring a new perspective to the practices of educators working in the field. In light of this general aim, answers to the following questions are sought:

1. Does a relationship exist among the difficulties, self-efficacy beliefs, and life satisfaction that child developers and preschool teachers experience?
2. Do child developers' and preschool teacher's self-efficacy beliefs differ with respect to branch, age, experience, income level, love for their profession, participation in educational activities, monitoring of scientific publications, satisfaction with work conditions, or work hours?
3. Do the problems child developers and preschool teachers experience in special education and rehabilitation centers differ with respect to marital status, work hours, educators' branch, age, experience, diagnostic group being studied, participation in educational activities related to the field, monitoring of scientific journals, choosing their profession willingly, love for their profession, income level, or satisfaction with work conditions?

Do child developers' and preschool teachers' life satisfaction differ with respect to the educators work hours, branch, marital status, diagnostic group being studied, love for their profession, monitoring scientific journals, participation in educational activities, satisfaction with work conditions, age, experience, or income level?

Method

2.1. Research Model

This study has been designed using the quantitative research design for the purpose of testing whether or not the self-efficacy beliefs and life satisfaction of child developers and preschool teachers working in special education and rehabilitation centers has an effect on the difficulties they encounter in their professional lives. The relational screening model has been used in this design for the purpose of determining the relationships

among the phenomena. The relational screening model researches the coexistent presence or degree of change that occurs between two or more variables (Karasar, 2015).

2.2. Study Group

The universe of the study consists of child developers and preschool teachers working in special education and rehabilitation centers. The sample of the study was chosen as the snowball sampling method, which is among the purposive sampling methods. In the snowball sampling method, the participants with the desired characteristics are determined. Interviews are held with these participants. The people who are interviewed become a source of information for other people who can be included in the sample (Balci, 2013). The sample size of the study group was determined using the program G*Power. By means of this program at a test power value of .95 and a Type 1 error rate of .05, the total number of educators needed for determining whether or not a significant difference exists between at least two averages and a significant relationship exists between two scales was determined to be between 132 and 176. A total of 200 voluntary participant educators participated in the study. With an average age of 26.49 years, 138 participants (69%) were determined to be child developers and 62 (31%) to be preschool teachers.

2.3. Data Collection Tools

The study uses the Teacher Self-Efficacy Beliefs Scale for identifying educators' self-efficacy belief levels, the Satisfaction with Life Scale for determining their life satisfaction levels, the Tool for Determining Difficulties Special Education Teachers Experience for specifying the challenges experienced in the special education field, and a personal information form developed by the researchers for coming up with the demographic information for the study group.

2.3.1. Demographic Information Form

This has been developed by the researchers for the purpose of coming up with the demographic information of the educators participating in the research and for being able to make better identifications of the study's sample group. The form has items related to learning information that identifies the educators' status in regard to age, major, gender, education, marital status, income, getting permission from the institution for teaching, participation in educational activities, monitoring of scientific publications, the diagnostic group being studied the most, satisfaction with institutional standards, choosing their profession willingly, choosing the same profession if they had the chance to choose again, love for their profession, professional confidence, having dreamed of working in special education, bringing work home, and experience in special education. Before having the participants fill out the demographic form, they were given information about the study; an informational text was shared with them that explained participation as being on a voluntary basis.

2.3.2. Satisfaction with Life Scale

The Satisfaction with Life Scale (SWLS) was developed by Diener et al. in 1985 for the purpose of identifying the satisfaction individuals get from their lives. The scale was adapted to Turkish by Dağlı and Baysal (2016). The scale is a 5-point Likert-type scale composed of five items. Cronbach's alpha of internal consistency has been determined as 0.88 and the test-retest reliability as 0.97. The results from the performed factor analysis reveal the SWLS to show a single-factor structure just like the original scale and to consist of five items, also like the original scale. Obtaining low scores on the scale is accepted as indicating low satisfaction with life. As a result of the validity and reliability analyses that were performed, the scale has been determined to be a valid and reliable tool able to be used for identifying teachers' perceptions regarding life satisfaction.

Cronbach's alpha has been calculated for the purpose of determining the reliability of the SWLS in line with the data obtained in this study. Cronbach's alpha for the overall score from SWLS has been found to be 0.89.

2.3.3. Tool for Determining Difficulties Special Education Teachers Experience (DDT)

This tool was developed by Çetin (2004) with the aim of determining the difficulties experienced by educators working in various fields in special education and rehabilitation centers. The measurement tool was revealed to consist of 28 questions. DDT is a 4-point Likert-type assessment tool. In order to determine the construct validity of the scale, principal component analysis was applied to the obtained answers, and a 2-factor structure was obtained. Cronbach's alpha was calculated for the overall scale and each of the two factors for the purpose of determining the tool's internal consistency. Cronbach's alpha was specified as 0.85 for the first factor and as .80 for the second factor. Cronbach's alpha for the overall scale was calculated as 0.88. The data obtained as a result of all the analyses showed the tool to be valid and reliable.

Cronbach's alpha has been calculated in line with the data obtained in this study for the purpose of determining the tool's reliability. Cronbach's alpha has been found as 0.924 for the overall scores from DDT, as 0.878 for the sub-dimension of difficulties experienced in the education process with self-competencies (SCD), and as 0.896 for the sub-dimension of difficulties experienced in relation to institutional structure and functioning (IFD).

2.3.4. Teacher Self-Efficacy Beliefs Scale

The Teacher Self-Efficacy Beliefs Scale (TSEB) scale was developed by Çolak et al. (2017) for the purpose of identifying teachers' self-efficacy beliefs. A 27-item 4-factor structure has emerged as a result of the exploratory factor analysis (EFA) performed for the scale's structural validity. The reliability of the scale has been assessed through Cronbach's alpha correlation coefficient and the differences between average scores for the items for the groups' upper and lower 27th percentile. Cronbach's alpha of internal consistency has been found as 0.75 for the factor of academic self-efficacy (ASE), 0.86 for professional self-efficacy (PSE), 0.88 for social self-efficacy (SSE), 0.87 for intellectual self-efficacy (ISE), and 0.93 for the overall scale. For the current study, these respective values have been found as $\alpha_{ASE} = 0.80$, $\alpha_{MOY} = 0.87$, $\alpha_{SSE} = 0.89$, $\alpha_{ISE} = 0.87$, and $\alpha_{TSEB} = 0.93$. Based on these findings, the scale can be said to adequate, valid, and reliable for determining self-efficacy beliefs.

Cronbach's alpha has been calculated for the purpose of determining TSEB's reliability in line with the data obtained in this study. Cronbach's alpha for the overall scale has been calculated as $\alpha_{TSEB} = 0.966$ and for the sub-dimensions as $\alpha_{ASE} = 0.902$, $\alpha_{PSE} = 0.931$, $\alpha_{SSE} = 0.934$, and $\alpha_{ISE} = 0.936$.

2.4. Data Collection and Analysis

The study's data were collected from a sample of child developers and preschool teachers working in special education and rehabilitation centers in December 2020. Firstly, ethical permission was obtained from the Scientific Research and Publication Ethics Board of the University of Health Science Hamidiye Institute of Health Sciences through approval number 11.12.2020-27/11. Teachers working in the rehabilitation center were reached by phone, whatsapp and e-mail. Data have been collected using a digital platform. IBM's package program SPSS Statistics 24 has been used in analyzing the data, the significance level has been accepted as $p < .05$ in the analyses.

The Kolmogorov-Smirnov test has been performed with the aim of identifying whether or not the scores collected from the Satisfaction with Life Scale, Teacher Self-Efficacy Beliefs Scale, and Tool for Determining Difficulties Special Education Teachers Experience are normally distributed. The skewness and kurtosis values were calculated. The data belonging to the results from the performed analyses are shown in Table 1.

Table 1*Results From the Normality Tests for the TSEB, SWLS, and DDT and Their Sub-Dimensions*

	Variable	Descriptive Statistics				Normal Distribution Analysis					
		n	Min	Max	\bar{x}	Ss	Skewness	Kurtosis	Kolmogorov-Smirnov	sd	p
Demographic Variables	Age	200	21	52	26.49	4.946	2.236	5.619	.254	200	.000
	Work Time	200	4	11	7.90	.899	-1.175	5.884	.401	200	.000
	Home Working Time	200	0	5	0.44	.781	2.186	6.311	.408	200	.000
	SWSL	200	5	25	13.6850	3.85748	.175	-.077	.073	200	.012
	TSEB	200	31	135	108.68	19.135	-1.007	1.520	.095	200	.000
TSEB Sub-Dimensions	ASE	200	6	25	19.28	4.324	-.609	.032	.095	200	.000
	PSE	200	8	35	30.09	5.001	-1.286	2.309	.163	200	.000
	SSE	200	8	40	33.18	6.396	-1.209	1.680	.143	200	.887
	ISE	200	9	36	26.14	6.329	-.396	-.383	.083	200	.002
	DDT	200	10	82	41.29	15.079	.205	-.390	.053	200	.200
DDT Sub-Dimensions	SCD	200	1	41	18.2700	7.89613	.441	-.172	.094	200	.000
	IFD	200	4	39	21.8050	8.14979	.015	-.798	.056	200	.200

When examining Table 1 and looking at the normality tests the skewness and kurtosis values are seen to be between ± 3 . Based on this, it can be said that the data have a normal distribution (Liang et al., 2008).

Findings

This section includes the findings and interpretations regarding the data that have been obtained in line with the general and sub-purposes of the research. In order to examine the relationships among the scores from SWLS, TSEB, and DDT and their sub-dimensions with respect to the ages and hours worked at home and at the centers for the educators in the study group, the research has first off performed the Pearson correlation analysis due to the data being normally distributed. Table 2 presents the obtained results.

When examining Table 2, no significant relationship was detected among the educators' ages, work hours, or hours worked at home with the total scores from the scales as a result of the Pearson correlation analysis. Similarly, no significant relationship was encountered among the other variables with hours worked at the workplace. When examining the relationships among the scales, positive relationships with weak levels of significance are found for the scores from SWLS with those from TSEB ($r = 0.261, p = .000$) and with the sub-dimensions of academic self-efficacy ($r = 0.225, p = 0.001$), professional self-efficacy ($r = 2.76, p = .000$), and social self-efficacy ($r = 2.38, p = .000$) and a positive relationship with a very weak level of significance is found with the sub-dimension of intellectual self-efficacy ($r = 0.176, p = 0.13$). Negative relationships with weak levels of significance have been found for the scores from SWLS with the scores from DDT ($r = -0.383, p = .000$) and its SCD ($r = -0.368, p = .000$) and IFD sub-dimensions ($r = -0.317, p = .000$). While a negative relationship with a weak-level of significance has been found between the overall scores from DDT and the

overall scores from TSEB ($r = -0.350, p = .000$), negative relationships of mid-level significance have been between the scores for DDT's SCD and IFD sub-dimensions ($r = -0.418, p = .000$), between the scores for TSEB's PSE sub-dimension and DDT's SCD sub-dimension ($r = -0.414, p = .000$), and between the scores for TSEB's SSE sub-dimension and DDT's SCD sub-dimension ($r = -0.412, p = .000$). A negative relationship with a weak level of significance has been found between the scores for TSEB's ISE sub-dimension and DDT's SCD sub-dimension ($r = -0.334, p = .000$); no relationship has been encountered for the scores from any of the TSEB sub-dimensions with DDT's IFD sub-dimension.

Table 2

Pearson Correlation Analysis Results (n = 200) on the Relationship Among the Ages and Hours Spent Working at Home and at Work for Educators Working in Special Education and Rehabilitation Centers with SWLS, TSEB, and DDT and Their Sub-Dimensions

	1	2	3	4	5	6	7	8	9	10	11	12
Age (1)	1											
p												
Work Time (2)	-0.003	1										
p	0.962											
Home Working Time (3)	-0.043	0.046	1									
p	0.546	0.518										
SWLS (4)	0.004	-0.084	-0.168*	1								
p	0.959	0.239	0.017									
TSEB (5)	-0.029	-0.027	0.017	0.261**	1							
P	0.685	0.700	0.814	.000								
ASE (6)	0.017	-0.010	0.007	0.225**	0.868**	1						
P	0.807	0.892	0.923	.001	.000							
PSE (7)	0.070	-0.002	0.033	0.276**	0.860**	0.723**	1					
p	0.325	0.981	0.645	.000	.000	.000						
SSE (8)	-0.028	-0.035	-0.031	0.238**	.812**	0.615**	0.664**	1				
p	0.695	0.627	0.659	.001	.000	.000	.000					
ISE (9)	-0.102	0.006	0.056	0.176*	.861**	0.685**	0.639**	0.535**	1			
P	0.150	0.933	0.433	.013	.000	.000	.000	.000				
DDT (10)	0.016	0.060	0.038	-0.383**	-0.350**	-0.290**	-0.308**	-0.336**	-0.245**	1		
P	0.822	0.398	0.591	.000	.000	.000	.000	.000	.000			
SCD (11)	-0.037	0.021	0.041	-0.368**	-0.464**	-0.418**	-0.414**	-0.412**	-0.334**	0.896**	1	
p	0.604	0.765	0.562	.000	.000	.000	.000	.000	.000	.000		
IFD (12)	0.063	0.103	0.013	-0.317**	-0.154*	-0.086	-0.125	-0.186**	-0.102	0.892**	.616**	1
P	0.376	0.149	0.850	.000	0.029	0.227	0.078	0.008	0.149	.000	.000	

* $p < .05$, ** $p < .01$

This section applies the independent t-test to determine whether or not the scores the educators received from the SWLS, TSEB and its sub-dimensions, and DDT and its sub-dimensions have significant differences among the average scores with respect to demographic variables. The demographic variables that have significant differences among the averages are presented in Tables 3, 4, and 5.

Table 3

Independent t-Test Results for the Educators' Average SWLS Scores with Respect to Certain Demographic Variables (N = 200)

Variables		n	\bar{x}	Sd	df	t	p
Marital Status	Single	146	13.34	3.943	198	-2.082	.039
	Married	54	14.61	3.482			
Bringing Work Home	Yes	60	12.60	3.836	198	-2.643	.009
	No	140	14.15	3.785			
Educational Permissions	Yes	122	14.35	3.562	198	3.127	.002
	No	78	12.64	4.086			
Participation in Educational Activities	Yes	141	14.41	3.766	198	4.293	.000
	No	59	11.94	5.530			
Monitoring Scientific Publications	Yes	140	14.05	3.736	198	2.061	.041
	No	60	12.83	4.030			
Satisfaction with Conditions	Yes	73	15.10	3.600	198	4.115	.000
	No	127	12.86	3.774			
Choosing the Profession Willingly	Yes	179	13.93	3.804	198	2.759	.006
	No	21	11.52	3.709			
Rechoosing the Same Profession	Yes	127	14.53	3.590	198	4.288	.000
	No	73	12.30	3.870			
Love for the Profession	Yes	179	14.00	3.830	198	3.464	.001
	No	21	11.00	3.000			
Having Dreamt of Working in Special Education	Yes	56	14.96	3.479	198	2.982	.003
	No	144	13.18	3.893			
Professional Confidence	Yes	174	14.04	3.789	198	3.461	.001
	No	26	11.30	3.507			

As shown in Table 3, significant differences among total score averages from the Satisfaction With Life Scale with respect to educators' marital status ($t = -2.082$; $p < 0.05$), bringing work home ($t = -2.643$; $p < 0.05$), educational permissions ($t = 3.127$; $p < 0.05$), participation in educational activities ($t = 4.293$; $p < 0.05$), monitoring scientific publications ($t = 2.061$; $p < 0.05$), satisfaction with conditions ($t = 4.115$; $p < 0.05$), choosing the profession willingly ($t = 2.759$; $p < 0.05$), rechoosing the same profession ($t = 4.288$; $p < 0.05$), love for the profession ($t = 3.464$; $p < 0.05$), having dreamt of working in special education ($t = 2.982$; $p < 0.05$), and professional confidence ($t = 3.461$; $p < 0.05$).

Table 4

Independent t-Test Results for Educators' Average Scores from TSEB and Its Sub-Dimensions with Respect to Certain Demographic Variables (N = 200)

Variables		n	\bar{x}	Sd	df	t	p
TSEB							
Participating in Educational Activities	Yes	141	112.88	17.021	198	5.082	.000
	No	59	98.66	20.297			
Monitoring Scientific Publications	Yes	140	111.85	18.026	198	3.684	.000
	No	60	101.30	19.754			
Having Chosen the Profession Willingly	Yes	179	109.77	18.633	198	2.370	.019
	No	21	99.43	21.280			
Would Choose the Same Profession Again	Yes	127	111.83	16.685	198	2.914	.004
	No	73	103.22	21.843			
Professional Confidence	Yes	174	112.10	16.237	198	7.357	.000
	No	26	85.81	21.554			
ASE							
Participating in Educational Activities	Yes	141	20.15	3.957	198	4.612	.000
	No	59	17.20	4.487			
Monitoring Scientific Publications	Yes	140	20.31	3.852	198	5.540	.000
	No	60	16.87	4.432			
Having Chosen the Profession Willingly	Yes	179	19.49	4.240	198	1.982	.049
	No	21	17.52	4.729			
Would Choose the Same Profession Again	Yes	127	19.76	4.103	198	2.105	.037
	No	73	18.44	4.592			
Professional Confidence	Yes	174	20.01	3.820	198	6.804	.000
	No	26	14.42	4.429			
PSE							
Participating in Educational Activities	Yes	141	30.87	4.485	198	3.218	.002
	No	59	28.20	5.671			
Having Chosen the Profession Willingly	Yes	179	30.44	4.781	198	2.951	.004
	No	21	27.10	5.915			
Would Choose the Same Profession Again	Yes	127	30.85	4.410	198	2.718	.004
	No	73	28.75	5.681			
Love for the Profession	Yes	179	30.34	4.923	198	2.130	.034
	No	73	18.44	4.592			
Professional Confidence	Yes	174	30.87	4.336	198	6.305	.000
	No	26	24.81	5.973			
SSE							
Participating in Educational Activities	Yes	141	34.23	5.650	198	3.340	.001
	No	59	30.66	7.359			
Educational Permissions	Yes	122	33.95	5.642	198	2.034	.044
	No	78	31.97	7.301			
Satisfaction with Conditions	Yes	73	34.63	6.369	198	2.462	.015
	No	127	32.25	6.286			
Would Choose the Same Profession Again	Yes	127	34.25	5.409	198	2.934	.004
	No	73	31.32	7.505			
Love for the Profession	Yes	179	33.56	6.274	198	2.476	.014
	No	21	29.95	6.674			
Professional Confidence	Yes	174	34.29	5.390	198	7.071	.000
	No	26	25.77	7.680			
ISE							
Monitoring Scientific Publications	Yes	140	27.35	5.990	198	4.309	.000
	No	127	32.25	6.286			
Having Chosen the Profession Willingly	Yes	179	26.46	6.270	198	2.093	.038
	No	73	31.32	7.505			
Would Choose the Same Profession Again	Yes	127	26.96	5.918	198	2.449	.015
	No	73	24.71	6.794			
Professional Confidence	Yes	174	26.94	5.771	198	4.861	.000
	No	26	20.81	7.370			

Table 4 shows significant differences among educators' average total scores for the TSEB with respect to their participation in educational activities ($t = 5.082$; $p < 0.05$), monitoring scientific publications ($t = 3.684$; $p < 0.05$), having chosen the profession willingly ($t = 2.370$; $p < 0.05$), would choose the same profession again ($t = 2.914$; $p < 0.05$), and professional confidence ($t = 7.357$; $p < 0.05$); among their average overall score for ASE with respect to participating in educational activities ($t = 4.612$; $p < 0.05$), monitoring scientific publications ($t = 5.540$; $p < 0.05$), having chosen the profession willingly ($t = 1.982$; $p < 0.05$), would choose the same profession again ($t = 2.105$; $p < 0.05$), and professional confidence ($t = 6.804$; $p < 0.05$); among their average overall scores for TSEB's PSE sub-dimension with respect to their participation in educational activities ($t = 3.218$; $p < 0.05$), having chosen their profession willingly ($t = 2.951$; $p < 0.05$), would choose the same profession again ($t = 2.718$; $p < 0.05$), love for the profession ($t = 2.130$; $p < 0.05$), and professional confidence ($t = 6.305$; $p < 0.05$); among their overall scores for TSEB's SSE sub-dimension with respect to their participation in educational activities ($t = 3.340$; $p < 0.05$), educational permissions ($t = 2.034$; $p < 0.05$), satisfaction with conditions ($t = 2.462$; $p < 0.05$), would choose the same profession again ($t = 2.934$; $p < 0.05$), love for the profession ($t = 2.476$; $p < 0.05$), and professional confidence ($t = 7.071$; $p < 0.05$); and among the overall scores from TSEB's ISE sub-dimension with respect to their participation in educational activities ($t = 5.489$; $p < 0.05$), monitoring scientific publications ($t = 4.309$; $p < 0.05$), having chosen the occupation willingly ($t = 2.093$; $p < 0.05$), would choose the same profession again ($t = 2.449$; $p < 0.05$), and professional confidence ($t = 4.861$; $p < 0.05$).

In Table 5, significant differences have been determined to exist for educators' average scores on the DDT with respect to educational permissions ($t = -5.888$; $p < 0.05$), participation in educational activities ($t = -5.659$; $p < 0.05$), their monitoring scientific publications ($t = -3.532$; $p < 0.05$), satisfaction with conditions ($t = -6.854$; $p < 0.05$), having chosen the profession willingly ($t = -2.542$; $p < 0.05$), would choose the same profession again ($t = -5.726$; $p < 0.05$), love for the profession ($t = -3.010$; $p < 0.05$) and professional confidence ($t = -7.242$; $p < 0.05$); their average scores for DDT's SCD sub-dimension with respect to their participation in educational activities ($t = -5.551$; $p < 0.05$), educational permissions ($t = -3.772$; $p < 0.05$), monitoring scientific publications ($t = -4.045$; $p < 0.05$), satisfaction with conditions ($t = -3.676$; $p < 0.05$), having chosen the profession willingly ($t = -2.927$; $p < 0.05$), would choose the profession again ($t = -5.187$; $p < 0.05$), love for the profession ($t = -2.679$; $p < 0.05$) and professional confidence ($t = -7.415$; $p < 0.05$); and their average scores for DDT's IFD sub-dimension with respect to their participation in educational activities ($t = -4.038$; $p < 0.05$), educational permissions ($t = -7.074$; $p < 0.05$), satisfaction with conditions ($t = -9.336$; $p < 0.05$), would choose the same profession again ($t = -4.832$; $p < 0.05$), love for the profession ($t = -2.705$; $p < 0.05$) and professional confidence ($t = -3.353$; $p < 0.05$).

When examining the other research results, a significant difference ($F = 5.871$; $p < 0.05$) is seen to exist between the average scores from SWLS with respect to educators' income status. Scheffé's method, a multiple comparison test that researchers are able to choose when intergroup variances are equal, has been used. Those with above average incomes have been determined according to this method to have higher average scores ($\bar{\chi} = 17.89$) compared to those with average ($\bar{\chi} = 13.49$) and below-average ($\bar{\chi} = 13.46$) incomes. A significant difference is seen between the average scores for the TSEB with respect to educators' income status ($F = 4.377$; $p < 0.05$). Those with above-average incomes are determined to have significantly greater average scores ($\bar{\chi} = 121.89$) compared to those with below-average incomes ($\bar{\chi} = 101.91$). Significant differences are seen between the mean scores for TSEB's ASE sub-dimension ($F = 3.806$; $p < 0.05$). Those with an above-average income have been determined to have significantly higher average scores ($\bar{\chi} = 22.56$) compared to those with below-average incomes ($\bar{\chi} = 17.75$). A significant difference is seen among the average scores for TSEB's PSE sub-dimension ($F = 3.379$; $p < 0.05$). Those with above-average incomes have been determined to have significantly higher averages scores ($\bar{\chi} = 33.67$) compared to those with below-average incomes ($\bar{\chi} = 28.84$). Significant differences are seen among the average scores for TSEB's SSE sub-dimension ($F = 3.797$; $p < 0.05$). Those with average incomes have been determined to have significantly higher scores ($\bar{\chi} = 33.61$).

compared to those with below-average incomes ($\bar{x} = 30.47$). No significant differences were able to be found among the score averages for SWLS, DDT and its sub-dimensions, or TSEB and its sub-dimensions with respect to educators' experience or disability status of those with which they work.

Table 5

Independent t-Test Results for Educators' Average Scores from DDT and Its Sub-Dimensions with Respect to Specific Demographic Variables (N = 200)

Variables		n	\bar{x}	Sd	df	t	p
DDT							
Educational Permissions	Yes	122	36.65	13.770	198	-5.888	.000
	No	78	48.55	14.217			
Participation in Educational Activities	Yes	141	37.66	13.566	198	-5.659	.000
	No	59	49.97	15.077			
Monitoring Scientific Publications	Yes	140	38.89	14.232	198	-3.532	.000
	No	60	46.88	15.629			
Satisfaction with Conditions	Yes	73	32.60	13.415	198	-6.854	.000
	No	127	46.28	13.690			
Having Chosen the Profession Willingly	Yes	179	40.37	14.741	198	-2.542	.012
	No	21	49.10	16.028			
Would Chose the Same Profession Again	Yes	127	36.99	13.427	198	-5.726	.000
	No	73	48.77	14.955			
Love For the Profession	Yes	179	40.21	14.851	198	-3.010	.003
	No	21	50.48	14.158			
Professional Confidence	Yes	174	39.11	14.460	198	-7.242	.000
	No	26	55.88	10.405			
SCD							
Participation in Educational Activities	Yes	141	16.28	6.885	198	-5.551	.000
	No	59	23.01	8.184			
Educational Permissions	Yes	122	16.64	7.202	198	-3.772	.000
	No	78	20.82	8.296			
Monitoring Scientific Publications	Yes	140	16.75	7.163	198	-4.045	.000
	No	60	21.80	8.442			
Satisfaction with Conditions	Yes	73	15.64	7.785	198	-3.676	.000
	No	127	19.77	7.585			
Having Chosen the Profession Willingly	Yes	179	17.72	7.671	198	-2.927	.004
	No	21	22.95	8.417			
Would Chose the Same Profession Again	Yes	127	16.20	6.915	198	-5.187	.000
	No	73	21.86	8.242			
Love For the Profession	Yes	179	17.76	7.730	198	-2.679	.008
	No	21	22.57	8.176			
Professional Confidence	Yes	174	16.85	7.093	198	-7.415	.000
	No	26	27.76	6.345			
IFD							
Participation in Educational Activities	Yes	141	20.35	7.913	198	-4.038	.000
	No	59	25.27	7.705			
Educational Permissions	Yes	122	18.88	7.443	198	-7.074	.000
	No	78	36.37	7.067			
Satisfaction with Conditions	Yes	73	15.87	6.201	198	-9.336	.000
	No	127	25.21	7.122			
Would Chose the Same Profession Again	Yes	127	19.80	7.364	198	-4.832	.000
	No	73	25.28	8.323			
Love For the Profession	Yes	179	21.27	8.029	198	-2.705	.007
	No	21	26.28	7.969			
Professional Confidence	Yes	174	21.19	8.224	198	-3.353	.006
	No	26	25.88	6.383			

Discussion and Results

This study has examined whether or not the self-efficacy beliefs and life satisfaction of child developers and preschool teachers working in special education and rehabilitation centers has an effect on the difficulties they encounter in their professional lives. The relationship among the three variables have been examined for this purpose in particular, and the findings that have come up reveal significant relationships among the variables. According to these findings, the difficulties educators face in their professional lives decrease with increases in life satisfaction. Again, as educators' self-efficacy beliefs increase, so do the difficulties they encounter in their professional lives decrease. A negative relationship is found between life satisfaction and self-efficacy beliefs with the difficulties encountered in professional life. Additionally, the study has examined the relationships between life satisfaction and self-efficacy beliefs and determined a positive relationship to exist between them. In a study performed with teachers, Telef (2011) found a positive relationship between teachers' general self-efficacies and life satisfaction. Similarly, Beyhan's (2018) study performed with healthcare professionals found a positive relationship between self-efficacy and life satisfaction; those findings coincide with those from our study. Şahin's (2010) study found individuals with low life satisfaction to also have a decreased sense of personal accomplishment. When considering the relationship between personal accomplishment and self-efficacy beliefs, the high level of difficulties people with low life satisfaction in our study have faced and their self-efficacy beliefs being low also supports that study. Şişman (2009) stated self-efficacy to be important for teachers and thus is an issue that needs to be addressed. The literature states self-efficacy beliefs to be an indispensable part of the education process (Azar, 2010). Teachers with high self-efficacy being able to use their existing potential in the best way is among the advocated views (Avcı, 2020). As a result, the view can be put forth that a teacher with high self-efficacy will be able to better cope with the difficulties they experience in the education process. Our study has also found a negative relationship between self-efficacy and the difficulties that are encountered. Self-efficacy has been mentioned to have a significant impact on the individual, and individuals with high self-efficacy have been determined to have increased motivation toward their job (as cited in Beyhan, 2018; Bandura, 1994). When educators increase their self-efficacy, their motivation levels are also thought to increase and the intensity of the difficulties they encounter also decreases. Encountering fewer difficulties also raises life satisfaction. The example of the relationship between work satisfaction and life satisfaction may be shown in regard to how encountered difficulties decrease life satisfaction. According to Yiğit et al.'s (2011) study, employees with high work satisfaction also have high life satisfaction. Professional competence or the characteristics of institutional structures are able to exemplify factors that can affect work satisfaction. The experiences educators have in relation to professional competence or institutions can also impact life satisfaction just like it can reflect onto their job satisfaction. According to the results regarding our educators' marital statuses, those who are married are identified as having higher life satisfaction. According to Fırat and Cula's (2016) study, however, a result different from our study emerged among their findings, which revealed life satisfaction to not differ with respect to marital status. According to other research (Yılmaz & Aslan, 2013; Ünal et al., 2001), results in parallel with our study have emerged where the life satisfaction of married educators was found to be higher. It is stated that there is a relationship between loneliness and life satisfaction (Yılmaz & Aslan, 2013). It can be said that because single individuals experience more loneliness than married individuals, their life satisfaction is lower (Parmaksız, 2020). It is stated that married individuals have higher life satisfaction due to their higher social support than singles (Gümüş, 2015). Another study performed in relation to teachers' life satisfaction did not encounter any relationship for teachers' education level, experience, or work hours at school with life satisfaction (Fırat & Cula, 2016). This shows parallels with the findings from our study. Another factor affecting life satisfaction is income. Life satisfaction has been determined to increase with higher income, which coincides with Aydiner's (2011) study.

When looking at the other findings from the study, no relationship was found between educators' self-efficacy beliefs and age. In Kaya's (2019) study on teachers' self-efficacy, no significant relationship was found between

age and self-efficacy. Again, in the study of Yılmaz and Çokluk Bökeoğlu (2008), it was found that there was no difference between age and self-efficacy beliefs. These results are similar to the findings of our study. Avcı's (2020) study concluded teachers' self-efficacy beliefs to increase with age, which presents a result different from our study. The study has shown education level and major to have no effect on self-efficacy beliefs. Avcı (2020) study also put forth the result that educators' major had not affected their self-efficacy beliefs; this coincide with the results from our study. The extent to which teachers develop themselves affects their self-efficacy beliefs. According to the study results, those who participate in educational activities related to their field were concluded to have higher self-efficacy beliefs. Benzer's (2011) study also supports this. The study findings also show teachers feel more competent when they attend in-service courses/seminars. Benzer's (2011) study concluded that educators who read professional publications have higher self-efficacy perceptions. Our study supports this in that teachers who monitor scientific publications have higher academic self-efficacy and higher intellectual self-efficacy beliefs. Another finding of the study is that neither the duration working in special education nor experience impact self-efficacy beliefs. Aydın's (2019) study found no relationship between teachers' self-efficacy perceptions and experience, which supports this finding from our study. According to Avcı's (2020) study, those with less than 15 years of experience have higher self-efficacy beliefs compared to those with over 15 years of experience. The high level of professional motivation of teachers in the period when they started the profession may have increased their self-efficacy beliefs. However, the feeling of professional burnout that increases over time may affect teachers' self-efficacy beliefs. No relationship was found between educators' marital status and their self-efficacy beliefs. Avcı's (2020) study, however, reached the result that married teacher have higher self-efficacy beliefs, which presents a different result than our study. Sezgin Kanık's (2019) study found the self-efficacy beliefs of unmarried teachers to be higher.

As a result based on all the findings and literature reviews, the conclusion has been reached that as the self-efficacy beliefs and life satisfaction of child developers and preschool teachers working in special education and rehabilitation centers increase, the difficulties they encounter in their area of work will decrease. As educators develop themselves professionally, their self-efficacy beliefs will increase; as a result, the difficulties they encounter will decrease and their life satisfaction levels will increase. In addition to educators developing themselves, the conditions institutions provide also directly impact educators' life satisfaction as well as the difficulties they encounter. First of all, undergraduate programs need to be developed. In-service trainings should be planned for teachers who start working in institutions. Likewise, teachers should be encouraged to take postgraduate education. Teachers' following scientific publications and attending congresses related to their field will have positive effects on their self-efficacy. It is thought that improvements in the social rights of teachers will contribute to their motivation level.

One of the limitations of the study is the effect of data collection on teachers' life satisfaction and the difficulties they encounter during the pandemic period. Another limitation may be that only two occupational groups were included in the study. Researchers on the subject can design different studies with variables such as job satisfaction, burnout, and occupational anxiety by including various branches. As a result, having special education and rehabilitation center administrators make the required regulations by taking these things into consideration will support educators. In light of this study, future studies can examine this in more detail using mixed designs by addressing both the quantitative and qualitative dimensions. Studies can also be handled by examining variables such as educators' job satisfaction and professional satisfaction.

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