The Relationship between Primary School Teachers' Self-Efficacy, Autonomy, Job Satisfaction, Teacher Engagement and Burnout: A Model Development Study

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Article Info	Abstract
	In this study, it was aimed explore the relationship between primary school teachers' sense of self-efficacy, autonomy, job satisfaction, teacher engagement, and burnout variables. The study was conducted using a quantitative research design and a correlational model. The data were collected at three different levels. In the first level, during the adaptation of Teacher Autonomy Scale to Turkish the data were obtained from 146 teachers; in the second level, for the linguistic equivalence, data were collected from 32 teachers; and the third level was conducted to test the relationship between the variables of the study through a model by collecting, the data from 716 teachers. The analysis of data was done using SPSS 18 package program and LISREL 8.8 program. A model showing the relationships between the variables of the study, self-efficacy, autonomy, job satisfaction, teacher engagement, and burnout were tested. These relationships were tested by the path analysis. At the end of analyses, it was found out that teaching self-efficacy predicted teacher engagement, job satisfaction, and autonomy positively while it predicted burnout negatively at significant levels. As for teacher autonomy, it predicted teacher engagement positively. The results of the study revealed that the fit goodness between the theoretical model and the data was high.

Introduction

Education has been an important notion which has constantly maintained its existence since the beginning of human life (Azar, 2011) and an important factor in terms of the development of the society and individuals (Demirtaş, Cömert and Özer, 2011). For instance, education had an important role in shaping the society in American history (Mickel, 2015). Besides education itself, development of the educational system is also an important issue for people because educational system can be considered as a basic principle for a developing country (Gkolia, Belias and Koustelios, 2014). In this system, the features and qualities teachers should possess have always been a matter of debate (Buluç and Demir, 2015).

In recent years, teacher has been seen the most important factor for the educational system to be successful so that to reach desired outcomes from students and reach a high level of students' academic achievement because teachers play the greatest role in students' learning in the classroom and school (Sokolov, 2017). In this sense, for the schools to fulfil their goals, teachers need to have positive feelings and high level of motivation related to their job (Gün, 2017). In other words, "The quality of no educational system can exceed the quality of teachers" (TED, 2014, s.1).

Bandura's self-efficacy theory is a good framework to understand teacher behaviors (Jones, 2011). Tschannen-Moran and Woolfolk Hoy (2001) define teacher's self-efficacy as "the capacity to take the students with even learning difficulties or unmotivated students to the level of learning". For instance, being able to make all the students including even those who suffer from difficulties with learning mathematics engage in classroom activities to sustain discipline is related to teachers' self-efficacy (Skaalvik and Skaalvik, 2014). Measuring teacher's self-efficacy is thought to be based on four sources of information proposed by Bandura (1997): mastery experiences, vicarious experiences, verbal persuasion, psychological and affective states. While these sources may explain previous behaviors on the one hand, on the other they may determine the future behaviors (Fisher and Kostelitz, 2015). These sources of self-efficacy may affect the levels of self-efficacy both positively and negatively (Griffin, 2016). Measurement of teacher's self-efficacy can be achieved on the basis of these four

sources of information proposed by Bandura's (1997). Beside these sources, teaching environment, students' characteristics, and demographical structures can also affect teacher's self-efficacy (Ross, Cousins and Gadalla, 1996). Accordingly, it can be said that a teacher's self-efficacy means more than his/her field knowledge and teaching proficiency (Bandura, 1997). In recent years, it is evident that teacher's self-efficacy based on Bandura's Self-efficacy Theory has been widely studied in the research related to teacher training (Bümen and Özaydın, 2013).

The first person who introduced self-efficacy in Social Learning Theory is Bandura (Baleghizadeh and Shakouri, 2015). In other words, it can be said that self-efficacy is based on Social Learning Theory (Comerchero, 2008). According to this theory, factors such as the environment, interaction with others, and individuals' behaviors shape people (Bandura, 1986). Self-efficacy can be stated to be the most important factor in forming people's behaviors and their sense of self-efficacy (Schunk, 1985). According to previous studies, self-efficacy has great effects on people's accomplishment in different areas of life (Bandura, 1997).

There is not much research directly studying the relationship between teacher's job satisfaction and teacher's self-efficacy (Buluç and Demir, 2015). The limited number of studies carried out on this issue revealed that the teachers with high level of self-efficacy had higher level of job satisfaction while those with low level of self-efficacy had high level of burnout. In the studies on teachers, it was found that self-efficacy had positive relationship with job engagement and job satisfaction whereas it had negative relationship with burnout (Skaalvik and Skaalvik, 2014). It was also found that job satisfaction had positive relationship with both autonomy and self-efficacy (Klassen and Chiu, 2010; Yang 2010). It was also found that self-efficacy affects the sense of autonomy positively (Federici, 2013).

Gavish and Friedman (2010) define burnout as a process with stages stemming from stressful experiences. After this long process, teacher's burnout turns into an unrecoverable syndrome. Burnout can be frequently observed in the jobs which offer human services and one of these jobs is teaching (Watts, 2013). It can be said that when compared to other jobs teaching is the job where burnout is most highly experienced (Çetin, 2016). As a result of stress, teacher's burnout can much further accelerate (Grayson and Alvarez, 2008). Grayson and Alvarez (2008) attribute the factors causing teacher's burnout to poor conditions of work and the absence of enough support. Fernet, Guay, Senécal and Austin (2012) in one of their studies found out that 20% of the teachers in Canada show the symptoms of burnout at least once a week. Among all the teachers, primary school teachers had highest levels of burnout related to their job (Demir and Kara, 2014). There is a negative relationship between burnout and teachers' job satisfaction (Skaalvik and Skaalvik, 2010). Besides, it was seen that there was a relationship between teacher's self-efficacy and burnout (Evers, Brouwers and Tomic, 2002; Friedman and Farber, 1992) and it was even analyzed on a model (Skaalvik and Skaalvik, 2010). Burnout is a factor that causes decrease in teacher's sense of self-efficacy. Teachers with high level of self-efficacy have low burnout (Skaalvik and Skaalvik, 2010) and high personal accomplishment levels (Bandura, 1986). Maslach and Jackson (1984) suggested that many teachers start their career with idealist expectations but in the following years they experience disappointments with their expectations and isolate themselves from their job. Furthermore, teachers' burnout may cause decrease in their students' performances, sense of self-efficacy, and internal motivation (Maslach and Leiter; 1999). Likewise, there are studies which revealed relationships among teacher's job satisfaction, burnout, autonomy, and motivation (Pearson and Moomaw, 2006), too.

Insufficient number of teachers which is an important factor in educational system in the world has been a growing problem. Whereas the rate of the teachers who pull out of their job especially in the first five years in the USA and other countries in the world is very high (Hong, 2012), teachers in Turkey prefer to work until the time they officially retire (Özdemir, 2007). It is very important to know the professional and individual characteristics of teachers taking part in the educational system for the educational outcomes to be at the desired levels. It is necessary to explore teachers' characteristics and views about their profession in terms of reaching the targeted outcomes (Yerdelen, Sungur and Klassen, 2016).

Considering the previous research and related theories, it is assumed that the model to be built upon the variables of this study will contribute to the literature. Although there are studies focusing on the relationship between similar variables, the fact that this study also formulates a significant model makes it substantial. This study will increase the information about the variables under investigation and primary teachers' profiles. For this purpose, benefiting from the related literature, theories and research results a model was formed on the latent and observed variables. The model that will be tested in this study is given in Figure 1.
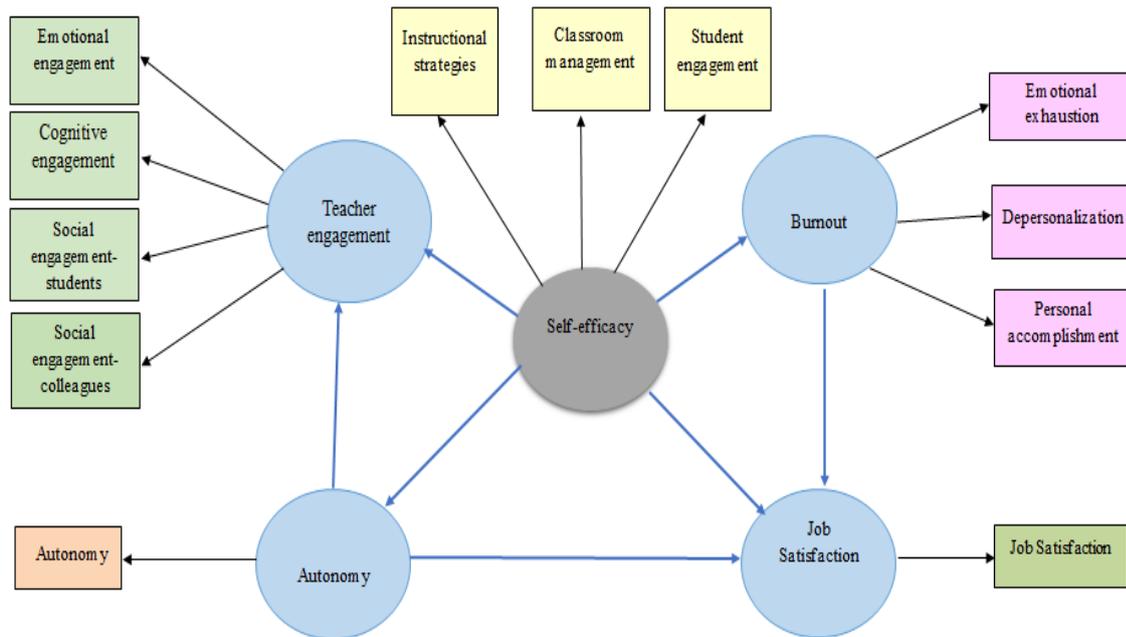
Figure 1. The theoretical model that will be tested

One of the main purposes of this study is to test the model showing self-efficacy, autonomy, job satisfaction, engagement and burnout levels of the teachers who work in the primary schools affiliated to the Ministry of National Education in Erzurum and its districts and the relationships among these variables. In accordance with this purpose, the following hypotheses were formed.

1. Primary teachers' self-efficacy levels predict their teacher's engagement, autonomy, job satisfaction, and burnout levels.
2. Primary teachers' burnout levels predict their job satisfaction.
3. Primary teachers' autonomy levels predict their teacher's engagement and job satisfaction.
4. The data of the study have goodness of fit with the model.

Method

Research Model

Quantitative research design was used as the approach of the study. The study in which the relationships between teacher's self-efficacy, autonomy, job satisfaction, burnout, and teacher's engagement were investigated was conducted through the correlational model which allows the investigation of the events or cases under study as they are. The correlational model is used to discover the relationship between two or more variables (McMillan and Schumacher, 2010).

Sample

The sample of this study consists of 716 primary school teachers. It was formed through convenience sampling. Convenience sampling is based on the principles of availability and accessibility which enable to collect the data quickly (Berg, 2001).

Out of the total sample size, 399 (55,7%) of the participants were female and 317 (44,3%) were male. As for their ages, 275 (38,4%) of the teachers were aged 18-30, 226 (31,6%) 31-40, 119 (16,6)41-50, 70 (9,8%) 51-60, and 26 (3,6%) 61 and over. As for their experience, 424 (59,2%) of the teachers had 0-10, 105 (14,7%) 11-20, 101 (14,1%) 21-30 63 (8,8%) 31-40 and 23 (3,2%) 41 or more years of experience.

Table 1. The frequency and percentage distribution of demographical information of the participants

		f	%
Gender	Female	399	55,7
	Male	317	44,3
	Total	716	100,0
Age	18-30	275	38,4
	31-40	226	31,6
	41-50	119	16,6
	51-60	70	9,8
	61-+	26	3,6
	Total	716	100,0
Experience	0-10	424	59,2
	11-20	105	14,7
	21-30	101	14,1
	31-40	63	8,8
	41-+	23	3,2
	Total	716	100,0

Data Collection and Analysis

First of all, the formal written permissions for the use of the scales to be applied in the study were taken. It took 25-30 minutes for the primary teachers who took place in the research to complete the questionnaires. Then, the data were computerized after eliminating the missing and wrong ones. Before the analysis process, the main assumptions were evaluated in order to conduct parametric tests. For this purpose, first, z test, kurtosis, skewness values were analyzed and then Mahalonobis distance coefficients were considered.

It was decided that the data set was suitable for parametric statistical analysis. Then, the data were analyzed with Pearson correlations and path analyses using the LISREL 8.8 program. The relationships between the latent variables of the study, teacher's autonomy, teacher's engagement, self-efficacy, job satisfaction, and burnout; and, the observed variables, classroom management, instructional strategies, student's engagement, job satisfaction, autonomy, emotional exhaustion, depersonalization, personal accomplishment, emotional engagement, cognitive engagement, social engagement-students, social engagement- colleagues were tested through a path analysis. In this study, the goodness of fit indices x^2/df, RMSEA, GFI, CFI and SRMR, NNFI were considered to test the goodness of fit of the model.

Data Collection Tools

Teacher Job Satisfaction Scale

In order to measure job satisfaction levels of primary school teachers, the scale developed by Skaalvik and Skaalvik (2010) and adapted to Turkish by Yerdelen (2013) was used. The scale consists of three items. They were measured against as 5-point Likert scale. In this scale (1) refers to "always" and (5) refers to "never". The Cronbach alpha value, which is used to measure reliability of the scale was found .71 in the original study by Skaalvik and Skaalvik (2010) whereas it was .87 in Yerdelen's (2013) study conducted to adapt the scale to Turkish. Its external validity was supported (Skaalvik and Skaalvik, 2010). On the other hand, the Cronbach coefficient value found in this current study was .70.

Teacher's Sense of Efficacy Scale

Teacher's Sense of Efficacy Scale-TSES was developed by Tschannen-Moran and Hoy (2001). The scale has 24-item long and 12-item short versions. The short version was adapted by Yerdelen (2013). It has 12 items, four in each sub-dimension. The items are in 9-point Likert scale forms. The levels of agreement vary from "nothing (1)" to "a great deal (9)". The scale's external validity was supported (Tschannen-Moran and Hoy, 2001). In this study, the Cronbach's alpha values were found as .71 for Efficacy in Instructional Strategies, .72 for Efficacy in Classroom Management, and .77 for Efficacy in Student Engagement items.

Maslach Burnout Inventory-Educators Survey

Maslach Burnout Inventory-Educators Survey (MBI-ES) was developed first by Maslach and Jackson (1981) in order to measure people's burnout levels. In this study, the Turkish version of the scale adapted by İnce and Şahin (2015) was used. The scale consists of 22 items in total. It has three sub-dimensions as emotional exhaustion (9 items), depersonalization (5 items), and personal accomplishment (8 items). Maslach and Jackson (1981) calculated the Cronbach's alpha values of the scale, in its original form, as .89 for emotional exhaustion sub-dimension, .74 for depersonalization sub-dimension, and .77 for personal accomplishment sub-dimension. On the other hand, in their study conducted to adapt the scale to Turkish, İnce and Şahin (2015) estimated the Cronbach's alpha values as .88 for emotional exhaustion sub-dimension, .78 for depersonalization sub-dimension, and .74 for personal accomplishment sub-dimension. The scale's external validity was supported (Maslach and Jackson 1981; Maslach, Jackson and Schwab, 1986). As for the current study, Cronbach's alpha values were found as .66, .74, and .62 for emotional exhaustion, depersonalization, and personal accomplishment sub-dimensions respectively.

Engaged Teachers Scale

Engaged Teachers Scale was developed by Klassen, Yerdelen and Durksen (2013). The items were formed as 7-point Likert scale. The scale consists of 16 items and four sub-dimensions. The scale's external validity was supported (Klassen, Yerdelen and Durksen, 2013). In Klassen, Yerdelen and Durksen (2013)'s study, Cronbach's alpha values were calculated to be .87 for emotional engagement, .84 for cognitive engagement, .83 for social engagement-students, and .79 for social engagement-colleagues sub-dimensions whereas in the current study these values were found to be as respectively .68 for emotional engagement, .71 for cognitive engagement, .72 for social engagement-students, and .70 for social engagement-colleagues sub-dimensions.

Teacher Autonomy Scale

Teacher Autonomy Scale was used to measure teachers' autonomy levels. It consists of only one dimension and three items. It was designed in 6-point Likert scale form. Its Cronbach alpha was calculated to be .84 (Skaalvik and Skaalvik, 2009). The scale's external validity was supported (Skaalvik and Skaalvik, 2009). As for its Cronbach alpha found in the current study, it was found as .77.

Findings

The descriptive statistics and bivariate correlation analysis coefficients are shown in Table 2. Means for the sub-dimensions of teacher's sense of self-efficacy, which is one of the research variables, were found to be high for instructional strategies (M = 7.02, SD= 1.14), classroom management (M = 7.35, SD= 0.94), and student engagement (M = 7.26, SD= 1.02). Likewise, the means of the other variables of the study, autonomy and (M = 4.90, SD= 0.84) job satisfaction (M = 4.06, SD= 0.62) were also found to be high. The means of the sub-dimensions of teacher engagement (engaged teachers), another variable of the study, were found to be high as well: emotional engagement (M = 5.24, SD= 0.64), cognitive engagement (M = 5.30, SD= 0.56), social engagement-students (M = 5.17, SD= 0.64), and social engagement-colleagues (M = 5.02, SD= 0.74).

On the other hand, the means of the sub-dimensions of burnout were found (M = 1.18, SD= 0.89) for emotional exhaustion, (M = 2.18, SD= 0.96), and for depersonalization, and (M = 4.86, SD= 0.85) for personal accomplishment. When the correlation coefficients of the study are analyzed, it is seen that the highest significant relationships are between instructional strategies and classroom management (r= .68) which are the sub-dimensions of the self-efficacy scale and between emotional engagement and cognitive engagement (r= .66) which are the sub-dimensions of the Engaged Teachers Scale. However, the weakest significant relationships according to correlation coefficients were found between depersonalization which is a sub-dimension of the Maslach Burnout Inventory-Educators Survey and classroom management which is a sub-dimension of the Teacher's Sense of Efficacy Scale (r= -.08).

Table 2. The correlation matrix of the variables in the study

| Variables	1	2	3	4	5	6	7	8	9	10	11	12
1. Instructional strategies	-											
2.Classroom management	.68**	-										
3.Student engagement	.40**	.65**	-									
4. Autonomy	.40**	.34**	.30**	-								
5. Job satisfaction	.05	.14**	.04	.06	-							
6. Emotional engagement	.23**	.21**	.17**	.19**	.44	-						
7. Cognitive engagement	.25**	.21**	.23**	.24**	.03	.66**	-					
8. Social engagement-students	.28**	.20**	.20**	.37**	.05	.48**	.59**	-				
9. Social engagement-colleagues	.18**	.16**	.17**	.22**	.02	.37**	.46**	.43**	-			
10.Emotional exhaustion	-.06	-.09*	-.04	-.06	-.11**	-.12**	-.08*	-.03	-.05	-		
11.Depersonalization	-.09*	-.08*	-.11**	-.12**	-.04	-.18**	-.17**	-.20**	-.11*	.44**	-	
12.Personal accomplishment	.17**	.11**	.08*	.03	.02	.15**	.15**	.05	.05	-.31**	-.33**	-

**p<.01,*p<.05
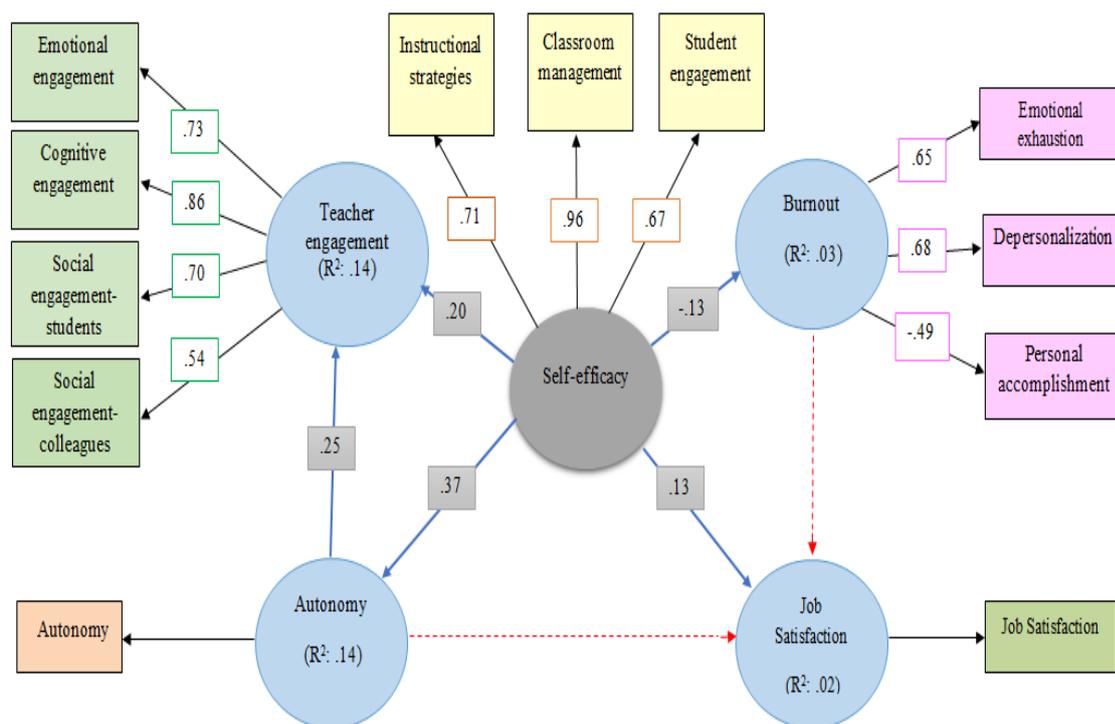
Figure 2. The standardized coefficients related to the tested model

The relationships between the latent variables, teacher's autonomy, teacher's engagement, teacher's self-efficacy, teacher's job satisfaction, and teacher's burnout, and the observed variables, classroom management, instructional studies, student engagement, job satisfaction, autonomy, emotional exhaustion, depersonalization, personal accomplishment, emotional engagement, cognitive engagement, social engagement-students, and social engagement-colleagues of this study were analyzed through path analysis. This path analysis is given in Figure 2. It is suggested to take and interpret the fit indices together while analyzing the fitness of the newly formed model based on the variables of the study with the dataset (Kline, 2011). Goodness of fit indices obtained in the model formed on the variables ($\chi 2/df$= 4,76, RMSEA= 0,072, SRMR=0,057, GFI= 0,950, NNFI=0,920, CFI=0,940) show that the fit between the suggested model and the data set is good.

When the parameter estimations are analyzed (See Figure 2), it is seen that the suggested theoretical model is supported in general. In other words, teacher's sense of self-efficacy variable predicts teacher's engagement (β= .20), job satisfaction (β= .13), and teacher's autonomy (β= .37) positively whereas it predicts teacher's burnout (β= -.13) negatively. The other variable of the study, teacher's autonomy predicts teacher's engagement (β= .25)

positively. Prediction levels related to the sub-dimensions of teacher's sense of self-efficacy variable were found to be positive for instructional strategies (β= .71), classroom management (β= .96), and student engagement (β= .67); prediction levels related to the sub-dimensions of burnout variable were also found to be positive for emotional exhaustion (β= .71), for depersonalization (β= .96), and for personal accomplishment (β= .67); and prediction levels related to the sub-dimensions of teacher's engagement variable were found to be positive for emotional engagement (β= .73), cognitive engagement (β= .86), social engagement-students (β= .70), and social engagement-colleagues (β= .54).

Conclusion and Discussion

When the teacher's self-efficacy variable is taken into account, it predicts teacher engagement variable positively. According to the Social Learning Theory, having high level sense of self-efficacy reduces stress and elicits engagement (Bandura, 1986, 1997). In addition, whereas the individuals with high level of self-efficacy develop a sense of commitment to their job (Coladarci, 1992), the teachers with low level of self-efficacy have problems with being committed to their job (Palmer, 2006). Besides, teachers who have high levels of self-efficacy are open to innovations (Cousins and Walker, 2000) and willing to follow the developments related to their job. Furthermore, teacher's sense of self-efficacy and work engagement are very important for school performance (Song, Chai, Kim and Bae, 2018). Bermejo-Toro, Prieto-Ursúa and Hernández (2016) stated that self-efficacy is one of the personal sources which affect work engagement. In Xanthopoulou, Bakker, Demerouti and Schaufeli (2007)'s study, it was found that self-efficacy was among the variables predicting engagement. The studies conducted with teachers revealed a positive relationship between self-efficacy and work engagement (Skaalvik and Skaalvik, 2014, 2016). Song, Chai, Kim and Bae (2018), in their study,   used structural equation modeling and found out that teachers' self-efficacy predicted their job engagement in a positive way. Therefore, this study revealed consistent results with the previous research.

The teacher's self-efficacy variable predicts teacher's autonomy which is also one of the variables of the study positively. In the studies on the relationship between teachers' sense of self-efficacy and teachers' perceptions of autonomy, it was found out that there was a relationship between these two variables (Boz, 2014; Mickel, 2015). Federici (2013) used the structural equation modeling to prove the hypothesis that self-efficacy predicts autonomy. According to the results of that study, self-efficacy predicts autonomy positively. This can be interpreted as sense of self-efficacy makes positive contributions to perception of autonomy (Federici, 2013). As a result, the teachers with high level of self-efficacy will feel more competent and successful in their job. The teachers who have high level of self-efficacy in their job can easily take initiatives when they need to be autonomous as they will feel competent in what they do. Teachers with high self-efficacy know that the outcomes of their autonomous behaviors will affect themselves and behave accordingly because being autonomous and behaving autonomously mean that the outcomes of a work done cannot be independent of themselves.

According to the results of the study, teacher's sense of self-efficacy positively predicts teachers' job satisfaction levels. Similarly, in other studies, it was revealed that there was a positive relationship between teachers' self-efficacy and their job satisfaction. This shows that the current study is in consistency with some other studies (Canrinus, Helms-Lorenz, Beijaard, Buitink and Hofman, 2012; Caprara et al., 2006; Gençtürk, 2008; Høigaard et al., 2012; Judge and Bono, 2001; Karabiyik and Korumaz 2014; Klassen and Chiu, 2010; Skaalvik and Skaalvik, 2014; Telef, 2011). It was concluded in the studies that there was a relationship between teacher's self-efficacy and job satisfaction and by the analyses teachers' self-efficacy was determined to be a significant predictor of their job satisfaction. In this sense, the current study can be said to have consistency with both the national and international research conducted on the prediction of teachers' self-efficacy of their job satisfaction (Buluç and Demir, 2015; Høigaard et al., 2012; Kennedy, 2014; Song et al., 2018). According to research results, as teacher's self-efficacy (classroom management and instructional strategies) increases, job satisfaction levels increase as well (Klassen and Chiu 2010). Research on this issue reports that self-efficacy plays a great role in individual's work environment and job satisfaction (Gkolia Belias and Koustelios, 2014). Teachers with high level of job satisfaction are the people who are more positive to their students, have good relationships with them and make important contributions to their performance (Tsigilis, Zachopoulou and Grammatikopoulos, 2006).

Primary schools teachers' self-efficacy levels directly affect their burnout levels. Self-efficacy, one of the variables of the study, predicts burnout negatively. Similarly, according to the results of the study by Federici and Skaalvik (2012), there is a negative relationship between self-efficacy and depersonalization and emotional exhaustion and a positive relationship between self-efficacy and personal accomplishment. Skaalvik and

Skaalvik (2007) found a strong relationship between teacher's self-efficacy and teacher's burnout. In their regression analysis and structural equation modeling, it was also revealed that teacher's self-efficacy predicted teacher burnout. Comerchero (2008) explored a positive relationship between self-efficacy and personal accomplishment and a negative relationship between emotional exhaustion and self-efficacy. In Schwarzer and Hallum (2008)'s study, a negative relationship was identified between teacher's self-efficacy and emotional exhaustion, depersonalization, and decrease in personal accomplishment which are sub-dimensions of teacher's burnout. It is also understood that self-efficacy is a predictor of burnout at the same time. Here, it is clearly seen that in this sense the results of the current study are in consistency with the results of some other national and international researches (Cansoy, Parlar and Kılınç, 2017; Fernet et al., 2012; Kosevic and Loh 2015; Schwarzer and Hallum, 2008; Sezgin and Kılınç, 2012; Skaalvik and Skaalvik, 2007, 2014).

The analyses revealed that the burnout levels of primary school teachers do not directly predict their job satisfaction levels significantly and positively. On the other hand, in correlation matrix, a negative relationship was found between job satisfaction and emotional exhaustion which is one of the sub-dimensions of burnout. There are both national and international studies which revealed a relationship between teachers' burnout levels and their job satisfaction (Cemaloğlu and Şahin, 2007; Høigaard et al., 2012; Umay, 2015; Williams, 2014). Skaalvik and Skaalvik (2009) in their path analysis obtained the finding that emotional exhaustion and personal accomplishment, which are sub-dimensions of burnout predicted job satisfaction in a negative way. Likewise, Tziner, Rabenu, Radomski and Belkin (2015) found out that burnout predicted job satisfaction negatively. It is seen that this study differs from the other studies researching the prediction of primary teachers' burnout levels of their job satisfaction levels (Skaalvik and Skaalvik 2009; Tziner et al., 2015). When compared to other studies, the results of this study are different. This may stem from the fact that the burnout levels of primary teachers are not related to their job satisfaction at significant enough level to be a reason of it. In the correlation matrix, a negative relationship was found between emotional exhaustion, one of the sub-dimensions of burnout, and job satisfaction. This finding is similar to the ones in the literature. At the same time, absence of assumed power of prediction can be interpreted to be associated to that job satisfaction and it was found to have relationship with burnout only through its one sub-dimension, emotional exhaustion. Furthermore, another factor that causes burnout not to predict job satisfaction can be use of different data collection tools in those studies.

According to the data of the study, autonomy levels of primary teachers predict teacher engagement positively. Studies show that there is relationship between autonomy and engagement (Konermann, 2012; Simbula, Guglielmi and Schaufeli, 2011). Kavgacı and Çalık (2017) found that autonomy predicts work engagement positively. Teachers with high levels of autonomy have higher work engagement. In addition, according to the Self-Determination Theory, autonomy is a universal psychological need. To this theory, it is crucial to meet teachers' autonomy need (Skaalvik and Skaalvik, 2014). Teachers with greater autonomy in their profession have more positive feelings and opinions about their job (Shann, 1998).

It was understood from the current analyses that teachers' autonomy levels do not directly predict their job satisfaction levels. This result again differs from other studies (Kim and Loadman, 1994; Koustelios, Karabatzaki and Kousteliou, 2004; Skaalvik and Skaalvik, 2010, 2014). This difference may be related to data collection instruments. It may also be related to the fact that there is not enough level of relationship between primary teachers' levels of autonomy and their job satisfaction.

Implications

Some suggestions can be made based on this study. In the study, primary teachers' self-efficacy levels were found to be high in all three sub-dimensions of the Teacher's Sense of Efficacy Scale. Teacher's self-efficacy is very important in reaching the desired educational outcomes because teachers with high levels of autonomy are generally more successful academically. Therefore, the personal, environmental, and behavioral factors which influence teachers' sense of self-efficacy can be identified and necessary actions can be taken. At the same time, some research can be conducted to determine what affects sense of self-efficacy and which factors are more influential. It was discovered that primary teachers' sense of self-efficacy predicts their engagement, job satisfaction, autonomy, and burnout. Based on this data, some further studies can be carried out about the importance of self-efficacy for primary teachers and the other factors which affect teacher's sense of self-efficacy. Some longitudinal studies can be done using the variables of this study to find out how and why the variables change by time which seems to be important for teachers. It can be significant to compare the objectives in "Teacher's Strategy Paper" and the perceptions of teachers, who attend examinations on General Competencies for Teaching Profession every four years. Since teacher's self-efficacy is a vital issue for both the

teachers themselves and educational system, it sounds very important for in particular the Ministry of National Education and other institutions of education to initially focus on what can be done with this issue in order to enhance specifically teacher's self-efficacy and in general teacher's motivation for first the quality of teachers and accordingly the quality of Turkish educational system. It was found out that primary teacher's levels of burnout were moderate. In this sense, professional support programs can be planned in order to prevent teachers from experiencing depersonalization which is one of the sub-dimensions of burnout. According to the results of the study, teacher's autonomy predicts teacher's engagement. If teachers are wanted to maintain their commitment to their profession, their autonomy should be taken into account. The study findings revealed that teacher's sense of self-efficacy predicts different aspects of teaching profession. Accordingly, since the teachers with high level of sense of self-efficacy are more committed to their job, more satisfied with their job, more autonomous and have no burnout; studies can be conducted for how to increase the sense of self-efficacy of not only pre-service teachers but also teachers.

Acknowledgement

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Appendix. Scales Used in the Study

A. Teacher Job Satisfaction Scale
1. All things considered how much do you enjoy working as a teacher?
2. If you could choose occupation today, would you choose to be a teacher?
3. Have you ever thought about leaving the teaching profession?

B. Teacher's Sense of Efficacy Scale
1. To what extent can you use a variety of assessment strategies?
2. To what extent can you provide an alternative explanation or example when students are confused?
3. To what extent can you craft good questions for your students?
4. How well can you implement alternative strategies in your classroom?
5. How much can you do to control disruptive behavior in the classroom?
6. How much can you do to get children to follow classroom rules?
7. How much can you do to calm a student who is disruptive or noisy?
8. How well can you establish a classroom management system with each group of students?
9. How much can you do to get students to believe they can do well in schoolwork?
10. How much can you do to help your students' value learning?
11. How much can you do to motivate students who show low interest in schoolwork?
12. How much can you assist families in helping their children do well in school?

C. Maslach Burnout Inventory-Educators Survey (MBI-Educators Survey: Copyright ©1986 Christina Maslach, Susan E. Jackson & Richard L. Schwab. All rights reserved in all media. Published by Mind Garden, Inc., www.mindgarden.com). Sample items:
1. I feel emotionally drained from my work.
2. I have accomplished many worthwhile things in this job.
3. I don't really care what happens to some students.

D. Engaged Teachers Scale
1. At school, I connect well with my colleagues.
2. I am excited about teaching.
3. In class, I show warmth to my students.
4. I try my hardest to perform well while teaching.
5. I feel happy while teaching.
6. In class, I am aware of my students' feelings.
7. At school, I am committed to helping my colleagues.
8. While teaching, I really "throw" myself into my work.
9. At school, I value the relationships I build with my colleagues.
10. I love teaching
11. While teaching I pay a lot of attention to my work.
12. At school, I care about the problems of my colleagues.
13. I find teaching fun.
14. In class, I care about the problems of my students.
15. While teaching, I work with intensity
16. In class, I am empathetic towards my students.

E. Teacher Autonomy Scale
1. In my daily teaching I am free to choose teaching methods and strategies.
2. In the subjects that I teach I feel free to decide what content to focus on.
3. I feel that I can influence my working condition.