

An Analysis of the Relationship Between the General Self-efficacy Perceptions of Teachers and Their Political Skill Levels*

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Abstract

The purpose of this study is to examine the relationship between the general self-efficacy perceptions of teachers and their political skill levels. The relational screening model method was used for this study. Data was collected from 358 teachers serving at primary and secondary schools in the city of Gaziantep in the 2017-2018 academic year. The research's data was collected through the "General Self-Efficacy Scale" and the "Political Skill Inventory". The confirmatory factor analysis was performed for each of the scales used in the study with the AMOS software. This was followed by descriptive statistics and correlation, and regression analyses with the SPSS program. Research findings indicate that teachers' general self-efficacy perceptions, as well as the interpersonal influence and apparent sincerity sub-dimensions of political skills are at a high level, while their social astuteness and networking abilities are at a medium level. As a result of the correlation analysis, it was found that the general self-efficacy had a significant positive relationship with the networking ability, apparent sincerity, social astuteness and interpersonal influence sub-dimensions of political skills. According to the stepwise multiple regression analysis results, the general self-efficacy predicts all the sub-dimensions of the political skills in a significant and positive manner. It can be suggested that teachers with high general self-efficacy perceptions have higher levels of political skills and are more likely to reach their goals by using their political skills with the people around them in the school environment.

Keywords: General self-efficacy, political skills, teacher, school

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INTRODUCTION

It is known, that of all the institutions with a key role in raising the human resources of societies, schools are at the forefront. It is observed that teachers working at schools encounter various problems during their educational activities and some of them are more competent in the resolution of such problems (Alev, 2018). Atıcı (2001) has stated that one of the most important reasons for this is the self-efficacy perceptions of teachers. Efficacy is defined as the abilities and information that an individual requires to be able to perform a duty or fulfill his/her responsibilities (Okutan and Kahveci, 2012), while self-efficacy is defined as the belief of an individual in his/her ability to perform a job, enabling that individual to manage the situations that s/he is expected to (Mitchell, Hopper, Daniels, George-Falvy and James, 1994; Bandura, 1995). Similarly, Bozbaş (2015) has referred to “self-efficacy as the individual’s awareness of his/her own knowledge, skills, abilities and capacity” (p.38). Basım, Korkmazürek and Tokat (2008) have stated that the belief of individuals in their perceptions of their self-efficacy has an impact on their ability to take action and their determination to cope with the problems that they will face, while Karahan (2006) has stated that individuals with high levels of self-efficacy will be calm, self-confident and strong in the face of difficult tasks and events and make more of an effort when faced with obstacles by directing their attention and efforts towards the demands from the group. In this context, it can be suggested that a high level of self-efficacy perception in an individual will contribute to his/her ability to cope more easily with the negative situations s/he encounters and his/her ability to make an effort for such purposes.

Although Bandura (1977) described self-efficacy as an assessment of the individual's perceptions of his/her own abilities in a particular field (e.g., self-efficacy perceptions of teachers regarding the teaching of a subject) in his study on the theory of self-efficacy, he also stated that these perceptions were generalizable (Aypay, 2010). While general self-efficacy perception, as expressed by Sahranç (2007), is the result of an individual’s situational self-assessment of the challenges s/he faced, general self-efficacy is also accepted as a personality trait since individuals with a high level of perception of self-efficacy regard themselves as strong enough "to cope" in various scenarios. General self-efficacy is described as the individual’s belief in his/her efficacy to cope with stressful and challenging situations s/he faces in everyday life (Scholz and Schwarzer, 2005), the individual’s anticipation of his/her ability to succeed, achieve and cope (Judge and Bono, 2001), and the individual’s perceptions of his/her overall competency or ability for performing as required in various situations (Chen, Gully and Eden, 2001; Chen, Goddard and Casper, 2004; Eryaman et al., 2013).

Individuals' perception of general self-efficacy is reflected in all stages of their lives as individuals with a high level of general self-efficacy become more successful in setting and achieving goals, and individuals who achieve their goals get more satisfaction from life (Yılmaz, Yiğit and Kaşarcı, 2012). According to Aydiner (2011) as well, “individuals with high levels of general self-efficacy perception are able to solve any problem they encounter more successfully, they are more resilient to such situations and they enjoy their lives more” (p.1). While an individual with a high level of self-efficacy perception acts resolutely when s/he fails, an individual with a low level of self-efficacy perception gives up on things too easily and stops trying (Lombardo, 2006; Luszczynska, Scholz and Schwarzer, 2005). Hazır-Bıkmaz (2006) mentioned that an individuals’ belief in their self-efficacy would affect the goals they set, the effort they put into the realization of those goals, how long they’d be able to endure the challenges they face in this process and their reactions in case of failure. In this context, the general self-efficacy perception is argued to be related to political skills which are not considered to be a part of, but does affect and tries to affect the formal roles of the employees and which consist of activities for the allocation of advantages and disadvantages (Robbins and Judge, 2013) in the organization.

A political skill is generally described as the individual’s adjustment of his/her behavior in order to change situational conditions; his/her influence on and control of the reactions s/he receives from the people around him/her and his/her effort to realize personal or organizational goals (Ahearn,

Ferris, Hochwarter, Douglas and Ammeter, 2004; Ferris, Treadway, et. al., 2005; Jawahar, Meurs, Ferris and Hochwarter, 2008). Likewise, Aslan and Pektaş (2017) describes a political skill as a process for influencing the behavior of others in order to achieve personal goals. According to Robbins and Judge (2013), individuals have different political skills and different abilities for influencing other individuals for their own purposes. People with a high level of political skills are very influential in their ability to use all of their talents. Perrewe, Ferris, Frink and Anthony (2000) stated that political skills can be learned and developed over time despite the belief that they are personal skills. In other words, it can be suggested that individuals will adjust their behavior according to the feedback they receive from the people around them and behave accordingly to be able to realize their own goals as well as those of the organization and be able to learn over time how to behave in different situations.

Özdemir and Gören (2016) mention that “behavior in relation to political skills, which are a part of the organizational life and hence the organizational behavior, are displayed for the purpose of protecting and strengthening the personal control of the member of the organization in the organizational environment” (p.522). In support of this statement, Vohs, Baumeister and Ciarocco (2005) pointed out the importance of political skills by stating that one of the most important skills within the organization is the effective presentation of one’s self to others. Zellars, Perrewé, Rossi, Tepper, and Ferris, (2008) stated that, “political skill is a personal construct consisting of the ability to adjust behaviors against different situations while being sincere, exuding confidence and having an influence on others” (p.553). In this context, it can be suggested that individuals would be displaying political behaviors in the organizational environment in order to create the desired impact on others and realize their personal goals. Stating that one of the important reasons for individuals working in an organizational environment to display political behaviors is the personal factors. Özdemir and Gören (2016) indicate that employees with certain personality types, in particular, often resort to such behaviors and usually, employees with internal control who want to have a high level of power are the ones displaying the political behaviors.

Political skills consist of four sub-dimensions which are social astuteness, interpersonal influence, networking ability and apparent sincerity (Ferris, Treadway, et al., 2005). Employees with a high level of social astuteness are able to make good observations and fit into different social environments (Aslan and Pektaş, 2017). People with a high level of interpersonal influence are able to have a strong influence on their colleagues and the people around them and be convincing. The ability to communicate includes the individuals’ ability to build friendships with those around them by increasing their levels of success, value and reputation and thus make it easier to form groups for particular purposes in the organization (Perrewe and Nelson, 2004; Atay, 2010, Yıldıztaşı, 2017). Regarding the final sub-dimension of apparent sincerity, Blass and Ferris (2007) pointed out the importance of apparent sincerity in influencing others as desired and stated that the individual’s power of influencing others would be diminished in the absence of sincerity.

In educational organizations, it is considered important that teachers are aware of and behave in accordance with their own efficacies so that they can play an effective role in activities for the development of education, adjust their behaviors in accordance with the reactions they receive from the people around them and be a positive role model. Hence, Ekici (2006) and Karabacak (2014) stated that the self-efficacy of teachers is a significant factor, especially for the effectiveness of the teacher and the school. A high level of self-efficacy plays an important role in the teachers’ ability to persistently overcome obstacles and not back down in the face of failure (Goddard, Hoy and Hoy, 2004). Similarly, Telef (2011) emphasized the importance of self-efficacy, indicating that teachers who have a strong sense of self-efficacy tend to display specific and observable behaviors such as self-confidence, drive, persistence, and effort. In addition, according to Özdemir and Gören (2016) “teachers can display political behaviors in order to achieve organizational and personal goals at educational organizations where the education process is planned, implemented and assessed” (p.522). With respect to this, Aslan and Pektaş (2017) stated that the achievement of teachers in their planned pursuits could only be possible by the successful conduct of their political behaviors in this process and the political skills that the teachers have would be the determining factor in their success or failure

in this process. In this context, the purpose of this study is to examine the level of efficacy that teachers are able to cope with problems or realize their goals by initially making a self-assessment of their ability to cope with problems they may encounter during the education process, and, by considering their capabilities and skills, the relationship between efficacy levels and political skills, which are described as the influence of individuals on others around them for the purpose of their personal goals. Based on this main purpose, responses to the following questions are sought:

1. At what levels are the general self-efficacy and political skill perceptions of teachers?
2. Is there a significant relationship between the general self-efficacy perceptions and political skills of teachers?
3. Do the general self-efficacy perceptions of teachers predict the social astuteness sub-dimension of political skills?
4. Do the general self-efficacy perceptions of teachers predict the interpersonal influence sub-dimension of political skills?
5. Do the general self-efficacy perceptions of teachers predict the networking ability sub-dimension of political skills?
6. Do the general self-efficacy perceptions of teachers predict the apparent sincerity sub-dimension of political skills?

METHODOLOGY

In the research, the relational model that aims to identify whether there is any relation or not between two or more variables and if there is, the level of such relation (Fraenkel and Wallen, 2006; Christensen, Johnson and Burke, 2015) was used. In this research carried out in this context, the existence of a relation between “general self-efficacy” and “political skills” has been examined. The research sample consists of 358 teachers serving at the primary and secondary schools in the city of Gaziantep in the 2017-2018 academic year. 42.7% of the teachers who participated in the study (n=153) were male, 57.3% (n=205) were female; 73.7% (n=264) were married, and 26.3% (n=94) were single teachers. In terms of age groups, 36.3% (n=130) were between the ages of 21 and 30, 45.0% (n=161) were between the ages of 31 and 40 and 18.7% (n=67) were 41 or above. While 51.1% (n=183) of participants were class teachers, 48.9% (n=175) consisted of other subject matter teachers. The number of teachers with an undergraduate degree consisted of 94.4% (n=338) of the teachers while the number of teachers with a graduate degree consisted of 5.6% (n=20) of the teachers.

The research data was collected using the “General Self-Efficacy Scale” developed by Sherer et al. (1982), which involved its adaptation to Turkish, validity and reliability has been carried out by Yıldırım and İlhan (2010), and which is responded through a Likert scale of 5 and consists of a total of 17 items and three dimensions. The “Political Skill Inventory” (PSI) developed by Ferris et al. (2005), which involved its adaptation to Turkish and the validity and reliability of its Turkish form has been carried out by Özdemir and Gören (2015), and is responded through a Likert scale of 7 and consists of a total of 18 items and four sub-dimensions. The confirmatory factor analysis was performed for each of the scales used in the study with the AMOS software. This was followed by descriptive statistics and correlation, and regression analyses with the SPSS program.

The adaptive values found as a result of the confirmatory factor analysis (CFA) carried out upon the “General Self-Efficacy Scale” were $\chi^2= 164.102$, $\chi^2/sd= 1.908$, $p= 0.000$, $RMR= 0.035$, $RMSEA= 0.050$, $GFI= 0.945$, $AGFI= 0.923$, $NFI= 0.926$, $IFI= 0.963$, $TLI= 0.955$, $CFI= 0.963$, while the adaptive values found as a result of the CFA carried out on the “Political Skill Inventory” were $\chi^2= 177.476$, $\chi^2/df= 2.191$, $p= 0.000$, $RMR= 0.076$, $RMSEA= 0.058$, $GFI= 0.937$, $AGFI= 0.906$, $NFI=$

951, IFI= 0.973, TLI= 0.964, CFI= 0.972). The adaptive values obtained as a result of the analysis were determined to be a good fit for both scales. Even though many values for model fit are available, it has been observed that the values of χ^2 , χ^2/sd , RMR, RMSEA, GFI, AGFI, NFI, IFI, CFI and TLI are the ones that are usually reported by researchers (Meydan and Şeşen, 2015). Therefore, it was decided that these values should be used in the research. Considering that the value of χ^2/sd being less than or equal to 3 is a good fit (Sümer, 2000), it can be suggested that χ^2/sd ratio for both scales is a good fit. Considering that the values of RMSEA (The Root Mean Square Error of Approximation) and RMR (The Root Mean Square Residual) being less than or equal to 0.05 is a sign of good fit (Sümer, 2000; Kline, 2011) and being between 0.06 and 0.08 is acceptable (Meydan and Şeşen, 2015), it can be said that the RMR and RMSEA values are acceptable for the Political Skill Scale, while they are a good fit for the General Self-Efficacy Scale. It can be said that the values obtained from the analysis have a good fit since the GFI (Goodness of Fit) and AGFI (Adjusted Goodness of Fit) fit values of 0.90 and above indicate a good fit (Sümer, 2000), whereas values between 0.85 and 0.89 indicate an acceptable fit (Meydan and Şeşen, 2015). Of the other values for goodness of fit, the NFI (Normed Fit Index), IFI (Incremental Fit Index) and TLI (Tucker Lewis Index) values of 0.95 and above indicate a good fit, while values between 0.90 and 0.94 indicate an acceptable fit. As such, it is observed that all these three values are good fitness values. Considering that a CFI (Comparative Fit Index) value of 0.97 and above indicates a good fit and a value of 0.95 and above indicates an acceptable fit, it can be said that the obtained value has a good fit. Since the difference between the values obtained through the 1st and 2nd level of CFA results on the General self-efficacy and Political skill scales is not significant, the ECVI (Expected Cross Validation Index) value is not included.

RESULTS

In the research, initially the descriptive statistics and correlation coefficients for the general self-efficacy and political skills have been calculated. Values obtained as a result of the analysis are provided below in Table 1.

Table 1. Descriptive Statistics and Correlation Coefficients

Variables	\bar{X}	Sd.	Std. Error	1	2	3	4	5
1. General_S	4.02	0.57	0.030	1				
2. Networking_A	4.35	1.12	0.059	0.136*	1			
3. Apparent_S	5.89	1.06	0.056	0.266**	0.418**	1		
4. Social_A	4.48	1.28	0.068	0.174*	0.578**	0.403**	1	
5. Interpersonal_I	4.93	1.23	0.064	0.293*	0.622**	0.510**	0.659**	1

*p<0.05, **p<0.01

Note: General_S: General self-efficacy, Networking_A: Networking ability, Apparent_S: Apparent sincerity, Social_A: Social astuteness, Interpersonal_I: Interpersonal influence.

When the values in Table 1 are examined, it can be seen that the general self-efficacy perceptions of teachers are at a high level, while the sub-dimension of apparent sincerity has the highest average level in all the sub-dimensions of political skills, followed by interpersonal influence, social astuteness and networking ability, ordered from the highest to the lowest level. As a result of the correlation analysis, it was determined that the general self-efficacy had a positively significant and relatively low level of relationship with the networking ability, apparent sincerity, social astuteness and interpersonal influence sub-dimensions of political skills.

In the research, the general self-efficacy was handled as a predictor (independent) variable, while each of the four sub-dimensions of political skills was handled as a predicted (dependent) variable and the stepwise multiple linear regression analysis was carried out accordingly. In the regression analyses, the variables of gender (dummy), age and type of school were taken under control in the first step. Values obtained as a result of the stepwise multiple regression analysis carried out

with respect to the general self-efficacy's prediction of the sub-dimension of networking ability are provided below in Table 2.

Table 2. Results of the stepwise multiple regression analysis with respect to the general self-efficacy's prediction of the sub-dimension of networking ability

Model 1	Predictor variables	B	Std. Error	β	t	p
1st step (enter)	Fixed	4.31	0.35		12.31	0.00***
	Gender (dummy)	-0.21	0.13	-0.09	-1.70	0.09
	Age	0.00	0.01	0.02	0.40	0.69
	Type of school	0.16	0.14	0.06	1.12	0.26
2nd step	Fixed	2.96	0.55		5.41	0.00***
	Gender (dummy)	-0.27	0.13	-0.12	-2.12	0.03*
	Age	0.00	0.01	0.02	0.40	0.69
	Type of School	0.24	0.14	0.10	1.70	0.09
	General Self-Efficacy	0.34	0.11	0.17	3.19	0.00***

$R^2_{\text{change}} = .028$

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

As can be seen in Table 2, when the variables of gender, age and type of school were controlled in the 1st step, it was found in the 2nd step that the general self-efficacy of teachers significantly predicted the networking ability sub-dimension of the political skills ($\beta = 0.17^{***}$, $p = 0.00$). Accordingly, an increase of 1 unit in general self-efficacy provides an increase of 0.17 unit in the networking ability. General self-efficacy of teachers accounts for 2.8% of the variance in their networking ability ($\Delta R^2 = 0.028$; $p = 0.00$). In other words, as the general self-efficacy of teachers increases, so does networking abilities.

Results of the stepwise multiple regression analysis carried out with respect to the general self-efficacy's prediction of the sub-dimension of apparent sincerity are provided below in Table 3.

Table 3. Results of the stepwise multiple regression analysis with respect to the general self-efficacy's prediction of the sub-dimension of apparent sincerity

Model 2	Predictor variables	B	Std. Error	β	t	p
1st step (enter)	Fixed	5.71	0.33		17.24	0.00***
	Gender (dummy)	0.21	0.12	0.10	1.80	0.07
	Age	0.00	0.01	0.01	0.23	0.82
	Type of school	-0.03	0.13	-0.01	-0.26	0.80
2nd step	Fixed	3.74	0.51		7.38	0.00***
	Gender (dummy)	0.14	0.12	0.06	1.19	0.24
	Age	0.00	0.01	0.01	0.23	0.82
	Type of School	0.08	0.13	0.04	0.65	0.52
	General Self-Efficacy	0.49	0.10	0.26	5.00	0.00***

$R^2_{\text{change}} = 0.066$

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

When the results of the stepwise multiple regression analysis provided in Table 3 is examined, it can be seen that when the predictive variables of gender, age and type of school were controlled in the first step, it was found in the second step that the general self-efficacy of teachers significantly predicted the apparent sincerity sub-dimension of the political skills ($\beta = 0.17^{***}$, $p = 0.00$). An increase

of 1 unit in general self-efficacy provides an increase of 0.26 unit in the apparent sincerity. General self-efficacy of teachers accounts for 6.6% of the variance in their apparent sincerity ($\Delta R^2= 0.066$; $p=0.00$). In other words, as the teachers' belief in their general self-efficacy increases, their display of apparent sincerity also increases.

Results of the stepwise multiple regression analysis carried out in order to determine the level of general self-efficacy's prediction of social astuteness, which is another sub-dimension of political skills, are provided below in Table 4.

Table 4. Results of the stepwise multiple regression analysis with respect to the general self-efficacy's prediction of the sub-dimension of social astuteness

Model 3	Predictor variables	B	Std. Error	β	t	p
1st step (enter)	Fixed	4.78	0.40		11.88	0.00***
	Gender (dummy)	-0.18	0.14	-0.07	-1.22	0.23
	Age	-0.01	0.01	-0.03	-0.48	0.63
	Type of school	-0.14	0.16	-0.05	-0.84	0.40
2nd step	Fixed	3.10	0.63		4.94	0.00***
	Gender (dummy)	-0.24	0.14	-0.92	-1.68	0.10
	Age	-0.01	0.01	-0.03	-0.49	0.62
	Type of School	-0.04	0.16	-0.01	-0.22	0.83
	General Self-Efficacy	0.42	0.12	0.19	3.46	0.00***

$R^2_{\text{change}} = 0.033$

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

As it can be seen in Table 4, when the variables of gender, age and type of school were controlled in the first step, general self-efficacy was added to the model in the second step and found that the general self-efficacy of teachers significantly predicted the sub-dimension of social astuteness ($\beta=0.19$ ***, $p=0.00$). According to this result, an increase of 1 unit in general self-efficacy causes an increase of 0.19 unit in social astuteness. The general self-efficacy of teachers accounts for 3.3% of the variance in their social astuteness ($\Delta R^2= 0.033$; $p=0.00$). In other words, as the teachers' belief in their general self-efficacy increases, so will their social astuteness.

Finally, the results of the stepwise multiple regression analysis carried out with respect to the general self-efficacy's prediction of the interpersonal influence sub-dimension of political skills are provided below in Table 5.

Table 5. Results of the stepwise multiple regression analysis with respect to the general self-efficacy's prediction of the sub-dimension of interpersonal influence

Model 4	Predictor variables	B	Std. Error	β	t	p
1st step (enter)	Fixed	5.15	0.38		13.40	0.00***
	Gender (dummy)	0.59	0.14	0.02	0.43	0.67
	Age	-0.01	0.01	-0.04	-0.75	0.46
	Type of school	-0.01	0.15	-0.00	-0.08	0.94
2nd step	Fixed	2.50	0.58		4.30	0.00***
	Gender (dummy)	-0.04	0.13	-0.02	-0.32	0.75
	Age	-0.01	0.01	-0.04	-0.79	0.43
	Type of School	0.15	0.15	0.05	0.99	0.32
	General Self-Efficacy	0.66	0.11	0.31	5.89	0.00***

$R^2_{\text{change}} = 0.089$

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

As it can be seen upon the examination of Table 5, the predictive variables of gender, age and type of school were initially taken under control in the first step. Then, in the second step, general self-efficacy was added to the model and as a result, it was found that the general self-efficacy of teachers significantly predicted the sub-dimension of interpersonal influence ($\beta=0.31^{***}$, $p=0.00$). An increase of 1 unit in general self-efficacy will provide an increase of 0.31 unit in interpersonal influence. General self-efficacy of teachers accounts for 8.9% of the variance in their interpersonal influence ($\Delta R^2=0.089$; $p=0.00$). In other words, an increase in the teachers' belief in their general self-efficacy causes an increase in their interpersonal influence as well.

DISCUSSION, CONCLUSION AND SUGGESTIONS

In this research, the relationship between general self-efficacy and political skills is examined and determined, according to the results obtained from descriptive analyses, that the general self-efficacy perceptions of teachers are at a high level. It has been observed that findings of some other studies (Tschannen-Moran and Hoy, 2001; Çimen, 2007; Gençtürk, 2008; Turcan, 2011; Toy, 2015; Aydın, 2016; Riedler and Eryaman, 2016; Özkurt, 2017) in relation to the teachers' high level of general self-efficacy perceptions support the findings of this study. In the research carried out by Benzer (2011) on the self-efficacy perceptions of teachers, it was found that the self-efficacy perceptions of teachers serving in primary and secondary educational institutions were at a high level. In another study carried out by Eker (2014), it was determined that the general self-efficacy perceptions of class teachers were at an acceptable level. It is seen that these results are consistent with the findings of the research. While the research revealed that the general self-efficacy perceptions of teachers were at a high level, another study carried out by Üstüne, Demirtaş, Cömert and Özer (2009) for determining the self-efficacy perceptions of secondary school teachers revealed that the self-efficacy perceptions of teachers were at a medium level.

Another finding of the research revealed that the apparent sincerity sub-dimension of political skills is at a high level, while the interpersonal influence is at a relatively high level and the social astuteness and networking ability are at a medium level. In support of the research findings, Uğurlu and Bostancı (2017) found, as a result of their research, that teachers have higher levels of the apparent sincerity sub-dimension of the political skills, compared to the networking ability, interpersonal influence and social astuteness sub-dimensions. This result can be interpreted as the value teachers place in apparent sincerity in their communication with the people around them (administrator, colleague, student, parent, etc.) in order to not leave a negative impression on them, gain their trust and hence realize their personal and organizational goals. In research carried out by Aslan and Pektaş (2017), it was found that the political skills of teachers were at a medium level. As a result of the study sample of secondary school teachers, Yıldıztaşı (2017) also determined that the political skills of teachers were at a medium level. Bostancı, Tosun, Gidiş and Karaca (2016) on the other hand, found out as a result of their research that the political skill levels of teachers were high. These results support the findings of the research.

As a result of the correlation analysis performed in order to determine the existence, direction and extent of the relationship between the variables, it was found that the general self-efficacy had a positively significant relationship with the networking ability, apparent sincerity, social astuteness and interpersonal influence sub-dimensions of political skills, although weak. Some other studies (Perrewé, Zellars, et al., 2004; Jawahar, Meurs, Ferris and Hochwarter, 2008) revealed a significant but weak level of relationship between general self-efficacy and political skills. This research also revealed that general self-efficacy had a significant but weak relationship level with all the sub-dimensions of political skills. In research carried out by Özdemir and Gören (2016), it was stated that one of the reasons why political skills were discovered at a high level was because the self-efficacy perception was at a high level. Zellars, Perrewé, Rossi, Tepper, and Ferris, (2008) stated that political skill is a personal construct consisting of the ability to adjust behaviors against different situations while being sincere, exuding confidence and having an influence on other individuals. Dweck and Leggett (1988) stated that self-efficacy played an important role in the individuals' decision-making processes, thinking styles and problem-solving approaches. According to Tschannen-Moran, Hoy and

Hoy (1998), teachers with a high level of self-efficacy perception are open to new ideas and are more willing to try new methods for the needs of their students. Their skill level of planning and organization is also higher than those of others. Therefore, it can be suggested that the self-efficacy perceptions of teachers with a high level of political skills are effective in their planning and decision-making processes as to how they'll behave in different situations.

As a result of the stepwise multiple regression analysis carried out with respect to the general self-efficacy's prediction of the political skills, general self-efficacy's level of prediction of the sub-dimensions of political skills were examined on an individual basis. According to the results, the general self-efficacy is found to predict all the sub-dimensions of the political skills in a positively significant manner. The general self-efficacy accounts for 2.8% of the networking ability, 3.3% of social astuteness, 6.6% of apparent sincerity and 8.9% of interpersonal influence. It can be seen that the highest level of variance is in the sub-dimension of interpersonal influence. With respect to this, Aslan and Pektaş (2017) described a political skill as a process for influencing the behavior of others in order to achieve personal goals, making a reference to the interpersonal influence. With regards to the sub-dimension of apparent sincerity predicted by general self-efficacy, Buchanan (2008) stated that a political skill is the combination of skills in social areas by demonstrating effective communication skills and the behaviors required by the circumstances. Indicating the importance of apparent sincerity in influencing others as desired, Blass and Ferris (2007) stated that the individual's power of influence on others would be diminished in the absence of sincerity.

The ability to communicate involves the individuals' ability to build friendships with those around them by increasing their levels of success, value and reputation and thus make it easier to form groups for particular purposes in the organization (Perrewe and Nelson, 2004; Atay, 2010, Yıldıztaşı, 2017). According to the findings, general self-efficacy predicts the ability to communicate. In other words, teachers with a high level of general self-efficacy perception communicate more easily with the individuals around them and display behaviors that are intended to realize their goals. When the results are assessed in general, it's possible to mention that the general self-efficacy perceptions of teachers are deterministic of political skills. It can be argued that teachers can display behaviors that require political skills, particularly in the school environment. This is because, their possession of the ability to communicate effectively, act sincerely and adjust their behaviors according to the circumstances is considered to be important as teaching is a profession that requires constant interaction with others. Put simply; teachers with a high level of general self-efficacy perception have higher levels of political skills and are more likely to reach their goals by using their political skills on the people around them in the school environment.

It's possible to make suggestions for researchers and practitioners based on the research findings. The research can be carried out on different samples and different levels of education (secondary school and higher education) and the results can be compared. Since the number of studies on political skills in schools are limited, quantitative studies where the political skills are analyzed with different variables, as well as qualitative studies or mixed studies providing the opportunity to analyze the case in more depth can be conducted. Finally, teachers can be encouraged to attend various seminars and trainings to improve their self-efficacies, hence providing them the opportunity to enhance their political skills and measures that would allow them to cope more effectively with potential adverse situations such as failure or conflict and create a positive trust-based school culture.

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