

## **The Influence of Self-Efficacy and Job Satisfaction on Employee Engagement Teachers of State Vocational High Schools in Depok**

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### **ABSTRACT**

One of the competitiveness of vocational high school graduates depends on the quality of teachers who teach so that they can improve the skills and insights of vocational high school students. The research aims to examine The effect of self-efficacy and job satisfaction on employee engagement teachers of state vocational high schools. This study uses a survey approach and a quantitative method. Data collection in this study was conducted using a Likert scale questionnaire. Questionnaires are arranged based on indicators from research variables. The validity test was done by using the Pearson Product Moment formula, while the reliability test was done by using the Cronbach Alpha formula. The data analysis technique in this study used path analysis. Data from the research instruments were analyzed by descriptive statistics and inferential statistics. The result of the study reveals that Self-efficacy has a direct effect on employee engagement; Job satisfaction has a direct effect on employee engagement teachers; and; Self-efficacy has a direct effect on job satisfaction. This research can be used as a reference to determine self-confidence and job satisfaction at the school level employee engagement because previous research focused on employee engagement at the company level.

Keywords: Job satisfaction, employee, teachers;

### **INTRODUCTION**

To be able to prepare students who have the abilities according to the demands of the 21st century, one of the major problems generally faced by higher and secondary education institutions, including vocational high schools, is not only related to the problem of educational output but also educational outcomes. SMK (Vocational High School) is a school designed to produce graduates who are ready to work, but this is inversely proportional to the reality, where the absorption of labor for SMK graduates is still relatively low. For this reason, the government seeks to improve the quality of vocational graduates, one of which is by revitalizing education personnel, in this case, teachers. Improving the quality of teachers is also carried out for SMK teachers because one of the competitiveness of SMK graduates depends on the quality of SMK teachers who teach quality subjects that can improve the skills and insight of SMK students. Seeing the role and function of teachers who are very crucial in improving the quality of education, teachers need to provide maximum work results. To provide good performance, teachers need employee engagement. Employees who have an engagement to the organization are people who think positively or optimistically, are proactive, conscientious, and have full attention, and focus on the future (Kinicki & Williams, 2013). Andrianto & Alsada (2019) employee engagement is a strong positive feeling that employees feel about work and the organization. This is indicated by a willingness to help others, always trying to do something extra to improve

performance, feeling proud to work for the organization, and talking about good things about the organization. Positive feelings will grow when employees have confidence in the organization so that they will be motivated to do a good job and help the organization's success. Teachers who have high employee engagement will have high emotional and intellectual relationships and they will try extra in their work so that they can provide the best concept of work results (P. L., 2010). This attitude is needed in improving the quality of education, especially SMK because teachers will give their best efforts in carrying out each job and think of new ways to solve problems in learning activities. High employee engagement will encourage teachers to have dedication, commitment, and high enthusiasm to work beyond organizational expectations, and have a high concern for the future of their organization (Rao, 2017). In addition, teachers who have high engagement in their work will have positive emotions that direct them to improve their quality through creative and exploratory thinking, including making innovations in learning activities.

Teacher employee engagement is not something that stands alone but is influenced by several factors, namely self-efficacy and job satisfaction (Nariah, 2020). Self-efficacy is an individual's belief about his ability to mobilize the motivation, cognitive resources, and actions needed to successfully carry out a particular task in a particular context (Black et al., 2012). People with high self-efficacy believe that they will perform well, they tend to persist despite obstacles or in the face of the concept of temporary setbacks (Hellriegel & Slocum, 2011). The higher your self-efficacy, the more confident you are in your ability to succeed at a task. Thus, in difficult situations, we found that people with low self-efficacy tend to reduce their efforts or give up altogether, whereas people with high self-efficacy will try harder to master challenges (Robbin & Coulter, 2013).

The teaching profession is not a profession that only has to teach in front of the class (Wahyuni et al., 2019). Teachers are expected to be able to carry out their role as educators for students in schools. In addition, the teacher also has the task of making lesson plans, preparing a fun learning process for students in assessing students in learning. This of course increases the workload of teachers. For this reason, teachers are expected to have high self-efficacy so that can face all workloads at school. Because high self-efficacy will also lead to high motivation in doing assignments at school. Self-efficacy, according to Tschannen-Moran & Hoy (2007), will also make teachers more open to new ideas, show greater willingness to try new teaching methods, design and organize their classes better, and become more enthusiastic and satisfied with teaching. they.

In addition to self-efficacy, there is job satisfaction which also affects employee engagement. Job satisfaction is obtained by a worker and will cause a sense of pleasure, enthusiasm, and a sense of responsibility for his work, and feel involved in his work. High job satisfaction from teachers who are supported by harmonious working relationships, complete facilities and, infrastructure, principals carry out maximum supervision, there are rewards or awards given by principals for teacher achievements to encourage teachers to show high loyalty. high on the job.

Job satisfaction is defined as a pleasant feeling resulting from the perception that one's job fulfills or allows the fulfillment of work values (Noe, 2012). Job satisfaction is feelings of pleasure or displeasure and emotions of employees from the results of the work done (Newstrom, 2015). Job satisfaction is an emotional feeling or condition based on an assessment of job characteristics, high job satisfaction is indicated by positive feelings towards work, while low job

satisfaction is indicated by the emergence of negative feelings towards work (Robbin & Judge, 2017). Job satisfaction is when people talk about workers' attitudes, where there are positive feelings about their work based on an assessment of job characteristics. Meanwhile, according to Neog & Barua (2014), the factors that affect job satisfaction are; compensation, work environment, supervisor support, and job security. Furthermore, according to Schermerhon & Bachrach (2015), the factors of job satisfaction are as follows: (1) The work itself. Completing work offers responsibilities, interests, and challenges; (2) Quality of supervision, task assistance and, available social support; (3) Relationships with colleagues, social harmony and respect; (4) Promotion opportunities, opportunities for further advancement; (5) Salary is compensation, actual and perceived for and substantial; (6) Working conditions, conditions that occur offer comfort, security, support; and, (7) Security, is security in carrying out work.

## **METHOD**

The research method uses a quantitative approach with a survey method. This study used path analysis. Path analysis is a technique for estimating the effect of exogenous variables (independent variables) and endogenous variables (dependent variables) in a causal relationship. The endogenous variable group is employee engagement (Y) while the exogenous variable group is the Self-efficacy (X1), and Job Satisfaction (X2).

This investigation was conducted in The State Vocational High Schools in Depok City (West Java Province). The analysis unit in this study is the teachers from The State Vocational High Schools. The population is all the teachers in State Vocational Schools which live in Depok with a total of 167 teachers out of 4 schools. Data collection in this study was conducted using a Likert scale questionnaire. Questionnaires are arranged based on indicators from research variables. The validity test was done by using the Pearson Product Moment formula, while the reliability test was done by using the Cronbach Alpha formula. The data analysis technique in this study used path analysis. Data from the research instruments were analyzed by descriptive statistics and inferential statistics. Testing the hypothesis started with the test requirements analysis which includes normality test, linearity test, and significance test. Data were processed with the help of the Excel program. The research hypothesis is:

**H1** : Self-efficacy has a positive and significant effect on teachers employee engagement

**H2** : Job satisfaction has a positive and significant effect on teachers employee engagement

**H3** : Self-efficacy has a positive and significant effect on job satisfaction

## **RESULT AND DISCUSSION**

### **Estimated Error Normality**

A normality test is done to determine whether the data coming from the population that is sampled are normally distributed. For normality calculations, use the Lilliefors formula.

### **Normality Test for Estimated of Employee Engagement on Self-efficacy (Y on X1)**

From the results of normality test calculations, the critical value of Lilliefors  $L_{table}$  for  $n = 118$   $\alpha = 0.05$  is 0,0816, it is found that the  $L_{count}$  is 0,0479 and the  $L_{table}$  is 0,0816. Thus it can be

concluded that the error distribution of estimated employee engagement on self-efficacy is normally distributed.

**Normality Test for Estimated of Employee Engagement on Job Satisfaction (Y on X2)**

From the results of normality test calculations, the critical value of Lilliefors  $L_{table}$  for  $n = 118$   $\alpha = 0.05$  is 0,0816, it is found that the  $L_{count}$  is 0,0494 and the  $L_{table}$  is 0,0816. Thus it can be concluded that the error distribution of estimated employee engagement on Job Satisfaction is normally distributed.

**Normality Test for Estimated of Job Satisfaction on Self-efficacy (X2 on X1)**

From the results of normality test calculations, the critical value of Lilliefors  $L_{table}$  for  $n = 118$   $\alpha = 0.05$  is 0,0816, it is found that the  $L_{count}$  is 0,0548 and the  $L_{table}$  is 0,0816. Thus it can be concluded that the error distribution of estimated job satisfaction on self-efficacy is normally distributed.

**Table 1.**  
**Summary of Estimated Error Normality Test Results**

No	Estimated Error Regression	N	$L_{count}$	$L_{table}$		Results
				$\alpha = 5\%$	$\alpha = 1\%$	
1	Y - X <sub>1</sub>	118	0,0479	0,0816	0,095	Normally
2	Y - X <sub>2</sub>	118	0,0494	0,0816	0,095	Normally
3	X <sub>2</sub> - X <sub>1</sub>	118	0,0548	0,0816	0,095	Normally

**Significance and Linearity Test of Employee Engagement on Self-efficacy (Y on X1)**

The regression model  $Y \hat{=} 46,353 + 0,692 X_1$  for the significance test shows that  $F_{count}$  76,94 is more than  $F_{table (0,01;1;116)}$  6,86 for  $\alpha = 0,01$ . Because  $F_{count} > F_{table}$ , the regression is very significant. The linearity test shows that  $F_{count}$  is 0,799 which is less than  $F_{table (0,05;43;73)}$  which is 1,55 for  $\alpha = 0,05$ . Because  $F_{count} < F_{table}$ , the distributions of dots that are estimated to form a linear line can be accepted.

**Significance and Linearity Test of Employee Engagement on Job Satisfaction (Y on X2)**

The regression model  $Y \hat{=} 56,969 + 0,642 X_2$  for the significance test shows that  $F_{count}$  61,25 is more than  $F_{table (0,01;1;116)}$  6,86 for  $\alpha = 0,01$ . Because  $F_{count} > F_{table}$ , the regression is very significant. The linearity test shows that  $F_{count}$  is 0,652 which is less than  $F_{table (0,05;46;70)}$  which is 1,54 for  $\alpha = 0,05$ . Because  $F_{count} < F_{table}$ , the distributions of dots that are estimated to form a linear line can be accepted.

**Significance and Linearity Test of Job Satisfaction on Self-efficacy (X2 on X1)**

The regression model  $\hat{X}_2 = 55,279 + 0,579 X_1$  for the significance test shows that  $F_{count}$  57,77 is more than  $F_{table (0,01;1:116)}$  6,86 for  $\alpha = 0,01$ . Because  $F_{count} > F_{table}$ , the regression is very significant. The linearity test shows that  $F_{count}$  is 0,751 which is less than  $F_{table (0,05:43:73)}$  which is 1,55 for  $\alpha = 0,05$ . Because  $F_{count} < F_{table}$ , the distributions of dots that are estimated to form a linear line can be accepted.

**Table 2.** Summary of Significance Test Results and Regression Linearity

	Regression equation	Significance Test		Linearity Test		Results
		$F_{count}$	$\frac{F_{table}}{\alpha = 0,01}$	$F_{count}$	$\frac{F_{table}}{\alpha = 0,05}$	
Y on X <sub>1</sub>	$\hat{Y} = 46,353 + 0,692 X_1$	76,94	6,86**	0,799	1,55 <sup>ns</sup>	Very significant regression / Linear Regression
Y on X <sub>2</sub>	$\hat{Y} = 56,969 + 0,642 X_2$	61,25	6,86**	0,652	1,54 <sup>ns</sup>	Very significant regression / Linear Regression
X <sub>2</sub> on X <sub>1</sub>	$\hat{X}_2 = 55,279 + 0,579 X_1$	57,77	6,86**	0,751	1,55 <sup>ns</sup>	Very significant regression / Linear Regression

**Hypothesis Testing**

**First hypothesis: There is a direct positive effect of self-efficacy (X1) on employee engagement (Y)**

The hypothesis tested is the direct positive effect of self-efficacy (X1) on employee engagement (Y). Based on the results of the path analysis of the effect of self-efficacy (X1) on employee engagement (Y) the path coefficient  $\rho_{y1}$  is obtained at 0,325 with  $t_{count} = 3,74$ , while the value of  $t_{table} = 1,98$  ( $\alpha = 0,05$ ;  $dk = 114$ ). Therefore  $t_{count} > t_{table}$ , then  $H_0$  is rejected,  $H_1$  is accepted. Thus it is concluded that self-efficacy has a direct positive effect on employee engagement.

This means that self-efficacy has a significant positive effect on employee engagement. Thus it can be said that to increase work engagement, it can be done by increasing the efficacy of the teacher. Teachers with high self-efficacy become more enthusiastic in teaching, ready to accept new ideas, and are can use new teaching methods to help students in learning because teachers with high efficacy have positive teaching behaviors such as patience, commitment, and enthusiasm (Moalosi & Forcheh, 2015). The results of this study are in line with the statement (Albrecht, 2010) that personal resources (for example, self-efficacy, optimism, resilience) directly influence employee engagement. The results of this study are in line with the research conducted by (Chaudhary et al., 2012) entitled "Impact of Occupational Self Efficacy on Employee Engagement an Indian Perspective." This study aims to examine the effect of self-efficacy on

employee engagement among middle-level workers and executives in private and government companies. The findings from the results of this study reveal that self-efficacy has a positive and significant effect on employee engagement.

**The second hypothesis: There is a direct positive effect on job satisfaction (X2) on employee engagement (Y)**

The hypothesis tested is the direct positive effect of job satisfaction (X2) on employee engagement (Y). Based on analysis of the effect of job satisfaction path (X2) of the employee engagement (Y) obtained by the path coefficient  $\rho_{y2}$  of 0,244, with  $t_{count}$  2,89, while the value of  $t_{table} = 1,98$  ( $\alpha = 0,05$ ;  $dk = 114$ ). Therefore  $t_{count} < t_{table}$ , then  $H_0$  is rejected,  $H_1$  is accepted. Thus it can be concluded that job satisfaction has a direct positive effect on employee engagement. This means that job satisfaction has a significant positive effect on employee engagement. The results of this study are in line with the statement (Albrecht, 2010) that employee engagement is influenced by a combination of complex constructs such as job satisfaction, organizational commitment, job involvement, and empowerment. Job satisfaction refers to the attitudes and feelings of workers about their job. A positive attitude toward work causes attachment and this is known as job satisfaction. Meanwhile, a negative attitude toward work indicates job dissatisfaction. The results of this study are in line with the statement (Albrecht, 2010) that employee engagement is influenced by a combination of complex constructs such as job satisfaction, organizational commitment, job involvement, and empowerment. Job satisfaction refers to the attitudes and feelings of workers about their job. A positive attitude toward work causes attachment and this is known as job satisfaction. Meanwhile, a negative attitude toward work indicates job dissatisfaction. Support and guidance from superiors to workers, company policies that are well communicated and implemented without bias, and challenging jobs can provide satisfaction to workers, thereby increasing employee engagement. Previous research results also indicated that there was a significant positive effect on job satisfaction on engagement (Avery et al., 2007).

**The third hypothesis: There is a direct positive effect of self-efficacy (X1) on job satisfaction (X2)**

The hypothesis tested is the direct positive effect of self-efficacy (X1) on job satisfaction (X2). Based on the results of the path analysis of self-efficacy effect (X1) on job satisfaction (X2), obtained the path coefficient  $\rho_{21}$  of 0,376 with  $t_{count} = 4,21$ , while the value of  $t_{table} = 1,98$  ( $\alpha = 0,05$ ;  $dk = 115$ ). Therefore  $t_{count} > t_{table}$ , then  $H_0$  is rejected,  $H_1$  is accepted. Thus it can be concluded that self-efficacy has a positive direct effect on job satisfaction. This means that self-efficacy has a significant positive effect on Job Satisfaction. It can be said that the level of self-efficacy possessed by teachers, especially public vocational school teachers in the Depok City area will greatly determine their ability to mobilize cognitive resources and how to act to be able to successfully carry out a task, can motivate themselves and be able to overcome challenges, and then the teacher will feel satisfied with his job or in other words a teacher will experience job satisfaction.

The results of this study are following the statement (Schunk, 2012) that "teachers' efficacy beliefs bore a significant positive effect on their job satisfaction." Teacher efficacy has a

significant positive effect on their job satisfaction. This is also supported by the statement (Schultz & Schultz, 2011). From these opinions, it can be concluded that workers who have high self-efficacy are more satisfied with their jobs, committed to their institutions, and motivated to perform well on the job and in training programs than teachers who have low efficacy. Previous research results that are relevant to the results of this study were conducted by (Tojjari et al., 2013). This study aims to examine the effect of self-efficacy on the job satisfaction of sports referees. The findings from the results of this study reveal that the overall relationship between self-efficacy and job satisfaction of respondents is significant. Referees with high self-efficacy also enjoy higher job satisfaction. Therefore, to improve referees' job satisfaction which has a dramatic impact on performance and productivity, it is necessary to pay great attention to increasing their self-efficacy.

Other research results relevant to this study were conducted by Turkoglu et al., (2017) the participants of this study were 489 school teachers. primary, secondary, and secondary in Beyoglu district, Istanbul. 295 (61%) of the participants were women and 194 (39%) were men. The results revealed a significant positive relationship between teacher self-efficacy and job satisfaction, and teacher self-efficacy was found to be a significant predictor of job satisfaction. Teachers with high levels of self-efficacy tend to have strong communication in the workplace which increases job satisfaction.

**Table 3.** Summary of Pathway Significance Test

Effect of Direct	Coefficient Path	t <sub>count</sub>	t <sub>table</sub>	Results
X <sub>1</sub> terhadap Y	0,325	3,74	1,98	H <sub>0</sub> is rejected, H <sub>1</sub> is accepted. There is a direct positive effect of X <sub>1</sub> on Y
X <sub>2</sub> terhadap Y	0,244	2,89	1,98	H <sub>0</sub> is rejected, H <sub>1</sub> is accepted. There is a direct positive. There is a direct positive effect of X <sub>2</sub> on Y
X <sub>1</sub> terhadap X <sub>2</sub>	0,376	4,21	1,98	H <sub>0</sub> is rejected, H <sub>1</sub> is accepted. There is a direct positive. There on X <sub>2</sub>

**Discussion**

**First hypothesis: There is a direct positive effect of self-efficacy (X1) on employee engagement (Y)**

The results of this study are also in line with the research results (Kompaso & Sridevi, 2010). From the research results, it can be concluded that there is a positive direct effect of self-efficacy on employee engagement with a correlation coefficient value of 0.412 and a path coefficient value of 0.311. It can be said that the level of self-efficacy possessed by a teacher, especially a State Vocational High School teacher in the North Jakarta area will determine the success or lack of success in carrying out their work. A teacher who has self-confidence doing his job to be a teacher will feel able to do his job well, and then the teacher will have a positive attitude and behavior, he will be connected physically, cognitively, and emotionally related to job

fulfillment, so that it will grow. feeling attached to his job. The results of this study indicate that the indicator of the self-efficacy variable that most influences the employee engagement variable based on regression analysis is the creative indicator in solving problems, creative teachers can view a problem from various perspectives. This perspective allows the teacher to find various alternative solutions that are suitable for solving the problem.

**The second hypothesis: There is a direct positive effect on job satisfaction (X2) on employee engagement (Y)**

The results of this study indicate that the indicators of job satisfaction variables that have the most influence on employee engagement variables based on regression analysis are indicators of feeling happy about work, efforts that can be made by the teacher are to consider work as something important and have benefits, to be well aware of the task and responsibility for the results of the work that has been done. The teacher will do his job with a happy feeling if the job can provide an opportunity for the teacher to maximize his abilities and abilities, provide various choices of assignments that he likes, and provide feedback by the teacher's expectations. This is in line with the statement (Turkoglu et al., 2017), that teacher job satisfaction arises from the attitudes developed by teachers towards their work. Emotions are related to job satisfaction, which is a satisfying or unsatisfactory emotional response to the work and work environment.

**The third hypothesis: There is a direct positive effect of self-efficacy (X1) on job satisfaction (X2)**

The results of this study indicate that the indicator of the self-efficacy variable that most influences the job satisfaction variable based on regression analysis is the ability to complete the task, the effort that can be done is to have the belief that he can do something well so that he can use his abilities and competencies with well, the teacher thinks positively of the assignments given by the school or the principal, fosters confidence that these tasks will be completed on time.

## CONCLUSION

Based on the results and discussion that have been described, this study concludes that there is a direct and significant effect of self-efficacy on teachers employee engagement; there is a direct and significant effect of job satisfaction on teachers employee engagement; there is a direct and significant effect of self-efficacy on job satisfaction. The limitation of this study is that the sample was taken from a public vocational high school in Depok. further research is needed for research in a wider area.

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