



Multiple Mediating Roles of Self-Efficacy and Hope in the Relationship Between Teachers' Spiritual Well-Being and Job Satisfaction in Türkiye

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Abstract

Teachers' job satisfaction is a fundamental factor shaping school effectiveness and productivity. Therefore, identifying the psychological factors that influence job satisfaction is crucial in efforts to enhance teachers' job satisfaction. In this study, we aimed to reveal the multiple mediating roles of self-efficacy and hope in the relationship between teachers' spiritual well-being and job satisfaction. To achieve this aim, we tested our theoretical model with data collected from 356 teachers. The findings suggest that teachers' hope, and self-efficacy partially mediate the relationship between their spiritual well-being and job satisfaction. These results indicate that teachers' levels of spiritual well-being play an effective role in enhancing job satisfaction via psychological resources such as self-efficacy and hope. In this context, educational leaders should consider teachers' spiritual and psychological needs, organize school environments accordingly, and foster a positive institutional culture.

Keywords Spiritual well-being · Job satisfaction · Hope · Self-efficacy

Introduction

Due to its positive impact on employee and organizational outcomes, job satisfaction remains a significant area of interest for many researchers (George & Jones, 2008; Judge et al., 2001). Empirical evidence highlights the influence of personal traits

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(Weiss et al., 1999), leadership (Belias & Koustelios, 2014; Braun et al., 2013), self-efficacy (Asif et al., 2017), self-esteem (Judge & Bono, 2001), organizational culture (Lok & Crawford, 2004), organizational climate (Schwepker, 2001), job characteristics (George & Jones, 2008), motivation (Nyantika et al., 2015), and work environment (Saeed et al., 2013) on job satisfaction. However, the impact of employees' spiritual dimensions on job satisfaction has not been sufficiently explored (McCaughey et al., 2008). This gap in the literature indicates that overlooking employees' spiritual needs may impede efforts to improve job satisfaction, highlighting the need for innovative strategies (Petchsawang & Duchon, 2009).

Spirituality, crucial for overall health and work-life balance (Savickas, 1997), helps individuals find meaning in life, maintain relationships, and develop coping mechanisms (Agli et al., 2015). In this context, it can be said that the spiritual well-being of teachers in today's educational environment plays a crucial role in shaping their job satisfaction (Pargament, 1997). Teachers with strong and high spiritual well-being tend to possess positive qualities such as resilience, emotional balance, and motivation (Koenig et al., 2012), which are essential for creating a positive learning environment. Additionally, hope and self-efficacy are significant factors within this dynamic. High levels of hope enable teachers to stay motivated and cope with challenges, while a strong sense of self-efficacy reinforces their belief in successfully accomplishing teaching tasks, leading to more confident and effective instructional practices (Bandura, 1997; Schunk, 1996).

In conclusion, teachers' spiritual well-being, along with self-efficacy and hope, not only enhances job satisfaction but also contributes to creating a positive educational environment, improving teaching quality, and increasing student achievement (Bandura, 1997; Schunk, 1996; Vaughan, 2002). By examining the interrelations between spirituality, self-efficacy, hope, and job satisfaction (Bandura, 1997; Snyder, 2002), the present study aims to explore the mediating roles of self-efficacy and hope in the relationship between teachers' spiritual well-being and job satisfaction.

Spiritual Well Being

Spiritual well-being is a concept that refers to an individual's capacity to live in harmony with their personal values, the meaning they find in life, and the connections they build with others (Pargament, 1997). It is considered an important factor affecting mental health, resilience, and overall well-being. In the literature, spiritual well-being is viewed as a key element in promoting mental health, psychological resilience, love of life and overall life quality (Koenig et al., 2012; Tunç & Ümmet, 2024). This concept has been linked to positive psychological outcomes as it strengthens individuals' coping abilities and emotional regulation capacities (Snyder & Lopez, 2002). Spiritual well-being contributes to positive psychological outcomes by fostering a sense of life purpose, enhancing connections with others, and aligning with personal values (Pargament, 1997). Studies have shown that higher levels of spiritual well-being are associated with better coping mechanisms, improved emotional regulation, and higher life satisfaction (Snyder & Lopez, 2002). For instance, individuals with strong spiritual well-being are more successful in managing stress

and challenges, which in turn enhances psychological resilience and job satisfaction (Koenig et al., 2012). Therefore, promoting spiritual well-being can contribute not only to job satisfaction but also to personal well-being and motivation, leading to a more satisfying and productive work experience (Van der Walt & De Klerk, 2014).

Self-Efficacy

According to Bandura (1986), self-efficacy refers to an individual's belief in their ability to perform specific behaviors, and this belief can promote healthy behaviors while reducing unhealthy ones. Research on the antecedents and outcomes of self-efficacy has yielded important findings, particularly in the context of teachers. Spiritual well-being is one of the factors that influence teachers' self-efficacy; high spiritual well-being can strengthen teachers' perceptions of self-efficacy, which has been found to be related to job satisfaction (Skaalvik & Skaalvik, 2017). Studies show that teachers with high levels of spiritual well-being cope more effectively with professional stress and feel more committed to their work (Tschannen-Moran & Hoy, 2001). Furthermore, teachers with high self-efficacy are reported to be more successful in classroom management and positively impact students' academic performance (Klassen & Chiu, 2010). These findings suggest that self-efficacy is not only an individual characteristic but also closely linked to professional success and motivation. Spirituality serves as a strong mechanism for coping with psychological challenges and has a positive effect on self-efficacy (McCauley et al., 2008). For example, some studies propose a moderate relationship between students' spiritual well-being and mental health (Hsiao et al., 2010). These findings imply that promoting spiritual well-being can enhance job satisfaction and overall well-being by strengthening self-efficacy.

Hope

Hope refers to the belief that achieving desired goals is possible. It encompasses the notion that individuals can identify pathways toward their goals and maintain the motivation to pursue them (Snyder et al., 2018). Nekolaichuk et al. (1999) present a three-dimensional framework of hope, encompassing personal (meaning), situational (risk), and interpersonal (genuine care) dimensions. This framework highlights the role of hope in managing psychological stress and coping with illness (Folkman, 2012). Research has shown that interventions targeting hope can reduce depressive symptoms and improve quality of life (Lee & Gallagher, 2018). Experiencing the presence of God and trustful spiritual well-being significantly enhances hope (Wills, 2007). Furthermore, hope serves as a predictor of well-being indicators and reinforces its role as a coping mechanism (Yaghoobzadeh et al., 2018). Individuals with high spiritual well-being experience less stress and encounter fewer health issues. Hope plays a significant role in these positive effects (Soleimani et al., 2022).

Job Satisfaction

Job satisfaction is a positive emotional state resulting from individuals' evaluations of their job experiences and work environment (Judge et al., 2001). It is influenced by both external factors such as salary and job security, and internal factors such as personal development, meaningful work, and alignment with individual values (Ryan & Deci, 2000). Research indicates that job satisfaction is a predictor of important outcomes such as higher productivity, better performance, and increased organizational commitment (Harter et al., 2002). In teaching, job satisfaction is strongly influenced by factors such as support from colleagues, relationships with school management, and perceived autonomy (Skaalvik & Skaalvik, 2017). These findings emphasize the importance of job satisfaction in improving individual teacher performance and the overall educational environment.

The Mediating Role of Hope and Self efficacy

The state of spiritual well-being in individuals enhances their sense of purpose, resilience, and inner peace, supporting their work attitudes and motivation, which in turn positively shapes job satisfaction (Petchsawang & Duchon, 2009). A study by Binu Raj et al. (2023) examines the impact of workplace spirituality and spiritual leadership on teachers' well-being and job satisfaction. The study suggests that when the dimensions of workplace spirituality combine with mindfulness practices, they can significantly contribute to job satisfaction. However, more research is needed to explore the mediating mechanisms that strengthen this relationship.

Self-efficacy and hope are considered potential mediators that may strengthen this relationship, as both hope and self-efficacy involve expectations related to achieving desired outcomes (Bilgiç et al., 2017). Hope focuses on expectations related to goal achievement, while self-efficacy emphasizes expectations of behavioral performance (Feldman & Kubota, 2015). Literature consistently shows a positive relationship between hope and self-efficacy (Taytaş & Kardaş, 2022). Atik and Erkan (2017) emphasize the role of hope in academic success and its influence on future behaviors. Furthermore, spiritual well-being supports optimism and perseverance, which enhances hope levels, playing a crucial role in setting and achieving work-related goals (Snyder, 2002). Spiritual well-being also boosts individuals' confidence in overcoming challenges and managing job tasks effectively, which has an impact on self-efficacy. Spiritual practices and well-being provide individuals with inner strength, a positive outlook, and emotional balance, which further increases self-efficacy (Pandya, 2017). Research indicates that individuals with higher levels of spiritual well-being also believe in their capacity to perform effectively in various situations (Emmons, 2000). Self-efficacy has been observed to have a significant impact on hope by increasing

individuals' belief in their ability to overcome obstacles and achieve desired outcomes. Snyder et al. (2002) highlight that self-efficacy affects hope, enabling individuals to cope confidently with challenges and enhancing their motivation to achieve goals. Based on current literature, both hope and self-efficacy are hypothesized to mediate the relationship between spiritual well-being and job satisfaction. Finally, these mediation analyses will help clarify the pathways through which spiritual well-being affects job satisfaction in the teaching profession. Understanding these mediating factors will provide deeper insights into how spiritual well-being contributes to teachers' overall satisfaction and effectiveness in their roles.

Based on the theoretical framework and empirical findings, we propose the following hypotheses:

- H1: Teachers' spiritual well-being is positively related to their self-efficacy.
- H2: Teachers' spiritual well-being is positively related to their hope.
- H3: Teachers' self-efficacy is positively related to their hope.
- H4: Teachers' self-efficacy is positively related to their job satisfaction.
- H5: Teachers' hope is positively related to their job satisfaction.
- H6: Teachers' self-efficacy and hope mediate the relationship between their spiritual well-being and job satisfaction.

Method

Research Method

This study uses a cross-section survey model to investigate how hope and self-efficacy influence the link between spiritual well-being and job satisfaction. The relational survey model is a statistical method for analyzing the relationship status, degree, and impact between two or more variables. As stated by Creswell (2013) and Fraenkel et al. (2012), the model's primary goal is to examine the relationship between variables in an unmanipulated manner. The study used hope and self-efficacy as the mediating variable, job satisfaction as the dependent variable, and spiritual well-being as the independent variable.

Participants and Procedure

The researchers obtained research approval for this study from the Ethics Committee of Istanbul Sabahattin Zaim University. The data collection method utilized was convenience sampling. In this sampling technique, participants are typically selected from a relevant environment (such as hospitals, schools, databases, websites, membership lists, and others) where they are readily accessible for research purposes. Convenience sampling is straightforward and requires less time than other sampling methods (Stratton, 2021). In this context, researchers reached out to teachers working in private or public schools and invited them to participate in the study. Data

were collected both in person through school visits and via a Google form. The Google form included informed consent, personal information form, and measurement instruments. After being informed about the study and providing consent, participants completed the questionnaires.

Among the 356 teachers participating in the study, 66.0% (235) are female, and 34.0% (121) are male. In terms of age, 52.5% (187) are 30 years old or younger, 18.8% (67) are between 31 and 35, 14.0% (50) are between 36 and 40, and 14.6% (52) are 40 years or older. Regarding years of experience, 47.8% (170) have 1–5 years of teaching experience, 25.3% (90) have 6–10 years, 7.3% (26) have 11–15 years, 12.6% (45) have 16–20 years, and 7.0% (25) have 20 years or more. Finally, 36.0% (128) of the teachers work in primary schools, 34.0% (121) in middle schools, and 30.1% (107) in high schools. The participants are also presented in Table 1.

Measurements

Spiritual Well-Being Scale

The “Spiritual Well-Being Scale” developed by Ekşi and Kardaş (2017) is a Likert-type scale of 29 items scored between 1 and 5. The scale, which was created by the researchers to evaluate the individual, social, environmental, and transcendental aspects of people and their processes of understanding and making sense of life, consists of three sub-dimensions: “transcendence”, “harmony with nature”

Table 1 Demographic information of the research group

Variable	Frequency (F)	Percentage (%)
<i>Gender</i>		
Female	235	66.0
Male	121	34.0
<i>Age</i>		
30 years old or younger	187	52.5
31–35	67	18.8
36–40	50	14.0
40 years old or older	52	14.6
<i>Years of experience</i>		
1–5 years	170	47.8
6–10 years	90	25.3
11–15 years	26	7.3
16–20 years	45	12.6
20 years or more	25	7.0
<i>Level of teaching</i>		
Primary school	128	36.0
Middle school	121	34.0
Highschool	107	30.1
Total	356	100.0

and “anomie”. When the KMO value of the scale was determined as 0.951, and the Eigenvalue as 0.2, the total variance explained by the items was calculated as 58.337%. The fit indices of the model were $\chi^2/sd=4.11$, RMSEA=0.06, SRMR=0.50, NFI=0.90 and CFI=0.92. The analysis findings show that there is a structure suitable for the CFA model and that the construct validity and reliability of the scale have been established through empirical research. The total score of the items in the scale varies between 1 and 145. The items in the anomie sub-dimension (items 3, 7, 11, 15, 19, 23, 26) are reverse scored when the total score is required. The overall Cronbach’s alpha coefficient of the scale is 0.88; the transcendence sub-dimension is 0.95, harmony with nature is 0.86, and anomie is 0.85. If a person scores high in a sub-dimension of the scale, they have the expected characteristic in the relevant sub-dimension. The scale items’ average scores are calculated to obtain the total spiritual well-being score.

Self-Efficacy Scale

The Self-Efficacy Scale was developed by Sherer et al. (1982). General Self-Efficacy (explained variance 26.5%, Cronbach’s alpha=0.86) and Social Self-Efficacy (explained variance 8.5%, Cronbach’s alpha=0.71) formed the two-factor structure defined by the original scale. Since the items loaded on the first factor did not point to a specific behavioral domain, “General Self-Efficacy” was determined as an appropriate title for this factor. The Likert version of the scale was used in this study, allowing participants to rate how well the statement described them on a five-point scale ranging from “not at all” to “very well”. Each question has a score ranging from 1 to 5. Reverse scoring is valid for items 2, 4, 5, 6, 7, 10, 11, 12, 14, 16 and 17. The scale’s total score ranges from 17 to 85; the higher the score, the higher the belief in one’s ability. The widely used 17-item General Self-Efficacy Scale (Magaletta & Oliver, 1999) was the instrument of choice in this study. The scale was adapted into Turkish by Yildirim and Ilhan (2010).

Dispositional Hope Scale

The scale developed by Snyder et al. (1996a, 1996b) to measure trait hope in individuals over the age of 15 consists of 12 items and two sub-dimensions. Tarhan and Bacanlı (2015) translated the scale into Turkish. The sub-dimensions, Actuating Thinking and Alternative Ways Thinking, include two statements about the present, one about the future and one about the past. The remaining four items are not related to hope. The overall score of the Dispositional Hope Scale is calculated by summing up the scores obtained from the Actuating Thinking and Alternative Ways Thinking sub-dimensions. According to Lopez et al. (2000), the lowest score obtained from the scale is 8, and the highest score is 64. The internal consistency coefficient of the Actuating Thinking component ranges between 0.71 and 0.76, the Alternative Ways Thinking component ranges between 0.63 and 0.80, and the overall internal consistency coefficient of the scale ranges between 0.74 and 0.84. In a reliability study using the test–retest method, the reliability coefficients of the scale were found to

be 0.85 at 3-week intervals, 0.73 at 8-week intervals and 0.76 at 10-week intervals (Snyder et al., 1996a, 1996b).

Minnesota Job Satisfaction Scale

Minnesota Job Satisfaction Scale was created by L. H. Lofquist, G. W. England, R. V. Dawis, and D. J. Weiss in 1967. This study used the Minnesota Job Satisfaction Scale consisting of 20 statements. According to Baycan (1985), the Cronbach's Alpha of the Turkish form of this scale is 0.77. The scale consists of a 5-point Likert scale ranging from unsatisfied to very satisfied, with a minimum score of 20 and a maximum of 100.

Data Analysis

The analysis included a total of 356 teachers. Statistical analyses in this study were carried out using SPSS and AMOS package programs, and the significance level was based on 0.05. The analyses were carried out step by step. The variables' means, standard deviations, skewness, kurtosis, and Pearson correlation analysis were performed in the first stage to evaluate the multicollinearity problem.

In the second stage, the relationships between spiritual well-being, self-efficacy, hope, and job satisfaction were examined using the two-stage SEM proposed by Anderson and Gerbing (1988). These analyses showed that the data were suitable for SEM. The measurement model was analyzed in the first stage of SEM, and the structural model was examined in the second stage. RMSEA, SRMR, CFI, NFI, IFI, and TLI values were calculated. To further assess the significance of the indirect effect, 5000 resampling and 95% confidence interval (CI) were used through the bootstrap technique.

Results

Preliminary analysis

Table 2 provides a comprehensive overview of the descriptive statistics, reliability coefficients, multicollinearity diagnostics, and correlation coefficients for the study variables.

All variables showed a normal distribution of data. Kurtosis and skewness values ranged from -0.096 to 0.661 and from -0.722 to -0.273 . The reliability coefficients ($\alpha=0.656$ to 0.908) support the reliability of the results. Tolerance values (0.917 to 0.965) being above 0.1 and all VIF values (1.037 to 1.091) being below 10 indicate no multicollinearity issues within the model. The Cook's Distance values ($\text{min}=0.000$ and $\text{max}=0.067$) suggest there are no excessively influential data points in the model, and the Durbin-Watson statistic ($DW=1.186$) indicates the absence of autocorrelation.

Table 2 Descriptive statistics and correlations for the study variables

Variable	1	2	3	4	Cronbach alpha	Tolerance / VIF
1. Spiritual well-being	–				.908 (29 items)	.937/ 1.067
2. Self-efficacy	.36**	–			.854 (17 items)	.917/ 1.091
3. Hope	.26*	.56**	–		.656 (8 items)	.965/ 1.037
4. Job satisfaction	.43**	.14**	.30**	–	.888 (20 items)	
Mean	120.56	64.62	25.82	74.01		
SD	15.57	9.13	2.82	10.01		
Skewness	–0.722	–0.414	–0.410	–0.273		
Kurtosis	0.171	0.408	–0.096	0.661		

N = 356

** $p < .01$; * $p < .05$

Cook's distance (Min = .000, Max = .067; Durbin-Watson = 1.186)

As seen in Table 1, spiritual well-being was significantly positively correlated with self-efficacy ($r = 0.36$, $p < 0.01$), hope ($r = 0.26$, $p < 0.05$), and job satisfaction ($r = 0.43$, $p < 0.01$). Self-efficacy was significantly positively correlated with hope ($r = 0.56$, $p < 0.01$) and job satisfaction ($r = 0.14$, $p < 0.01$). Additionally, hope was significantly positively correlated with job satisfaction ($r = 0.30$, $p < 0.01$). As a result of the significant Pearson correlation analyses findings, serial multiple mediation analyses were conducted.

Serial Multiple Mediation Analyses

The measurement model, which aims to analyse the relationships between the variables, was evaluated in the first phase of the structural model. In the measurement model, ten observed variables form four latent variables. The latent variable of spiritual well-being consists of Transcendence, Harmony with Nature, and Anomie variables. Self-efficacy latent variable consists of Initiative, Effort, and Persistence variables. Hope's latent variable consists of Actuating Thinking and Alternative Ways Thinking. Job satisfaction latent variable consists of Internal Satisfaction and External Satisfaction variables. The goodness-of-fit indices for the measurement model were evaluated using the fit index standards recommended by Hu and Bentler (1999). Upon comparing the goodness-of-fit indices of the model with the established criteria, the values were found to fall within acceptable fit ranges. Consequently, the measurement model was validated for testing the structural model.

As an outcome of the structural equation model in which the variables of spiritual well-being, self-efficacy, hope, and job satisfaction are analyzed, direct effects are evaluated first. The path between self-efficacy and job satisfaction was found to be insignificant. Thus, after deleting the insignificant path, the model was analyzed once again. In Fig. 1, the standardized path coefficients are given.

As seen in Fig. 1, all path coefficients in Structural Model are significant. When the direct effects were evaluated as a result of the model, spiritual well-being predicted job satisfaction ($\beta = 0.38$, $p < 0.01$), self-efficacy ($\beta = 0.42$, $p < 0.01$), and hope

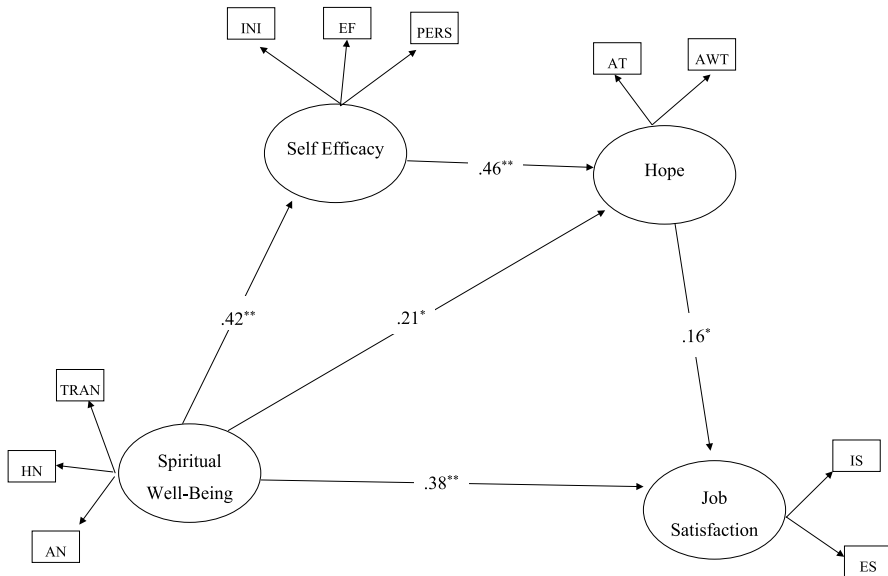


Fig. 1 Structural model. *TRAN* Transcendence, *HN* Harmony with Nature, *AN* Anomie, *INI* Initiative, *EF* Effort, *PERS* Persistence, *AT* Actuating Thinking, *AWT* Alternative Ways Thinking, *IS* Internal Satisfaction, *ES* External Satisfaction $^{**}p < .01$ $^*p < .05$

(self-efficacy $\beta = 0.21$, $p < 0.05$) positively. Self-efficacy positively predicted hope ($\beta = 0.46$, $p < 0.01$); and hope positively predicted job satisfaction ($\beta = 0.16$, $p < 0.05$). The p value of the χ^2 , $\chi^2/df = 2.760$, $RMSEA = 0.070$, $SRMR = 0.0515$; $CFI = 0.937$; $NFI = 0.906$; $IFI = 0.938$, and $TLI = 0.905$ values were found to be within acceptable fit ranges.

At the final stage of the serial multiple mediation analysis, a bootstrap analysis with 5000 resamples and a 95% confidence interval (CI) was performed to evaluate the serial mediation effect of self-efficacy and hope on the relationship between teachers' spiritual well-being and job satisfaction. The study concluded that spiritual well-being influenced teachers' job satisfaction through the sequential mediation of self-efficacy and hope, with a standardized indirect effect coefficient of 0.047. The bootstrapping results indicated that the lower bound value of the confidence interval was 0.002, and the upper bound value was 0.153. Hayes (2022) states an indirect effect is considered significant if zero is not included between the confidence interval's lower and upper bounds. Based on these findings, it can be determined that self-efficacy and hope play a sequential mediating role in the relationship between teachers' spiritual well-being and their job satisfaction. Table 3 presents the standardized coefficients from the bootstrapping analysis for the model.

Table 3 Standardized bootstrapping coefficients for the model

Model pathways	Coefficient*	95% CI	
		Lower	Upper
<i>Indirect effect</i>			
Spiritual well-being → Self-efficacy → Hope	0.021	0.007	0.057
Spiritual well-being → Hope → Job satisfaction	0.050	0.008	0.177
Spiritual well-being → Self-efficacy → Hope → Job satisfaction	0.047	0.002	0.153

*Because the CIs do not cover zero, all the coefficients are significant

CI Confidence interval

Discussion

Teachers' job satisfaction plays a crucial role in shaping the school environment and influencing teaching outcomes (Ortan et al., 2021). When the literature is reviewed, it is observed that a spiritually enriched work environment is stated to enable teachers to adequately fulfill the tasks expected of them and to enhance their job satisfaction (Kumar, 2020). Thus, investigating the variables that influence the relationship between teachers' spirituality and job satisfaction becomes increasingly important. Building on this, the aim of this study is to determine the multiple mediating roles of self-efficacy and hope in the impact of teachers' spiritual well-being on their job satisfaction. According to the first result of this study, spiritual well-being predicts self-efficacy. Consistent with this finding, research also indicates that spirituality and self-efficacy are interrelated, with both serving as strong motivators for individual development (Rakhshanderou et al., 2021). Observing models and engaging in social comparisons are ways to enhance self-efficacy (Schunk, 1996). Individuals observe the performances of those they model, and if the models perform well in a given domain, individuals' belief in their own abilities—in other words, their self-efficacy in that domain—tends to increase. Furthermore, most religions encourage emulating spiritual models such as Muhammad, Jesus, Gandhi, and Buddha (Oman et al., 2012). Within the framework of social learning theory (Bandura, 1986), observing spiritual models can strengthen people's belief in their spiritual learning abilities, enabling them to persevere even in the face of challenges (Oman et al., 2012). Thus, within the framework of Bandura's social learning theory, and particularly the concept of self-efficacy, observing models with spiritual values or those who demonstrate commitment to such values can help individuals develop self-efficacy in similar situations. Moreover, spiritual beliefs and practices can support individuals in coping with difficulties and stress, thereby increasing their self-confidence and sense of control (Pargament, 1997). Additionally, individuals who experience a sense of meaning and purpose in their lives tend to value themselves more highly and maintain their self-confidence even during challenging times. This perspective helps individuals view their existence as important and valuable, sustaining their belief in their abilities and capacity to succeed regardless of the difficulties they face

(Emmons, 2000). Based on the relationship between spiritual well-being and self-efficacy, it can be stated that the finding of this study, teachers' spiritual well-being positively predicts their self-efficacy, is supported by the literature.

In this study, spiritual well-being was found to predict hope. A review of the literature reveals that no study specifically examines the relationship between teachers' spiritual well-being and their level of hope. However, there are studies emphasizing a positive relationship between spiritual well-being and hope (Afrasiabifar et al., 2021; Sharif Nia et al., 2021). For instance, Afrasiabifar et al. (2021) demonstrated that spiritual intervention improved both hope and spiritual well-being in four dimensions—religious, existential, emotional, and social—among cancer patients. Similarly, Wu and Koo (2016) found that a six-week spiritual intervention positively impacted hope, life satisfaction, and spiritual well-being in dementia patients. Spiritual well-being refers to an individual's satisfaction with aspects such as finding meaning and purpose in life, being in harmony with life, and feeling connected to a higher power (Ellison, 1991). Based on this definition, individuals who are satisfied in these areas are likely to have higher levels of hope, defined as the ability to find motivation and pathways to achieve goals (Snyder et al., 1991). Furthermore, Özgenel and Yilmaz (2020) emphasized that spirituality fosters positive emotions by encompassing elements such as hope, the pursuit of meaning, and surrendering to a higher power in times of difficulty. Based on these findings in the literature, it can be concluded that teachers' spiritual well-being predicting their level of hope is well-supported.

Another result of this study was that self-efficacy predicts hope. A review of the literature suggests that teachers with stronger self-efficacy beliefs tend to experience higher levels of positive emotions (Burić et al., 2020), with hope being one of these positive emotions. Consistent with this finding, research has shown that individuals with higher levels of self-efficacy also exhibit higher levels of hope (Munoz et al., 2017; Wu et al., 2021). Self-efficacy refers to a person's confidence in their ability to perform specific behaviors that lead to desired outcomes. Based on this definition, self-efficacy aligns with the components of the hope model: determination toward goals (agency) and strategies to achieve those goals (pathways) (Snyder et al., 1991). In this sense, hope can be viewed as one of the components of self-efficacy. Moreover, individuals' self-confidence can enhance their motivation to achieve goals and their capacity to develop strategies (Magaletta & Oliver, 1999). Thus, it can be argued that self-efficacy and hope are complementary concepts. In this study, while hope was identified as a mediating variable, self-efficacy was not found to directly predict job satisfaction. Therefore, it can be interpreted that self-efficacy predicts hope, and this relationship plays a significant role in explaining job satisfaction. Since hope has emerged as a key factor for job satisfaction, it can be inferred that self-efficacy alone is insufficient to directly predict job satisfaction when hope acts as a mediator. Positive expectations for the future can enhance individuals' motivation and satisfaction in their work. Hopeful individuals are more confident in overcoming challenges and achieving their goals, which contributes to a higher sense of job satisfaction. Additionally, hopeful individuals tend to approach workplace challenges more positively, aiming for success and fulfillment in their careers (Wang & Lei, 2023), ultimately increasing their job satisfaction. Therefore, cultivating hope in

the workplace can positively influence employees' job satisfaction and overall well-being (Hu et al., 2022). Similarly, hopeful teachers can manage professional challenges more effectively and establish stronger connections with their students, which enhances their job satisfaction.

The findings of this study indicate that self-efficacy and hope partially mediate the relationship between teachers' spiritual well-being and job satisfaction. A review of the literature shows that spiritual well-being predicts job satisfaction (Tejeda, 2015). For example, a study conducted on faculty members found that a spiritual work environment positively and significantly affects subjective well-being through job satisfaction and job performance (Kumar, 2020). Another study with 292 managers examined the impact of spiritual well-being in workplace conditions on job satisfaction, revealing that spiritual well-being has a positive effect on job satisfaction and provides a protective buffer against harmful working conditions. The research highlights that spiritual well-being is a vital resource for employees, particularly in challenging work environments, and promoting spiritual well-being can enhance job satisfaction (Tejeda, 2015). The concept of "workplace spirituality" has emerged due to the positive relationship between spirituality and job satisfaction, reflecting employee experiences such as meaning, purpose, community, and transcendence in the workplace (Pawar, 2016). This concept enables employees to find meaning and purpose in their work, foster a sense of community at work, and believe that their work serves a greater good (Ashmos & Duchon, 2000). The motivation to fulfill these needs serves as a driving force for job satisfaction by increasing motivation. One of the components of spiritual well-being is self-transcendence, which refers to an individual's quest to go beyond their limits, experience spiritual growth, and achieve development (Koenig et al., 2012). This concept aligns with Maslow's need for self-actualization and contributes to job satisfaction. Studies have also demonstrated that workplace spirituality positively affects employees' job satisfaction, commitment, and performance (Milliman et al., 2003). Furthermore, individuals with spiritual well-being may feel more confident in coping with life's challenges (Pargament, 1997), which increases their perceptions of self-efficacy and levels of hope, ultimately contributing to job satisfaction. The belief in one's abilities (self-efficacy) boosts motivation to achieve goals, while the ability to develop strategies (hope) strengthens this process even further (Magaletta & Oliver, 1999). Together, these factors play a vital role in enhancing job satisfaction. Therefore, based on the literature and workplace studies that explore the relationship between spiritual well-being and job satisfaction, it can be concluded that the relationship between teachers' spiritual well-being, self-efficacy, and hope significantly contributes to job satisfaction, consistent with the findings of this study.

Limitations and Future Research

There are various restrictions on this study. The incapacity of model-based relational research to clearly show causation is one of its main limitations within the framework of Social Desirability Theory (Fisher & Katz, 2000). According to van de Mortel (2008), social desirability is the propensity for people to portray

themselves in a way that is socially acceptable. This might distort findings when looking at concepts like hope, self-efficacy, and spiritual well-being. Stronger conclusions about causality would therefore be possible with the use of experimental and longitudinal research designs. A more controlled investigation of these links could be achieved, for example, by putting in place a program for teachers that is based on spirituality and comparing job satisfaction before and after (Podsakoff et al., 2012). Additionally, the fact that this study only included Turkish teachers may reduce its generalizability. The findings' relevance would be increased by looking at these constructs in a variety of cultural contexts and occupational groupings. A more thorough knowledge of spiritual well-being, self-efficacy, and hope throughout time will be possible with future studies that employ longitudinal designs that take social desirability into consideration. This method will improve theoretical comprehension as well as real-world applicability for teaching methods.

Conclusion

The findings of this study indicate that teachers' spiritual well-being significantly influences their job satisfaction through the mediating effects of self-efficacy and hope. Spiritual well-being positively affects teachers' self-efficacy and hope, which in turn enhances their job satisfaction. In light of these findings, educational policymakers should consider teachers' spiritual and psychological needs to improve job satisfaction. Professional development and counseling centers, along with school leaders, could organize programs and activities to support teachers' spiritual well-being. Initiatives like spiritual development seminars or group support programs may enhance teachers' job satisfaction and performance, creating a positive impact in educational settings that also benefits students.

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Declarations

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