

SEDEF NUR GÜLERYÜZ

2025

THE RELATIONSHIP BETWEEN TEACHER SELF-EFFICACY, COLLECTIVE
TEACHER EFFICACY, AND JOB SATISFACTION: A STUDY WITH ENGLISH
FOREIGN LANGUAGE INSTRUCTORS IN TÜRKİYE

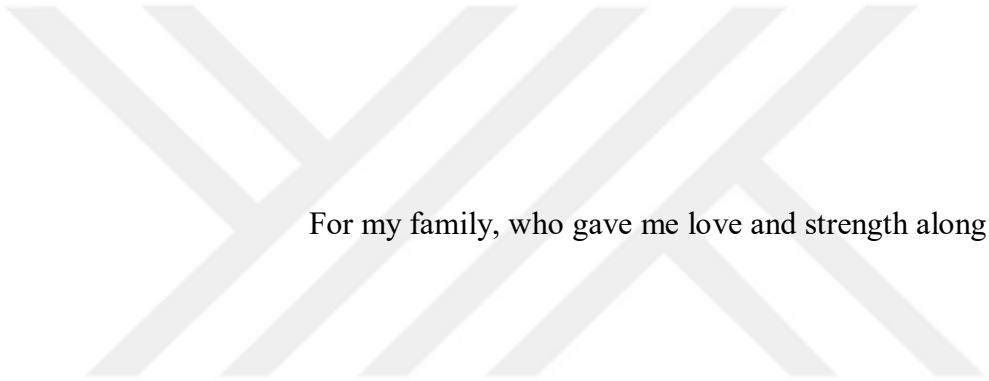
SEDEF NUR GÜLERYÜZ

A THESIS SUBMITTED
FOR
THE DEGREE OF MASTER OF ARTS
IN
CURRICULUM AND INSTRUCTION

İHSAN DOĞRAMACI BILKENT UNIVERSITY

ANKARA

AUGUST 2025



For my family, who gave me love and strength along the way...

The Relationship Between Teacher Self-Efficacy, Collective Teacher Efficacy, and
Job Satisfaction: A Study with English Foreign Language Instructors in Türkiye

The Graduate School of Education

of

İhsan Doğramacı Bilkent University

by

Sedef Nur Güleriyüz

In Partial Fulfilment of the Requirements for the Degree of

Master of Arts

in

Curriculum and Instruction

Ankara

August 2025

İHSAN DOĞRAMACI BILKENT UNIVERSITY
GRADUATE SCHOOL OF EDUCATION

The Relationship Between Teacher Self-Efficacy, Collective Teacher Efficacy, and
Job Satisfaction: A Study with English Foreign Language Instructors in Türkiye

Sedef Nur Güleryüz

July 2025

I certify that I have read this thesis and have found that it is fully adequate, in scope
and in quality, as a thesis for the degree of Master of Arts in Curriculum &
Instruction.

Prof. Dr. Alipaşa Ayas (Advisor)

I certify that I have read this thesis and have found that it is fully adequate, in scope
and in quality, as a thesis for the degree of Master of Arts in Curriculum &
Instruction.

Asst. Prof. Dr. İlker Kalender (Examining Committee Member)

I certify that I have read this thesis and have found that it is fully adequate, in scope
and in quality, as a thesis for the degree of Master of Arts in Curriculum &
Instruction.

Prof. Dr. Paşa Tevfik Cephe, Gazi University (Examining Committee Member)

Approval of the Graduate School of Education

Prof. Dr. Alipaşa Ayas (Director)

ABSTRACT

The Relationship Between Teacher Self-Efficacy, Collective Teacher Efficacy, and
Job Satisfaction: A Study with English Foreign Language Instructors in Türkiye

Sedef Nur Güleriyüz

MA in Curriculum and Instruction

Advisor: Prof. Dr. Alipaşa Ayas

August 2025

This study investigated the relationship between teacher efficacy, collective teacher efficacy and teacher job satisfaction of EFL instructors working in schools of foreign language (preparatory English programs) at Turkish universities. Another aim is to investigate if prep school EFL instructors' academic background and level-based system in foreign language schools are related to teacher self-efficacy beliefs or not and to what extent teacher self and collective efficacy predict the different aspects of job satisfaction such as intrinsic and extrinsic factors. A quantitative, correlational research design was used. Data were collected from 100 prep school EFL instructors employed at five universities in Ankara—four foundation and one public—through a questionnaire that included demographic items, the Ohio State Teacher Efficacy Scale, the Collective Teacher Efficacy Scale, and the Minnesota Satisfaction Questionnaire (Short Form). The findings revealed that teacher self-efficacy had a relatively weak relationship with job satisfaction. However, collective teacher efficacy showed a stronger correlation, particularly with intrinsic aspects of job satisfaction such as personal growth and sense of value. Furthermore, instructors' self-efficacy beliefs did not significantly vary according to their academic degree or the level of students they taught. These results emphasize the role of collective efficacy in shaping teachers' job satisfaction and suggest its potential impact on improving teaching environments.

Keywords: Prep School EFL instructors, Teacher Self-Efficacy, Collective Teacher Efficacy, Teacher Job satisfaction, preparatory English program, High Education.

ÖZET

Öğretmen Öz Yeterliliği, Kolektif Öğretmen Yeterliliği ve İş Tatmini Arasındaki
İlişki: Türkiye'deki İngilizce Yabancı Dil Öğretmenleri Üzerine Bir Araştırma

Sedef Nur Güleriyüz

Eğitim Programları ve Öğretim Yüksek Lisans Programı

Danışmanı: Prof. Dr. Alipaşa Ayas

Ağustos 2025

Bu çalışma, Türkiye'deki üniversitelerin yabancı diller yüksekokullarında (İngilizce hazırlık programlarında) görev yapan İngilizce öğretim görevlilerinin öğretmen yeterlikleri, kolektif öğretmen yeterlikleri ve iş doyumları arasındaki ilişkiyi incelemiştir. Çalışmanın bir diğer amacı ise, hazırlık okullarında görev yapan İngilizce öğretim görevlilerinin akademik geçmişlerinin ve yabancı diller yüksekokullarındaki seviye bazlı sistemin öğretmen öz yeterlik inançlarıyla ilişkili olup olmadığını ve öğretmen öz yeterliği ile kolektif yeterliğin iş doyumunun içsel ve dışsal boyutlarını ne ölçüde yordadığını araştırmaktır. Nicel ve ilişkisel bir araştırma modeli benimsenmiştir. Veriler, Ankara'daki dört vakıf ve bir devlet üniversitesinde görev yapan toplam 100 hazırlık okulu öğretim görevlisinden toplanmıştır. Katılımcılara demografik sorular, Ohio State Öğretmen Öz Yeterlik Ölçeği, Kolektif Öğretmen Yeterlik Ölçeği ve Minnesota İş Doyumu Kısa Formunu içeren bir anket uygulanmıştır. Bulgular, öğretmen öz yeterliği ile iş doyumunda zayıf bir ilişki olduğunu, ancak kolektif öğretmen yeterliği ile özellikle içsel doyum arasında anlamlı bir ilişki bulunduğunu göstermiştir. Ayrıca, öğretim elemanlarının öz yeterlik algılarının akademik derecelerine veya ders verdikleri öğrenci düzeyine göre anlamlı şekilde değişiklik göstermediği tespit edilmiştir. Bu bulgular, kolektif yeterliğin öğretmenlerin iş doyumunu etkileyen önemli bir unsur olduğunu ortaya koymaktadır.

Anahtar kelimeler: Öğretmen Öz Yeterliği, Kolektif Öğretmen Yeterliği, İş Doyumu, İngilizce Hazırlık Programı, Yükseköğretim.

ACKNOWLEDGEMENTS

This master's journey has been both challenging and rewarding for me. I'm pleased to have completed my thesis after such a demanding period. I feel truly grateful to the people who stood by me throughout this journey, offering their guidance, support, and encouragement when I needed it most.

First and foremost, I would like to express my sincere gratitude to my thesis supervisor, Prof. Dr. Alipaşa Ayas, for his continuous support, invaluable guidance, and constructive feedback throughout the process of this research. Whenever I felt anxious, his calm and reassuring presence helped to regain confidence. His patience, motivation, and deep knowledge have been a great source of inspiration.

I would like to thank Bilkent University for granting me a scholarship to pursue my master's degree.

I am grateful to TÜBİTAK-BİDEB for their financial support throughout my master's study.

I am also deeply grateful to the instructors who voluntarily participated in this study and shared their valuable time and perspectives.

I would like to extend my heartfelt thanks to my friends and colleagues Demet Alpat and Damla Sönmez for their moral support, encouragement, and occasional distractions that helped me stay balanced during this challenging journey.

I am forever indebted to my family, especially my husband Kutay Güleriyüz, my mother Nihal Akdaş, my father Hasan Akdaş and my brother Umut Akdaş, for their unconditional love, understanding, and unwavering support throughout my academic life. I would also like to express my heartfelt gratitude to my parents-in-law Suna Güleriyüz and Ali Güleriyüz for taking care of my little child and giving me

the opportunity to pursue this degree. This accomplishment would not have been possible without them.

Lastly, I would like to thank myself — for not giving up. Completing this master's degree while being a mother and a full-time teacher at a very demanding school was never easy, but I kept going despite all the challenges. I'm proud of the strength and perseverance I've shown throughout this journey.



TABLE OF CONTENTS

ABSTRACT	iii
ÖZET	iv
ACKNOWLEDGEMENTS	v
TABLE OF CONTENTS	vii
LIST OF TABLES.....	x
CHAPTER 1: INTRODUCTION.....	1
Background.....	2
Self-Efficacy	2
Teacher Self Efficacy	3
Collective Teacher Efficacy.....	4
Job Satisfaction	5
Problem.....	6
Purpose	7
Research Questions	8
Significance	8
Definition of Key Terms.....	9
CHAPTER 2: REVIEW OF THE RELATED LITERATURE	10
Introduction.....	10
Teacher Efficacy and Its Components.....	10
Factors Influencing Teacher Self Efficacy	12
Factors Influencing Prep School EFL Instructors' Self Efficacy Perceptions in Turkish Context	15
What Is Collective Teacher Efficacy and How Is It Formed?	17
What Is Collective Teacher Efficacy Associated With?	20
Collective Efficacy Perceptions of EFL Instructors in Türkiye.....	23
Job Satisfaction	24
Content Theories of Job Satisfaction.....	24
Process Theories of Job Satisfaction	26
What is Teacher Job Satisfaction and What influences Teacher Job Satisfaction?	27
Factors Affecting Job Satisfaction of Prep School EFL instructors in Türkiye ...	30

The Relationship Between Teacher Self Efficacy, Collective Teacher Efficacy and Job Satisfaction in Different Educational Contexts	32
Summary	33
CHAPTER 3: METHODOLOGY	37
Introduction.....	37
Research Design.....	38
Context.....	39
Participants.....	39
Instrumentation	40
Method of Data Collection	41
Data Analysis	42
CHAPTER 4: RESULTS	44
Introduction.....	44
1. To what extent are prep school EFL instructors’ academic background and the level-based system related to their teacher self-efficacy beliefs?	44
2. What is the relationship between teacher self-efficacy and the collective efficacy of English foreign language instructors in Turkish higher education contexts?.....	50
3. What is the relationship between teacher job satisfaction, collective teacher efficacy, and self-efficacy?	53
4. To what extent do teacher self- efficacy and collective efficacy predict the intrinsic and extrinsic aspects of job satisfaction? Which is the stronger predictor of overall job satisfaction?	57
CHAPTER 5: DISCUSSION	60
Introduction.....	60
Overview of the Study	60
Discussion of Main Findings	61
Implications For Practice	67
Implications for Further Research.....	69
Limitations	70
Conclusion	71
REFERENCES	72
Appendix A	86

Appendix B.....	87
Appendix C.....	90
Appendix D	94



LIST OF TABLES

Table		Page
1	The Results of Teachers' Socio-Demographic Characteristics.....	45
2	The Descriptive Results of Teachers' Sense of Efficacy Scale Items.....	46
3	The One-Way ANOVA Test Results of Teachers's Sense of Efficacy Scales Scores by Academic Background Group.....	47
4	The One-Way ANOVA Test Results of Teachers's Sense of Efficacy Scales Scores by Teaching Level Group.....	49
5	The Descriptive Results of Collective Teacher Beliefs Scale Items.....	50
6	The Pearson Correlation Test Results of Teachers's Sense of Efficacy and Collective Teacher Beliefs Scores.....	52
7	The Descriptive Results of Minnesota Satisfaction Questionnaire Items.....	53
8	The Pearson Correlation Test Results of Teachers's Sense of Efficacy, Collective Teacher Beliefs and Minnesota Satisfaction Questionnaire Scales Scores.....	55
9	Regression Analysis Results of Teachers' Sense of Efficacy and Collective Teacher Beliefs Scales Scores to Minnesota Satisfaction Questionnaire Scores.....	57

CHAPTER 1: INTRODUCTION

A university education is characterized as one of the most important stages of life since it provides students with higher and professional knowledge in their specialization. A contemporary society can only be constructed by producing and fostering knowledge, which is what universities are responsible for. The main sources of this ultimate goal, which is to be the most important element of higher education are the academic staff (Stankovska, 2017). In many universities, first instruction is provided by EFL (English as a Foreign Language) instructors at Schools of Foreign Languages. They serve as a buffer for students in the transition period from high school to college (Sevinç & Gizir, 2014). Therefore, these teachers have a great influence on learners' academic achievement regarding foreign language acquisition.

English Foreign Language (EFL) instructors aim to provide quality education to their students for a better future as an effective educational system can be built with competent academic staff and quality instruction (Sharma & Jyoti, 2006). Identifying factors that affect teaching quality such as job satisfaction and teacher efficacy is critical for ensuring educational quality.

Prep school English instructors do not fully identify themselves as high school teachers due to their relatively autonomous work environment, nor as faculty members because they lack opportunities for academic promotion (Soylu, 2013). Prep school EFL instructors are subjected to stressors because of their uncertain position in higher education, the controversy surrounding their academic status

(Demir et al., 2015), their lower title compared to other faculty members, and their lack of time for tasks and obligations (Demirel & Cephe, 2015).

Dealing with all these components requires the ability to cope with stressors individually and as a group in a practical way which means self-efficacy and collective efficacy (Bandura, 1997). These stressors may lower the teaching staff's motivation and job satisfaction, which could have an impact on their teaching performance and quality (Demir et al. 2015; Dost & Cenkseven, 2007).

Background

As a schoolteacher in a private high school in Türkiye who plans to become an instructor at a foreign language school in the future, the researcher observed that instructors deal with a variety of stressors. Based on the researcher's views and experiences, it is important to explore the connection that high efficacy levels are necessary for foundation and public university EFL instructors in Türkiye to feel satisfied with their jobs which also leads to high-quality instruction and teaching performance that is expected in both public and foundation university settings.

Self-efficacy—the capacity to deal with stressors in a practical way (Bandura, 1997) —is vital, and it influences the job satisfaction level. Previous studies have also demonstrated a strong relationship between self-efficacy and job satisfaction (Ismayilova & Klassen, 2019; Gkolia et al. 2014). To better understand self-efficacy and job satisfaction, the following sections define each term and examines the related studies in educational contexts.

Self-Efficacy

General perceived self-efficacy is the ability to remain in a positive state despite coping with a specific life stressor. It greatly influences how people feel, think, and behave (Bandura, 1997). Individuals with high levels of self-efficacy

perform better when confronted with challenges; they are also motivated more easily and tend not to give up. In contrast, individuals with low self-efficacy avoid coping with stress and believe that difficult tasks are dangerous or not manageable rather than challenging. Bandura (1997) states that they are more likely to be stressed and depressed.

Furthermore, self-efficacy is a critical factor in both personal and professional decision-making. Even in the absence of a particular stressor, high self-efficacy beliefs can stimulate processes that lead to motivation. It is different from optimism, an attitude that good things will happen for some reason— internal, external, or by chance (Schwarzer & Warner, 2013). Additionally, self-efficacy is the perception of how much your actions and decisions can influence your life and outcomes (Bandura, 1997). Self-efficacious individuals focus on internal causes of their failure and do not attribute their failure on external and uncontrollable factors (Schwarzer & Warner, 2013).

Teacher Self Efficacy

Self-efficacy is inarguably necessary for success in a wide range of occupations, including teaching. The belief that teachers can teach subject matter, even to challenging students, and achieve their goals for desired student engagement outcomes is known as Teacher Self-Efficacy (TSE) (Tschannen-Moran & Hoy, 2001).

Teachers with high self-efficacy are more receptive to newly developed ideas and innovative instructional methods; they also demonstrate a higher degree of readiness and organization, are more constructive in their handling of students' mistakes, and are persevering when faced with challenges (Tschannen- Moran et al., 1998). Additionally, Zee and Koomen (2016) found that high TSE teachers are more

likely to adopt student-centred classroom practices and better manage troublesome students, and to foster a more supportive classroom environment based on their synthesis of 40 years of TSE research. Teachers of low efficacy levels tend to be heavily dependent on extrinsic motives (Tschannen-Moran & Barr, 2004) such as external rewards and negative punishment. High self-efficacy teachers are thought to work more and be less stressed. (Bandura, 1997; Lohman, 2006). Additionally, several research have shown that teachers who have high levels of self-efficacy feel satisfied with their jobs (Caprara et al., 2003; Caprara et al., 2006). Thus, it can be stated that higher levels of efficacy lead to higher job satisfaction levels.

Collective Teacher Efficacy

Teachers collaborate with one another in schools, and the interactions among educators, administrators, and students shape the environment and methods of instruction (Tschannen-Moran & Barr, 2004). Furthermore, to create a rich healthy school climate and high student accomplishment, the majority of school organizations need a high degree of cooperation and teamwork (Tschannen-Moran & Barr, 2004).

Collective teacher efficacy refers to the collective self-perception of teachers regarding their ability to make an educational difference for their students as well as the social interactions among school participants, whereas teacher self-efficacy is centred on teachers' individual perceptions of their own classroom performance (Bandura, 1997; Tschannen-Moran & Barr, 2004). Teachers with a poor feeling of efficacy may behave differently in an atmosphere with a high collective efficacy because individual and collective efficacy beliefs are two different ideas (Goddard, 2001).

School staff members with high level of collective teacher efficacy believe that it is not hard to motivate and teach students (Bandura, 1993). Teachers' ability to instruct, manage their classrooms, and inspire their students are all impacted by collective teacher efficacy (Tschannen-Moran & Barr, 2004). Additionally, supporting principal behaviour boosts teachers' confidence in their ability to teach and fosters a pleasant environment in school organizations (Hipp & Bredesqn, 1995; Hoy & Woolfolk, 1993).

Previous studies have demonstrated a positive relationship between job satisfaction and collective teacher efficacy in elementary, secondary, and EFL contexts (Buonomo et al., 2020; Göker, 2012; Skaalvik & Skaalvik, 2021; Yurt, 2022) while teacher self-efficacy did not exhibit the same effect in some cases (Buonomo et al., 2020). Additionally, prior studies have demonstrated that cultural environment may influence collective teacher efficacy perceptions (Klassen et al., 2010).

Job Satisfaction

Since most people spend most of their time at work and that job satisfaction has significant effects on individuals, organizations, and society as a whole, it has become one of the most searched topics during the past 50 years (Dicke et al., 2020; Gruneberg, 1979; Spector, 1997). Job satisfaction is essential since organizations need to use their employees as efficiently as possible to maintain their existence and boost productivity (Telman & Ünsal, 2004).

Although some academics define job satisfaction as an emotional state (Locke, 1976), it has been argued that job satisfaction is essentially an attitudinal construct that reflects one's own appraisal of one's employment (Ilies & Judge,

2004). Job satisfaction is defined by Weiss (2002) as “a positive (or negative) evaluative judgement that one makes about one’s job or job situation” (p.175).

Individual and organizational factors (Castillo & Cano, 2004), as well as environmental factors such as working conditions, rewards, coworkers, and communication, as well as personal factors such as personality, gender, age, and cultural background (Spektor, 1997), as well as intrinsic and extrinsic satisfaction (Weiss et al., 1967), divided the job satisfaction construct into various dimensions.

Job satisfaction is very crucial in the educational environment to keep highly qualified teachers as they make a significant difference in the lives of students (Sharma & Jyoti, 2006). Rezaee et al. (2018) noted the significance of teacher satisfaction in influencing performance, where satisfied teachers out-perform their dissatisfied counterparts.

Problem

The desire to educate adults, better working conditions, more pay, and, ultimately, a path to academic pursuits are the reasons why prep school EFL instructors choose this occupation. Nevertheless, a lot of prep school EFL instructors have a bad opinion of their position. They believe that their workload and working hours are excessive, and that they receive little respect and low pay in comparison to other academics. The most common issues are those related to administration, finances, workload, working conditions, social rights, and status (Allahkerim, 2020; Demir et al., 2015). Their motivation, job satisfaction, and teaching efficacy are all influenced by these problems (Dost & Cenkseven, 2007). According to Kett (2014), unsatisfied teachers may become less motivated and lose their motivation to teach (Kett, 2014).

To the best of the researchers' knowledge based on the literature review, no research specifically has examined the relationship between prep school EFL instructors' perceptions of teacher self-efficacy, teacher collective efficacy, and job satisfaction in Türkiye, despite the fact that there is a large amount of research on the self-efficacy, collective efficacy, and job satisfaction levels of elementary, middle, and high school teachers and faculty members separately (Allahkerim, 2020; Angı, 2002; Göker, 2012; Güneyli, 2012; Kafes & Bilben, 2024; İpek et al., 2018; Usul & Yerli, 2017). The researcher has found studies examining the self-efficacy perceptions of prep school EFL instructors in Turkey and its predictors (Can & Daloğlu, 2020; Şekerci, 2011) or the relationship between teachers' collective efficacy and job satisfaction (Eginli & Mutlu, 2022; Göker, 2012); however, no studies have been found that examine the relationship between all of these concepts in Turkish EFL context at tertiary level based on previous research articles and thesis works.

Purpose

The objective of the study is to examine the relationship between teacher efficacy, collective teacher efficacy and teacher job satisfaction of EFL instructors working in schools of foreign language (preparatory English programs) at Turkish universities. Another aim is to investigate if prep school EFL instructors' academic background and level-based system in foreign language schools are related to teacher self-efficacy beliefs or not and to what extent teacher self and collective efficacy predict the different aspects of job satisfaction such as intrinsic and extrinsic factors. Thus, the following are the research questions for this study:

Research Questions

1. To what extent are prep school EFL instructors' academic background and the level-based system related to their teacher self-efficacy beliefs?
2. What is the relationship between teacher self-efficacy and the collective efficacy of English foreign language instructors in Turkish higher education contexts?
3. What is the relationship between teacher job satisfaction, collective teacher efficacy, and self-efficacy?
4. To what extent do teacher self- efficacy and collective efficacy predict the intrinsic and extrinsic aspects of job satisfaction? Which is the stronger predictor of overall job satisfaction?

To accomplish this purpose, a quantitative study was conducted. First, a questionnaire was employed to measure the levels of self-efficacy, collective efficacy and job satisfaction among EFL instructors working at schools of foreign languages in Turkish public and foundation universities.

Significance

Since prep school EFL instructors make up an enormous part of the academic staff at universities generally and are a particular group that helps students improve their English competence, this study is important. Due to the age range of their students and working conditions, they have their own specialized system and associated problems. Even though there are about 10,000 prep school EFL instructors in Türkiye, very little is known about their feelings about their jobs (Ekin, 2021).

Moreover, this study is significant as it will fill the research gap by examining the unexplored relationship among EFL instructors' job satisfaction, collective teacher efficacy, and teacher self-efficacy in Türkiye.

Furthermore, this research could help scholars, politicians, university administrators and educators better understand the relationship among these constructs. If policymakers and administrators know that there is a connection among self-efficacy, collective efficacy and job satisfaction, they could assist present and future generations of EFL instructors and support the ongoing efficiency of the Schools of Foreign Languages.

Definition of Key Terms

Teacher Self – Efficacy: Teachers' perceptions of their own competence to perform their jobs are known as their self-efficacy beliefs (Morris et al., 2017).

Collective Teacher Efficacy: It refers to “the collective self-perception that teachers in a given school make an educational difference to their students over and above the educational impact of their homes and communities” (Tschannen-Moran & Barr, 2004, p. 190)

Job Satisfaction: It refers to “positive (or negative) evaluative judgement of one makes about one’s job or job situation” (Weiss, 2002, p. 175)

CHAPTER 2: REVIEW OF THE RELATED LITERATURE

Introduction

This literature review consists of four sections. The first section reveals the components of teacher self-efficacy, what teacher self-efficacy is associated with and factors influencing self-efficacy perceptions of prep school EFL instructors in Türkiye. In the second section, how collective teacher efficacy is formed and factors impacting EFL instructors' collective efficacy perceptions are presented. Even though the related research on collective teacher efficacy perceptions of prep school EFL instructors in Türkiye is very limited, the previous research provides us with some perspectives regarding the effect of collective teacher efficacy on prep school EFL instructors' perception of job satisfaction. The third section presents content and process theories of job satisfaction, what teacher job satisfaction is and factors affecting prep school EFL instructors' job satisfaction levels in Türkiye. Lastly, the relationship between teacher self-efficacy, collective efficacy and job satisfaction perceptions through elementary schools, high schools and special education from different countries are portrayed to gain some insights; nevertheless, no research has been found in Turkish elementary, secondary and higher education context based on prior studies and thesis works.

Teacher Efficacy and Its Components

The factors primarily associated with teacher self-efficacy and how different levels of teacher self-efficacy appear are essential to analyse in order to conduct research that aims to measure the correlation between teacher self-efficacy levels, collective teacher efficacy and job satisfaction beliefs of prep school English Foreign

Language instructors. Nonetheless, teacher perceived self-efficacy—the first factor—will be the main emphasis of this section. Teacher efficacy is determined by many factors, including mastery experience, vicarious experiences, verbal persuasion, somatic and affective states (Bandura, 1997; Tschannen-Moran et al., 1998), length of teaching experience, gender and finally, grade levels (Klassen & Chiu, 2010).

According to Lazarides and Warner (2020), there are no longitudinal and experimental studies which analyse or explain the individual contribution of the four sources including mastery experience, vicarious experiences, verbal persuasion, and somatic and affective states on teacher self-efficacy, and an in-depth look into each of these sources is needed in order to gain insight into teachers' perceptions of their own efficacy. Lazarides and Warner (2020) also indicated that teachers need to have mastery experiences that require direct and personal action toward goal-related achievements (Morris et al., 2017). Mastery experiences are essential for teachers as they are the most powerful source of self-efficacy; self-efficacy is strengthened by success and undermined by failure (Lazarides & Warner, 2020).

When mastery experiences are not present, vicarious experiences, observing others perform the tasks successfully or observing coping models, are especially useful in this regard. Schunk (1987) observed that with coping models, those who show growth in spite of anxieties and shortcomings increase self-efficacy more than seeing mastery models who perform flawlessly. But there are still a lot of unanswered concerns regarding how educators interpret and integrate vicarious experiences, as well as what qualities of models work best to foster the development of self-efficacy (Henson, 2001).

When paired with positive experiences, verbal persuasion—such as encouragement and feedback—can increase self-efficacy, while it has minimal effect on its own (Klassen & Chiu, 2010). Other research studies demonstrated that teacher self-efficacy is greatly increased by professional development that integrates verbal persuasion, feedback, and mastery experiences (Morris & Usher, 2011; Tschannen-Moran & McMaster, 2009). As indicated by Goddard et al. (2004), verbal persuasion for teachers may come from coworkers, managers, or conversations in the teachers' room regarding their capacity to motivate students. Verbal persuasion can still raise collective self-efficacy when paired with successful models and positive experiences (Goddard et al., 2004), even though it becomes less important for career teachers who have gained mastery experiences (Tschannen-Moran & Woolfolk Hoy, 2007).

Somatic and affective states, or the emotional and physical reactions to tasks, are the smallest source of self-efficacy, but they can still have an impact on beliefs (Lazarides & Warner, 2020). Intense anxiety or excitement may be perceived as indicators of incapacity, thus undermining self-efficacy (Henson, 2001). However, according to Bandura (1997), teachers might feel more confidence in their skills by lowering stress and negative emotional arousal and highlighting the fact that physiological activation and emotional reactions are not a sign of weakness or inadequacy.

Factors Influencing Teacher Self Efficacy

According to Tschannen-Moran and Hoy (2006), experiences have a big impact on how teacher efficacy develops. Their study underscores the dynamic character of teachers' self-efficacy beliefs, implying that the importance of various sources changes based on their professional stage. Furthermore, their results imply that whereas experienced teachers largely draw from their cumulative mastery

experiences, new teachers seem to rely more heavily on contextual elements like teaching tools and interpersonal support. It is interesting to note that verbal persuasion—which includes community and colleague support—emerges as a crucial element for novice teachers (Tschannen-Moran & Hoy, 2006).

Woolfolk and Hoy (1993) examined the relationship between teacher efficacy and school climate and found out significant relationships between these variables. Two dimensions of teacher efficacy are identified: general and personal teaching efficacy, and various aspects of school's organizational health, such as institutional integrity, principal influence, resource support, morale and academic emphasis are mentioned. The research included 179 teachers from 37 elementary schools in New Jersey. It was indicated that stronger beliefs regarding personal teaching efficacy were likely to be held by teachers who felt their principals were working on their behalf (principal influence), thought the classroom was academically focused (academic emphasis), and had completed further graduate work (educational level) while general teaching efficacy is significantly related to institutional integrity and morale.

In order to determine if teacher perception of efficacy is influenced as a result of real teaching experience, Hoy and Spero (2005) sought to report changes in teacher efficacy from the start of a teacher training program through the induction year. Several quantitative instruments were employed to evaluate efficacy, including the Teacher Efficacy Scale by Gibson and Dembo (1984), the Instructional Efficacy Assessment by Bandura (1997), and a specially created tool that was tailored to the objectives and unique circumstances of the preparation program that was the subject of the study. It was discovered that there is a notable rise in teacher efficacy throughout the student teaching phase, but throughout the first year of real

instruction, efficacy significantly decreased. The degree of support the teachers received throughout their induction year was directly linked to this decline.

Additionally, the results imply that inexperienced teachers frequently find it difficult to handle the complexities of the classroom and may compromise their standards in an effort to close the performance gap (Hoy & Spero, 2005).

Klassen and Chiu (2010), on the other hand, sought to investigate the connections between the number of years of experience, different teacher attributes (like gender and teaching level), three domains of self-efficacy (student engagement, classroom management, and instructional strategies), two forms of job stress (workload and classroom stress), and general job satisfaction. A sample of 1,430 practical instructors participated in the study. Classroom management, instructional techniques, and student engagement—the three components of self-efficacy—showed nonlinear correlations with the years of experience of teachers. From the beginning to the middle of a teaching career, self-efficacy rose and then fell. Early to mid-career teachers usually have increasing self-efficacy, whereas late-career teachers often have decreasing self-efficacy (Lazarides & Warner, 2020).

When it came to managing the classroom, female teachers felt less confident in their abilities than their male colleagues. There exists a correlation between teachers' workload stress and their self-efficacy in managing the classroom. On the other hand, teachers with higher levels of stress in the classroom reported lower levels of work satisfaction and self-efficacy (Klassen & Chiu, 2010). Teachers of younger students (kindergarten and elementary school) reported feeling more confident about their ability to engage and manage the classroom. Lastly, teachers who felt more efficacious in their ability to control the classroom and implement

instructional strategies also reported higher levels of work satisfaction (Klassen & Chiu, 2010).

These studies suggest that the sources of teachers' self-efficacy beliefs; mastery experience, vicarious experiences, verbal persuasion, and somatic and affective states developed by Bandura (1997), teachers' years of experience, gender, and the level of teaching all play significant roles in shaping self-efficacy. In order to preserve and increase teacher efficacy, the results of the studies highlight the significance of comprehensive support systems, which includes mentoring. The findings also can help in the design of training curricula and supportive networks that will help both experienced and novice teachers foster resilient and strong self-efficacy perceptions.

Factors Influencing Prep School EFL Instructors' Self Efficacy Perceptions in Turkish Context

Prep school EFL instructors' level of self-efficacy is influenced by many factors such as proficiency levels, occupational stress, teaching strategies and background characteristics. Thus, analyzing the correlation between these factors and self-efficacy may help understand the significance of this concept for educational improvement.

İpek et al. (2018) examined the link between Turkish EFL instructors' occupational stress perceptions and self-efficacy beliefs. This study was conducted with 84 EFL instructors from a state university. No significant relationship was found between occupational stress and self-efficacy. Moreover, it was suggested that external factors such as administrative policies and teaching environments have more impact on teacher self-efficacy and occupational stress when it is compared to individual factors.

Usul and Yerli (2017) studied classroom management and self-efficacy perceptions of 8 university prep-school instructors from a state university. These 8 participants consisted of 4 novice, 4 experienced instructors. It was explored that there is a slight difference in self-efficacy perceptions between novice and experienced teacher groups whereas there was no significant difference in classroom management perceptions between these teacher groups. Compared to novice teachers, experienced teachers had stronger self-efficacy perceptions which implies that experience might have a big impact in shaping self-efficacy beliefs.

Şekerci (2011) sought to investigate the university prep-school instructors' self-efficacy beliefs by focusing on teacher self-efficacy components like student engagement, instructional strategies, and classroom management. She also examined the relationship between the predictors such as teaching experience, English competency, graduate department and self-efficacy beliefs of EFL instructors. 257 instructors from both public and private universities in Ankara took part in this study. It was revealed that all these predictors have an impact on overall self-efficacy beliefs. EFL instructors have high overall self-efficacy beliefs; they are specifically shown to have higher efficacy in classroom management than applying instructional strategies and engaging students.

Can and Daloğlu (2021) examined EFL instructors' self-efficacy beliefs in the context of university prep schools. They also aimed to discover the relationship between their beliefs and teaching strategies, proficiency levels, and background characteristics. 374 instructors from public and private universities in Turkey were involved to answer a questionnaire and 25 instructors were interviewed to gain more additional insights. It was revealed that EFL instructors have high levels of self-efficacy in classroom management, but low self-efficacy levels in student

engagement. Additionally, they found out that there is a positive correlation between self-efficacy and language proficiency, as well as teaching experience which indicates that language proficiency notably affects instructors' self-efficacy beliefs.

Kafes and Bilben (2024) sought to examine prep school EFL instructors' self-efficacy perception regarding knowledge and implementation of 21st-century skills, such as collaboration, critical thinking and technology use in Turkey. 98 instructors evaluated their proficiency in eight dimensions of 21st century skills using a Likert-type scale. Moderate correlation was found between 21st century skills knowledge and its implementation in the classrooms. Most instructors indicated that they are knowledgeable about 21st century skills, nevertheless there was a moderate correlation between knowing these skills and implementing them in the classroom. Educators demonstrated a moderate degree of self-efficacy in both the instruction and assessment of 21st-century competencies. A higher level of efficacy was indicated in their ability to use technological tools while exhibiting less confidence in their capacity to assess skills such as building local connections and creativity.

These studies on EFL instructors suggest that prep school EFL instructors have high levels of self-efficacy in classroom management but lower levels in student engagement and implementing 21st-century skills. Moreover, teaching experience, language proficiency, and external factors like administrative policies dramatically impact self-efficacy beliefs.

What Is Collective Teacher Efficacy and How Is It Formed?

Collective Teacher Efficacy (CTE) is "the collective self-perception that teachers in a given school make an educational difference to their students over and above the educational impact of their homes and communities," according to Tschannen-Moran and Barr (2004, p. 190). "The perceptions of teachers in a school

that the efforts of the faculty as a whole will have a positive effect on students" is another well-known definition of CTE (Goddard et al., 2000).

Albert Bandura developed the notion of CTE in 1993. Its foundations are in social cognitive theory and his 1977 theory of self-efficacy. Additionally, Bandura (1997) reminds us that many problems, like those in schools, necessitate collaboration. He thus highlights that a major factor in forming collective teacher efficacy is the development of beliefs that individuals may succeed with their combined efforts. In terms of choosing and encoding efficacy sources, not only Bandura (1997) but also some other researchers contend that the sources of self-efficacy remain the same when moving from the individual to the collective (mastery experience, vicarious experience, social persuasion, and affective states) (Goddard, 2002; Goddard & Goddard, 2001; Tchannen-Moran & Barr, 2004).

Since schools develop through their own experiences, mastery experience is considered as the most important source for constructing the collective efficacy (Bandura, 1997; Goddard, 2004). The school's previous successes also magnify the perception of the team's collective efficacy, whereas loss has a more negative impact on belief (Zhou, 2019). Vicarious experience is another source that implies learning from successful schools which might, in turn, foster and strengthen collective teacher efficacy (Zhou, 2019). Thus, social persuasion is likely to influence the group effectiveness of teachers a lot. For instance, the high expectations of collective actions and performances in schools, which ascribed to a shared set of collective beliefs, are taught to new teachers in schools by cultural interactions with other teachers and administrators (Zhou, 2019). Organizations, in the same way that individuals do, respond to stress — in the sense of affective states. According to Goddard (2004), the response of organizations to the problem that they

face possibly depends on affective mood. Sustaining their positive attitude and beliefs, which resonates with their affective state, receiving persuasive feedback through social persuasion, and witnessing successful behavior through vicarious experiences (Goddard et al., 2004; Bandura, 1986) can also generate constructive efficacy assessments.

While the sources of both teacher self-efficacy and collective teacher efficacy have been identified, there remains much concern about how collective teacher efficacy is cultivated in schools. Goddard et al. (2004) argue that schools need to provide “practices that enable group member to exert influence and exercise organizational agency” (p.10). They found out that teachers tend to exhibit high levels of collective efficacy when they have the opportunity to impact major school decisions. Bandura (1997) called such a phenomenon “group enablement.”

Adams and Forsyth (2006) expanded on this subject and suggested that one kind of proximate source of collective teacher efficacy is *the enabling school structure* which refers to “a structure that is formed by enabling formalization and centralization; the rules, regulations, and procedures are helpful and lead to problem solving among members” (Hoy & Sweetland, 2000) (p.531). They examined three contextual factors—socioeconomic status, school level, and enabling school structure—in relation to teachers' perceptions of collective efficacy, and data at the school level was gathered from 79 schools in a Midwestern state. Adams and Forsyth (2006) found that enabling school structure was the contextual variable that independently explained the most variation in views of collective teacher efficacy among the three.

In order to characterize the environmental elements in schools that are connected to high levels of collective teacher efficacy, Donohoo et al. (2020)

developed the enabling conditions for collective efficacy. Instead of analyzing factors associated with CTE, they focused on ways to create and promote collective teacher efficacy. They asserted that through consensus on goals, educational leaders, empowered teachers, supportive leadership, integrated reflective practices, and unified teacher knowledge collective teacher efficacy could be advanced. To improve practices, they further claim that teachers may consider and reflect upon feedback from students and each other with the help of embedded reflective practices (Donohoo et al., 2020)

All these studies suggest that collective teacher efficacy is an extension of individual teacher efficacy since it is also developed through mastery experiences, vicarious experience, social persuasion and affective states (Tschannen-Moran et al., 1998). Besides, Adams and Forsyth (2006) and Donohoo et al. (2020) developed some other sources for collective teacher efficacy such as *enabling school structure* and *enabling conditions*. It is found that these two concepts could play a significant role in the formation of collective teacher efficacy.

What Is Collective Teacher Efficacy Associated With?

A lot of research has focused on just the link between student achievement and collective teacher efficacy, however a team with high collective teacher efficacy can produce other benefits. Empirical studies have connected numerous positive behaviours with collective efficacy such as more effective execution of school improvement plans, greater teacher-leadership, openness to new trends and ideas, and higher levels of parental efficacy.

Vatou and Vatou (2019) examines the relationship between teacher job satisfaction and the Collective Teacher Efficacy Scale (CTE) in the Greek context. The study determines a two-factor structure for the CTE scale among 201 primary

school teachers through confirmatory factor analysis. Teachers demonstrated more efficacy with instructional strategies compared to student discipline strategies. By highlighting its significance with regard to job satisfaction and instructional strategies, these findings help shed light on collective teacher efficacy in a Greek educational setting.

Skaalvik and Skaalvik (2019) examined the relationships between teacher engagement, perceived job resources and demands, teacher self-efficacy, and collective teacher efficacy. The study involved 760 instructors teaching elementary and middle schools in Norway. They discovered that collective teacher efficacy is strengthened through the development of an engaging work environment which is supported by strong leadership and collegial relationships and collective educational goals. In turn, a collaborative school culture enhances individual teachers' self-efficacy and engagement through contributing to teacher commitment and motivation.

Kurz and Knight (2004) studied goal consensus, collective teacher efficacy, and individual teacher efficacy within high school contexts. The study was completed by 113 high school teachers at a southwestern United States school. Their research suggested that improving collective teacher efficacy overall could lead to increased school goal consensus. This is consistent with the idea that initiatives that cultivate an overarching conceptual framework and collaborative climate within the faculty can help engender a shared belief in their collective capacities, which may lead to improved educational outcomes. It highlights the important role of fostering teachers' collective efficacy in developing coherent and effective teaching practices.

Sørli and Torsheim (2011) used a multilevel analysis in their study to investigate the relationship between student problem behavior in schools and the

collective efficacy of teachers. 1,100 instructors from 48 elementary schools in Norway participated in the study, and data was gathered twice, around six months apart. According to their findings, one effective way to reduce problematic behaviors among students in schools may be to increase collective teacher efficacy. Enforcing student discipline, on the other hand, can support or enhance teachers' perceptions in their collective efficacy. It is also highlighted how teachers' shared beliefs in their collective abilities can both impact and be influenced by student conduct.

Cansoy (2020) explored the relationship between collective teacher efficacy and transformational leadership practices of school principals. The study was conducted on 293 teachers at elementary and middle schools in Istanbul's Üsküdar district. According to Cansoy (2020), transformational leaders build trust and creativity within the culture of educators through a vision for a common purpose, individualized consideration and stimulating professional development. Transformational leaders build relationships and combine efforts to increase collective efficacy among their teachers, which in turn improves teaching and learning outcomes.

All these studies indicate the power of collective teacher efficacy in defining educational outcomes. When teachers are collectively efficacious, they collaborate, reduce students' problem behavior, and have goal consensus. Factors such as cohesive school environments, helping job resources, and transformational leadership have a powerful impact on collective efficacy beliefs. And as supportive environments and strong professional relationships are energizing and fulfilling for teachers, job satisfaction among these educators is also closely linked to their sense of self-efficacy and collective efficacy.

Collective Efficacy Perceptions of EFL Instructors in Türkiye

Collective efficacy beliefs of prep school EFL instructors in Türkiye is a topic that should be explored more deeply since it influences their job satisfaction, stress levels, and emotional well-being. This section aims to explore how collective efficacy affects prep school EFL instructors' professional experiences, stress levels and emotion regulation depending on key findings from recent studies.

Göker (2012) examines to what extent teachers' collective efficacy (TCE) and job stress influence their job satisfaction. 25 instructors from North Cyprus participated in this study. Perceived Stress Scale (PSS) and Collective Efficacy Scale (CES) are utilized to be able to measure the level of psychological stress and collective efficacy beliefs of these 25 instructors. It was stated that there is a negative correlation between job stress and job satisfaction. On the other hand, teachers' job satisfaction is highly affected by collective efficacy perceptions and TCE has a positive impact on job satisfaction of EFL instructors.

Eginli and Mutlu (2022) studied the teacher collective efficacy and emotion regulation and their impact of their relationship on EFL instructors' stress levels through the participation of 48 instructors from different prep schools in Türkiye. Perceived Stress Scale (PSS), Collective Efficacy Scale (CES) and Interpersonal Emotion Regulation Questionnaire (IERQ) were used to analyze their stress levels, collective efficacy beliefs and how they regulate their emotions. It was indicated that high levels of collective efficacy might decrease perceived stress and boost regulation. This study also highlights the importance of enhancing collective efficacy to reduce stress and elevate emotion regulation.

In summary, previous research regarding collective efficacy beliefs of prep school instructors indicates that teacher collective efficacy plays a positive role in reducing stress levels and boosting teacher satisfaction.

Job Satisfaction

The amount of time that most people devote to work (Gruneberg, 1979) explains why job satisfaction is the most frequently searched construct in research on attitudes toward work over the past 50 years (Dicke et al., 2019). Since human resources is the only source that can activate other business sources, the employees' peace and happiness should be ensured at a workplace (Demir, 2007).

Employees should not work like a machine; it would be enough to give them everything they need and encourage them in their moral life; factors such as social security, income, stability, satisfaction and recognition motivate employees (Altun, 2019). Moreover, people needs in an organization and their desires vary with the organizational dynamics themselves, their environment, the technology and socio-cultural characteristics and level of experience of human resources in the organization. Since people have varying wants and behaviours depending on the situation, employee satisfaction is not a one-dimensional issue to be solved. This necessitates management to be able to recognize and address the economic, social, and other human needs in various situations for people; especially to be satisfied with their professional roles (Şahin, 2004).

Content Theories of Job Satisfaction

Internal factors that make up one's personality, including feelings, thoughts and beliefs, are thought to have a much larger impact on behaviour, according to content theories. Content theories of job satisfaction aim to identify the specific needs or factors that motivate individuals at work and, ultimately, impact their level

of satisfaction. Theories that are based on the physiological needs can help understand the factors which help to assess the job satisfaction by analyzing a human beings basic need and wants.

Abraham Maslow (1943) proposed a theory known as Maslow's Hierarchy of Needs, which divides human needs into five levels: self-actualization, safety, esteem, social and physiological. According to Maslow (1943), to address higher-level needs (self-fulfillment need, social belonging, and recognition), people will first satisfy lower-level needs (physical health and job safety). In education, this might mean that basic working conditions and just compensation (lower needs) come before professional enrichment and creative opportunities (higher needs). Hence, it could be reasoned that if a person's needs are fulfilled by his/her employment and job-related features, then job satisfaction is attained (Scruton, 2013).

Another widely known content theory is Herzberg's (1968) Two-Factor Theory, which distinguishes between motivators and hygiene factors. Hygiene factors such as pay, workplace rules, and relations with coworkers cannot bring job satisfaction — but if they are not taken care of or done wrongly can cause dissatisfaction (Scruton, 2013). Motivators, on the other hand, are the inner aspects that keep the actual pleasure in the work, such as success, recognition, and professional development.

Based on this idea, Alderfer (1969) developed ERG Theory which collapses human needs into three groups: existence, relatedness, and growth—to expand on Maslow's (1943) five needs. As reported by Alderfer (1969), existence needs are equivalent to Maslow's physiological needs (food, water, shelter, safety) and, in addition, those tangible items which the individual must consume or utilize in order

to live. These are vital to existence and are usually satisfied in a work environment through safe working conditions, fair pay, and job security.

Like Maslow's (1943) social and esteem needs, relatedness needs focus on interactions with others and desire for approval and meaningful connections. These demands are addressed by interactions with coworkers, teamwork, and support-filled work environments. Interestingly, need for Growth means another similar to individual development decided according to Maslow needs for gaining knowledge or improving your self-esteem. Alderfer's (1969) theory differs in that it is less hierarchical and allows people to place priority on different levels of needs in different situations, as well as pursue multiple moving needs simultaneously. Collectively, these theories around content highlight the complexity of job satisfaction.

Process Theories of Job Satisfaction

The cognitive and psychological mechanisms by which people assess their workplace and gauge their degree of satisfaction are examined by process theories of job satisfaction. Process theories look at how perceptions, expectations, and comparisons affect satisfaction as opposed to content theories, which concentrate on particular requirements.

John Stacey Adams' Equity Theory (1963) highlights the importance of justice on job satisfaction. This theory suggests that individuals assess themselves when comparing the ratio of their inputs (for example: effort, talents, and experience) to the results (for example: pay, recognition, and hiring opportunities) they obtain (Greenberg & Baron, 1997; Scruton, 2013). The imbalance makes the employees feel dissatisfied since they would feel they put in more work than their counterparts for the same incentives. When employees feel that companies have

transparent and fair compensation and promotion policies, as well as reward structure, job satisfaction will be increased (Al Tayyar, 2014).

According to Victor Vroom's Expectancy Theory (1964), the perceived correlation between effort, performance, and incentives determines job satisfaction. Three essential elements are identified by this theory: valence, instrumentality, and expectancy. Valence is the value people place on those rewards; instrumentality is the belief that high performance leads to in desired rewards; and expectation is the belief that effort will lead to greater performance (Al Tayyar, 2014; Beardwell & Claydon, 2007).

Another framework that furthers the definition of job satisfaction is Hackman and Oldham's Job Characteristics Model (1976). Under this paradigm, five fundamental job dimensions—autonomy, feedback, task identity, task significance, and skill variety— influence three critical psychological states – perceived meaningfulness, experienced responsibility, and knowledge of results. These psychological states have an impact on performance, motivation, and job satisfaction.

In summary, the process theories state that job satisfaction can be explained by studying the interaction variables of values, needs and expectancies while the main content theories contend that fulfilment of needs and values is a big factor in the job satisfaction (Scruton, 2013).

What is Teacher Job Satisfaction and What influences Teacher Job Satisfaction?

The literature highlights the fact that there is disagreement about what teacher job satisfaction means in general (Evans, 1997). According to Skaalvik and Skaalvik

(2010), the multidimensional nature of job satisfaction is the reason for the definition problem since many job-related aspects could be important to different teachers.

Unlike motivators and hygiene factors (Herzberg, 1968), Dinham and Scott (2000) found a “third factor” of characteristics that could impact teacher satisfaction or dissatisfaction with a survey of 2000 K12 teachers and school administrators employed. This encompasses school-related factors such as infrastructure, decision-making, school leadership, atmosphere, and reputation (or external school image). School-based factors were distinct from hygiene factors because they can enhance job satisfaction, and distinct from motivators because they are not related to the instructor (Dinham & Scott, 1997). Prior research has also said that working with good leaders helps teachers feel that they belong — which has been linked to job satisfaction and lower intention to leave (Skaalvik & Skaalvik, 2011).

Bil (2018) aimed to determine how job satisfaction levels in secondary schools relate to learning organizations and organizational trust. The study uses quantitative research techniques, such as the "causal comparative" and "relational survey" models. During the 2016–2017 school year, 408 public and private high school teachers participated in the study, which was carried out in Ankara. The results show that different schools have different degrees of job satisfaction, organizational trust, and learning organization, with variations depending on the size, type, and teacher demographics. Teachers' intrinsic and extrinsic job satisfaction has been proven to rise when they have greater trust in school administration. Improvements to the communication climate in schools also have a favourable impact on teachers' job satisfaction in both domains, underscoring the importance of the work environment.

Crisci et al. (2019) argues that education system transformed into an organization and job satisfaction are essential to the goals of any organization. They aimed to explore the link between the individual characteristics, factors and teacher job satisfaction through the participation of 134 teachers working in secondary schools in the province of Naples. It is demonstrated that there is a positive relationship between teachers' experience and satisfaction with their involvement in school administration. Crisci et al. (2019) characterized this facet as crucial for experienced teachers who had greater control in how the school was run due to their experience.

With a focus on their influence on educational quality, Köse (2023) explores the critical relationship between occupational professionalism and job satisfaction among English as a Foreign Language (EFL) teachers. The study evaluates the relationship between occupational professionalism and job satisfaction utilizing a variety of statistical analysis and quantitative methodologies including 150 EFL teachers. In the end, the findings show that occupational professionalism and job satisfaction are related, with a highly professional EFL teacher typically having high job satisfaction, suggesting that teachers feel more satisfied with their jobs as they become more professional.

Toropova et al. (2021) studied the influence of teacher characteristics and school working conditions on eighth grade math teachers' job satisfaction in Sweden. They identified the three aspects of school working conditions that had the greatest impact on teachers' job satisfaction -workload, cooperation and student discipline. They also found that larger job satisfaction levels were generally reported by female teachers, teachers with additional professional development experience, and teachers with higher efficacy. In addition, teacher cooperation had the strongest

effect on male instructors' job satisfaction; in contrast, the job satisfaction of the least effective teachers was most strongly determined by their perceptions of students' behaviour in class.

To sum up, teacher job satisfaction is a multifaceted concept affected by individual characteristics, school-level factors, and work environment. Research indicates that experience, leadership support and collaboration have a significant influence on job satisfaction, despite the fact that workload and student discipline can dramatically affect how fulfilled someone feels or not in their job. Additionally, gender and teacher efficacy influence satisfaction levels emphasizing the complex nature of this concept.

Factors Affecting Job Satisfaction of Prep School EFL instructors in Türkiye

Prep school EFL instructors are one of the main sources in higher education, and universities are in charge of producing and fostering knowledge in order to construct a modern world (Stankovska et al., 2017). Therefore, determining and comprehending the elements that contribute to prep school EFL instructors' job satisfaction is essential for both attracting and keeping them and for increasing the data needed to support an effective educational system.

Angi (2002) aimed to explore job satisfaction levels of EFL instructors at Marmara university by including students' evaluation on instructors' job satisfaction to be able understand job satisfaction relation. Original research instruments including the Minnesota Satisfaction Questionnaire and students' questionnaires were utilized. 66 participants consisting of instructors and students were involved to gain information about their experiences and perceptions. It is discovered that older instructors have higher job satisfaction and efficient communication positively

influences instructors' job satisfaction. Additionally, it is revealed that students' evaluations have an influence on instructors' job satisfaction.

Ekin (2021) examined organizational commitment, burnout, and job satisfaction levels of English instructors in Turkish universities. 426 instructors from 98 universities in Türkiye participated in this research and the correlation between these constructs was analysed. EFL instructors were found out to have slight levels of burnout and organizational commitment. Besides, it was discovered that job satisfaction and organizational commitment are positively correlated while burnout and job satisfaction were negatively correlated. Thus, it was highlighted that it is crucial to cope with burnout and enhance organizational commitment to boost job satisfaction levels in EFL context.

Güneyli (2021) intended to find out which role stressors EFL instructors at foundation universities face and how it impacts their overall job satisfaction. 15 participants from foundation universities were interviewed. She explored that academic improvement opportunities and colleague relations are linked to job satisfaction. Organizational practices and students' attitudes towards instructors are linked to job dissatisfaction. Additionally, EFL instructors' roles and responsibilities perception is significantly impacted by job satisfaction. Another important finding was that intrinsic factors play a big role for EFL instructors' motivation.

In summary, studies regarding prep school EFL instructors in Türkiye indicate important factors influencing job satisfaction such as student evaluation, age, experience, achievement perception and organizational commitment. It is also emphasized that academic opportunities, interpersonal communication and intrinsic motivation play a huge role on the enhancement of job satisfaction.

The Relationship Between Teacher Self Efficacy, Collective Teacher Efficacy and Job Satisfaction in Different Educational Contexts

Even if teacher self-efficacy, collective teacher efficacy and teacher job satisfaction are separately studied by many researchers in different contexts and levels in the literature, there is limited research concerning the relationship between all these constructs.

Caprara et al. (2003) investigated how teachers' beliefs about their self-efficacy and collective efficacy influence their level of job satisfaction. 2,688 teachers from 103 junior high schools in Italy were involved in the study, which included self-report measures to assess job satisfaction, perceptions of other school constituencies' behaviours, and efficacy beliefs. They discovered that collective efficacy acts as a "proximal determinant" since it fosters a cohesive and supportive work environment, which impacts teachers' experiences and satisfaction. Besides, Caprara et al. (2003) suggest that teachers who have a high sense of collective efficacy are more likely to collaborate, trust one another, and feel a sense of purpose, all of which have a direct positive impact on their job satisfaction.

Viel-Ruma et al. (2010) studied the relationship between collective efficacy, teacher self-efficacy, and job satisfaction in the realm of special education. Through surveys with 70 special educators working at elementary, middle and high schools, it was stated that teacher self-efficacy has a direct impact on job satisfaction whereas collective efficacy does not affect job satisfaction directly; it has a direct effect on self-efficacy. Overall, it is implied that teacher self-efficacy improvement could increase levels of job satisfaction.

Armour (2012) aimed to explore the transformation models of traditional comprehensive high schools into Small Learning Communities and Small Schools

and how this affects teacher self-efficacy, collective efficacy, and job satisfaction perceptions. Small learning communities take place in large schools, and they concentrate on special learning strategies for students whereas small schools are independent ones with their own curriculum and smaller population. 109 high schools' teachers from these two transformation models attended the survey, and teacher in small learning communities demonstrated higher self-efficacy levels in classroom management and higher levels of job satisfaction than the ones in small schools. Moreover, teachers with high self and collective efficacy are reported to have higher job satisfaction.

Stephanou et al. (2013) investigated teachers' job satisfaction, emotions in school, self-efficacy, and collective-efficacy beliefs through the participation of 268 elementary school teachers representing different Greek school settings. This study revealed that self-efficacy positively affects collective efficacy, job satisfaction and emotions experienced by teachers. Additionally, teachers in lower grade levels demonstrated higher levels of self-efficacy and job satisfaction than the ones teaching higher grade levels. Thus, it is highlighted that teacher programs are needed for enhancement of teacher self-efficacy and collective efficacy.

The previous research highlights the crucial effect of teacher self-efficacy on the improvement of job satisfaction and collective efficacy. These findings emphasize the significant need for programs based on developing both individual self-esteem and collective efficacy to improve job satisfaction and overall performance.

Summary

This literature review provided the information about self-efficacy and its sources; collective efficacy beliefs and factors influencing it; job satisfaction theories

and its associations with self-efficacy and collective efficacy; the importance of teachers' self-efficacy beliefs in teaching.

Firstly, Bandura's social cognitive theory and self-efficacy beliefs are discussed. Teacher self-efficacy is shaped by four primary sources: mastery experiences, vicarious experiences, verbal persuasion, and somatic/affective states (Bandura, 1997). Teacher efficacy is impacted by factors such as teaching experience, gender, and grade level (Tschannen-Moran & Hoy, 2006; Klassen & Chiu, 2010). Additionally, through the studies in Türkiye, it is revealed that EFL instructors' self-efficacy is influenced by language proficiency, experience and extrinsic factors. The findings of all aforementioned studies highlight the significance of professional support systems and development programs to improve teacher efficacy beliefs.

Secondly, Collective Teacher Efficacy (CTE) is discussed by providing information about factors associated with it. Previous studies demonstrate that CTE enhances student achievement, teacher engagement, job satisfaction, collaboration, and school goal consensus while it helps with the issues with student misbehaviour. CTE plays a significant role in better educational outcomes and teacher well-being. The researcher also has found only two studies regarding collective efficacy perceptions of prep school EFL instructors in Türkiye (Eginli & Mutlu, 2022; Göker, 2012). These studies in the context of EFL instructors' collective efficacy perceptions and its link to job satisfaction and emotion regulation were addressed.

Thirdly, content (e.g., Maslow, Herzberg, Alderfer) and process theories (e.g., Equity Theory, Expectancy Theory) of job satisfaction are discussed. Job satisfaction is affected by several factors such as personal traits, workplace conditions, and organizational factors in general context while teacher job satisfaction depends on

factors such as administrative support, workload, student discipline, experience, and teacher self-efficacy. The relevant studies in the realm of EFL instructors' job satisfaction in Türkiye is discussed and dealing with burnout and enhancing institutional support are suggested.

Job satisfaction levels of academics is a commonly studied topic around the world and in Türkiye, however there is a limited number study regarding job satisfaction of EFL instructors (Angi, 2002; Ekin, 2021; Güneyli, 2021). All these studies focused on the correlation between factors such as students' evaluation of instructors' job satisfaction, sociodemographic status, students' attitudes, burnout levels, organizational commitment and job satisfaction perceptions of EFL instructors in Türkiye.

This review also discussed the link between teacher self-efficacy, collective efficacy and job satisfaction by providing research examples from the world in different contexts, however no research from Türkiye concerning the relationship between all these concepts in the context of foreign language school EFL instructors has been found. There has been studies focusing on EFL instructors' self-efficacy perceptions depending on experience, external factors such as administrative policies, graduate department , gender and language proficiencies (Can & Daloğlu, 2021; İpek et al., 2017; Usul & Yerli, 2017; Şekerci, 2011) ; however, no research has been found focusing on the level (beginner, intermediate, upper intermediate, advanced) they are teaching, their academic background and its relevance to their self-efficacy perceptions. Thus, the researcher aims to fill this gap with this study.

The relationship between teacher self-efficacy, collective teacher efficacy and job satisfaction in the context of special education, high school and elementary school has been discussed by providing details about the findings. These studies

were conducted in different countries such as Italy, the US, Greece and Georgia (Armour, 2012; Caprara et al., 2003; Stephanou et al., 2013; Viel- Ruma et al., 2010). Thus, the researcher of this study aims to analyze the relationship between teacher self-efficacy, collective teacher efficacy and job satisfaction in the realm of prep school EFL instructors in Türkiye since no research has been conducted in this field according to the knowledge of the researcher based on the literature review.

Additionally, this study may assist academics, politicians, university administrators, and instructors better grasp how these constructs relate to one another. Policymakers and administrators could help present and future generations of EFL instructors and support the ongoing effectiveness of the Schools of Foreign Languages if they are aware of the link between efficacy and job satisfaction.

Based on this information it was obviously seen that examining the relationship between teacher self-efficacy, collective teacher efficacy and job satisfaction in the context of EFL instructors working at schools of foreign languages in Turkish universities would significantly contribute to the related literature. Additionally, this study may assist academics, politicians, university administrators, and instructors better grasp how these constructs relate to one another. The findings of this study would also enable the researchers to make projections for further studies.

CHAPTER 3: METHODOLOGY

Introduction

The objective of the study is to examine the relationship between teacher efficacy, collective teacher efficacy and teacher job satisfaction of EFL instructors working in schools of foreign language (preparatory English programs) at Turkish universities. Another aim is to investigate if prep school EFL instructors' academic background and level-based system in foreign language schools are related to teacher self-efficacy beliefs or not and to what extent teacher self and collective efficacy predict the different aspects of job satisfaction such as intrinsic and extrinsic factors.

The following research questions influenced the specific quantitative research design:

1. To what extent are prep school EFL instructors' academic background and the level-based system related to their teacher self-efficacy beliefs?
2. What is the relationship between teacher self-efficacy and the collective efficacy of English foreign language instructors in Turkish higher education contexts?
3. What is the relationship between teacher job satisfaction, collective teacher efficacy, and self-efficacy?
4. To what extent do teacher self- efficacy and collective efficacy predict the intrinsic and extrinsic aspects of job satisfaction? Which is the stronger predictor of overall job satisfaction?

This chapter provides an explanation of the current study's methodology. First, the participants, the setting, and research method are described. The instruments, pilot research, data collection procedure, and data analysis are then thoroughly explained.

Research Design

A quantitative research design was adopted since the objective of the study is to examine the relationship between teacher efficacy, collective teacher efficacy and teacher job satisfaction of EFL instructors which requires a correlational study.

In correlational studies the researcher aims to explain the connection or relationship that exists between variables or to anticipate outcomes. It is essential for the researcher to decide if she would like to utilize correlational research to predict an outcome or to look at the relationship between or among variables (Creswell, 2015). In this study, the researcher aims to find the relationship between three variables: teacher self-efficacy, collective teacher efficacy and teacher job satisfaction and its components.

In correlational data analysis, it is also important to make sure that the controls and sample sizes are acceptable. To reduce the possibility of missing significant predictors or confounding variables, researchers can utilize a conceptual model or theory to direct the selection of variables. This preserves the validity and integrity of the study's conclusions. In order to guarantee the statistical power of the study and allow researchers to identify significant links or effects within the data, sufficient sample sizes are also necessary. To provide reliable and valid results, methodological criteria must be strictly followed (Creswell, 2015). Otherwise, additional study and research into the variables would be required. Since the relevant controls (age, gender, race, etc.) are not measured, the researcher chose the variables

based upon models of teacher self-efficacy, collective teacher efficacy and teacher job satisfaction to increase the validity and reliability of the study's findings.

Context

This study was conducted with prep school EFL instructors from a total of five universities in Ankara, including four foundation universities and one public university. The universities in this context provide first-year students with mandatory or optional intensive English courses to help them prepare for their following education in their departments. From beginner to advanced, the levels taught are determined by the Common European Framework of Reference (CEFR). These programs typically have intermediate to upper intermediate exit levels. Their curriculum is mostly centered on English for general purposes and English for general academic purposes, and these intensive English programs primarily use skill-based or integrated approaches to language teaching.

Participants

Around 455 EFL instructors working at different schools of foreign languages within foundation and public universities in Ankara were asked to voluntarily participate to this study. However, only 101 participants voluntarily responded to the questionnaire, resulting in a response rate of approximately 22.4%. Since the questionnaire was sent to easily accessible prep school EFL instructors and participation was based on voluntary response, a combination of convenience and voluntary sampling was employed. Convenience sampling involves selecting participants from the target population based on their accessibility and ease of recruitment, it reduces time requirements and provides simple operation while it limits the representativeness and reduces generalizability of the research outcomes (Golzar et al., 2022). Ethical permission to work with these participants was

obtained through Bilkent University Ethical Committee (Appendix A) and the administration of the universities.

Instrumentation

Since this is a quantitative research design, an online questionnaire was formed by combining descriptive questions, short versions of Ohio State Teacher Efficacy Scale (Tschannen-Moran & Hoy, 2001), Collective Teacher Beliefs Scale (Tschannen-Moran & Barr, 2004) and Minnesota Job Satisfaction Questionnaire (Weiss et al., 1967) to collect quantitative data.

Ohio State Teacher Efficacy Scale (OSTES) was used to measure instructors' perceptions of their own efficacy. Analysis of the earlier efficacy scales revealed that they were either overly general or overly specific, which had a negative effect on the instruments' validity and reliability (Tschannen-Moran & Hoy, 2001). Tschannen-Moran and Hoy (2001) developed two versions of the Teacher Sense of Efficacy Scale (TSES): a long form comprising 24 items and a short form comprising 12 items. Each item is rated on a 9-point likert scale ranging from "Nothing (1)" to "A Great Deal (9)." This study employed the short form of the scale. Cronbach Alpha coefficient value of this scale is .91 indicating a high level of reliability. The original factor analyses conducted by Tschannen-Moran and Hoy (2001) identified three interrelated but distinct factors, each consisting of 4 items: efficacy in student engagement, efficacy in classroom management, and efficacy in instructional strategies. Similarly, in the study conducted by Can and Daloğlu (2021), the same scale was employed in a similar context, and the PCA results also revealed a three-factor structure.

Collective Teacher Beliefs Scale (Tschannen-Moran & Barr, 2004) was employed to assess the collective perception of the teaching staff in schools. Each

item is rated on a 9-point likert scale ranging from “None at all (1)” to “A Great Deal (9).” Its Cronbach Alpha coefficient value was .95 which was very reliable. To analyze the validity of scale items, the factor analysis conducted on the 12 items revealed two distinct factors: student discipline and instructional practices.

EFL instructors were also asked to complete the short version of Minnesota Job Satisfaction Questionnaire (Weiss et al., 1967). The purpose of this questionnaire is to find out what EFL instructors feel about their present jobs, what things they are satisfied or dissatisfied. Each item is rated on a 5-point likert scale ranging from “Very Dissatisfied (1)” to “Very Satisfied (5).” Its overall Cronbach’s alpha value was .92 presenting a high level of reliability. Factor analysis of the 20 items in the short version resulted in two factors: intrinsic and extrinsic satisfaction.

Method of Data Collection

Ethics approval was obtained from Bilkent University (Appendix A) as well as from the administrations of five universities in Ankara. This approval authorized the distribution of the questionnaire to EFL instructors working at these institutions. The questionnaire was sent to participants through email and their responses were collected through online questionnaire prepared with Google Forms.

The researcher collected the inferential data through the questionnaire (Appendix C) consisting of descriptive questions, the Ohio State Teacher Efficacy Scale, Collective Beliefs Scale and Minnesota Satisfaction Questionnaire respectively.

Age, gender, teaching experience and proficiency level are sociodemographic factors that may theoretically impact a teacher's perception of efficacy and job satisfaction; however, this research does not address them.

Data Analysis

The data collected in this study were analysed using SPSS v30.0, and the results were systematically examined through various statistical methods. The analyses conducted include frequency (f) and percentage (%) distributions, group comparisons (independent samples t-test, one-way analysis of variance—ANOVA), correlation analysis (Pearson correlation), multiple regression analysis, and reliability testing (Cronbach's alpha).

In the general evaluation of the data, frequency (n), percentage (%), arithmetic mean (M), standard deviation, minimum, and maximum descriptive statistics were utilized. For the assessment of normal distribution, reference ranges for skewness and kurtosis (± 2) were adopted. Since the normality assumptions were met, parametric statistical tests were applied for further analysis. When comparing more than two independent groups, one-way ANOVA was conducted. In cases where variance homogeneity was ensured, Tukey's Honestly Significant Difference (HSD) test was applied; when homogeneity was not met, Tamhane's T2 multiple comparison test was utilized to determine group differences.

Pearson correlation coefficient was employed to examine the relationships between the variables in the study. This method was chosen because the variables were continuous, and the assumptions of normality and linearity were reasonably met. Preliminary analysis indicated that the data were approximately normally distributed and the relationships between the variables were linear. Thus, Pearson correlation was considered an appropriate and statistically valid technique for assessing the strength and direction of associations among the variables.

In examining predictive relationships, multiple linear regression analysis was applied for models involving multiple independent predictors. Before conducting the

multiple regression analysis, the necessary statistical assumptions were tested to ensure the validity of the model. First, multicollinearity was examined using Variance Inflation Factor (VIF) values. All VIF scores were found to be below 5, indicating that there was no serious multicollinearity between the independent variables. In addition, scatterplots and residual plots were inspected to assess the assumptions of linearity and homoscedasticity. The residuals appeared to be randomly distributed with constant variance across levels of the predicted values, suggesting that both assumptions were met. Since all essential assumptions were satisfied, the regression analysis was conducted accordingly.

For reliability assessment, Cronbach's alpha coefficient was calculated to evaluate the internal consistency of the measurement instruments used in the study. All statistical tests were conducted at a significance level of 0.05, ensuring methodological rigor in interpreting the results.

CHAPTER 4: RESULTS

Introduction

This study explored how teacher efficacy, collective teacher efficacy and teacher job satisfaction perspectives are related in the context of prep school EFL instructors working at different schools of foreign languages within foundation and public universities in Ankara. It also investigated if prep school EFL instructors' academic background and level-based system in foreign language schools are related to teacher self-efficacy beliefs or not and to what extent teacher self and collective efficacy predict the different aspects of job satisfaction such as intrinsic and extrinsic factors. The quantitative research method was used in the study. An online questionnaire was employed to collect the data. Both Turkish and non-Turkish participants took part in the study. Of the 101 prep school EFL instructors who responded the questionnaire, 100 completed it entirely so that their responses could be analysed. The findings are shown in the order that the research questions from Chapter 1 were provided. Reliability testing scores are provided in Appendix D.

1. To What Extent are Prep School EFL Instructors' Academic Background and the Level-Based System Related to Their Teacher Self-Efficacy Beliefs?

The first section of the questionnaire asked about the participants' academic background and the proficiency level they teach in their schools. The second part of the questionnaire asked 12 questions about the perceived self-efficacy of prep school EFL instructors. These responses provided the findings of research question 1. The responses are listed in Tables 1 and 2. Furthermore, the results

regarding whether teachers' sense of efficacy differs based on their academic background and teaching levels are shown in Table 3 and 4 respectively.

Table 1

The Results of Teachers' Socio-Demographic Characteristics

		<i>n</i>	%
Academic Background	Bachelor's Degree	19	19.0
	Master's Degree	66	66.0
	Doctorate Degree	15	15.0
Teaching Level	Elementary	8	8.0
	Pre-intermediate	8	8.0
	Intermediate	35	35.0
	Upper-intermediate	31	31.0
	Advanced	18	18.0
Total		100	100.0

Table 1 presents the socio-demographic distribution of prep school EFL instructors based on their academic background and teaching levels. The majority of the sample consists of instructors with a master's degree (66.0%), followed by those with a bachelor's degree (19.0%) and a doctorate (15.0%). These proportions indicate that the sample largely comprises educators with postgraduate qualifications, reflecting their high level of professional training.

Regarding teaching levels, the largest group includes Intermediate (35.0%) and Upper-Intermediate (31.0%) teachers, while Advanced-level instructors constitute 18.0% of the sample. Elementary (8.0%) and Pre-Intermediate (8.0%) instructors represent a smaller proportion of the dataset. This distribution suggests that most participants teach at higher proficiency levels, which may influence their perspectives on efficacy and professional development.

Table 2*The Descriptive Results of Teachers' Sense of Efficacy Scale Items*

Items	<i>M</i>	<i>SD</i>
1. How much can you do to control disruptive behaviour in the classroom?	6.59	1.91
2. How much can you do to motivate students who show low interest in school work?	6.02	1.89
3. How much can you do to get students to believe they can do well in school work?	6.51	1.72
4. How much can you do to help your students value learning?	6.33	1.82
5. To what extent can you craft good questions for your students?	7.30	1.53
6. How much can you do to get children to follow classroom rules?	6.72	1.58
7. How much can you do to calm a student who is disruptive or noisy?	6.62	1.79
8. How well can you establish a classroom management system with each group of students?	6.91	1.68
9. How much can you use a variety of assessment strategies?	6.57	2.00
10. To what extent can you provide an alternative explanation or example when students are confused?	7.81	1.57
11. How much can you assist families in helping their children do well in school?	3.02	2.61
12. How well can you implement alternative strategies in your classroom?	6.72	1.92

Table 2 provides descriptive statistics related to teachers' sense of efficacy in various instructional and classroom management domains. The findings indicate that prep school EFL instructors feel most competent in using effective instructional strategies, particularly in providing alternative explanations for confused students ($M = 7.81$, $SD = 1.57$) and crafting meaningful questions ($M = 7.30$, $SD = 1.53$).

However, teachers report lower efficacy in assisting families to support their children's education ($M = 3.02$, $SD = 2.61$). This finding implies that since prep school students are approximately 18 years old, which indicates that they are adults, prep school EFL instructors are unlikely to communicate with their parents about students' academic performances. Moreover, efficacy in motivating students with low interest ($M = 6.02$, $SD = 1.89$) and controlling disruptive behavior ($M = 6.59$, $SD = 1.91$) presents moderate scores.

Table 3

The One-Way ANOVA Test Results of Teachers's Sense of Efficacy Scales Scores by Academic Background Group

	Academic background	<i>n</i>	<i>M</i>	<i>SD</i>	<i>F</i> (2, 97)	<i>p</i>
Sense of Efficacy	Bachelor's Degree	19	6.10	1.08	0.958	.395
	Master's Degree	66	6.49	1.32		
	Doctorate Degree	15	6.56	1.69		
Efficacy in Student Engagement	Bachelor's Degree	19	4.88	1.23	2.407	.107
	Master's Degree	66	5.56	1.61		
	Doctorate Degree	15	5.80	1.69		

	Academic background	<i>n</i>	<i>M</i>	<i>SD</i>	<i>F</i> (2, 97)	<i>p</i>
Efficacy in Instructional Strategies	Bachelor's Degree	19	6.80	1.26	0.637	.536
	Master's Degree	66	7.13	1.43		
	Doctorate Degree	15	7.35	1.86		
Efficacy in Classroom Management	Bachelor's Degree	19	6.61	1.25	0.229	.797
	Master's Degree	66	6.78	1.50		
	Doctorate Degree	15	6.52	1.80		

Table 3 presents the results of the one-way ANOVA test, which examines whether teachers' sense of efficacy significantly differs based on their academic background (Bachelor's, Master's, or Doctorate degree).

The findings indicate that there is no statistically significant difference in overall efficacy scores among different academic backgrounds ($F(2,97) = 0.958$, $p = 0.395$). Similarly, sub-dimensions of efficacy, including Student Engagement ($F(2,97) = 2.407$, $p = 0.107$), Instructional Strategies ($F(2,97) = 0.637$, $p = 0.536$), and Classroom Management ($F(2,97) = 0.229$, $p = 0.797$), do not show significant variations across educational levels. These results suggest that teachers with higher educational qualifications do not necessarily report stronger efficacy perceptions compared to those with lower degrees.

Table 4

The One-Way ANOVA Test Results of Teachers's Sense of Efficacy Scales Scores by Teaching Level Group

	Teaching level	<i>n</i>	<i>M</i>	<i>SD</i>	<i>F</i> (3, 96)	<i>p</i>
Sense of Efficacy	Pre-Intermediate and Below	16	6.46	1.43	0.596	.621
	Intermediate	35	6.20	1.32		
	Upper-Intermediate	31	6.65	1.45		
	Advanced	18	6.46	1.09		
Efficacy in Student Engagement	Pre-Intermediate and Below	16	5.23	1.70	0.965	.418
	Intermediate	35	5.20	1.37		
	Upper-Intermediate	31	5.83	1.78		
	Advanced	18	5.58	1.42		
Efficacy in Instructional Strategies	Pre-Intermediate and Below	16	7.14	1.56	1.037	.385
	Intermediate	35	6.81	1.61		
	Upper-Intermediate	31	7.19	1.45		
	Advanced	18	7.47	1.05		
Efficacy in Classroom Management	Pre-Intermediate and Below	16	7.00	1.42	1.029	.389
	Intermediate	35	6.57	1.57		
	Upper-Intermediate	31	6.94	1.57		
	Advanced	18	6.33	1.25		

As shown in Table 4, there is no statistically significant difference in overall efficacy scores across teaching levels ($F(3,96) = 0.596, p = 0.621$). Similarly, sub-dimensions of efficacy, including Student Engagement ($F(3,96) = 0.965, p = 0.418$), Instructional Strategies ($F(3,96) = 1.037, p = 0.385$), and Classroom Management ($F(3,96) = 1.029, p = 0.389$), do not exhibit significant variations among different levels of instruction. These results suggest that teachers, regardless of the level they teach, report similar perceptions of their efficacy.

2. What is the Relationship Between Teacher Self-Efficacy and the Collective Efficacy of English Foreign Language Instructors in Turkish Higher Education Contexts?

For this part of the research question, participants were asked to respond the second and third section consisting of 24 questions from the Ohio State Teacher Efficacy Scale (12 questions), Collective Beliefs Scale (12 questions) respectively. The results can be found in Table 5 and 6 below. Since the descriptive results of Teachers' Sense of Efficacy Scale items were shown in Table 2, it is not provided again below.

Table 5

The Descriptive Results of Collective Teacher Beliefs Scale Items

Items	<i>M</i>	<i>SD</i>
1. How much can teachers in your school do to produce meaningful student learning?	6.91	1.80
2. How much can your school do to get students to believe they can do well in schoolwork	6.00	1.91
3. To what extent can teachers in your school make expectations clear about appropriate student behaviour?	6.76	1.75
4. To what extent can school personnel in your school establish rules and procedures that facilitate learning?	6.33	2.09
5. How much can teachers in your school do to help students master complex content?	6.59	1.89
6. How much can teachers in your school do to promote deep understanding of academic concepts?	6.40	1.93
7. How well can teachers in your school respond to defiant students?	5.86	2.02

Items	<i>M</i>	<i>SD</i>
8. How much can school personnel in your school do to control disruptive behaviour?	6.09	1.94
9. How much can teachers in your school do to help students think critically?	6.24	1.99
10. How well can adults in your school get students to follow school rules?	6.31	1.88
11. How much can your school do to foster student creativity?	5.68	2.12
12. How much can your school do to help students feel safe while they are at school?	7.12	1.89

Table 5 presents the descriptive statistics related to collective teacher beliefs in instructional strategies, student discipline, and school-wide effectiveness. The results indicate that EFL instructors perceive strong efficacy in maintaining student safety ($M = 7.12$, $SD = 1.89$) and establishing clear behavioral expectations ($M = 6.76$, $SD = 1.75$). These findings suggest that educators view their schools as relatively structured environments where students feel secure.

However, lower mean scores were observed in areas such as “fostering student creativity” ($M = 5.68$, $SD = 2.12$) and “responding to defiant students” ($M = 5.86$, $SD = 2.02$). These results highlight potential challenges in promoting creative learning approaches and handling student defiance effectively. Additionally, teachers’ collective perception of their ability to encourage critical thinking ($M = 6.24$, $SD = 1.99$) and promote deep understanding ($M = 6.40$, $SD = 1.93$) is moderate, suggesting that some instructional practices may need reinforcement.

Overall, the results indicate that while prep school EFL instructors feel confident about discipline and safety, they recognize a need for improvement in fostering creativity and encouraging higher-order thinking skills among students.

Table 6

The Pearson Correlation Test Results of Teachers's Sense of Efficacy and Collective Teacher Beliefs Scores

	1	2	3	4	5	6	7
Sense of Efficacy	—						
Efficacy in Student Engagement	.883***	—					
Efficacy in Instructional Strategies	.891***	.681***	—				
Efficacy in Classroom Management	.880***	.650***	.692***	—			
Collective Teacher Efficacy	.597***	.507***	.633***	.446***	—		
Instructional Strategies	.547***	.478***	.602***	.375***	.962***	—	
Student Discipline	.601***	.498***	.616***	.484***	.960***	.848***	—

* $p < .05$, ** $p < .01$, *** $p < .001$

As indicated in Table 6, Collective Teacher Efficacy shows a moderate association with General Sense of Efficacy ($r = 0.597$, $p < .001$), suggesting that individual perceptions of efficacy are reinforced in schools where collective teaching beliefs are strong.

3. What is the Relationship Between Teacher Job Satisfaction, Collective Teacher Efficacy, and Self-Efficacy?

The results regarding the relationship between teacher job satisfaction, collective teacher efficacy, and self-efficacy were collected through Likert type scales including Ohio State Teacher Efficacy Scale, Collective Beliefs Scale and Minnesota Satisfaction Questionnaire respectively. Since the descriptive results of Teachers' Sense of Efficacy Scale and Collective teacher Efficacy Scale items were shown above in Table 2 and 5 respectively, only the descriptive results of Minnesota Satisfaction Questionnaire Scale items are provided in Table 7 and results regarding the relationship between teacher job satisfaction, collective teacher efficacy, and self-efficacy are given in Table 8 below respectively.

Table 7

The Descriptive Results of Minnesota Satisfaction Questionnaire Items

Items	<i>M</i>	<i>SD</i>
1. Being able to keep busy all the time	3.54	1.05
2. The chance to work alone on the job	3.81	1.02
3. The chance to do different things from time to time	3.70	1.10
4. The chance to be "somebody" in the community	3.77	1.05
5. The way my boss handles his/her workers	3.21	1.31
6. The competence of my supervisor in making decisions	3.18	1.32
7. Being able to do things that don't go against my conscience	3.45	1.10
8. The way my job provides for steady employment	4.18	0.99
9. The chance to do things for other people	3.82	1.03

Items	<i>M</i>	<i>SD</i>
10. The chance to tell people what to do	3.25	1.08
11. The chance to do something that makes use of my abilities	3.76	0.99
12. The way company policies are put into practice	3.03	1.25
13. My pay and the amount of work I do	2.82	1.32
14. The chances for advancement on this job	2.76	1.16
15. The freedom to use my own judgement	3.06	1.20
16. The chance to try my own methods of doing the job	3.70	1.08
17. The working conditions	3.19	1.27
18. The way my co-workers get along with each other	3.83	1.14
19. The praise I get for doing a good job	2.97	1.34
20. The feeling of accomplishment I get from the job	3.42	1.29

Table 7 presents the descriptive statistics for job satisfaction among teachers, based on the Minnesota Satisfaction Questionnaire items. The findings indicate that prep school EFL instructors report the highest satisfaction in areas related to employment stability ($M = 4.18$, $SD = 0.99$) and opportunities to contribute positively to others ($M = 3.82$, $SD = 1.03$). These results suggest that job security and the ability to make a meaningful impact in their roles are key satisfaction factors among educators.

However, compensation and career advancement opportunities receive the lowest satisfaction scores. Specifically, teachers express dissatisfaction with their pay relative to their workload ($M = 2.82$, $SD = 1.32$) and their chances for

professional advancement ($M = 2.76$, $SD = 1.16$). These findings indicate a perceived lack of career progression and financial incentives, which could impact long-term retention and motivation levels.

Additionally, satisfaction with company policies ($M = 3.03$, $SD = 1.25$) and recognition for good performance ($M = 2.97$, $SD = 1.34$) are reported as moderate, suggesting that organizational structures may need to improve in acknowledging and rewarding teachers' contributions. The results highlight the importance of career development opportunities, fair compensation, and adequate institutional recognition in fostering a positive work environment for educators.

Table 8

The Pearson Correlation Test Results of Teachers's Sense of Efficacy, Collective Teacher Beliefs and Minnesota Satisfaction Questionnaire Scales Scores

	1	2	3	4	5	6	7	8	9	10
Sense of Efficacy	—									
Efficacy in Student Engagement	.883***	—								
Efficacy in Instructional Strategies	.891***	.681***	—							
Efficacy in Classroom Management	.880***	.650***	.692***	—						
Collective Teacher Efficacy	.597***	.507***	.633***	.446***	—					
Instructional Strategies	.547***	.478***	.602***	.375***	.962***	—				
Student Discipline	.601***	.498***	.616***	.484***	.960***	.848***	—			

Job Satisfaction	.166	.167	.161	.112	.273**	.280**	.244*	—	
Intrinsic Satisfaction	.227*	.230*	.237*	.133	.313**	.325***	.276**	.957***	—
Extrinsic Satisfaction	.064	.061	.039	.069	.183	.184	.168	.924***	.773* *

* $p < .05$, ** $p < .01$, *** $p < .001$

Table 8 presents the Pearson correlation analysis, examining the relationships between teachers' efficacy, collective teacher beliefs, and job satisfaction. The results indicate that there are strong positive correlations among different dimensions of teacher efficacy.

The highest correlation is observed between General Sense of Efficacy and Instructional Strategies ($r = 0.891$, $p < .001$), indicating that teachers who feel confident in their overall abilities also report high efficacy in their instructional techniques. Similarly, Classroom Management strongly correlates with General Sense of Efficacy ($r = 0.880$, $p < .001$), suggesting that teachers with strong classroom control also tend to exhibit high professional efficacy.

Regarding Collective Teacher Efficacy, a significant positive correlation is found with Instructional Strategies ($r = 0.633$, $p < .001$) and Student Discipline ($r = 0.601$, $p < .001$). These results suggest that schools with higher collective teaching efficacy tend to have stronger instructional practices and disciplinary effectiveness.

The relationship between Job Satisfaction and Sense of Efficacy is weak and not statistically significant ($r = 0.166$, $p = 0.099$), indicating that individual teacher efficacy alone does not substantially contribute to job satisfaction. However, Collective Teacher Efficacy shows a stronger positive correlation with Job

Satisfaction ($r = 0.273$, $p = 0.006$), suggesting that teachers are more satisfied in environments where collective teaching efficacy is high.

Overall, these findings highlight the importance of collective efficacy in shaping teachers' job satisfaction, reinforcing the idea that school-wide effectiveness plays a critical role in fostering a positive teaching environment.

4. To What Extent Do Teacher Self- Efficacy and Collective Efficacy Predict the Intrinsic and Extrinsic Aspects of Job Satisfaction? Which is the Stronger Predictor of Overall Job Satisfaction?

The results for this research question were obtained through a regression analysis, examining the extent to which teachers' sense of efficacy and collective teacher beliefs predict job satisfaction. The results are shown in Table 8 above and 9 below.

Table 9

Regression Analysis Results of Teachers' Sense of Efficacy and Collective Teacher Beliefs Scales Scores to Minnesota Satisfaction Questionnaire Scores

Predictor	<i>B</i>	<i>SE</i>	<i>t</i>	<i>p</i>	β
Intercept	29.313	4.499	6.515	.001**	
Sense of Efficacy	0.420	0.817	0.514	.608	.062
Collective Teacher Efficacy	1.610	0.699	2.304	.023*	.276

* $p < .05$, *** $p < .001$, $F_{(2, 97)} = 5.424$; $R^2 = .082$

As shown in Table 9, the findings indicate that the overall model is statistically significant ($F_{(2, 97)} = 5.424$, $p = 0.023$), with an R^2 value of 0.082, suggesting that approximately 10.1% of the variance in job satisfaction is explained by the predictor variables.

Regarding individual predictors, Collective Teacher Efficacy significantly predicts job satisfaction ($\beta = 0.276$, $p = 0.023$). This result suggests that teachers working in environments where collective efficacy is high tend to experience greater satisfaction in their roles. The presence of a strong collaborative teaching culture appears to be a contributing factor in enhancing workplace fulfilment among educators. On the other hand, Sense of Efficacy does not significantly predict job satisfaction ($\beta = 0.062$, $p = 0.608$), implying that individual perceptions of personal efficacy do not directly influence job satisfaction levels. This finding supports the notion that institutional-level factors, such as collective efficacy, play a more crucial role in shaping overall job satisfaction than individual efficacy alone.

Furthermore, Intrinsic Satisfaction correlates more strongly with Collective Teacher Efficacy ($r = 0.313$, $p = 0.002$) compared to Extrinsic Satisfaction ($r = 0.183$, $p = 0.068$), implying that job satisfaction among teachers is more influenced by intrinsic rewards such as meaningful work rather than external factors like salary or institutional benefits. Total scores were used in the regression analyses rather than individual factor scores, this decision was made to maintain consistency with the original scoring procedures of the validated instruments and to facilitate interpretability within the scope of this study.

Conclusion

The current study examined the relationships between teacher efficacy, collective teacher efficacy, and teacher job satisfaction views among EFL teachers employed at several foreign language schools in Ankara. The results of descriptive and inferential analyses for each study topic were presented in this chapter. The literature will be examined in relation to these findings in the upcoming chapter.

Lastly, suggestions for additional research, study limitations, and pedagogical consequences will be discussed.



CHAPTER 5: DISCUSSION

Introduction

The purpose of this research is to examine the relationship between self-efficacy, collective efficacy and job satisfaction perceptions of prep school EFL instructors in Ankara and if prep school EFL instructors' academic background and level-based system in foreign language schools are related to teacher self-efficacy beliefs or not and to what extent teacher self and collective efficacy predict the different aspects of job satisfaction such as intrinsic and extrinsic factors. After presenting the overview of the study, the chapter discusses the main findings. Along with the limitations of the study, some implications for further research and practice are provided respectively.

Overview of the Study

In this study, the researcher employed quantitative research design to examine the link between self-efficacy, collective efficacy and job satisfaction perceptions of prep school EFL instructors. Furthermore, how self-efficacy and collective efficacy perceptions are related to each other, and if prep school EFL instructors' academic background and level-based system in foreign language schools are related to teacher self-efficacy beliefs were discovered. The study included 100 prep school EFL instructors from private and state universities in Ankara. These 100 prep school EFL instructors responded an online questionnaire that collected data regarding their academic backgrounds, the levels they teach, self-efficacy, collective efficacy and job satisfaction perceptions. The data were analysed

with the use of descriptive statistics, independent samples t-test, one-way ANOVA, Pearson Correlation test and regression analysis.

Discussion of Main Findings

This section will discuss the findings about the perceptions of self-efficacy, collective efficacy, and job satisfaction among prep school EFL instructors, guided by the outcomes of the descriptive and inferential statistics in the light of the related literature. Some similarities and differences between the current study's findings and those of prior studies in the relevant literature could be seen. The discussions and interpretations will correspond to the order of the research questions.

The Relationship Between Prep School EFL Instructors' Academic Background and Teaching Level and Their Perceptions of Self-Efficacy

According to the findings of the descriptive analyses, prep school EFL instructors with a master's degree make up the majority of the sample. This shows that a considerable majority of the sample is made up of postgraduate qualified educators, which is indicative of their extensive professional training.

Overall efficacy scores across different academic backgrounds do not differ statistically significantly, according to this study. Based on these findings, teachers with greater educational qualifications do not always have stronger perceptions of their self-efficacy than those with only bachelor's degree, as also found by Yılmaz (2020). This result might suggest that teachers' perceptions of their self-efficacy are not significantly influenced by their academic background alone. On the other hand, this finding contradicts the study of Lazarides and Warner's (2020) study, which discovered that teachers need mastery experiences since they are the strongest source of self-efficacy, which is reinforced by success. Bandura (1977) argues that a person is more likely to feel competent and do well at another task if they have previously

performed well at a certain task. Since graduate studies involve a lot of deadlines, rejections, and revisions as well as the design and execution of a research project, every course completed, or presentation given during the graduate programs as a mastery experience. Overcoming these obstacles may boost instructors' self-efficacy.

Furthermore, Woolfolk and Hoy (1993) found that teachers at elementary schools in the United States who had completed further graduate work were more likely to have stronger beliefs that they could inspire and engage even the most challenging students. Nonetheless, this study demonstrated that prep school EFL instructors teaching at tertiary levels with master's or doctorate degrees do not always have higher efficacy perceptions as previously stated in the literature since the prior study includes elementary school teachers. The difference in teaching levels could be the reason of this inconsistency between the findings of these studies.

In terms of teaching levels, Intermediate and Upper-Intermediate teachers make up the largest group (66%), while Advanced-level instructors make up 18.0% of the sample. Most participants appear to teach at higher proficiency levels based on this distribution. There is no statistically significant difference in overall efficacy scores across teaching levels. The results suggest that teachers, regardless of the level they teach, report similar perceptions of their efficacy as Eren (2020) discovered in her study. She also stated teachers with an M.A. or Ph. D degrees do not differ from B.A. degrees in terms of their self-efficacy perceptions.

The Relationship Between Teacher Self-Efficacy and the Collective Efficacy of English Foreign Language Instructors in Turkish Higher Education Contexts

The findings of this study demonstrated that EFL instructors at prep schools generally hold high levels of self-efficacy beliefs, particularly when it comes to instructional techniques and classroom management. However, even though Şekerci

(2011) also discovered that EFL teachers have high levels of self-efficacy beliefs, it is differently demonstrated that EFL instructors are more effective at managing the classroom than using instructional strategies and engaging students. Similarly, Can and Daloğlu (2021) reported that prep school EFL instructors exhibit low levels of self-efficacy in student engagement but high levels in classroom management. On the other hand, all these studies including this study generally demonstrate that prep school EFL instructors believe they are less effective at motivating or engaging their students. This perception might arise from the age level of the students since most prep school students are around the age of 18, and this is the age they experience identity formation, the need for autonomy and resistance to authority. Additionally, since English preparatory education is mandatory rather than voluntary, many students may suffer from low intrinsic motivation. Thus, all these may end up with low motivation and participation in class which makes instructors feel less effective at engaging their students effectively.

According to the Collective Teacher Efficacy Scale scores of this study, prep school EFL instructors believe they are very effective at ensuring student safety and setting clear expectations for behaviour. According to these results, teachers perceive their schools as safe, orderly spaces where students feel comfortable. However, areas like "responding to defiant students" and "fostering student creativity" had lower mean scores as shown in Table 5. These findings point to possible challenges in encouraging innovative teaching strategies and successfully managing student misbehaviour. Furthermore, instructors' overall perception of their ability to foster deep learning and critical thinking is moderate, indicating that certain instructional techniques might require improvement.

According to Bandura's social-cognitive theory, teacher self-efficacy and collective efficacy are closely related concepts. Since it is similarly formed through mastery experiences, vicarious experiences, social persuasion, and affective states, collective teacher efficacy is an extension of individual teacher efficacy (Bandura, 1997; Tschannen-Moran et al., 1998). In addition, Goddard et al. (2004) discovered that teachers' perceptions of efficacy are more strongly correlated with collective efficacy beliefs than with many other popular measures of school setting, as demonstrated by Goddard and Goddard (2001). Similarly, in this study, Collective Teacher Efficacy shows a moderate association (see Table 6) with General Sense of Efficacy suggesting that individual perceptions of efficacy are reinforced in schools where collective teaching beliefs are strong.

The Relationship between Teacher Job Satisfaction, Collective Teacher Efficacy, and Self-Efficacy

In this study, the highest levels of satisfaction are reported by prep school EFL instructors in relation to opportunities that positively influence others and stability in employment. These findings imply that two important aspects of teacher satisfaction are job stability and the capacity to have a significant influence in their positions. However, the lowest satisfaction scores are given to pay and possibilities for advancement in the career which shows similarity with the findings of Ekin (2021). Ekin (2021) also indicated that prep school EFL instructors are particularly satisfied with the capacity to do things for other people; nevertheless, they are dissatisfied with chances for promotion which could be related to the scarcity of promotion or development opportunities in their careers. These findings point to a perceived lack of financial rewards and career advancement, which may influence motivation and long-term retention.

Additionally, organizational structures may need to improve in recognizing and rewarding teachers' efforts, as seen by the modest reports of satisfaction with company policies, and acknowledgment for good performance. The findings emphasize how crucial chances for professional growth, equitable pay, and sufficient institutional recognition are to creating a supportive work environment for teachers.

This study also demonstrated a weak correlation between job satisfaction and sense of efficacy, suggesting that job satisfaction is not significantly influenced by teacher efficacy alone. Nonetheless, there is a greater positive link between job satisfaction and collective teacher efficacy, indicating that prep school EFL instructors are more satisfied in environments with high levels of collective teaching efficacy as discovered by Göker (2012), he also stated that teachers' job satisfaction is highly affected by collective efficacy perceptions and TCE has a positive impact on job satisfaction of prep school EFL instructors working at universities.

Similarly, Caprara et al. (2003) discovered that teachers with high levels of collective efficacy are more likely to collaborate, trust one another, and feel a sense of purpose—all of which directly improve job satisfaction in the context of Italian high schools, and Vatou and Vatou (2019) reveals a strong and positive correlation between primary school teachers' job satisfaction and their collective teacher efficacy. Previous research conducted at different educational levels consistently indicates a positive correlation between collective teacher efficacy and job satisfaction. In contrast, Viel Ruma et al. (2010) claimed that while collective efficacy does not directly affect job satisfaction in the field of special education, teacher self-efficacy does. This may suggest that collective teacher efficacy is generally positively associated with job satisfaction across various educational

contexts; however, this relationship may vary depending on contextual factors such as the type of education.

The Extent to Which Teacher Self-Efficacy and Collective Efficacy Influence Different Aspects of Job Satisfaction, Particularly Intrinsic and External Factors

Self-efficacy and job satisfaction were shown to be weakly correlated in this study, however collective efficacy and job satisfaction were found to be strongly correlated as explored by Caprara et al. (2003) and Vatou and Vatou (2019).

Furthermore, it is discovered that intrinsic satisfaction has a stronger correlation with collective teacher efficacy compared to extrinsic satisfaction, suggesting that intrinsic rewards like meaningful work have a stronger relationship with teachers' job satisfaction than do external factors like pay or institutional benefits.

The findings of this study align with the findings of prior studies. For instance, Ekin (2021) stated that EFL instructors' intrinsic satisfaction is greater than their extrinsic satisfaction. Castillo and Cano (2004) proposed that the most motivating factor for academics is "work itself," indicating that they feel satisfied with the content they produce which refers to intrinsic satisfaction. Moreover, Bil (2018) discovered that high school teachers demonstrate higher intrinsic satisfaction than extrinsic satisfaction. It could be claimed that intrinsic factors play a huge role for job satisfaction perceptions in different levels of educational setting.

According to the current study, which is in line with Ekin's (2021) study, prep school EFL instructors expressed the lowest level of satisfaction with their chances for job advancement since they are not eligible for promotions due to their academic status. Moreover, it was asserted that instructors were not allowed to pursue a Ph.D.

(Demir et al., 2005), which could be the cause of their low career advancement satisfaction level.

Implications For Practice

As the results of the Teacher Sense of Efficacy Scale (TSES) showed (see Table 2), EFL instructors feel they are very effective and most competent when adopting efficient instructional strategies, especially when it comes to creating meaningful questions and offering alternate explanations for students who are puzzled. Nevertheless, according to the study's findings, EFL instructors are least effective at motivating students who are disinterested, helping them value learning, and helping families support their kids' education. Low score regarding “assisting families to support their children’s education” might arise from the reason that prep school students are roughly 18 years old, indicating that they are adults, and prep school EFL instructors are not willing to contact their parents regarding their students' academic progress. Vicarious experiences and mastery experiences from Bandura's (1977) four sources of self-efficacy may help prep school EFL instructors regarding student motivation. For instance, professional development workshops on language-learning-specific motivation techniques for young adults or peer observations of experienced instructors who are successful at motivating their students and team teaching between novice and experienced instructors could be highlighted. In this manner, the two groups' particular strengths might be blended, and each could benefit from each other's abilities to engage students as Eren (2020) suggested in her study.

The results of the present study also indicate that prep school EFL instructors generally have a moderate to high level of collective teacher efficacy. Prep school EFL instructors in particular feel more confident in their school's capacity to promote

meaningful learning and establish a secure, orderly environment—two things that are critical to effective education. However, prep school EFL instructors showed weaker collective confidence in managing behavioural issues and encouraging creativity, indicating they need additional support or collaboration in these fields. More intense support should be given more to prep school EFL instructors to be able to understand adolescent behaviour and build strong teacher-student relationships, it might be done through peer collaboration and mentorship programs. Furthermore, another finding worth mentioning was that collective efficacy is positively correlated with job satisfaction. Thus, strengthening the collective efficacy perceptions in an institution is a matter that should not be ignored.

When it comes to prep school EFL instructors' job satisfaction perceptions, the results show moderate general job satisfaction with some dissatisfaction in extrinsic areas such as compensation and career advancement opportunities. Furthermore, moderate levels of satisfaction with company policies and praise for good work are recorded, indicating that organizational structures may need to do a better job of recognizing and rewarding the contributions of teachers. The findings emphasize how crucial chances for professional growth, equitable pay, and sufficient institutional recognition are to creating a supportive work environment for teachers. Schools should offer individualized and comprehensive professional trainings to address instructors' discontent with their professional development and institutional recognition. Teachers become more motivated when their efforts are acknowledged and appreciated by the administration and other colleagues. Additionally, instructors may feel satisfied if they are included in leadership positions and decision-making processes.

The current study also demonstrates that intrinsic satisfaction has a stronger correlation with collective teacher efficacy than extrinsic satisfaction, suggesting that intrinsic rewards such as meaningful work are more strongly correlated with teachers' job satisfaction than do external factors like pay or institutional benefits. Thus, giving timely, specific and sincere praise for prep school EFL instructors' works and meaningful feedback focusing on not only performance but also effort and process could have an influence on their job satisfaction perceptions.

Implications for Further Research

There is much research on K12 teachers' and academics' perceptions of their own and collective efficacy as well as their job satisfaction, but there aren't many that concentrate on EFL instructors working at prep schools at tertiary levels. More research examining prep school EFL instructors' perceptions of their efficacy and job satisfaction might be conducted since they are in the middle position, neither academicians nor K12 teachers. Furthermore, because this study concentrated on institutions in Ankara, it might be repeated in other contexts with a larger sample size. Alternatively, a similar study may focus on prep school EFL instructors in different cities in Türkiye.

To compare the results of previous studies, more correlational research might be conducted about the extent to which prep school EFL instructors' educational background and the teaching levels they are assigned predict their perceptions of self-efficacy within the context of Turkish universities. To delve into the finer points of their perceptions, qualitative research methods like case studies or phenomenology research can also be used.

Limitations

This study has several limitations in investigation of the relationship between teacher self-efficacy, collective efficacy and job satisfaction perceptions of prep school EFL instructors in higher education. However, no research has been done to far that specifically looks at the direct relationship between all these concepts in the context of EFL instructors working at schools of foreign languages at universities. The researcher had scarce prior literature to support her findings in several sections that are specifically related to prep school EFL instructors' collective efficacy and job satisfaction perceptions at tertiary level.

It is also possible that the length of the questionnaire discouraged some participants about filling it out, since only 100 prep school EFL instructors completed the questionnaire despite it being distributed to almost 450 EFL instructors. Although the researcher aimed to reach a larger number of participants, only 101 instructors responded to the questionnaire. As a result, approximately 75% of the target population did not participate in the study, which may limit the generalizability of the findings. Additionally, an online questionnaire was used to collect data. In contrast to traditional paper-based surveys, online forms may provide lower response rates. Including a paper copy in addition to the digital version may have led to more people participating.

The exploratory potential of quantitative research designs is limited since they frequently reduce responses to average values, ignoring individual variances and the underlying causes of particular responses (Dörnyei & Ushioda, 2011). Thus, by facilitating data triangulation, adding classroom observations or semi-structured interviews with the participants and could have strengthened this study.

Conclusion

This study explored the perceptions of prep school EFL instructors at Ankara's tertiary institutions about their job satisfaction, collective efficacy, and self-efficacy. In conclusion, it was found that whereas self-efficacy beliefs and job satisfaction perceptions have a weaker link, collective teacher efficacy and job satisfaction perceptions—especially with regard to intrinsic factors—had a significant correlation. Another major finding was that prep school EFL instructors' beliefs of their own efficacy are not much predicted by their education level or proficiency level they teach. It is believed that the current study could offer profound insights on how these constructs relate to one another. If policymakers and institution administrators learn about the relationship between job satisfaction and collective efficacy, they could potentially be able to support the continued effectiveness of the Schools of Foreign Languages and help current and future generations of EFL instructors.

REFERENCES

- Adams, C. M., & Forsyth, P. B. (2006). Proximate sources of collective teacher efficacy. *Journal of Educational Administration*, 44(6), 625-642.
- Adams, J. S. (1963). Towards an understanding of inequity. *The Journal of Abnormal and Social Psychology*, 67(5), 422.
- Alderfer, C. P. (1969). An empirical test of a new theory of human needs. *Organizational Behavior and Human Performance*, 4(2), 142-175.
- Allahkerim, G. (2020). *EFL instructors' attitudes towards burn-out and job satisfaction: TRNC evidence* [Master's thesis, Eastern Mediterranean University (EMU)-Doğu Akdeniz Üniversitesi (DAÜ)]. Eastern Mediterranean University Institutional Repository.
<https://i-rep.emu.edu.tr/xmlui/handle/11129/5088>
- Al Tayyar, K. (2014). *Job satisfaction and motivation amongst secondary school teachers in Saudi Arabia* [Doctoral dissertation, University of York]. CORE.
<https://core.ac.uk/download/pdf/20344134.pdf>
- Angi, A. (2002). *A comprehensive study concerning the job satisfaction of the instructors associated with students' evaluation* (Publication No. 111182) [Doctoral dissertation, Marmara University (Turkey)]. Ulusal Tez Merkezi.
https://tez.yok.gov.tr/UlusalTezMerkezi/tezDetay.jsp?id=aHgJ0oEmCgp8N89qCbfQEw&no=QtEHAmQ5_HoIgLEg8oB1Qw
- Armour Jr, C. (2012). *Teacher self-efficacy, teacher collective efficacy, and job satisfaction in small learning communities and small schools: implications for educational leaders*. [Doctoral dissertation, Clark Atlanta University].
 RADAR Research Archive. <https://radar.auctr.edu/teacher-self-efficacy-teacher-collective-efficacy-and-job-satisfaction-small-learning-communities>

- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191-215. <https://doi.org/10.1037/0033-295X.84.2.191>
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Prentice Hall.
- Bandura, A. (1993). Perceived self-efficacy in cognitive development and functioning. *Educational Psychologist*, 28(2), 117-148.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. Freeman.
- Beardwell, J., & Claydon, T. (Eds.). (2007). *Human resource management: A contemporary approach*. Pearson Education.
- Bil, E. (2018). *Ortaöğretim okullarının öğrenen örgüt, örgütsel güven ve iş doyumu düzeyleri arasındaki ilişki* (Publication No. 494192) [Doctoral dissertation, Ankara University (Turkey)]. Ulusal Tez Merkezi. <https://tez.yok.gov.tr/UlusalTezMerkezi/tezDetay.jsp?id=k9QFLiZzx6vvTBZFgg2XaA&no=W7WQIsms9QXicDNlzvo-0A>
- Byrne, M., Chughtai, A. A., Flood, B., & Willis, P. (2012). Job satisfaction among accounting and finance academics: empirical evidence from Irish higher education institutions. *Journal of Higher Education Policy and Management*, 34(2), 153-167.
- Buonomo, I., Fiorilli, C., & Benevene, P. (2020). Unravelling teacher job satisfaction: The contribution of collective efficacy and emotions towards professional role. *International Journal of Environmental Research and Public Health*, 17(3), 736. <https://doi.org/10.3390/ijerph17030736>
- Can, S., & Daloglu, A. (2021). University prep school instructors' self-efficacy perceptions. *Journal of Language and Linguistic Studies*, 17(S1), 493-516.

- Cansoy, R. (2020). Transformational school leadership: Predictor of collective teacher efficacy. *Sakarya University Journal of Education*, 10(1), 90-103.
<https://doi.org/10.19126/suje.569750>
- Caprara, G. V., Barbaranelli, C., Borgogni, L., & Steca, P. (2003). Efficacy beliefs as determinants of teachers' job satisfaction. *Journal of Educational Psychology*, 95(4), 821–832. <https://doi.org/10.1037/0022-0663.95.4.821>
- Demirel, E. E., & Cephe, P. T. (2015). Looking into burnout levels among English language instructors. *Journal of Language and Linguistic Studies*, 11(1), 1-14.
- Caprara, G. V., Barbaranelli, C., Steca, P., & Malone, P. S. (2006). Teachers' self-efficacy beliefs as determinants of job satisfaction and students' academic achievement: A study at the school level. *Journal of School Psychology*, 44(6), 473-490.
- Castillo, J. X., & Cano, J. (2004). Factors explaining job satisfaction among faculty. *Journal of Agricultural Education*, 45(3), 65-74.
<https://doi.org/10.5032/jae.2004.03065>
- Chen, Y., Zhou, X., & Klyver, K. (2019). Collective efficacy: Linking paternalistic leadership to organizational commitment. *Journal of Business Ethics*, 159(2), 587-603.
- Creswell, J. W. (2015). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Pearson.
- Crisci, A., Sepe, E., & Malafronte, P. (2019). What influences teachers' job satisfaction and how to improve, develop and reorganize the school activities associated with them. *Quality & Quantity*, 53(5), 2403-2419.

- Curtis, E. A., Comiskey, C., & Dempsey, O. (2016). Importance and use of correlational research. *Nurse Researcher*, 23(6), 20–25.
<https://doi.org/10.7748/nr.2016.e1382>
- Demir, N. (2007). Satış ve pazarlama elemanlarının iş tatmini ve örgütsel bağlılığı arasındaki ilişkinin belirlenmesine yönelik bir araştırma. *Öneri Dergisi*, 7(28), 167-175. <https://doi.org/10.14783/maruoneri.684356>
- Demir, H., Kapukaya, K., & Özfidan, B. (2015). Yabancı diller yüksek okullarında görev yapan İngilizce okutmanlarının sorunları. *Mustafa Kemal Üniversitesi Sosyal Bilimler Dergisi*, 12(30), 113–138.
- Demirel, E. E., & Cephe, P. T. (2015). Looking into burnout levels among English language instructors. *Journal of Language and Linguistic Studies*, 11(1), 1-14.
- Dicke, T., Marsh, H. W., Parker, P. D., Guo, J., Riley, P., & Waldeyer, J. (2020). Job satisfaction of teachers and their principals in relation to climate and student achievement. *Journal of Educational Psychology*, 112(5), 1061.
- Dinham, S., & Scott, C. (2000). Moving into the third, outer domain of teacher satisfaction. *Journal of Educational Administration*, 38(4), 379-396.
- Donohoo, J., O'Leary, T., & Hattie, J. (2020). The design and validation of the enabling conditions for collective teacher efficacy scale (EC-CTES). *Journal of Professional Capital and Community*, 5(2), 147-166.
- Dost, Ö. G. D. M. T., & Cenkseven, Y. D. D. F. (2007). Devlet ve vakıf üniversitelerinde çalışan öğretim elemanlarının mesleki sorunları. *Çukurova Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 16(2), 203-218.
- Dörnyei, Z., & Ushioda, E. (2011). *Teaching and researching motivation* (2nd ed.).

- Eginli, I., & Mutlu, A. K. (2022). The contribution of perceived collective efficacy beliefs and interpersonal emotion regulation to Turkish EFL teachers' job stress. *European Journal of English Language Teaching*, 7(1), 15–26.
<http://dx.doi.org/10.46827/ejel.v7i1.4176>
- Ekin, G. Ş. (2021). *A SEM study of organizational commitment, burnout, and job satisfaction among English instructors in Turkey* [Doctoral dissertation, Gazi Üniversitesi (Turkey)]. Gazi University Research Information System.
<https://avesis.gazi.edu.tr/yonetilen-tez/837edb19-ff12-465e-a1ad-4ef1739be83d/turkiyede-ingilizce-ogretim-gorevlilerinin-orgutsel-bagliliktuk-enmislik-ve-is-tatminlerine-iliskin-bir-yapisal-esitlik-modellemesi-arastirmasi>
- Eren, G. (2020). *Foreign language teaching anxiety and self-efficacy perceptions of native and nonnative EFL instructors at tertiary level institutions* [Master's thesis, Bilkent Üniversitesi (Turkey)]. ProQuest Dissertations & Theses.
<https://www.proquest.com/docview/2623879850?pq-origsite=gscholar&fromopenview=true&sourcetype=Dissertations%20&%20Theses>
- Evans, L. (1997). Understanding teacher morale and job satisfaction. *Teaching and Teacher Education*, 13(8), 831-845.
- Gibson, S., & Dembo, M. (1984). Teacher efficacy: A construct validation. *Journal of Educational Psychology*, 76, 569–582.
- Gkolia, A., Belias, D., & Koustelios, A. (2014). Teacher's job satisfaction and self-efficacy: A review. *European Scientific Journal*, 10(22).
- Goddard, R. D. (2001). Collective efficacy: A neglected construct in the study of schools and student achievement. *Journal of Educational Psychology*, 93(3), 467.

- Goddard, R. (2002). A theoretical and empirical analysis of the measurement of collective efficacy: The development of a short form. *Educational and Psychological Measurement*, 62(1), 97-110.
- Goddard, R. D., & Goddard, Y. L. (2001). A multilevel analysis of the relationship between teacher and collective efficacy in urban schools. *Teaching and Teacher Education*, 17(7), 807-818.
- Goddard, R. D., Hoy, W. K., & Hoy, A. W. (2000). Collective teacher efficacy: Its meaning, measure, and impact on student achievement. *American Educational Research Journal*, 37(2), 479–507.
- Goddard, R. D., Hoy, W. K., & Hoy, A. W. (2004). Collective efficacy beliefs: Theoretical developments, empirical evidence, and future directions. *Educational Researcher*, 33(3), 3-13.
- Golzar, J., Noor, S., & Tajik, O. (2022). Convenience sampling. *International Journal of Education & Language Studies*, 1(2), 72-77.
<https://doi.org/10.22034/ijels.2022.162981>
- Göker, S. D. (2012). Impact of EFL teachers' collective efficacy and job stress on job satisfaction. *Theory and Practice in Language Studies*, 2(8), 1545–1551. <https://doi.org/10.4304/tpls.2.8.1545-1551>
- Gruneberg, M. M. (1979). Understanding job satisfaction. *Weatherby Woolnough*.
- Güneyli, A. (2012). The relation between assertiveness levels, locus of control and academic success of Turkish language teacher candidates. *Sociology Mind*, 2(01), 61.
- Güneyli, D. (2021). *Role stressors of EFL instructors in relation to their job satisfaction: A phenomenological study in higher education context* [Master's

thesis, Middle East Technical University]. OpenMETU.

<https://open.metu.edu.tr/handle/11511/92122>

- Henson, R. K. (2001, January). *Teacher self-efficacy: Substantive implications and measurement dilemmas* [Paper presentation]. Annual Meeting of the Educational Research Exchange, College Station, TX, United States.
- Herzberg, F. (1968). One more time: How do you motivate employees? *Harvard Business Review*, 46(1), 53–62.
- Hipp, K. A., & Bredesqn, P. V. (1995). Exploring connections between teacher efficacy and principals' leadership behaviors. *Journal of School Leadership*, 5(2), 136-150.
- Hoy, A. W., & Spero, R. B. (2005). Changes in teacher efficacy during the early years of teaching: A comparison of four measures. *Teaching and Teacher Education*, 21(4), 343-356.
- Hoy, W. K., & Woolfolk, A. E. (1993). Teachers' sense of efficacy and the organizational health of schools. *The Elementary School Journal*, 93(4), 355-372.
- Hoy, W. K., & Sweetland, S. R. (2000). School bureaucracies that work: Enabling, not coercive. *Journal of school Leadership*, 10(6), 525-541.
- Ilies, R., & Judge, T. A. (2004). An experience-sampling measure of job satisfaction and its relationships with affectivity, mood at work, job beliefs, and general job satisfaction. *European Journal of Work and Organizational Psychology*, 13(3), 367-389.
- Ismayilova, K., & Klassen, R. M. (2019). Research and teaching self-efficacy of university faculty: Relations with job satisfaction. *International Journal of Educational Research*, 98, 55-66.

- İpek, H., Akçay, A., Atay, S. B., Berber, G., Karalık, T., & Yılmaz, T. S. (2018). The relationship between occupational stress and teacher self-efficacy: A study with EFL instructors. *Anadolu Journal of Educational Sciences International*, 8(1), 126-150.
- Kafes, H., & Bilben, S. (2024). English instructors' self-efficacy beliefs regarding 21st-century skills and their implementation and assessment in the classroom. *Ulusal Eğitim Akademisi Dergisi*, 8(2), 237–258.
<https://doi.org/10.32960/uead.1540514>
- Kett, N. E. (2014). *A causal analysis of the relationship between teacher job satisfaction and student achievement* [Doctoral dissertation, University of Newcastle]. Open Research Newcastle.
https://openresearch.newcastle.edu.au/articles/thesis/A_causal_analysis_of_the_relationship_between_teacher_job_satisfaction_and_student_achievement/28960430
- Klassen, R. M., & Chiu, M. M. (2010). Effects on teachers' self-efficacy and job satisfaction: Teacher gender, years of experience, and job stress. *Journal of Educational Psychology*, 102(3), 741.
- Klassen, R. M., Usher, E. L., & Bong, M. (2010). Teachers' collective efficacy, job satisfaction, and job stress in cross-cultural context. *The Journal of Experimental Education*, 78(4), 464-486.
- Köse, R. (2023). The relationship between occupational professionalism and job satisfaction of EFL teachers: Kilis sample. *International Journal of Education and Technology Sciences*, 3(3), 36–49.
<https://ijets.org/index.php/IJETS/article/view/135/136>

- Kurz, T. B., & Knight, S. L. (2004). An exploration of the relationship among teacher efficacy, collective teacher efficacy, and goal consensus. *Learning Environments Research*, 7, 111-128.
- Lazarides, R., & Warner, L. M. (2020). Teacher self-efficacy. *Oxford Research Encyclopedia of Education*. Oxford University Press. Retrieved 30 May 2025, from <https://oxfordre.com/education/display/10.1093/acrefore/9780190264093.001.0001/acrefore-9780190264093-e-86>
- Locke, E. A. (1976). The nature and causes of job satisfaction. In M. D. Dunnette (Ed.), *Handbook of industrial and organizational psychology* (pp. 1297–1349). Rand McNally.
- Lohman, M. C. (2006). Factors influencing teachers' engagement in informal learning activities. *Journal of Workplace Learning*, 18(3), 141-156.
- Maslow, A. H. (1943). A theory of human motivation. *Psychological Review*, 2, 21-28.
- Mitchell, T. R. (1985). An evaluation of the validity of correlational research conducted in organizations. *Academy of Management Review*, 10(2), 192-205.
- Morris, D. B., Usher, E. L., & Chen, J. A. (2017). Reconceptualizing the sources of teaching self-efficacy: A critical review of emerging literature. *Educational psychology review*, 29, 795-833.
- Morris, D. B., & Usher, E. L. (2011). Developing teaching self-efficacy in research institutions: A study of award-winning professors. *Contemporary Educational Psychology*, 36(3), 232–245.
- Oldham, G. R. (1976). Job characteristics and internal motivation: The moderating

effect of interpersonal and individual variables. *Human relations*, 29(6), 559-569.

Rezaee, A., Khoshsima, H., Zare-Bahtash, E., & Sarani, A. (2018). A mixed method study of the relationship between EFL teachers' job satisfaction and job performance in Iran. *International Journal of Instruction*, 11(4), 577-592.

Sahin, S. (2004). The relationship between transformational and transactional leadership styles of school principals and school culture (The case of İzmir, Turkey). *Educational Sciences: Theory & Practice*, 4(2), 387-396.

Schwarzer, R., & Warner, L. M. (2013). Perceived self-efficacy and its relationship to resilience. In S. Prince-Embury & D. H. Saklofske (Eds.), *Resilience in children, adolescents, and adults: Translating Research into Practice* (pp. 139–150). Springer.

Schunk, D. H. (1987). Peer models and children's behavioral change. *Review of Educational Research*, 57(2), 149–174.

Sevinç, S., & Gizir, C. A. (2014). Factors negatively affecting university adjustment from the views of first-year university students: The case of Mersin University. *Educational Sciences: Theory And Practice*, 14(4), 1301-1308.

Sharma, R. D., & Jyoti, J. (2006). Job satisfaction among schoolteachers. *IIMB Management Review*, 18(4), 349-363.

Skaalvik, E. M., & Skaalvik, S. (2010). Teacher self-efficacy and teacher burnout: A study of relations. *Teaching and Teacher Education*, 26(4), 1059-1069.

Skaalvik, E. M., & Skaalvik, S. (2011). Teacher job satisfaction and motivation to leave the teaching profession: Relations with school context, feeling of belonging, and emotional exhaustion. *Teaching and Teacher Education*, 27(6), 1029-1038.

- Skaalvik, E. M., & Skaalvik, S. (2019). Teacher self-efficacy and collective teacher efficacy: Relations with perceived job resources and job demands, feeling of belonging, and teacher engagement. *Creative Education*, 10(7), 1400-1424.
- Skaalvik, E. M., & Skaalvik, S. (2021). Collective teacher culture: exploring an elusive construct and its relations with teacher autonomy, belonging, and job satisfaction. *Social Psychology of Education*, 24(6), 1389-1406.
- Solar Şekerci, A. (2011). *Self-efficacy levels of prep-school instructors and its predictors* [Master's thesis, Middle East Technical University]. OpenMETU. <https://open.metu.edu.tr/handle/11511/20725>
- Sørli, M. A., & Torsheim, T. (2011). Multilevel analysis of the relationship between teacher collective efficacy and problem behaviour in school. *School Effectiveness and School Improvement*, 22(2), 175-191.
- Soylu, E. Ş. (2013). *Relationship between the organizational climate and occupational stress experienced by English instructors in the preparatory schools of five universities in Ankara* [Doctoral Dissertation, Middle East Technical University]. METU Research Information System. <https://avesis.metu.edu.tr/yonetilen-tez/44936f2d-76f4-461b-bf47-ad20938f44ec/relationship-between-the-organizational-climate-and-occupational-stress-experienced-by-english-instructors-in-the-preparatory-schools-of-five-universities-in-ankara>
- Spradley, J. P. (1980). *Participant observation*. Holt, Rinehart and Winston.
- Stankovska, G., Angelkoska, S., Osmani, F., & Grncarovska, S. P. (2017, June). *Job motivation and job satisfaction among academic staff in higher education* [Conference paper]. 15th Annual International Conference of the Bulgarian Comparative Education Society (BCES), Borovets, Bulgaria.

<https://files.eric.ed.gov/fulltext/ED574225.pdf>

- Stephanou, G., Gkavras, G., & Doukeridou, M. (2013). The role of teachers' self- and collective-efficacy beliefs on their job satisfaction and experienced emotions in school. *Psychology*, 4(03), 268.
- Telman, P., & Ünsal, P. (2004). *Çalışan memnuniyeti*. Epsilon Yayıncılık.
- Toropova, A., Myrberg, E., & Johansson, S. (2021). Teacher job satisfaction: The importance of school working conditions and teacher characteristics. *Educational Review*, 73(1), 71-97.
- Tschannen-Moran, M., & Barr, M. (2004). Fostering student learning: The relationship of collective teacher efficacy and student achievement. *Leadership and Policy in Schools*, 3(3), 189-209.
- Tschannen-Moran, M., & Hoy, A. W. (2000). Collaborative learning: A memorable model. *The Teacher Educator*, 36(2), 148-165.
- Tschannen-Moran, M., & Hoy, A. W. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education*, 17(7), 783-805.
- Tschannen-Moran, M., & Hoy, A. W. (2007). The differential antecedents of self-efficacy beliefs of novice and experienced teachers. *Teaching and Teacher Education*, 23(6), 944-95.
- Tschannen-Moran, M., Hoy, A. W., & Hoy, W. K. (1998). Teacher efficacy: Its meaning and measure. *Review of Educational Research*, 68(2), 202-248.
- Tschannen-Moran, M., & McMaster, P. (2009). Sources of self-efficacy: Four professional development formats and their relationship to self-efficacy and implementation of a new teaching strategy. *The Elementary School Journal*, 110(2), 228-245.
- Weiss, D. J., Dawis, R. V., England, G. W., & Lofquist, L. H. (1967). *Manual for the Minnesota Satisfaction Questionnaire* (Minnesota Studies in Vocational

Rehabilitation, No. XXII). Industrial Relations Center, University of Minnesota.

https://vpr.psych.umn.edu/sites/vpr.umn.edu/files/files/monograph_xxii_-_manual_for_the_mn_satisfaction_questionnaire.pdf

Weiss, H. M. (2002). Deconstructing job satisfaction: Separating evaluations, beliefs and affective experiences. *Human Resource Management Review*, 12(2), 173-194.

Vatou, A., & Vatou, A. (2019). Collective teacher efficacy and job satisfaction: Psychometric properties of the CTE scale. *Journal of Contemporary Education Theory & Research (JCETR)*, 3(2), 29-33.

Viel-Ruma, K., Houchins, D., Jolivet, K., & Benson, G. (2010). Efficacy beliefs of special educators: The relationships among collective efficacy, teacher self-efficacy, and job satisfaction. *Teacher Education and Special Education*, 33(3), 225-233.

Vroom, V. H. (1964). *Work and motivation*. John Wiley & Sons.

Yerli Usul, S., & Yerli, K. (2017). The differences between novice and experienced university prep-class teachers' classroom management, self-efficacy perceptions and students' academic achievement level. *International Journal of Language Academy*, 5(5), 123–133.

https://ijla.net/?mod=makale_tr_ozet&makale_id=25454

Yilmaz, A. (2020). *An investigation into the relationship between English preparatory teachers' mindsets and their self-efficacy beliefs*. (Publication No. 640496) [Master's thesis, Istanbul Sabahattin Zaim University (Turkey)]. Ulusal Tez Merkezi.

<https://tez.yok.gov.tr/UlusalTezMerkezi/tezSorguSonucYeni.jsp>

- Yurt, E. (2022). Collective teacher self-efficacy and burnout: The mediator role of job satisfaction. *International Journal of Modern Education Studies*, 6(1), 51-69.
- Zee, M., & Koomen, H. M. (2016). Teacher self-efficacy and its effects on classroom processes, student academic adjustment, and teacher well-being: A synthesis of 40 years of research. *Review of Educational Research*, 86(4), 981-1015.



Appendix A

İhsan Doğramacı Bilkent University Ethics Permission



Bilkent Üniversitesi

Sayı : E-19220902-600.605-60142
Konu : 635 no.lu Etik Onay Başvurusu

07/01/2025

Sayın Prof. Dr. Alipaşa AYAS

Danışman olduğunuz Eğitim Bilimleri Enstitüsü, Eğitim Programları ve Öğretim yüksek lisans programı öğrencisi Sedef Nur Güleriyüz'ün 635 no.lu "The Tripartite Relationship Between Teacher Self-Efficacy, Collective Teacher Efficacy, and Job Satisfaction: A Study with English Foreign Language Instructors in Türkiye." adlı çalışma kapsamında yapmayı önerdiğiniz etkinlik için yaptığınız başvuru Bilkent Üniversitesi, İnsan Araştırmaları Etik Kurulu'nun 03/01/2025 tarih ve İAEK_2025_01_03_01 sayılı toplantısında görüşülmüş olup etkinliğin genel bilim etiği açısından uygun olduğuna karar verilmiştir.

Bu karar, yapmayı önerdiğiniz çalışmanın genel bilim etiği açısından bir değerlendirmesi olup, çalışmanızda, kurumumuzun değerlendirmesi dışında kalabilen özel etik ve yasal sınırlamalara uymakla ayrıca yükümlü olduğunuzu bildiririz.

Kurul kararı ekte sunulmaktadır.

Bilgilerinizi rica ederim.

Prof. Dr. Halil Altay GÜVENİR
Bilkent Üniversitesi İnsan Araştırmaları Etik Kurul Başkanı

Ek: Karar

Bu belge, güvenli elektronik imza ile imzalanmıştır.

Evrak doğrularına <https://ebys-dogrulama.bilkent.edu.tr/> adresinden 20e15cda kodu ile ulaşılabilir.

Bilkent Üniversitesi, 06800 Bilkent Ankara
Tel: (0 312) 290 40 00 Faks: (0 312) 266 41 27 www.bilkent.edu.tr
ebys@bilkent.edu.tr - bilketuni@is01.kep.tr

Bilgi için: Rıdvan BULUT

Yönetici Sekreter

Telefon No: 0 312 29012 14



Appendix B

Consent Form

Study Title: The Relationship Between Teacher Self-Efficacy, Collective Teacher Efficacy, and Job Satisfaction: A Study with English Foreign Language Instructors in Türkiye

Principal Investigator: Sedef Nur Güleryüz

Supervisor: Prof. Dr. ~~Alipasa~~ Ayas

Dear EFL Instructors,

You are being invited to participate in a research study. This consent form will provide you with information on the research project, what you will need to do, and the associated benefits and risks of the research. Your participation is voluntary and anonymous. Please read this form carefully. It is important that you ask questions and fully understand the research in order to make an informed decision.

The questionnaire consists of demographic questions and short versions of the Ohio State Teacher Efficacy Scale, the Collective Efficacy Scale, and the Minnesota Job Satisfaction Questionnaire. Permission has been obtained from the ~~Bilkent~~ University Human Research Ethics Committee for the implementation of the study.

Purpose: The purpose of this study is to ascertain the association between EFL instructors' perceptions of their jobs, collective efficacy, and self-efficacy.

Examining EFL instructors' levels of job satisfaction, collective efficacy, and self efficacy in the Turkish setting is another goal.

Procedures: Participants will be asked to complete a questionnaire online (5-10 minutes).

Benefits: The potential benefits of participating in this study may include examining the previously unexplored relationship between EFL instructors' job

satisfaction, collective teacher efficacy, and teacher self-efficacy in Türkiye. This will assist academics, politicians, university administrators, and instructors to better grasp how these constructs relate to one another. Policymakers and administrators could help present and future generations of EFL teachers and support the ongoing effectiveness of the Schools of Foreign Languages if they are aware of the link between efficacy and job satisfaction.

Risks and Discomforts

There are no anticipated risks beyond those encountered in everyday life.

Privacy and Confidentiality

Responses will be collected anonymously. Research participants will not be identified in any publication or presentation of research results, only aggregate data will be used. All information and records will be destroyed after the researcher's thesis defence.

Compensation

Participants will not be provided with compensation for their participation.

Voluntary Participation

Taking part in this research study is entirely up to you. You may choose not to participate or you may discontinue your participation at any time without penalty or loss of benefits to which you are otherwise entitled. You will be informed of any new, relevant information that may affect your health, welfare, or willingness to continue your study participation.

Informed Consent:

- I have read this consent form, and I voluntarily agree to participate in this study.
- I have read this consent form, and I do not agree to participate in this study.

(This was presented this way in the online questionnaire.)



Appendix C

The Questionnaire

ONLINE LINK OF THE QUESTIONNAIRE:

<https://docs.google.com/forms/d/e/1FAIpQLSdFsyLvMxtcrxXcl-FZUZK3Cf9Pq1FWA7010Ya1s9TWM6jXA/viewform?usp=header>

On the following pages, the descriptive questions used in the online questionnaire, along with the Short Form of the Teacher Self-Efficacy Scale, the Collective Teacher Efficacy Scale, and the Short Form of the Minnesota Job Satisfaction Scale are presented, respectively.

Descriptive Questions

1. What is your academic background?

- ☐ Bachelor's degree
- ☐ Master's degree
- ☐ Doctorate degree

2. Which level are you teaching?

- ☐ Elementary
- ☐ Pre-Intermediate
- ☐ Intermediate
- ☐ Upper-Intermediate
- ☐ Advanced
- ☐ There is no level system at our school.

Teachers' Sense of Efficacy Scale¹ (short form)

Teacher Beliefs		How much can you do?								
Directions: This questionnaire is designed to help us gain a better understanding of the kinds of things that create difficulties for teachers in their school activities. Please indicate your opinion about each of the statements below. Your answers are confidential.		Nothing	Very Little	Some Influence	Quite A Bit	A Great Deal				
1.	How much can you do to control disruptive behavior in the classroom?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
2.	How much can you do to motivate students who show low interest in school work?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
3.	How much can you do to get students to believe they can do well in school work?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
4.	How much can you do to help your students value learning?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
5.	To what extent can you craft good questions for your students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
6.	How much can you do to get children to follow classroom rules?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
7.	How much can you do to calm a student who is disruptive or noisy?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
8.	How well can you establish a classroom management system with each group of students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
9.	How much can you use a variety of assessment strategies?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
10.	To what extent can you provide an alternative explanation or example when students are confused?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
11.	How much can you assist families in helping their children do well in school?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
12.	How well can you implement alternative strategies in your classroom?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)

Collective Teacher Beliefs

Directions: Please indicate your opinion about each of the questions below by marking any one of the nine responses in the columns on the right side, ranging from (1) "None at all" to (9) "A Great Deal" as each represents a degree on the continuum.

Please respond to each of the questions by considering the *current* ability, resources, and opportunity of the teaching staff in your school to do each of the following.

This questionnaire is designed to help us gain a better understanding of the kinds of things that create challenges for teachers. Your answers are confidential.

	None at all		Very Little		Some Degree		Quite A Bit		A Great Deal
1. How much can teachers in your school do to produce meaningful student learning?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
2. How much can your school do to get students to believe they can do well in schoolwork?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
3. To what extent can teachers in your school make expectations clear about appropriate student behavior?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
4. To what extent can school personnel in your school establish rules and procedures that facilitate learning?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
5. How much can teachers in your school do to help students master complex content?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
6. How much can teachers in your school do to promote deep understanding of academic concepts?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
7. How well can teachers in your school respond to defiant students?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
8. How much can school personnel in your school do to control disruptive behavior?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
9. How much can teachers in your school do to help students think critically?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
10. How well can adults in your school get students to follow school rules?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
11. How much can your school do to foster student creativity?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
12. How much can your school do to help students feel safe while they are at school?	①	②	③	④	⑤	⑥	⑦	⑧	⑨

MINNESOTA SATISFACTION QUESTIONNAIRE SHORT FORM

Ask yourself: How satisfied am I with this aspect of my job?

Very Sat. means I am very satisfied with this aspect of my job.

Sat. means I am satisfied with this aspect of my job.

N means I can't decide whether I am satisfied or not with this aspect of my job.

Dissat. means I am dissatisfied with this aspect of my job.

Very Dissat. means I am very dissatisfied with this aspect of my job.

On my present job, this is how I feel about . . .	Very Dissat.	Dissat.	N	Sat.	Very Sat.
1. Being able to keep busy all the time	☐	☐	☐	☐	☐
2. The chance to work alone on the job	☐	☐	☐	☐	☐
3. The chance to do different things from time to time	☐	☐	☐	☐	☐
4. The chance to be "somebody" in the community	☐	☐	☐	☐	☐
5. The way my boss handles his/her workers	☐	☐	☐	☐	☐
6. The competence of my supervisor in making decisions	☐	☐	☐	☐	☐
7. Being able to do things that don't go against my conscience	☐	☐	☐	☐	☐
8. The way my job provides for steady employment	☐	☐	☐	☐	☐
9. The chance to do things for other people	☐	☐	☐	☐	☐
10. The chance to tell people what to do	☐	☐	☐	☐	☐
11. The chance to do something that makes use of my abilities	☐	☐	☐	☐	☐
12. The way company policies are put into practice	☐	☐	☐	☐	☐
13. My pay and the amount of work I do	☐	☐	☐	☐	☐
14. The chances for advancement on this job	☐	☐	☐	☐	☐
15. The freedom to use my own judgment	☐	☐	☐	☐	☐
16. The chance to try my own methods of doing the job	☐	☐	☐	☐	☐
17. The working conditions	☐	☐	☐	☐	☐
18. The way my co-workers get along with each other	☐	☐	☐	☐	☐
19. The praise I get for doing a good job	☐	☐	☐	☐	☐
20. The feeling of accomplishment I get from the job	☐	☐	☐	☐	☐
	Very Dissat.	Dissat.	N	Sat.	Very Sat.

Appendix D

Reliability Analysis of the Scales

Table 10: The Reliability Analysis Results of Teachers's Sense of Efficacy, Collective Teacher Beliefs and Minnesota Satisfaction Questionnaire Scales

	Cronbach's alpha	Items
Sense of Efficacy	0,915	12
Efficacy in Student Engagement	0,771	4
Efficacy in Instructional Strategies	0,848	4
Efficacy in Classroom Management	0,878	4
Collective Teacher Efficacy	0,951	12
Instructional Strategies	0,923	6
Student Discipline	0,908	6
Job Satisfaction	0,928	20
Intrinsic Satisfaction	0,894	12
Extrinsic Satisfaction	0,853	8

Table 10 presents Cronbach's alpha coefficients, which assess the internal consistency and reliability of the scales used in the study. The results indicate that all scales exhibit high reliability, confirming the robustness of the measurement instruments.