**INTERNATIONAL JOURNAL OF INNOVATIVE RESEARCH IN MULTIDISCIPLINARY EDUCATION**

ISSN (print): 2833-4515, ISSN (online): 2833-4531

Volume 05 Issue 04 April 2026

DOI: 10.58806/ijirme.2026.v5i4n07 Impact factor- 7.614

Page No. 319-326

# Examining the Relationships among Teacher Self-Efficacy, Collaboration, Professional Development, and Job Satisfaction: A TALIS 2024 Study

**Dr. Selen BEYAZBAL**

Çanakkale Onsekiz Mart University, 17100, Canakkale/Turkey

**ABSTRACT:** This study explores the relationships among teacher self-efficacy, professional collaboration, perceived need for professional development, and job satisfaction using data from the Teaching and Learning International Survey (TALIS) 2024. Adopting a quantitative correlational design based on secondary data analysis, the study focuses on teachers in Türkiye and examines both the associations among the variables and their predictive role in explaining job satisfaction. The final sample consisted of 9,074 teachers, and the data were analyzed using descriptive statistics, Pearson correlation, and multiple regression analyses. The findings showed that teacher self-efficacy and professional collaboration were positively associated with job satisfaction, whereas perceived need for professional development was negatively associated with job satisfaction. Among the predictors, self-efficacy emerged as the strongest positive predictor, followed by professional collaboration, while perceived professional development need contributed negatively. Overall, the results suggest that teachers' job satisfaction is shaped by both individual beliefs and professional-contextual factors. In this respect, the study highlights the importance of considering teachers' sense of competence, collegial interaction, and perceived developmental needs together in understanding their professional well-being.

**KEYWORDS:** teacher job satisfaction, self-efficacy, collaboration, professional development

## INTRODUCTION

Teachers play a key role in how education systems function and in the quality they produce, as their beliefs, professional experiences, and working conditions shape what happens in the classroom and, in turn, influence student learning. Accordingly, recent research has moved beyond a sole focus on instructional practices and has begun to pay closer attention to how teachers experience their work and how school contexts enable or limit their professional practice (Linda Darling-Hammond, 2017; John Hattie, 2009). Within this line of work, constructs such as teacher self-efficacy, job satisfaction, and collaboration have become central to understanding teachers' professional lives.

In its most general definition, job satisfaction refers to individuals' positive evaluations of their work (Locke, 1976). It is generally conceptualized as a multidimensional construct involving satisfaction with teaching as a career, daily working conditions, school climate, and the broader social and institutional meaning attached to the profession (Skaalvik & Skaalvik, 2011). Therefore, job satisfaction, which is influenced by various factors, reflects the positive dimension of individuals' feelings toward their profession. Teacher self-efficacy is defined by Bandura (1997) as teachers' beliefs in their capability to organize and successfully execute the tasks required in the classroom. This belief reflects not only an internal cognitive process but also extends to teachers' actions within the educational context (Tschannen-Moran & Hoy, 2001). Therefore, teacher self-efficacy is associated with a wide range of professional characteristics. For instance, Çinpolat and Süğümlü (2026) found that improving classroom communication skills contributes to the development of teacher self-efficacy. Similarly, using TALIS 2018 data, Uslukaya (2025) reported that teachers with higher levels of self-efficacy tend to experience greater job satisfaction. In addition, Toy and Duru (2016) showed that primary school teachers' self-efficacy beliefs vary according to gender and years of professional experience. Taken together, these findings suggest that teacher self-efficacy and job satisfaction are closely related constructs.

Considering that job satisfaction is also shaped by environmental and contextual factors, teacher collaboration emerges as another important construct. Teacher collaboration generally refers to teachers' participation in shared professional activities such as discussing student learning, exchanging instructional materials, jointly planning lessons, observing one another's teaching, or engaging in collaborative professional inquiry (Vangrieken et al., 2015). Research suggests that collaborative professional cultures may strengthen teachers' sense of competence, reduce professional isolation, and enhance their overall satisfaction with teaching (Ronfeldt et al., 2015; Vangrieken et al., 2015). Similarly, Reeves, Pun, and Chung (2017) found that certain forms of teacher collaboration contribute positively to job satisfaction. Sahli Lozano et al. (2025) also reported that teachers' collective efficacy is

associated with job satisfaction. In a similar vein, Wartenberg et al. (2023) demonstrated that job satisfaction is closely related to collaborative professional experiences.

Professional development represents another important dimension of teachers' professional experiences. In today's increasingly complex educational settings, teachers are expected not only to implement the curriculum and manage classroom processes effectively, but also to respond to shifting student needs, changing pedagogical expectations, and emerging policy and technological demands. Within this landscape, ongoing engagement in professional development has become an integral aspect of teacher professionalism (Desimone & Garet, 2015). It can create space for teachers to reconsider their instructional practices, deepen their pedagogical understanding, and reflect on their experiences while remaining responsive to developments in education. In this way, professional development extends beyond the acquisition of technical skills and may also influence how teachers understand themselves and their role within the profession.

From this perspective, job satisfaction cannot be treated as a single, isolated construct. Rather, it should be examined in relation to the broader professional and social contexts in which teachers work. Drawing on data from the Teaching and Learning International Survey 2024, the present study explores how teacher self-efficacy, collaboration, and engagement in professional development are associated with teachers' job satisfaction. By considering these variables together, the study aims to offer a more comprehensive account of how teachers' beliefs, interactions, and learning opportunities relate to their professional well-being.

The study was guided by the following research questions:

Is there a significant relationship between teacher self-efficacy and job satisfaction?

Is there a significant relationship between teacher collaboration and job satisfaction?

Is there a significant relationship between perceived need for professional development and job satisfaction?

To what extent do teacher self-efficacy, teacher collaboration, and professional development perceived need for professional development jointly predict teachers' job satisfaction?

## LITERATURE REVIEW

### Teacher Job Satisfaction

In its broadest sense, teacher job satisfaction can be defined as teachers' positive feelings toward their profession and working conditions. This construct directly influences both the broader functioning of educational processes and teachers' professional identity. Hongying (2007) emphasized that although teachers may experience intrinsic satisfaction in their profession, they may still feel dissatisfied due to external factors. Similarly, teacher job satisfaction is important not only because it reflects teachers' immediate professional well-being, but also because it is associated with broader organizational and educational outcomes, including commitment to teaching, turnover intentions, and professional persistence (Toropova et al., 2021). In the Turkish context, Alıcı and Yalçınkaya (2019) also found that teacher job satisfaction is related to organizational commitment and job stress. From this perspective, attempting to explain teacher job satisfaction as a single emotional state would be overly reductive.

Teacher job satisfaction is influenced by both internal and external processes, and at the same time, it may also affect learning. Teachers' levels of job satisfaction can directly influence all stakeholders within the educational environment (Adak Elaslan, 2019; Kapucu, 2019). From the perspective of students, it may also have a direct impact on learning outcomes (Toropova, Myrberg, & Johansson, 2021). Therefore, given that teacher job satisfaction is both influenced by and influential on various factors, it is necessary to examine it in relation to different variables.

### Self-Efficacy

Teacher self-efficacy refers to teachers' beliefs in their capability to organize and execute the actions necessary to successfully accomplish teaching-related tasks (Bandura, 1997). Within educational settings, these beliefs are not merely internal perceptions but are closely tied to teachers' instructional choices, persistence in the face of challenges, classroom management, and responsiveness to students' needs (Tschannen-Moran & Hoy, 2001). A substantial body of research has shown that teachers with stronger self-efficacy tend to demonstrate more adaptive instructional practices, greater professional commitment, and stronger psychological well-being (Klassen & Tze, 2014; Zee & Koomen, 2016). In contrast, lower levels of self-efficacy have been associated with emotional exhaustion, stress, and reduced resilience in professional life (Schwarzer & Hallum, 2008; Skaalvik & Skaalvik, 2010). Thus, self-efficacy is increasingly understood as a central psychological resource that supports teachers' engagement with both the demands and complexities of contemporary schooling.

Teachers' self-efficacy beliefs directly influence various aspects of the teaching and learning process, including their roles and responsibilities within the school context. Accordingly, self-efficacy has frequently been examined in relation to other professional constructs in the literature. For instance, previous studies have explored its association with professional competence (Çapri & Çelikkaleli, 2008) and job satisfaction (Güngör et al., 2022). Similarly, Ötken (2023) and Göksu and Özmutlu (2023) found that self-efficacy is significantly related to teacher job satisfaction. Considering these relationships, there is a need to further examine the predictive role of self-efficacy in understanding teachers' job satisfaction.

### Collaboration

Teacher collaboration generally refers to teachers' participation in shared professional activities such as discussing student learning, exchanging instructional materials, jointly planning lessons, observing one another's teaching, or engaging in collaborative professional inquiry (Vangrieken et al., 2015). From a sociocultural and organizational perspective, collaboration can be understood as a form of professional learning that supports collective problem solving, reflective dialogue, and the co-construction of pedagogical knowledge.

The importance of teacher collaboration extends beyond collegial interaction alone. Research has consistently pointed to the importance of collaborative professional environments for teachers. Such environments appear to strengthen teachers' sense of competence, reduce feelings of isolation, and are often associated with higher levels of job satisfaction (Ronfeldt et al., 2015; Vangrieken et al., 2015). Empirical studies also provide supporting evidence: Reeves, Pun, and Chung (2017) found that certain forms of collaboration relate positively to job satisfaction, while Lozano et al. (2025) emphasized the role of collective efficacy. In a similar vein, Wartenberg et al. (2023) drew attention to the contribution of shared professional experiences to how teachers evaluate their work.

### Professional Development

The nature of teaching is not static; it continues to shift alongside changing educational contexts, evolving societal expectations, and increasingly diverse student populations. Within this changing landscape, professional development is no longer understood simply as attendance at isolated training sessions. Instead, it is often approached as an ongoing process that can shape instructional practices, support teachers' sense of self-efficacy, influence job satisfaction, and encourage professional collaboration (Yoon & Goddard, 2023). In this respect, Linda Darling-Hammond et al. (2017) emphasize that effective professional development tends to be content-focused, connected to classroom practice, collaborative in nature, and grounded in active learning. Although its specific forms differ across contexts, professional development remains a key component of teachers' professional lives.

In the Turkish context, however, earlier research points to ongoing difficulties in identifying and addressing teachers' professional development needs (Bümen et al., 2012). These issues appear to be shaped not only by individual factors, such as motivation, but also by institutional and administrative conditions that influence teachers' access to and experiences of professional development (Altun & Yengin Sarpkaya, 2021). As a result, much of the research in Türkiyehas focused on the practical challenges surrounding professional development opportunities. At the same time, teachers' perceived need for professional development may be linked to broader professional outcomes, including job satisfaction and self-efficacy.

### Research Design

This study employed a quantitative correlational research design based on secondary data analysis. The study aimed to examine teachers' job satisfaction in relation to selected personal and professional variables using data from the OECD Teaching and Learning International Survey (TALIS) 2024. Specifically, the study investigated whether teachers' self-efficacy, professional collaboration, and need for professional development in general pedagogy were associated with and predictive of job satisfaction in Türkiye. Given the nature of the research questions, a correlational design was considered appropriate to explore the relationships among the variables and to determine the extent to which the selected predictors explained variation in teachers' job satisfaction.

The dependent variable of the study was job satisfaction, operationalized through the TALIS 2024 composite indicator t4jobsat (*Job satisfaction, overall*). Job satisfaction is intended to reflect teachers' overall evaluation of their professional experience, including both satisfaction with the teaching profession and satisfaction with the work environment. In TALIS 2024, this construct is represented through items tapping teachers' perceptions of whether the advantages of teaching outweigh the disadvantages, whether they would choose teaching again, and how satisfied they are with their current job and school context (OECD, 2025). Three independent variables were included in the analyses:

- Self-efficacy (t4self; *Self-efficacy, overall*)

Teacher self-efficacy is intended to capture teachers' beliefs in their ability to teach effectively, support student engagement, and manage classroom processes. In TALIS 2024, this construct is operationalized through items related to instructional practices, student engagement, and classroom management, and is reported as an overall composite indicator (OECD,2025).

- Professional collaboration (t4coles; *Professional collaboration in lessons among teachers*)

Professional collaboration is intended to capture the extent to which teachers engage in collegial and collaborative professional practices, such as sharing instructional responsibilities, participating in joint work, and contributing to professional relationships within the school community. TALIS 2024 conceptualizes collaboration as a key feature of teachers' professional environment and examines how collaborative practices relate to professional outcomes such as well-being and job satisfaction (OECD,2025).

- Need for professional development in general pedagogy (t4pdgenp)

Need for professional development in general pedagogy is intended to measure teachers' perceived need for further learning and support in pedagogical areas. Within the TALIS framework, professional development is treated as a central dimension of teacher

professionalism, and teachers are asked to report areas in which they perceive a need for additional development. Accordingly, this variable reflects perceived developmental gaps rather than actual participation in professional development activities (OECD,2025). These variables were selected because they represent conceptually meaningful dimensions of teachers' professional experience. Self-efficacy reflects teachers' perceived competence and confidence in their professional role, professional collaboration represents teachers' engagement in collegial instructional interaction, and need for professional development reflects perceived gaps or needs in pedagogical growth. Together, these variables were considered relevant for understanding teachers' job satisfaction in the context of TALIS 2024.

**Data Source and Participants**

The data used in this study were obtained from the TALIS 2024 public use files published by the OECD. The Teaching and Learning International Survey (TALIS) is a large-scale international survey that collects comparable data from teachers and school leaders across participating countries. It examines key aspects of teachers' professional lives, including working conditions, instructional practices, professional learning experiences, and their perceptions of the profession. In this study, the analysis drew on the teacher-level international dataset, focusing specifically on teachers in Türkiye.

Although the original dataset covered all participating countries, only the cases from Türkiye were retained to align with the national focus of the study. The number of valid cases differed across descriptive and bivariate analyses due to missing responses in some variables. For the regression analysis, a final sample of 9,074 teachers was obtained after excluding cases with incomplete data on the variables of interest.

**Data Analysis**

The data were analyzed using IBM SPSS Statistics. Before proceeding with the analyses, the teacher-level TALIS 2024 dataset was restricted to respondents from Türkiye. The analytical process was carried out in three stages.

| Variable | N | M | SD |
|---|---|---|---|
| Job satisfaction | 9074 | 9,4561065 | 2,05217626 |
| Self-efficacy | 9074 | 9,8368186 | 1,89295658 |
| Professional collaboration | 9074 | 8,8562950 | 2,12697755 |
| PD need | 9074 | 9,1586008 | 1,94062218 |

In the first stage, descriptive statistics (means and standard deviations) were calculated to provide an overview of the study variables. This was followed by Pearson product–moment correlation analyses to explore the relationships between job satisfaction and the predictor variables. In the final stage, multiple linear regression was conducted to examine the extent to which self-efficacy, professional collaboration, and need for professional development predicted teachers' job satisfaction.

Within the regression model, job satisfaction was treated as the dependent variable, and all predictors were entered simultaneously. Model assumptions were checked through collinearity diagnostics; tolerance and variance inflation factor (VIF) values did not indicate any concerns regarding multicollinearity. Statistical significance was set at the .05 level.

**RESULTS**

This section presents the findings of the statistical analyses conducted to examine the relationships among teacher self-efficacy, professional collaboration, perceived need for professional development, and job satisfaction. The results are presented in three stages: descriptive statistics, correlation analyses, and multiple regression analysis.

**Table 1: Descriptive statistics of variables**

| Variable | N | M | SD |
|---|---|---|---|
| Job satisfaction | 9074 | 9.45 | 2.05 |
| Self-efficacy | 9074 | 9.83 | 1.89 |
| Professional collaboration | 9074 | 8.85 | 2.12 |
| PD need | 9074 | 9.15 | 1.94 |

Descriptive statistics for the study variables are presented in Table 1. Overall, teachers reported relatively high levels across all study variables. The mean score for job satisfaction was 9.46 (SD = 2.05), suggesting that, on average, teachers tended to evaluate their professional experiences positively. Similarly, teacher self-efficacy had the highest mean score among the variables (M = 9.84, SD = 1.89), indicating that participants generally perceived themselves as competent and capable in relation to their professional roles.

Professional collaboration also yielded a relatively high mean score (M = 8.86, SD = 2.13), suggesting that teachers reported a notable degree of collegial interaction and collaborative engagement in their professional environments. In addition, the mean score

for need for professional development in general pedagogy was 9.16 (SD = 1.94), indicating that teachers also perceived a considerable need for further professional learning and support in pedagogical areas. Taken together, these descriptive findings suggest that although teachers generally reported positive professional perceptions, they also continued to identify areas in which further professional development was needed.

**Table 2: Pearson Correlation Matrix Among Study Variables**

| Variable | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| 1. Job satisfaction | — | .262** | .169** | -.118** |
| 2. Self-efficacy | .262** | — | — | — |
| 3. Professional collaboration | .169** | — | — | — |
| 4. PD need | -.118** | — | — | — |

*N* values vary across correlations due to missing data. **p** < .01.

Pearson correlation analyses were conducted to examine the relationships between job satisfaction and the predictor variables. As presented in Table 2, teacher self-efficacy was positively and significantly associated with job satisfaction (r = .262, p < .001). This indicates that teachers who reported higher levels of professional competence also tended to report higher levels of satisfaction with their work.

Similarly, professional collaboration was positively related to job satisfaction (r = .169, p < .001), suggesting that greater engagement in collaborative professional practices was associated with more positive evaluations of teaching as a profession. In contrast, perceived need for professional development in general pedagogy was negatively associated with job satisfaction (r = -.118, p < .001), indicating that teachers who reported stronger developmental needs tended to report lower levels of job satisfaction. Although the observed correlations were statistically significant, their magnitudes ranged from small to moderate. Among the predictor variables, teacher self-efficacy showed the strongest bivariate relationship with job satisfaction, followed by professional collaboration and perceived professional development need. These findings provide preliminary evidence that both personal and professional-contextual factors are related to teachers' job satisfaction.

**Table 3: Regression Analysis Predicting Job Satisfaction**

| Predictor | B | SE | β | t | p |
|---|---|---|---|---|---|
| Professional collaboration | 0.09 | 0.01 | .090 | 8.52 | < .001 |
| Self-efficacy | 0.23 | 0.01 | .210 | 19.46 | < .001 |
| PD need | -0.07 | 0.01 | -.068 | -6.59 | < .001 |

$R$ = .273, $R^2$ = .075, Adjusted $R^2$ = .074, $F$ = 244.34, $p$ < .001.

A multiple regression analysis was conducted to examine the extent to which teacher self-efficacy, professional collaboration, and perceived professional development need predict teachers' job satisfaction. The overall regression model was statistically significant, $F(3, 9070) = 244.34$, $p < .001$, indicating that the predictor variables, when considered together, significantly explained variance in teachers' job satisfaction. The model accounted for approximately 7.5% of the variance in job satisfaction ($R = .273$, $R^2 = .075$, Adjusted $R^2 = .074$). Although the explained variance was modest, the findings suggest that the selected predictors make a meaningful contribution to understanding teachers' job satisfaction in a large-scale international dataset.

Among the predictors, teacher self-efficacy emerged as the strongest predictor of job satisfaction (B = 0.23, SE = 0.01, β = .210, $t$ = 19.46, $p < .001$). This indicates that, holding the other predictors constant, higher levels of self-efficacy were associated with higher levels of job satisfaction. Professional collaboration was also found to be a significant positive predictor (B = 0.09, SE = 0.01, β = .090, $t$ = 8.52, $p < .001$), suggesting that teachers who reported greater levels of collaboration with colleagues also tended to report higher job satisfaction.

In contrast, perceived professional development need was negatively associated with job satisfaction (B = -0.07, SE = 0.01, β = -.068, $t$ = -6.59, $p < .001$). This finding indicates that teachers who reported greater need for professional development in general pedagogy tended to report lower levels of job satisfaction, even after controlling for self-efficacy and professional collaboration.

Taken together, the regression findings suggest that teachers' job satisfaction is associated with both internal professional beliefs and external professional conditions. More specifically, teachers' sense of competence appears to play the most substantial role, while collegial interaction and perceived developmental need also make significant, albeit smaller, contributions to explaining variation in job satisfaction.

## DISCUSSION

The study aims to explore how teachers' job satisfaction is related to self-efficacy beliefs, professional collaboration, and perceived needs for professional development in general pedagogy, and to examine the extent to which these variables predict job satisfaction. The regression analysis produced a statistically significant model ($F = 244.34$, $p < .001$). It has explained 7.5% of the variance in teachers' job satisfaction ($R^2 = .075$). Self-efficacy emerged as the strongest positive predictor, followed by professional collaboration, which also made a positive contribution. In contrast, perceived need for professional development was negatively associated with job satisfaction. Taken together, these results highlighted a pattern in which both individual beliefs and aspects of the professional environment are linked to how teachers evaluate their work.

The prominent role of self-efficacy aligns with a substantial body of research suggesting that teachers who perceive themselves as capable and effective tend to report higher levels of job satisfaction (Caprara et al., 2006; Klassen & Chiu, 2010; Klassen & Tze, 2014). From a theoretical perspective, self-efficacy shapes how individuals approach challenges, regulate their effort, and sustain motivation over time (Bandura, 1997). In this regard, feeling competent may act as a key psychological resource that influences how teachers interpret and experience their professional responsibilities. Therefore, job satisfaction appears to be closely tied to whether teachers see themselves as able to meet the demands of their work.

A similar interpretation can be drawn for professional collaboration. The findings suggest that job satisfaction is not solely an individual outcome but is also connected to the relational and social dynamics of the school context. Previous research has shown that collaboration can create opportunities for shared learning, mutual support, and professional dialogue, all of which may contribute to more positive professional experiences (Ronfeldt et al., 2015; Vangrieken et al., 2015). In addition, working collaboratively may help reduce feelings of professional isolation and foster a stronger sense of belonging within the school environment. In this sense, teachers' evaluations of their work appear to be shaped by the quality of their interactions with colleagues.

The negative association between perceived professional development need and job satisfaction points to a more complex picture. Although professional development is typically framed as a positive contributor to teacher growth, a stronger perceived need for development may reflect underlying feelings of insufficient competence or preparedness. Prior studies have highlighted the importance of perceived competence for teachers' professional well-being (Skaalvik & Skaalvik, 2010; Ryan & Deci, 2017). From this perspective, teachers who report a need for professional development may also be those who feel less confident in meeting professional expectations, which may be associated with lower levels of job satisfaction. This interpretation does not imply that professional development itself is detrimental; rather, it suggests that unmet professional needs and perceived gaps may shape how teachers experience their work.

These findings indicate that job satisfaction cannot be understood as a single, isolated outcome. Instead, it appears to emerge from the interaction between teachers' beliefs about their own competence, their professional relationships, and their perceptions of ongoing demands within the profession. In this respect, teachers' professional well-being can be seen as embedded within a broader system in which individual and contextual factors operate simultaneously. By bringing these variables together, the present study offers a more integrated perspective on the factors associated with teachers' job satisfaction and highlights the importance of considering both personal and professional dimensions in understanding teacher well-being.

## CONCLUSION

The present study examined the relationships among teacher self-efficacy, professional collaboration, perceived professional development need, and job satisfaction using TALIS 2024 data. The findings showed that teacher self-efficacy was the strongest positive predictor of job satisfaction, followed by professional collaboration, whereas perceived professional development need was negatively associated with job satisfaction. These results suggest that teachers' job satisfaction is shaped not only by their individual sense of professional competence, but also by the collegial and developmental conditions of their working environment.

Overall, the findings highlight that teacher job satisfaction should be understood as a multidimensional professional outcome rather than a purely individual or affective response. In this regard, strengthening teachers' sense of efficacy, fostering collaborative professional cultures, and addressing teachers' developmental needs may contribute to more sustainable professional well-being across educational contexts.

### AI Statement

The authors declare that no artificial intelligence (AI) tools were involved in the conceptualization, methodology, data analysis, or interpretation of the study. Limited use of AI tools was restricted to language editing for clarity and readability. The authors take full responsibility for the content of the manuscript, including all analyses, interpretations, and conclusions.

**REFERENCES**


1) Adak Elaslan, S. (2019). Doğu ve Güneydoğu Anadolu bölgesinde görev yapan okul öncesi öğretmenlerinin mesleki doyumları ve ailelerle ilişkilerinin incelenmesi. (Yüksek Lisans Tezi). Ankara: Gazi Üniversitesi.
2) Alıcı, B. & Yalçınkaya, M. (2019). Öğretmenlerin mesleki doyum ve öb düzeylerinin iş stresi düzeylerine göre incelenmesi. *Folklor/edebiyat, 25*(97-1). doi:10.22559/folklor.939
3) Altun, B., & Yengin Sarpkaya, P. (2021). Öğretmenlerin Mesleki Gelişimi Üzerine Bir Durum Çalışması. *OPUS International Journal of Society Researches*, *18*(Eğitim Bilimleri Özel Sayısı), 4063-4106. https://doi.org/10.26466/opus.932403
4) Bandura, A. (1997). *Self-efficacy: The exercise of control*. Freeman.
5) Bümen, N. T., Ateş, A., Çakar, E., Ural, G., & Acar, V. (2012). Türkiye bağlamında öğretmenlerin mesleki gelişimi: Sorunlar ve öneriler. *Millî Eğitim Dergisi*, 42(194), 31–50.
6) Caprara, G. V., Barbaranelli, C., Steca, P., & Malone, P. S. (2006). Teachers' self-efficacy beliefs as determinants of job satisfaction and students' academic achievement. *Journal of School Psychology, 44*(6), 473–490.
7) Çapri, B., & Çelikkaleli, Ö. (2008). Öğretmen adaylarının öğretmenliğe ilişkin tutum ve mesleki yeterlik inançlarının cinsiyet, program ve fakültelerine göre incelenmesi, İnönü Ünv. *Eğitim Fakültesi Dergisi*, 9(15), 33–53.
8) Çinpolat, E., & Süğümlü, Ü. (2026). Ana Dili Eğitiminde Öğretmenlerin Mesleki Adanmışlıklarından Öz Yeterliklerine: Etkili İletişimin Aracılık Rolü. *Pamukkale Üniversitesi Eğitim Fakültesi Dergisi*, *66*, 109-126. https://doi.org/10.9779/pauefd.1593382
9) Darling-Hammond, L. (2017). Teacher education around the world: What can we learn from international practice? *European Journal of Teacher Education, 40*(3), 291–309.
10) Desimone, L. M., & Garet, M. S. (2015). Best practices in teachers' professional development. *Psychology, Society, & Education, 7*(3), 252–263.
11) Göksu, Z., & Özmutlu, İ. (2023). Okul öncesi öğretmenlerinin genel öz yeterlilik algilari ile iş doyum düzeyleri arasindaki ilişki (tekirdağ ili örneği). *Trakya Eğitim Dergisi, 13*(2), 1108-1124. https://doi.org/10.24315/tred.1120255
12) Güngör, H., Gülay Ogelman, H., & Amca Toklu, D. (2022). Okul Öncesi Öğretmenlerinin Öğretmen Yeterliliği ve Mesleki Doyumları Arasındaki İlişkinin İncelenmesi. *Uşak Üniversitesi Eğitim Araştırmaları Dergisi*, *8*(2), 38-48. https://doi.org/10.29065/usakead.1088972
13) Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. Routledge.
14) Hongying, S. (2007). Literature Review of Teacher Job Satisfaction. *Chinese Education & Society*, *40*(5), 11–16. https://doi.org/10.2753/CED1061-1932400502
15) Kapucu, S. T. (2019). Okul öncesi öğretmenlerinin mesleki doyumları ile çocuk sevgisi düzeyleri arasındaki ilişkinin incelenmesi. (Yüksek Lisans Tezi). Marmara Üniversitesi.
16) 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), 741–756.
17) Klassen, R. M., & Tze, V. M. C. (2014). Teachers' self-efficacy, personality, and teaching effectiveness: A meta-analysis. *Educational Research Review, 12*, 59–76.
18) OECD. (2025). *Teaching and Learning International Survey (TALIS) 2024 conceptual framework*. OECD Publishing. https://doi.org/10.1787/7b8f85d4-en
19) Ötken, Ş. (2023). TALIS 2018'de Öğretmenlerin Mesleki Doyumu Ve Öz Yeterliği Arasındaki İlişkinin İncelenmesi. Ahmet Keleşoğlu Eğitim Fakültesi Dergisi, 5(3), 1347-1357. https://doi.org/10.38151/akef.2023.114
20) Reeves, P. M., Pun, W. H., & Chung, K. S. (2017). Influence of teacher collaboration on job satisfaction and student achievement. *Teaching and Teacher Education, 67*, 227–236. https://doi.org/10.1016/j.tate.2017.06.016
21) Ronfeldt, M., Farmer, S. O., McQueen, K., & Grissom, J. A. (2015). Teacher collaboration in instructional teams and student achievement. *American Educational Research Journal, 52*(3), 475–514.
22) Ryan, R. M., & Deci, E. L. (2017). *Self-determination theory: Basic psychological needs in motivation, development, and wellness*. Guilford Press.
23) Sahli Lozano, C., Wicki, M., Wüthrich, S., & Setz, F. (2025). A systematic review and meta-analysis of collective teacher efficacy's relationships with outcomes in the Job Demands–Resources model. *Teaching and Teacher Education, 159*, 1-16. https://doi.org/10.1016/j.tate.2025.105006
24) Schwarzer, R., & Hallum, S. (2008). Perceived teacher self-efficacy as a predictor of job stress and burnout. *Applied Psychology, 57*(s1), 152–171.
25) Skaalvik, E. M., & Skaalvik, S. (2010). Teacher self-efficacy and teacher burnout: A study of relations. *Teaching and Teacher Education, 26*(4), 1059–1069.

26) 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.
27) Toropova, A., Myrberg, E., & Johansson, S. (2021). Teacher job satisfaction: The importance of school working conditions and teacher characteristics. *Teaching and Teacher Education, 102*, 103365.
28) Toy, S. N., & Duru, S. (2016). Sınıf Öğretmenlerinin Öğretmen Öz Yeterlikleri İle Kaynaştırma Eğitimine İlişkin Yeterlik İnançlarının Karşılaştırılması. *Ege Eğitim Dergisi*, *17*(1), 146-173. https://doi.org/10.12984/eed.00332
29) Tschannen-Moran, M., & Hoy, A. W. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education, 17*(7), 783–805.
30) Uslukaya, A. (2025). Öz-yeterliğin Öğretmen Stresi ve İş Tatmini İlişkisindeki Düzenleyici Rolü: TALIS 2018 Bulguları. İnönü University Journal of the Faculty of Education, 26(3), 1824-1853. https://doi.org/10.17679/inuefd.1670791
31) Vangrieken, K., Dochy, F., Raes, E., & Kyndt, E. (2015). Teacher collaboration: A systematic review. *Educational Research Review, 15*, 17–40.
32) Wartenberg, G., Aldrup, K., Grund, S., & Klusmann, U. (2023). Satisfied and high performing? A meta-analysis and systematic review of the correlates of teachers' job satisfaction. *Educational Psychology Review, 35*, Article 114. https://doi.org/10.1007/s10648-023-09831-4
33) Yoon, I., & Goddard, R. D. (2023). Professional development quality and instructional effectiveness: Testing the mediating role of teacher self-efficacy beliefs. *Professional Development in Education*. https://doi.org/10.1080/19415257.2023.2264309
34) Zee, M., & Koomen, H. M. Y. (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.