

ORIGINAL ARTICLE

Examining the Relationship Between Trainers' Self-Efficacy Beliefs and Teaching Motivation

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Ethical Statement

This research was conducted in accordance with the *Scientific Research and Publication Ethics Directive of Higher Education Institutions*. Ethical approval was granted by the Scientific Research and Publication Ethics Board of the Police Academy (Decision Date: 11.12.2024; No: 2024/09).

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Conflict of Interest

No conflict of interest is present in the conduction or the reporting of this study.

ABSTRACT

This study aims to examine the relationship between self-efficacy beliefs and teaching motivation among trainers employed in private security training institutions. A cross-sectional survey design was employed using a census approach that covered the entire target population of 2,000 trainers across 550 institutions. Data were collected using the Interpersonal Self-Efficacy Scale and the Motivation Levels for the Teaching Profession of Teacher Candidates Scale. Pearson's product-moment correlation and linear regression analyses were performed to examine associations and predictive relationships between the variables. The findings revealed a moderately positive and statistically significant relationship between trainers' self-efficacy beliefs and their teaching motivation. Moreover, the sub-dimensions of self-efficacy emerged as significant predictors of teaching motivation, accounting for 43% of the total variance. These results highlight the critical role of self-efficacy in enhancing instructional motivation and offer practical recommendations for improving the professional development of trainers in private security education.

Keywords: Self-efficacy, teaching motivation, private security, private security education.

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INTRODUCTION

Security has been one of the basic needs of human beings since they started to live collectively. Meeting the need for security is primarily the responsibility of states. In Türkiye, security is provided by general law enforcement and special law enforcement services. Law enforcement officers representing the state authority serve as the guarantor of public order and general security as well as the security of life and property. The principal objective of law enforcement officers is to preempt criminal activity by anticipating potential security threats and implementing preventive measures, thereby enhancing public perceptions of safety within the framework of their legally mandated authority. Concurrently, alongside general and special law enforcement services, there is a growing demand for private security services. This burgeoning demand has, in turn, underscored the necessity for highly qualified private security guards.

At present, private security guards are deployed in critical infrastructure and strategic facilities, including industrial plants, energy production centers, ports, and airports. Moreover, within the framework of their legally conferred powers, these security personnel provide services across diverse domains, such as personal protection, alarm monitoring, the transportation of money and valuables, and the safeguarding of large-scale public events like concerts and sports competitions. Due to the sensitive nature of their work, the training, licensing, and oversight of private security guards are rigorously regulated by government authorities. Individuals aspiring to join this profession must complete both theoretical and practical training in accordance with the duration and curriculum specified by the relevant regulations at educational institutions accredited by the Ministry of the Interior, and they must successfully pass the requisite examinations. Private security is distinct from general law enforcement responsibilities, serving as a complementary component to public security. It is carried out by individuals who receive official identification cards upon completing their training at authorized institutions.

Rapid advancements in information and communication technologies have profoundly reshaped societal structures, community dynamics, and workforce expectations, leading to new qualification standards across nearly all professional sectors, including private security. As a result, individuals employed in general law enforcement, private law enforcement, and private security roles are now expected to demonstrate not only technical and professional competence but also strong professional commitment, technological proficiency, effective communication skills, and the capacity for strategic problem-solving. These competencies are particularly vital given the high frequency of public interaction inherent in these roles. In response to these evolving demands, private security education has undergone a necessary restructuring to ensure that training programs are better aligned with contemporary societal expectations and industry-specific requirements.

The Private Security Supervision Directorate of the General Directorate of Security has launched a comprehensive project aimed at restructuring the private security training system from the ground up (General Directorate of Security, 2024). The primary objective of this project is to elevate the qualifications of private security guards by aligning training protocols with prevailing social expectations and sector-specific demands, thereby enhancing the overall quality of services provided. Central to this initiative are the trainers, whose expertise and proficiency are critical to the effective implementation of the newly developed programs. In this specialized field of education, it is imperative that trainers possess a robust foundation of knowledge, skills, and competencies relevant to their area of specialization. Moreover, affective attributes, such as interests, attitudes, self-efficacy beliefs, and motivation towards teaching, play a pivotal role in determining the quality and success of educational outcomes (Kan & Akbaş, 2005; Ünal, 2013). Consequently, the self-

efficacy beliefs, attitudes, behaviors and motivational levels of trainers are as crucial as their technical expertise in ensuring the success of the private security training system.

Self-Efficacy Belief

Self-efficacy, a pivotal educational affective trait examined in the research, is defined as an individual's belief in their ability to successfully execute a task (Bandura, 1982). Within the framework of social learning theory, this construct encompasses two fundamental dimensions: personal efficacy beliefs and outcome expectations regarding one's generalized behaviors when undertaking tasks. Self-efficacy significantly influences an individual's confidence, performance, and motivation to achieve goals (Bandura, 1997), while also affecting broader aspects such as decision-making processes and coping strategies.

Individuals endowed with high levels of self-efficacy demonstrate greater determination in pursuing their objectives; they persist in the face of challenges, display unwavering commitment to task completion, and proactively overcome obstacles to enhance personal satisfaction and success (Bandura, 1999). In contrast, those with lower self-efficacy are more inclined to avoid demanding tasks, which may lead to increased tension, stress, and dissatisfaction. Such individuals often struggle to maintain effort and are more likely to relinquish their endeavours prematurely. Overall, robust self-efficacy beliefs enable individuals to interpret challenges as surmountable, thereby mitigating anxiety and negative cognitions and fostering adaptive emotional regulation (Carr, 2016).

Trainers' self-efficacy beliefs are defined as their judgments regarding their ability to complete teaching-related tasks (Tschannen-Moran et. al., 1998). Self-efficacy beliefs significantly influence the behaviors educators demonstrate in instructional settings, shaping the pedagogical methods, techniques, and communication styles they employ. High self-efficacy among trainers not only enhances instructional quality but also promotes greater motivation and resilience in overcoming challenges within the teaching-learning process. Trainers with strong self-efficacy, combined with subject matter expertise, possess the competencies essential for effective teaching and perceive themselves as both capable and dedicated. This self-perception supports a healthier, more fulfilling engagement with their instructional responsibilities (Çakıroğlu & Işıksal, 2009). Ultimately, robust self-efficacy beliefs are crucial in determining the level of effort invested in teaching, the persistence required to meet educational goals, and the overall success of the educational process.

According to social learning theory, individuals with high self-efficacy beliefs invest greater effort, respond more decisively to challenges, and ultimately exhibit superior performance. This dynamic directly influences trainers' attitudes and behaviors within the teaching process. Trainers endowed with robust self-efficacy are more inclined to actively guide their students, employ innovative pedagogical strategies, and navigate obstacles in the educational process with enhanced effectiveness. Even in contexts characterized by challenging teaching conditions and diminished learner motivation, such trainers are capable of fostering active participation and achieving desired learning outcomes (Tschannen-Moran & Hoy, 2001). Moreover, trainers with elevated self-efficacy not only advance their own professional development but also positively affect the learning processes of their students. In contrast, low self-efficacy beliefs may precipitate a decline in confidence and motivation, leading trainers to adopt a more passive role in educational settings. Thus, trainers' self-efficacy is intrinsically linked to critical factors such as classroom management, the selection of instructional methods and techniques, and the overall effort dedicated to achieving teaching success (Gürol et al., 2010).

Teaching Motivation

Motivation is a critical determinant of a trainer's willingness to engage in teaching and, by extension, their overall performance. It is commonly defined as a set of internal and external forces that initiate, direct, and sustain behavior toward the achievement of specific goals (Ryan & Deci, 2000). This construct significantly influences an individual's energy, determination, and output. From a psychological standpoint, motivation serves as a fundamental source of energy that drives human behavior (Cüceloğlu, 2018), playing a central role in triggering, guiding, and maintaining purposeful actions. Furthermore, it supports the voluntary, efficient, and effective execution of tasks without external compulsion (Vatansever Bayraktar, 2015). In the teaching-learning context, motivation is vital in shaping trainers' engagement with learners, commitment to instructional practices, and overall professional satisfaction. As such, trainers' motivation for teaching holds substantial potential to enhance instructional quality and positively impact student academic achievement.

Motivation plays a pivotal role in shaping individuals' emotions, thoughts, and attitudes toward their professional responsibilities (Gök & Kabasakal, 2019). In the context of education, trainers' motivation to teach is strongly associated with their commitment to ongoing professional development (Butler, 2007; Watt & Richardson, 2007). Consequently, the qualifications and competencies of trainers are critical in delivering high-quality and effective instruction. Core responsibilities, including structuring the learning environment, designing instructional content, implementing appropriate pedagogical methods, fostering effective classroom communication, and maintaining classroom management, demand a solid foundation of knowledge, skills, and professional expertise on the part of trainers.

Trainers' motivation to teach is a key determinant in the development of instructional competencies and the improvement of teaching performance. Highly motivated trainers play a vital role in enriching the quality of educational practices within the teaching-learning process, thereby contributing to overall instructional effectiveness (Dereli & Acat, 2010). Furthermore, elevated levels of teaching motivation positively influence students' acquisition of professional skills and boost their self-confidence, while simultaneously enhancing the teaching experience itself (Deci & Ryan, 1985). In addition, strong motivation fosters the development of constructive relationships not only between trainers and learners but also with colleagues, administrators, and institutional structures (Büyükses, 2010).

Relationship Between Teachers' Self-Efficacy Beliefs and Their Motivation to Teach

The literature contains numerous studies examining the relationship between teachers' self-efficacy beliefs and their motivation to teach. A significant number of these studies explores self-efficacy and teaching motivation in relation to various factors (Gök & Atalay; Kabasakal, 2019). Research indicates that trainers with high self-efficacy beliefs perceive themselves as more competent in enhancing student achievement, which in turn positively influences their motivation to teach (Klassen & Tze, 2014). Additionally, studies have demonstrated that teachers' self-efficacy beliefs positively impact both student achievement and motivation (Caprara et al., 2006; Midgley et al., 1989; Özerkan, 2007). Educators with strong self-efficacy beliefs tend to be more motivated, making them more inclined to take on new and challenging tasks.

In an era characterized by rapid developments and changes across all sectors, trainers play a critical role in preparing private security officers who can meet societal and industry expectations. It is imperative that these trainers continuously enhance both their instructional skills and subject-matter expertise to maintain high training standards and adapt to evolving industry demands. Unlike teachers and trainers in formal education institutions, those involved in private security education operate within a unique context where multiple factors influence their self-efficacy beliefs and motivation. However, these differences do not preclude an investigation into the relationship between self-efficacy beliefs and

teaching motivation among trainers in private security training institutions.

In fields requiring specialized knowledge and skills, such as private security training, trainer motivation is a key determinant of successful learning outcomes. A trainer with low motivation may struggle with effective communication, resist adopting innovative teaching methods, and experience professional dissatisfaction. Trainers' motivation and self-efficacy beliefs directly influence learners' acquisition of professional knowledge and skills, thereby contributing to the overall quality of private security services. Literature reviews suggest that, aside from research focusing on subject-matter expertise, there is a notable lack of studies examining trainer competencies, teaching motivation, and self-efficacy beliefs among trainers who play a crucial role in the quality of education within private security training institutions.

Purpose of the Study

This study aimed to examine the relationship between self-efficacy beliefs and teaching motivation among trainers employed in private security training institutions in Türkiye. Recognizing the critical role of trainers in shaping the quality and effectiveness of private security education, the study sought to contribute empirical insights into their psychological and motivational profiles. In line with this overarching purpose, the study addressed the following research questions:

- What are the self-efficacy belief levels of trainers working in private security training institutions?
- What are the teaching motivation levels of trainers working in private security training institutions?
- Is there a statistically significant relationship between trainers' self-efficacy beliefs and their teaching motivation?
- To what extent do trainers' self-efficacy beliefs predict their teaching motivation?

A review of the existing literature revealed a lack of studies specifically addressing the self-efficacy beliefs and teaching motivation levels of trainers within private security training institutions. Therefore, the present study is expected to contribute meaningfully to the academic discourse by providing empirical insights into the current professional profiles of these trainers. Its findings may inform targeted strategies aimed at enhancing their instructional competencies and overall effectiveness. Additionally, this research is anticipated to serve as a foundational reference for future scholarly investigations in this specialized area of vocational education.

METHOD

Research Design

In this study, a cross-sectional survey design was employed to examine the relationship between the self-efficacy beliefs of trainers working in private security training institutions in Türkiye and their motivation to teach, as well as the impact of self-efficacy beliefs on motivation. Relational research models are used to identify associations between two or more variables, determine the direction of the relationship (positive or negative), and assess its strength (Cohen et. al., 2017; Creswell, 2014).

Setting and Participants

The study group comprised 2,000 trainers working in 550 private security training institutions across Türkiye as of 2025. The study employed a census approach, including all individuals within the target population. A total of 650 trainers

completed the digitally distributed questionnaire. Given this response rate, the sample is considered representative of the population (Neuman, 2010). Frequency and percentage distributions of participants' demographic characteristics are presented in Table 1.

Table 1. Findings on the demographic characteristics of the participants.

Variables		n	%
Gender	Male	545	83.8
	Female	105	16.2
	Total	650	100
Age	20-30	59	9.1
	31-40	99	15.2
	41 age and above	492	75.7
	Total	650	100
Education level	Junior college	56	8.6
	Undergraduate	506	77.8
	Master's degree	83	12.8
	Doctor's degree	5	0.8
	Total	650	100
Teaching experience	1-5 year	251	38.6
	6-10 year	143	22
	11-15 year	90	13.8
	16-20 year	81	12.5
	21 year and above	85	13.1
	Total	650	100

As shown in Table 1, most trainers were male, comprising 83.8% (n = 545) of the sample. Additionally, 75.7% (n = 492) of the trainers were 41 years of age or older. In terms of educational qualifications, 77.8% (n = 506) held a bachelor's degree, while 13.6% (n = 88) had a master's or doctoral degree. Regarding professional experience, 38.6% (n = 251) of the trainers had between 1 and 5 years of teaching experience, whereas 13.1% (n = 85) had 21 or more years of experience.

Instruments

The research data were collected using a personal information form and two standardized scales. The personal information form included questions designed to gather demographic information on the trainers, such as gender, age, educational background, and teaching experience. Additionally, two validated instruments were utilized in the study: the *Interpersonal Self-Efficacy Scale*, developed by Brouwers and Tomic (2002) and adapted into Turkish by Çapri and Kan (2006), and the *Motivation Levels of Prospective Teachers Regarding the Teaching Profession* scale, developed by Acat and Yenilmez (2004).

Teacher Self-Efficacy Scale

To assess teachers' interpersonal self-efficacy beliefs, the 24-item *Interpersonal Self-Efficacy Scale* developed by Brouwers and Tomic (2002) was adapted into Turkish by Çapri and Kan (2006). In this study, the adapted 18-item version of the scale was utilized. The scale has been widely used in research conducted in Türkiye and has demonstrated high reliability (Durmuşoğlu-Saltalı et. al., 2012; Yavuz, 2018).

The instrument is a five-point Likert-type scale, with response options ranging from 1 = Strongly Disagree to 5 = Strongly Agree. It comprises three dimensions: (1) Classroom Management, which includes items 1, 3, 5, 6, 12, 17, 19, and 22; (2) Self-Efficacy in Supporting Colleagues, consisting of items 2, 9, 13, 16, and 20; and (3) Self-Efficacy in Receiving Support from Administrators, which includes items 4, 7, 11, 15, and 18. The response intervals were determined using the formula $(n-1/n)$, yielding an interval width of 0.80. Accordingly, the response categories were interpreted as follows: 1.00–1.80 (Strongly Disagree), 1.81–2.60 (Disagree), 2.61–3.40 (Undecided), 3.41–4.20 (Agree), and 4.21–5.00 (Strongly Agree).

In the adaptation study, the internal consistency reliability of the scale, as measured by Cronbach's alpha, was found to be .93 for the overall scale, .91 for the Classroom Management dimension, .91 for the Colleague Support dimension, and .89 for the Administrator Support dimension. Furthermore, the test-retest reliability, assessed over a four-week interval, was reported as .80 (Çapri & Kan, 2006). In the present study, the internal consistency coefficients calculated were .94 for the Classroom Management dimension, .96 for the Colleague Support dimension, and .97 for the Administrator Support dimension. The overall internal consistency coefficient for the entire scale was determined to be .96, indicating a high level of reliability.

Motivation Scale

In this study, the *Motivation Levels of Prospective Teachers Regarding the Teaching Profession* scale, developed by Acat and Yenilmez (2004), was utilized. This scale consists of 23 items and employs a five-point Likert-type response format. It has been widely used in research and has demonstrated high reliability (Erdem & Gözel, 2014; Ozan & Bektaş, 2011).

Participants were asked to indicate their level of agreement with each item using the following response options: 5= Strongly Agree, 4 = Agree, 3 = Undecided, 2 = Disagree, 1 = Strongly Disagree. The interpretation of response intervals was based on the following ranges: 1.00–1.80 (Strongly Disagree), 1.81–2.60 (Disagree), 2.61–3.40 (Undecided), 3.41–4.20 (Agree), and 4.21–5.00 (Strongly Agree).

The scale comprises 18 positively worded items and 5 negatively worded items. Prior to analysis, the negatively worded items were reverse-coded. The internal consistency reliability of the scale, as measured by Cronbach's alpha, was reported as .92 in the original study (Acat & Yenilmez, 2004). In the present study, Cronbach Alpha coefficient was calculated to be .91, indicating a high level of reliability.

Table 2. Cronbach alpha values.

Scale	Cronbach Alpha
Self-efficacy scale	0.98
Classroom management dimension	0.95
Colleague support dimension	0.96
Administrator support dimension	0.97
Motivation to teach scale	0.91

Procedure

The data collection instrument was meticulously structured and disseminated to participants on January 31, 2025, via the Private Security Supervision Department's ÖGNET information system. The survey administration was systematically monitored on a weekly basis, and data collection was concluded on February 23, 2025, upon achieving a satisfactory level of participation.

Data Analysis

The research data were analyzed using SPSS 27 (Statistical Package for the Social Sciences). Initially, descriptive statistics were computed for participants' demographic characteristics, self-efficacy perceptions, and motivation to teach. The arithmetic mean values of the items in each subscale were then calculated to obtain a composite score for each factor, which was subsequently used in further analyses.

To examine the relationships between trainers' self-efficacy perceptions and their motivation to teach, the Pearson product-moment correlation coefficient (*r*) was calculated. This coefficient measures the strength, magnitude, and direction of the relationship between two variables. A value of 1.00 indicates a perfect positive relationship, -1.00 indicates a perfect negative relationship, and 0.00 signifies no relationship (Büyüköztürk, 2024). In this study, group mean scores and a significance level of .05 were used to determine whether trainers' self-efficacy beliefs significantly predicted their motivation to teach.

The dependent variable of the study was trainer motivation, while the independent variable was trainers' self-efficacy beliefs. To assess the extent to which the independent variable predicted the dependent variable, linear regression analysis was conducted. Regression analysis is a statistical method used to predict the dependent variable based on one or more independent variables. This method allows for the interpretation of (i) the proportion of variance in the dependent variable explained by the independent variable, (ii) the statistical significance of the explained variance, and (iii) the direction of the relationship between the variables (Büyüköztürk, 2024).

RESULTS AND DISCUSSION

This section presents the results of the data analysis regarding the self-efficacy beliefs and teaching motivation of the trainers.

Trainers' Perceptions of Self-Efficacy and Motivation Variables

The mean and standard deviation values of the trainers regarding the study's variables are presented in Table 3.

Table 3. Mean and standard deviation values related to research variables.

Variables	\bar{x}	S
1. Trainer self-efficacy (Total)	4,22	0,90
2. Classroom management dimension	4,17	0,90
3. Colleague support dimension	3,75	0,79
4. Administrator support dimension	4,25	0,98
5. Motivation to teach scale	3,89	0,74

The examination of Table 3 reveals that participants' perceptions of their motivation to teach fall within the "Agree" range (3.41–4.20) with a mean score of \bar{x} = 3.89. Similarly, their self-efficacy beliefs are at the "Strongly Agree" level (4.21–5.00), with a mean score of \bar{x} = 4.22. Participants' self-efficacy beliefs were analyzed across three sub-dimensions. In this context, their self-efficacy beliefs regarding classroom management and colleague support were found to be high, while their self-efficacy beliefs concerning administrator support were found to be very high.

Relationships between variables

The results of the correlation analysis examining the relationships between the study's dependent and independent variables are presented in Table 4.

Table 4. Correlation analysis results between variables.

Variables	1	2	3	4	5
1. Trainer self-efficacy (Total)	-	.96	.68*	.95*	.66*
2. Classroom management dimension		-	.65*	.86*	.64*
3. Colleague support dimension			-	.66*	.84*
4. Administrator support dimension				-	.64*
5. Motivation to teach scale					-

*p < .01

As shown in Table 4, the results of the correlation analysis conducted to determine the relationship between trainers' self-efficacy beliefs and their motivation for teaching indicate a moderate, positive, and statistically significant relationship between trainers' self-efficacy beliefs and their motivation for the teaching profession ($r = .66$, $p < .01$). Furthermore, among the sub-dimensions of trainer self-efficacy, a strong positive relationship was found between colleagues support self-efficacy and teaching motivation, while a moderate positive relationship was observed between the other sub-dimensions and teaching motivation. Trainer self-efficacy and support from colleagues and administrators are positively related to motivation to teach. Colleague support shows the strongest positive relationship, highlighting its importance in motivating trainers. Both classroom management and administrator support also positively influence motivation. This explanation should reflect the significance level consistently ($p < .01$) as stated in Table 4.

Prediction of Teaching Motivation

The results of the Regression Analysis conducted to determine the effect of trainers' self-efficacy on teaching motivation are presented in Table 5. The examination of the analysis results indicates that trainer self-efficacy is a statistically significant predictor of teaching motivation ($R = .66$, $R^2 = .43$; $F = 15.45$; $p < .01$). The findings of the ANOVA test further confirm that trainer self-efficacy significantly predicts teaching motivation. Accordingly, at a significance level of $p < .01$, self-efficacy accounts for 43% of the variance in teaching motivation.

The analysis also reveals a positive and significant relationship between the classroom management sub-dimension of self-efficacy and teaching motivation, with the established regression model being statistically significant ($\beta = .638$, $p < .01$). The ANOVA test results indicate that classroom management significantly predicts teaching motivation ($F = 16.415$, $p < .01$). The R value, which represents the degree to which classroom management explains teaching motivation, was calculated as .63. Based on this finding, at a $p < .01$ significance level, it can be stated that self-efficacy in classroom management accounts for 40% of the variance in teaching motivation.

Table 5. Results of regression analysis for predicting trainers' teaching motivation based on self-efficacy beliefs.

R	R2	ΔR2	Variable	B	Std. Error	β	t	p
.66	.43	.43	Constant	1.60	.104		15.45	
			Self-efficacy	.54	.024	-.66	22.48	.001
.63	.40	.40	Classroom management	1.73	.105		16.41	
				.52	.025	-.64	21.10	.001
.83	.70	.69	Colleague support	.97	.077		12.58	
				.78	.020	-.84	38.84	.001
.64	.41	.41	Administrator support	1.84	.099		18.63	
				.48	.023	-.41	21.44	.001

Dependent Variable: Teaching Motivation

An analysis of the results reveals a statistically significant positive relationship between the colleague support sub-dimension of self-efficacy and teaching motivation. The regression model established for this relationship was found to be significant ($\beta = -0.836$, $p < .01$), indicating that colleague support is a meaningful predictor of teaching motivation. Complementary findings from the ANOVA test support this conclusion, showing that colleague support significantly influences teaching motivation ($F = 12.580$, $p < .01$). The coefficient of determination (R) for the model was calculated at 0.83, suggesting that, at the $p < .01$ level, colleague support accounts for approximately 70% of the variance in teaching motivation. These findings highlight the critical role of collegial support in enhancing trainers' motivational levels within instructional settings.

The analysis further reveals a statistically significant positive relationship between the administrator support sub-dimension of self-efficacy and teaching motivation. The regression model established for this relationship was found to be significant ($\beta = -0.414$, $p < .01$), indicating that administrator support serves as a significant predictor of teaching motivation. Supporting this finding, the ANOVA results confirm the model's statistical significance ($F = 18.635$, $p < .01$). The R value associated with administrator support was calculated as 0.64, suggesting that, at the $p < .01$ level, administrator support explains approximately 41% of the variance in teaching motivation. These results emphasize the importance of administrative backing in fostering trainers' motivation in instructional environments.

CONCLUSION AND RECOMMENDATIONS

In this study, the relationship between the self-efficacy beliefs and teaching motivation of trainers working at private security training institutions across Türkiye was examined. The research findings indicated that trainers exhibited a high level of self-efficacy beliefs ($\bar{x} = 4.22$), corresponding to the "Strongly Agree" category. In contrast, their motivation for teaching was at a moderate level ($\bar{x} = 3.89$), aligning with the "Agree" category. The research findings are consistent with those of previous studies conducted by Acat and Yenilmez (2004), Gençay and Gençay (2007), Erdem and Gözel (2014), and S. Receptoğlu and E. Receptoğlu (2020). In this study, where self-efficacy was examined across three sub-dimensions, trainers demonstrated high self-efficacy beliefs in "classroom management" and "colleague support," whereas their self-efficacy beliefs regarding "administrator support" were found to be very high. This finding suggests that trainers in private security training institutions may require additional support in the domain of classroom management.

The research findings indicate that trainers' self-efficacy belief is a significant predictor of teaching motivation. The regression analysis results revealed that self-efficacy beliefs account for 43% of the variance in trainers' motivation ($R = .66$, $R^2 = .43$). When evaluating the three sub-dimensions of self-efficacy examined in the study, it was found that colleague support had the highest predictive impact, explaining 70% of teaching motivation, while classroom management

and administrator support were found to have moderate, positive, and significant relationships with teaching motivation. Teaching motivation is a crucial variable in terms of professional satisfaction and achievement, and it is closely related to how individuals perceive their own professional competence. In this context, the higher impact of colleague support on self-efficacy, compared to the other sub-dimensions, can be interpreted as an indicator of trainers' emphasis on professional sharing and collaboration. This finding is consistent with the results of studies by Acat and Yenilmez (2004), Turhan and Ağaoğlu (2011), Gençay and Gençay (2007), and Erdem and Gözel (2014).

Numerous studies have yielded similar findings to those of the present research, demonstrating a positive and significant relationship between teachers' self-efficacy beliefs and their motivation for teaching (Gök & Kabasakal, 2019; S. Receptoğlu & E. Receptoğlu, 2020; Woolfolk et al., 1990). Additionally, the study revealed a moderate, positive correlation between the sub-dimensions of self-efficacy and motivation. Similar results have been reported in the studies of Woolfolk et al. (1990) and Yılmaz et al. (2004). These findings suggest that trainers with high self-efficacy beliefs are likely to exhibit greater motivation for teaching and enhanced competencies in classroom management.

The study concluded that trainers' self-efficacy beliefs and the corresponding sub-dimensions of the employed scale serve as significant predictors of teaching motivation. Consistent with these findings, studies by Bıkmaz (2004) and Yılmaz et al. (2007) reported that positive self-efficacy beliefs enhance motivation, while negative self-efficacy beliefs impede individuals' initiative and contribute to failure. These results further substantiate the positive relationship between self-efficacy and teaching motivation observed in the current research. Moreover, Acat and Yenilmez (2004) highlighted the pivotal role of motivation in the learning process, suggesting that difficulties in learning may stem from motivational issues, and that trainers' success or failure is often closely linked to their motivation to teach.

The research findings lend support to Bandura's assertion within social cognitive theory that an individual's self-efficacy beliefs are shaped through interactions with social and environmental factors. Trainers who perceive themselves as professionally competent not only enhance their own performance but also foster more effective learning processes among their students. The findings of this study carry meaningful implications for private security training institutions tasked with the preparation of competent and professional security personnel. Beyond meeting regulatory standards, institutions must also consider the psychological and motivational attributes of their trainers, particularly self-efficacy beliefs and teaching motivation. The study underscores the importance of integrating mechanisms into the trainer selection process that can reliably evaluate these factors. Strengthening trainers' self-efficacy is anticipated to simultaneously enhance their teaching motivation, a critical driver in the development of qualified private security officers and in raising the overall quality of security services.

In light of these findings, the following recommendations are suggested:

1. While this study utilized a quantitative approach to assess trainers' self-efficacy and teaching motivation, future research should incorporate qualitative methods (e.g., interviews, focus groups) to gain a deeper and more nuanced understanding of these constructs.
2. Future studies should employ longitudinal research designs to examine the dynamic relationship between self-efficacy beliefs and teaching motivation over time, offering insight into long-term developmental trends.

3. Further research should investigate how demographic and experiential variables such as age, gender, years of teaching experience, educational qualifications, and prior pedagogical training affect trainers' self-efficacy and teaching motivation.
4. The Private Security Regulatory Authority, along with relevant industry bodies, should consider establishing a centralized digital portal that offers access to instructional videos, animations, books, journals, and academic articles aimed at improving trainers' self-efficacy and teaching motivation.
5. Institutions should actively encourage trainers to participate in continuous professional development programs, especially those targeting pedagogical competencies such as classroom management, identified in this study as a relatively underdeveloped area. Additionally, self-efficacy and instructional competence could be formally integrated into the trainer selection criteria.

Implementing these recommendations may substantially enhance the instructional capacity of trainers and, by extension, improve the overall quality of private security services provided to the public.

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