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Kamla-Raj IJES 2025

PRINT: ISSN 0975-1122 ONLINE: ISSN 2456-6322

Int J Edu Sci, 50(3): 82-92 (2025)

DOI: 10.31901/24566322.2025/50.03.1400

Relationship Amongst Teachers' 21st Century Skills, Professional Self-efficacy and Motivation: A Study in Türkiye

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KEYWORDS Educational Outcomes. Motivation. Professional Development. Self-efficacy. Teaching Effectiveness. Teachers' Skills

ABSTRACT This study examined the relationship between teachers' 21st century skills, professional self-efficacy, and motivation in schools affiliated with the Ministry of National Education in Turkey. Utilising a correlational survey design, data were collected from 261 teachers during the 2023-2024 academic year. Validated scales were used to measure each construct. The findings revealed that teachers generally demonstrate high levels of perceived competence in utilising technology, collaborating, and solving problems. Moreover, significant positive correlations were found among teachers' professional self-efficacy, their instructional practices, and motivation levels. The study highlights the importance of strengthening teachers' self-beliefs and skills to enhance motivation and educational effectiveness.