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**THE RELATIONSHIP BETWEEN ENGLISH TEACHERS'
PROFESSIONAL IDENTITY PERCEPTIONS AND SELF-EFFICACY
BELIEFS**

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**İNGİLİZCE ÖĞRETMENLERİNİN MESLEKİ KİMLİK ALGILARI İLE
ÖZYETERLİLİK İNANÇLARI ARASINDAKİ İLİŞKİ**

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Abstract

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Perceptions and Self-efficacy Beliefs

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THE RELATIONSHIP BETWEEN ENGLISH TEACHERS' PROFESSIONAL IDENTITY PERCEPTIONS AND SELF-EFFICACY BELIEFS

This study aimed to investigate the relationship between English language teachers' (ELT) professional identity perceptions and self-efficacy beliefs by taking into account the variables such as gender, age, marital status, the faculty graduated from, school types at which they work, teaching experience, and current job title. A total of 290 ELT teachers employed in a state primary, secondary, or high school in Erzurum's central districts participated in the study. The study implemented a mixed method sequential explanatory design. Quantitative and qualitative data were gathered in two phases. For the quantitative phase of the study, "Teachers' Sense of Efficacy Scale" developed by Tschannen-Moran and Hoy (2001) which was adapted into Turkish by Çapa, Çakıroğlu and Sarıkaya (2005) was used to measure the teachers' sense of efficacy beliefs. "Teachers' Professional Identity Scale" was translated into Turkish by the researcher of the present study and was used to measure ELT teachers' professional identity perceptions. In the qualitative phase, 35 voluntary ELT teachers were interviewed to support the quantitative data to make an in-depth analysis of their professional identity perceptions and self-efficacy beliefs.

The findings of the study revealed that the participants had high levels of self-efficacy. As to differences in three dimensions of teacher self-efficacy, teachers felt more efficacious in instructional strategies dimension. Concerning demographic variables, there was a significant difference between the self-efficacy beliefs of ELT teachers in terms of gender, the faculty they graduated from and current job title. On the other hand, participants' professional identity perceptions also were found to be high. In addition, their professional identity perceptions differed significantly according to gender, age, years of teaching experience, faculty graduated from and school type at which they work. Lastly, the results showed that there was a positive correlation between professional identity perceptions and self-efficacy beliefs.

Keywords: ELT teacher, self-efficacy, self-perception, professional development, professional identity.

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İNGİLİZCE ÖĞRETMENLERİNİN MESLEKİ KİMLİK ALGILARI İLE ÖZYETERLİK İNANÇLARI ARASINDAKİ İLİŞKİ

Bu çalışma, İngilizce öğretmenlerinin (ELT) mesleki kimlik algıları ile öz yeterlik inançları arasındaki ilişkiyi cinsiyet, yaş, medeni hal, mezun oldukları fakülte, çalıştıkları okul türü, öğretim deneyimi ve mevcut ünvan gibi değişkenleri dikkate alarak incelemeyi amaçlamıştır. Araştırmaya Erzurum'un merkez ilçelerinde devlet ilkokul, ortaokul veya liselerinde görev yapan toplam 290 ELT öğretmeni katılmıştır. Çalışmada karma yöntem sıralı açıklayıcı tasarımı uygulandı. Nicel ve nitel veriler iki aşamada toplanmıştır. Araştırmanın nicel aşaması için, Tschannen-Moran ve Hoy (2001) tarafından geliştirilen ve Çapa, Çakıroğlu ve Sarıkaya (2005) tarafından Türkçeye uyarlanan “Öğretmen Özyeterlik Ölçeği” öğretmenlerin özyeterlik algılarını ölçmek için kullanılmıştır. “Öğretmen Mesleki Kimlik Ölçeği”, bu çalışmanın araştırmacısı tarafından Türkçeye çevrilmiş ve ELT öğretmenlerinin mesleki kimlik algılarını ölçmede kullanılmıştır. Nitel aşamada, mesleki kimlik algıları ve öz-yeterlik inançlarının derinlemesine bir analizini yapmak ve nicel verileri desteklemek için 35 gönüllü ELT öğretmeni ile görüşülmüştür.

Çalışmanın bulguları, katılımcıların öz yeterlik seviyelerinin yüksek düzeyde olduğunu göstermiştir. Öğretmen öz yeterliği üç boyutundaki farklılıklara gelince, öğretmenler

kendilerini öğretim stratejileri boyutunda daha yeterli hissettiler. Demografik deęişkenlerle ilgili olarak, ELT öğretmenlerinin öz-yeterlik inançları arasında cinsiyet, mezun oldukları fakülte ve mevcut iş unvanı açısından anlamlı bir fark oluşmuştur. Öte yandan, katılımcıların mesleki kimlik algılarının da yüksek olduğu tespit edildi. Ayrıca mesleki kimlik algıları cinsiyete, yaşa, öğretim deneyimine, mezun oldukları fakülte ve çalıştıkları okul türüne göre anlamlı farklılık göstermiştir. Son olarak, sonuçlar profesyonel kimlik algıları ile öz yeterlik inancı arasında pozitif bir ilişki olduğunu göstermiştir.

Anahtar Sözcükler: İngilizce öğretmeni, öz yeterlik, öz algılama, mesleki gelişim, mesleki kimlik.

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List of Abbreviations

ANOVA	: Analysis of Variance
ELT	: English Language Teaching
SPSS	: Statistical Package for Social Sciences

Chapter 1

Introduction

1.1. Introduction

In this chapter, firstly the need for investigating the relationship between ELT teachers' professional identity perceptions and self-efficacy beliefs with its background information is provided. Background information briefly reports which reasons have inspired the present study. Secondly, the purpose of the study is stated. Research questions and the significance of the study follow them. Some limitations are presented in a detailed way. The chapter ends with definitions of terms which have guided the research.

1.2. Background Information of the Study

The teacher can be defined as the person who should respond to the needs of today and tomorrow, be open to the developments and change, and shed light on the student during the teaching process. Flores and Day (2006) stated that turning out to be a qualified and an effective teacher can be rather long and complicated period. The question of being an effective teacher is related to the recognition of the individual as a teacher by both himself and the society. Coherently with this, it is the process of gaining an identity and redefining this identity with the help of past experiences.

Teacher identity concept has been identified in various ways in the teacher education field. The most acceptable definition offered by Lerseth as "how a teacher identifies him or herself in the field of teaching" (2013, p. 9). Teachers' identity issue is drawing considerable attention among researchers in the field of education (Varghese, Morgan, Johnson & Johnson, 2005). The identity of teachers can be seen as a highly crucial factor affecting not only teachers' professional life but also students' academic life. It means that teachers' professional identity influence students' academic success directly in a negative or positive way.

Teacher professional identity has been defined by Lasky (2005) as a self-understanding and self-evaluation of teachers how they see themselves in the specific teaching context. Professional identity can be emphasised in the literature as one of the expected qualities. That's why, it is a great essential for teachers who will educate the students of the future to know the level of their professional identity perceptions in order to enhance education quality. Sachs (2005) stated that teachers' professional identity has a quite important place in the teaching profession and it offers a framework in order to develop their way of thinking during their professional life. This should be seen as a process because developing professional identity is a life-long learning experience. Therefore, a qualified teacher should be aware of one's own both personal identity and professional identity so as to be able to fulfil the profession of teaching as required.

Beauchamp and Thomas (2009) put emphasis on the need for further research to understand the significance of professional identity concept in the literature. However, little amount of research has been conducted on the issue of teacher professional identity in teacher education and teacher development area. Studies in the field mostly were conducted in order to look at whether there is any relationship between teachers' professional identity perceptions and different concepts such as self, emotions, self-evaluation, vulnerability, teachers' roles, commitment, job satisfaction, classroom management and classroom practices (Beauchamp & Thomas, 2009; Beijaard, Buitink & Hofman 2012; Canrinus, Helms-Lorenz, Beijaard, Buitink, & Hofman 2012; Lasky, 2005; Knowles, 2013; Shapiro, 2010; Tickle, 2000; Zembylas, 2003).

Teachers' perceptions about their professional identity can be attributed as a significant part of their professional development, on the other hand, their beliefs for having the ability to perform specific tasks in and outside the classroom environment which are called as teacher self-efficacy beliefs are also very important in order to be able to become an

effective teacher. As a matter of fact, teacher with high self-efficacy beliefs prones to prefer selecting and applying student-centered teaching methods, functional course materials and authentic activities during teaching and learning process in the class whereas teacher with low self-efficacy beliefs is keen on using course books as material, pen and paper activities, and teacher-centered teaching methods (Tschannen-Moran & Hoy, 2007).

Teacher self-efficacy is a popular topic that is being investigated frequently by the researchers in the field of education during the last three decades. In most of the studies, researchers generally looked at the relationship between teacher self-efficacy beliefs and some concepts such as openness to change, job satisfaction, students' academic success and classroom management (Caprara, Barbaranelli, Steca, & Malone, 2006; Dicke, Parker, Marsh, Kunter, Schmeck & Leutner, 2014; Judge & Bono, 2001; Klassen & Chiu, 2010; Wanberg & Banas, 2000). Nevertheless, the correlation between teachers' self-efficacy beliefs and professional identity perceptions is a rare area of research.

1.3. Purpose of the Study

The ultimate purpose of this current study was to investigate the relationship between ELT teachers' professional identity perceptions and self-efficacy beliefs regarding some variables as gender, age, marital status, the faculty graduated from, the school type at which they work, the years of teaching experience, and current job title. Research questions related to ELT teachers' professional identity perceptions and self-efficacy beliefs were formed by the researcher so as to serve the purpose of the study.

1.4. Research Questions

Taking into consideration the aim of this current study, the relationship between ELT teachers' professional identity perceptions and sense of efficacy beliefs will be investigated by applying a mixed-method explanatory research design to find answers to the following research questions.

1. What are the levels of the ELT teachers' professional identity perceptions working at state primary, secondary, and high schools located in Erzurum's central districts; Aziziye, Palandöken, and Yakutiye?
2. Is there any significant relationship between ELT teachers' professional identity perceptions and;
 - a. their gender?
 - b. their age?
 - c. marital status?
 - d. the faculty graduated from?
 - e. school type at which they work?
 - f. the years of teaching experience?
 - g. the current job title?
3. What are the self-efficacy beliefs of ELT teachers working at state primary, secondary, and high schools located in Erzurum's central districts; Aziziye, Palandöken, and Yakutiye?
4. Is there any significant relationship between ELT teachers' self-efficacy beliefs and;
 - a. their gender?
 - b. their age?
 - c. marital status?
 - d. the faculty graduated from?
 - e. school type at which they work?
 - f. the years of teaching experience?
 - g. the current job title?

5. What is the nature of the relationship between the ELT teachers' self-efficacy beliefs and professional identity perceptions?
6. Is there a significant relationship between the ELT teachers' professional identity perceptions and self-efficacy beliefs?

1.5. Significance of the Study

The significance of the present study lies in the point that at first, Turkish ELT teachers' professional identity perceptions studies are few in number within the teacher education literature. According to Luehmann (2007), there should be more studies related to teachers' professional identity issue in order to understand their development process. Secondly, qualitative methods have been used mostly to determine teachers' professional identity perceptions in the studies conducted so far (Beijaard, Meijer & Verloop, 2004). Therefore, one of the aims of this study was to investigate ELT teachers' professional identity perceptions by applying both quantitative and qualitative methods. Therefore, the results of this study can be generalized to a wider population when compared to other qualitative studies.

Also, this present study offers Turkish researchers to be able to use the teachers' professional identity scale in Turkish form. In that way, not only ELT teachers' professional identity perceptions but also other teachers' perceptions in different branches can be investigated in Turkey by applying this scale.

Teachers who have got high levels of self-efficacy can significantly use their ability to focus on their goals, fight against obstacles, anticipate the outcomes, and develop effective teaching behaviours. For this reason, it is highly important to determine the self-efficacy beliefs of teachers and to organize the experiences that will enable self-efficacy beliefs to be strengthened in order to identify and develop teachers' self-efficacy beliefs. However, the relationship between teachers' self-efficacy beliefs and professional identity perceptions was

not studied so much in the literature. Especially, in-service teachers' professional identity perceptions and self-efficacy beliefs have been paid less attention by the researchers.

Therefore, this study aims to fill these mentioned gaps in the literature. Moreover, this study is believed to make significant contribution to the Turkish teacher education literature, in that it investigates the relationships between teachers' sense of efficacy beliefs and professional identity perceptions.

1.6. Limitations of the Study

This research was conducted with ELT teachers employed only at state primary, secondary, and high schools located in the rural areas of eastern Turkey. The target population of this study covered ELT teachers employed in a state primary, secondary, or high school in central districts of Erzurum; Aziziye, Palandöken, and Yakutiye.

Lastly, the data obtained from the research are limited to the participants' responses to the teachers' professional identity scale and teachers' sense of efficacy scale distributed to the sample group of the study.

1.7. Definitions of Key Terms

This research investigated ELT teachers' professional identity perceptions and self-efficacy beliefs regarding their gender, age, marital status, the faculty graduated from, school type at which they work, the years of teaching experience, and current job title. Definition of the terms can be useful for the reader.

Identity: Identity means thinking about yourself, where your life is heading, how your beliefs are shaped, how your behaviours are influenced by the social environment, and how your life accommodates to the society (Arnett, 2009).

Teacher Identity: Gee (2000) provided a definition to the teacher identity as a specific kind of person in a teaching setting.

Teacher Professional Identity: Beijaard et al. (2004) stated that teachers' professional identity can be defined as an active searching for their identity as subject matter, pedagogical, or didactical experts during teaching and learning process.

Self-efficacy: Self-efficacy was identified by Bandura as a person's beliefs about his abilities in order to reveal given levels of performance that have an impact on actions affecting their lives on his ways of thinking, choices, feelings, behaviours, and motivation (2010).

Teacher Self-efficacy: Teacher self-efficacy refers to the teacher's beliefs against his or her capacity to perform the necessary behaviours in order to carry out a specific teaching task effectively and to change student behaviour in a positive way (Tschannen-Moran & Woolfolk Hoy 1998).

Contracted Teacher: Contracted teaching is a system which was implemented after 2016. In this system, the teacher candidate takes the general culture and talent exam, educational sciences exam, and finally field exam before being appointed (Gazete, 2016). She/he is then ranked according to her/his score and qualifies for an oral interview. If the interview is successful, she/he will be appointed to a teaching position in a school and will teach for 4 years. After completing the necessary in-service training process in the first year, she/he enters a nomination exam and remains in the same position if her/his score exceeds 60. After 4 years, the contract ends and she/he is employed as a fully-appointed teacher. He works for 2 years in that city, then he can have a right to ask for appointment for another city or school.

Hourly-paid Teacher: Hourly-paid teacher is someone who graduated from a university and who wants to work as a teacher at public schools. They are appointed considering their departments by the Ministry of National Education when the number of teachers is insufficient (Gazete, 2006).

Chapter 2

Literature Review

2.1. The Concept of Identity

According to the Online Etymology Dictionary (2014), the word identity comes from the Latin word *idem*, which has the meaning of “the same”. What is meant by term identity? Identity refers to “the qualities and attitudes that a person or a group of people have, that make them different from other people” (Longman English Dictionary, 2013). It is highly vital to look at identity from different perspectives to understand the concept of identity clearly.

From the sociological perspective, the term identity and self are being used interchangeably in the relevant literature. The psychologist William James (1890) stated that self does not mean only body or physical abilities that a man can have but it is something related to his family, his belongings, and his works which make up his self. According to the identity view of James (1890), self can be divided into three: material self, social self, and spiritual self. The material self covers his family, friends, and belongings while the social self refers to the desire to be accepted and noticed favourably by the immediate society around him. The spiritual self draws mainly on man’s inner being and dispositions. Therefore, it can be concluded that man does not have one self but has several selves in his nature. In the literature, self is a concept that is preferred in reflecting the singular, individual, and holistic identity in a separate way. However, the individual does not have just one self but has multiple selves in his nature such as personal, situated and professional identity.

On the other hand, the psychologist Mead (1934) described self as a process which shows development with the social experience gained through the time. “It is not initially there, at birth, but arises in the process of social experience and activity, and it develops in the given individual as a result of his relations to that process as a whole and to other individuals

within that process” (Mead, 1934, p. 135). So, it is not something predetermined or stable. Taking into account the characterizations of self which is identified by Mead (1934), it is something that can follow the progress in a social context by the help of the interactions between man and other individuals. Social experience and process can be seen as two important constituents which play a key role in the formation and development of self. In the first phase of self-formation games play crucial role and children tend to imitate adults in these games during childhood. Children have different roles in each game and they begin to interact with the society around them thanks to these roles. Their desire is to be accepted and noticed by the society. For that reason, they are getting aware of games’ rules and they pay attention to play the games by taking into account the rules as much as possible. They observe the attitudes and behaviours approved by society during the games with the help of roles, and they carry out them.

By associating the concept of identity with psychology, Erikson, who is regarded as the father of this discipline, comes to our mind at first. Erikson gives a definition of identity as a kind of organization of biological heritage and personal past experiences. Therefore, Erikson (1968) defines identity formation process as a combination of conscious and unconscious mechanisms. Depending on the characteristics of identity described by him, the first sense of identity in infancy emerges at the point where the mother and baby find mutual trust and know each other. However, identity-related searches and connections are most commonly seen in adolescence, but identity development also continues as long as the individual’s biological, psychological, and social circumstances change. According to his view, the individual develops his identity throughout life in interaction with the social environment. Erikson sees the development of the individual’s identity as the relationship between three variables. These are personal experiences as biological variables, socio-

environmental influences and ego processes. Identity from culture to culture and from sociology to history also changes from one definition to another.

In line with the above mentioned definitions, it can be inferred that identity becomes an important subject that needs to be investigated by the researchers in different disciplines throughout history. Similarly, contemporary researchers have carefully focused on the identity issue and have provided some useful results for further directions in order to grasp the meaning of identity. The notion of identity refers to “our understanding of who we are and who we think other people are” (Danielewicz, 2001, p.10). Identity concept develops through communication and relationships with people in a social environment. That is why, the social environment is very important and necessary in terms of the development and formation of the identity of the person. Similarly, Mead (1934) emphasizes the influence of the social circle on the construction and development of identity.

Identity has both the individual and the collective dimensions with psychological, sociological, and philosophical perspectives (Mockler & Sachs, 2006). Also, Jenkins thinks that identity is neither a thing that one can possess nor a thing that one can do but it is a process of identification (2014). He mostly focuses on individual, social, and collective identity, and how these three identities interact with each other in human’s social life. According to Rodgers and Scott (2008), there are four common trends related to identity as “identity is dependent upon and formed within multiple contexts which bring social, cultural, political, and historical forces to bear upon that formation”, “that identity is formed in relationship with others and involves emotions”, “that identity is shifting, unstable, and multiple”, and “that identity involves the construction and reconstruction of meaning through stories over time” (p. 733). In the field of psychology, Marcia (2017) defines the identity “as a self-structure - an internal, self-constructed, dynamic organization of drives, abilities beliefs, and individual history” (p. 159). According to Marcia (2017), identity is not stable, but

dynamic and open to change. Because of its dynamics, the components of the identity are constantly being added and removed. The identity formation process begins with infancy and ends with old age in human life. It does not occur properly as planned.

From the various definitions provided above, it can be claimed that identity is one of the concepts defined in different forms in different domains at different periods. The inability to meet at a common point in the definition of the concept of identity is that the underlying concept includes physical, cognitive, and social elements. Personality is anyway beyond what can be portrayed as a basic description of physical and social attributes. It is additionally an impression of the context or action in which the individual is arranged. In the most general sense, identity is defined as the response of the individual to the question “who am I?”. Also, “identity is not something one has, but something that develops during one’s whole life” (Beijaard et al., 2004, p. 107). Identity covers all the individual characteristics and indicates how the status and values of society are being perceived. Identity includes individual, social, and collective identities and it is formed within a social structure. The individual gets to know himself through the interaction with other individuals in society. An individual's identity has a multifaceted aspect. For this reason, the individual should have a well-balanced identity on his own and his other personal relationships. Identity has become very central to different kinds of disciplines throughout time such as sociology (James, 1890; Mead, 1934), psychology (Erikson, 1968), and teacher education (Beauchamp & Thomas, 2009; Beijaard et al., 2004; Clandinin, Connelly & Bradley, 1999; Freese, 2006; Hoban, 2007; Miller, 2009; Olsen, 2008; Sachs, 2005; Sfard & Prusak, 2005).

2.2. Teacher Identity

Wenger (1998) thinks that we are in a struggle for being an owner of a particular character and personality during our lifetime. Hopes, dreams, wants, desires, wishes, and preferences affect the way we live and the people with whom we communicate. We choose

our friends, our lifestyle, our hobbies, our interests in order to meet these expected wants. That is all to say, our identity is a characteristic that has a great influence in making our choices at every moment of our lives. First, we should be aware of our identity so as to know where we are going, what our route is in our life, and what our expectations are from life. Moreover, identity has a great effect on the job that we want to have. As one type of identity, teacher identity has been described from different views but no clear definition has been offered yet (Beijaard et al., 2004). According to the definition of Hoffman-Kipp (2008), describes teacher identity as “the intersection of personal, pedagogical, and political participation and reflection within a larger sociopolitical context” (p. 153). From the definition provided above, it can be claimed that teachers reflect not only their inner worlds and preferences to the teaching environment but also they reflect the society that they live in. Similarly, as Gee (2000) suggests, teacher identity refers to “a certain kind of person in a given context” (p.99). Teachers adopt the certain identity when they enter the school environment. This identity affects the way they transmit the course content to the students, and their interactions with their students and colleagues in the school.

Just as we have seen in the characteristics of the identity in the identity concept section, there is no innate identity. That is why, identity is formed, shaped, and developed by time and interactions with the immediate society. Teacher identity can be defined in the same manner as identity. Related researches reveals that teacher identity should not be seen as a fixed and predetermined characteristic of teachers (Beijaard et al., 2004; Beauchamp & Thomas, 2009; Maclean & White, 2007), on the contrary, it is dynamic and ready to open to change. Beijaard et al. (2004) indicate that “teacher identity is an on-going process, and therefore it is a constantly evolving phenomenon” (p. 111).

According to the researchers in the field of teaching and teacher education, some internal individual factors such as motivation, self-efficacy, emotion, personal identity,

character, and personality can affect teacher identity formation (Rodgers & Scott, 2008; Van Veen & Slegers, 2006; Zembylas, 2003). At the same time, some external factors such as occupation features, cultures of teaching, particular curriculum, past experiences related to teaching, and even school climate can also have influence in the formation of teacher identity (Flores & Day, 2006; Rodgers & Scott, 2008). In line with the above mentioned views, Sachs (2005) states that teacher identity is not stable but rather dynamic in its nature, therefore, past experiences can have an impact on teacher identity and its development. Past experiences enable teachers to evaluate themselves as a teacher. During this process, they can get a chance to learn, internalize, criticize or change the norms, values, and expectations about his or her professional field. Also, they can reconstruct their views about teaching and their teaching styles. For these reasons, teacher identity is an important research area that should be investigated in order to make learning, teaching, curriculum, and education policies better (Olsen, 2008).

In short, teachers show a certain type of person's identity in the classroom setting. Therefore, teaching should not be seen only transmitting the knowledge to the learners directly so it can be thought something really personal. All teachers have different styles, techniques, subject knowledge and even characters. They are trying to do their job in the classrooms by taking into account these variables. Therefore, teachers should be aware of who they are as a person and as a teacher before the teaching profession starts. What might be the reason to be a teacher? What kinds of issues motivate teachers while choosing that job? Is it about material benefits such as well-paid salary or long holiday duration? Or is it related to the character? This is about teacher personal identity and professional identity in the literature. That's why, while defining teacher identity concept, not only personal but also professional aspects of identity should be combined in order to understand it deeply.

2.2.1. Teacher professional identity. As one dimension of teacher identity, teachers' professional identity deals with the perceptions of teachers about how they see themselves as teachers both inside and outside the classroom. Recently, Beijaard et al. (2004) state that teachers' professional identity and its construction has come into existence as a separate research area in the teaching and teacher education literature. Although researchers in the related research area put great emphasis on teachers' professional identity issue, no clear definition has been offered yet because of its complexity and multiplicity in its own nature (Beauchamp & Thomas, 2009). Therefore, different definitions have been provided by researchers while analysing different aspects of this concept. For instance, Lasky (2005) and Lerseth (2013) identify teachers' professional identity as self-understanding of teachers how they see themselves in the specific teaching setting. As a first step, in order for teachers to realize their own professional identity perceptions based on teaching experiences, they should understand themselves and their roles in a specific classroom context. According to Beijaard, Verloop, and Vermunt (2000), teachers consider themselves as subject matter, pedagogical, or didactical experts during their teaching process in the classroom environment. Teachers who consider themselves to be subject matter experts think that their students are passive recipients who take instruction and information provided by teachers during the lessons. The planning and organization of the course are highly crucial for the teacher so as to transfer the subject matter to the learners. The basic behaviour of this kind of teacher is to convey knowledge through narration and memorization. Which the teacher better transfers the information during the lesson without taking into consideration individual differences among the students is considered to be a better teacher. This model of teachers can be attributed to traditional teachers. However, according to the postmodern model of education system that is shaped and developed as time passes, teaching is much more than transmitting the knowledge.

Teachers who consider themselves to be pedagogical experts believe that they should have good relations with the social environment and provide the necessary guidance to the students. In order for the teaching-learning process and environment to be effective, a very positive relationship must be established between the teacher, students, and their families. These teachers can comprehend what is happening in the minds of the students, communicate with students and their families, and try to solve students' personal or special problems (Beijaard et al., 2000). On the other hand, teachers as didactical experts should have a skill of classroom management as well as the necessary teaching methods about how they can be taught. It is the task of the teacher to determine the actions to be targeted, to regulate the physical environment, to provide the necessary equipment, to implement the program, and to measure and evaluate the result. Students' levels are taken into consideration before the teaching process by the teacher.

Similarly, Korthagen (2004, p.81) thinks that some questions like "Who am I?, What kind of teacher do I want to be?, and How do I see my role as a teacher?" enable teachers to develop their professional identity.

The relationship between "being born as a teacher and becoming a teacher" reveals some common points about teachers' professional identity (Schepens, Aelterman, & Vlerick, 2009, p. 361). It is worth pointing out that teachers' personal identity and professional identity can be seen as the basic concepts that constitute teacher identity. That's why, teaching profession should not be perceived as something which just can be learned in the course of time but something which can be felt in your veins. In other words, teachers' personal identity has a great effect on the process of the construction and the development of teachers' professional identity perceptions. Shortly, the connection between teachers' professional identity and personal identity should not be denied or ignored while analysing teacher identity.

In short, teacher professional identity refers to a self-concept depending on their biographies, teaching experiences, personality, social interactions with people, beliefs, teaching approaches and methods, cultural values, self-reflection, critical evaluations, and sub-identities that teachers own.

2.2.2. Teacher professional identity studies. Teacher professional identity and its construction can be accepted as an important area on which many researches have focused. Although most of these researches are qualitative, and few research has been conducted in order to understand this area by applying a quantitative instrument to investigate teacher's professional identity perceptions (Findlay, 2006). The relationship between different theories, beliefs, perceptions, and teachers' professional identity perceptions has been investigated by researchers in the literature. However, these studies do not meet the need to focus on teacher professional identity issue (Varghese et al, 2005). According to Beijaard et al., professional identity studies are categorized into three groups such as: "(1) studies in which the focus was on teachers' professional identity formation, (2) studies in which the focus was on the identification of characteristics of teachers' professional identity, and (3) studies in which professional identity was (re)presented by teachers' stories" (2004, p.109).

The first group of studies were mostly conducted on student teachers' internship experiences, autobiographies, reflective activities, and beliefs on the teaching profession (Antonek, McCormick & Donato, 1997; Gohier, Chevrier & Anadon, 2007; Lamote & Engels, 2010; Schepens et al., 2009; Sugrue, 1997). According to the Izadinia (2013), student teachers' identities are affected by learning communities, prior experience, and educational contexts. Another important key factor is reflection during constructing professional identity. It can be generally regarded as a highly significant process in the way of gaining professional identity (Korthagen, 2004). It also provides them to build their own developing professional

identity on the way of becoming real teachers by interacting with their beliefs, past knowledge, and experiences.

Antonek et al. chose one female and one male student teacher studying at foreign language education department in USA in order to find the effect portfolios into their professional identity development (1997). According to the result of the study, portfolios could help to develop reflective skills in the way of becoming a teacher and gaining an identity. Weekly discussions could also improve collaboration between student teachers and their advisor in the school. Herewith, student teachers stated that they had a chance to see themselves as what kind of teachers they actually are in real classrooms.

Gohier et al. (2007) conducted mixed method study aiming to investigate 76 student teachers' own identities as individuals and as future professional identity status. Personal characteristics and professional characteristics of the participants were analysed by applying a questionnaire and interviews. Results showed that their future identity attributes followed as mostly emphatic, dynamic and organized in general whereas their personal attributes were described by the participants as dynamic, perfectionist, and resolute.

Schepens et al. (2009) aimed to research the professional identity formation of student teachers by taking into consideration their personality traits and experiences. Quantitative method was preferred in the study. 762 student teachers participated in the study by filling the questionnaire via mail. This questionnaire followed multiple theoretical approaches aiming to measure their self-efficacy beliefs, motivational situations, and professional orientation. The results showed that teacher efficacy, motivation, and professional orientation were seen as best predictors of professional identity development.

Lamote and Engels (2010) conducted a quantitative study focusing on student teachers' professional identity perceptions. Three-year teaching program students were compared into each other in terms of their perceptions and beliefs. Professional orientation

scale, task orientation scale, teachers' sense of efficacy scale, and commitment to teaching scale were preferred in the research as data collection tools. Findings showed that first-year students' efficacy level and commitment to teaching were relatively higher compared to the others. All in all, prospective teachers' identity was shaped as time passed with experience.

Beijaard et al. (2000) conducted a mixed method study with 80 secondary school teachers in order to see their professional identity perceptions and its influencing factors. According to the quantitative results, teachers describe themselves as a combination of various aspects of expertise but mostly as subject matter experts, then didactical experts and least pedagogical experts. Beijaard et al. (2004) discussed that the knowledge base that the teachers rely on in teaching can be the indicator of what is seen as the primary role of the teacher.

The same instrument was used by an Iranian researcher in 2016. Mofrad chose 79 ELT teachers working at private language schools as a sample of the study in Iran. Iranian teachers saw themselves mostly as didactical experts, then as pedagogical experts, and least as subject matter experts. Also, no meaningful relationship was found between their professional identity perceptions and the variables; gender and experience. The least frequent agreed item in the scale was 8th as "Teachers cannot permit themselves to make mistakes.". The most frequent agreed item was 6th as "There are many ways to teach and learn the same thing.".

Cheung (2008) applied a quantitative study with 170 participants among Hong Kong in-service teachers. From their own ratings of teachers' professional identities, in-service male teachers had significantly higher professional identity perceptions than in-service female teachers. Another research done by Zhang, Hawk, Zhang, and Zhao (2016) investigated the relationship between 606 Chinese pre-service teachers' professional identity perceptions and their beliefs of task value, intrinsic and extrinsic learning motivation, and performance in the

training program. The findings indicated that the foundations of stronger professional identity were based on education at the university.

Masoumpanaha and Zareib (2014) applied a questionnaire to 25 ELT teachers so as to find out the level of their professional identity perceptions. Quantitative findings indicated that ELT teachers had a strong sense of professional identity.

Findlay (2006) preferred to apply a case study in order to find out 5 first-year teachers' professional identity perceptions related to their job. As a result of her study, some factors such as context and learning influenced their perceptions in a negative or positive way. Another study done by Thomas and Beauchamp (2011) investigated novice teachers' professional identity perceptions by analysing metaphors which teachers chose to describe themselves. Teachers stated that they were developing their professional identities as time passed. Their perceptions shifted from being ready for challenges into the survival mode. As Flores and Day (2006) indicated that the process which shifting from student teachers into novice teachers can be accepted as sudden and dramatic.

2.3. The Concept of Self-efficacy

Bandura and Wessels (1977) describe the concept of self-efficacy as "people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performance" (p. 174). The concept of self-efficacy has been a significant concept in the Social Learning Theory which was first proposed by Albert Bandura.

Dozens of self-efficacy definitions have been made by the researchers in the literature. Synder and Lopez (2009) identified self-efficacy as the answers to be taken in response to the question of what I can do. Individuals should know their strengths and weaknesses in order to make the right decisions for them. Pajares and Urda (2006) argued that self-efficacy can be seen as a critical determinant of choices of the activities that individuals try to perform or do in their lives, and that it is about self-efficacy belief that people have to believe or refrain

from doing something. Also, Zimmerman (2000) defined self-efficacy as the beliefs of what one can or can't do rather than his/her judgment on the physical or individual characteristics of the individual. In other words, it is the judgment of the individual to be successful in overcoming the difficult situations in his future life.

Bandura (2010) states that self-efficacy can be related to the individual's own judgment on the power of organizing and performing necessary activities to show a certain level of success. Schunk (1991) thinks that self-efficacy is a general capacity which covers cognitive, social, emotional and behavioural skills, and has to be directed and organized for numerous purposes. In a study carried out by Tschannen-Moren and Woolfolk Hoy (2001), self-efficacy is expressed as the expectations of the person related to the success level against a new situation.

Looking at these definitions offered by the researchers, self-efficacy is generally seen as the driving force which directs individuals to perform a task successfully. In short, self-efficacy can be seen as the belief that the individual can do this work. This belief refers to a person can successfully perform and end a job. According to Bandura's view, the self-efficacy belief is the judgment of individuals about their capacity to be active in any subject. It is about the perceptions of individuals about their own capacities, about how they are sufficient to carry out a job successfully (2001). Self-efficacy belief varies depending on the task and situation of individuals; different individuals with similar skills, or the same individual in different conditions, may exhibit insufficient or extraordinary performance because of the fluctuations in self-efficacy beliefs (Bandura, 1986).

According to Bandura (1986), self-efficacy concept can best be understood within the scope of Social Cognitive Theory. There are four basic sources in the development of self-efficacy belief. These four key sources are listed below:

1. **Mastery Experiences:** One of the most influential sources of self-efficacy beliefs can be regarded as mastery experiences acquired by individuals from their own past experiences. Mastery experiences have an important place in self-efficacy belief because of personal experiences and past experiences of the individual. Successful and effective performances in the past increase the belief in self-efficacy, while failures in the past can reduce the self-efficacy belief depending on questioning themselves about performances. Individuals evaluate the results of their actions. They take into account their questioning in order to create a sense of self-efficacy about performing similar actions. The success achieved by individuals in the task leads them to perform similar behaviours in the future.
2. **Vicarious Experience (Modelling):** Individuals do not develop their skills only by living and doing. They can boost their self-efficacy levels by observing good behaviours of other people in similar events. The perception of self-efficacy obtained by indirect experiences is weaker than that obtained by enactive mastery experiences. What's more is that vicarious experience can be more easily affected by a negative experience. The person is more affected by the experience of others.
3. **Social Persuasion:** Feedback and social persuasions from important people can be seen as important sources of information in constructing self-efficacy. Social persuasion includes verbal assessments of others that individuals have certain skills. When people are convinced that they have the ability and the capacity to succeed a certain task or if they are convinced that they will succeed when they make more efforts, they continue trying to perform the task without doubting and giving up until they achieve the goal.
4. **Physiological Arousal:** Individuals build their judgment about their abilities and capacities by observing the reactions in their bodies. At the time of performance, their feelings of anxiety, irritation, excitement and physiological changes such as rapid heartbeat and sweating can have an effect on their belief of accomplishing the task. Strong emotional influences such

as excitement, stress, fear that individuals feel towards the task they are trying to perform can provide clues as to whether the task will be accomplished or not. In general, positive emotions strengthen the perception of self-efficacy, while negative feelings weaken the perception of self-efficacy.

What are the effects of the level of self-efficacy beliefs on behaviour? As an answer to this question, it can be stated that self-efficacy beliefs help people to determine how much effort they will have on behaviour, how long they will resist obstacles and how flexible they can be. The stronger the feeling that the result will be good, the greater the effort, resistance, and flexibility that a person has (Pajares, 2002). The stronger self-efficacy belief in the person, the higher the ambition and determination to do the work occur. It enables people to perform a job well above their ability that they own, even if they are not talented.

In terms of education, students who rely on their academic skills get high marks from exams on the contrary students who own low self-efficacy belief on academic subjects receive lower grades. Students who own higher self-efficacy beliefs stated that they work harder and work longer than students who own lower self-efficacy belief in achieving a job. In this respect, self-efficacy belief appears to be one of the important features to be considered in education (Schunk, 1989).

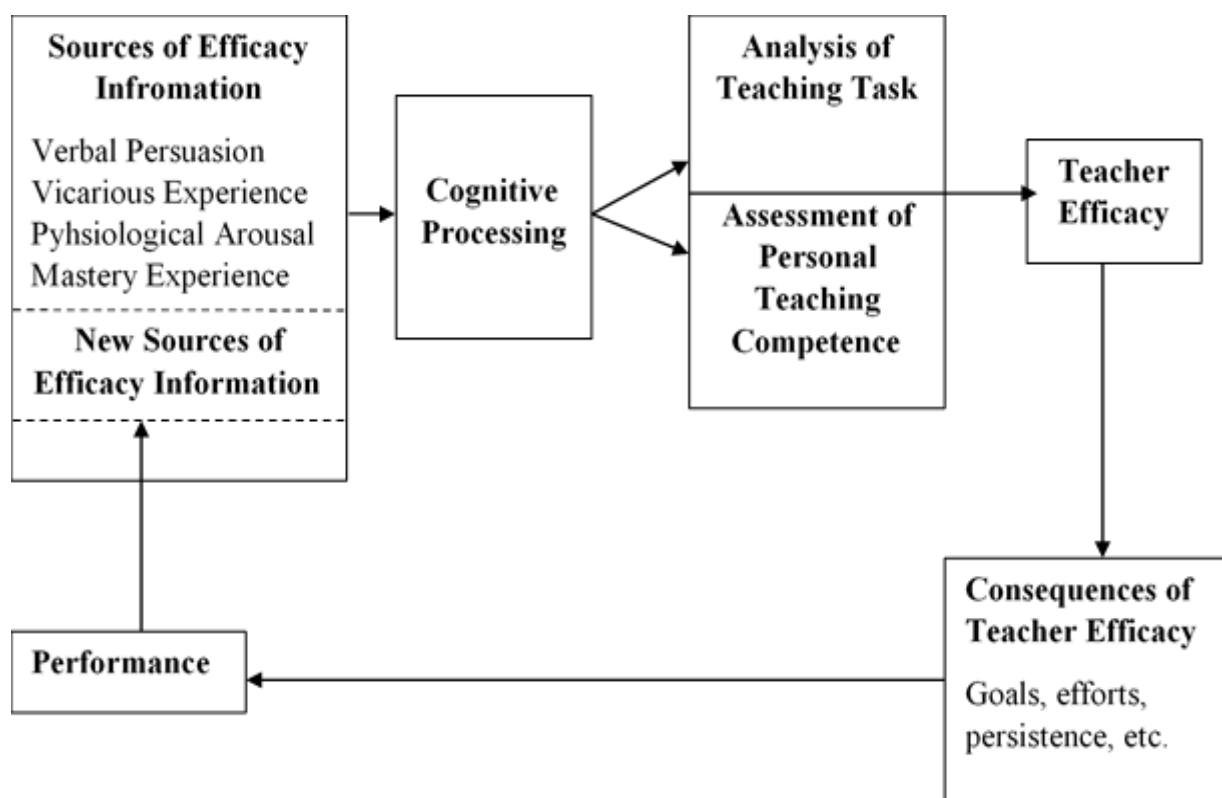
2.3.1. Teacher self-efficacy. While considering the educational activities, there are many factors in order to carry out these activities successfully. In literature, one of these factors is seen as self-efficacy beliefs of teachers. The concept of self-efficacy developed in the framework of social cognitive theory is an important theory for the performance of teachers and their behaviours throughout their teaching process. Therefore, teachers' self-efficacy beliefs occupy a highly important position in the teacher education field in terms of teachers' self-awareness on their job.

The concept of self-efficacy, which has recently been used frequently in the educational sciences literature, has emerged as a fact that demonstrates the professional identity of a teacher in the professional context. Teachers' beliefs towards their profession are generally related to loving their professions, being dependent on their professions, being aware of their profession, and believing that they have to improve themselves continuously. In that point, teachers' self-efficacy beliefs have an effect on performing their teaching tasks.

According to Tschannen-Moran, Woolfolk Hoy, and Hoy (1998), self-efficacy belief is not related to one's judgment on the possible consequences of his behaviour, but self-efficacy belief can help predict the expected result of the behaviour.

Figure 1

The cyclical nature of teacher efficacy (Tschannen-Moran et. al, 1998, p. 228)



According to the table, teachers can create their self-efficacy beliefs from four sources as mentioned above, and they put these beliefs into cognitive processing. Then, they start questioning themselves either by analysing teaching or assessing their personal teaching.

They judge their deficits or successes by taking into consideration some external factors such as teaching context, task, and students' well-being or some internal factors such as their own teaching styles. At the end of this phase, teacher efficacy comes into being.

What are the effects of the level of self-efficacy beliefs on teachers' behaviours?

Teachers mostly believe that their self-efficacy levels at a high level (Baykara, 2011; Chacon, 2005; Eslami & Fatahi, 2008; Yılmaz & Çokluk-Bökeoğlu, 2008; Yüksel, 2010). Teachers with high self-efficacy beliefs can develop getting more successful results against the problems which they face, and they are also more determined in the search for solutions to the problem compared to teachers with low self-efficacy beliefs (Tschannen-Moran et al., 1998). They do not give up easily rather they continue their efforts in order to solve the problems. If teachers' self-efficacy beliefs are weak, they feel weak and nervous about solving their problems. They also exhibit more stressful and dissatisfied behaviours. On the contrary, teachers with a high level of self-efficacy beliefs invest more time and effort in order for their students to be more successful and gain motivation towards lessons (Caprara et al., 2006). They can change their way of teaching in order to be more effective (Henson, 2001). In other words, teachers with higher levels of self-efficacy beliefs are mostly more sensitive to their success and failures and are more interested in students' academic success (Ware & Kitsantas, 2007). However; teachers with lower self-efficacy beliefs regard their failure as a personal deficit when facing difficulties and, thus reduce their efforts.

2.3.2. Teacher self-efficacy studies. Considering the literature, it can be seen that there has been an increase in the number of researches about the self-efficacy beliefs of experienced teachers, novice teachers and student teachers in recent years in Turkey and abroad. Most of the researchers in the field have aimed to find the relationship between teachers' self-efficacy beliefs and some variables such as motivational change (Canrinus et al., 2012), mastery experiences (Tschannen-Moran & Hoy, 2007), job satisfaction and job

stress (Klassen & Chiu, 2010), students' motivation and success (Skaalvik & Skaalvik, 2007), classroom management skill perceptions (Babaođlan & Korkut, 2010), attitudes towards profession (Demirtař, Cömert & Özer, 2011), metacognitive learning strategies (Baykara, 2011), collective efficacy (Kurt, 2012), and language proficiency (Chacon, 2005).

Canrinus et al. (2012) investigated the links between teachers' motivational change and the indicators such as teachers' self-efficacy beliefs, job satisfaction levels, and teaching commitment which cover professional identity perceptions. 1214 Dutch teachers working at secondary schools participated in the quantitative study. The study showed that teachers' self-efficacy beliefs and job satisfaction levels could be regarded as important factors in influencing their professional identity perceptions. Professional identity perceptions did not differ significantly among experienced teachers, novice teachers, and senior teachers.

Tschannen-Moran and Hoy (2007) conducted a study with 255 novice and experienced teachers in order to see the effect of mastery experiences on self-efficacy beliefs. Novice teachers' self-efficacy beliefs were found to be lower than experienced teachers' self-efficacy beliefs because of inadequate experience in teaching performance. Results showed that mastery experiences played a highly important role while constructing self-efficacy. Both novice and experienced teachers felt more efficacious in classroom management domain and less in student engagement domain. However, novice teachers were more determined to reach and answer the students' problems, hopes, and wants.

Klaasen and Chiu (2010) aimed to search whether there was a relationship between teachers' self-efficacy beliefs and their job satisfaction levels. The sample of the study consisted of 1430 teachers. Teachers stated that they felt more efficacious in dealing with students' behaviours in the classroom context. Female teachers had higher means of job stress levels. Looking at the effect of experience on teachers' self-efficacy beliefs, it could be seen that self-efficacy beliefs increased until 23 years of experience of teachers and then decreased

gradually. The findings of the study revealed that teachers started to build confidence in their teaching skills and using different methods to motivate students to the classroom activities in their early years and mid-career, but this could lead to a decrease in confidence as teachers entered their later career ladders.

Skaalvik and Skaalvik (2007) decided to make a research about 246 teachers' self-efficacy perceptions and constructs working at primary and secondary schools in Norway. According to the results of the study, there was a strong relationship between teachers' self-efficacy beliefs and teacher burnout. Teachers with low self-efficacy beliefs experienced discipline problems in the classrooms, and this could lead to teacher burnout.

In a recent study, Elkatmış, Demirbaş, and Ertuğrul (2013) searched self-efficacy beliefs of 339 pre-service teachers who graduated from the faculty of education and the faculty of arts and sciences who received pedagogical formation education by taking into consideration age, gender, the reasons for choosing the teaching profession and learning type variables. For data collection tool, teachers' self-efficacy scale was preferred in the study. According to the findings obtained from the study, there was no statistically significant difference between the faculty of education students and pedagogical formation students in terms of self-efficacy beliefs about teaching profession and teaching of self-efficacy beliefs of both faculty students.

Babaoğlan and Korkut (2010) conducted a quantitative study with 401 classroom teachers in order to find out whether there was a relationship between their self-efficacy beliefs and classroom management skill perceptions. The findings of the study revealed that there was a meaningful relationship between classroom teachers' self-efficacy beliefs and their classroom management skill perceptions. Moreover, male teachers' self-efficacy levels were higher than the female teachers' levels.

Researchers had a purpose to make a survey of preservice teachers' self-efficacy beliefs and attitudes towards the profession by taking into account gender and department variables (Demirtaş et al. 2011). Male student teachers felt more efficacious in the domain of instructional strategies and classroom management. The results also stated that there was a slight positive correlation between the self-efficacy beliefs of preservice teachers and their attitudes towards the profession.

Üstüner, Demirtaş, Cömert, and Özer (2009) investigated 292 teachers' self-efficacy beliefs working at secondary schools by applying questionnaire. As a result of the study, it was shown that the self-efficacy beliefs of secondary school teachers did not differ significantly according to gender, branch, years of teaching experience and faculty type but there was a significant difference between the self-efficacy beliefs and school type at which they worked. Female and male teachers have similar beliefs of their self-efficacy, however, it was seen that female teachers had higher means than male teachers.

Baykara (2011) conducted a study so as to investigate preservice ELT teachers' self-efficacy beliefs and metacognitive learning strategies. According to the results of the study, the level of self-efficacy beliefs was at an acceptable level. The results also showed that there was a slight positive correlation between the self-efficacy beliefs of preservice teachers and metacognitive learning strategies.

Chacon (2005) stated that ELT middle school teachers in Venezuela felt more efficacious in the field of instructional strategies domain and less in the field of student engagement domain. The researcher found that there was a significant positive relationship between teachers' self-efficacy beliefs and English language proficiency.

Ekici (2006) preferred to conduct research so as to find out vocational high school teachers' self-efficacy beliefs. According to research results, it was determined that teachers' self-efficacy belief level of teachers of vocational high schools was slightly above the medium

level. Female teachers' self-efficacy beliefs had higher means than male teachers. This finding is similar with the research to Bleicher (2004). On the other hand, there was no significant difference between the teachers' self-efficacy beliefs and the teaching experiences of the teachers.

Lastly, Yüksel (2010) investigated ELT teachers' self-efficacy beliefs working at primary schools by applying mixed method research. The results of the study revealed that teachers stated to be more efficacious in the field of classroom management rather than instructional strategies and student engagement. Semi-structured interviews showed that students' profile, lack of effective communication at school and curriculum were accepted as three possible reasons causing low student engagement efficacy. The years of experience in the teaching profession and gender did not any effect on teachers' self-efficacy beliefs.

Chapter 3

Methodology

3.1. Introduction

In this section, the methodology of the present study is presented including; research design of the study, population and sample selection, instruments, pilot study, data collection procedures, and data analysis procedures in a detailed way.

3.2. Research Design

The ultimate purpose of this study was to explore the relationship between ELT teachers' professional identity perceptions and self-efficacy beliefs by taking into consideration their gender, age, marital status, the faculty graduated from, school type at which they work, the years of teaching experience, and current job title.

Mixed method research refers to a single study which covers both qualitative and quantitative phase for collecting, analysing the data and mixing the results on the purpose of searching more straight answers to the research questions in the study (Creswell & Clark, 2017). According to Dörnyei's view related to mixed method studies, the researcher "gains a better understanding of a complex phenomenon by converging numeric trends from quantitative data and specific details from qualitative data" (Dörnyei, 2007, p.45).

Mixed method basic designs are categorized as exploratory sequential, explanatory sequential, and convergent designs (Fetters, Curry & Creswell, 2013). For this study, mixed method sequential explanatory design was implemented in order to discover the facts and carry out depth analysis about the research questions. This design comprised of two separate stages: a quantitative stage followed by a qualitative stage (Creswell, Clark, Guttman & Hanson, 2003). Firstly, the quantitative data were gathered from the participants of the study via the application of teachers' professional identity and sense of efficacy scales and analysed.

Then, qualitative data were collected by applying semi-structured interviews and made analysis so as to explore their opinions in detail.

Priority was given to the quantitative phase in terms of data collection and analysis procedures. The main purpose of this phase was to give answers to the research questions. The qualitative data were gathered from the population of the volunteer participants in the study who responded to the scales and connected to the results obtained from the quantitative stage (Ivankova, Creswell & Stick, 2006). The results of the quantitative data analysis in the first stage of the study informed and connected the qualitative data in the second stage (Fetters et al., 2013). This means that qualitative findings helped to explain the statistical results of the scales filled out by the participants. In this way, quantitative results were explored in more detail. Both qualitative and quantitative findings were reported in different sections in the result chapter then, results of these sections were integrated into each other in the result section so as to find answers to the research questions.

3.3. Population and Sample Selection

The convenient sampling procedure was applied in order to select the target population of the current study. Erzurum- an eastern province of Turkey was preferred to collect the data in this study because of the convenience to the researcher. The target population consisted of Turkish ELT teachers working at state primary (from 2nd grade to 4th grade), secondary (from 5th grade to 8th grade), and high schools (from 9th grade to 12th grade) in Erzurum's central districts; Aziziye, Palandöken, and Yakutiye.

According to the data gained from Erzurum Provincial Directorate of National Education, in the 2018-2019 academic year, 365 ELT teachers in Aziziye, Palandöken, and Yakutiye, which are located in three central districts within the borders of a metropolitan municipality, constituted the universe of the research. The data were collected from 62 primary school teachers, 118 secondary school teachers, and 110 high school teachers. After

obtaining the necessary permits, a total of 290 teachers were reached by the questionnaires, and necessary permits sent to the schools by Aziziye, Palandöken, and Yakutiye district national education directorates. 290 of the 290 questionnaires were completed and used in the research. The percentage of return of the applied questionnaire was % 100.

The gender, age group, marital status, the faculty graduated from, type of school they work, the years of experience in the profession, and current job title were examined in order to find out personal and job-specific information. By taking into account the demographic information form, the statistical data of the teachers who participated in the study is given in two tables.

Table 1
Demographic Information of the Target Population

	N	Percentage
Gender		
Female	183	63,1
Male	107	36,9
Age		
22–29 years	28	9,7
30-39 years	103	35,5
40-49 years	113	39,0
50-59 years	37	12,8
60+ years	9	3,1
Marital Status		
Married	200	69,0
Single	90	31,0
The Faculty		
Faculty of Education	171	59,0
Faculty of Arts and Sciences	119	41,0

As shown in Table 1, of the 290 participants of the study, 183 (63.1%) were female teachers and 107 (36.9%) were male teachers. Most of the teachers who participated in the

research were female teachers. When the ages of the teachers were examined, 28 (9.7%) were between 22 and 29 years old, 103 (35.5%) were between 30 and 39 years, 113 (39.0%) were between 40 and 49 years, 37 (12.8%) were between 50 and 59 years, and 9 (3.1%) were 60 years and older. Looking at the marital status of the teachers participating in the research, 200 (69.0%) were married; 90 (31.0%) were single.

An inquiry into where the ELT teachers graduated from displayed that 171 teachers (59,0%) graduated from a faculty of education and 119 teachers (41,0%) graduated from a faculty of arts and sciences.

Table 2
Demographic Information of the Target Population 2

	N	Percentage
Type of School They Work		
Primary School	62	21,4
Secondary School	118	40,7
High School	110	37,9
The Years of Experience in the Profession		
1-5 years	117	40,3
6-10 years	67	23,1
11-15 years	59	20,3
16-20 years	15	5,2
21-25 years	23	7,9
26+ years	9	3,1
The Current Job Title		
Fully-appointed Teacher	195	67,2
Contracted Teacher	66	22,8
Hourly-paid Teacher	29	10,0

At the time when the present research was conducted 62 teachers (21.4%) were working at primary school 118 teachers (40.7%) were working at a secondary school, and 110

teachers (37.9%) were working at a high school. Looking at the years of experience of teachers in the profession, 117 teachers (40.3%) had 1 to 5 years of experience, 67 teachers (23.1%) between 6 and 10 years of experience, 59 teachers (20.3%) between 11 and 15 years of experience, 15 teachers (5.2%) between 16 and 20 years of experience, 23 teachers (7.9%) between 21 and 25 years of experience, and 9 teachers (3.1%) 25 years and over experience in the field of teaching English.

When the data related to teachers' current job title were examined, it was found that 195 teachers (67.2%) were employed as fully-appointed teachers, 66 teachers (22.8%) were working as contracted teachers and lastly 29 teachers (10.0%) were employed as hourly-paid teachers at schools.

3.4. Instruments

As data collection tools in this present study, "Demographic Information Form", "Teachers' Professional Identity Scale", and "Teachers' Sense of Efficacy Scale Short Form" were used. Detailed information about the form and scales used in the research was presented below.

3.4.1. Demographic information form. A demographic questionnaire developed by the researcher was used to determine the relevant personal and job-specific information about the participants. The demographic questionnaire was comprised of questions covering age, gender, marital status, the faculty they graduated from, type of school they work, the years of experience in the profession, and current job title (See Appendix 1).

3.4.2. Teachers' sense of efficacy scale. "Teachers' Sense of Efficacy Scale Short Form" which was developed by Tschannen-Moran and Woolfolk Hoy (2001) and was adapted into Turkish by developed by Çapa et al. (2005), was used in order to determine the teachers' self-efficacy levels (See Appendix 2). Necessary permission was obtained in order to apply the scale to the teachers (See Appendix 8). Also, the original form of the scale is

presented in Appendix 4. Short form of the scale consists of 12 items. It is in the form of a five-point Likert grading scale ranging from (1) not efficient to (5) very efficient taking into consideration the agreement level to the items in the scale. These items measure teacher self-efficacy beliefs in three domains: classroom management (1, 2, 5, and 11), instructional strategies (4, 8, 9, and 10), and student engagement (3, 6, 7, and 12). The items include “how well can you...?” and “how much can you...?” patterns to meet the criteria of Bandura (2006) which are considered in constructing items for sense of efficacy scale. The reliability of the scale was calculated as 0.90.

3.4.3. Teachers’ professional identity scale. “Teachers’ Professional Identity Scale” which was developed by Beijaard et al. (2000) and was translated into Turkish by the researcher, was used in order to analyse the ELT teachers’ professional identity perceptions. Twelve ELT teachers gave expert opinions in order to check each items’ comprehensibility. After checking the translation, pilot study was conducted with 40 teachers who did not participate in the study. Necessary permission was taken so as to implement the scale (See Appendix 7). The original teachers’ professional identity scale is presented in Appendix 5, and its Turkish form is presented in Appendix 3.

Teachers’ professional identity scale is composed of 14 items. These items measure teachers’ professional identity perceptions in three domains: subject matter field (2, 4, 8, and 11), didactical field (3, 6, 9, 10, 12, and 14), and pedagogical field (1, 5, 7, and 13). Five-point Likert grading scale items were placed for determining their perceptions related to their professional identity. Items were ranged from strongly disagree (1) to strongly agree (5) according to their agreement. The reliability coefficient was calculated to be .94.

3.5. Pilot Study

The researcher implemented the pilot study with 40 ELT teachers working at state primary, secondary, and high schools in Erzurum in order to test the scale in terms of validity

and reliability issues. These ELT teachers were excluded from the present study. The original teachers' professional identity scale was translated to Turkish by the researcher. Twelve ELT experts checked the scale items whether they are comprehensible or not. The reliability coefficient value of the pilot study was found to be 0.89 showing very good internal consistency.

3.6. Data Collection Procedures

Before collecting the data, necessary permissions were obtained from Erzurum Provincial Directorate of National Education and Erzurum Provincial Directorate of General for Innovation and Education Technologies for the implementation of the scales to the participants of the study (See Appendix 9 and Appendix 10).

For the quantitative phase of the study, the scales were completed by the ELT teachers at all state primary, secondary, and high schools in the central districts of Erzurum, Aziziye, Palandöken, and Yakutiye in the fall term of 2018-2019 academic year. As this study covered all ELT teachers in all state school types in three districts, scales were delivered to the schools via cover letter by the help of the Aziziye, Palandöken, and Yakutiye District Directorates of National Education. A total of 290 teachers were reached. The quantitative phase of the data collection process was completed nearly during one month (November 2018). Both the scales and semi-structured interviews were implemented in Turkish in order not to cause any misunderstanding. Thereby, participants declared their opinions in a comfortable way by using their native language.

In the qualitative phase of the study, of the 290 participants, a total of 35 participants volunteered to take part in the semi-structured interviews. The interview form consisted of two sections. Section 1 was intended to obtain information about the interview date, time, place, and the interviewee. In the second section, there were seven questions aiming to determine the relationship between professional identity perceptions of volunteer participants

and their self-efficacy beliefs. In the study, each interview was conducted individually and participants' real names were not included while commenting on the results by taking into account the confidentiality policy. In addition, a chat environment during the interviews was created to make the participants feel more comfortable. These interviews were held in the schools' library or schools' teachers room. Each interview took nearly between 15 and 20 minutes. All the interviews were completed in 20 days after the application of the scales (January 2019).

3.7. Data Analysis Procedures

The analysis of the data was conducted in two phases. For the first phase of analysis, the quantitative data were analysed by using the Statistical Package for Social Sciences (SPSS) version 23.0 in order to find answers to the research questions. In order to decide which tests would be preferred in the analysis of quantitative data, Skewness and Kurtosis value was used to determine whether the data were normally distributed or not.

Table 3

Normality test of two scales

	N	M	S.D.	Skewness	Kurtosis
Professional identity	290	4,739	,44497	-1,084	1,300
Self-efficacy	290	4,710	,53119	-1,021	,887
Valid N	290				

If the skewness and kurtosis values are somewhere in the span of +1.5 and -1.5, the data can be accepted as normally distributed (Tabachnick, Fidell, & Ullman, 2007). In this study, the data were normally distributed according to the normality test result therefore, parametric tests were applied in order to analyse the teachers' self-efficacy beliefs and professional identity perceptions.

In the study, t-test was used to find the difference between two-group variables and one-way variance analysis (one-way ANOVA) for three or more groups. Tukey HSD multiple

comparison test was used to determine the significant difference between the groups. Pearson correlation coefficient technique was used to determine the relationship between two factors. The significance level was taken as $p > 0.05$. Self-efficacy beliefs and professional identity perceptions of the teachers; independent t-test technique was used in terms of gender and marital status, and one-way ANOVA was used in the comparison of age, the faculty they graduated from, school type at which they work, the years of teaching experience, and current job title.

The means, percentages, t-test for independent groups, Pearson correlation analysis, and one-way ANOVA for two or more independent groups were performed in accordance with the research questions and sub-questions, and Post Hoc LSD analysis was performed to determine the difference between the groups. Descriptive statistics was made on the quantitative data by taking into consideration mean scores, frequencies, standard deviations, and percentages of each item in the scales.

For the second phase of the analysis, firstly, semi-structured interviews were recorded and transcribed by the researcher. Next, these interviews were translated into English in order to be able to form categories and codes for the content analysis. Then, semi-structured interview data were analysed by forming codes and categories. To be able to analyse the qualitative data interviews were conducted after gathering quantitative data. The content analysis which was identified as “a research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns” was applied (Hsieh & Shannon, 2005, p.1278). Therefore, the categories and codes were formulated. In that way, the aim was to provide external validity by making detailed descriptions of the study. Last, five researchers analysed one of the random selected interviewees’ data by using these categories to check the reliability of the categories.

Chapter 4

Results

4.1. Introduction

This section will first introduce quantitative results of the study obtained by “Teachers’ Professional Identity Scale” and “Teachers’ Sense of Efficacy Scale” coded to SPSS program. The findings of the data will be presented in accordance with research questions in detail.

In the second phase of the results section, qualitative findings gathered from interviews will be interpreted by applying qualitative content analysis. Both of the results will be given by using tables so as to present them for forming a better understanding.

4.2. Quantitative Results

4.2.1. Quantitative results of teachers’ professional identity scale. The number of the participants, the means, minimum and maximum values, standard deviations, percentages of each item, mean differences, t, p and F values, the sum of squares, and mean squares will be presented in order to analyse the data obtained from teachers’ professional identity scale.

4.2.1.1. What are the levels of ELT teachers’ professional identity perceptions working at state primary, secondary, and high schools in Erzurum’s central districts; Aziziye, Palandöken, and Yakutiye? In order to find out the level of professional identity perceptions of ELT teachers working at the state schools in Aziziye, Palandöken, and Yakutiye, the descriptive statistics of teachers’ professional identity scale were calculated. In order to make interpretations more comprehensible, 5 Likert items in the scale were transformed into 3 groups as Strongly disagree + Disagree, Undecided, and Agree + Strongly agree. Table 4 presents the means, standard deviations, and the percentages of each item of the teachers’ professional identity scale. The means of the items with three highest and three lowest rates are shown in bold in the columns.

Table 4

Descriptive statistics of ELT teachers' professional identity scale

	N	M	SD+D	U	A+SA	SD
1) It is important to be positive, open, respectful etc. when approaching students.	290	4,27	3,1	8,3	88,6	,743
2) It is necessary for students to have a knowledgeable teacher.	290	4,29	3,4	10,7	85,9	,793
3) Planning and organization are the basis for teaching.	290	4,24	1,7	9,3	88,9	,690
4) Subject matter is not the only basis for a teacher.	290	3,98	3,1	19,3	77,6	,774
5) Good/safe classroom climate is a necessary condition for teaching.	290	4,12	6,2	12,1	81,7	,908
6) There are many ways to teach and learn the same thing.	290	4,33	2,1	6,6	91,4	,692
7) Students' situation/well-being is starting point for the lessons.	290	3,89	9,3	18,3	72,4	,931
8) Teachers cannot permit themselves to make mistakes.	290	2,73	51,4	16,2	32,4	1,304
9) To motivate and interest students by changing learning activities is important.	290	4,47	1,0	5,9	93,1	,656
10) It is necessary to be alert by listening and observation.	290	4,28	0,3	11,7	87,9	,677
11) It is necessary to keep pace with new developments.	290	4,48	1,4	7,2	91,4	,692
12) It is important to keep into account the students' level.	290	4,25	3,4	10,7	85,8	,781
13) Being alert for signs of students/ showing involvement is important.	290	3,46	30,7	11,4	58,0	1,294
14) Students' ways and strategies of learning is important.	290	4,24	2,8	13,4	83,7	,800
Valid N	290	4,07				

It can be inferred from the table 4 that the majority of teachers for each item of the scale agreed or certainly agreed. The overall mean of the scale was computed as (M= 4,0739). It can be concluded from the overall mean that teachers' professional identity perceptions were at high level in general. According to the results of the scale, four items (4th, 7th, 8th, and 13th items) had lower means than the overall mean of the scale. Accordingly, the highest item's mean was 4,48 which was the 11th item "It is necessary to keep pace with new developments." 91,4 % of the teachers thought that keeping up with technology and improvements in education is a must for teachers. The second most agreed item was the 9th item "To motivate and interest students by changing learning activities is important." It can be seen that 6th item "There are many ways to teach and learn the same thing." was the third rated item in the scale and its mean was computed as 4.33.

On the other hand, 32,4% of the participants stated that "Teachers cannot permit themselves to make mistakes.". In other words, most of the teachers considered that teachers sometimes can make mistakes. The second lowest item's mean was 3,46 which was "Being alert for signs of students/ showing involvement is important." As a last, the third item's mean was computed as 3,89 and they indicated that "Students' situation/well-being is the starting point for the lessons.".

Table 5

Descriptive statistics of ELT teachers' professional identity scale domains

	N	Min.	Max.	Mean	S.D
Subject matter expert domain	290	2,50	5,00	4,1974	,51158
Didactical expert domain	290	2,00	5,00	4,1078	,64858
Pedagogical expert domain	290	2,00	5,00	3,9069	,50247
Valid N	290				

Table 5 reports the means, minimum and maximum values, and standard deviations of the three domains of the teachers' professional identity scale. To make analysis on teachers'

professional identity scale domains, means of each domains were calculated. According to the table 5, it can be revealed the point that the highest mean was for subject matter expert domain with the mean of 4,19 and followed by the didactical expert domain (4,10) and pedagogical expert domain (3,90).

4.2.1.2. Is there any significant difference between ELT teachers' professional identity perceptions and gender?. Descriptive analysis was used to get statistical results of the independent groups. Means, standard deviations, t value, and p value were taken into account while reporting the results. T-test technique was applied for these groups in order to determine whether there was a significant difference between the perception of the professional identity of the ELT teachers and gender variable.

Table 6

ELT teachers' professional identity perceptions regarding gender

Gender	N	Mean	SD	t	p.
Female	183	574,590	606,623	2,521	,029
Male	107	543,084	646,385		

Table 6 indicates the fact that female ELT teachers had higher means from the teachers' professional identity scale than male ELT teachers. According to descriptive findings of the scale, female teachers' mean was calculated as 57,4 on the other hand male teachers' mean was calculated as 54,3. T-test analysis also showed that there was a statistically significant difference between the groups in terms of professional identity perceptions ($p < 0,05$).

4.2.1.3. Is there any significant difference between ELT teachers' professional identity perceptions and their age?. One-way ANOVA test was applied to collected data from the scale in order to find out the relationship between ELT teachers' professional identity perceptions and age. Table 7 presents sum of squares, df, F and, p value, and mean square between and within the groups.

Table 7

ELT teachers' professional identity perceptions regarding age variable

	Sum of Squares	df	Mean Square	F	p
Between Groups	802,449	4	200,612	5,491	,000
Within Groups	10413,206	285	36,538		
Total	11215,655	289			

According to the result of the one-way ANOVA test, it can be seen that ELT teachers' professional identity perceptions working at public schools differed statistically significant depending on their age factors ($p < 0,05$).

Table 8

Tukey HSD test depending on the age variable

(I) Age	(J) Age	Mean Difference (I-J)	Std. Error	p.
22-29 years old	30-39 years old	339,251	128,827	,067
	40-49 years old	263,970	127,603	,237
	50-59 years old	6,50193*	151,407	,000
	60+ years old	606,349	231,617	,070
30-39 years old	22-29 years old	-339,251	128,827	,067
	40-49 years old	-,75281	,82345	,891
	50-59 years old	310,942	115,855	,059
	60+ years old	267,098	210,106	,709
40-49 years old	22-29 years old	-263,970	127,603	,237
	30-39 years old	,75281	,82345	,891
	50-59 years old	3,86223*	114,492	,007
	60+ years old	342,380	209,358	,476
50-59 years old	22-29 years old	-6,50193*	151,407	,000
	30-39 years old	-310,942	115,855	,059
	40-49 years old	-3,86223*	114,492	,007
	60+ years old	-,43844	224,660	1,000
60+ years old	22-29 years old	-606,349	231,617	,070
	30-39 years old	-267,098	210,106	,709
	40-49 years old	-342,380	209,358	,476
	50-59 years old	,43844	224,660	1,000

Tukey HSD test was used to detect which groups were significantly different from each other. As a result of the test, it can be seen from the table that there was a significant difference between the ELT teachers in the age group of 22-29 and the age group of 50-59. Also, 40-49 years old ELT teachers' professional identity perceptions differed statistically significant from 50-59 years old ones. Lastly, professional identity perceptions of ELT teachers who are 50-59 years old differed significantly from 22-29 and 40-49 years old ELT teachers. From the descriptive statistics, it can be said that 22-29 years old ELT teachers had ($M = 60,2857$) mean which was the highest mean in the scale whereas 60+ years old ELT teachers had ($M = 53,7838$) mean. Depending on age factor, values of the means are reduced with the increasing age.

4.2.1.4. Is there any significant difference between ELT teachers' professional identity perceptions and marital status? T-test was preferred for independent groups in order to look at whether there was a significant between married ELT teachers and single ELT teachers working at state primary, secondary, and high schools but there was no significant difference between the groups.

4.2.1.5. Is there any significant difference between ELT teachers' professional identity perceptions and the faculty which ELT teachers graduated from? T-test was applied to the obtained data in order to find out whether professional identity perceptions of ELT teachers who graduated from Faculty of Education would significantly differ from professional identity perceptions of ELT teachers who graduated from Faculty of Art and Sciences. Means, standard deviations, t value, and p value were taken into account.

Table 9

ELT teachers' professional identity perceptions regarding the faculty

University type	N	Mean	SD	t	p.
Faculty of Education	171	579,357	588,432	2,993	,003
Faculty of Art and Sciences	119	557,395	650,354		

In the above table, t-test results for independent groups on the scores of professional identity perceptions of ELT teachers according to the faculty are presented. By looking at the table, it can be concluded that there was a significant difference regarding the scale according to the faculty type variable ($p < 0,05$). 171 ELT teachers who graduated from the Faculty of Education had a higher mean (57,9357) compared to the ones who graduated from the Faculty of Art and Sciences (55,7395).

4.2.1.6. Is there any significant difference between ELT teachers' professional identity perceptions and type of schools they work at?. One-way ANOVA test was applied to data in order to determine whether there was a significant difference between ELT teachers' professional identity perceptions and types of schools at which ELT teachers work. Descriptive results were then examined to see the means of the groups. Table 10 illustrates sum of squares, df, p, F values, and mean squares of each groups of ELT teachers' professional identity perceptions regarding school variable.

Table 10
ELT teachers' professional identity perceptions regarding school variable

	Sum of Squares	df	Mean Square	F	p.
Between Groups	311,050	2	155,525	4,093	,018
Within Groups	10904,606	287	37,995		
Total	11215,655	289			

Table 10 shows the point that ELT teachers' professional identity perceptions working at state schools differed statistically significant depending on their school type factor ($p < 0,05$). From one-way ANOVA test findings, it can be concluded that ELT teachers working at state primary, secondary, and high schools differed from each other in terms of professional identity perceptions. In order to detect which groups were significantly different from each other Tukey HSD test was used. Table 11 illustrates school types, mean difference between groups, standard deviations and p value.

Table 11
Tukey HSD test depending on the school type

(I) School type	(J) School type	Mean Difference (I-J)	Std. Error	p.
Primary school	Secondary school	-,90049	,96686	,621
	High school	142,786	,97889	,312
Secondary school	Primary school	,90049	,96686	,621
	High school	2,32835*	,81695	,013
High school	Primary school	-142,786	,97889	,312
	Secondary school	-2,32835*	,81695	,013

According to table 11, such a finding showed that secondary school teachers differed significantly in terms of professional identity perceptions compared to high school teachers. The highest mean of these groups belonged to secondary school ELT teachers with the mean of 58,11. High school ELT teachers' mean was the lowest mean among these groups with the of 55,78.

4.2.1.7. Is there any significant difference between ELT teachers' professional identity perceptions and the years of teaching experience?. One-way ANOVA test was preferred to look at whether ELT teachers' professional identity perceptions differed significantly in terms of their teaching experience or not.

Table 12
ELT teachers' professional identity perceptions regarding their job experience

	Sum of Squares	df	Mean Square	F	p.
Between Groups	844,195	5	168,839	4,623	,000
Within Groups	10371,460	284	36,519		
Total	11215,655	289			

The results of table 12 reports that there was a significant difference between the groups regarding the years of teaching experience of ELT teachers ($p < 0,05$).

Table 13

Tukey HSD test depending on the years of teaching experience

(I) Job experience	(J) Job experience	Mean Difference (I-J)	Std. Error	p.
1-5 years	6-10 years	,56869	,96494	,999
	11-15 years	-,36202	,92585	,990
	16-20 years	7,21538*	165,733	,000
	21-25 years	,06466	137,838	1,000
	26+ years	239,316	209,041	,862
6-10 years	1-5 years	-,56869	,92585	,990
	11-15 years	,36202	,96494	,999
	16-20 years	7,78408*	172,617	,000
	21-25 years	,63335	146,043	,998
	26+ years	296,186	214,540	,739
11-15 years	1-5 years	-,20668	107,890	1,000
	6-10 years	,20668	107,890	1,000
	16-20 years	7,57740*	174,745	,000
	21-25 years	,42668	148,552	1,000
	26+ years	275,518	216,256	,799
16-20 years	1-5 years	-7,78408*	172,617	,000
	6-10 years	-7,57740*	174,745	,000
	11-15 years	-7,21538*	165,733	,000
	21-25 years	-7,15072*	200,559	,006
	26+ years	-482,222	254,800	,409
21-25 years	1-5 years	-,63335	146,043	,998
	6-10 years	-,42668	148,552	1,000
	11-15 years	-,06466	137,838	1,000
	16-20 years	7,15072*	200,559	,006
	26+ years	232,850	237,602	,924
26+ years	1-5 years	-296,186	214,540	,739
	6-10 years	-275,518	216,256	,799
	11-15 years	-239,316	209,041	,862
	16-20 years	482,222	254,800	,409
	21-25 years	-232,850	237,602	,924

In order to which group differed from each other Tukey HSD test was applied to data. Table 13 shows that ELT teachers who had 16 to 20 years teaching experience differed statistically significant in terms of professional identity perceptions as against ELT teachers who had 1 to 5, 6 to 10, 11 to 16, and 21 to 25 years teaching experience in the field of English language teaching. 57,8 was calculated as the highest mean of the teachers' professional identity scale of ELT teachers with 1 to 5 years of teaching experience. The second highest mean of this group belonged to ELT teachers who had 6 to 10 years of teaching experience with the mean of 57,06. Third highest mean 57,30 came from ELT teachers who had 11 to 15 years of teaching experience. ELT teachers who had 21 to 25 years of teaching experience (57,20) and ELT teachers who had 26 and more teaching experience followed them with the mean of 57,02. The least mean belonged to ELT teachers who had 16 to 20 years teaching experience with the mean of 50,0.

4.2.1.8. *Is there any significant difference between ELT teachers' professional identity perceptions and their current job title?* One-way ANOVA test was used to find out the relationship between ELT teachers' professional identity perceptions and their current job title. ANOVA test showed that no significant difference was observed between regular teachers, contracted teachers, and paid teachers ($p>0,05$).

4.2.2. Quantitative results of teachers' sense of efficacy scale. Number of the participants, the means, minimum and maximum values, standard deviations, percentages of each item, mean differences, t, p and F values, the sum of squares, and mean squares will be presented in order to analyse the data obtained from teachers' sense of efficacy scale.

4.2.2.1 *What are self-efficacy beliefs of ELT teachers working at state primary, secondary, and high schools in Erzurum's central districts; Aziziye, Palandöken, and Yakutiye?* Descriptive statistics were calculated covering each item which measure self-efficacy beliefs of the ELT teachers. In order to provide a comprehensive understanding of

each item in the scale, 5 Likert items in the scale were transformed into 3 groups as Nothing + Very little, Some influence, and Quite a bit + A great deal.

Table 14

Descriptive statistics of ELT teachers' sense of efficacy scale

	N	M	Nothing + Very little	Some influence	Quite a bit + A great deal	SD
1.How much can you do to get students to believe they can do well in school work?	290	4,07	5,2	14,8	80	,883
2.How much can you do to motivate students who show low interest in school work?	290	4,06	4,1	20	75,9	,852
3.How much can you do to calm a student who is disruptive or noisy?	290	3,37	27,9	16,2	55,8	1,288
4.How much can you do to control disruptive behavior in the classroom?	290	3,98	4,1	20,7	75,1	,840
5.How much can you do to help your students value learning?	290	4,16	3,8	17,2	78,9	,888
6.How much can you use a variety of assessment strategies?	290	4,27	4,1	8,3	87,5	,797
7.To what extent can you craft good questions for your students?	290	4,39	1,4	9	89,7	,708
8. To what extent can you provide an alternative explanation or example when students are confused?	290	4,15	3,8	11,4	84,8	,765
9.How well can you establish a classroom management system with each group of students?	290	4,16	3,4	14,8	81,7	,837
10.How much can you do to get children to follow classroom rules?	290	4,02	3,4	24,1	72,5	,842
11.How much can you assist families in helping their children do well in school?	290	4,01	12,1	14,8	73,1	1,047
12.How well can you implement alternative strategies in your classroom?	290	4,28	3,8	10,3	85,9	,823
Valid N	290					

Table 14 presents the means, standard deviations, and the percentages of each item of ELT teachers' sense of efficacy scale. The means of ELT teachers' sense of efficacy scale was calculated as 4,07. By taking into consideration this mean, five items (2nd,3rd,4th,10th, and 11th items) took place below the mean of the scale.

Three highest and three lowest items are reported as in bold in the columns to be more clear about the findings. When these items were to be examined, seventh item "To what extent can you craft good questions for your students?" was chosen as the most agreed item in the scale with the mean of 4,39 by ELT teachers working at the state schools. The twelfth item "How well can you implement alternative strategies in your classroom?" was the most agreed second item (4,28) and sixth item "How much can you use a variety of assessment strategies?" was rated as a third most agreed item with the mean of 4,27.

Three lowest chosen items were listed respectively as the eleventh item "How much can you assist families in helping their children do well in school?" (4,01), the fourth item "How much can you do to control disruptive behaviour in the classroom?" (3,98), and the third item "How much can you do to calm a student who is disruptive or noisy?" (3,37).

Table 15 gives the means, minimum and maximum values, and standard deviations of the three domains of the teachers' sense of efficacy scale filled out by ELT teachers working at state schools.

Table 15

Descriptive statistics of ELT teachers' sense of efficacy scale domains

	N	Min.	Max.	Mean	SD
Instructional strategies	290	2,25	5,00	4,2724	,54266
Student engagement	290	1,50	5,00	4,1112	,70429
Classroom management	290	1,25	5,00	3,8810	,57303
Valid N	290				

By looking at the table 15, it can be found out that the highest mean was for instructional strategies domain with the mean of 4,27. The second domain was student engagement domain with the mean of 4,11. The lowest rated domain chosen by the teachers was classroom management domain, and its mean was calculated as 3,88.

4.2.2.2. Is there any significant difference between the self-efficacy beliefs of ELT teachers and their gender?. T-test was used to find out whether ELT female teachers' sense of efficacy beliefs would significantly differ from ELT male teachers' self-efficacy beliefs regarding gender variable. Descriptive analysis such as mean and standard deviation was preferred to get statistical results of the independent groups. The results of the t-test and descriptive statistics are given in table 16.

Table 16
ELT teachers' sense of efficacy beliefs regarding gender

Gender	N	Mean	SD	t	p
Female	183	41,272	,43965	2,144	,033
Male	107	39,924	,63108		

The outcomes of the table 16 report the fact that that female ELT teachers' sense of efficacy beliefs significantly differed from male ELT teachers' sense of efficacy beliefs from the point of gender ($p < 0,05$). According to the results of table 15, it can be inferred from the descriptive findings that female ELT teachers working at public schools had higher self-efficacy beliefs by getting 41,2 mean from the scale. On the other hand, male ELT teachers mean was calculated as 39,9.

4.2.2.3 Is there any significant difference between self-efficacy beliefs of ELT teachers and their age?. In order to determine whether there is any meaningful relationship between self-efficacy beliefs and their age, one-way ANOVA was applied to the collected data. According to the result of one-way ANOVA test, it can be found that the ELT teachers'

self-efficacy beliefs working at public schools did not differ statistically significant depending on their age factors ($p>0,05$).

4.2.2.4. Is there any significant difference between self-efficacy beliefs of ELT teachers and their marital status? In order to find out whether there is any meaningful relationship between sense of efficacy beliefs and marital status of ELT teachers working at the state schools, t-test was applied to the collected data from the scale. T-test results revealed that no significant relationship was found between self-efficacy beliefs and marital status ($p>0,05$).

4.2.2.5. Is there any significant difference between self-efficacy beliefs of ELT teachers and the faculty which ELT teachers graduated from? T-test was used to the collected data from the teachers' sense of efficacy scale in order to find out whether there was a statistically significant difference between ELT teachers' sense of efficacy beliefs and the faculty which they graduated from. Table 17 reports the results of t-test analysis for the faculty which ELT teachers graduated from referring to ELT teachers' sense of efficacy beliefs.

Table 17
ELT teachers' sense of efficacy beliefs regarding the type of faculty

University type	N	Mean	S.D.	t	p.
Faculty of Education	171	41,462	,47459	2,928	,004
Faculty of Art and Sciences	119	39,629	,58873		

ELT teachers who graduated from the Faculty of Education had higher means 41,4 whereas ELT teachers who graduated from the Faculty of Art and Sciences had lower means 39,6. There was a statistically significant difference between ELT teachers' self-efficacy beliefs and the faculty which ELT teachers graduated from ($p<0,05$).

4.2.2.6. Is there any significant difference between self-efficacy beliefs of ELT teachers and type of schools they work at? One-way ANOVA test was used to look at the

relationship between ELT teachers' self-efficacy beliefs and type of schools they work at. As a result of the ANOVA test, no significant meaningful difference was observed between self-efficacy beliefs of ELT teachers and the type of schools they work at ($p>0,05$).

4.2.2.7. Is there any significant difference between the self-efficacy beliefs of ELT teachers and the years of teaching experience? In order to look at whether ELT teachers' self-efficacy beliefs differed statistically significant in terms of their teaching experience or not, one-way ANOVA test was preferred to The results report that no significant difference was found between the groups regarding the years of teaching experience of ELT teachers ($p>0,05$).

4.2.2.8. Is there any significant difference between the self-efficacy beliefs of ELT teachers and their current job title? One-way ANOVA was used in order to find out of whether there was a significant difference between ELT teachers' sense of efficacy beliefs and their current job titles such as fully-appointed teacher, contracted teacher and hourly-paid teacher. Table 18 illustrates the result of one-way ANOVA.

Table 18

ELT teachers' sense of efficacy beliefs regarding their current job title

	Sum of Squares	df	Mean Square	F	p.
Between Groups	7,308	2	3,654	14,127	,000
Within Groups	74,238	287	,259		
Total	81,546	289			

As a result of the one-way ANOVA test, a significant difference was observed between fully-appointed teachers, contracted teachers, and hourly-paid teachers in terms of their self-efficacy beliefs ($p<0,05$). In order to find out what kind of difference between fully-appointed teachers, contracted teachers, and hourly-paid teachers, Tukey HSD test was applied to the data. Table 19 reports mean differences between groups, standard deviation and p value.

Table 19
Tukey HSD test depending on ELT teachers' current job title

(I) Job title	(J) Job title	Mean Difference (I-J)	Std. Error	p.
Fully-appointed teacher	Contracted teacher	-,22430*	,07243	,006
	Hourly-paid teacher	,37336*	,10122	,001
Contracted teacher	Fully-appointed teacher	,22430*	,07243	,006
	Hourly-paid teacher	,59766*	,11331	,000
Hourly-paid teacher	Fully-appointed teacher	-,59766*	,11331	,000
	Contracted teacher	-,37336*	,10122	,001

*. The mean difference is significant at the 0.05 level.

Table 19 reports that ELT teachers working as fully-appointed teachers, contracted teachers, and hourly-paid teachers differed statistically significant in terms of self-efficacy beliefs as against each other. 4,28 was calculated as the highest mean of the self-efficacy beliefs of ELT teachers working as contracted teachers. The second highest mean of this group belonged to ELT teachers working as fully-appointed teachers with the mean of 4,05. The least mean came from ELT teachers working as hourly-paid teachers.

4.2.3. Quantitative results of two scales. Pearson correlation test technique was used in order to find out what kind of relationship between ELT teachers' professional identity perceptions and self-efficacy beliefs. Results are shown in table 20.

Table 20
Pearson correlations of teachers' sense of efficacy scale and professional identity scale

		Self-efficacy	Professional identity
Self-efficacy	Pearson Correlation	1	,277**
	Sig. (2-tailed)		,000
	N	290	290
Professional identity	Pearson Correlation	,277**	1
	Sig. (2-tailed)	,000	
	N	290	290

**Correlation is significant at the 0.01 level (2-tailed).

Table 20 shows the relationship between ELT teachers' professional identity perceptions and self-efficacy beliefs. In the study, a significant positive relationship was found between ELT teachers' professional identity perceptions and self-efficacy beliefs according to Pearson correlations test.

4.3. Qualitative Results

Because the mixed method sequential explanatory design was preferred in this study, both quantitative and qualitative analysis were applied to obtained data from ELT teachers working in Erzurum's central districts. Semi-structured interviews constitute the qualitative part of the study. Semi-structured interview questions were prepared by taking into consideration the quantitative results of teachers' professional identity scale and teachers' sense of efficacy scale. Seven questions were asked to the 35 volunteer participants from the sample of the study. The data first transcribed and then applied qualitative content analysis. The results of the questions of each interview were presented in separate tables forming categories, codes with frequencies and example meaning units. All the example meaning units were not shown as tables so as to make tables more compact and proper.

4.3.1. ELT teachers' perceptions related to their professional identity. 35

volunteer ELT teachers were asked to describe how they see themselves as a teacher in the classroom context. Three categories *didactical field*, *subject matter field*, and *pedagogical field* were derived from the collected data set parallel with teachers' professional identity scale. Didactical field category (n=10) comprises of *didactical expert*, *good teacher*, *curriculum follower*, *organizer*, and *method applier* codes. Pedagogical field category (n=8) includes *funny*, *humanist*, *mother*, *positive*, and *successful* teacher. Lastly, subject matter field category (n=17) covers having *subject matter knowledge* and being a *knowledgeable* teacher.

Their perceptions mostly belonged to subject matter field category. T27 stated that "I am a very knowledgeable teacher". She trusted her knowledge while describing herself in the

teaching profession. Most of the teachers in that category thought that a good teacher should have subject matter knowledge first.

Only 8 teachers identified themselves as funny teacher, humanist teacher or positive teacher etc. by taking into account their relationship with students. T13 said that “I can describe myself as a humanist teacher because I am interested in my students’ problems” and showed that subject matter knowledge was not at the first place for them. According to their perceptions, they give importance being a guide for students rather than being knowledgeable teachers.

The teachers placed at didactical field category were in the favour of teaching English by applying different methods. Organization, activities and methods come at the front place in the teaching profession. For example, T18 and T6 described themselves didactical expert and thought that they could teach English very well in the classroom. Also, from this category, (T7) stated that “I am not a very good teacher because I have to follow the curriculum”.

Table 21 illustrates categories, codes, and some example units on the topic of their perceptions related to their own professional identity.

Table 21
The Categories and Corresponding Codes Emerged from the Data Regarding First Interview Question

Category	Code/Frequency	Example Mean Unit	
Teachers' perceptions related to their professional identities	Didactical field	Didactical expert(n=2)	"I can describe myself as a didactical expert because I am expert in my field (T6). I can teach English very well as a didactical expert (T18) "
		A good teacher(n=5)	"I think I am a good teacher. My students learn English easily (T3, T29). I believe I am a good teacher, my students say like this (T15)".
		Curriculum follower(n=1)	"I am not a very good teacher because I have to follow the curriculum (T7)".
		Organizer(n=1)	"I can see myself as an organizer teacher (T9) "
		Method applier(n=1)	"I am teacher who apply different methods in my lessons (T11)".
	Pedagogical field	Funny(n=2)	"I can see myself as funny teacher (T22). I am funny during lessons (T32)".
		Humanist(n=1)	"I can describe myself as a humanist teacher because I am interested in my students' problems (T13)".
		Mother(n=1)	"I am like a mother of my students. I take care of them every minutes (T25)".
		Positive(n=1)	"I am very positive while approaching my students (T28)".
		Successful(n=3)	"I am very successful teacher in terms of reaching them (T1,T8,T17)".
Subject matter field	Subject matter knowledge(n=5)	"I am a teacher who have good subject matter knowledge (T23,T30)".	
	Knowledgeable(n=12)	"I am a very knowledgeable teacher (T27,T19)"	

4.3.2. Keeping up with new developments in the field. ELT teachers were asked to respond to how they keep up with new developments in the field according to the results of teachers' professional identity scale. Three categories occurred at the end of the content analysis such as *academic development, Ministry of National Education, and personal effort*. Academic development category (n=2) has only *postgraduate education* code. Ministry of National Education category (n=8) involves *in-service training, seminars, workshops, workshops, and conferences*. The last category, personal effort (n=17) covers *reading magazines and books* and *communication with friends*.

Teachers indicated that they try to keep pace with new developments related to English language education by applying the postgraduate education, attending Ministry of Education's in-service training, seminars, workshops, and conferences and showing personal effort. They mostly stated that if they have enough time, they participate in such kinds of activities. When looking at academic development category, it can be seen that just two teachers (T21, T33) attended postgraduate education in order to develop themselves. T33 said that "I am also postgraduate student in that way I can feel myself more efficacious". He was aware of self-efficacy concept and gave importance his own self-efficacy beliefs. 24 teachers responded that Ministry of National Education provide them some seminars, workshops and conferences etc. in order to develop themselves. T1 stated that "I like joining seminars related to my field to improve my subject matter knowledge". Similarly, T5 reported that conferences can give chances to improve herself and her current English level. Under the personal effort category, reading magazines and books related to the field and communication with colleagues were selected as main codes which was expressed by teachers.

Table 22 illustrates categories, codes, and some example units on the topic of their perceptions related to keeping up with new developments in the field.

Table 22

The Categories and Corresponding Codes Emerged from the Data Regarding Second Interview Question

Category	Code/Frequency	Example Mean Unit
Academic development	Postgraduate education(n=2)	“I can develop myself thanks to postgraduate education (T21). I am also postgraduate student in that way I can feel more efficacious (T33)”.
Ministry of National Education	In-service training(n=20)	“I am trying to participate in-service training in order to develop my field knowledge (T22). In-service training helps me to feel efficacious (T32)”.
	Seminars(n=2)	“I like joining seminars related to my field to improve my subject matter knowledge(T1)”.
	Workshops(n=1)	“I like workshops. They are very useful for me (T3)”.
	Conferences(n=1)	“Conferences improve me and my English (T5)”.
Personal effort	Reading magazines and books(n=4)	“I like reading magazines and books (T7). Magazines and books really help me to develop myself and knowledge (T25,T8,T17)”.
	Communication with friends(n=5)	“I can learn from my friends therefore, communication with friends helps me so much (T29,T34)”.

4.3.3. ELT teachers' classroom management troubles. Teachers were asked to express what kind of problems they face in terms of classroom management by taking into account teachers' self-efficacy beliefs obtained from the scale. Four categories such as *students*, *curriculum*, *teacher*, and *no trouble* occurred. Students category which was the largest one (n=25) contain *low interest for the lesson*, *disruptive student behaviour*, *not showing participation in the lesson actively*, and *low perception level* codes. Curriculum category (n=3) has just one code, *difficult course contents*. Similarly, the teacher category (n=4) covers *low experience* in classroom management. As the last category, no trouble category includes *good classroom management system* after coding.

For the student category, disruptive student behaviours came to the forefront as most agreed. For instance, T26 and T3 stated that "I can't control disruptive student behaviours in the classroom". They were not good at managing disruptive students' behaviours while teaching and this made them lose their attention. Under the low interest for the lesson category, T27 said that "Students don't want to listen to lesson because they don't have interest for the lesson". That is to say, lack of interest for the lesson can break the classroom rules. On the other hand, students' low perception level and not showing participation in the lesson in an active way can affect classroom management system in a negative way. Difficult course contents from curriculum category can cause students not to follow classroom rules because they don't get involved in the lesson. Another reason came from low experience code under the teacher category. According to four teachers' beliefs, their low experience in the field of teaching English and dealing with the students make them face difficulties in the classroom in terms of management. 3 teachers indicated that they don't have problems in classroom management in class while teaching.

Table 23 illustrates categories, codes, and some example units on the topic of their perceptions related to teachers' classroom management.

Table 23

The Categories and Corresponding Codes Emerged from the Data Regarding Third Interview Question

Category	Code/Frequency	Example Mean Unit
Teachers' classroom management troubles	Students Low interest for the lesson(n=5)	"I can't handle students' low interest for the lesson. It breaks classroom management system easily (T33). Students don't want to listen to lesson because they don't have interest for the lesson. (T27)".
	Disruptive student behaviour(n=15)	"I can't control disruptive student behaviours in the classroom (T26, T3). Students make noise all the time and this made me crazy (T21)".
	Not showing participation in the lesson actively(n=2)	"They don't participate in the activities so they make friends speak(T16,T18)".
	Low perception level(n=3)	"Students have low perception level so they don't understand me. If they don't understand, they will speak in the classroom (T30, T9). Sometimes difficulty of contents are higher than their perception level if so, they don't listen to me and sleep in the classroom or make noise (T10)".
	Curriculum Difficult course contents(n=3)	"Difficult course contents make me face some problems in the classroom such as not taking students' interest and not following my rules(T22)".
Teacher Low experience(n=4)	"I don't have enough experience in teaching profession that's why sometimes I can't control the classroom (T17). It's my first year in teaching, therefore I can face some classroom management problems (T21,T33,T15)".	
No trouble	Good classroom management system(n=3)	"I don't have any trouble in class in terms of management (T6). I have a good classroom management system (T2)".

4.3.4. The relationship of teacher-student. ELT teachers were asked to give their opinions related to their relationship with students in general. According to the given responses, two main categories, *good* (n=21) and *bad* (n=14) came into being after content analysis. While the good category covers being *cute, smart, respectful, and hardworking*, the bad category covers *lack of care, bad character, irresponsible, and disrespectful*.

Under the good category, 21 teachers stated that their students are cute, smart, respectful, and hardworking therefore their relationship is generally an accepted good level. For instance, T6 indicated that “Most of my students are very smart. They know what to do and say so I have a good relationship with them”. In contrast to positive remarks of teachers, 14 teachers commented on their relationship with students in a negative way. T18 said that “They are not responsible so sometimes I can’t provide the control. This made our relationship worse”.

Table 24 illustrates categories, codes, and some example units on the topic of their perceptions related to teacher-student relationship.

Table 24

The Categories and Corresponding Codes Emerged from the Data Regarding Fourth Interview Question

Category	Code/Frequency	Example Mean Unit	
Teacher-student relationship	Good	Cute(n=3)	“My students are very cute. I really like them (T20). They are so small and cute. Even if I want, I can't be angry with them. (T31)”.
		Smart(n=5)	“They are so smart. They know me well therefore they obey my rules (T22, T2)”. Most of my students are very smart. They know what to do and say so I have a good relationship with them (T6)”.
		Respectful(n=11)	“They are very respectful and kind. I am good at getting along with them(T17)”.
		Hardworking(n=2)	“They are very hardworking therefore they don't make problems in my class (T8). They are successful at lessons and they get high marks so I have a positive relationship with them(T11)”.
	Bad	Lack of care(n=2)	“Some students don't care me while I teach English in the class (T21, T3, T9, T5)”. They don't care my rules (T10)”.
		Bad character(n=1)	“Some students have bad characters and they don't listen to me at ll. What is worse is that they do it deliberately (T16)”.
		Irresponsible(n=6)	“They are not responsible so sometimes I can't provide the control. This made our relationship worse(T18)”.
		Disrespectful(n=5)	“Some male students don't show respect to me and my lesson because they don't like English (T26)”.

4.3.5. The relationship of teacher-students' parents. ELT teachers' opinions related to the relationship of teacher-students' parents fell into three categories after the coding process. Table 25 shows categories, codes, and some example units on the topic of their perceptions related to teacher-student relationship.

Table 25
The Categories and Corresponding Codes Emerged from the Data Regarding Fifth Interview Question

	Category	Code/Frequency	Example Mean Unit
Teacher-students' parents relationship	Good	Conscious(n=9)	"They are really conscious about their child's future. Whenever I call them, they come to school as soon as possible (T35).
		Taking care of children (n=6)	"They take care of their children's problems therefore we have a good relationship (T11). They give importance their children's well-being at school so we have positive relationship in general(T4)".
	Bad	Careless(n=16)	"They don't care their children at all, they treat teachers as care takers (T21, T3, T7, T15)". They don't care their children's real success. The only thing that they care is to convince me to give high marks(T33)".
		Busy(n=4)	"They are so busy with their job. Moreover, there are some parents that I haven't seen before (T12).

Two categories such as *good* (n=15) and *bad* (n=20) emerged from the fifth interview question when teachers were asked to describe their relationship with students' parents generally. While statements in the good category were coded into as being *conscious* (n=9) and *taking care of children* (n=6), statements in the bad category were coded into as being *busy* (n=4) and *careless* (n=16). Under the conscious code, T35 stated as "They are really conscious about their child's future. Whenever I call them, they come to school as soon as possible". When looking at taking care of children code, it can be seen that six teachers have thought that parents take care of their problems related to school.

Chapter 5

Discussion

5.1. Introduction

Firstly, quantitative data results obtained from teachers' sense of efficacy scale and teachers' professional identity scale and then qualitative data results obtained from semi-structured interviews will be expressed in a concrete way in this chapter. In addition, the findings will be discussed in detail in accordance with the related existing English language teaching literature described in the literature review chapter. Lastly, limitations of the study, suggestions for further studies, and the conclusion remarks will be given respectively.

5.1.1. Discussion of quantitative findings.

5.1.1.1. Discussion of professional identity perceptions' findings. This part of the study deals with the discussion of the relationship between ELT teachers' professional identity perceptions by taking into account the variables such as gender, age, marital status, the faculty type graduated from, the school type at which they work, the years of teaching experience, and current job title.

One of the purposes of this study was to find out the level of ELT teachers perceptions related to their professional identity and its formation. This topic can be seen as an important research area on which many studies have focused. Although, most of these studies are qualitative in nature and few research has been conducted in order to investigate teacher's professional identity perceptions by applying a quantitative instrument (Findlay, 2006). Moreover, professional identity perceptions studies do not meet the need in the field of teacher education (Varghese et al, 2005).

Quantitative results of teachers' professional identity scale showed that ELT teachers had high level perceptions related to their professional identity by looking at the mean of the scale. All in all, ELT teachers believed that their professional identity perceptions were high.

It means that they were aware of who they are in the classroom context with students. That is to say, ELT teachers know themselves very well as teachers. Similarly, Masoumpanaha and Zareib (2014) found out in their study that ELT teachers' level of professional identity perceptions were quite high.

“It is necessary to keep pace with new developments.” was the highest item stated by ELT teachers in the study. This means that teachers were in favour of keeping up with new developments in the field of teaching English. They thought that the world is changing, education is also changing, and they should change themselves in a positive way in accordance with the new developments in the field of teaching. On the other hand, “Teachers cannot permit themselves to make mistakes.” was the lowest item. In other words, most of the teachers believed that teachers sometimes can make mistakes because they are also human beings. Mofrad (2016) also stated that the least frequent agreed item was “Teachers cannot permit themselves to make mistakes.” whereas the most frequent agreed item was “There are many ways to teach and learn the same thing.”.

According to the quantitative results of the present study, teachers saw themselves as subject matter field expert and followed by didactical expert and least pedagogical expert. According to Beijaard et al. (2004), teachers who see themselves as subject matter experts mostly focus on transferring the knowledge to the learners. Teachers who regard themselves as didactical experts give importance to activities and methods. The planning and organization of the course are highly important for them. Teachers who see themselves as pedagogical experts pay attention to the positive relationship between the teacher, students, and their families. When similar research findings in the literature are to be taken into consideration, it can be seen that Beijaard et al. (2000) have used the same instrument in order to investigate teachers' professional identity perceptions and the results have illustrated that teachers describe themselves as combination of various aspects of expertise but mostly as subject

matter experts, then didactical experts and least pedagogical experts. However, in Mofrad's study, Iranian teachers defined themselves mostly as didactical experts, then as pedagogical experts, and least as subject matter experts (2016).

While looking at the relationship between teachers' professional identity perceptions and gender variable, the results revealed that female ELT teachers had a higher level of professional identity perceptions than male ELT teachers. Contrary to this finding, Cheung (2008) found out that in-service male teachers had significantly higher professional identity perceptions than in-service female teachers in Hong Kong. Another study conducted by Mofrad (2016) showed that there was no meaningful relationship between their professional identity perceptions and gender.

According to Tukey HSD test conducted in order to determine which age group of teachers differ according to age variable in terms of professional identity perceptions, it can be inferred that young ELT teachers' professional identity perception levels are higher than older ELT teachers' levels. Gohier et al. (2007) supported this result stating that teachers' professional identity could change and shift as time passes and it has a dynamic form. Similarly, Lamote and Engels (2010) first-year students' professional identity perceptions are relatively higher compared to the others.

In order to find out whether there was a significant difference between ELT teachers' professional identity perceptions and marital status. T-test was applied to the data. The result revealed that no significant difference was found.

The relationship between ELT teachers' professional identity perceptions and the faculty graduated from showed that ELT teachers who graduated from the Faculty of Education had higher professional identity perception levels compared to the ones who graduated from the Faculty of Art and Sciences. The perceptions of teachers who graduated from the faculty of Education were found to be more positive than the teachers who graduated

from other faculties (Senemoğlu, 1989). In line with this result, Zhang et al. (2016) also stated that considerable importance to teacher education departments at university level should be given utmost emphasis in building strong professional identity.

From taking into consideration research question related to the link between ELT teachers' professional identity perceptions and type of schools they work at, it can be said that secondary school ELT teachers differed significantly from teachers who were working at primary and high schools. Secondary school ELT teachers' perceptions had the highest level whereas high school ELT teachers' perceptions had the lowest level among the teachers who were working at the different type of schools.

In relation to teaching experience, ELT teachers who had 16 to 20 years teaching experience had the lowest level in terms of professional identity perceptions as against ELT teachers who had 1 to 5, 6 to 10, 11 to 16, and 21 to 25 years teaching experience in the field of English language teaching. In line with this finding, Flores and Day indicated that the job experience could affect teachers' perceptions (2006). On the contrary, Canrius (2012) found out in his study that professional identity perceptions did not differ significantly in terms of teaching experience.

One-way ANOVA test was used in order to look at the relationship between ELT teachers' professional identity perceptions and current job title. As a result of the one-way ANOVA test, no significant difference was observed between regular teachers, contracted teachers and paid teachers in terms of their professional identity perceptions. Similarly, Canrius et al. (2012) stated that teachers' professional identity perceptions did not differ significantly among experienced teachers, novice teachers and senior teachers.

5.1.1.2. Discussion of self-efficacy beliefs findings. This part of the study presents the discussion of the relationship between ELT teachers' self-efficacy by taking into consideration the variables such as gender, age, marital status, the faculty type graduated

from, the school type at which they work, the years of teaching experience, and current job title.

One of the aims of this study was to investigate ELT teachers' self-efficacy beliefs related to their professional life. Quantitative findings revealed that ELT teachers' self-efficacy beliefs were quite high. ELT teachers with a high level of self-efficacy have higher academic standards than those with lower self-efficacy. Their expectations are clear, they focus on academic teaching and focus on students' teaching-related behaviour. In particular, it is stated that teachers with high self-efficacy beliefs create a safe, supportive air in their classrooms, encourage student entrepreneurship and take individual needs into consideration. They are more likely to try to overcome the problem when they encounter obstacles and to maintain their stability even when they fail.

When similar research findings in the literature are to be taken into consideration, it can be seen that self-efficacy levels of teachers are generally at a high level (Chacon, 2005; Eslami & Fatahi, 2008; Yılmaz & Çokluk-Bökeoğlu, 2008; Yüksel, 2010). On the contrary to these findings in the field, Baykara (2011) found out that ELT teachers' self-efficacy beliefs were at a medium level.

“To what extent can you craft good questions for your students?” was the highest item stated by ELT teachers. It means that teachers felt more efficacious while giving instructions to the learners. They thought that they give feedback properly. On the other hand, “How much can you do to calm a student who is disruptive or noisy?” was accepted as the lowest item in the scale. Generally, ELT teachers can't control the class when a student doesn't obey the classroom rules.

While looking at the self-efficacy scale domains, it can be seen that ELT teachers stated to be more efficacious in the field of instructional strategies and student engagement rather than classroom management. However, Yüksel (2010) indicated that ELT teachers felt

more efficacious in the field of classroom management rather than instructional strategies and student engagement.

According to t-test results of independent groups conducted in order to determine whether ELT teachers' self-efficacy beliefs differ according to gender variable, female teachers' self-efficacy beliefs of the teaching profession were higher than male teachers. This finding is in parallel with many studies in the literature (Bleicher, 2004; Ekici, 2006; Klaasen & Chiu, 2010). When the literature is examined, it is possible to encounter different results. According to some studies in the literature, there was no significant difference between teachers' self-efficacy beliefs and gender (Babaođlan & Korkut, 2010; Baykara, 2011; Tschannen-Moran & Hoy, 2007; Yüksel, 2010;). On the other hand, Demirtaş et al. (2011) stated that male preservice teachers' self-efficacy beliefs were found to be higher than female teachers' beliefs.

When we look at the change in self-efficacy levels of ELT teachers according to the age variable, it can be seen that self-efficacy level does not differ significantly. On the contrary, Akkoyunlu and Orhan (2003) found a significant relationship between teachers' perceptions of self-efficacy and age. They found out that teachers' self-efficacy beliefs increased as they got older and gain experience.

According to the results of t-test analysis conducted in order to find out whether ELT teachers' self-efficacy beliefs differ regarding the marital status variable, the results revealed that their self-efficacy level does not differ significantly.

The relationship between ELT teachers' self-efficacy beliefs and the faculty graduated from showed that ELT teachers who graduated from the Faculty of Education had higher self-efficacy beliefs compared to the ones who graduated from the Faculty of Art and Sciences. It can be said that the findings of this present study are in parallel with the findings of Elkatmış, Demirbaş and Ertuđrul (2013). According to the findings obtained from the study, teachers

who graduated from the Faculty of Education felt more efficacious in teaching rather than teachers who received pedagogical formation education and graduated from the Faculty of Arts and Sciences. However, Üstüner et al. (2009) stated that faculty type didn't have a meaningful effect on teachers' self-efficacy beliefs.

In order to find out whether there was a significant difference between ELT teachers' self-efficacy beliefs and type of school at which they work, One-way ANOVA test was applied to the data. The results showed that no significant difference was observed. On contrary to this finding, Üstüner et al. (2009) found out that teachers' self-efficacy beliefs differed significantly in terms of school type.

One-way ANOVA test was applied to the data in order to investigate the relationship between ELT teachers' self-efficacy beliefs and years of experience. In the study, there was no meaningful difference in the comparison of ELT teachers' self-efficacy levels and years of experience in the teaching profession. This finding is in line with Ekici (2006) and Yüksel (2010). They also found out that years of teaching experience in teaching profession did not have an effect on teachers' self-efficacy beliefs. However, Klassen and Chiu (2010) stated that teachers' self-efficacy beliefs increased until 23 years of experience of teachers and then decreased gradually. Teachers think that there might be an inefficiency in the ageing phase towards the teaching profession and they get into professional depression. This may be one of the reasons for low teacher self-efficacy.

From taking into account research question related to the relationship between ELT teachers' self-efficacy beliefs and current job title, it can be said that a significant difference was observed between fully-appointed teachers, contracted teachers and hourly-paid teachers in terms of their self-efficacy beliefs. The level of self-efficacy beliefs of ELT teachers working as contracted teachers had the highest level whereas ELT teachers working as hourly-paid teachers had the lowest level from the scale. Tschannen-Moran and Hoy (2007)

conducted a study with novice and experienced teachers in order to see the difference between them. Novice teachers' self-efficacy beliefs were found to be lower than experienced teachers' self-efficacy beliefs because of inadequate experience in teaching performance.

As stated earlier in the literature review, investigating teachers' self-efficacy beliefs and teachers' professional identity perceptions became a research area for researchers in the field of teacher education and development. According to the researchers in the field, some internal individual factors such as motivation, self-efficacy, emotion, personal identity and personality can have a highly important effect on teacher identity formation (Rodgers & Scott, 2008; Van Veen & Slegers, 2006; Zembylas, 2003). The current study found out that there was a significant positive correlation between their professional identity perceptions and self-efficacy beliefs. This means that if teachers' professional identity perception level is high then their self-efficacy belief level is also high. Schepens et al. (2009) stated that teachers' self-efficacy could be seen as a predictor of professional identity development. Also, Lamote and Engels (2010) indicated that first-year students' efficacy level was higher in the way of gaining the professional identity.

5.1.2. Discussion of qualitative findings. ELT teachers were asked to answer five questions related to their professional identity perceptions and self-efficacy beliefs.

First interview question was about describing how they see themselves as a teacher in the classroom context. Didactical field, subject matter field and pedagogical field categories were derived from the collected data set parallel with findings of teacher professional identity scale. Most of the teachers believed that they are knowledgeable teachers and they have subject matter knowledge. Beijaard et al. (2004) stated that the knowledge base of teachers in teaching could be the best indicator of what was seen as the primary role of the teacher. On the other hand, few teachers defined themselves as pedagogical teachers who gave importance

to students' well-being. In another study, Gohier et al. (2007) found out that teachers saw themselves as mostly emphatic, dynamic and organized.

Gee (2000) stated that both teachers and student teachers should know what kind of teachers they actually are in real classrooms because their identities affect the way they transmit the course content to the students, their development process, their teaching styles and even students' identities. Also, Antonek et al. (1997) student teachers stated that they had a chance to see themselves as what kind of teachers they actually are in the real classroom setting.

Second interview question was related to how ELT teachers keep up with new developments in the field. Three categories occurred at the end of the content analysis such as academic development, Ministry of National Education and personal effort. Most of the teachers indicated that they follow new developments by the help of the Ministry of National Education by joining seminars, workshops and conferences. Also, in-service training makes important contributions to their professional life and its development. Under personal effort category, teachers read some magazines and books related to their field in order to keep up with new developments. Moreover, communication with friends helps them so much on that topic. Just two ELT teachers attended postgraduate education so as to develop themselves and feel more efficacious in teaching English. Yüksel (2010) stated that communication at school provides teachers to increase their self-efficacy level. Before a being teacher, Antonek et al. (1997) stated that portfolios and weekly discussions could help developing student teachers' reflective skills in the way of gaining the professional identity.

As a third interview question, ELT teachers were asked to give opinions related to what kind of problems they face in terms of classroom management. According to the content analysis, four categories such as students, curriculum, teacher and no trouble occurred. Teachers stated that most of these problems stem from students' disruptive behaviour and

their low interest in the lesson. Skaalvik and Skaalvik (2007) stated that teachers with low self-efficacy level faced discipline problems more in the classrooms and this could lead to teacher burnout. Similarly, Babaođlan and Korkut (2010) revealed that there was a meaningful relationship between teachers' self-efficacy beliefs and their classroom management skill perceptions so teachers with low self-efficacy beliefs can have some problems in managing the classroom. Under the curriculum category, 3 teachers said that difficult course contents make them face some problems in the classroom such as not taking students' interest and not following their rules. Yüksel (2010) indicated that the curriculum sometimes can create some problems for teachers related to grabbing student's attention to the lesson.

Fourth interview question was related to describing ELT teachers' relationship with students in general. Good and bad categories came into being after content analysis. Most of the teachers believed that their relationship with students was negative because of being disrespectful and irresponsible, lack of care and having bad character. One of the teachers stated that their students are not responsible so sometimes she can't provide the control and this makes their relationship worse and worse. However, 14 teachers stated that their relationship with students was positive thanks to being cute, smart, respectful and hardworking. Yüksel (2010) found out parallel findings with the current study. Findings of the study revealed that students' profile can be seen as one of the reasons causing negative student-teacher relationship. On the other hand, Tschannen-Moran and Hoy (2007) indicated that novice teachers were observed as more determined to reach and answer the students' problems, hopes and wants. They tried to build a positive relationship with children.

ELT teachers were asked to respond to describe their relationship with students' parents as a fifth interview question. According to the given answers, two categories occurred as in the fourth interview question. Good and bad categories occurred after the coding

process. Under good category, teachers stated that parents are highly conscious and they take care of their children so much. However, bad category suggested that they are so busy and they care neither their children nor their success. Even more, one of the teachers stated that students' parents don't care their children's real success. The only thing that they care is to convince the teachers to give high marks and make them pass the class.

5.2. Limitations of the Study and Suggestions for Further Studies

This research has also some limitations in its own nature as in every study. The sample of the study consisted of 290 ELT teachers working at state primary, secondary, and high schools located on Erzurum's central districts; Aziziye, Palandöken and Yakutiye. The main purpose was to investigate ELT teachers' professional identity perceptions and self-efficacy beliefs regarding some variables as gender, age, marital status, the faculty graduated from, type of schools they work at and current job title.

First of all, considering the importance of the ELT teachers' self-efficacy beliefs and professional identity perceptions in the teaching process, it is of extreme importance to investigate this topic in a larger sample at different levels of teaching. In this context, this study can be applied to ELT teachers of schools in different geographic regions. It can even be compared with teachers in different branches at these schools. Thus, it will be possible to provide the necessary data for teachers to be aware of themselves and to create a better learning-teaching environment.

Secondly, teachers' professional identity perceptions can be seen as a highly crucial research area that should be investigated in order to make learning, teaching, curriculum and education policies better (Olsen, 2008). On the other hand, teachers' self-efficacy beliefs can be regarded as one of the most important factors affecting the success of teachers. No matter how knowledgeable a teacher is in the field, one cannot be expected to be productive when he

lacks a sense of self-efficacy. For that reason, studies related to teachers' professional identity perceptions and self-efficacy beliefs should be increased.

Thirdly, by taking consideration of findings of the current study, in-service seminars and conferences should be provided to teachers on the ability of teachers to communicate effectively with their students and parents particularly regarding their self-efficacy. Because teacher-student and teacher-parent relationship can be accepted as one of the most important variables affecting the academic and social success of the student. Thus, further research can be conducted to investigate the teacher-student and teacher-parent relationship.

Fourthly, this study revealed that teachers can face some problems in managing the classroom. Therefore, classroom management courses taught in the Faculties of Education should be taken into consideration and revised in order to improve the classroom management skills of teachers.

Last but not least, the relationship between teachers' professional identity perceptions and self-efficacy beliefs should be considered in detail during university education. In the process of forming an identity and gaining self-efficacy, teachers often internalize traditional teacher identities. Therefore, teacher training programs implemented in faculties of education, are of great importance in the process of creating a professional teacher identity.

5.3. Concluding Remarks

This present study aimed to investigate the relationship between ELT teachers' professional identity perceptions and self-efficacy beliefs taking into account the variables such as gender, age, marital status, the faculty graduated from, school types at which they work, teaching experience, and current job title.

The findings obtained from teachers' professional identity scale demonstrated the point that ELT teachers' professional identity perceptions were at a high level. It can be inferred from the quantitative findings that ELT teachers were very conscious of their

professional identity and their roles in the classroom context. As to differences in three dimensions of teachers' professional identity scale, ELT teachers described themselves as subject matter field expert and then didactical expert and least pedagogical expert. Also, qualitative findings first semi-structured interview question showed that most of the teachers described themselves as knowledgeable teachers and they had subject matter knowledge. They knew what kind of teachers they are both inside and outside the classroom.

Both quantitative and qualitative findings showed that they identified themselves mostly as subject matter teachers. That is to say, this kind of teachers keep their teaching styles and contents the same each year. They are very fond of the comfort zone and they do not want students to intervene in this zone in the lessons. They think that students should have knowledgeable teachers. ELT teachers who saw themselves as didactical experts focus on teaching styles rather than subject matter. According to their opinions, the organization and flow of the lesson is highly crucial for them. They give more importance to the methods and activities applied in the class rather than the content. The way of transmitting the knowledge to the students is more important than the knowledge itself. Lastly, ELT teachers who described themselves as pedagogical experts put emphasis on students' well-being and good classroom climate. They believed that they are open, positive, and respectful while approaching students. Their relationships with the students and parents are stronger than teachers who described themselves as didactical and pedagogical experts.

As a result of t-test analysis, professional identity perceptions and self-efficacy beliefs of ELT teachers differed significantly regarding the gender variable. Female ELT teachers had significantly higher level of professional identity perceptions and sense of efficacy beliefs than male ELT teachers. Female ELT teachers were more aware of their professional identities and their efficacy beliefs. However, the number of the female participants (187) is

higher than the number of male participants (103). While making comments on the t-test analysis, this fact should be taken into consideration.

Also, Tukey HSD findings revealed the fact that young ELT teachers' professional identity perception levels are higher than older ELT teachers' levels considering effect of age. Moreover, ELT teachers who had 1 to 5 years of teaching experience in the field of English language teaching had higher levels of professional identity perceptions. This is most probably because they are idealistic-minded and ambitious in the teaching profession.

The relationship between ELT teachers' professional identity perceptions and sense of efficacy beliefs and the faculty graduated from showed that ELT teachers who graduated from the Faculty of Education had higher professional identity perceptions and self-efficacy beliefs compared to the ones who graduated from the Faculty of Art and Sciences. Namely, educational science courses taken in an accelerated way in the pedagogical formation process might had a great effect on the significance difference between two groups of teachers.

From taking into account research question related to the relationship between ELT teachers' self-efficacy beliefs and current job title, it can be said the level of self-efficacy beliefs of ELT teachers working as contracted teachers had the highest level whereas ELT teachers working as hourly-paid teachers had the lowest level from the scale. As mentioned earlier in the study, hourly-paid teachers were mostly graduated from Faculty of Art and Sciences.

The results related to the relationship between ELT teachers' professional identity perceptions and type of schools they work at showed the point that secondary school ELT teachers differed significantly from ELT teachers working at primary and high schools. Secondary school ELT teachers had a higher level of perception. The reason for this difference can be said that in the latent period, which corresponds to the secondary school age, children pass through so-called calm development period. Towards the end of secondary

school, children are entering adolescence period, which is difficult for teachers to practice in the class. Moreover, students have difficulty in adapting to the lessons in the elementary school period. Therefore, ELT teachers working at secondary schools were generally busy with their lesson not with students' behaviours.

Descriptive findings of teachers' sense of efficacy scale indicated that ELT teachers' self-efficacy beliefs were at a high level. Also, ELT teachers felt more efficacious in instructional strategies dimension. This means that ELT teachers felt more efficacious in providing different assessment strategies and alternative explanations for their students than motivating students in school work. They sometimes fail to get students to believe that they can do well in the lesson. According to the data obtained from scale and semi-structured interview, ELT teachers had some difficulties in classroom management. They stated that most of classroom management problems stem from students' disruptive behaviours and their low interest towards the lesson. Also, curriculum and difficult course contents sometimes can create some problems for teachers related to grabbing student's attention to the lesson and this makes students break the classroom rules in the class.

It can be stated in general that ELT teachers' relationship with students was bad according to content analysis. Most of the teachers believed that their relationship with students was negative because of being disrespectful and irresponsible, lack of care and having bad character. In terms of teachers' relationship with parents, more than half of ELT teachers indicated that students' parents are so busy and they care neither their children nor their success.

On the whole, the current study stated that there was a significant positive correlation between ELT teachers' professional identity perceptions and self-efficacy beliefs. It means that if teachers' professional identity perception level increases then their self-efficacy belief level also increases.

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Appendices

Appendix 1: Demographic Information Form

Mesleki Kimlik Algısı ve Öz yeterlik İnanç Ölçeği

Değerli Katılımcı,

Bu ölçek 3 bölüm ve 26 maddeden oluşmaktadır. A bölümü sizinle ilgili çalışmaya faydalı olabilecek çeşitli bilgiler toplayabilmek amacıyla hazırlanmıştır. Lütfen dikkatlice okuyup size uygun olan seçeneği (X) şeklinde işaretleyerek cevaplandırınız. B bölümü öz yeterlik inancını C bölümü ise mesleki kimlik algısını ölçmeyi hedeflemektedir. Her madde için 5 seçenekten size en uygun olanını seçerek işaretleyiniz. Bu çalışma İngilizce öğretmenlerinin mesleki kimlik algılarını ve öz yeterlik inançlarını ölçmek ve bu sayede İngilizce eğitim ve öğretimine katkı sağlamak amacıyla yapılmaktadır. Maddeleri içtenlikle cevaplandırmanız çok önemlidir. Bu nedenle neyin doğru neyin yanlış olduğu kaygısına düşmeden yalnızca gerçekte size en iyi yansıtan cevabı veriniz.

Ölçek ve araştırma ile ilgili herhangi bir sorunuz varsa iletişim kurabilirsiniz.

Büşra İLGÖR

Bursa Uludağ Üniversitesi, İngiliz Dili Eğitimi

ilgorbusra@gmail.com

A. Bölümü

1. Cinsiyetiniz : Kadın Erkek

2. Yaşınız: 22-29 yaş 30-39 yaş 40-49 yaş 50-59 yaş 60+ yaş

3. Medeni durumunuz: Evli Bekar

4. Mezun olduğunuz fakülte türü: Eğitim Fakültesi Fen Edebiyat Fakültesi Diğer

5. Hangi okul türünde çalışıyorsunuz? İlköğretim Ortaöğretim Lise

6. Mesleki kıdeminiz: 1-5yıl 6-10yıl 11-15yıl 16-20yıl 21-25yıl 26+yıl

7. Atama durumunuz nedir? Kadrolu öğretmen Sözleşmeli öğretmen Ücretli Öğretmen

Appendix 3: Turkish Form of Teachers' Professional Identity Scale

	C Bölümü	Kesinlikle katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle katılıyorum
1.	Öğrencilere yaklaşırken pozitif, açık ve saygılı olmak vb. önemlidir.					
2.	Öğrencilerin bilgili bir öğretmene sahip olması gerekir.					
3.	Planlama ve organizasyon eğitim öğretim için temel oluşturur.					
4.	Bir öğretmen için konu tek temel unsur değildir.					
5.	İyi/güvenli sınıf ortamı öğretim için gerekli bir koşuldur.					
6.	Aynı şeyi öğretmenin ve öğrenmenin birçok yolu vardır.					
7.	Öğrencilerin durumu /rahatlığı derslerin başlangıç noktasıdır.					
8.	Öğretmenlerin hata yapma lüksü yoktur.					
9.	Öğrenme aktivitelerini değiştirerek öğrencileri motive etmek ve ilgilerini çekmek önemlidir.					
10.	Öğrencileri dinleyerek ve gözlem yaparak tetikte olmak gerekir.					
11.	Öğretmen olarak eğitimde yeni gelişmelere ayak uydurmak gerekir.					
12.	Öğrencilerin seviyesini dikkate almak önemlidir.					
13.	Öğrencilerin davranış ve hareketleri konusunda tetikte olma ve katılım gösterme önemlidir.					
14.	Öğrencilerin kendi öğrenme yöntemleri ve stratejileri önemlidir.					

Appendix 4: English Form of Teachers' Sense of Efficacy Scale

	B part					
	QUESTIONS	Nothing	Very Little	Some Influence	Quite A Bit	A Great Deal
1.	How much can you do to get students to believe they can do well in school work?					
2.	How much can you do to motivate students who show low interest in school work?					
3.	To what extent can you provide an alternative explanation or example when students are confused?					
4.	How much can you do to control disruptive behaviour in the classroom?					
5.	How much can you do to help your students value learning?					
6.	How much can you use a variety of assessment strategies?					
7.	To what extent can you craft good questions for your students?					
8.	How much can you do to get children to follow classroom rules?					
9.	How much can you do to calm a student who is disruptive or noisy?					
10.	How well can you establish a classroom management system with each group of students?					
11.	How much can you assist families in helping their children do well in school?					
12.	How well can you implement alternative strategies in your classroom?					

Appendix 5: English Form of Teachers' Professional Identity Scale

	C part					
	STATEMENTS	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1.	It important to be positive, open, respectful etc. when approaching students.					
2.	It is necessary for students to have a knowledgeable teacher.					
3.	Planning and organization are the basis for teaching.					
4.	Subject matter is not the only basis for a teacher.					
5.	Good/safe classroom climate is a necessary condition for teaching.					
6.	There are many ways to teach and learn the same thing.					
7.	Students' situation/well-being is starting point for the lessons.					
8.	Teachers cannot permit themselves to make mistakes.					
9.	To motivate and interest students by changing learning activities is important.					
10.	It is necessary to be alert by listening and observation.					
11.	It is necessary to keep pace with new developments.					
12.	It is important to keep into account the students' level.					
13.	Being alert for signs of students/ showing involvement is important.					
14.	Students' ways and strategies of learning is important.					

Appendix 6: Semi-structured Interview

İNGİLİZCE ÖĞRETMENLERİNİN MESLEKİ KİMLİK ALGILARI İLE
ÖZYETERLİK İNANÇLARI ARASINDAKİ İLİŞKİYE YÖNELİK GÖRÜŞME
FORMU

Değerli Katılımcı,

Bu görüşme formu 2 bölümden oluşmaktadır. 1. bölüm görüşmeyle ilgili görüşmenin tarihi, saati, yeri, görüşmeci ve görüşülen kişi hakkında bilgileri edinmek amacıyla hazırlanmıştır. 2. bölümde ise sizin mesleki kimlik algınız ile özyeterlik inancınız arasındaki ilişkinin saptanması hedeflenmektedir. Çalışmada gerçek isminiz geçmeyecektir ve gizlilik esasına bağlı kalınacaktır.

Görüşme ve çalışma ile ilgili herhangi bir sorunuz varsa iletişim kurabilirsiniz.

Büşra İLGÖR

Kazım Karabekier Mesleki ve Teknik Anadolu Lisesi, Palandöken

Bursa Uludağ Üniversitesi, İngiliz Dili Eğitimi

Görüşme tarihi ve saati:	
Görüşme yeri:	
Görüşmeyi yapan kişi:	
Görüşülen kişi:	

ilgorbusra@gmail.com

SORULAR

- 1. Bir öğretmen olarak mesleki kimliğinizi üç sıfatla tanımlayacak olsaydınız, bunlar neler olurdu? (sabırlı, idealist, konu uzmanı, disiplinli, hümanist, iyi bir öğretici, vb.)**
- 2. Alandaki yeni gelişmelere ayak uydurabilmek ve kendinizi daha yeterli hissedebilmek için neler yapıyorsunuz? (Lisansüstü eğitim, hizmet içi eğitim, seminer, konferans, çalıştay, zümrelerle iletişim vb.)**
- 3. Sınıf yönetimi konusunda size en çok neler zorluyor?**

4. Bir öğretmen olarak olumlu öğretmen – öğrenci ilişkisini kurduğunuza inanıyor musunuz?

5. Bir öğretmen olarak öğretmen ve veliler arasında yeteri kadar bir işbirliği sağladığınızı düşünüyor musunuz?

Appendix 7: Teachers' Professional Identity Scale Approval Mail

My name is Büşra İLGÖR and I am an MA student at Uludağ University in the foreign languages teaching department. Also, I am English language teacher at a state high school in Turkey. I really want to investigate the relationship between English teachers professional identity perceptions and self-efficacy beliefs. If you have permission, I want to use your questionnaire. I look forward to responding me. Thank you so much. Have a nice day.



Beijaard, D.

Alicılar: ben ▾



Herewith that questionnaire you asked for (is in Dutch).

Regards,

Douwe Beijaard

Douwe Beijaard | Professor of Education | Eindhoven School of Education (ESoE), Eindhoven University of Technology (TU/e) | P.O. Box 513, 5600 MB Eindhoven, the Netherlands | Tel.: +31 (0)40 247 3095/4439 | E-mail: d.beijaard@tue.nl | Website: www.tue.nl/esoe

Appendix 8: Teachers' Sense of Efficacy Scale Approval Mail

yüksek lisans tez anket izni  

Gelen Kutusu

 **Büşra İlgör**
Merhaba Yeşim hocam, Uludağ
Üniversitesi'nde yabancı diller eğitimi

 **Yesim Capa**  
Alıcılar: ben 

Merhaba,

Tarafımızdan Türkçeye adapte edilen "Öğretmen Ozyeterlik Ölçeği"ni kullanmanızda hiçbir sakınca yoktur.

Ölçeğe ilgili bilgiye <https://blog.metu.edu.tr/capa/instruments-adapted/> adresinden ulaşabilirsiniz.

İyi çalışmalar dilerim.
Yesim Capa Aydın

Doc. Dr. Yesim Capa Aydın
Orta Doğu Teknik Üniversitesi
Eğitim Bilimleri Bölümü
06800 Ankara

Appendix 9: Erzurum Provincial Directorate of National Education Approval Letter



T.C.
ERZURUM VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : 36648235-605.01-E.16147158
Konu : Tez Çalışması

12/09/2018

VALİLİK MAKAMINA

İlgi: Palandöken Kaymakamlığı (İlçe M.E.M)'nin 10.09.2018 tarih ve 15923860 sayılı yazısı.

İlgi yazı gereği, Uludağ Üniversitesi İngiliz Dili ve Eğitimi Bölümü Yüksek lisans öğrencisi Büşra İLGÖR'ün, "*İngilizce Öğretmenlerinin mesleki kimlik algıları ile Öz yeterlilik inançları arasındaki ilişki*" konulu tez çalışmasına esas teşkil edecek çalışmayı Palandöken, Aziziye ve Yakutiye ilçelerine bağlı okullardaki tüm İngilizce öğretmenlerine uygulama yapma talebinde bulunmuş olup, yapılan tez çalışmasının sonuçlarının birer örneğinin Müdürlüğümüz, Strateji Geliştirme Şube Müdürlüğü (AR-GE Birimi)'ne gönderilmesi gerekmektedir.

İlgi yazı ve ekleri, Bakanlığımızın 12/09/2017 tarihli ve 13610717 (2017/25) sayılı genelgesi çerçevesinde Komisyonumuzca incelenmiş olup, "*Araştırmaların, eğitim öğretim faaliyetlerini aksatmayacak şekilde*", komisyon kararlarında belirtilen veri toplama araçlarının kullanılarak, Palandöken, Aziziye ve Yakutiye İlçelerine bağlı okullarda yapılması, Müdürlüğümüzce uygun görülmektedir. Makamlarınızca da uygun görülmesi halinde Olurlarınıza arz ederim.

Mehmet Yaşar YILDIRIM
İl Millî Eğitim Müdürü V.

OLUR
12/09/2018
Muharrem ELİGÜL
Vali a.
Vali Yardımcısı

Ek: İlgi yazı ve ekleri (6 Sayfa)

Yönetim Cad. Valilik Binası Kat:4 Yakutiye ERZURUM
Elektronik Ağ: erzurum.meb.gov.tr
e-posta: arge25@meb.gov.tr

Ayrıntılı bilgi için: AR-GE Birimi 179
Tel: (0 442) 234 48 00
Faks: (0 442) 235 10 32

Bu evrak güvenli elektronik imza ile imzalanmıştır. <https://evraksorgu.meb.gov.tr> adresinden b23c-169d-3201-8adf-02c3 koda ile teyit edilebilir.

**Appendix 10: Erzurum Provincial Directorate of General for Innovation and Education
Technologies Approval Letter**

T.C. MİLLİ EĞİTİM BAKANLIĞI Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü		FORM:2
ARAŞTIRMA DEĞERLENDİRME FORMU		
ARAŞTIRMA SAHİBİNİN		
Adı Soyadı	Büşra İLGÖR	
Kurumu / Üniversitesi	Uludağ Üniversitesi	
Araştırma yapılacak iller	Erzurum	
Araştırma yapılacak eğitim kurumu ve kademesi.	Palandöken, Yakutiye ve Aziziye İlçelerinde Görev Yapan İngilizce Öğretmenleri	
Araştırmanın konusu	İngilizce Öğretmenlerinin Mesleki Kimlik Alguları İle Öz Yeterlilik İnançları Arasındaki İlişki	
Üniversite / Kurum onayı	Kurum Onayı İle	
Araştırma / Proje /ödev / Tez önerisi	Araştırma Önerisi	
Veri toplama araçları	Mesleki Kimlik Algısı ve Öz Yeterlilik İnanç Ölçeği	
Görüş İstenilecek Birim / Birimler.		
<p>Milli Eğitim Bakanlığı Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü'nün Araştırma, Yarışma ve Sosyal Etkinlik İzinleri konulu 2017/25 nolu genelge doğrultusunda yapılan incelemede araştırmanın kabulüne karar verildi.</p>		
Komisyon Kararı	Oybirliği ile Kabulüne	
Muhatf Üyenin Adı ve Soyadı		
KOMİSYON		
<p>23.09.2018 Komisyon Başkanı Ömer Faruk PALA Şube Müdürü</p>	<p>Üye Pınar AĞAVER</p>	<p>Üye Mesut ARAS</p>

Curriculum Vitae

Doğum Yeri ve Yılı : Sakarya-1993

Öğr. Gördüğü Kurumlar	Başlama Yılı	Bitirme Yılı	Kurum Adı
Lise	2007	2011	Yozgat Lisesi
Lisans	2011	2016	Ondokuz Mayıs Üniversitesi, Samsun
Yüksek Lisans	2017	2019	Bursa Uludağ Üniversitesi

Bildiği Yabancı Diller ve Düzeyi : İngilizce-İleri düzey

Almanca-Başlangıç düzeyi

Fransızca- Başlangıç düzeyi

Çalıştığı Kurumlar : **Başlama ve Ayrılma Tarihleri** **Kurum Adı**

1. 2014 – 2017 Öykü Adası Kreş, SAMSUN

2. 2017 – Kazım Karabekir Mesleki ve

Teknik Anadolu Lisesi, ERZURUM

Yurt İçi ve Yurt Dışında Katıldığı Projeler :

25 Haziran-10Eylül 2015 : Internship within the framework of Erasmus+ program at Faculty of Engineering, Czech university of Life Sciences, Prague

18 Temmuz-30 Temmuz 2017 : 23. Yaz İşitme Engelliler Olimpiyat Oyunları (Deaflympics) Samsun.

Katıldığı Yurt içi ve Yurt Dışı Bilimsel Toplantılar :

Şenel, M. & İlgör, B. (2017). The Purposes of ELT Students' Use of the Internet “1st International Black Sea Conference on Language and Language Education” Konferansı, Samsun/Türkiye.

İlgör, B. (2018). Investigation of the Cultural Intelligence Levels of the Students at Foreign Language Departments “2nd International Black Sea Conference on Language and Language Education” Konferansı, Sinop/Türkiye.

Şenel, M. & İlgör, B. (2018). Exploring 4th Grade ELT Students' Professional Identity Formation through the Perspectives of Critical Incidents "2nd International Black Sea Conference on Language and Language Education" Konferansı, Sinop/Türkiye.

ULUDAĞ ÜNİVERSİTESİ

TEZ ÇOĞALTMA VE ELEKTRONİK YAYIMLAMA İZİN FORMU

Yazar Adı Soyadı	BÜŞRA İLGÖR
Tez Adı	The Relationship Between English Teachers' Professional Identity Perceptions and Self-Efficacy Beliefs
Enstitü	Eğitim Bilimleri Enstitüsü
Ana Bilim Dalı	Yabancı Diller Eğitimi Anabilim Dalı
Bilim Dalı	İngiliz Dili Eğitimi Bilim Dalı
Tez Türü	Yüksek Lisans Tezi
Tez Danışman(lar)ı	Doç. Dr. İLKNUR SAVAŞKAN
Çoğaltma (Fotokopi Çekim) İzni	<input type="checkbox"/> Tezimden fotokopi çekilmesine izin veriyorum. <input type="checkbox"/> Tezimin sadece içindikiler, özet, kaynakça ve içeriğinin % 10 bölümünün fotokopi çekilmesine izin veriyorum. <input checked="" type="checkbox"/> Tezimden fotokopi çekilmesine izin vermiyorum.
Yayımlama İzni	<input checked="" type="checkbox"/> Tezimin elektronik ortamda yayımlanmasına izin veriyorum. Tezimin elektronik ortamda yayımlanmasının ertelenmesini istiyorum. 1 yıl <input type="checkbox"/> 2 yıl <input type="checkbox"/> 3 yıl <input type="checkbox"/> <input type="checkbox"/> Tezimin elektronik ortamda yayımlanmasına izin vermiyorum.

Hazırlamış olduğum tezimin yukarıda belirttiğim hususlar dikkate alınarak, fikrî mülkiyet haklarım saklı kalmak üzere Uludağ Üniversitesi Kütüphane ve Dokümantasyon Daire Başkanlığı tarafından hizmete sunulmasına izin verdiğimi beyan ederim.

Tarih:09/07/2019

İmza:

RİT-FR-KDD-12/00