T. C.

BURSA ULUDAG UNIVERSITY

INSTITUTE OF EDUCATIONAL SCIENCES

DEPARTMENT OF FOREIGN LANGUAGES TEACHING

ENGLISH LANGUAGE TEACHING PROGRAMME

IN-SERVICE ENGLISH LANGUAGE TEACHERS' PERCEPTIONS OF SELF-EFFICACY

MASTER THESIS

Necla KARACA

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SUPERVISOR

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Abstract

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IN-SERVICE ENGLISH LANGUAGE TEACHERS' PERCEPTIONS OF

SELF-EFFICACY

Even though a number of studies have been carried out to explore EFL teachers' sense of efficacy in recent years, there is limited research investigating in-service EFL teachers' self-efficacy perceptions. With the aim of filling this gap, the present study was conducted to identify the level of efficacy perceptions of in-service EFL teachers working at state primary, secondary and high schools in Turkey. The study also investigated whether there are any differences of the EFL teachers' self-efficacy perceptions with regard to efficacy in student engagement, using instructional strategies and classroom management. Exploring the relationship between teaching experience and teacher efficacy was another aim of the study. Finally, the relationship between the EFL teachers' sense of self-efficacy and the school type was explored. A mixed-method research design was adopted in the present study. The quantitative data were collected via the Turkish version of the Teachers' Sense of Efficacy Scale (TTSES) adapted by Çapa, Çakıroğlu, and Sarıkaya (2005) from the Teachers' Sense of

Efficacy Scale (TSES) developed by Tschannen-Moran & Woolfolk Hoy (2001). The qualitative data were gathered by means of semi-structured interviews. The participants included 77 novice teachers and 163 experienced teachers, and 20 participants joined the interviews voluntarily. For the analysis of the quantitative data, descriptive statistics, One-way ANOVA and MANOVA methods were used. The qualitative data were analyzed in accordance with the content analysis criterions.

The findings of the present study revealed that in-service EFL teachers have a high level of self-efficacy. Although there was no significant difference between the three subscales of TSES in relation to teacher efficacy, instructional strategies indicated the highest efficacy level, but on the other hand, student engagement indicated the lowest level of self-efficacy as a result of analyzing overall teacher efficacy perceptions. Novice teachers reported lower efficacy perceptions than experienced teachers. Finally, primary school teachers revealed significantly lower efficacy than high school teachers in classroom management. The findings of the present study have some implications for school administrations and policy makers that more opportunities could be given to the novice teachers to strengthen their efficacy beliefs. Additionally, teacher education programmes could measure the self-efficacy levels of pre-service teachers continually to prepare them for real teaching experience.

Keywords: Teacher efficacy, in-service EFL teachers, experience, school type

Özet

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HİZMET İÇİ İNGİLİZCE ÖĞRETMENLERİNİN ÖZ YETERLİLİK ALGILARI

Son yıllarda İngilizce öğretmenlerinin öz yeterlilik algılarıyla ilgili çok sayıda bilimsel çalışma yapılmasına rağmen, hizmet içi İngilizce öğretmenlerinin öz yeterlilik algıları ile ilgili çalışmalar çok sınırlı sayıdadır. Bu boşluğu doldurmak amacıyla bu çalışma, Türkiye'de devlete bağlı ilkokul, ortaokul ve liselerde çalışan hizmet içi İngilizce öğretmenlerinin öz yeterlilik algılarını değerlendirmek amacı ile yapılmıştır. Çalışma ayrıca İngilizce öğretmenlerinin öz yeterlilik algılarının öğrenci katılımı, öğretimsel stratejileri kullanma ve sınıf yönetimi yeterliliği açısından farkını incelemiştir. Öğretmenlik deneyimi ve öğretmen yeterliliği arasındaki ilişkiyi incelemek çalışmanın diğer bir amacıdır. Son olarak, İngilizce öğretmenlerinin öz yeterlilik algıları ve çalıştıkları okul türü arasındaki ilişki araştırılmıştır. Bu çalışmada karma yöntem araştırma deseni kullanılmıştır. Nitel verileri elde etmek için, Çapa, Çakıroğlu, ve Sarıkaya (2005) tarafından TSES (Tschannen-Moran & Woolfolk Hoy, 2001) ölçeğinin Türkçeye uyarlanmış biçimi olan "Turkish version of the Teachers' Sense of Efficacy Scale" TTSES kullanılmıştır. Nitel veriler, yarı yapılandırılmış röportajlar yapılarak toplanmıştır. Katılımcılar mesleğe yeni başlayan 77 öğretmen ve 163 deneyimli öğretmenden

oluşmaktadır. 20 katılımcı ise gönüllü olarak röportajlara katılmıştır. Bu çalışmada toplanan nicel veriler tanımlayıcı istatistikler, tek yönlü ANOVA ve MANOVA SPSS analizleri ile incelenmiştir. Nitel veriler ise, içerik analizi kriterlerine göre incelenmiştir.

Bulgular İngilizce öğretmenlerinin yüksek seviyede öz yeterlilik algısına sahip olduklarını açığa çıkarmıştır. Öğretmen yeterliliği açısından bütün öğretmenlerin genel olarak öz yeterlilik algıları analiz edildiğinde ölçeğin üç alt boyutu arasında önemli bir fark olmasa da öğretimsel stratejiler en yüksek yeterlilik seviyesini, fakat öğrenci katılımı en düşük yeterlilik seviyesini göstermiştir. Mesleğe yeni başlayan öğretmenler deneyimli öğretmenlere göre daha az yeterli hissettiklerini belirtmişlerdir. Son olarak, ilkokul öğretmenleri sınıf yönetimi açısından lise öğretmenlerinden önemli ölçüde daha az yeterlilik göstermişlerdir. Bu çalışmanın sonuçları okul yöneticileri ve politikacılara deneyimsiz öğretmenlerin yeterlilik algılarını arttırabilmeleri için fırsatlar sağlanması konusunda bazı öngörüler sunmuştur. Ayrıca, öğretmen yetiştirme programları hizmet öncesi öğretmenleri gerçek öğretmenlik deneyimine hazırlayabilmek için öz yeterlilik algılarını sürekli olarak ölçebilirler.

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List of Abbreviations

CM: Classroom Management

EFL: English as a Foreign Language

ELT: English Language Teaching

ET: Experienced Teacher

f: Frequency

IS: Instructional Strategies

M: Mean

MONE: Ministry of National Education

n: Number in subsample

N: Number of the Teachers in the Sample

NT: Novice Teacher

p: Degree of Significance

SCT: Social Cognitive Theory

SE: Student Engagement

TSES: Teachers' Sense of Efficacy Scale

TTSES: Turkish Version of Teachers' Sense of Efficacy Scale

Chapter 1

Introduction

1.1. Background of the Study

English gained popularity as being the lingua franca during the last century, as people most frequently use English for international communication. For this reason, teaching English as a foreign or second language has become crucial for all countries; therefore, they seek various ways of teaching languages more effectively. In Turkey, English is taught at public schools as a foreign language, so some reforms have been made to increase the standards of language education and hence to keep up with the standards of the European Union. According to OECD 2019 (Education at a Glance) report, it is education leaders' responsibility to create opportunities for students and make informal decisions for their future. It is also emphasized in the repot that despite significant increases in educational funding, spending per student is still low in Turkey when compared with average of OECD countries' funding for per student. That might be the reason why students still seem to be far from reaching successful language learning outcomes.

There are some factors which might have an impact on the quality or achievement of individuals, schools or education system, yet teachers themselves seem to be among the most important contributors (Hattie, 2009). The importance of teachers influencing students' learning outcomes and educational contexts has been recognized recently. Teachers have not been an issue of investigation in English Language Teaching literature compared to learners even though some researchers such as Brown (2001), Harmer (2001) and Akbari (2008) directed the emphasis on their role to be able to reach the educational goals.

In research in the field of general education, teaching efficacy is regarded as a teacher's judgments on a subject about his/her influence on learners' learning, and it has been extensively researched as being among the variables related to teachers (Ashton, P., Olejnik, S., & McAuliffe,

M., 1982; Tschannen-Moran, M. & Hoy, A.W., 2002, 2007; Chacon, 2005; Akbari, R., & Tavassoli, K., 2011; Yough, 2011). This research demonstrates that teachers' efficacy beliefs are of significance, as these beliefs influence their quality in planning and organization of the education positively and their enthusiasm and teaching actions.

The term "self-efficacy" originates from Bandura's (1986) Social Cognitive Theory which emphasizes the vitality of reciprocal interaction between behavior, personal and environmental factors. Social cognitive theory asserts that all these factors influence each other, which means behaviors of an individual influence environment and environment also influences behaviors. In social cognitive theory, perceived self-efficacy is a personal variable that affects individuals' actions. "Perceived self-efficacy is concerned with judgments of how well one can execute courses of action required to deal with prospective situations" (Bandura, 1982, p. 122). Bandura (1997) states that self-efficacy beliefs of a person influence his or her aims, choices, effort and persistence. He suggests four sources of efficacy: "enactive mastery experiences (experiences of performance), vicarious experiences (observing models, comparison with others), verbal persuasion (feedback about performance) and physiological states (emotional and biological indicators)" (Bandura 1997 as cited in Minett 2015, p.13). Bandura also states that efficacy beliefs are domain specific, that is, a person might have stronger self-efficacy for one domain but lower self-efficacy for the other.

Studies in the field of education demonstrated that not only teachers' knowledge and capabilities are sufficient but also their beliefs found to be contributing to their success (Pajares, 1992; Tschannen-Moran, Woolfolk Hoy & Hoy, 1998). Gibson and Dembo (1984) defined teacher efficacy first as beliefs of teachers to assist unmotivated and difficult students. Next, Tschannen-Moran and Woolfolk Hoy (2001) defined it as "judgment of his or her capabilities to bring about desired outcomes of student engagement and learning, even among those students who

may be difficult or unmotivated" (p.783). High efficacious teachers struggle with problematic or unmotivated students. They have an impact on students' academic progress with effective instruction (Gibson & Dembo, 1984). Similarly, Ashton & Webb (1986) and Tschannen-Moren, Hoy, & Hoy (1998) also indicated that teachers' self-efficacy influence students' success. Besides, Guskey (1989) revealed that teachers having high efficacy are keen on designing materials. In contrast, teachers with lower self-efficacy experience difficulty with controlling their students in class; they feel anxious and are not optimistic (Bandura, 1997).

Teachers' efficacy was investigated in relation to some demographic factors, and teaching experience was found to be affecting efficacy of teachers (Goddard, Hoy & Woolfolk Hoy, 2004; Wheatley, 2002; Dellinger, A.B., Bobbett, J.J., Olivier, D.F. Ellett, C.D., 2008; Chan 2008). On the other hand, some studies found no relationship between teacher efficacy and teaching experience (Chacón, 2005; Gaith & Shaaban, 1999; Howell, 2006). As also noted by Cruz and Arias (2007), prospective teachers have higher general teacher efficacy due to the support from their tutors and being away from real classroom situations. As these teachers confront the real classroom when they start the job, they discover that the sources of students' behaviors are not only related to the educational system but also to other environmental factors and teachers' behaviors. As a result, the teachers' efficacy beliefs decrease in their first year. When Huang & Shiomi (2007) investigated these claims, they found that experience help teachers have a realistic awareness of self-efficacy beliefs. As it seems, there is not a general agreement on the studies investigating the relationship between teaching experience and teaching efficacy. The context in which teachers work is another investigated variable in relation to teacher self-efficacy. That is to say, teacher efficacy is a context-specific construct and is shaped within a particular environment (Friedman & Kass, 2002; Chacón, 2005; Dellinger et al., 2008). In this way, school type might have an impact on the EFL teachers' sense of efficacy. Supporting that, Evans & Tribble (1986),

Herman (2000) and Tschannen-Moran & Hoy (2002) found that teachers have higher sense of efficacy when they teach younger students.

In relation to teaching experience, Bandura (1997) defined novice/inexperienced teachers as those having a maximum of 3 years of teaching experience. In addition, he explained that if the teachers perceive themselves successful in these three years, they have higher efficacy in their experienced years as well. In contrast, if the teachers cannot manage to overcome the obstacles in their first years, they might have lower self-efficacy in the following years as a teacher.

1.2. Purpose of the Study

The changing nature of education enforced a revision on the roles of teachers. Their roles on education have been revised and new educational policies enforced them to play a more active role (Holmes Group, 1986). That is to say, teachers have become key stakeholders of new developments of educational policies. A qualified English language teacher must be well informed in terms of theory and methodologies of ELT. On the other hand, having both pedagogical knowledge and subject matter is essential, but not sufficient, because teachers' psychological states can also affect their behaviors and teaching as mentioned above. Teachers' sense of efficacy is among these key cognitive factors which were found to be contributing to their effectiveness according to some researchers (Bandura, 1997; Pajares, 1992; Pajares, 1996b; Tschannen-Moran, Woolfolk Hoy & Hoy, 1998; Chiang, 2008; Akbari & Tavassoli, 2014; Wyatt, 2014). As a consequence, teachers' efficacy beliefs have become a popular topic in recent years both for pre-service teacher education and in-service teaching practice with the aim of strengthening the quality of education.

Thus, "teacher efficacy" sparked interest in language teacher education, too. Even though there have been few attempts to understand the EFL teachers' sense of efficacy (Shim, 2001;

Chacon, 2005; Liaw, 2004; Akbari & Twassoli, 2011), there are still limited studies which have investigated teachers' sense of efficacy and the implications of this in EFL contexts.

In Turkey, there has been very limited resent research on teachers' sense of efficacy in EFL contexts (Yavuz, 2005; Ortaçtepe, 2006; Özçallı, 2007; Yılmaz, 2011 and Kavanoz, Yüksel and Özcan, 2015). Most of the researchers in Turkey aimed to investigate pre-service teachers' efficacy perceptions or compared pre-service and in-service teachers' efficacy beliefs (Göker, 2006; Atay, 2007; Topkaya, 2010; Yüksel, 2014; Kavanoz, Yüksel & Özcan, 2015). Although all these constitute useful attempts to better make sense of "teacher efficacy" in language teacher education in Turkey, there seem to be no studies in the context of state primary, secondary and high schools. Studies on teacher efficacy indicate that experience can affect teachers' efficacy (Lin and Tsai 1999; Akbari, 2011). That is why the present study also aims to investigate how teaching experience affects teachers' sense of efficacy by gathering data from both novice and experienced teachers. Besides, Bandura (1997) states the measurement of teacher efficacy must be task-referenced which means teacher efficacy that varies in different contexts. For this reason, the school type has been investigated as another independent variable in the present study.

By considering the relevant framework and previous research, the current study investigates EFL teachers' self-efficacy beliefs and its possible contributions to ELT education, as stated before. Firstly, in-service EFL teachers' efficacy perceptions will be analyzed in general and in terms of the three subscales of TSES (Tschanen-Moran & Hoy, 2001) (student engagement, classroom management and instructional strategies). Second, the relationship between the EFL teachers' self-efficacy perceptions and teaching experience will be examined by analyzing the data gathered from novice teachers and experienced teachers. Finally, the effect of school type on EFL teachers' efficacy perceptions as a context variable will be examined according to the subscales of the scale separately. Data will be collected from both novice teachers and experienced teachers

views through questionnaire and semi-structured interviews. Thus, mixed-method design will be used in this study to provide a broader understanding of the issue in Turkish EFL setting.

1.3. Research Questions

Regarding the research and views on teacher efficacy mentioned above, the research questions below will be explored in the present study:

1. What is the level of primary school, secondary school and high school in-service EFL teachers' sense of self-efficacy in Turkey?

      a. in terms of student engagement?

      b. in terms of classroom management?

      c. in terms of instructional strategies?

2. Is there a relationship between in-service EFL teachers' level of self-efficacy perceptions and their teaching experience?

3. Is there a significant difference between in-service EFL teachers' level of self-efficacy perceptions according to school types?

1.4. Significance of the Study

This study seems to be of significance in several ways. First, data gathered by means of two different, yet complementary, data sources can illuminate our understanding as to the areas in which in-service EFL teachers have lower and higher efficacy beliefs. Armed with this knowledge, we can offer teacher educators, school administrations, and policy makers specific solutions to improve those teachers' sense of efficacy both at pre-service and in-service teacher education.

Second, it is hoped that the present study will help generate intriguing information about the key aspects of "teacher efficacy" (such as reasons of lower efficacy in EFL teaching, for example) so that recommendations could be made about how to increase the efficacy levels of teachers who are working especially at public schools.

Moreover, the data reached via the present study are hoped to provide information regarding in which contexts a teacher feels more efficacious or less efficacious. Thus, related improvements can be made to enrich their sense of efficacy. As being the stakeholders of education, a better qualified teacher will have an effect on the whole education system.

1.5. Limitations of the Study

Although the present study offered both overall and in-depth insights into efficacy beliefs, it has some limitations, though. The participants in the present study may not represent all the in-service EFL teachers. Next, the answers of the participants may be affected by external factors such as the schools' physical conditions, the school administers' manner to the teachers, and their responses may not reflect their actual practices. Finally, as the data has been gathered from a particular region in Turkey, the study may be replicated in the other regions of Turkey with larger samples to increase the generalizability of the findings.

Chapter 2

Review of Literature

2.1. Introduction

This chapter presents the review of literature and related studies on Social Cognitive Theory, the term of self-efficacy and teacher efficacy. In addition, it includes research examples on how teacher efficacy emerged and how it affected learning environment. As the participants of this research include novice and experienced EFL teachers working at public schools related studies are explained.

2.2. Social Cognitive Theory

Research in social sciences has been interested in how human learning occurs, and various theories have been proposed for this aim. Since English has been accepted as an international and global way of communication, the teaching of it and the factors surrounding it have been intensively investigated by many researchers. With the aim of analyzing the learning and teaching process and to deal with the difficulties arising during this process for better learning outcomes, many theories have also been propounded. Signifying teacher self-efficacy construct in the learning and teaching process, Social Cognitive Theory (SCT) is one of those theories and it constitutes the theoretical framework of the present study.

SCT began in the 1977 when Bandura explained his hypothesis to clarify the variations in human behavior. As Bandura (1986) puts it:

In the social cognitive view people are neither driven by inner forces nor automatically shaped and controlled by external stimuli. Rather, human functioning is explained in terms of a model of triadic reciprocity in which behavior, cognitive and other personal factors, and environmental events all operate as interacting determinants of each other. The nature of persons is defined within the perspective in terms of a number of basic capabilities (p. 18).

From the point of this view, social cognitive theory takes human functioning as a mutual interaction according to (Bandura, 1997), which is presented in Figure 1 below:

Figure 1

Triadic Reciprocal Causation Model (Adapted from Bandura, 1997: 6)
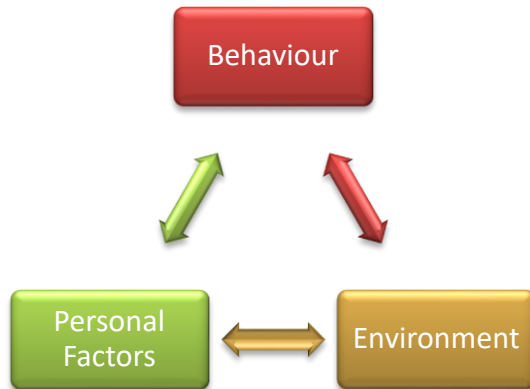
Bandura asserts that human agency can be conceived in three ways: the first one is autonomous agency in which humans behave autonomously for their own actions/behaviors, the second one is mechanical agency in which people behave autonomously, but without true efficiency that means environmental forces act as the only determinant of behaviors or interactive agency in which the individuals' personal factors influence their behavior in a reciprocal causal relationship in relation with their actions and the environment (Bandura, 1997).

Related with SCT, Stone (1998) states that an individual's mind is an active force that shapes his/her reality, and behavior is performed according to one's values and expectations. Pajares (2002) makes a comparison between Social Cognitive Theory and other human learning theories which focus on biological and environmental factors. This comparison reveals that the environmental factors on human performance support that stimulus from outside produce behavior. SCT emphasizes how humans' cognitive process and interpretations are shaped by those external factors and create introspective behavior. Unlike the theories that focus on biological factors to explain human change and adaptations, SCT deals with the new social and technological situations to explain human adaptations and change. In this way, SCT can give a broader

perspective for explaining the complexities of individuals' functioning, adaptation and learning (Bussey & Bandura, 1999).

Furthermore, according to SCT, social interaction affects and shapes human agency. As Bandura (2001) states:

> The newborn arrives without any sense of selfhood and personal agency. The self must be socially constructed through transactional experiences with the environment. The developmental progression of a sense of personal agency moves from perceiving causal relations between environmental events, through understanding causation via action, and finally to recognizing oneself as the agent of the actions. As infants begin to develop some behavioral capabilities, they not only observe but also directly experience that their actions make things happen (p. 169).

Another scope of the SCT is a variety of capabilities humans possess that allow the individuals to play a role in determining actions Bandura (1986). Symbolizing capability is one of them that allow individuals to transform experience to internal models, which can guide future behavior afterwards. In addition, symbols allow individuals to have communication with one another across time and space. The other capability is the forethought capability which allows individuals to predict certain events, the behavior needs to overcome these events and possible consequences. Besides, individuals have an opportunity to set goals by the forethought capability. Vicarious capability is another capability which enables individuals to learn how to cope with situations by observing the consequences of others' actions. The next capability is self-regulatory capability by which individuals can set internal standards to help them self-evaluate, motivate, and guide their own behaviors. Final capability is the self-reflective capability which is a meta-cognitive skill. By having that capability, individuals can analyze and evaluate their own thinking processes.

2.3. What is Self-efficacy?

Self-efficacy is the core term of the present study. It is explained by self-reflective capability which is among the human capabilities of Social Cognitive Theory (Bandura, 1997; Tschannen-Moran et al., 1998). The SCT states that efficacy beliefs can be considered as a dynamic personal factor crucial for human agency and the capability mediating relationships between human knowledge and behaviors with environmental interactions. Bandura (1997) defines the term "self-efficacy" as "beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments" (p. 3). Similarly, self-efficacy theory is mentioned as a facet of casual model of interaction between self and society which shapes internal factors, individual behaviors and external, environmental factors (Dellinger, Bobbett, Olivier & Ellett, 2008). As Bandura (2001) puts it:

> Efficacy beliefs are the foundation of human agency. Unless people believe they can produce desired results and forestall detrimental ones by their actions, they have little incentive to act or to persevere in the face of difficulties. Whatever other factors may operate as guides and motivators, they are rooted in the core belief that one has the power to produce effects by one's actions. (p.10)

Affective states and inner motivation of people are believed to affect their choices, so peoples' actions are mainly based on their beliefs not what they can do actually. It is also identified as perceptions of a person about his or her abilities to do a certain task at a particular level of quality (Pekkanlı Egel, 2009). Self-efficacy might affect people's future performances and relates to the level of capability of a person, but it means the perception of a competence, not the actual performance (Tschannen-Moran, Hoy & Hoy, 1998).

 Bandura (1997) states that self-efficacy beliefs of people are task specific which means the efficacy of a person can change in different situations or the same tasks may bring out different outcomes under different circumstances. Bandura explains that situation as "different people with

similar skills, or the same person under different circumstances, may perform poorly, adequately or extraordinarily, depending on the fluctuations in their beliefs of personal efficacy" (Bandura, 1997, p.37).

Additionally, Bandura (2006) discusses self-efficacy beliefs in a broader perspective. He states that one's belief of self-efficacy is a key point and an internal resource for his/her personal development and change. This happens through its effect on the person's cognitive, affective and decisional processes. Individuals' ways of thinking of being optimistic or being pessimistic affect their goals and aspirations, their motivations and their endurance in challenging situations. People's outcome expectations are also shaped by their efficacy belief that the ones have a higher level of self-efficacy expect more favorable results of their actions. Additionally, people perceive the opportunities in their life divergently. People with low efficacy might be disappointed more easily in difficulties and do not struggle much during the process. In contrast, highly efficacious people view the impediments as a chance to improve themselves and to regulate their skills to do better next time. Besides, self-efficacy perceptions of a person might affect his or her emotional lives. The ones having higher levels of efficacy are less vulnerable to stress and depression when they face with difficulties and adversity.

Self-efficacy is divided into three dimensions including "level, generality and strength" (Bandura, 1997, p. 80). The level means the difficulty to succeed in an activity or task. As one's level of self-efficacy change according to the situational circumstances, the difficulty level of the situations and different levels of task demands affect people's self-efficacy. En-Chong (2004) also supports the view that self-efficacy beliefs of people differ from each other in line with their experience of challenges and obstacles in different levels. Efficacy beliefs of individuals also differ in generality that their judgments of having higher or lower self-efficacy can differ in a wide variety of tasks, a group of situations or specific tasks. Lastly, self-efficacy of a person can change in strength dimension. In other words, people having low efficacy beliefs are more possible to be

affected by negative experiences, whereas people having a higher level of efficacy will persevere in their efforts with greater persistence when they face with difficulties and obstacles; therefore, they might experience success in the end (Bandura, 1997).

2.3.1 Sources of self-efficacy. Four principal sources of efficacy beliefs are put forward by Bandura (1997) with the multifaceted structure of self-efficacy. These sources influence people's constructing their self-efficacy "enactive mastery experiences, vicarious experiences, verbal persuasion and psychological states" (Bandura, 1997, p. 77). He also clarifies that "Information that is relevant for judging personal capabilities-whether conveyed enactively, vicariously, persuasively, or physiologically, is not inherently enlightening. It becomes instructive only through cognitive processing of efficacy information and through reflective thought" (p.79). In brief, these four principal sources of information affect individuals' self-efficacy and depend on how they occur under which situational and temporal circumstances.

Bandura (1977, 1994 and 1997), Schunk (1982) and Pajares (2002) explain four main sources of efficacy beliefs:

- *Enactive Mastery Experiences:* These are considered to have the highest effect on one's capabilities for success. Bandura (1997) states that being successful increases one's efficacy beliefs whereas failures diminish it, especially when a person experiences failure first. Successful performances increase the level of efficacy by maintaining the expectation that next performances might be similar. On the contrary, failures weaken the level of self-efficacy by maintaining the expectation that the next performances will end up with failure again (Bandura, 1997, Pajares, 2002). Pajares (2002) supports this argument by stating that "individuals engage in tasks and activities, interpret the results of their actions, use the interpretations to develop beliefs about their capability to engage in subsequent tasks or activities, and act in contact with the beliefs created" (p.6). Bandura (1977) asserts that if a person gains efficacy belief once, it might be generalized to totally different situations. For

example, if an individual is afraid of an animal and he or she manages to come over this fear, these efforts might be effective for other situations. Similarly, when a teacher decreases his or her negative beliefs about controlling classes, that experience might be useful for other problems in the classroom. He also states that pre-service teachers can learn from their previous success. With the help of the feedback on their performance, they will see the consequences of their actions, and their efficacy level will increase as a result. It should be noted that if an individual is capable of changing a problematic situation to an advantage, then their coping abilities can improve as well. However, if they usually deal with easy tasks, it is possible for them to develop false beliefs (Bandura, 1977).

▪ *Vicarious Experiences:* Modeling others' success is a kind of source of efficacy. If individuals observe the others' effort and endeavor to continue activities and end up with success they can develop expectancy that they can do the same in similar situations. However, if the person they observe experiences failure, the efficacy level of the observer will decrease. The model's effect on the observer is in line with their similarities. The successful performances of other people persuade the observers in a way that they have the idea of having the capability to perform comparable activities (Woolfolk Hoy, 2000). In teaching and learning contexts, vicarious experiences play a role when inexperienced teachers observe other teachers' teaching performance. On the other hand, the source of vicarious experience is less dependable and weak as the observers don't experience the situation themselves directly, they just get inferences from social comparison (Bandura, 1977).

▪ *Verbal Persuasion:* This source of efficacy is the most widely used because of being easy to use. Social persuasion empowers the beliefs of people that they think they possess the capabilities to achieve their goals. People who are persuaded and encouraged verbally by others perform greater effort to sustain and achieve the tasks they want to do. Even if verbal persuasion might be limited to increase individuals' efficacy to achieve a task, there

is no doubt that it has an impact on people and leads a person to start a task and struggle to succeed (Bandura, 1997; Woolfolk Hoy, 2000). When the teacher is given feedback based on his specific performance by his students, colleagues or administrators that can be thought as verbal persuasion (Milner & Woolfok Hoy, 2003).

■ *Psychological States:* Individuals' interpretations about affective states such as stress or anxiety, which are relevant to their physical accomplishments, affect their self-efficacy levels to succeed. Therefore, positive interpretation about psychological status, reducing stress, anxiety and misinterpretations will increase their self-efficacy beliefs. People create emotional reactions while approaching a task and these reactions represent clues about their level of confidence. In case of negative emotional status before performing the activity, the person suspects about his or her capabilities, and his or her efficacy level might decrease (Bandura, 1997).

Bandura (1997) suggests that four categories of experience affect the presence of self-efficacy. However, individuals' own cognitive appraisal of the situations and integration of these experiences determine their sense of efficacy ultimately. Milner & Woolfok Hoy (2003) state, in their study that teachers' level of anxiety, may affect their engaging stressful tasks negatively. Akkuzu (2014) also states that pre-service teachers' positive approach when they experience success or negative approach such as stress or anxiety for performing a task might affect their self-efficacy. Their teaching is affected positively having positive experience, whereas their negative experience of doing a task might affect their self-efficacy negatively.

2.4. Teacher Efficacy

Teaching is a demanding process which requires combining application of technical and scientific knowledge in a clever way to reach the desired objectives during the learning period successfully. Teacher sense of self-efficacy is crucial during this process, as their beliefs determine their behaviors and motivation in the class. Therefore, it attracted considerable attention

in teacher education. Armor and his colleagues (1976) first made a description of teacher efficacy as "the extent to which the teacher believes he or she has the capacity to produce an effect on the learning of students (p. 23)". Historically, the efficacy of teachers has been studied related to two different theoretical approaches. Rotter's (1966) concept of internal and external control is the first one, and Bandura's (1997) self-efficacy is the other (Tschannen-Moran & Woolfolk Hoy, 2001). On the basis of Rotter's theory, the feeling of external and internal control determines teacher self-efficacy that efficacy of teachers has been assumed to increase if they believe that students' behavior and achievement can be influenced by education. On the contrary, teachers' efficacy has been expected to decrease if they believe that other situations can affect students' success more than their effort (Guskey & Passaro, 1994). On the contrary, as mentioned earlier, Bandura (1997) states that self-efficacy is "beliefs in one's own capability to organize and execute the courses of action required to produce given attainments" (p. 3). In this way, teachers' efficacy beliefs might be conceptualized as teachers' beliefs for being able to plan the required activities with the aim of reaching their goals. Bandura (1997) states that teachers with a high level of instructional efficacy believe that they can reach and teach the difficult students if they struggle enough with appropriate techniques or they can ask for help from students' parents and overcome the obstacles through effective teaching. In contrast, teachers having lower instructional self-efficacy believe that they have limited chance and opportunity to cope with unmotivated or unsuccessful students because of oppositional factors from home or other external positions. Gibson and Demo (1984) revealed that highly efficacious teachers struggled more on educational tasks and encouraged students having difficulties while performing the task and approved their achievements, whereas the teachers having low self-efficacy dealt with non-academic activities more, felt down easily when they came across with problems and criticized the students for their failures. Similarly, Bandura (1997) supports their research and state that high efficacious teachers about having instructional strategies promote their students' mastery experiences for learning and encourage them. In contrast, teachers

having lower instructional efficacy have a tendency to criticize the students more and undermine their perceptions of abilities or their cognitive development. In addition, Bandura asserts in the same study that highly efficacious teachers are willing to use necessary strategies to enhance their students' success and learner autonomy rather than authoritarian control.

Tschannen-Moran et al. (1998) combined the two strands of teacher efficacy research and proposed a new model which integrated Rotter's locus of control and Banduras' social cognitive theory of self-efficacy. As a consequence, their definition of teacher efficacy is "the teacher's belief in his or her capability to organize and execute courses of action required to successfully accomplish a specific teaching task in a particular context" (Tschannen-Moran et al., 1998, p233).

Moreover, Tschannen-Moran, Hoy and Hoy (1998) explain cyclical nature of teachers' self-efficacy as an integrated model. Mastery experiences and the physiological arousal are the most influential sources efficacy among them. Teachers generally gain valuable experiences through actual teaching and their assessment of capabilities about the consequences of performing a task. Thus, teachers can notice their strengths and weaknesses in the process of teaching by instructing, managing or evaluating (Tschannen-Moran et al, 1998). Besides, physiological arousals such as anxiety, trembling hands, increased heart rate, may improve teachers' performance by directing attention and energy to the task unless being at a significantly high level. Having a high level of increase on these physiological arousals can affect teachers' self-efficacy negatively and they cannot perform their actual skills in the learning process (Tshannen-Moran et al, 1998). Vicarious experiences emphasize the teachers' ideas or impressions about teaching context and task by observing the others' and they can make comments on which students can learn better and how much the teachers can make a difference on their learning. Talking to other colleagues or following professional literature can help teachers attain vicarious experiences. Models of successful teachers can lead to a positive belief, and the observers feel like they can manage the teaching process successfully. On the other hand, if teachers observe unsuccessful

experiences or if the teacher who is observed cannot achieve the teaching successfully in spite of a great effort, the observer teachers' self-efficacy can decrease (Tshannen-Moran et al, 1998). Verbal persuasion in terms of teaching profession give information about teaching skills, useful strategies to cope with obstacles and provide feedback for teachers' performance. Many forms of contexts such as workshops on teaching, coursework, supervisor or other colleagues or students' feedback might be considered as verbal persuasion. The important thing is that the context and feedbacks must be positive and constructive to create positive self-efficacy beliefs (Tshannen-Moran et al, 1998) (See Figure 2). As stated by Tschannen-Moran, Hoy and Hoy (1998):

> In analyzing the teaching task and its context; the relative importance of factors that make
> teaching difficult or act as constraints is weighed against as assessment of the resources
> available that facilitate learning. In assessing self-perceptions of teaching competence, the
> teacher judges personal capabilities such as skills, knowledge, strategies, or personality
> traits balanced against personal weaknesses or liabilities in this particular teaching context
> (p.228).

Figure 2

The Cyclical Nature of Teacher Efficacy (Adapted from Tschannen-Moran, Hoy & Hoy, 1998, p.228)
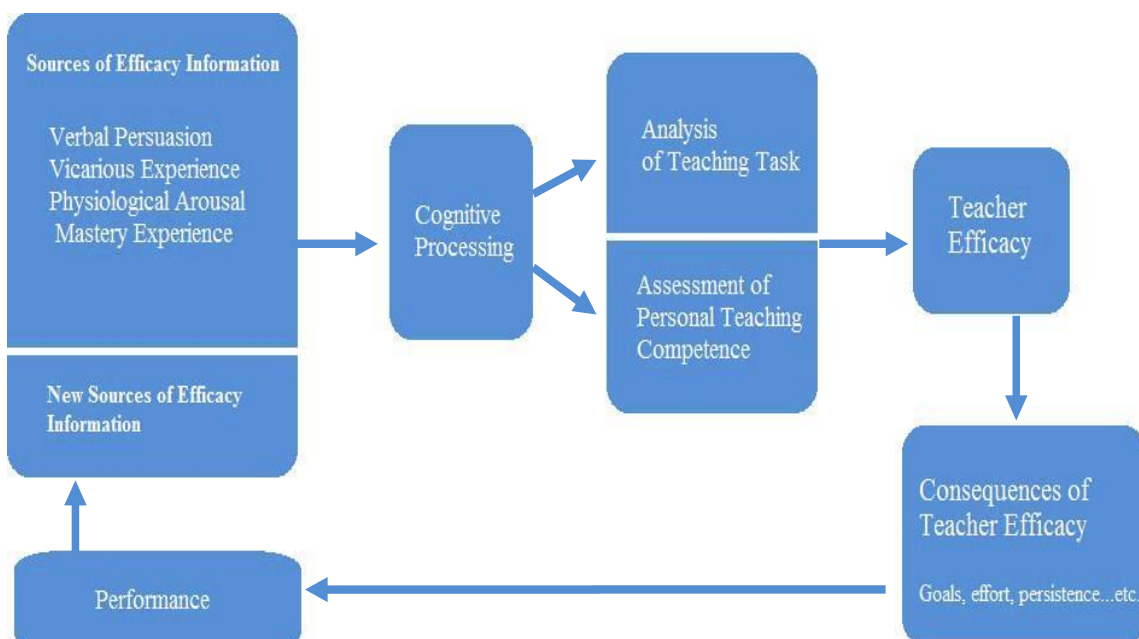
2.4.1. Novice teachers' sense of self-efficacy. According to Bandura (1997), it is important to establish self-efficacy earlier to make it stable later. He also states that teachers having three or fewer than three years of experience can be defined as novice teachers and teachers having 4 or more than 4 years of experience can be defined as career teachers. Additionally, 3 years of experience is used to describe novice teachers in scientific arena (Watkins, 2003). Tschannen-Moran & Hoy (2001), Chan (2008) and Akbari & Moradkhani (2010) also choose three years to describe as novice teachers and four or more years to describe experienced teachers as a cut-off point to divide participants for their research.

Novice teachers usually start the profession with high hopes about how they have an impact on students, but they usually come across with difficulties and feel disappointed when they realize the real environment (Weinstein, 1988). In contrast, their positive apprehension about their success can motivate them (Wheatley, 2002). In their longitudinal investigation, Hoy and Spero (2005) conclude that novice teachers' self-efficacy levels rise during their education at the university and teaching practice, but their efficacy levels decrease when they start actual teaching, as they underestimate the challenges of being a teacher and complexities of the teaching tasks before they start their real job. In addition, novice teachers cannot keep the balance of interaction with their students. The students communicate their teacher as their peers, and that causes classroom management problems. The teachers' ideal teaching standards before working as a teacher and the real standards while teaching do not match and that may create disappointments which cause a lower sense of efficacy among novice teachers (Rushton, 2000).

Moreover, Tschannen-Moran & Woolfok Hoy (2007) reveal that novice teachers are more likely to be affected by contextual factors such as school management, school setting or availability of teacher resources, which has a high contribution to novice teachers' efficacy and judgments. Efficacious novice teachers think that they can make preparation adequately to come over difficulties (Burley et al., 1991; Hall et al., 1992). In another study about the role of

experience, Soodak and Podell (1997) find that teacher efficacy decreases significantly during the first two years from pre-service teaching levels. They assert that this decline is especially faster for primary teachers when compared to secondary teachers. Their results suggest that teacher efficacy increases over the time as teachers gain experience. This finding has been supported in other studies such as Hansen (2006) and Cheung (2006). According to Soodak and Podell (1997), the reason of this decrease in the first year might be teacher education programs for not preparing student teachers at the university for the challenges faced in the classroom as beginning teachers desire more support and encouragement from more experienced teachers. In addition, Yeung and Watkins (2000) support the idea in their study that the students which pre-service teachers come across while doing their teaching practice might affect their future efficacy.

Research on teacher efficacy reveals that context also important for efficacy beliefs. Knoblauch and Woolfolk Hoy (2008) find that student teaching is associated with higher teacher efficacy. If pre-service teachers observe high efficacious teachers at the time of teaching practice, they may predict their own efficacy positively. Additionally, the school is important for teachers' efficacy as being a teacher in an urban school can affect the level of efficacy negatively.

2.4.2. Teaching experience and sense of self-efficacy. Studies on teachers' efficacy have indicated that teacher efficacy might change as the result of experience but there is limed research on efficacy degrees of pre-service and novice teachers and their comparison with more experienced teachers' self-efficacy levels. According to Guskey (1989) teachers need support while they are having experience on teaching. By this way, they can feel the confidence of achieving a task. Hoy and Woolfolk (1990) reveal that pre-service teachers' self-efficacy increase after student teaching experience as they learn to control students while performing the student teaching experience can increase their sense of efficacy. Bandura (1997) suggest that people "hold their efficacy beliefs in a provisional status, testing their newly acquired knowledge and skills before raising their judgments of what they are able to do" (p. 83). Plourde (2002) claims that, the

beginning teachers' efficacy can decrease in their first years when they start to teach in real context. Hoy and Woolfolk (1990), Wagler and Moseley (2005) have found lower self-efficacy beliefs in pre-service teachers after they completed their student teaching. As pre-service teachers have to deal with all the teaching situations on their own their levels of efficacy can drop (Woolfolk Hoy & Spero, 2005). In their study, Tschannen-Moran and Woolfolk Hoy (2007) compare novice and experienced teachers only, and they reveal that teachers having more experience are more efficacious than novice teachers in terms of classroom management and instructional strategies whereas no difference appear with regards to student engagement according to the TSES.

2.4.3. Contextual factors and teachers' sense of self-efficacy. Contextual factors for behaviors and self-efficacy beliefs are important as people can come over with the problems easier if they feel more confident in a situation Bandura (1997). He also proposes that efficacy beliefs of teachers are context-specific. In so far as, teachers' efficacy has been investigated in relation to different kinds of school variables. Especially the climate of the school is an important element for teachers. Teachers who are in a positive and collaborative environment at school have higher self-efficacy beliefs according to Moore and Esselman (1992). On the other hand, Ashton and Webb (1987) state that some variables such as unsupportive staff, lack of motivation at work or over-loaded responsibilities can diminish the degrees of efficacy among teachers.

Moreover, school principals who are responsible for providing resources for teaching have an important role to maintain teachers' efficacy at their school. If they support teachers and help them overcome their problems, they feel more confident at school. Additionally, rewards might also foster teachers' efficacy in that they have a chance to observe their success at school (Hipp & Bredeson, 1995).

Teachers' participation in the decisions at school is another variable that affects their sense of efficacy. A research by Moore and Esselman (1992) reveals that teachers working in an urban

school declare higher sense of efficacy when they feel free to express their opinions related to decisions which affect their classrooms and teaching or when they perceive fewer impediments to teaching.

As Bandura (2012) postulates in his later research:

How people perceive the structural characteristics of their environment— the impediments it erects and the opportunity structures it provides—also influences the course of human action. Those of low self-efficacy are easily convinced of the futility of effort when they come up against institutional impediments, whereas those of high self-efficacy figure out ways to surmount them (p. 14).

2.5. Studies on Teacher Efficacy

Following the recognition of the strong effect of teachers' sense of efficacy on educational contexts, numerous researches were conducted, and various researchers focused on different factors of efficacy with the aim of clarifying the construct.

In earlier studies, Woolfolk and Hoy (1990) investigated 182 prospective teachers' efficacy about students' motivation, control ideology and bureaucratic issues related to school organization. Gibson and Dembo's TES (1984) was used to gather data. The findings indicated that highly efficacious teachers were more humanistic in order to control students, they emphasize cooperation and interaction, and they were more confident in their own skills and more loyal to their schools. Their students were also more autonomous. On the other hand, teachers having lower efficacy did not believe the effect of education to overcome students 'learning difficulties and preferred more authoritarian manner to control students and had more conservative tendencies toward the function of school (Woolfolk & Hoy, 1990).

Similarly, Raudenbush et al. (1992) investigated how these contextual factors such as characteristics of classroom setting, school environment, support from administrators, and collaboration among staff or control over policies affect teacher efficacy. 315 teachers from 16

different schools in Michigan and California participated in the study. They administered a

questionnaire and explained their efficacy for each of the contextual factor such as classes they

taught, characteristic of their classes, the organizational setting of the school and their

backgrounds. In the end, the results demonstrated that school climate, preparation on subject, age

of student, gender and ability of students contributed to teacher efficacy significantly. More

specifically, teachers represented greater efficacy for academic and honors classes in contrast to

non-academic track classes, and their efficacy changed in different classes. Moreover, it was

found out that students' academic engagement and their teachers' self-efficacy were related

reciprocally. In addition, collaboration with staff increased teachers' efficacy in a positive way.

Moreover, Woolfolk and Hoy (1993) explored the relationship between General Teaching

Efficacy (GTE) and Perceived Teacher Efficacy (PTE) by analyzing variables like "principal

influence", "institutional integrity", "resource support", "morale" "consideration", and "academic

emphasis". Their participants were 179 elementary school teachers. The results showed a positive

school climate with strong academic emphasis, and the school principal influence affected PTE

significantly, while institutional integrity and teacher were associated with GTE significantly. The

results also indicated that when teachers observe their colleagues' successful performances their

PTE level increased. Moreover, their latter study presented by Tschannen-Moran, Woolfolk Hoy,

and Hoy (1998) suggested that teachers make comments about their performance by assessing

variables in specific contexts. In addition, feedback from the school principal, colleagues and

community members were perceived as social persuasion. Next, Tschannen-Moran and Hoy

(2002), intended to investigate the effect of teaching context on teachers' efficacy degree. Their

sample included 255 in-service teachers. Data were collected via OSTES and additional items

were asked about satisfaction and support with Professional performance. The participants were

defined as novice teachers and experienced teachers. The statistical analysis indicated that

perceived support from all sources was at a moderate level for both teacher groups. On the other

hand, experienced teachers informed higher encouragement from the principal, teaching resources and greater level of satisfaction with their professional performance compared to novice teachers. Teaching level and years of experience contributed to significant differences in teachers' sense of efficacy. Additionally, supports from parents of students were found to increase teachers' efficacy.

In another study, Caprara et al. (2006) conducted a study to explore the relationship between teachers' self-efficacy beliefs as determinants of job satisfaction and students' academic achievement. In the end, they suggested a conceptual model and asserted that teachers' personal efficacy beliefs can affect their job satisfaction and students' academic achievement.

Likewise, Wolters and Daugherty (2007) investigated the relationship between goal structures and efficacy of teachers as well as differences between experience and academic level. Mastery structure and a performance structure were emphasized in the study. The results revealed that teachers' efficacy affects the classroom mastery goal structure.

Chan (2008) also investigated secondary school Chinese teachers who studied in the teacher education program. The researcher aimed to explore the teachers' burnout reasons. The study revealed that lower self-efficacy in SE may cause emotional exhaustion and lower level of efficacy in CM may lead to depersonalization. Additionally, lower efficacy in guiding students may lead to reduced sense of personal accomplishment. The researcher also noticed that teachers having higher sense of general efficacy felt more enthusiastic and energetic.

Similarly, Fry (2009) carried out a case study to explore novice teachers' efficacy on their induction period, the first three years of teaching profession, dealing with success and self-efficacy relationship. The study aimed to discover what makes teachers feel more successful and willing to remain in their profession. A student-centered approach, successful classroom communities, overcoming obstacles and teachers appreciate the lifelong learning were the major themes derived from the data collection process. Creating a strong classroom community by having student-centered approach significantly helped 2 novice teachers to increase their

classroom management efficacy. Then, successful classroom environment increased efficacy in instructional strategies. In the end, two highly efficacious teachers managed to overcome the obstacles when they used the strategies they learned at the university during teacher preparation program or Teaching Practice course. These two teachers sought constructive feedback from school principle or their colleagues and valued lifelong learning to improve their teaching. On the other hand, one of the other lower efficacy teachers tried a couple of times when she faced with obstacles but felt disappointed and left teaching profession. The other teacher also left the teaching profession after teaching for a short time.

Teacher efficacy has also been an issue of scrutiny within the context of the present study and the research has presented parallel results with the researchers at other international contexts. For instance, Bursal (2008) examined teacher efficacy in science teaching and anxiety when they took the Science Methods course. The participants were 154 pre-service teachers. The data indicated a decrease in the science anxieties of pre-service teachers, whereas their efficacy for science teaching did not increase significantly after they completed the Science Methods course.

Moreover, Özder (2011) examined novice teachers' self-efficacy levels and their teaching performance. The study designed as a mixed-method research to investigate 27 teacher trainees' efficacy levels in relation with in-class performance. The participants were novice elementary school teachers, and they were in their internship period of two years. The qualitative data were collected by close-ended questions. The findings revealed that elementary school novice teachers had adequately high self-an efficacy level especially in using IS in class and in CM. The lowest efficacy scores were found in relation to ensuring student engagement in classes. Novice teachers reported to using verbal warning method to control students' disruptive behavior.

2.5.1 Studies on teacher efficacy in EFL contexts. As mentioned previously, self-efficacy is considered as context-specific (Bandura, 1997; Pajares, 1996a). Researchers have begun to investigate teacher efficacy in language learning contexts (Kim, 2002; Liaw, 2004,

Chacon, 2005). Research on this context seems to be essential, as foreign-language teachers with low personal efficacy tend to leave the profession (Swanson, 2010).

Chacon (2005) designed a study on the perceived efficacy of EFL teachers in Venezuela. He examined the effect of efficacy on English proficiency. TSES and other subscales were used as measurements. The results indicated that teachers' efficacy and teachers' self-reported English proficiency correlated positively. Additionally, the study revealed that teachers' efficacy in terms of IS was greater than their efficacy of CM and SE. The methods that the teachers used to teach English did not affect their sense of efficacy according to this study. Teaching experience and teacher's efficacy indicated no correlation in terms of all three subscales of TSES. The teachers also reported that in-service training affects their efficacy positively related to IS and SE, but not for CM.

Similarly, Lee (2009) studied on the relationship with perceptions of English language proficiency, and affective variables related to the English language by taking Korean teachers as participant. Speaking- efficacy in teaching English was found to be as an additional aspect of teachers' efficacy. Besides, the teachers' perceptions of their proficiency and psychological state predicted their efficacy in teaching.

In addition, Ghanizadeh and Moafian (2011) demonstrated a notable parallelism between teachers' efficacy scores and their pedagogical achievement. Similarly, teaching experience affected their efficacy beliefs positively.

2.5.2. Studies on teacher efficacy in EFL contexts in Turkey. Research on the efficacy of EFL teachers in Turkey has generated similar findings to those in other international contexts.

For instance, Yavuz (2005) explored the efficacy beliefs of EFL teachers working at the preparatory schools and the effect of variables. The participants of the study consisted of 226 EFL teachers from 13 universities in Istanbul. The findings revealed that the EFL teachers in the study perceived themselves highly efficacious. In addition, the teachers demonstrated higher efficacy in

IS and CM than SE. Moreover, respectful and cooperative students and support for innovation changed the efficacy degree of the teachers positively.

Göker (2006) explored the effect of peer coaching on pre-service EFL teachers' self-efficacy. The researcher conducted an experimental design of study by using totally 32 pre-service EFL teachers. Data were obtained during a teaching practice course, and the researcher especially focused on instructional skills repertoire. After their micro teaching periods, the control group was given only a traditional post-conferencing with their supervisors, but experimental group was given feedback both from their supervisors and from their peers who took notes at the time of their teaching performance. This was done as an immediate informal feedback at the school where the micro teaching took place. The study revealed that the pre-service EFL teachers who had consistent feedback from other student teachers at the time of taking the Teaching Practice course demonstrated higher efficacy about instructional skills.

Ortaçtepe (2006) investigated the Turkish EFL teachers' level of efficacy and their self-reported practice of CLT. A pre-test and post-test research design was used to examine the teachers' perceived and actual practice of CLT. The participants included 50 EFL teachers who were teaching 8th grades students from public schools in Istanbul. The results of the analysis indicated no relationship between variables.

Further, Atay (2007) studied with pre-service EFL teachers in a micro teaching process. This process, as it seemed, affected those senior year student teachers' self- efficacy levels, since it was the first time they faced with classroom reality. In the study, TSES was administered to 78 pre-service EFL teachers who were in their last years at the university. For getting the qualitative data the researcher also held focus-group discussions to catch on the participants' reflections of practice on teaching course. The study indicated that student teachers' efficacy increased significantly at the end of the teaching practice course. Moreover, a significant decline in the student teachers' efficacy in terms of IS was observed after the practice course. The teachers

reported to have difficulties for explaining the subject when the students were confused and for using necessary evaluation techniques. On the contrary, they reported increase in their self-efficacy beliefs in managing class and encouraging students.

Likewise, EFL teacher's perceptions of efficacy were investigated by Pekkanlı Egel (2009) that the teacher's ability was found highly significant for student achievement. Besides, professional development and the academic training of the teacher were found having a positive relationship with their sense of self- efficacy and ability. The researcher propounded some noticeable ideas on the teachers' own professional and educational experiences as:

> A good teacher is said to be one who possesses a high level of teacher efficacy. Therefore, it is crucial that candidates entering the teaching profession starting from their formal schooling, whether in secondary or tertiary education, receive effective academic training and professional guidance, and continue this development throughout their career advancement (Pekkanlı Egel, 2009, p. 1566).

With the aim of measuring in-service teachers' efficacy beliefs, Yılmaz (2011) also investigated 54 in-service English teachers working at primary or high schools. Results indicated that EFL teachers perceive themselves more efficacious in instructional skills rather than student engagement or classroom management skills. Besides, participants identified themselves as being more proficient in reading and speaking skills rather than in listening and writing skills. Additionally, in terms of pedagogical strategies teachers had higher score for communicative-oriented strategies than grammar-oriented strategies. The results of the research clarified that the more in-service English teachers feel proficient in four basic language skills the higher they feel efficacious.

Additionally, Yüksel (2014) examined 40 pre-service EFL teachers' efficacy degrees related to student observation. The findings indicated significant changes in participants' efficacy perceptions over time. They reported higher efficacy levels before student observation, and their

self-efficacy decreased after student observation. Then, an increase was observed at the end of the term. In conclusion, when the pre-service teachers came across with difficulties in real classroom environments, their efficacy levels fell, but they managed to overcome problems and their efficacy increased towards the end of student teaching.

As the literature review presents above, the research on in-service EFL teachers' efficacy, especially in ELT contexts seems to be still limited both in Turkey and in other similar settings abroad, so the present study aims to contribute this gap attentively.

Chapter 3

Methodology

3.1. Introduction

This chapter provides an overview of the methodological procedures followed in the present study. First, the purpose of the study is described briefly, and the research questions are introduced. Then, the participants of the study, research design and the context of the study are mentioned. Finally, the data collection instruments and data analysis are explained in detail.

3.2. Aim of the Study and Research Questions

As it is mentioned in the relevant literature in Chapter 2, self-efficacy is an important factor which affects teachers' motivation and academic performance (Ashton & Webb, 1986; Ross, 1992; Tschannen-Moren, Hoy & Hoy, 1998). The students' engagement and academic success is also affected by teachers' sense of self-efficacy (Henson, 2001b; Shunk and Pajares, 2002). In the light of the review of literature, this study attempts to contribute to the relevant research in language teacher education and aims to find out the level of self-efficacy perceptions of in-service EFL teachers and to examine whether there is a significant difference in teacher efficacy levels of the participants in terms of their teaching experience and the school types that they work at. To achieve this goal, the following research questions are formulated:

1. What is the level of primary school, secondary school and high school in-service EFL teachers' sense of self-efficacy in Turkey?

   a. in terms of student engagement?

   b. in terms of classroom management?

   c. in terms of instructional strategies?

2. Is there a relationship between in-service EFL teachers' level of self-efficacy perceptions and their teaching experience?

3. Is there a significant difference between in-service EFL teachers' level of self-efficacy perceptions according to school types?

3.3. Participants

The participants in the present study were selected by means of convenience sampling from EFL teachers working at state primary, secondary and high schools in the city center of Bursa. Creswell (2012) states that research participants are selected based upon their willingness and availability to be studied in this method. Bursa, located in the Marmara Region of Turkey, is not an obligatory service region for teachers working at state schools, so the teachers participated in the study from the city center of Bursa were usually experienced teachers. As it is compulsory to work in an obligatory region during the first years of teaching in Turkey, the number of the novice teachers participated in the study were inadequate in Bursa. Therefore, novice teachers in the eastern parts of Turkey were reached by means of an online scale. For the permission of research from the Provincial Directorate of National Education in Bursa, the researcher followed the formal correspondences and took all the permission in the first term of 2018-2019 education year to enter the research setting. The total number of the in-service EFL teachers agreed to participate in the current study was then 240. The participants in the study consisted of 77 novice teachers with fewer than 3 years of experience, and 163 experienced teachers with three or more years of teaching experience. The following table presents information about the background of the participants (See Table 1).

Table 1

Demographic features of participants

Gender	N	%
Male	62	25.7
Female	178	73.9
Age		
24-younger	18	7.5
25-29	59	24.5
30-39	106	44
40-49	43	17.8
50-59	13	5.4
60-older	1	0.4
Teaching Experience		
1-3 years	77	32
4-10 years	45	18.7
11-20 years	88	36.5
21- over years	30	12.4
Graduation		
BA	226	93.8
MA	13	5.4
PhD	1	0.4
Department of graduation		
ELT	191	79.3
English Language Literature	34	14.1
Others	15	6.2
School type		
Primary school	56	23.2
Secondary school	101	41.9
High school	83	34.4

3.4. Research Design

To provide an enriched and in depth understanding of the research issues under investigation, this study employed a mixed-method design. Creswell (2012) described mixed-method approach strategies as "collecting data either simultaneously or sequentially to best understand the research problem. The data collection also involves gathering both numeric information (e.g. on instruments) as well as text information (e.g. interviews) so that the final database represents both quantitative and qualitative information." (p.21).

It is thus considered that including both quantitative and qualitative data resources in a research study provides multiple perspectives and a more extensive insight into the research questions. Besides, "a mixed-method design gives the researcher the opportunity to provide triangulation of the research. In other words, such a design provides a great potential of improving validity and generalizability of research outcomes through corroboration and convergence of the findings" (Dörnyei, 2007, p. 45, 46).

3.5. The Context

This study was conducted in the first term of the 2018-2019 education year in Bursa, which is the fourth biggest city in the western part of Turkey. First, an official permission was taken from the Ministry of National Education (See Appendix 4). Then the researcher administered the self-efficacy scale herself by visiting the primary, secondary and high schools. Yet, the numbers of novice teachers required for the present study are insufficient in Bursa, as they are assigned to schools in the eastern part of Turkey to complete their compulsory service for three years. Thus, to reach the adequate number of novice teachers, the researcher formed an online form of the scale. All the English teachers participated in the study were informed about the purpose of the research and contributed to the study voluntarily. The participants signed consent forms before they carried out the scale (See Appendix 5). They were also asked if they would like to get involved in the

interviews or not. The ones who were keen on to participate in the interviews wrote their e-mail addresses on the consent forms. The ones who provided their e-mail addresses were sent invitations for the interviews. Finally, the interviewees were selected from the participants who accepted those invitations in such a way that would represent the whole population.

3.6. Instruments and Data Collection Processes

For the quantitative part of the study, The Teachers' Sense of Efficacy Scale (TSES) (Tschannen-Moran & Woolfolk Hoy, 2001) was used. This scale was preferred due to its acceptance in the field to assess the efficacy of in-service and pre-service teachers and its validation. There was also the Turkish adapted version of the scale adapted by Çapa, Çakıroğlu, and Sarıkaya (2005), and this version of the scale was administered by the researcher (See Appendix 1). For the qualitative part of the study, semi-structured interviews were conducted to obtain more in-depth information about the factors that might affect in-service English teachers' perceptions of self-efficacy.

3.6.1. Quantitative data set. The instrument used to gather quantitative data consists two parts. The first part attempts to gather demographic information about the participants, and the second part aims to unearth the teachers' self-efficacy perceptions and consists of the Turkish version of the Teachers' Sense of Efficacy Scale (TTSES) adapted by Çapa, Çakıroğlu, and Sarıkaya (2005) from TSES (Tschannen-Moran & Woolfolk Hoy, 2001) .

3.6.1.1. Demographic information. The first part of this instrument is designed to obtain demographic information about the participants. First, part of this instrument is designed to obtain demographic information about the participants such as their years of teaching education, the school type they are working in which are necessary for analyzing second and third research questions. In addition, the participants' gender, age, working conditions (substitute teacher or permanent teacher), working period in the same school, department graduated and academic degree of education were asked to be able to make clear comments.

3.6.1.2. Teachers' Sense of Efficacy Scale (TSES) (Tschannen-Moran & Woolfolk Hoy, 2001). The second part of the instrument is the Turkish version of the Teachers' Sense of Efficacy Scale (TTSES) validated by Çapa, Çakıroğlu, and Sarıkaya (2005). The original version of the scale is Teachers' Sense of Efficacy Scale (TSES) which was developed by Tschannen-Moran and Woolfolk Hoy (2001). The original scale was developed with 103 pre-service teachers from Ohio University and 255 in-service teachers in the USA. The study was repeated three times to reach the intended reliability and validity levels. The final study which was the third one included 410 participants, with 103 pre-service, 255 in-service and 38 participants having no indication of their teaching experience. The age of the in-service teachers ranged from 21 to 57 years. The participants included 3 Latinos, 7 Asian Americans, 38 African Americans, 332 European Americans and 10 from other nationalities. In terms of school types, 5% of them taught in preschool, 37% taught in elementary grades, 29% taught in middle school and 29% taught in high school.

According to Hoy & Spero (2005), TSES is superior to other measures of teacher efficacy, as it has a unified and permanent factor structure to assess different kinds of capabilities of teachers that is considered important for good teaching. TSES has two versions: a short form, which includes 12 items, and a long form, which consists of 24 items. Both of the scales were subjected to two independent factor analyses during the construction process. The factor analyses revealed that there are three factors of self-efficacy assessed in the scale: 1) efficacy for student engagement (SE); 2) efficacy for instructional strategies (IS); and 3) efficacy for classroom management (CM), which is essential and crucial for good and effective teaching. The items in the (SE) subscale are intended to reveal the teachers' self-efficacy beliefs as to motivating and encouraging students in the learning process. The (CM) subscale attempts to identify their self-efficacy beliefs about controlling or preventing the unwanted behaviors in the classroom, and the (IS) subscale is about using different evaluation and instruction methods. In the present study, the

long form of the scale with 8 items for each subscale was used for this research. Example items for each of the subscale are given below:

1) Student Engagement (SE)

"How much can you do to motivate students who show low interest in school work?"

2) Instructional Strategies (IS)

"How much can you do to craft good questions for students?"

3) Classroom Management (CM)

"How much can you do to control disruptive behavior in the classroom?"

In this scale, the participants are asked to rate their capabilities by using a 9-point Likert-type scale ranging from 1= (Nothing) to 9 = (A great deal). For construct validity, the researchers measured the scale through its correlation with other existing scales of teaching efficacy. According to the results, TSES indicated positive correlations with the other measures of teacher efficacy, related to Rand items (r=0.18 and 0.53, p<0.01) and the Teacher Efficacy Scale (Gibson & Dembo, 1984) (r=0.16 and 0.64, p<0.01) (Tschannen-Moran, & Hoy. 2001).

The long form of the scale has a high reliability (α = .90) for both pre-service and in-service teachers, so does each subscale; (α = .87) for student engagement, (α = .91) for instructional strategies and (α = .90) for classroom management. The scores in the final study are summarized in Table 2.

Table 2

The scores for the final study by Tschannen-Moran and Hoy (2001)

	Mean	SD	α
TSES	7.1	0.94	0.94
Instruction	7.3	1.1	0.91
Management	6.7	1.1	0.90
Engagement	7.3	1.1	0.87

3.6.1.3. The Turkish version of the Teachers' Sense of Efficacy Scale (TTSES) (Çapa, Çakıroğlu & Sarıkaya, 2005). The Turkish version of the (TSES) was utilized in this study, and it is suggested in the literature that measurements be administered in the native language of participants (Becker & Varelas, 2001).

The Turkish version of the Teachers' Sense of Efficacy Scale (TTSES) is a reliable and valid instrument for the present study (Çapa, Çakıroğlu & Sarıkaya, 2005). Initially, the scale was translated into Turkish by researchers who were proficient both in English and Turkish and who had done research on teacher efficacy previously. Then, the researchers edited the items in the scale again. The instrument was field-tested with four high school teachers for linguistic clarity and it was pilot tested with 97 pre-service teachers. The reliability for the pilot study was .90 for the whole study and over .85 for the subscales. Baloğlu & Karadağ (2008) demonstrates that the scale has a comprehensible Turkish following their translation validity work. A confirmatory factor analysis (CFA) and Rasch measurement were conducted to provide evidence for the construct validity of the three factor subscale scores. The participants for this specific procedure included 628 pre-service teachers from six different universities located in four major cities in Turkey. The results of the (CFA) indicated that the three subscales of the instrument (SE, IS and CM) were correlated to each other respectively.

The internal consistency of the scale (TTSES) was tested by means of Cronbach's Alpha. All items were contributing to the reliability with high item-total correlations. The general alpha

(α) reliability coefficient of The Turkish version of the Teachers' Sense of Efficacy Scale (TTSES) is 0.93; the alpha reliability coefficients of the three sub-factors are indicated below by Table 3.

Table 3

The scores for the final study by Çapa, Çakıroğlu and Sarıkaya (2005)

	Mean	α
TSES	6.99	0.93
Instruction	7.10	0.86
Management	6.95	0.84
Engagement	6.92	0.82

The Cronbach's Alpha values for both TSES and TTSES are closer to value 1, which indicates a completely high reliability of the scales according to Cronbach (1951). The general Cronbach's Alpha value for the present study was found 0.92 for in- service teachers. See Table 4 for the alpha reliability coefficients of the three sub-factors.

Table 4

The scores for the present study

	Mean	SD	α
TSES	3.91	0.35	0.92
Instruction	4.03	0.45	0.85
Management	3.97	0.45	0.85
Engagement	3.72	0.39	0.81

The participants in this scale were asked to respond to each question by using a five-point Likert scale anchored by strongly efficacious (5) and inefficacious (1), as it is easier to apply the

scale online by this way. Atay (2007) also used the same five-point Likert scale anchored by strongly agree (5) and strongly disagree (1) to investigate beginning teacher efficacy.

3.6.2 Qualitative data set. In the present study, semi-structured interviews were held with the aim of gathering qualitative data as part of the mixed-method methodology and thus triangulating data. This kind of design also gives the opportunity to have a deeper understanding of the relationship between variables in the research (Fraenkel & Wallen, 2009). The questions in the semi-structured interviews were first designed as a draft in line with the literature. Following an expert view, relevant changes were made, and the questions were overviewed again. The questions focused on the novice and experienced English teachers' challenges in the class, their capability of how they cope with the problems, interaction with the students, perceptions of being able to use ELT methods in the class efficiently and their expectations from the students, colleagues, school management and National Education. The final version of the interview guide consisted of 14 questions (See Appendix 2).

The interviews were held Turkish. Then a colleague was consulted to check for the clarity and comprehensibility of the questions. The wording of the interview questions was checked to make sure that they were free of any bias. The participants were asked to participate in the interviews after they completed the scale. Totally, 20 in-service EFL teachers (8 novice teachers and 12 experienced) participated in the interviews voluntarily. They were chosen from different school types intentionally by the researcher. Before each interview, the interviewees were informed that their personal information would be kept anonymous and secret while reporting the study. Before the interviews, the meetings were set according to the participants' requests. At the time of the interviews, a rapport was built and a welcoming approach was created for all types of answers and attitudes to make the participants feel relaxed and give sincere answers. The interviews were audio-recorded and lasted 20-30 minutes. Field notes were also taken by the

researcher during the interviews. The semi-structured interviews in the present study provided some space for flexibility, and the researcher gave some further prompts when the participants were not very clear about the questions. The participants were later sent the full transcriptions of the interviews by e-mail to check whether the content of the transcriptions gave the correct information they provided during the interviews.

3.7. Data Analysis

As stated in Part 3.4, as part of a mixed-method study, quantitative data and qualitative data were collected by means of different instruments and analyzed separately in the present study. Data collected through The Turkish version of the Teachers' Sense of Efficacy Scale (TTSES) were analyzed by SPSS 23.0 (Statistical Package for the Social Sciences). Initially, the reliability of the general scale TTSES and each subscale were assessed by using Cronbach alpha coefficient. Then, descriptive statistics were computed to explore the data in accordance with the frequency of five points -Likert type scale as on page 45. According to Dörnyei (2005), "Descriptive statistics help us summarize findings by describing general tendencies in the data and overall spread of the scores" (p. 128). Based on the participants' responses about such demographic features such as sex, age, school type and experience, the frequency and percentage of the scale items were computed. After that, the normality of distribution of the variables was examined by assessing the skewness and kurtosis of the distributions to decide whether to do parametric or non-parametric tests for the purposes of data analysis. As the data were normally distributed according to the Skewness and Curtosis values (Skewness = -0.15, Curtosis = -0, 31) for the scale (TTSES), parametric tests were used. The Skewness and Kurtosis values ranged between ±1 (Table 1). Tabachnick and Fidell (2013) stated that the acceptable range for Skewness or Curtosis is between +1.5 and -1.5 for normal distribution. Therefore, the scale (TTSES) used in the study might be taken into consideration as normally distributed. Besides, for the visual check of normality, Q-Q plots were used as a graphical method. It was clearly observed that most of the

points were distributed on or near the straight line on the graphs. Tabachnick and Fidell (2001) asserted that when the number of the samples is over 100, observing the visual appearance of the data distribution is sufficient. This study includes 240 participants, and histogram graph also demonstrated a normal distribution. As data were normally distributed, parametric tests were applied. Related to the first research question, the means and standard deviations of the general scale and subscales were calculated to find out the level of self-efficacy perceptions of in service EFL teachers. As the data was normally distributed, One Way ANOVA and MANOVA parametric tests were used to analyze the second and third research questions. One Way ANOVA is a kind of statistical analysis which can compare the means of more than two groups to decide whether they differ significantly or not from one another (Dörnyei, 2007). In the current study, 'teaching experience' was analyzed in four different dimensions (0-3 years as novice teachers, 4-10 years, 11-20 years and 20+ years as experienced teachers). Thus, One Way ANOVA was used in relation to the second research question to analyze the relationship between experience and teacher self-efficacy. Lastly, related to research question three, multivariate analyses of variance (MANOVA) was carried out in order to discuss the teacher efficacy perceptions of EFL teachers working in primary, secondary or high schools in terms of three subscales (SE, CM, IS) of TTSES. The Equality of Covariance Matrices was examined by Box's Test, and the Equality of Error Variances was examined by Levene's Test. Lastly, Multivariate Tests and Tukey Test were carried out to interpret the results. The results were considered to have a statistical significance, when p values were smaller than 0.05 (Rice, 1989). Additionally, MANOVA was carried out to see if there was a difference between the participants' gender and self- efficacy levels in terms of three subscales of TSES. Since there wasn't a significant difference between the teachers' sense of self-efficacy and gender (p > .05), it wasn't dealt with as a further factor in this study.

The semi-structured interviews in the present study generated qualitative data which were analyzed by means of content analysis. Content analysis is described as "… Identifying coherent

and important examples, themes, and patterns in the data" (Patton, 1987, p.149). In content

analysis "text mining" and "what has meant" gain importance according to Straus & Corbin

(1998). First, the audio-recorded data were fully transcribed by the researcher (See Appendix 3).

The interviews were analyzed inductively in the light of a procedure proposed by Graneheim and

Lundman (2004), and the following were developed in a step by step fashion: unit of analysis

(transcriptions), meaning unit (example sentences from the interviews), open codes, sub-

categories and categories. The hard copies of the interviews were used for coding, as Saldana

(2013) states that the researcher has more control over the work by this way. While transcribing

the interviews, the researcher highlighted the quotations that were worth mentioning for reporting

the results. The important quotations were translated into English. Another colleague also

translated the same quotations. After that, translations were compared for clarity and correctness

check. Then, the necessary changes were made. The repeated ideas and expressions in the

interviews helped the researcher form the codes and categories in her mind during pre-coding

which was done to get the first impressions about data. It is done by reading and rereading the

transcripts, making reflections on them, highlighting or taking memos. Dörnyei (2005) states that

"these pre-coding reflections shape our thinking about the data and influence the way we will go

about coding it" (p.250). Each participant was named such as (NT 1) which means Novice

Teacher 1 and (ET1) which means Experienced Teacher 1. The meaning units were labeled with

the codes. Then, these codes were turned into sub-categories and categories by reading and

rereading the transcripts. Some codes became redundant as they did not belong to any categories,

and some codes were renamed and categorized to represent the interview data better.

  To ensure inter-rater reliability, one of the transcripts was given to a colleague of the

researcher who was also a teacher of English with an M.A. degree. She was then asked to form her

own codes and categories. By this way, interpretive validity was also ensured by working together

with colleagues during the analysis of data. This system provided multiple perspectives to interpret interview data and capture the intentions of the participants properly (Saldana, 2013).

In order to calculate inter-rater reliability, the following formula (Miles and Huberman, 1994: 64) was used:

$$\text{Reliability} = \frac{\text{number of agreements}}{\text{total number of agreements} + \text{disagreements}} \times \%$$

88 % agreement rate was found between the researcher and the co-rater in the analysis of the semi-structured interviews. The intra-rater consistency was also provided by the researcher through a second coding after two weeks analyzing interview data for the first coding.

Moreover, a supervisor was consulted for the revision to reach an agreement on the data analysis through regular sessions.

In this chapter, the nature of the quantitative and qualitative research in methodological perspective was introduced in detail. The following chapter presents the results of both quantitative and qualitative data by tabulating and expressing the analyses.

Chapter 4

Results

4.1. Introduction

This chapter consists of two parts, the first of which presents the quantitative results. In the second part are presented the results from the qualitative data.

With the aim of analyzing the quantitative data descriptive statistics, One-Way Anova and MANOVA are carried out and on SPSS and presented with the tabulated interpretations and reported in detail in accordance with the three research questions including two key variables in the present study: years of teaching experience and school type.

The qualitative data from the interviews are tabulated according to the codes and meaningful units taken from the transcripts.

4.2. Quantitative Results

This phase of the study aims to answer the following research questions:

1. What is the level of primary school, secondary school and high school in-service EFL teachers' sense of self-efficacy in Turkey?

    a. in terms of student engagement?

    b. in terms of classroom management?

    c. in terms of instructional strategies?

    2. Is there a relationship between in-service EFL teachers' level of self-efficacy perceptions and their teaching experience?

    3. Is there a significant difference between in-service EFL teachers' level of self-efficacy perceptions according to school types?

    4.2.1. The level of primary school, secondary school and high school in-service EFL teachers' sense of self-efficacy in Turkey. The first research question was related to the level of in-service EFL teachers' sense of self-efficacy in Turkey. With the aim of having a general idea

about the in-service teachers' sense of efficacy and before analyzing this according to the school types, the data were analyzed in accordance with each 3 sub-factors of the scale. Then, the teachers' levels of self-efficacy in terms of each subcategory was presented for primary, secondary and high school teachers working at public schools and explained in a tabulated form respectively.

In the 5-point Likert scale, the coefficient intervals were calculated for four intervals (5-1=4) as (4/5= 0.80) 0.80. Then, the coefficient intervals were determined as 1.00-1.80 for "Inefficacious", 1.81-2.60 for "Very little efficacious", 2.61-3.40 for "Little Efficacious", 3.41-4.20 for "Quite a bit efficacious" and 4.21- 5.00 for "Strongly efficacious". At this point, it should also be clarified that the scores ranged from 1 to 5 and the higher the score meant higher sense of efficacy.

4.2.1.1. An overview of in-service teachers' level of self-efficacy working at public schools in Turkey. In this subsection, the overall self-efficacy levels of in-service teachers were presented according to the TSSES results, and each subscale was then presented separately for the entire group of the participants, as can be seen in Tables 5 and 6.

Table 5

Descriptive statistics of TTSES for the entire group of in-service teachers' sense of self-efficacy level

	N	Mean	SD
TSSES	240	3,91	,35

It was observed that in-service teachers' perceptions self-efficacy was quite a bit efficacious according to coefficient intervals as M = 3, 91 (SD = 0, 35).

Table 6

Descriptive statistics of student engagement, classroom management and instructional

strategies for the entire group of in-service teachers

	N	Mean	SD
SE	240	3,72	,39
CM	240	3,97	,45
IS	240	4,03	,45

The in-service EFL teachers' self-efficacy levels were dealt with under 3 dimensions: "Student Engagement, Classroom Management and Instructional Strategies", as it was presented in table 6. The descriptive analysis revealed that mean score of student engagement was M = 3, 72 (SD = 0, 39), which pointed to quite high efficacy level according to coefficient intervals, the mean score of classroom management is M = 3, 97 (SD = 0, 45), which was quite a bit efficacious, and the mean score of instructional strategies was M = 4, 03 (SD= 0, 45), which pointed again to a quite high efficacy level according to the coefficient intervals. Even if all three subscales were at the same coefficient interval, the lowest efficacy level of the in-service teachers was student engagement and the highest efficacy level of in-service teachers' efficacy was instructional strategies according to the SPSS results. None of the subscales presented a very high level of self-efficacy, which might mean the teachers are strongly efficacious according to the coefficient intervals.

For an in-depth understanding of the in-service teachers' levels of self-efficacy in terms of "student engagement", "classroom management" and "instructional strategies", each item of the subscales were analyzed and tabulated in Tables 7, 8, 9.

Table 7

Descriptive statistics of student engagement

	N	Mean	SD
How much can you do to get through to the most difficult students?	240	3,41	,70
How much can you do to help your students think critically?	240	3,73	,70
How much can you do to motivate students who show low interest in schoolwork?	240	3,74	,66
How much can you do to get students to believe they can do well in schoolwork?	240	4,08	,61
How much can you do to help your students to value learning?	240	3,80	,66
How much can you do to foster student creativity?	240	3,81	,70
How much can you do to improve the understanding of a student who is failing?	240	3,65	,71
How much can you assist families in helping their children do well in school?	240	3,56	,89

As is clear from Table 7, the in-service EFL teachers' sense of self-efficacy levels were explained in terms of "student engagement" with mean scores and standard deviations of each related item. It was found that English teachers' perceptions gather under the idea of "quite a bit efficacious" (M = 3, 41 – M = 4, 08). This could then be interpreted as that the teachers generally feel efficacious about student engagement in the class. Especially the item "How much can you do

to get students to believe they can do well in schoolwork?" got the highest score (M = 4, 08, SD = 0, 61) which means the teachers feel capable of encouraging students to do their best at school.

Table 8

Descriptive statistics of classroom management

	N	Mean	SD
How much can you do to control disruptive behavior in the classroom?	240	3,95	,67
To what extent can you make your expectation clear about student behavior?	240	4,43	,60
How well can you establish routines to keep activities running smoothly?	240	4,11	,68
How much can you do to get children to follow classroom rules?	240	3,97	,69
How much can you do to calm a student who is disruptive or noisy?	240	3,90	,73
How well can you establish a classroom management system with each group of students?	240	3,68	,75
How well can you keep a few problem students from ruining an entire lesson?	240	3,90	,70
How well can you respond to defiant students?	240	3,86	,81

With respect to efficacy levels for classroom management, the descriptive statistics showed that the mean scores of teachers' sense of efficacy for all related items are between M = 3,68 and

M = 4,11. These values define the idea of "quite a bit efficacious" according to coefficient intervals. Only the item "To what extent can you make your expectation clear about student behavior?" with the mean score of M = 4,43 indicated "strongly efficacious" value according to coefficient intervals in the 5-point Likert scale (Table 8). The teachers reported to be feeling higher efficacious for expressing themselves to the student and setting their rules for running the activities properly. On the other hand, they stated that they feel less efficacious for establishing a classroom management system to control different groups of students and the students refusing to obey the classroom rules.

Table 9

Descriptive statistics of instructional strategies

	N	Mean	Std. Dev.
How well can you respond to difficult questions from your students?	240	4,35	,60
To what extent can you gauge student comprehension of what you have taught?	240	4,23	,66
To what extent can you craft good questions for your students?	240	4,17	,67
How much can you do to adjust your lessons to the proper level for individual students?	240	3,56	,80
To what extent can you use a variety of assessment strategies?	240	3,88	,79
To what extent can you provide an alternative explanation or example when students are confused?	240	4,36	,61

How well can you implement alternative strategies in your classroom?	240	3,95	,71
How well can you provide appropriate challenges for very capable students?	240	3,75	,83

As it can be interpreted from Table 9, the descriptive analysis indicated that the in-service teachers' sense of self-efficacy in terms of IS was higher than the subcategories of student engagement and classroom management strategies between the mean scores of M = 3,56 and M = 4,35.

The following items indicated strongly efficacious efficacy: "To what extent can you provide an alternative explanation or an example when students are confused?" with the mean score M = 4, 36, "How well can you respond to difficult questions from your students?" with the mean score M = 4, 35, and the item "To what extent can you gauge student comprehension of what you have taught?" with the mean score M = 4, 23. In the light of these results, it can be inferred that the teachers in the present study have a high level of efficacy to make the subject they have taught clear by using alternative explanations, examples and feedback to students' comprehension questions.

4.2.2. The relationship between in-service EFL teachers' level of self-efficacy perceptions with regards to their teaching experience. The second research question investigated whether there was a significant difference between the years of teaching experience and the teachers' level of self-efficacy perceptions. In the current study, teaching experience was categorized as follows: "0-3 years (novice teachers), 4-10 years, 11-20 years and 21+ years of experience". For this purpose, one-way analysis of variance (ANOVA) with the descriptive statistics for comparing subsamples was carried out, as we assess the significance of differences in

means for more than two groups. According to Dörnyei (2005, p.218), "ANOVA produces multiple comparisons in two steps; First, an F value is computed and checked for significance. If the value is significant, it means that there is at least one significant difference among the groups. Second, because we have more than one contrast, we need a second step to determine which contrast(s) is/are significant. For this purpose, we compute a post hoc test."

One-way ANOVA results indicated a significance difference between different experience groups in terms of the in-service EFL teachers' sense of self-efficacy [F (3,236) =4.62, p=0.004], with a small effect size (eta squared = .05) (Table 10). The post hoc test was computed to determine which contrasts were significant due to a significant p value. The TSSES indicated homogeneity of variances as (p> .05), and, therefore, the results of Tukey test, which is among the most common post hoc tests, were taken into consideration. There was a significant difference between the novice teachers (1-3 years of experience) (M=3.82, SD=0.31), and the teachers having 21+ years of experience [(M=4.09, SD=0.39), p<.05] in terms of teaching efficacy levels.

Table 10

ANOVA results of the difference between the teaching efficacy of EFL teachers and experience in the profession

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1,69	3	,56	4,62	,004
Within Groups	28,84	236	,12		
Total	30,54	239			

However, the teachers having 4-10 years of experience and 11-20 years of experience did not significantly differ from the novice teachers with 1-3 years of experience. Even though there was not a significant difference among the teachers having 4-10 years of experience (M=3, 97,

SD=0.32), the teachers having 11-20 years of experience (M=3.90, SD=0.37) and the novice teachers having 1-3 years of experience (M=3.82, SD=0.31), it is clear that the novice teachers have less self-efficacy in terms of teaching English as a foreign language than the experienced teachers.

4.2.3. The difference between in-service EFL teachers' level of self-efficacy perceptions according to school types. The third research question focused on investigating whether there was a significant difference between self-efficacy level of the in-service EFL teachers according to school types. As being the scale used in the current study, TTSES had three subscales (SE-CM-IS), multivariate analyses of variance (MANOVA) were carried out to examine the relationship with the school types (Primary-Secondary-High Schools.) According to the Box's Test, the covariance matrices of the dependent variables were equal across groups (p> .05), and according to the Levene's Test, the error variance of the dependent variable was equal across groups (p> .05). Wilk's Lambda values were taken into consideration to decide whether there was a significant difference between the dependent and independent variables (p<.05) (See Table 11). Büyüköztürk (2005) states that this value is the most common statistics especially in Social Sciences.

Table 11

MANOVA results of in-service teachers' sense of self-efficacy in terms of school types

Multivariate Tests		Value	F	Df	Error df	P	η^2
Intercept	Wilks' Lambda	0,00	8990,72	3	235	0,00	0,99
School types	Wilks' Lambda	0,92	3,32	6	470	0,00	0,04

According to the multivariate analyses of variance (MANOVA) results as seen in Table 11 there was a significant difference between the teachers' sense of self-efficacy and school types (λ =0,92, F (6) = 3,32, p<.05). When the partial eta squared value was examined, it was observed that the school type has a small effect on the in service EFL teachers' self-efficacy perceptions.

Table 12

MANOVA results of EFL teachers' sense of efficacy in terms of school types

Source	Dependent Variable	Sum of Squares	df	Mean Square	F	P	η^2
Corrected Model	SE	,02	2	0,01	,06	0,93	0,00
	CM	2,63	2	1,31	6,72	0,00	0,05
	IS	,00	2	,00	0,01	0,99	0,00
Intercept	SE	31,40	1	31,40	19,15	0,00	0,98
	CM	35,09	1	35,09	18,41	0,00	0,98
	IS	36,23	1	36,23	17,94	0,00	0,98
School types	SE	,020	2	0,01	0,06	0,93	0,00
	CM	2,63	2	1,31	6,72	0,00	0,05
	IS	,00	2	0,00	0,01	0,99	0,00
Error	SE	37,51	237	0,15			
	CM	46,40	237	0,19			
	IS	49,67	237	0,21			
Total	SE	33,40	240				
	CM	38,14	240				
	IS	39,98	240				
Corrected Total	SE	37,53	239				
	CM	49,04	239				
	IS	49,67	239				

The variance analyses in Table 12 demonstrated that in three subcategories of the scale (TTSES), student engagement (F (2,237) = 0, 06, p>.05) and instructional strategies (F (, 237) = 0, 01, p>.05) did not reveal a significant difference in terms of school types. On the other hand, the efficacy levels as to classroom management (F (2,237) = 6, 72, p<.05) pointed to a significant difference in terms of school types by keeping in mind that classroom management indicated homogeneity of variances as (p> .05)

In order to examine the difference between subscales in TTSES and school types, Tukey test, which is a kind of multiple comparison tests, was used as a Post-hoc Test. The results indicated that there was a significant difference between the primary school teachers' level of teaching efficacy (M=3.82, SD=0.42) and high school teachers' level of teaching efficacy [(M=4.10, SD=0.47), p<.05] in terms of classroom management.

According to the results, no significant difference was observed between primary school teachers' efficacy (M=3, 74, SD=0, 32), secondary school teachers' efficacy (M=3, 71, SD=0, 35) and high school teachers' efficacy (M=3, 72, SD=0, 48) in terms of student engagement. Similarly, no significant difference was observed between primary school teachers' efficacy (M=4, 03, SD=0, 44), secondary school teachers' efficacy (M=4, 04, SD=0, 43) and high school teachers' efficacy (M=4, 03, SD=0, 49) in terms of instructional strategies. Besides, primary school teachers and secondary school teachers had the highest level of self-efficacy in terms of instructional strategies, but high school teachers had the highest level of self-efficacy in terms of classroom management (See Table 13).

Table 13

Descriptive Statistics of TTSES subscales and school types

	School type	M	SD	N
Student Engagement	primary school	3,74	,32	56
	secondary school	3,71	,35	101
	high school	3,72	,48	83
	Total	3,72	,39	240
Classroom Management	primary school	3,82	,42	56
	secondary school	3,96	,42	101
	high school	4,10	,47	83
	Total	3,97	,45	240
Instructional Strategies	primary school	4,03	,44	56
	secondary school	4,04	,43	101
	high school	4,03	,49	83
	Total	4,03	,45	240

4.3. Qualitative Results

The second part of the results chapter presents the qualitative results obtained by the semi-structured interviews and interpreted by means of the content analysis. Categories, subcategories and codes were defined according to the frequencies of similar answers, and some example meaning units were given to make clear most of the codes. In the extracts form the interviews, experienced teachers were labeled as "ET" and novice teachers "NT".

The aim of the qualitative phase of the study was to gather information from the teachers for an in-depth analysis of the research issues under scrutiny. To this end, the results of the qualitative data were reported on the basis of these following main themes and the research questions: "In-service EFL teachers' sense of self-efficacy", "In-service EFL teachers' sense of efficacy in terms of instructional strategies, student engagement and classroom management", "Experience and the EFL teachers' sense of efficacy", "School type and the EFL teachers' sense of efficacy". The results of semi-structured interviews analysis will be presented in tables which will include an example of meaning units, codes, subcategories (frequency of subcategories) and categories.

4.3.1. General perceptions of in-service EFL teachers' sense of self-efficacy. The first theme emerged in the qualitative data provided answers for the first research question and unearthed valuable information about the general perceptions of the teachers' self-efficacy without guiding them: "What is the level of primary school, secondary school and high school in-service EFL teachers' sense of self-efficacy in Turkey?"

The first five questions were asked for this aim:

- Can you tell me three words describing you as an English teacher? Why these three words?

- Do you trust yourself as a teacher of English? What are your strengths?

- What are the things that you feel less confident as an English teacher? What are your weaknesses?

- Are there any factors contributing to increase your sense of efficacy as an English teacher? What are these factors?

- Are there any factors that decrease your sense of efficacy as an English teacher? What are these?

The transcriptions of the interviews were analyzed and four main categories, fourteen sub-categories and forty-one codes emerged from the data. The results about the first main theme were summarized in Table 14.

Table 14

Summary of the categories, subcategories and corresponding codes emerged from the data regarding general perceptions of in-service EFL teachers' sense of self-efficacy

Category	Sub-category/ Frequency	Code	Example Meaning Unit
Self-defining as an ELT teacher	Self- reflection (n=20)	Creative, energetic, (ET 1, 4, 6, 7, 10, 12)/ (NT 1, 2, 4, 5)	
		Disciplined (ET 1, 3, 5, 10, 11)/(NT 2)	"Being disciplined is necessary for a better classroom management. " (NT2)
		Making the activities interesting (ET 1, 6, 7, 9)/ (NT 5, 7)	
		Considering students' needs (ET 1, 2, 3, 11, 12)/ (NT 8)	"I can prepare interesting activities to take students' interest by using technology." (NT5)
		Helpful (ET 5, 8)/ (NT 3, 4, 6, 7, 8)	"I prepare my own materials according to the students' needs because the
		Loving profession (ET 2 ,4, 7, 9, 12)/ (NT 1, 6, 4, 8)	course book isn't useful." (ET12)

		Fighter (ET 1, 10)	
Presence of self-efficacy	Higher sense of efficacy (n=20)	Encouraging weak students (ET 1, 4, 6, 7, 8, 9, 10, 11, 12)/ (NT 3, 4, 6)	"I don't give up easily reaching my objectives." (ET1)
		Using different methods (ET 1,7,9,12)/ (NT 1,2,5)	"I believe that if I push the weak students they can do better." (ET10)
		Having ELT education at the University (ET 7)/ (NT 1, 3, 4, 6)	
		Making the lessons fun (ET 3, 6, 7, 9)/(NT 3, 5, 6)	"I graduated from ELT department at the university so I know what to do to teach English and I feel more confident." (ET7), (NT6)
		Being experienced (ET 2, 3, 5, 10, 12)/ (NT 4)	"If I prepare enjoyable activities, the students participate in the lesson more and that make me feel more efficacious."(ET7)
			"Being an experienced teacher is my strength in the classroom" (ET3)
			"I feel efficacious as a newly started teacher but I am sure I will be a better teacher by experience." (NT2)
		Having good communication with students (ET 3, 4, 5, 7, 8, 9, 10, 12) / (NT 1, 3, 4, 7, 8)	"This is my second year as a teacher and I feel better than my first year in teaching English." (NT4)

	Using technology for ELT (ET 8) / (NT 1, 2, 3, 6, 7, 8)	"I believe that if I understand the problems of an unconcerned student, I can solve the learning problems." (ET9)
	Coping with obstacles (ET 1, 2, 3, 5, 7, 10, 11, 12)	"I can prepare every kind of material by using technology and that makes my lessons more enjoyable." (NT3)
	Controlling class effectively (ET 1, 10, 11)	"I feel confident that I can solve the problems I come across." (ET10
		"I feel most efficacious on classroom management as a teacher." (ET10)
	Strict (ET 1, 11)	
Lower sense of efficacy (n=16)	Negative feedback from students (NT 2, 4, 5, 6)	"Sometimes, I can't keep a close relationship with students" (ET1)
	Lack of technology knowledge (ET 3, 11)	"If a student says that he/she doesn't want to learn English or can't learn English in my class, I feel less confident and I question my teaching abilities." (NT4)
	Difficulties in classroom management (ET 4, 6)/(NT 1, 2, 3, 5, 7)	"Technology is developing day by day and I sometimes think that I can't follow this development." (ET11)
	Not having opportunity to speak English during the lesson (ET 2, 4, 5, 9, 11)/(NT 3,	"I am just 5-6 years older than my students so they consider me as their

		4, 8)	friends. That makes it harder to control the students in high school".
		Overcoming disruptive behaviors (NT 2, 3, 4, 5, 7)	(NT3)
Factors increasing sense of efficacy	Collaboration with colleagues (n=13)	Sharing teaching methods and materials (ET 1, 4, 5, 9, 10, 11)/ (NT 2, 4, 7)	"This is my first year as a teacher and I work in a vocational high school. It is very difficult for me to control the 12th grade students because they consider me as a friend or brother not as a teacher." (NT3
		Professional dialogue (ET 2, 3, 4, 5, 9, 10, 12) /(NT 3, 4, 7)	"We share our materials to enrich the lessons because we trust each other." (ET10)
	Social networking sites (n=6)	Sharing good ideas and examples (ET 1, 8)/(NT 3, 6, 7, 8)	"We usually share ideas about the teaching techniques or curriculum difficulties to create solutions." (ET3)
	Teacher training (n=13)	ELT seminars / conferences (ET 1, 2, 5, 6, 8, 9, 11) / (NT 1, 2, 5, 6, 7)	"Experienced teachers share what they do in the class on social media regularly and I apply some of the activities in my class." (NT7)
		International projects (ET 2, 6, 8, 9, 12) In-service training (ET 6, 11)	"I joined two different teacher training programmes in abroad. This experience increased my efficacy quite a lot" (ET6)
	Being appreciated by the school	Verbal praise or awards (ET 6, 7, 8, 9)/ (NT 1, 5, 6)	"I feel more motivated to do my best if the principal recognizes my

	Management (n=7)		effort." (ET8)
	Technology knowledge (n=7)	Using technology in class (ET 2, 8)/(NT 2, 3, 5, 6, 7)	"Without smart board in the class I don't know how to take students' interest because I use it every lesson." (NT7)
	Student profile (n=7)	Students being enthusiastic (ET 2, 4, 6, 7, 11, 12)/ (NT 5)	"When I see that my students are waiting for my lessons impatiently I feel more confident. I think that I am doing the right thing." (ET7)
	Experience (n= 7)	Having experience (ET 1, 4, 5, 7, 9, 10, 11)	"I feel much more confident about my job now than my first years as a teacher." (ET12)
Factors decreasing sense of efficacy	Students' attitudes (n=19)	Students' lack of motivation (ET 1, 2, 3, 4, 6, 7, 8, 11/(NT 2, 3, 4, 7)	"If most of the students are disinterested in the class, I feel less efficacious." (NT3)
		Students' being unsuccessful (ET 1, 2, 5, 8, 11)/(NT 1, 4, 5, 6, 8)	"This is my first year as a teacher, so if the students are unsuccessful I feel that I can't teach English well." (NT1)
		Crowded classes ET (3, 6, 12)/ NT (6)	"I can't do some activities I want to do because of crowded classes so I feel demotivated." (ET6)
		Students' negative beliefs (ET 2, 9, 11, 12)/ (NT 1, 2, 4, 5)	"Some students think that they don't need English in their life so they don't want to learn. That makes me feel demotivated." (NT4)
	Parents' attitudes	Parents' negative reactions (ET 1)/	

(n=6)	(NT 4, 6)	"Parents don't care about their child's success so I sometimes feel alone. I don't know what to do for weak students." (NT4)
	Parents being indifferent (ET 2,4, 6, 9)/ (NT 2, 4, 6)	
School administers' attitudes (n=9)	Unsupportive school stuff (ET 5, 7, 10, 12)/ (NT 4,5, 7)	I feel less confident when the school management doesn't support me to enrich the learning environment." (ET7)
	Not being appreciated (ET 3, 5, 10, 12)/ (NT 6, 7)	
Improper physical conditions (n=4)	Lack of technological devices (NT 2, 3, 4, 6)	"Not having smart boards and internet in the school limits me to teach better because We always used technology at the university." (NT4)

4.3.2. In-service EFL teachers' sense of efficacy in terms of instructional strategies, students' engagement and classroom management. The aim of this part is to answer the first research question considering the subcategories of the scale TTSES:

What is the level of primary school, secondary school and high school in-service EFL teachers' sense of self-efficacy in Turkey?

     a. in terms of student engagement?

     b. in terms of classroom management?

     c. in terms of instructional strategies?

In order to gather information about the subscales above, the following questions (Questions 10-11-12 in the interview form) were asked to the participants in the semi-structured interviews:

- How do you evaluate yourself about practicing the methods, techniques and materials used to teach a foreign language according to ELT principles? What are the reasons of thinking in this way?

- Do you think that you can make your students participate in the lessons adequately? What do you do for the students who don't want to participate in the lessons?

- Do you experience any difficulties in classroom management? If yes, what are these situations? How do you cope with these situations?

As a result of the content analysis of transcriptions, three main categories, 8 sub-categories and 28 codes emerged in the data. In addition example meaning units were included (See Table 15).

Table 15

Summary of the categories, subcategories and corresponding codes emerged from the data regarding instructional strategies, student engagement and classroom management

Category	Sub-category/ Frequency	Code	Example Meaning Unit
Instructional Strategies	Having high efficacy of applying necessary methods, techniques (n=15)	Developing efficient methods, techniques (ET 1, 7, 9)	"I use almost everything I learned at the university in the class." (ET7)
		Using technology effectively (ET 4, 7, 8)/ (NT 2, 3, 4, 7, 8)	"If I had more technological opportunities I would feel more efficacious." (NT4)
		Developing proper materials effectively (ET 1, 3, 5, 6, 8, 9)/ (NT 3, 6, 7, 8)	"I try to prepare materials to do writing and speaking activities by thinking students' levels." (NT8)

Having low efficacy of applying necessary methods, techniques (n=17)	Crowded classes (ET 3, 6, 8, 11, 12)/(NT 6)	"I work in a primary school…the classes are at least 30 students and we have just two hours of English in a week. That's why I feel very restricted." (ET9)
	Limited time (ET 1,2,3, 4, 6, 7, 8, 10, 12)/ (NT 5, 6, 7, 8)	
	Frame of curriculum (ET 2, 3, 4, 5, 6, 12)/ (NT 1, 2, 3, 6, 7)	"The curriculum doesn't match with the students' needs so I can't use ELT methods effectively." (NT2)
	Insufficient physical conditions (NT 2, 3, 4, 12)	
	Exam oriented system (ET 3, 5, 4, 7)	"Because of the exam oriented system and limited time, we can't use the methods we learned at the university" (ET5)
	Obligatory books (ET 2, 3, 4, 5, 10, 12)/ (NT 1, 3, 6, 7, 8)	"The audiovisual activities are poor in our books so we need some extra materials to take students' interest and make the lesson efficient." (ET10)

	Having high efficacy of teaching language skills (n=11)	Reading skills (ET 1, 4, 5, 8, 10)/ (NT 4, 5, 6, 7, 8) Writing skills (ET 3, 10) Listening (ET 4)/ (NT 7)	"We use reading activities in the class mostly because of their being useful for teaching grammar and vocabulary." (ET10)
	Having low efficacy of teaching language skills (n=15)	Speaking skills (ET 3, 4, 5, 6, 8, 9, 10, 11)/ (NT 2, 3, 4, 5, 6, 8) Listening skills (ET 4, 6, 10)/(NT 5, 8) Writing skills (ET 5)/ (NT 3, 7)	"We can't do speaking activities enough because of limited time and crowded classes." (ET10) "Writing activities takes lots of time and the students write slowly so I have to ignore writing activities but I feel unsatisfied because of that." (NT7)
Student Engagement	Sufficient student engagement (n=16)	Taking students' attention and interest (ET 1, 3, 4, 5, 6, 7, 9, 10,	"I believe that if I can do more enjoyable activities, the students will participate more and they will learn better. This is very important in primary school." (ET9)

		11, 12)/ (NT 1)	
		Preparing different activities (ET 1, 5, 7, 8, 9, 12)/ (NT 1, 2, 3, 7, 8)	"I always have some kind of alternative activities to take the unconcerned students' interest in primary school." (ET7)
	Insufficient student engagement (n=4)	Lack of student participation (ET 2)/ (NT 4, 5, 6)	I need to learn some different techniques to take students interest more." (NT5)
Classroom Management	Difficulties (n=19)	Improper words to each other (ET 1, 2, 7, 8)/ (NT 1, 2, 4, 6, 8)	"The students sometimes forget being in the class they talk to each other loudly and disrespectfully." (NT6)
		Disobeying classroom rules (ET 4)/ (NT 1, 2, 3, 4, 5)	"They disturb each other and make noise during the class" (ET4)
		Students being indifference (ET 2, 6, 11, 12)/ (NT 6, 7, 8)	"When I see that a group of students are not interested in lesson I feel like I can't manage the lesson. A good English class doesn't mean a quiet class for me." (ET6)
		Students being very	"I worked in secondary school before, I am working at primary school

	active (ET 3, 4, 7, 9)/ (NT 7)	now. Primary school is more difficult to calm down students" (ET7) "Sometimes, I can't sit even a minute because the students are very energetic and active in primary school and they always demand your attention on them." (ET9)
	Crowded classes (ET 4, 5, 6, 7, 8)/(NT 3, 7)	
Overcoming disruptive behaviors (n=19)	One to one communication with students (ET 1, 2, 3, 4,5, 6, 8, 9, 10, 11, 12)/ (NT 3, 5, 6)	"I prefer speaking face to face and keeping empathy with my students to solve problems." (ET11)
	Contacting with parents (ET 2, 3, 5)/ (NT 5, 6, 7)	"If I can't solve the problems on my own I meet parents and inform them." (NT7)
	Asking for help from school management (ET (10)/(NT 2, 3, 4, 5,	"Students are afraid of school management so I sometimes ask for help about disobedient students." (NT5)

	6, 7)	
	Communicating with other colleagues (ET 4, 9)/ (NT 4, 6, 7, 8)	"Sometimes, I ask for suggestions from others to cope with problematic students." (NT8)
	Keeping calm and waiting (NT 1, 8)	"I have seen that the best way of solving a trouble between students is just waiting them a few minutes to calm down." (NT1)

4.3.3. Teaching experience and the EFL teachers' sense of efficacy. The second research question in the current study was "Is there a relationship between in-service EFL teachers' level of self-efficacy perceptions and their teaching experience?" To be able to support the findings from the quantitative analysis, the following question was included only for the experienced teachers in the interview form (Question 8):

- If you think about the first year of your profession and this year, do you feel a change in your self-confidence about your profession as an English teacher? What kind of a change is it? What are the reasons of that feeling?

Another alternative question was prepared for the novice teachers (Question 9):

- During these first years of your career as an English teacher, have you changed your mind about your teaching skills? How? What kinds of experiences changed your mind?

Data analysis revealed 2 main categories, 4 sub-categories and 13 codes in total and example meaning units were presented for clarification (See Table 16).

Table 16

The categories and corresponding codes emerged from the data regarding the teaching experience and the EFL teachers' sense of efficacy

Category	Sub-category/ Frequency	Code	Example Meaning Unit
Sense of efficacy as a novice teacher	Higher sense of efficacy (n=5)	Enthusiasm of being a newly teacher (NT 6, 7, 8) Teaching by using the target language (ET 4, 11)	
	Lower sense of efficacy (n=19)	Introverted (ET 1,3, 5, 8, 10)/ (NT 4, 6, 7) Lack of pedagogical knowledge (ET 1, 8, 11, 12) Difficulty in student engagement (ET 2, 3)/ (NT 1, 2, 6)	

		Classroom management (ET 3, 6, 9)/ (NT 2, 3, 6, 7, 8)	
		Feeling disappointment (NT 1, 2,4, 5)	"I worked in a primary school in my first year the students were very keen on learning English. This is my second year and I work in a public school, the students' background of English and enthusiasm is very weak. That makes me feel less efficacious."(NT5)
		Time management (ET 1, 2, 7, 12)/ (NT 6)	
Sense of efficacy as an experienced teacher	Higher sense of efficacy (n=12)	Classroom management (ET 3, 6, 10, 12)	"My control in the class increased as I gained experience" (ET6)
		Better relationships with students (ET 1, 6, 7, 9, 12)	
		Better knowledge of the curriculum (ET 2, 4, 5)	"I used to study what to teach before every lesson but I don't need any more because I know the curriculum very well as a ten-year teacher." (ET5)
		Experiencing success (ET 2, 5, 6,	"I am working as an English teacher for 19 years. I can say that when you

	7, 8, 10, 12)	see that you can teach something and your students don't forget you after graduation you feel that you did something right." (ET12)
Lower sense of efficacy (n=3)	Speaking English less in the class (ET 4, 11)/ (NT 6)	"I used to speak English more in my first years of teaching." (ET11)

4.3.4. School type and the EFL teachers' sense of efficacy. This part of the study investigated the third research question, in which the qualitative data provided further information: "Is there a significant difference between in-service EFL teachers' level of self-efficacy perceptions according to school types?"

With the aim of gathering data from the participants about whether or not the type of school at which they were teaching affect their sense of efficacy, the following question was asked:

- Would your self-efficacy perception change if you worked in a different school type other than you work in now?"

1 main category, 2 sub-categories and 6 codes emerged in the data. Besides, example meaning units were included for a better interpretation of the data (See Table 17).

Table 17

The categories and corresponding codes emerged from the data regarding the school type and sense of efficacy of EFL teachers

Category	Sub-category/ Frequency	Code	Example Meaning Unit
School type	Feeling more efficacious (n=16)	In primary school (ET 1, 3, 4, 5, 7, 9)/ (NT 7)	"Primary school students are more energetic so I can do more dynamic activities with them" (ET1)
		In high school (ET 2, 3, 10, 11, 12)/ (NT 4, 6)	"I've been working in high school for 11 years. I worked in a primary school for 5 years before. It was very tiring because the students were hard to control." (ET10)
		In secondary school (ET 7, 8)/ (NT 1, 3, 4, 5, 7)	"I am a secondary school teacher. If I work as a primary or high school teacher my self-efficacy of teaching may change because students' needs are different in each level." (ET8)
	Feeling less efficacious (n=16)	In high school (ET 1, 4, 5, 7, 9)/ (NT 1, 5, 7)	"I work at a vocational high school; the students don't care English here. I think, school type is very important." (NT1)
			"I work in a secondary school and I have a good communication with my students. If I work in a high school my efficacy of teaching can decrease because I think it is more difficult to control high school

students." (NT7)

In primary school (ET 2, 3, 10, 11, 12)/ (NT 2, 6)	"It is more difficult to control primary school students" (NT6) "As a primary school teacher, I feel less efficacious in classroom management. The students are very energetic" (ET4)
In secondary school (ET 2)/ (NT 4)	"If I work in a secondary school I need to prepare more activities for taking their interest. It is more tiring for me because I will be retired in a few years." (ET2)

Chapter 5

Discussion

5.1. Introduction

This chapter is dedicated to the discussion of the results derived from the quantitative and qualitative data with respect to the research questions posed in the present study.

The data obtained from the TTSES scale will be discussed in relation to the results both from findings of TTSES and semi-structured interviews with the aim of comparing and supporting the data.

First, the level of primary, secondary and high school in-service EFL teachers' self-efficacy will be discussed in general and in terms of subscales in the TTSES employed in the study. Second, how teaching experience affects the level of self-efficacy beliefs will be interpreted with specific reference to the previous literature. Finally, in-service teachers' efficacy perceptions will be compared and discussed in terms of the types of school that they are teaching at currently.

5.2. The Level of Primary, Secondary and High School In-service EFL Teachers' Sense of Self-efficacy

The first research question (RQ) in the current study aimed to investigate the efficacy levels of in-service EFL teachers in general and related to three subscales SE, IS and CM to see whether there were any differences between them.

The descriptive statistics revealed that the EFL teachers' average level of efficacy was 3, 91 in a 5-point scale. This then indicates that the in-service EFL teachers feel quite a bit efficacious, which seems to be a considerable amount for teaching English. In terms of the three subscales of TSES, the results demonstrated that teachers have higher efficacy in terms of instructional strategies and classroom management than efficacy for engaging students in the learning process, as indicated in table 15. In other words, the teachers demonstrated a

higher efficacy level with 4,03 Mean value for applying instructional strategies (i.e. providing

alternative examples or explanations and teaching methods and techniques when needed,

using different evaluation strategies and directing good questions to their students in the class)

This seems to be an important finding in that the teachers' beliefs in their instructional

capabilities can have an impact on the learning environment, as also stated by Bandura

(1997):

> Teachers who believe strongly in their ability to promote learning create mastery
>
> experiences for their students, but those beset by self-doubts about their instructional
>
> efficacy construct classroom environments that are likely to undermine students'
>
> judgments of their abilities and their cognitive development (p.241).

The teachers also reported quite a bit efficacy with a 3,97 Mean score for managing

student behaviors to establish a classroom controlling system, leading students to obey

classroom rules, keeping the activities running and controlling disruptive behavior in the

classroom. Especially they feel strongly efficacious to make their explanations clear about the

students' behaviors in the class in general.

On the other hand, even if there has not been a significant difference between the in-

service teachers' efficacy levels related to IS, CM and SE, the teachers reported lower

efficacy with a 3, 72 Mean value in student engagement (i.e. motivating the irrelevant

students to get involved in learning English, helping them value learning, fostering student

creativity or keeping in touch with parents to enhance student engagement). This finding runs

parallel to those found in the study of Chacon (2005), who collected his data from EFL

teachers. The findings suggested that participants thought that they are more efficacious for IS

than for CM and SE. Those EFL teachers made criticisms over their capabilities to encourage

their students to learn English and felt lower efficacy, whereas they perceived themselves

more talented in IS for giving explanations and in maintaining CM. Similarities on the

educational system may cause the similarities of findings. In Venezuela English is a foreign language. Even though students learn English from junior schools to senior high schools, they have difficulties in performing foreign language properly. The similarity of these findings to those in the present study can be linked to the similarities between the educational systems in both research contexts. Roberts et al. (2006) conducted a similar research on novice teachers and concluded, as follows:

> Given the complex nature of interacting and connecting with diverse youth, coupled with a novice teacher's attention to the mechanics of instruction and classroom management, it is reasonable to expect efficacy in student engagement to be slightly lower than the other constructs (p. 90).

Moreover, Yüksel (2010) also examined the level of self-efficacy perceptions of EFL teachers at state primary schools in Turkey to observe the differences among three subscales of TSES. This study generated similar findings to those in the present study and indicated that the EFL teachers displayed high self-efficacy for teaching English. Related to the subscales, the study revealed that EFL teachers reported having more efficacy for CM and IS than for ES in the learning activities. The researcher explained some possible reasons by interpreting the interviews. She asserted that curricula, standardized tests, uncooperative school environment and students' profile may cause teachers to feel less efficacious on student engagement.

The results obtained from the semi-structured interviews supported the finding that the participants feel quite a bit efficacious in EFL teaching. All of the interviewees (both experienced ones and novices) described themselves as creative, energetic, helpful or they stated that they love their profession, consider the students' needs or try to make the activities interesting for the students. Moreover, all of them reported having confidence in some aspects of teaching positively. They described themselves as being a fighter in the class, encouraging weak students (reported by experienced teachers mostly), using different methods to make the

lessons fun and effective, having a good ELT education at the university or having experience in the job. Having good communication with students, being able to use technology in the classroom, coping with obstacles and controlling the class effectively were the other factors for having high efficacy as a teacher. In addition, they reported some other factors which increased their sense of efficacy. Collaboration with other colleagues is one of them. They expressed that when they share their teaching methods, materials or have a good communication with the other teachers at school, they feel more confident. That finding addresses the collective efficacy to bring about the desired results, as proposed by Bandura (1997). Having the knowledge of technology and using social networking sites are also some kind of recent conditions that affect the teachers' self-efficacy according to the interview results. The extract below illustrates how the teacher feels:

"Experienced teachers share what they do in the class on social media regularly and I apply some of those activities in my class. Being able to use a variety of activities makes me feel more confident in the class" (NT7)

The previous finding could be explained on the basis of the sources of self-efficacy, as teachers gain vicarious experiences through talking to other colleagues or professional literature. Successful teachers are construed as a model and teachers who are admired, skillful or successful. By this way, they can foster a positive belief that teaching is a manageable task and they can be successful teachers under similar circumstances in case of having similar capabilities (Bandura, 1977; Tschannen-Moran et al, 1998).

Besides, as unearthed by qualitative data, being appreciated by the school management is reported as another factor increasing teachers' efficacy level. Especially, the principal's guidance affects the teachers' efficacy. According to Moran and Hoy (2007), school principals create a context in which teachers improve their efficacy by using their leadership

to help teachers in problematic situations, providing resources for them and allowing flexibility. For example, one of the interviewees expressed herself as follows:

"I feel more motivated to do my best if the administrator recognizes my effort." (ET8)

Teacher training programmes such as ELT seminars, international projects or in-service teaching programs were found to be some other factors that might increase EFL teachers' efficacy, as revealed in the interviews. One of the interviewees expressed her perceptions as follows:

"I joined two different teacher training programmes abroad. This experience increased my efficacy quite a lot". (ET6)

On the other hand, according to the data gathered from interviews both novice and experienced teachers expressed the reasons of having lower efficacy as negative feedback from the students, lack of technology knowledge, difficulties in classroom management, crowded classes, frame of curriculum or not having opportunity to speak English during the lessons because of limited time.

Students' attitudes such as being unmotivated or unsuccessful, parents' attitudes such as being indifferent to their children or negative reactions towards teachers and school administrators' unsupportive manners, insufficient physical conditions, exam oriented system or obligatory books were found to be the other factors having an impact on EFL teachers' efficacy perceptions. Related to these findings according to interviews some of the participants expressed the difficulties they come across as follows:

"I work in a primary school, the classes are at least 30 students and we have just two hours of English a week. That's why I feel very restricted." (ET9)

"The curriculum doesn't match with the students' needs so I can't use ELT methods effectively." (NT2)

"The audiovisual activities are poor in our books so we need some extra materials to take students' interest and make the lesson efficient." (ET10)

Instructional strategies revealed the highest score of self-efficacy among in-service EFL teachers including both novice and experienced teachers according to the quantitative data. When the interviews were analyzed, it was observed that fifteen of the twenty participants reported having high efficacy in developing efficient different methods and techniques, using technology effectively or developing proper materials effectively. As some of the teachers expressed:

"I use almost everything I learned at the university in the class." (ET7)

"If I prepare enjoyable activities, the students participate in the lesson more and that make me feel more efficacious." (ET7)

"I try to prepare materials to do writing and speaking activities by thinking students' levels. I usually use the materials that I tried at the university on teaching practice time or the ones I see on the social media" (NT8)

Among the three subcategories of the scale, SE was found to be the one that the teachers feel the least efficacious according to the quantitative findings. The EFL teachers may not have the opportunity to engage students into the lessons because of limited time or frame of curriculum. Another reason related to the lack of efficacy about student engagement might be the authoritarian manner of teachers to maintain classroom management. The students might feel hesitant to express their ideas in the class. When the interviews were analyzed, it was observed that in contrast to the quantitative results, both novice and experienced teachers reported that they enable sufficient student engagement by preparing different activities and taking students' attention. Only few of the participants, mostly novice teachers, complained over lack of student participation in the class. The factors that decrease

the teachers' sense of efficacy might also decrease their sense of efficacy in student engagement. As one of the novice teachers reported:

"I need to learn some different techniques to take students interest more." (NT5)

Classroom context, level of students or some other external factors such as limited physical conditions or lack of support from the administers were mentioned as the causes of limited application of necessary methods and approaches.

5.3. The Relationship between In-service EFL Teachers' Level of Self-efficacy Perceptions with Regards to Their Teaching Experience

The second research question in the current study aimed to explore if there is a relationship between in-service EFL teachers' level of self-efficacy perceptions and their experience. The years of teaching experiences were divided into four groups such as "0-3 years (novice teachers), 4-10 years, 11-20 years and 21+ years of experience". One-way analysis of variance (ANOVA) with descriptive statistics for comparing subsamples was carried out as we assessed the significance of differences in means for more than two groups. SPSS statistics revealed a significant difference between the self-efficacy perceptions of novice teachers (M=3.82) and teachers having +21 years of experience (M=4.09). In other words, the more experienced the teachers are, the more efficacious they feel.4-10 years of teaching experience and 11-20 years of teaching groups also revealed higher sense of efficacy than the novice teachers even though it was not a significant difference with the scores of M=3, 97 for the teachers with 4-10 years of experience and M=3.90 for 11-20 years of experience.

To conclude, the quantitative findings of the present study indicated that experienced EFL teachers' self-efficacy perceptions are higher than the novice teachers.

Indeed, previous studies indicated that teachers' efficacy might change as the teachers gain experience. For example, Woolfolk Hoy and Spero (2005) stated that a drop in efficacy

typically occurs in the first year of teaching. The reason might be that new teachers encounter with the realities of day-to-day classroom life. According to Tschannen-Moran and Hoy (2007), novice teachers, who are endeavoring to find their place as they start the profession, depend more on the encouragement they take from their colleagues. To put it another way, verbal persuasion is the most noticeable source of efficacy that they need for increasing their sense of efficacy. In contrast, experienced teachers rely more on the strongest source of efficacy which is defined as mastery experience by Bandura (1997). The successful experiences contribute to teachers' efficacy perceptions in a cyclical nature. If they succeed in accomplishing a task, they feel greater efficacy which encourages greater efforts and persistence. This cyclical nature improves teachers' both performance and efficacy (Tschannen-Moran & Hoy, 1998).

The results from the interviews also support the quantitative findings and the relevant literature. 11 of the 12 experienced teachers participated in the interviews reported that they feel more efficacious as they gain experience. As several of the experienced teachers expressed:

"Being an experienced teacher is my strength in the classroom" (ET3)

"I have been working as an English teacher for 19 years. I can say that when you see that you can teach something and your students don't forget you after graduation you feel that you did something right." (ET12)

"This is my second year as a teacher and I feel better than my first year in teaching English." (NT4)

In Tschannen-Maron and Hoy's (2007) study, mastery experiences were investigated as satisfaction of the teachers' performances, and the results revealed that both novice and career teachers' satisfaction rates are affected by experience positively. When the teachers got

support in the form of verbal persuasion from their colleagues, learner parents, students and school administrations, their satisfaction with of professional performance increased.

Moreover, Labone (2004) supported the findings that enactive mastery experiences become the strongest source of efficacy beliefs on the condition that a person constructs a strong self-schemata related to the enactive experiences. Woolfolk Hoy and Spero (2005) also asserted that teachers' efficacy beliefs increased as pre-service teachers' progress at the university through their preparation program, but when they followed the same students through their first year of teaching they found a significant decrease in their teacher efficacy. The EFL teachers participated in the interviews reported some reasons for feeling less efficacious as a novice teacher such as being introverted, difficulty in students' engagement, difficulties in classroom management and feeling disappointment when they start the profession. Novice teachers in Turkey start their profession in compulsory districts where the students have poor socio-economic backgrounds and where learner parents are usually indifferent to their children's academic success. Besides, the schools and the students in the Turkish context suffer from inadequacy of technological equipment such as smart boards, photocopy machines, tablets, laptops or the internet. These disadvantages can be the reasons for novice teachers' rather low levels of efficacy, as the new generation teachers are used to having technology in every aspect of their lives. They also use technology during their education at the university. That is why they feel desperate without the advantages of the technology. One of the novice teachers put forth the following:

"If I had more technological opportunities I would feel more efficacious..." (NT4)

"Not having smart boards and internet in the school limits my teaching to teach better because we always used technology at university." (NT4)

The interview results also demonstrated that the novice teachers have some difficulties to maintain classroom management. The entire novice teachers participated in the interviews

reported some challenges in classroom management such as students' improper words to each other, disruptive behaviors, disobeying classroom rules, being indifferent or very energetic in the class. Crowded classes are another problem for classroom management both for novice and experienced teachers.

> "The students sometimes forget being in the class; they talk to each other loudly and disrespectfully." (NT6)

> "This is my first year as a teacher and I work in a vocational high school. It is very difficult for me to control the 12th grade students because they consider me as a friend or brother not as a teacher." (NT3)

> "If I can't solve the problems on my own I meet parents and inform them." (NT7)

> "Students are afraid of school administrations so I sometimes ask for help about disobedient students." (NT5)

The findings mentioned above revealed similarities with Putman's (2013) study. He demonstrated in his study that experienced teachers have higher general efficacy and teaching efficacy in specific areas such as student engagement and classroom management.

According to research, novice teachers come across with some challenges in their initial years of teaching. For instance, Farrell (2016) revealed lack of professional support and guidance, isolation, feeling of alienation or not being allowed to be creative as some of the daunting factors in the first years of teaching. Besides, another reason of novice teachers' lower efficacy beliefs could be that they come across with the real classroom environment and feel reality shock and decrease their sense of efficacy in their early career according to some researchers (Veenman, 1984; Rushton, 2000; Hoy & Spero, 2005). In Turkish education context, Akcan (2016) indicated such challenges as unmotivated students, students' behavior problems or difficulties of implementing communicative approach in classrooms. Similarly, the study by Sali & Kecik (2018) revealed some challenges such as not being appreciated by

school management, not being encouraged professionally or extra work loading except from teaching that novice teachers encounter when they start their profession. These challenges may then result in low levels of self-efficacy in novice teachers, as many researchers support the fact that receiving positive feedback, collaborating with other teachers, social persuasion from community, parents or administrators contribute to sense of efficacy of teachers (Rosenholtz, 1989; Rowan and Cheong, 1992; Bandura, 1997 and Skaalvik, 2010). The interview results obtained from the present study support those previous findings that the novice teachers reported some challenging factors as follows:

"If a student says that he/she doesn't want to learn English or can't learn English in my class, I feel less confident and I question my teaching abilities." (NT4)

"Parents don't care about their child's success so I sometimes feel alone. I don't know what to do for weak students." (NT4)

"I work in a compulsory district of Turkey and the school has many physical disadvantages, the students and parents are also unconcerned. That condition makes me feel restricted and unmotivated." (NT2)

Similarly, Skaalvik (2010) explained that teachers' positive relations with parents strengthen their sense of efficacy; otherwise they can feel that they are not doing a good job and increase anxiety.

The analysis of the quantitative data revealed a stable sense of efficacy between the years of 4-10 and 11-20. Teachers having 4-6 years of experience develop a kind of "stabilization" process with a certain attachment to their profession, so this mid-career period is called "experimentation and activism" in which valuable teaching experiences are gained as stated in the study of Huberman (1989).

As being the natural state of research on social sciences, there are some studies which reveal that teachers' sense of efficacy do not increase by experience. For instance, Chacon

(2005) found that teachers' efficacy decreases as they gain experience and Klassen & Chiu (2010) indicated a nonlinear relationship with experienced teachers' sense of efficacy. In addition, Huberman (1989) states that teachers' sense of efficacy tends to decrease gradually after the year of 19.

5.4. In-service EFL Teachers' Level of Self-efficacy Perceptions According to School Types

The final research question in the present study attempted to investigate whether in-service EFL teachers sense of efficacy change according to the type of schools that they are working at. As mentioned before, the participants of the study included primary school, secondary school and high school EFL teachers. The scale of the study (TTSES) consisted of three subcategories including SE, CM and IS, and data were gathered from the above-mentioned school types in the present study. The results indicated no significant difference between the EFL teachers' levels of efficacy perceptions in terms of student engagement and instructional strategies according to the types of schools the teachers were working. On the other hand, the quantitative analysis revealed a significant difference in terms of classroom management between primary school teachers' sense of efficacy (M=3,82) and high school teachers' sense of efficacy (M=4,10). As it is clear from the mean scores, the primary school teachers in the present study feel less efficacious than high school teachers for classroom management. Because of being younger and more energetic than the secondary and high school students, it is more difficult to take primary school students' attention for a long time. That might be the reason of challenges in controlling primary school students during the lesson.

The effect of the school level on teachers' efficacy was investigated by some other researchers. For instance, Tschannen-Moran and Hoy (2007) explored novice and experienced teachers' teaching efficacy with respect to demographic and school setting variables and

found a significant difference related to school level for career teachers. In addition, Tschannen-Moran and Johnson's (2011) study indicated the school level as an important contextual variable; elementary teachers displayed significantly higher efficacy levels than middle school teachers for literacy instruction in Virginia district.

Although some researchers examined the relationship between school level and self-efficacy levels of teachers, similar studies in EFL contexts are very limited, especially with in-service teachers. The reasons why the primary school EFL teachers' efficacy was significantly lower than those teaching at high schools and secondary schools might be due to the school context. In the context of the present study, English as a foreign language is taught just two hours at the second and fourth grades in primary schools. The students have a main primary school teacher and come across with their teacher of English as a branch teacher. They may perceive their English classes as a relaxing and entertaining break time. Because of the primary school students' more energetic and enthusiastic nature, the teachers in the present study may feel more exhausted and struggle more to maintain classroom management. On the other hand, English might be considered as a more academic lesson in middle and high school levels than the primary school level. In Turkish education system, a central exam is administered in the 8th grade for starting a better high school. Because of that, the students take English lessons into consideration more seriously in secondary school; therefore it may become easier for teachers to manage their classes, which in turn, increases their sense of efficacy.

The data obtained from the interviews support the finding that participants working at primary schools feel less efficacious in classroom management. Related to the finding from interviews some participants reported their perceptions as follows:

"They disturb each other and make noise during the class… As a primary school teacher, I feel less efficacious in classroom management. The students are very energetic". (ET4)

"I worked in secondary school before; primary school is more difficult to calm down students". (ET7)

"Sometimes, I can't sit even for a minute because the students are very energetic and active in primary school and they always demand your attention on them." (ET9)

"I've been working in high school for 11 years. I had worked in a primary school for 5 years before. It was very tiring because the students were hard to control." (ET10)

"It is more difficult to control primary school students" (NT6)

Having discussed the main findings of the study, let us now turn our attention to pedagogical implications, suggestions for further research and limitations of the study.

Chapter 6

Conclusion, Implications and Further Research

6.1. Introduction

This part of the study sheds light on general conclusions related to the findings presented and discussed respectively in the previous sections. The implications inferred from the study are also outlined. Following the limitations of the study, some recommendations for further research are made.

6.2. Conclusion

The main purpose of the current study was to identify the in-service EFL teachers' self-efficacy perceptions working at public schools in Turkey. With this aim, the study investigated the teachers' self- efficacy beliefs in the light of three research questions. The first research question aimed to obtain information about the EFL teachers' self-efficacy beliefs in general and in terms of three subcategories of efficacy (student engagement, classroom management and instructional strategies) of the scale TTSES developed by Tschannen-Moran and Woolfolk Hoy (2001). The second research question investigated whether there was a relationship between the efficacy of teachers and teaching experience. Finally, the third research question examined the teachers' level of self-efficacy perceptions with regards to school types. Qualitative data was also gathered by semi-structured interviews and analyzed with content analysis method.

The findings in relation to the first research question indicated that the in-service EFL teachers irrespective of their experience and the types of schools at which they were teaching have high self-efficacy perceptions in general with a 3, 91 Mean score in the 5-point Likert scale. Similarly, Yüksel (2010) found a great deal of overall self-efficacy for teaching English. Mean scores obtained from each of the three subscales; SE= 3, 72, CM=3, 97 and IS=4, 3 also revealed quite a bit efficacy according to the coefficient intervals. Even though

the findings revealed quite a bit high efficacy for EFL teachers, it was not a score pointing to a strong efficacy level according to the coefficient intervals in 5-point Likert scale. The factors resulting in low levels of self-efficacy were also highlighted by the data gathered from the interviews. The participants reported such reasons for feeling less efficacious as negative feedback from the students, lack of technology knowledge, difficulties in classroom management, not having opportunity to speak English during the lessons because of limited time, crowded classes or frame of curriculum. Students' attitudes such as being unmotivated or unsuccessful, parents' attitudes such as being indifferent to their children or negative reactions towards teachers and school administrators' unsupportive manners were found to be the other factors decreasing the EFL teachers' efficacy levels. The EFL teachers' level of efficacy in terms of instructional strategies indicated the highest level of efficacy among the three subscales of the TTSES. Chacon (2005) also found higher teacher efficacy for IS than the CM and SE. Bandura (1997) focused on the importance of teachers' efficacy in instructional strategies and stated that highly efficacious teachers about having instructional strategies promote their students' mastery experiences for learning and encourage them without daunting them. The participants of the interviews stated that they share their teaching methods and materials with their colleagues at school or on social media. This could enrich teachers' abilities and efficacy as well. Besides, they reported that in-service training and international projects contribute to their efficacy. Moreover, student engagement indicated the lowest efficacy of teaching among the three of subscales similar to the studies of Chacon, (2005) and Roberts et al. (2006).

According to what the qualitative findings revealed, the EFL teachers' efficacy beliefs seemed to be influenced negatively by some factors such as limited class time, crowded classes, insufficient physical conditions and unmotivated students.

The findings in relation to the second research question unearthed a significant difference between the self-efficacy perceptions of novice teachers and the teachers having more than 20 years of experience. The novice teachers reported lower levels of efficacy than the experienced teachers. Some other researchers found similar results (Tschannen-Moran and Hoy 2002, 2007; Yough, 2011; Akbari, 2011). Mastery experiences might be the main reason for these experienced teachers' greater efficacy. As Bandura (1997) stated, it is the most important source of efficacy. The EFL teachers who took part in the interviews also supported the above-mentioned finding, as they reported, the more experience they gain; the more efficacious they feel for all three dimensions of the scale.

The novice teachers explained that they came across some challenges such as indifferent parents and students, unsupportive school administers and lack of technology and teaching resources. These challenges might also diminish the EFL teachers' efficacy. Besides, the experienced teachers stated that the ELT seminars and international projects they joined contributed to their self-efficacy beliefs. The research demonstrates that joining training programs might enhance teachers' efficacy (Tucker et al., 2005).

In order to answer the final RQ, the primary, secondary and high school EFL teachers' efficacy was examined related to three subscales of TTSES by MANOVA analysis. Student engagement and instructional strategies did not reveal a significant difference in terms of EFL teachers' sense of efficacy with respect to the school types they are working. On the other hand, primary school teachers indicated significantly lower sense of efficacy in classroom management than high school teachers. The secondary school EFL teachers also displayed slightly higher efficacy levels than the primary school teachers. The data from the interviews unearthed the possible reasons for the lower efficacy of primary EFL teachers in terms of classroom management. The participants reported that the students in primary schools are very energetic, and they consider their English teacher as their second best, because they have

their primary school teacher. In addition, English classes are just offered two hours in the curriculum, which is a disadvantage for the teachers to keep a closer relationship with the students and have a control over them.

6.3. Implications

As shown in the related literature, teachers' self-efficacy perceptions are mainly built on their beliefs and knowledge of capabilities which affect the teaching-learning environment in a class. It is certain that teachers have a crucial role for the development of learners, as they plan and organize the lesson, motivate the students and assist them to acquire the new knowledge, follow the innovations and bring them into the class and so on. The fact that EFL teachers have lower efficacy in terms of student engagement according to the findings of the present study seems to be worrying. Teachers, irrespective of what they are to teach, should be confident in the classroom, because they influence the students' behaviors and achievement. Therefore, if the teachers do not feel capable of encouraging students to participate in the lesson, learning may not take place properly then. Teacher efficacy is closely related to positive teacher behaviors, enriched learning atmosphere and student achievement (Cakiroglu, Cakiroglu, & Boone, 2005). Increasing teachers' self-efficacy will enrich the student's success and quality of education in a cyclical way. The authorities of the MONE could give more flexibility to the EFL teachers to design their lessons according to the students' needs. The teachers might have their private language classrooms at schools, and the students can take English classes in these language classrooms which is designed in U shape and equipped with necessary materials according to ELT principles.

The current study indicated a significant difference between the self-efficacy perception of novice and experienced teachers. Hoy and Spero (2005) found that novice teachers' sense of self-efficacy rises during their teacher education and teaching practice courses. However, their efficacy level decreases when they start actual teaching, as they

underestimate the challenges of being a teacher and complexities of the teaching tasks before they start the profession. In addition, novice teachers cannot keep the balance of interaction with their students. Some experienced teachers participated in the interviews reported an increase in their efficacy beliefs thanks to in-service training programmes. Thus, the MONE might ensure more opportunities for both novice and experienced teachers to join national and international projects. Teacher education programmes could provide more opportunities for student teachers to help them gain experience in real teaching contexts. Pre-service teachers' sense of self-efficacy levels should be measured from the beginning years of teacher training to the graduation, and their awareness about the significance of teaching efficacy should be enhanced. Moreover, pre-service teachers might be involved in case studies of classroom events to help them develop a critical understanding of teacher efficacy and sources of it and hence prepare themselves for being more effective and efficacious language teachers.

6.4. Further Research

As stated previously in the literature review section, teacher efficacy is a multifaceted construct and context-specific. For this reason, the study should be repeated in different contexts to be able to investigate the varying contexts and compare the results to increase the generalizability of the findings. The present study was conducted at public schools; therefore, it is recommended that the study also be carried out at private schools.

The EFL teachers' efficacy level was found lower in terms of student engagement in the present study. Further research might attempt to find out the underlying reasons why teachers feel less efficacious for engaging students rather than managing the classroom and applying instructional strategies.

The primary school teachers reported lower efficacy levels in terms of classroom management. The possible reasons for this emerged in the interviews, yet research about those issues is still seriously limited. Further research is recommended for gathering data from

the in-service primary school teachers about the EFL teachers' self-efficacy perceptions on classroom management. Qualitative research is suggested to be able to understand the challenges of primary EFL teachers for controlling students in class in a detailed way.

Even though EFL teachers' self-efficacy beliefs were explored, in the context of the present study, there are few studies to unearth the self-efficacy beliefs of novice teachers. More research can be conducted with novice teachers to understand how their achievements and disappointments are affected by interaction with other colleagues, principals or parents. Possible situations and factors which may increase the novice teachers' teaching efficacy perceptions should be explored with larger samples.

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Appendices

Appendix 1: The Turkish Version of the Teachers' Sense of Efficacy Scale (TTSES)

Adapted by Çapa, Çakıroğlu, and Sarıkaya (2005)

ÖĞRETMEN ÖZ YETERLİLİK ALGI ÖLÇEĞİ

Sayın Öğretmen,

Bu çalışma Milli Eğitime bağlı ilkokul, ortaokul ve liselerde çalışan hizmet içi İngilizce öğretmenlerinin öz-yeterlilik algı düzeyini anlamayı hedeflemektedir.

İki bölümden oluşan bu anketin birinci bölümünde katılımcıların genel özelliklerini belirlemeye yönelik sorular, ikinci bölümde ise öğretmenlerin öz yeterlilik inançlarını anlamaya yönelik 24 tane ifade ve bunları derecelendiren 5 seçenek bulunmaktadır. Sizden, bu ifadeleri öğretmenlik deneyimleriniz ışığında düşünerek kendinizi en iyi yansıttığını düşündüğünüz seçeneği işaretlemeniz istenmektedir.

Bu ölçeği tamamlama süresi tahmini olarak 15 dakikadır. Katılımlarınız isimsiz ve gönüllülük esasına bağlı olacağından, vereceğiniz yanıtlar hiç bir şekilde sizlerin değerlendirilmesi amacıyla kullanılmayacaktır. Lütfen, her ifadeyi içtenlikle okuyup yanında yer alan 5 seçenekten size göre en uygun olan yalnızca bir seçeneği işaretleyiniz.

Bu ölçeği cevaplandırmak tamamen gönüllülük esasına dayanmaktadır. Araştırmacının size vereceği **Onam Formu**'nu okuyup anlayarak imzalamanız araştırmaya katılmayı kabul ettiğiniz anlamına gelecektir. Bu çalışmaya katılımınız için şimdiden teşekkürler. Milli Eğitim okullarında görev yapmakta olan öğretmenler olarak bilimsel bir çalışmaya alt yapı sağlayacak bu ankete katıldığınız için şimdiden teşekkür ederim.

Necla KARACA

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BÖLÜM: 1

Açıklamalar: Lütfen aşağıdaki soruları cevaplayınız.

Kişisel Bilgiler
1. Cinsiyet: (   ) Kadın   (   ) Erkek
2. Yaş: (   )   24 ve altı (   )   25-29 (   )   30–39 (   )   40-49 (   )   50-59 (   )   60+ (   )
3. Çalışma Şartlarınız: **a.** Sözleşmeli öğretmen (   )   Kadrolu öğretmen olarak görev yapıyorum (   )

b. Görev yaptığınız okul türü:

İlkokul ( )　　Ortaokul ( )　　Genel Lise ( )　　Meslek Lisesi ( )

c. Farklı okul düzeylerinde kaç yıl öğretmen olarak çalıştınız?

İlkokul düzeyi ….. yıl　　Ortaokul düzeyi ….. yıl　　Lise düzeyi ….. yıl

d. Kaç yıldır şu an çalıştığınız okulda çalışıyorsunuz?

0-3 yıl ( )　　4-10 yıl ( )　　11-20 yıl ( )　　21 yıl ve daha fazlası ( )

4. Öğretmenlik tecrübeniz:

0-3 yıl ( )　　4-10 yıl ( )　　11-20 yıl ( )　　21 yıl ve daha fazla ( )

5. Mezun olduğunuz bölüm:

İngilizce Öğretmenliği ( )　　İngiliz Dili ve Edebiyatı ( )　　Diğer (lütfen belirtiniz) ………

6. Akademik eğitim durumunuz:

Lisans ( )　　Yüksek lisans ( )　　Doktora ( )

BÖLÜM 2

Açıklamalar: Lütfen size en uygun olan seçeneği (x) ile işaretleyiniz.

Öğretmen Öz Yeterlilik Algı Ölçeği	Yetersiz	Çok az yeterli	Biraz yeterli	Oldukça yeterli	Çok yeterli
	1	2	3	4	5
1. Çalışması zor öğrencilere ulaşmayı ne kadar başarabilirsiniz?					
2. Öğrencilerin eleştirel düşünmelerini ne kadar sağlayabilirsiniz?					
3. Sınıfta dersi olumsuz yönde etkileyen davranışları kontrol etmeyi ne kadar sağlayabilirsiniz?					
4. Derslere az ilgi gösteren öğrencileri motive etmeyi ne kadar sağlayabilirsiniz?					
5. Öğrenci davranışlarıyla ilgili beklentilerinizi ne kadar açık ortaya koyabilirsiniz?					
6. Öğrencileri okulda başarılı olabileceklerine inandırmayı ne kadar sağlayabilirsiniz?					
7. Öğrencilerin zor sorularına ne kadar iyi cevap verebilirsiniz?					

8.	Sınıfta yapılan etkinliklerin düzenli yürümesini ne kadar iyi sağlayabilirsiniz?					
9.	Öğrencilerin öğrenmeye değer vermelerini ne kadar sağlayabilirsiniz?					
10.	Öğrettiklerinizin öğrenciler tarafından kavranıp kavranmadığını ne kadar iyi değerlendirebilirsiniz?					
11.	Öğrencilerinizi iyi bir şekilde değerlendirmesine olanak sağlayacak soruları ne ölçüde hazırlayabilirsiniz?					
12.	Öğrencilerin yaratıcılığının gelişmesine ne kadar yardımcı olabilirsiniz?					
13.	Öğrencilerin sınıf kurallarına uymalarını ne kadar sağlayabilirsiniz?					
14.	Başarısız bir öğrencinin dersi daha iyi anlamasını ne kadar sağlayabilirsiniz?					
15.	Dersi olumsuz yönde etkileyen ya da derste gürültü yapan öğrencileri ne kadar yatıştırabilirsiniz?					
16.	Farklı öğrenci gruplarına uygun sınıf yönetim sistemini ne kadar iyi oluşturabilirsiniz?					
17.	Derslerin her bir öğrencinin seviyesine uygun olmasını ne kadar sağlayabilirsiniz?					
18.	Farklı değerlendirme yöntemlerini ne kadar kullanabilirsiniz?					
19.	Birkaç problemli öğrencinin derse zarar vermesini ne kadar iyi engelleyebilirsiniz?					
20.	Öğrencilerin kafası karıştığında ne kadar alternatif açıklama ya da örnek sağlayabilirsiniz?					
21.	Sizi hiçe sayan davranışlar gösteren öğrencilerle ne kadar iyi baş edebilirsiniz?					
22.	Çocuklarının okulda başarılı olmalarına yardımcı olmaları için ailelere ne kadar destek olabilirsiniz?					
23.	Sınıfta farklı öğretim yöntemlerini ne kadar iyi uygulayabilirsiniz?					
24.	Çok yetenekli öğrencilere uygun öğrenme ortamını ne kadar sağlayabilirsiniz?					

Katılımınız için teşekkürler.

*İlgili çalışmaya katkı sağlamak amacıyla araştırmacıyla röportaj yapmak ister misiniz?

Evet ( )   Hayır ( )

Appendix 2: Interview Guide

ÖZ YETERLİLİK RÖPORTAJ SORULARI

1. Kendinizi bir İngilizce öğretmeni olarak tanımlayan 3 kelime söyler misiniz? Neden bu 3 kelime?

2. Bir öğretmen olarak kendinize güveniyor musunuz? Güçlü yanlarınız nelerdir? Böyle düşünmenizin nedenleri nelerdir? (En çok hangi konularda kendinize güveniyorsunuz?)

3. Bir İngilizce öğretmeni olarak kendinize daha az güvendiğiniz noktalar (daha zayıf olduğunuzu düşündüğünüz noktalar) nelerdir? Neden böyle düşünüyorsunuz?

4. Mesleğinizde öz yeterlilik algınızın artmasına katkıda bulunan şeyler var mı? Neler bunlar? Neden?

5. Mesleğinizle ilgili özgüveninizi azaltan şeyler var mı? Neler bunlar? Neden?

6. Çalıştığınız okuldan başka bir okul türünde çalışsaydınız öz yeterlilik algınız değişir miydi? (Neden?)

7. Mesleğinizi icra ederken öğretmenlik becerilerinizi sorguladığınız bir an yaşadınız mı? (Evet, ise bu durumla nasıl başa çıktınız?)

8. Öğretmenliğe ilk başladığınız yılı ve bu yılı düşünecek olursak mesleğinizde kendinize duyduğunuz güvenle ilgili bir değişiklik oldu mu? Nasıl bir değişiklik bu? Bu fikir değişikliğine neler sebep oldu? (Deneyimli öğretmenler için)

9. Mesleğinizde geçirdiğiniz bu 3 yıllık süre içinde öğretmenlik becerilerinizle ilgili düşüncelerinizde bir değişiklik oldu mu? Nasıl? Yaşadığınız ne tür deneyimler düşüncelerinizi değiştirdi? (Yeni başlayan öğretmenler için)

10. Yabancı dil öğretiminde kullanılan öğretim yöntem, teknik ve ders materyallerini yeterli bir şekilde kullanmak konusunda kendinizi nasıl değerlendirirsiniz? Böyle hissetmenize sebep olan şeyler nelerdir? Neden?

11. Öğrencilerinizin derse katılımını yeterince sağladığınızı düşünüyor musunuz? Derse katılmayan öğrenciler için neler yapıyorsunuz?

12. Sınıf yönetimi konusunda sizi zorlayan durumlar oluyor mu? Bunlar ne gibi durumlar? Neden böyle hissediyorsunuz? Böyle durumlarla başa çıkabilmek için neler yapıyorsunuz?

13. Son olarak bana sormak ya da söylemek istediğiniz bir şey var mı?

Appendix 3: Examples of Transcription Excerpts from Interviews

ÖZ YETERLİLİK RÖPORTAJ TRANSKRİPT ÖRNEKLERİ

 (Novice Teacher 7)

1. Kendinizi bir İngilizce öğretmeni olarak tanımlayan 3 kelime söyler misiniz? Neden bu 3 kelime?

Kendimi öğrencilerimle arkadaş gibi hissediyorum. Yeniliklere açık ve teknoloji konusunda donanımlıyım.

(Teknoloji kullanımını üniversitede mi öğrendiniz yoksa yeni mezun bir öğretmen olarak bu kendi ilgi alanınızda mı var?)

Daha lise dönemlerindeyken teknolojiyle olan ilişkim başlamıştı. Üniversitedeyken de dersleri teknoloji kullanarak işlediğimizden ve teknoloji kullanarak materyal geliştirdiğimizden daha da gelişmiş oldu.

(Öğrencilerimle arkadaş gibiyim dediniz bu sizin derslerinize katkı sağlıyor mu?)

Evet, olumlu yönde katkı sağlıyor öğrenciler benimle iletişim kurarken çekinmiyorlar istediklerini sorabiliyorlar. Hatta ders dışında da bir sıkıntıları olduğunda paylaşıyorlar.

2. Bir öğretmen olarak kendinize güveniyor musunuz? Güçlü yanlarınız nelerdir? Böyle düşünmenizin nedenleri nelerdir? (En çok hangi konularda kendinize güveniyorsunuz?)

Dediğim gibi öğrencilerle iletişim konusunda kendime oldukça güvenirim. Teknolojiyi sınıfta rahatlıkla kullanabildiğimi düşünüyorum onun dışında materyal hazırlama konusunda da kendime oldukça güvenirim. Öğrencimin seviyesine uygun yani öğrencinin kitapta verildiği şekliyle bir etkinliği yapamaz diye düşünüyorsam önce kendim slayt ya da başka bir aktivite hazırlayarak öğrenciyi hazırlarım, daha sonra kitaptaki etkinliği yaptırırım.

(Peki, bunun faydasını görüyor musunuz?)

Evet, öğrenci daha bir bilgi birikimine sahip olarak kitaptaki etkinliği daha kolay yapıyor.

3. Bir İngilizce öğretmeni olarak kendinize daha az güvendiğiniz noktalar (daha zayıf olduğunuzu düşündüğünüz noktalar) nelerdir? Neden böyle düşünüyorsunuz?

Bazen sınıf hâkimiyeti konusunda kendimi yetersiz buluyorum. Özellikle bazı zorlayıcı öğrencilere verdiğim tepkilerin yumuşak kaldığını düşünüyorum. Öğrencilerimin benden korkmaması da bazen olumsuz olarak karşıma çıkıyor.

(Experienced Teacher 9)

3. Bir İngilizce öğretmeni olarak kendinize daha az güvendiğiniz noktalar (daha zayıf olduğunuzu düşündüğünüz noktalar) nelerdir? Neden böyle düşünüyorsunuz?

Aslında kendimle ilgili en büyük eksiğim tam anlamıyla İngilizce öğretmiyoruz yaptıklarım beni tatmin etmiyor. Ben şimdi ne yapıyorum kelimeleri öğrensinler diyorum belli başlı cümleleri mesela sevdiği sevmediği şeyleri öğrensinler istiyorum ama bu İngilizce öğretmek değil.

(Peki, sizce neden böyle oluyor hocam?)

Bir sürü şey var; 30 kişilik sınıflarda İngilizce öğretilemez mesela, haftada iki saat derse giriyorum 10 dk. ödevlere ayırıyorum yaptı mı yapmadı mı sıkıntılar neler, ilkokulda bunun disiplinini vermek zor oluyor ilk etapta. Bu kadar kısa bir sürede kaç tane çocuk konuşabilir ki. Her çocuk ancak bir cümle kurabiliyor bazen. Sonrada bu konuda İngilizce öğretmenleri suçlanıyor neden bu çocuklar İngilizce konuşamıyor diye. Ben daha önce ortaokulda çalışırken bir Erasmus+ projesi yaptım 5 ülke katılmıştı.

(Konu neydi hocam?)

Halk şarkıları, halk hikayeleri ve halk kıyafetleri ile ilgiliydi. Bunlarla kültürlerin birbirlerine aktarımını çalıştık.

(Experienced Teacher 3)

8) Öğretmenliğe başladığınız ilk yılı ve bu yılı düşünecek olursak mesleğinizde kendinize duyduğunuz güvenle ilgili bir değişiklik oldu mu? Nasıl bir değişiklik bu? Bu fikir değişikliğine neler sebep oldu?

İlk başladığımda öz güvenim hiç yoktu. Özel okulda başladım. Lise son sınıf verilmişti bana. Benim için çok zor bir deneyimdi. Neredeyse ağlayacak duruma geliyordum. Zaman geçtikçe, yıllar geçtikçe özgüvenim arttı. Aslında okulda bir şey öğrenemediğimi anladım, okulda öğrenilenler teori ve kağıt üzerinde.

9) Yabancı dil öğretiminde kullanılan öğretim yöntem, teknik ve ders materyallerini yeterli bir şekilde kullanmak konusunda kendinizi nasıl değerlendirirsiniz? Böyle hissetmenize sebep olan şeyler nelerdir? Neden?

Kullanamadım. İlkokullarda kullanılabiliyor ancak 6 ve üstü sınıflarda kullanılamıyor.

(Yeterli teknik ve materyallerin kullanılmasında zaman nasıl etkiliyor, mesela 6. Sınıflarda 3 saat İngilizce dersi var)

3 saate düşmesi dezavantaj oldu bence. 4 saatken flaş kart daha fazla kullanıyorduk, şimdi

öyle bir şey yok. Akıllı tahta olması çok büyük avantaj oldu. Akıllı tahta ile flaş kartları da

kullanabiliyoruz.

Appendix 4: Official Permission Documents

BURSA VALİLİĞİ

B R

**T.C.
BURSA VALİLİĞİ
İl Millî Eğitim Müdürlüğü**

Sayı : 86896125-605.01-E.12

27.06.2018

Konu : Necla KARACA'nın Araştırma İzni

MÜDÜRLÜK MAKAMINA

İlgi : Milli Eğitim Bakanlığı'nın Araştırma, Yarışma ve Sosyal Etkinlik İzinleri konulu 22/08/2017 tarihli ve 2017/25 sayılı Genelgesi.

Uludağ ÜniversitesiEğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı yüksek lisans programı öğrencisi Necla KARACA'nın "Hizmet İçi İngilizce Öğretmenlerinin Öz Yeterlilik Algıları" konulu araştırma isteği Necla KARACA'nın 26/06/2018 tarihli ve 12279376 sayılı dilekçesi ile bildirilmektedir.

Uludağ ÜniversitesiEğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı yüksek lisans programı öğrencisi Necla KARACA'nın "Hizmet İçi İngilizce Öğretmenlerinin Öz Yeterlilik Algıları" konulu araştırmasını Müdürlüğümüze bağlı **ekli listedeki okullarda** uygulama yapma isteği ilimizde oluşturulan "Araştırma Değerlendirme Komisyonu" tarafından incelenerek değerlendirilmiştir. Araştırma ile ilgili çalışmanın **okul/kurumlardaki eğitim öğretim faaliyetleri aksatılmadan, araştırma formlarının aslı okul müdürlüklerince görülerek ve gönüllülük esası ile** okul müdürlüklerinin gözetim ve sorumluluğunda ilgi Genelge çerçevesinde uygulanması ayrıca **araştırma sonuçlarının Müdürlüğümüz ile paylaşılması** komisyonumuzca uygun görülmektedir.

Makamlarınızca da uygun görülmesi halinde olurlarınıza arz ederim.

Ekrem KOZ
İl Milli Eğitim Müdür Yardımcısı

EK: Okul Listesi (22 Sayfa)

OLUR
27.06.2018

Sabahattin DÜLGER
Vali a.
İl Milli Eğitim Müdürü

Bu evrak güvenli elektronik imza ile imzalanmıştır. https://evraksorgu.meb.gov.tr adresinden 35d7-55ff-3b51-9437-1feb kodu ile teyit edilebilir

Appendix 5: Consent Form

<div align="center">

Öğretmen Öz Yeterlilik Algı Ölçeği Onam Formu

</div>

<div align="center">

Onam Formu

</div>

Bu çalışmaya tamamen gönüllü olarak katılıyorum ve istediğim zaman yarıda kesip çalışmadan çekilebileceğimi biliyorum. Verdiğim bilgilerin bilimsel amaçlı kullanılmasını kabul ediyorum.

Katılımcının Adı Soyadı   **Tarih**   **İmza**

Appendix 6: Curriculum Vitae

Doğum Yeri ve Yılı: Çanakkale-1984

Öğr. Gördüğü Kurumlar: Başlama Bitirme Kurum Adı Yılı

Lise 1998 2002 Biga Atatürk Anadolu Lisesi

Lisans 2002 2007 Çanakkale 18 Mart Üniversitesi

Yüksek Lisans 2017 Uludağ Üniversitesi

Bildiği Yabancı Diller ve Düzeyi: İngilizce-İyi

Çalıştığı Kurumlar: Başlama ve Ayrılma Kurum Adı Tarihleri

1. 2002-2010 Bursa Hasan Ali Yücel İlköğretim okulu

2. 2010-2020 Bursa Nuri Erbak Ortaokulu

Yurt İçi ve Yurt Dışında

Katıldığı Projeler: CELTA – ITTC- BEET Language Centre in Bournemouth, England –

2009.

Comenius - Teacher Training Course – "Developing Oral Fluency" – IPC Language School in

Exeter, England – 2010.