



T.C.

UFUK UNIVERSITY

GRADUATE SCHOOL OF SOCIAL SCIENCES

DEPARTMENT OF FOREIGN LANGUAGE EDUCATION

ENGLISH LANGUAGE EDUCATION PROGRAMME

**THE RELATIONSHIP BETWEEN EFL INSTRUCTORS' SELF-EFFICACY  
BELIEFS AND THEIR TEACHING STYLES**

MASTER'S THESIS

MERVE ÖZDEMİR

SUPERVISOR

ASST. PROF. DR. NESLİHAN ÖZKAN

ANKARA

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## BİLDİRİM

Hazırladığım tezin tamamen kendi çalışmam olduğunu ve her alıntıya kaynak gösterdiğimi taahhüt eder, tezimin kağıt ve elektronik kopyalarının Ufuk Üniversitesi Sosyal Bilimler Enstitüsü arşivlerinde aşağıda belirttiğim koşullarda saklanmasına izin verdiğimi onaylarım:

- Tezimin 6 ay süreyle erişime açılmasını istemiyorum. Bu sürenin sonunda uzatma için başvuruda bulunmadığım takdirde, tezimin tamamı her yerden erişime açılabilir.

23.06.2020



Merve ÖZDEMİR



**To my beloved father**

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## ABSTRACT

ÖZDEMİR, Merve. The Relationship Between EFL Instructors' Self-Efficacy Beliefs and Their Teaching Styles, Master's Thesis, Ankara, [2020]

The current study intended to find out the perceived levels of EFL instructors' overall self-efficacy beliefs and self-efficacy beliefs for student engagement, classroom management and instructional strategies. The second purpose of this study was to explore the dominant teaching styles of EFL instructors. Thirdly, the study aimed to reveal whether self-efficacy for student engagement, classroom management and instructional strategies could predict teaching styles. Data was collected from 323 EFL instructors working at universities in Turkey. Data was gathered by Teacher's Sense of Efficacy Scale (Tschannen-Moran & Hoy, 2001) and Teaching Styles Inventory (Grasha, 1996), and analyzed using SPSS version 23. To identify the instructors' level of self-efficacy and dominant teaching styles, descriptive analyses were conducted. It was revealed that the instructors' level of self-efficacy was highest in instructional strategies, and lowest in student engagement. It was observed that they mostly preferred facilitator teaching style. To determine if subscales of teacher self-efficacy were predictors of teaching styles, multiple regression analyses were employed. The results indicated that efficacy in student engagement could predict personal model, facilitator and delegator teaching styles, and efficacy in instructional strategies was the predictor of personal model, facilitator and formal authority teaching styles. Expert teaching style was predicted by efficacy in classroom management.

**Keywords:** Self-Efficacy, Teaching Styles, Instructional Strategies, Classroom Management, Student Engagement

## ÖZ

ÖZDEMİR, Merve. İngilizce Öğretim Görevlilerinin Öz Yeterlik İnançları ve Öğretme Stilleri Arasındaki İlişki, Yüksek Lisans Tezi, Ankara, [2020]

Bu çalışma, İngilizce öğretim görevlilerinin genel öz yeterlik inançlarının öğrencilerin derse katılımını sağlama, sınıf yönetimi ve ders anlatım stratejileri için seviyelerini bulmayı amaçlamıştır. Bu çalışmanın ikinci amacı öğretim görevlilerinin baskın öğretme stillerini araştırmaktır. Üçüncü olarak, çalışma öğrencilerin derse katılımını sağlama, sınıf yönetimi ve ders anlatım stratejilerindeki öz yeterliğin öğretme stillerini yordayıcıları olup olmadığını bulmayı amaçlamıştır. Veriler, Türkiye'deki üniversitelerde görev yapan 323 öğretim görevlisinden, Öğretmen Öz Yeterlik Ölçeği (Tschannen-Moran ve Hoy, 2001) ve Öğretme Stilleri Ölçeği (Grasha, 1996) ile toplanmış ve SPSS sürüm 23 kullanılarak analiz edilmiştir. Katılımcıların öz yeterlik seviyeleri ve baskın öğretim stillerini bulmak için tanımlayıcı analizler yapılmıştır. Öğretim görevlilerinin öz yeterliklerinin ders anlatım stratejilerinde yüksek, öğrencinin derse katılımını sağlamada düşük olduğu ortaya çıkmıştır. Daha çok kolaylaştırıcı öğretim tarzını tercih ettikleri gözlenmiştir. Öğretmen öz yeterlik alt ölçeklerinin öğretim stillerinin yordayıcıları olup olmadığını belirlemek için çoklu regresyon analizleri kullanılmıştır. Sonuçlar, öğrencilerin derse katılımını sağlamadaki yeterliğin kişisel model, kolaylaştırıcı ve temsilci, ders anlatım stratejilerinin ise kişisel model, kolaylaştırıcı ve otoriter öğretme tarzlarının yordayıcısı olduğunu göstermiştir. Uzman öğretme tarzının yordayıcısı sınıf yönetimindeki öz yeterliktir.

**Anahtar kelimeler:** Öz Yeterlik, Öğretme Stilleri, Ders Anlatım Stratejileri, Sınıf Yönetimi, Öğrencinin Derse Katılımını Sağlama



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## **ABBREVIATIONS**

**EFL:** English as a Foreign Language

**ELT:** English Language Teaching

**TSES:** Teachers' Sense of Efficacy Scale

**SE:** Student Engagement

**IS:** Instructional Strategies

**CM:** Classroom Management

**TSI:** Teaching Styles Inventory

**GTE:** General Teaching Efficacy

**PTE:** Personal Teaching Efficacy

**CLT:** Communicative Language Teaching

**SPSS:** Statistical Package for Social Science

# CHAPTER I

## INTRODUCTION

### 1.1. Introduction

This initial chapter of the study aims to explain the background of the study, statement of the problem, aim and significance of the study. Besides, this chapter presents the research questions and defines certain terms mentioned in the study.

### 1.2. Background of the Study

Despite being educated in the same field, teachers have different beliefs and styles that are reflections of these beliefs when they start to teach because not only the things they know but also the things they think, they believe and even their personalities shape the way they teach. Especially, their efficacy mostly identifies their approaches to teaching, and it causes different teaching practices because teachers tend to apply the things in which they feel proficient and they abstain from the things in which they feel incompetent. (Bandura, 1997) Tschannen-Moran, Woolfolk Hoy, and Hoy (1998) assert that self-efficacy is mostly field-specific, task-oriented and goal-driven. They add that teachers are reluctant to teach specific subjects that they don't feel confident in and also teaching to particular students because they feel less efficacious. However, teachers who feel efficacious don't hesitate to challenge themselves even when they face difficulty because they have intrinsic motivation. (Bandura, 1997) Tschannen-Moran et al., (1998) also suggest that when teachers believe that students' motivation as well as their performance are associated with their environment, that means external factors suppress the teachers' perception about their ability to affect students' motivation or

performance. On the other hand, a teacher agrees that s/he can contribute to students' motivation even if the students are unmotivated, it shows that the teacher feels efficacious in his or her capacity to deal with difficulties.

Tschannen-Moran and Hoy (2001) mention that the first attempt of measurement is based on Rotter's (1966) "locus of control" theory. They also add that the construct of teachers' self-efficacy started in Research and Development, and RAND researchers based their study on Rotter's (1966) locus of control theory. There were two items in this scale that check whether teachers believe that students' motivation and performance are only related to environmental factors or they can deal with the most challenging and unmotivated students if they try hard enough.

Another related theory with self-efficacy is Bandura's (1986) social cognitive theory. Bandura (1997) stated that self-efficacy beliefs affect the way of thinking and emotions. In social cognitive theory, people are seen as active decision-makers, so they shape the conditions in their life as a consequence of communication with people and the environment. (Bandura, 2006) If Bandura's social cognitive theory is applied to the structure of teacher efficacy, we can assume that teacher efficacy will be the reflection of teachers' beliefs on to what extent they are able to deal with their environment and make positive changes in students' learning. Bandura (1997) underlines that self-efficacy which takes its source from social cognitive theory is a crucial factor that has an impact on the decisions and choices that the teachers will make in the classroom. Generally, the more teachers have high self-efficacy, the more constructive attitude they have towards teaching as well as student learning. However, it is more probable for low efficacious

teachers to think that their way of teaching doesn't have an as big impact as other factors on students' learning. (Gibson & Dembo, 1984)

The effects of teachers' self-efficacy assumptions on their approach to instructional practices are accompanied by the impacts of those perceptions about the extent of the effectiveness of teachers. Teacher self-efficacy is also mentioned as teachers' sense of efficacy or teacher efficacy beliefs, and they have little differences in meaning. Bandura (1986) describes self-efficacy as someone's awareness of his or her qualities while not only establishing but also carrying out tasks that are necessary to accomplish specific types of performance. For this reason, self-efficacy can be an indicator that causes changes in people's attitudes because people's assumptions and perceptions affect their behavior, desire to achieve, so it can affect their possibility of success or failure.

Also, self-efficacy beliefs are stated by Bandura (1997) as the indicators of actions because they are reflexive and conducted by abilities related to a specific task. Researches show that teacher self-efficacy, besides determining success and failure, affects teaching in a lot of ways. For example, it has an impact on being persistent while performing challenging teaching tasks (Ross, 1998; Milner, 2002; Milner & Woolfolk Hoy, 2003), classroom management (Woolfolk & Hoy, 1990; Woolfolk, Rosoff, & Hoy, 1990), and pedagogic behavior and motivation. (Allinder, 1994) Additionally, Grasha (1996) assumes that our way of teaching is the reflection of our personal characteristics that affect the way how we teach in our classes. He also contends that not only learning and teaching styles but also actions in the class are all associated, and they influence each other. As both self-efficacy,

and teaching styles as a reflection of self-efficacy affect these aspects of teaching, they naturally affect students' learning, motivation, and success.

It can be clearly understood that examining teachers' perceptions is critical to be able to understand how they act in the classroom as it automatically affects students' performance and success. In particular, the function of self-efficacy is considerable as high self-efficacy increases the performance of teachers, and so students' level of success. (Tschannen-Moran et al., 1998) In recent years, large numbers of research have been done about teachers in several pedagogical studies. These studies generally analyze teachers' perceptions and beliefs which are related to their teaching performances and behaviors. However, when the literature is reviewed, it is clear that not much emphasis is placed on the correlation between self-efficacy and teaching styles. Besides, not many studies were done with English as a Foreign Language teachers about their self-efficacy beliefs despite knowing the importance of self-efficacy on teaching. (Chacón, 2005; Eslami & Fatahi, 2008; Akbari & Moradkhani, 2010; Yılmaz, 2011; Huangfu, 2012; Sabokrouh, 2013; Akbari & Tavassoli, 2014). Consequently, exploring the link between teachers' teaching style and their self-efficacy is a field that should be studied since it likely contributes to effective teaching. Therefore, the present study aims to fill this gap in the literature by analyzing the connection between EFL teachers' self-efficacy and their teaching styles.

### **1.3. Statement of The Problem**

Throughout my teaching experience, I have worked in various institutions and I have attended lots of workshops, training, so I have met lots of teachers. All of them were very knowledgeable teachers with a valuable educational background.

I have also had a chance to observe most of these teachers' lessons because of the required peer observation tasks suggested by professional development units of these institutions. One surprising thing associated with some of these EFL teachers was their efficiency in the classroom atmosphere. It seemed that some of them refrained from changing their safe routines and trying new teaching methods or ideas. They all had enough theoretical information about teaching skills, content knowledge, language proficiency, but they seemed not to have enough practical knowledge or persistence in confronting difficulties of teaching in a different way.

In informal conversations I had with these teachers after peer observations, I noticed that these problems about their performances resulted from their lack of confidence or beliefs. They didn't have patience and were easily annoyed when they didn't get enough responses from their students, so they didn't want to change their instructional methods. They believed that their students didn't already have intrinsic motivation, and their way of teaching didn't have an impact on promoting their students' learning. They also didn't feel efficacious while they are planning their lesson to experience new teaching ideas. According to my observations, this feeling of inefficacy results from numerous things from not having enough experience or training to age. Nonetheless, the common outcome was their self-efficacy beliefs affected the behaviors and instructional practices they have during the classes.

Some studies show that there is an association between teachers' sense of self-efficacy and classroom management, their instructional strategies, and accordingly student engagement. (Abu-Tineh, Khasawneh & Khalaileh, 2011; Shaukat & Iqbal, 2011; Yilmaz, 2011) They all found out that classroom

management or instructional strategies are relevant to teachers' self-efficacy and belief about their effect on student learning. They revealed that highly efficacious teachers adopt a positive and compassionate attitude in classroom management, and they prefer communication-based teaching strategies, they are open to group works and leading students to discussion or problem-solving activities. However, the limitation of these studies is the participants who are chosen from only secondary school or high school teachers. The studies weren't conducted by English instructors, unlike this study.

There are also some studies investigating the correlation between teacher self-efficacy and teaching styles. It was reported that teacher efficacy is relevant to teachers' instructional practices and their efficiency. (Taimalu, Kikas, Hinn & Niilo, 2010) They proposed that teachers who have self-efficacy generally apply self-reported teaching practices. However, the sample was small, and all of the teachers were primary school teachers, so generalizing these results may not be reasonable. Dilekli and Tezci (2016) ascertained that teachers' sense of self-efficacy had a meaningful influence on teaching practices in their study which they carried out with classroom teachers. In a study aiming to investigate the association between EFL teachers' self-efficacy and their teaching styles, a significant relationship between instructional practices and efficacy was revealed. It was indicated teachers having efficacy in classroom management, tend to use communicative practices. (Choi & Lee, 2016) A study done among ESP instructors also showed an association between teachers' self-efficacy and teaching styles. For example, "personal model style" manifested the highest relationship with high levels of ESP instructors' efficacy. (Baleghizadeh & Shakouri, 2015) However, only 87 ESP instructors participated in this study. Heidari, Nourmohammadi and Nowrouzi

(2012) also state that there is both a meaningful difference and correlation between teaching styles and self-efficacy. They revealed that high self-efficacy was linked to personal model and delegator, and low self-efficacy was related to expert and formal authority.

When all of these studies are reviewed, it can be seen that teacher self-efficacy significantly influences teachers' practices and performances in the classroom and their teaching style. However, the studies done to explore this relationship are generally limited to small groups or primary, secondary and high school teachers. Therefore, investigating EFL instructors' self-efficacy working at universities and their teaching style is a valuable area of research.

#### **1.4. Aim of the Study**

The current study has three aims. First of all, it intends to explore the perceived levels of EFL teachers' overall perceived self-efficacy beliefs and their self-efficacy beliefs for "classroom management", "student engagement" and "instructional strategies". The second aim of this study is to investigate the dominant teaching styles of EFL instructors. Thirdly, the study intends to reveal if teacher self-efficacy in the subdimensions of self-efficacy can predict the teaching styles: "expert", "formal authority", "personal model", "facilitator" and "delegator".

#### **1.5. Significance of the Study**

There are a lot of studies which indicate that the role of teachers is crucial to students' achievement and success. (Rockoff, 2004; Akbari, Kiany, Imani Naeabi & Karimi Allvar, 2008; Heck, 2009; Sirait, 2016) Hence, investigating the beliefs



of teachers is important. Among the beliefs that need to be investigated, one important aspect is teachers' self-efficacy beliefs. Some studies tried to focus on this issue. (Gorrell & Hwang, 1995; Rich, Lev & Fischer, 1996; Lin & Gorrell, 2001). However, they concentrated on pre-service teachers or primary, secondary and high school teachers. Research that has been carried out with EFL instructors to analyze the correlation between teachers' self-efficacy and their dominant teaching styles is limited, so the present study will try to contribute the literature to fill in this gap.

### **1.6. Research Questions**

The following questions have been addressed in the present study:

1. What are the perceived level of EFL instructors' overall self-efficacy beliefs and self-efficacy beliefs for
  - (a) student engagement,
  - (b) classroom management,
  - (c) instructional strategies?
2. What are the dominant teaching styles of EFL instructors?
3. How well do the subscales of Teachers' Sense of Self Efficacy Scale predict:
  - (a) expert
  - (b) formal authority
  - (c) personal model
  - (d) facilitator
  - (e) delegator teaching style of EFL instructors?

## **1.7. Definitions of Terms**

**Self-Efficacy:** “Beliefs in one’s capabilities to organize and execute the courses of action required to produce given attainments” (Bandura, 1997, p. 3)

**Teacher efficacy:** “It 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, p. 233).

**Teaching style:** “The enduring preferences that faculty display in the attitudes and behaviors they exhibit in their teaching and learning interactions with students.” (Grasha, 2003, p. 180)

## **1.8. Conclusion**

This chapter started with explaining the background of the study and statement of the problem. Later, the aim and significance of the study were summarized. Lastly, research questions and definitions of terms were presented in this section. The next chapter will be devoted to the review of the literature.

## CHAPTER II

### LITERATURE REVIEW

#### 2.1. Introduction

The main aim of this section is to give a broad review of the literature regarding to self-efficacy and sources of self-efficacy, teacher self-efficacy and summaries of various studies related to teacher self-efficacy conducted in Turkey and other countries. Later, definition of teaching style, Grasha's and some other teaching style models, and research studies on teaching style are summarized. Finally, research studies investigating both teaching styles and self-efficacy are presented.

#### 2.2. Self-Efficacy

Self-efficacy is a component of the social cognitive theory which was developed by Albert Bandura in 1977. Bandura (1977) asserts that efficacy is related to how convinced a person is to perform a required behavior. Bandura (1997) identifies self-efficacy as “beliefs in one’s capabilities to organize and execute the courses of action required to produce given attainments.” (p.3) The beliefs that he stated identify the extent of effort people will make and the duration they will be persistent when they confront difficulties. In other words, if people’s self-efficacy beliefs are strong, they will make more effort. Pajares (1996) also ascertains that efficacy affects human behavior in three ways. The first one is its effect on the choice of behavior which means that people take part in tasks that they feel confident and abstain from the ones in which they don’t feel competent. Second, assumptions about self-efficacy influence the extent of effort that will be

expended on activities and the level of persistence. Finally, self-efficacy alters ideas and emotional reactions. “People with low self-efficacy may believe that things are tougher than they really are, a belief that fosters stress and a narrow vision of how best to solve a problem. High self-efficacy, on the other hand, creates feelings of serenity in approaching difficult tasks.” (Pajares, 1996)

Self-efficacy is interpreted as an individual’s inner assessment of his own cognitively perceived capacity based on necessities that must be met. (Bong & Clark, 1999) It means this internal evaluation may not reflect the real competency of the individual because it is nothing more than a person’s understanding of his or her proficiency. This should be taken into consideration because a person may think that their capacity is lower than it really is, or they can exaggerate their competencies which will affect the way they use their abilities, and people may suffer from these unrealistic beliefs. (Dunning & Kruger, 1999)

The extent and place of self-efficacy have been discussed by some scholars. Some of them assert that it can be perceived as a general skill which can be called as General Self-Efficacy. It is a person’s competence to face difficulties and manage these difficulties successfully. However, specific self-efficacy, as its name suggests, is limited to a specific task. (Luszczynska, Gutiérrez-Doña & Schwarzer, 2005). Schunk (2012) states that self-efficacy, as it is mentioned before, represents an individual’s understanding of his or her own capacity to reach a goal. Self-efficacy is specific to a situation or a skill, in other words, it is domain-specific, so someone can be highly effective in one action, but they may not feel efficient enough for another task. In short, self-efficacy is a concept that can be described as the perception of a person’s knowledge about his / her sufficiency and persistence

in a specific task that needs to be achieved. Bandura's (1997) self-efficacy view also recognizes the variety of human capabilities, and the diversity of self-efficacy beliefs in terms of activity domains. Efficacy is not a steady competence that one can simply have. It includes cognitive, emotional, behavioral and social subskills that should be arranged and managed.

### **2.2.1. Sources of Self-Efficacy**

As self-efficacy determines one's decisions, it is crucial to comprehend the way of self-efficacy beliefs that start to be formed in early childhood and continue to be developed as a result of new experiences are constructed. (Bandura, 1992) It is assumed that there are some possible causes of sense-efficacy. These are mastery experiences that indicate people's capabilities or accomplishments, vicarious experiences which help people change their self-efficacy beliefs by comparing their achievements with the accomplishments of others, social/verbal persuasion that include social influences, and physiological states that someone assesses his or her capacity, vulnerability and strength from. (Bandura 1995; Bandura 1997)

Bandura (1997) describes information process as:

“In processing the information from the four sources, there are two separate functions. The first one is the types of information people attend to and use as indicators of personal efficacy, and second rules and heuristics people use to integrate efficacy information from different sources.” (p. 55).

These sources were also used to construct Teacher Self-Efficacy Model which is one of the frameworks of the current study by Tschannen-Moran et al. (1998)

### **2.2.1.1. Mastery Experiences**

Among the sources of self-efficacy, the strongest influence belongs to mastery experience. (Bandura, 1997; Tschannen-Moran et al.,1998; Labone, 2004) The reason why mastery experience is the strongest source of self-efficacy is that it is authentic evidence. If people experience a challenge and overcome this challenge successfully, they feel more efficacious, and if they fail while dealing with difficulties, they may feel discouraged. Nonetheless, the positive washback of repeated achievements decreases the negative impact of failures, and self-efficacy can be transferred to similar situations once it is built through mastery experiences. (Bandura,1977) Although accomplishments and failures have a considerable impact on self-efficacy, it also depends upon some other factors such as the assumptions of abilities, anticipated task difficulty, the extent of the effort that is made and the amount of external assistance. (Bandura,1997) “Building a sense of personal efficacy through mastery experiences is not a matter of programming ready-made behavior. It involves acquiring the cognitive, behavioral, and self-regulatory tools for creating and executing effective courses of action to manage ever-changing life circumstances.” (Bandura, 1997, p.80)

The effect of mastery experiences on building self-efficacy also applies to teacher self-efficacy. Teachers who have positive experiences generally have strong self-efficacy beliefs, and a teacher who feels that s/he is inefficient in teaching has low self-efficacy in teaching. Teachers experience and evaluate their capabilities, weaknesses and strengths in instructing, controlling and evaluating during actual teaching. (Tschannen-Moran et al., 1998) In a case study conducted by Milner and Hoy (2003), an African American teacher being stereotyped which is a form of

negative social persuasion increases her self-efficacy with the help of her mastery experiences. It was seen that after she earned her Ph.D., she reminded herself of her mastery in this context and transferred it to a similar context which is teaching. Hence, it can be said that previous mastery experiences have a considerable effect on building self-efficacy.

#### **2.2.1.2. Vicarious Experiences**

Improving self-efficacy through vicarious experiences is basically getting information about efficacy by observing others and comparing your abilities to the abilities of those whom you observed. While constructing self-efficacy, some other sources concur in enactive mastery experiences. Even if it isn't as strong as mastery experiences, vicarious experiences also play a role in forming self-efficacy. (Bandura, 1977; Bandura, 1986; Bandura, 1997) Seeing other people achieving can create anticipations in the ones who observe might experience similar achievement. These believe that if others can do it, they can at least make progress. (Bandura & Barab, 1973)

Brown and Inouye (1978) suggest that the amount of vicarious influence depends on how comparable the performer's competence is, the extent of effort expended by the performer and uncertainty about observee's ability at the observed activities. They also assert that when there is a failure, vicarious experiences might have a negative effect on self-efficacy. Bandura (1997) also puts forth some factors contributing to the cognitive transform of efficacy from vicarious experiences. He suggests that performance and attribute similarities, such as age and gender assist in the improvement of positive efficacy beliefs. Besides, observing competent models and models who succeed in dealing with difficulties or show immediate and

successful performance are more likely to affect the observer's efficacy positively. Finally, observing multiple models who are assumed to be similar by the observer has an influence on the construction of positive efficacy beliefs.

Vicarious experiences which are gained through watching skillful, competent teachers provide impressions about the nature of teaching and make the ones who observe the credible models believe that teaching task can be manageable. However, it can affect teaching competence negatively when an incompetent teacher is observed if the observer doesn't believe that he/she is more skillful than the model. (Tschannen-Moran et al., 1998) Tschannen-Moran et al. (1998) point out the difference between vicarious and mastery experiences by giving the example that "The difference between a vicarious learning situation and an enactive one is like the difference between enjoying a well-told joke and attempting to retell it." (Tschannen-Moran et al., 1998, p.235) It means that pre-service teachers may feel confident while observing other teachers, but when they face realities, their self-efficacy may decrease.

### **2.2.1.3. Verbal Persuasion**

Another factor that contributes to self-efficacy is verbal persuasion as people believe in themselves and the things they are capable of doing more when they get positive reactions and feedback about their accomplishments from the ones who are credible. (Bandura, 1977) Even if verbal persuasion seems to be an easy way to increase self-efficacy, it is less strong compared with the other sources of self-efficacy since people may be resistant to it thinking that it's unrealistic, but people who are convinced verbally try harder to succeed, and this social persuasion becomes more beneficial when it's combined with enactive mastery experiences.



(Bandura, 1997) Verbal persuasion gets important especially when someone is not sure about a task that s/he intends to experience. (Usher & Pajares, 2008: 753) Nevertheless, it is easier to decrease efficacy with negative feedback than to increase it with a positive appraisal. (Bandura, 1986; Alderman, 1999)

In the construction of positive self-efficacy of teachers, verbal feedback received from their students, colleagues or supervisors can be effective. To give an example, in Milner and Hoy's (2003) study, Dr. Wilson's sense of efficacy is threatened by the lack of verbal persuasion from her colleagues or social environment although it is decreased by her mastery experiences. Wang and Wu (2008) also asserted that pre-service teachers who were provided verbal persuasion about their classroom performance made progress in their teaching. It's claimed that feedback from students, other teachers or supervisors constitutes verbal persuasion. (Schunk, 1987; Mulholland & Wallace, 2001)

#### **2.2.1.4. Physiological and Emotional States**

Since stressful and tough situations usually lead to emotional arousal that might include informative value related to personal competency, emotional and physiological states are also sources of efficacy. Not only negative physiological and emotional states influence efficacy, but also positive emotions or feelings of relaxation contribute to self-efficacy and have an effect on possible future achievements. (Bandura, 1977; Bandura, 1996) Like the other sources of efficacy, physiological and emotional states don't directly affect efficacy because it requires cognitive processing, and some other factors including the reasons for physiological activation, conditions under which it occurs, and its intensity also play a role in this processing. (Bandura, 1997) Chacon (2005) asserts that the mood of people, their

stress level can reflect their actions. He indicates that emotional states can be lots of things such as preferences, likes, dislikes, interests, desires, etc. Physiological and emotional states are important in teaching, too. Successful and positive teaching experiences may increase self-efficacy. However, feeling unconfident, nervous and worried while teaching may decrease self-efficacy beliefs. (Tschannen-Moran & Hoy, 2007)

### **2.3. Teacher Self-Efficacy**

Some people may mistakenly think that “teacher efficacy” and “teacher effectiveness” are interchangeable terms even though they do not express the same meaning. Hence, it may be more accurate to use the terms “teachers’ perceptions of efficacy, sense of efficacy, perceived efficacy or efficacy beliefs” instead of using the term “teacher efficacy”. (Goddard, Hoy, & Hoy, 2004) Woolfolk and Hoy (1990) assert that Barfield and Burlingame’s (1974) study defines efficacy as “a personality trait that enables one to deal effectively with the world” (p.10) Besides this earliest reference to teacher efficacy, there a number of definitions following it. Several scholars propose that teacher efficacy is teachers’ beliefs or the extent of their convictions that they can shape or influence their students’ learning experiences, their engagement, performance and success positively even if these students are difficult or unmotivated. (Berman, McLaughlin, Bass, Pauly, & Zellman, 1977; McLaughlin & Marsh, 1978; Ashton, 1985; Guskey & Passaro, 1994; Soodak & Podell, 1997; Tschannen-Moran et al., 1998; Tschannen-Moran & Woolfolk-Hoy, 2001; Pintrich & Schunk, 2002; Denzine, Cooney & McKenzie, 2005)

Related literature indicates that there are two kinds of teacher efficacy that are General Teaching Efficacy (GTE) and Personal Teaching Efficacy (PTE) (Gibson & Dembo, 1984; Woolfolk & Hoy, 1990). GTE reflects general beliefs and thoughts about the capacity of teaching to a difficult child. (Goddard, Hoy & Hoy, 2000) PTE is connected to personal beliefs towards teaching specific courses to reach the goals. (Ashton, Olejnik, Crocker & McAuliffe, 1982) It is also suggested that GTE and PTE are not complementary. Thus, a teacher might assume that teachers could reach unmotivated or difficult students while lacking self-reliance in his / her teaching capacity.

Tschannen-Moran and Hoy (2001) mention that teacher self-efficacy is the indicator of teachers' aims, desires and achievements. Teacher sense of self-efficacy can also reflect teacher motivation because teacher motivation is related to the feelings of teachers and teachers' feelings are mostly related to their sense of efficacy. (Ashton&Webb, 1986) While developing the teacher self-efficacy beliefs, experiences which are gained through the induction year could be critical. (Mulholland & Wallace, 2001).

Teacher self-efficacy not only decides the extent of teachers' performance or the level of teacher motivation but also student motivation. (Midgley, Feldlaufer, & Eccles, 1989; Külekçi,2011) Motivation is not the only thing which is influenced by teacher self-efficacy; achievement of a student is also affected by teacher efficacy. (Armor et al., 1976; Berman et al. 1977; Ashton & Webb, 1986; Saklofske, Michayluk, & Randhawa, 1988; Moore & Esselman, 1992; Raudenbush, Rowan & Cheong, 1992; Ross, 1992; Tschannen-Moran & Woolfolk Hoy 2001; Chacon, 2005; McCormick and Ayres 2009; Kass 2013)

Teachers who feel strongly efficacious are generally eager to try new methods and open to new ideas that can improve their teaching to satisfy their students' requirements. (Berman et al., 1977; Guskey, 1988; Stein & Wang, 1988; Ghaith & Yaghi, 1997; Cousins & Walker, 2000; Milner, 2002) Teachers are also more enthusiastic about and dedicated to teaching (Guskey, 1984; Coladarci, 1992; Allinder, 1994), better at planning and organization (Allinder, 1994), willing to support their students including the ones who are in need of special education (Meijer & Foster, 1988; Soodak & Podell, 1993) more tolerant if a student makes errors (Ashton & Webb, 1986).

### **2.3.1. Teacher Self-Efficacy in Student Engagement**

Fredericks, Blumenfeld and Paris (2004) define student engagement as to be able to teach students how important working collaboratively while trying to achieve a teaching objective. He also states that the interaction between a learner and a teacher is a crucial determinant in student engagement. A positive rapport between teachers and learners and the support of teachers' prompt student engagement (Uden, Ritzen & Pieters, 2013)

In their study, Christensen, Horn, and Johnson (2011) found out that when students are taught to be determined while participating during the lesson with the help of a teacher whose role is a facilitator, student engagement increases. Cerit (2013) carried out a study after the reform of The Ministry of Education which causes more student-centered instruction. He discovered that teachers had some difficulties while changing their approach and role in the classroom through this curriculum reform, but their willingness to apply this reform and overcome these challenges lead to student engagement. A view asserted by Al-Alwan and

Mahasneh (2014) as a result of their study to see if there is a correlation between teachers' self-efficacy and student engagement showed that a relationship exists because of the effort of the teachers to have a positive influence on learners' engagement.

### **2.3.2. Teacher Self-Efficacy in Classroom Management**

Highly efficacious teachers are assumed to be good at teaching and taking care of their students. (Bandura,1997) The result of Ashton and Webb's (1986) study on how teachers' efficacy attitudes affected management methods showed that for teachers who don't have a high level of self-efficacy, being in the control of the classroom was primary, they usually preferred to embarrass misbehaved students in front of their classmates, or they kept these misbehaved students apart from their friends. However, teachers with high self-efficacy didn't prefer to say bad things about their students. Making their students embarrassed or separating them from their friends weren't their classroom management techniques. Therefore, the atmosphere in their classroom wasn't threatening or stressful when researchers observed these teachers. The teachers with high self-efficacy coped with the situation quietly and in a positive way when there was a difficult student who is required to be dealt with. They didn't perceive this misbehavior as a threat to their authority, they just wanted to correct this behavior. They also tend to use directive comments. Emmer and Hickman (1991) found out that teachers who don't have high self-efficacy criticized the students after they gave wrong answers. By contrast, teachers who have high self-efficacy were anticipated to encourage their students after they give correct answers. Lastly, Woolfolk et al. (1990) asserted that teachers have a more humanistic approach controlling their classroom when they

have efficacy, and when they control their classroom well, they feel more efficacious, so a positive correlation can be seen between classroom management and teachers' efficacy.

### **2.3.3. Teacher Self-Efficacy in Instructional Strategies**

The effect of teacher efficacy does not only consist of classroom management and student engagement, it affects instructional activities of teachers too. There are many studies showing the effect of self-efficacy which is on different levels on instructional strategies. (Tschannen-Moran & Hoy, 2001; Atay, 2007; Eslami & Fatahi, 2008; Karimi,2011) It was asserted that the impact of teacher efficacy makes a change while giving important instructional decisions. Knowing that teachers that are highly efficacious are better at classroom management, helping learners to focus on a task and activating their autonomy provide higher student success indicated that they provide this student achievement thanks to their effective instructional activities. (Ross& Gray, 2006)

Yılmaz (2011) employed a similar study on Turkish EFL teachers' self-efficacy assumptions and discovered that their self-efficacy beliefs are related to how proficient they are in English language. Correspondingly, teachers have higher efficacy in instructional strategies compared to their efficacy in student engagement and classroom management. All of these researches showed the influence of teacher efficacy on the actions that are taken in class. It can be concluded that teachers reflect their beliefs in their classes in various ways.

## **2.4. Research Studies on Teacher Efficacy in Turkey**

As all teachers should be, EFL teachers are also lifelong students, and their education is shaped by their experiences. They reflect these experiences to their students in the classroom. That's why studying EFL teachers' self-efficacy as a significant part of their perceptions and as a predictor of their actions in class is essential. The researches analyzing EFL teachers' efficacy give an idea about EFL teachers' perceived efficacy beliefs. When the related literature is searched, it can be observed that teacher efficacy studies have been carried out in many fields as in ELT with the help of different kinds of scales each including certain dimensions. In the studies conducted with EFL teachers, the perceived level of self-efficacy of teachers, its predictors, and its correlations with different variables such as demographic variables, English proficiency, students' beliefs about it have been investigated.

Ünver (2004) examined the level of perceived self-efficacy and self-determination of the EFL instructors working in the school of foreign languages at Anadolu University, and she also searched for a relation between self-determination and self-efficacy in her master thesis by using two different instruments which are the Work Climate Questionnaire and the Teacher Efficacy Scale (Woolfolk & Hoy, 1990) The results didn't show any significant relation between the self-determination and self-efficacy of the instructors. Nonetheless, it was revealed that most of the instructors had high personal and general teaching efficacy.

A study about self-efficacy was carried out to explore a relationship between efficacy and epistemological beliefs of EFL pre-service teachers by Rakıcıoğlu (2005) in her master thesis. Even though no significant relationship was found

between them, there was a remarkable relationship between year at school, gender and efficacy. Another point that was suggested by Rakıcıoğlu (2005) was that personal epistemology and efficacy of EFL pre-service teachers influence their understanding negatively or positively.

Göker (2006) performed another study with student teachers to see if they show improvement in self-efficacy and instructional skills when they are trained with a peer coaching training program following the practicum sessions in comparison to the ones who receive regular supervisor visits. The findings showed significant differences in the variables he measured which are “informing students of lesson objectives, repeating important points, using examples, repeating information students do not understand, asking questions, providing opportunities for student questions, and furnishing practice opportunities.” His study also pointed out that peer coaching can improve self-efficacy.

Ortaçtepe (2006) conducted a study aiming to identify a connection between Turkish EFL teachers’ self-reported practice of Communicative Language Teaching (CLT) and their sense of efficacy. She also investigated the impact of an in-service teacher education program which intended to enhance EFL Teachers’ understanding and skills in CLT on EFL teachers’ efficacy as well as their self-reported and actual practice of CLT. The findings showed no significant relationship between EFL teacher’s self-reported practice of CLT and their efficacy, but when the subfactors of teacher efficacy and teachers’ practice of CLT were analyzed significant correlations were found.

Yavuz (2005) aimed to explore the socio-demographic predictors of self-efficacy of EFL teachers working as an English instructor at preparatory schools.



She reported that the number of professional activities that the instructors took part in, the number of their students in the class, their position, gender and the institution type were the socio-demographic factors predicting the instructors' efficacy.

Mede (2009) analyzed the relations among self-efficacy, personal variables and social support on burnout with 63 participants working at preparatory schools as EFL instructors, and a significant association among them was noted. The study suggested that the level of efficacy beliefs in social support can predict the dimensions of burnout since it is more possible for instructors declaring a lack of support from their colleagues to feel emotional exhaustion and depersonalization.

Unlike the studies investigating the EFL teachers' beliefs about self-efficacy, Sariçoban (2010) focused both on teachers' and students' beliefs associated with self-efficacy. The findings highlighted that inexperienced teachers had a moderately higher sense of self-efficacy in improving their students' critical thinking skills, giving instructions, running lessons smoothly without disruptive behavior from their students and evaluating and assessing while students perceived their teachers' self-efficacy moderately high only in teacher-student interaction.

Şekerci (2011) also carried out a study with preparatory school instructors for her master thesis, and she investigated whether instructor's self-efficacy beliefs and dimensions of them can be predicated on instructors' teaching experience, their self-reported proficiency, competency in English, and the department they graduated. According to the findings of the study, the field that the instructors had the lowest efficacy was student engagement, and their efficacy in instructional strategies was lower than their efficacy in classroom management. Besides, it was noted that while the predictors of student engagement were self-reported

proficiency and English competency, efficacy in instructional strategies was predicted by three variables which are years of experience, English competency and proficiency. Moreover, self-reported proficiency and experience were the predictors of classroom management efficacy.

A similar study was performed by Ülkümen (2013) to find out the predictors of EFL instructors' self-efficacy beliefs. She investigated whether support by colleagues and administrators, instructors' mastery and teaching experience, their undergraduate major and type of university can predict their self-efficacy beliefs with its three subscales that are instructional strategies, student engagement and classroom management. The data analyses of the study indicated that mastery experience was the most significant predictor. Furthermore, efficacy in instructional strategies was predicted by mastery and teaching experience, support of administration and university type whereas the indicators of efficacy in student engagement were university type, administration support and mastery experience. The predictors of classroom management efficacy were found to be teaching and mastery experience.

Demir, Yurtsever and Çimenli (2015) aimed to find a possible relationship between EFL instructors' eagerness to use communicative activities in speaking classrooms and their self-efficacy beliefs. The results displayed a positive correlation between them even though it wasn't a significant one.

Dolgun (2016) carried out a study with pre-service and in-service EFL teachers to investigate their levels of self-efficacy. The results demonstrated that the level of self-efficacy that both target groups have was relatively high, and pre-

service teachers demonstrated more efficacy for student engagement while in-service teachers felt more efficacious in instructional strategies.

Yazıcı (2019) examined the efficacy levels of EFL teachers who work in secondary schools, and the data showed that teachers' efficacy was higher in classroom management, yet they had lower efficacy in student engagement and instructional strategies. Teachers' belief in English proficiency was also studied and their belief in reading and speaking ability was found high. Another point that was investigated in the study was teachers' pedagogical strategies. Majority of the teachers expressed their preference for communicatively oriented strategies. Lastly, the association between teachers' efficacy and their proficiency in English language was explored, and the findings showed a high relationship between their efficacy and skills in language.

## **2.5. Research Studies on Teacher Efficacy in Different Countries**

Even though the studies related to teacher efficacy in different countries have been mostly carried out with primary, middle or high school EFL teachers unlike the ones in Turkey with EFL instructors, the objectives of them are similar. Not only they have searched for the associations of self-efficacy with different variables, but also they compared the perceptions of EFL teachers and their students in terms of self-efficacy.

Shim (2001) searched for the association between sense of efficacy of in-service EFL teachers and some specific variables, and the distinguishing characteristics that determine teachers who are high efficacious or who have low efficacy were "academic emphasis", "school stress", "role preparedness", "teaching

satisfaction”, “peer relationship” and “classroom management”. It was also revealed that teachers with high efficacy differ from low efficacious ones in terms of listening proficiency since their listening proficiency was higher. On the contrary, speaking skills of teachers with low level of efficacy were higher than the ones who are highly efficacious.

Liaw’s (2004) study aimed to identify the dissimilarities between non-native and native foreign language teachers with regard to “teacher perceptions of language teaching” and “teacher efficacy”. The results displayed a positive connection between teachers’ perceptions about their teaching abilities and level of their efficacy. It was also proposed that teaching experience and students’ levels of language proficiency had an impact on teacher efficacy.

Chacon (2005) conducted a study in Venezuela to check whether there is a positive relationship between EFL teachers’ perceived efficacy levels and their self-reported English proficiency. By using TSES (Tschannen-Moran & Hoy, 2001) and two more subscales he found out that these two are correlated, and teachers’ efficacy in student engagement and classroom management were lower than their efficacy for instructional strategies.

Eslami and Fatahi (2008) similarly studied the correlation between EFL teachers’ self-efficacy and their self-reported English proficiency. They also studied on these teachers’ self-efficacy and competency in teaching English. Their study was employed in Iran with non-native EFL teachers. Just as Chacon (2005) they discovered that teachers’ self-reported English proficiency and efficacy were related. They added that the more the teachers feel efficacious about their English proficiency, the more they tend to apply communicative techniques in their classes.

Rahimi and Gheitasi (2010) had more detailed research on teachers' perceived self-efficacy for their English proficiency by studying on their feedback on students' writings. In their study, there were two groups of teachers as the ones who have high efficacy and who have low efficacy beliefs. They detected a significant relationship between the level of self-efficacy of the teachers and their feedbacks.

Some studies were on the association between teacher efficacy and student achievement. Akbari and Allvar (2010) tried to see whether EFL teachers' teaching styles, efficacy and reflectivity are related to success of students. The results showed that these characteristics of EFL teachers were prompters of student achievement in ELT context.

Akbari and Moradkhani (2010) aimed to examine whether experience and academic degree affect EFL teachers' efficacy. The findings of study in which 445 teachers participated demonstrated that teachers having experience for three or more than three years in teaching had high level of self-efficacy. On the contrary, teachers having academic degrees related to English indicated high level of efficacy only in the subscale of student engagement.

Ghanizadeh and Moafian (2011) got views of students and teachers to see if they can find out a correlation between teachers' self-efficacy and success. They found a positive and significant correlation. Additionally, they discovered an association between teachers' self-efficacy and some demographic features as their age, years of experience and sex.

Karimvand's (2011) study was intended to find a relationship between certain demographics as teaching experience, gender, and sense of efficacy of EFL teachers. Among the participants, while 94 EFL teachers had three or less than three years of teaching experience, 86 teachers had more than three years of experience. The results of data analysis showed that even though no significant effect of experience and teaching was found on EFL teachers' efficacy, teachers with more than 3 years of experience presented more positive efficacy beliefs. Additionally, gender was found to have an impact on efficacy considering the female teachers who had higher efficacy compared to the male teachers.

Mojavezi and Tamiz (2012) conducted a study about self-efficacy both with students and teachers. Their aim was to investigate the impact of teacher efficacy on student achievement and motivation, and a positive impact was found. There was a positive correlation between students' motivation and teacher efficacy. Also, it was suggested that teachers with high level of efficacy can affect their students' achievement as in this study the students who had highly efficacious teachers got better scores than others had.

Veisi, Azizifar, Gowhary and Jamalinesari (2015) studied the connection between Iranian EFL teachers' self-efficacy and empowerment, and they found out a correlation between them. Moreover, their results displayed a significant difference between gender and teachers' efficacy although no significant difference was found in teacher empowerment analysis in terms of gender, experience and age.

Zonoubi, Rasekh and Tavakoli (2017) conducted a qualitative study by collecting data with pre and post-interviews and reflective journals of 10 novice and experienced EFL teachers to investigate the contribution of interventions of

Professional Learning Community from which they also got records of the meetings for data collection procedure. Their findings proposed an enhancement in the self-efficacy of inexperienced teachers with regard teacher autonomy, management and perceived language proficiency. Self-efficacy of experienced teachers also improved in language proficiency and new instructional strategies.

## **2.6. Teaching Style**

Teachers have various teaching styles similar to their students with different learning styles. Definitions explaining what teaching style is share similarities in some ways. Kaplan and Kies (1995) described teaching style as a combination of teacher attitudes and the way they transfer information to the students and get information from them. (p.2) Jarvis (2004) explains teaching style as a set of teacher beliefs, attitudes, values and philosophy in an educational context. (p.40) Cooper (2001) the methods, techniques, approaches, and activities that a teacher use in class form teaching style. To Kazemi and Soleimani (2013), both teachers' philosophies and their teaching practices constitute teaching styles. (p.194) Fischer and Fischer (1979) described teaching style as "a pervasive way of approaching the learners that might be consistent with several methods of teacher" (p. 246). Grasha (2003) states that teaching style consists of teachers' behaviors in class interacting with their students.

As there are different definitions for teaching style, various categorizations are also suggested for teaching styles. Flanders (1970) classifies teaching styles as Didactic (direct style) and Student-centered (indirect style). Teaching styles can also be categorized as Formal and Informal. (Bennett, Jordan, Long & Wade, 1976) Solomon and Kendall (1979) divide teaching styles into two categories as Open and

Traditional. For Lowman (1995) teaching styles can be sorted as Intellectual Excitement and Interpersonal Rapport. Felder and Silverman (1988) suggested four different aspects interrelated to teaching styles. These dimensions are Presentation (visual/verbal), Content (concrete/abstract), Perspective (sequential/global), and Student Participation (active/passive), and To Henson and Borthwick (1984) there are six different teaching styles which are Cooperative Manner, Task-Oriented, Child-Centered, Emotionally Exciting, Subject Centered and Learning Centered. Stensurd and Stensurd (1983) offered three teaching styles: auditory, visual and kinesthetic. Lastly, the categories suggested by Grasha (1996) are Facilitator, Delegator, Formal Authority, Personal Model and Expert.

### **2.6.1. Teaching Style Models**

Many researchers investigated teaching styles and classified them in various ways, but the common view they shared was that it is almost impossible to define a teacher with one specific kind of teaching style as a teacher can have more than one teaching style in certain conditions.

In a study on cognitive style carried out by Witkin, Moore, Goodenough, and Cox (1977), two kinds of teaching styles were suggested which are field-independent and field-dependent. They explained that for field-dependent teachers do not include teacher-student interaction in their classes because they evaluate the interaction and learning content from a holistic point of view. However, for field-independent teachers the interaction, participation and student needs are prioritized.

Another view assuming that teachers tend to teach in a way they learn and learning of students are directly affected by styles of teachers revealed Dunn and



Dunn (1979) teaching style models. Dunn and Dunn (1979) identified nine elements that determine teaching styles which are educational philosophy, instructional planning, student preferences, teaching environment, student grouping, teaching characteristics, teaching environment, room design, evaluation techniques and teaching methods. They classified the teaching styles as “individualizing”, “somewhat individualizing”, “transitional”, “somewhat traditional” and “traditional”.

Fischer and Fischer (1979) emphasized the importance of difference between teaching style and teaching method as a teacher with a specific teaching style can include different kinds of methods with that style. They defined the teaching styles as “the emotionally exciting and its counterpart”, “the learning-centered”, “the subject-centered”, “the child-centered”, “the cooperative planner” and “the task-oriented”.

Broudy (1987) focused on three kinds of teaching styles which are didactic, heuristic and philetic. Didactic teaching style defines the teachers attaching importance to memorizing and practicing and discipline in their classes, so interaction with students and their needs are not very important for them. Unlike the didactic teachers, heuristic teachers prioritize interaction and student needs. Also, they lead their students into thinking instead of memorizing. In classes with phyletic teachers, a great amount of importance is placed on student-teacher interaction, and students’ contributions.

Butler (1987) also concerned about the interaction between the teacher and the student and argued that interaction should be taken into consideration since reactions of students toward instructional activities of teachers shape the teaching

styles. Butler (1987) categorized teaching styles under four categories: concrete and abstract sequential, and concrete and abstract random.

As a result of a broad research, Joyce and Weil (1980) categorized teaching styles into four different categories that are information processing, social, personal and behavioral approaches. The common characteristics that these styles are based on are attitudes of human beings and the way they learn.

One of the latest views on teaching styles was proposed by Moston and Ashworth (2002) Their model is applicable in certain disciplines even though it was primarily developed for physical education. In this model, the practitioner has various roles such as instructing, supporting, directing, facilitating, questioning, guiding, promoting, establishing, advising and mentoring. Furthermore, this model comprises of eleven teaching styles that are self-teach, learner initiated, learner designed, divergent discovery, reciprocal, convergent discovery, inclusion, guided discovery, self-check, practice and command.

### **2.6.2. Grasha's Teaching Style Model**

Grasha (1996) defines teaching style as permanent personal characteristics and behaviors of teachers and how they determine the actions taken by teachers in class. He classifies five main teaching styles and they are built on the roles of teacher's as Formal Authority, Expert, Facilitator, Personal Model and Delegator. He adds that these styles let us understand the teacher-student interaction better, and these styles are not individual, they apply more than a few teachers.

The first type of teaching style is expert. As its name suggests, an expert teacher has knowledge and competence that are necessary for the students. Expert

teachers feel responsible to give their students correct information. Because they are experts in their field, these teachers are respected by their students. However, some students may feel uncomfortable and under pressure because of their teacher's knowledge. (Grasha,1996)

The second style is formal authority. Teachers who are the formal authority have a different position and a role among their students as a member of school. These teachers deal with giving positive and negative feedback, setting learning objectives, rules, and expectations for their students, so doing something in a correct, admissible, and standard way is essential for them. However, setting strict and objective to provide learning may decrease the flexibility while handling students. (Grasha,1996)

The third model is aptly named personal model as teaching through personal examples and setting themselves as a role model for students are primary for personal model teachers. Teachers adopting this style expect their students to observe and mirror them to have an idea on how to think and behave. Personal model teachers can be misleading and discouraging for some students because the way they think and behave may not be the best, and the students can feel insufficient when they fail to emulate their teachers. (Grasha,1996)

The facilitator style concentrates on the interaction between students and teacher. The role of facilitator teacher is leading students by producing questions, having students explore options, proposing alternatives and encouraging students to establish criteria to make decisions. The goal is to provide students opportunities to take responsibility and actions independently. The only thing the facilitator teacher does is providing consultancy and support. Grasha (1996) states that this

teaching style is usually time consuming, and one should be careful while adopting this style because it can discomfort students when it is not applied in a positive manner.

The last teaching style that Grasha (1996) suggests is delegator style. A delegator teacher is concerned with increasing autonomy of his/her students. To achieve this, delegator teachers provide their students to work individually or as a part of autonomous groups. Delegator teachers are always available when their help is required. The drawback of this style is that some students may feel uncomfortable when they are given autonomy if they are not ready for it.

Grasha (1996) asserts that teachers cannot be labeled only with one of these styles because teachers have each of these styles to varying degrees. Thus, he suggests four different clusters. The first cluster is the blend of expert and formal authority teaching styles which indicates a dominant teacher. The second cluster which is a combination of personal, expert and formal authority styles, and cluster three consists of facilitator, personal and expert models. The last cluster comprises of delegator, facilitator and expert which shows students that their teacher is available whenever they want to consult.

Adopting a teaching style that is consistent with the students' learning style is essential to reach the learning objectives and to be able to have students with academic achievement. (Dunn & Dunn, 1979; Felder & Henriques, 1995; Vaughn & Baker, 2008)

## **2.7. Research Studies on Teaching Styles in Turkey**

Even though the related literature includes numerous teacher style studies, majority of them have been conducted in non-EFL context. Majority of the studies have tended to reveal the most preferred teaching styles by teachers, and its possible relationship with variables of gender, age or seniority.

Üredi and Üredi (2007) aimed to explore the teaching styles that primary school teachers prefer as well as the effects of teaching styles that they preferred on creating constructivist learning environments. The results of data analysis showed that majority of teachers preferred “delegator/facilitator/expert styles” and “facilitator/personal model/expert styles”. Besides, the findings indicated a remarkable difference in classroom teachers' differentiation of materials and resources, reflection and motivation for concept discovery according to their preferred teaching styles.

Altay (2009) conducted a study with 5<sup>th</sup> grade teachers teaching social studies to find out their dominant teaching styles, and the results indicated that the facilitator, delegator and expert teaching styles were dominantly chosen. Also, when teachers' teaching styles were analyzed considering gender, experience, type of school last graduated, class size of teachers taught, the dominant teaching styles were observed as delegator/facilitator/expert.

Kara (2009) investigated whether there is a mismatch between learning styles of learners and teaching styles of instructors in ELT Department of Anadolu University. 100 students who are in their second year and 12 instructors reported

that they adopted visual and auditory styles which shows that teaching styles and learning styles match.

Sürel (2010) carried out his study to explore the teaching styles of instructors in Pamukkale University and to correlate them with certain variables. In the study, significant differences in teaching styles and variables of age, gender, area of courses taught, and faculty that the instructors work in. The dominant teaching style preferred by most of the instructors was “facilitator” teaching style. In addition, it was seen that teachers who are under the middle age prefer “formal authority” style more than the teachers over the middle age.

Similar to Kara’s (2009) study, Dinçol, Temel, Oskay, Erdoğan and Yılmaz (2011) examined if there is a match between the learning styles of pre-service teachers and instructors and the preferred teaching styles of instructors and of pre-service teachers. They also examined the impact of this match or mismatch on the of pre-service teachers’ success. The findings proved that the success of pre-service teachers wasn’t affected by matching.

In a study conducted by Kaleci (2012), the possible association between learning and teaching styles of pre-service mathematics teachers’ and their epistemological beliefs was intended to reveal. While the study pointed out a meaningful relation between these pre-service teachers’ epistemological beliefs and teaching styles, no meaningful connection between their epistemological beliefs and learning styles was found.

Another research aiming to search for the matches between the learning and teaching styles was performed by Atabay and Kurtman (2013). The participants

were students studying at English preparatory program and their instructors. The study was also intended to find out any differences among the students' academic achievement. The findings indicated that most of the students preferred kinesthetic learning style. When the dominant learning styles and some demographic variables such as age, gender, English level, a significant difference couldn't be found. There was also no effect of mismatching and matching between learning styles and teaching styles on students' academic achievement.

Gencil (2013) aimed to compare the preferred teaching styles of teachers in Turkey and in the USA. The analyzed data indicated significant differences in their teaching style preferences. Teachers in Turkey mostly preferred "facilitator/personal model/expert" teaching style. Nevertheless, among the teachers in the USA, "delegator/facilitator/expert" teaching style was mainly promoted.

Ünal (2017) performed a comparative analysis to investigate the teaching styles of teachers and pre-service teachers. The analysis of the collected data demonstrated that pre-service teachers mainly preferred personal model and facilitator teaching styles, whereas teachers preferred expert and formal authority teaching style. Additionally, it was seen that expert teaching style was mostly preferred by male teachers compared to females. A difference between the teachers who attended Pedagogical Formation Program and teachers graduated from Faculty of Education was observed. The ones with pedagogical formation prefer personal model and facilitator teaching style more than the ones graduated from Faculty of Education.

Beyhan (2018) studied teaching styles by examining the perceptions of students on teaching styles of their teachers. He also investigated whether their perceptions differ considering the number of students in the classrooms of practice school and student teachers' who study at university. The results proposed that the teaching style of teachers of music school was perceived as "expert/authority/personal model" by their students, and the only significant difference in student teachers' perception of their music teachers' teaching style was in "delegator" teaching style in terms of number of students in the classroom.

## **2.8. Research Studies on Teaching Styles in Different Countries**

Studies on teaching styles in different countries mainly share similar objectives with the studies in Turkey, since they also concentrate on the frequently used teaching styles of teachers, and its connection with age, gender, teaching experience. However, most of these studies have explored the possible match or mismatch of either the way students learn and teachers teach or students' perceptions about their teachers teaching style and the teaching styles that teachers perceived.

Lacey, Saleh and Gorman (1998) studied the association between gender and teaching style. They used the Van Tilburg/Heimlich Teaching Beliefs Scale (Heimlich, 1990) and the results indicated that 78 percent of the participants favoured enabler or provider style. They also found out that 53 percent of female teachers tend to prefer decisions constructed by learners. Unlike the females, males do not prefer their students to share their ideas freely, so it was deduced that while male teachers were more dominant, female teachers were more informal.



Peacock's (2001) study was intended to explore if a mismatch between teaching styles and learning styles cause demotivation, frustration or failure based on the hypothesis of Reid (1987). The interviews, questionnaire and tests showed that students preferred kinesthetic and auditory learning styles, and group and individual styles were not favoured by the students. Nonetheless, teachers preferred group, kinesthetic and auditory styles while individual and tactile styles were not preferred by them. Since the results revealed a mismatch, it was checked if the students felt frustrated or demotivated, and the interviews pointed out that most of the students felt frustrated, and their learning was affected because of this mismatch.

Zhang (2007) investigated whether personality traits make a difference in teaching styles, and the findings revealed that personality traits made a significant difference in teaching styles. When the results of this study are considered, Zhang (2007) suggested both administrators at schools and teachers to be aware of the fact that personality traits can be predictive in the preference of teaching styles of teachers.

Amir and Jelas (2010) scrutinized the match between learning and teaching styles in higher education institutions, their results showed that the dominant styles among learners were competitive and collaborative learning styles, whereas majority of teachers tend to use delegator, facilitator and expert teaching styles.

Moradkhan and Mirtaheri (2011) sought out a relationship between EFL learners' perceived learning styles and teaching styles of their teachers. They also investigated the association between the perceived learning style and certain demographic variables such as gender, age, and proficiency of the students. The

collected data displayed a remarkable relationship between the perceived teaching styles and learning styles. When the independent variables and perceptual learning styles of students were analyzed, there was a significant connection between the age and learning style.

In a study conducted by Faruji (2012) in Iran, the dominant teaching styles of the teachers working in private language institutes were investigated. The connection between the dominant teaching style and variables of teaching experience, gender and age was also searched. The results of the study demonstrated that “formal authority”, “expert”, “facilitator”, “personal model” and “delegator” teaching styles were adopted respectively. Moreover, male teachers, younger teachers and inexperienced ones mostly used “formal authority” teaching style.

The aims of the study of Rahimi and Asadollahi (2012) were seeking out for the teaching styles of Iranian EFL teachers and the activities that are frequently used by them, and exploring the difference in teaching styles of female and male teachers, as well as the connection between their experience and age and the teaching styles. It was found out that the teachers participating the study generally use sensing type activities. Moreover, female teachers were found to use feeling, sensing and extroverting styles more than male teachers. Further, findings showed a negative correlation between sensing style and variables of experience and age while a positive connection was found with thinking style.

Ghanizadeh and Jahedizadeh (2016) conducted a study to examine their hypothesis which asserts that teaching style can be affected by teacher creativity, and burnout plays a role in teacher creativity. The findings indicated that creativity

could be a predictor of teaching style, and particularly, facilitator and delegator teaching styles are predicted by creativity in a positive direction. It was also suggested that personal model, delegator and facilitator teaching styles could play role in preventing burnout.

Kazemi and Soleimani (2016) carried out a mixed method study to find possible correlations between the dominant teaching style of EFL teachers and their approaches to classroom management regarding instructional management and behavior management. The findings suggested that EFL teachers dominantly favour formal authority teaching style and used controlling or interventionist classroom management approaches, and their way of classroom management and teaching style was found to be significantly correlated.

Heydarnejad, Fatemi and Ghonsooly (2017) aimed to explore EFL teachers' emotions and teaching styles. Not only they found that the dominant teaching styles were facilitator and delegator teaching styles, and the most dominant emotion was enjoyment, but also a significant correlation between their emotions and teaching styles were revealed.

Alnujaidi (2019) aimed to look into the possible difference between EFL teachers' and EFL learners' preferred teaching and learning styles. The results of the data analysis showed that preferred learning styles of students were sequential, active, visual and sensing styles. The preferred teaching styles of EFL teachers were global, passive, verbal and abstract. Besides, a mismatch was found between the teachers' and learners' preferred teaching and learning styles.

## **2.9. Research Studies on Teachers' Self Efficacy Beliefs and Their Teaching Styles**

Teacher self-efficacy is thought of as a kind of belief in one's capacity of taking required actions to provide teaching achievement. (Tschannen-Moran et al., 1998), and to Grasha (1996) teaching style is the combination of teachers' beliefs, attitudes, behaviors, and needs that they reflect their classroom. (p.152) Even though there are certain studies examining the connection of teachers' self-efficacy beliefs to their teaching styles, the ones focused on EFL teachers are very limited in the literature.

Akbari et al. (2008) sought to address whether efficacy, teaching styles and reflectivity can be predictors of student achievement in their study that they performed with 30 teachers of EFL working at high school of Iran. The findings displayed that all of these variables could predict student achievement.

Teacher efficacy and teaching styles were investigated by Hameed and Manujsha (2010) in a different point of view. They examined the impact of teaching styles as well as organizational culture on teacher efficacy, and a remarkable effect of teaching styles was found on teacher efficacy. Also, the effect of organizational culture was found to be significant.

Taimalu et al. (2010) intended to explore the association between self-efficacy, teaching approaches and practices. It was found out that the connection of teaching practices and approaches to the subfactors of teacher self-efficacy wasn't very high. A positive correlation between outcome expectations which is a dimension of teacher self-efficacy and affection and psychological control that is a

subfactor of teaching practices was revealed, and there was a negative relationship between child-centred approach and outcome expectations.

Heidari et al. (2012) explored a remarkable association between teachers' dominant teaching styles and their self-efficacy. They revealed that teachers with the highest self-efficacy have delegator teaching style, and personal model, formal authority and expert teaching styles follow it respectively. When Grasha's (1996) teaching styles are studied, it is seen that when we move along from the expert teacher to delegator teacher style, the responsibility that the teachers need to have, and the independence of the students increase. While the expert teacher wants to be in control with a teacher-centered and lecture-based style, the delegator teacher prefers student-centered style giving the students' autonomy. Consequently, the level of teacher self-efficacy also increases as we proceed from the expert teaching style to the delegator style.

Baleghizadeh & Shakouri (2015) conducted a very similar study to discover the possible connection between ESP instructors' teaching styles and self-efficacy. They ascertained that the personal teaching style showed a remarkable relationship with teacher self-efficacy. Even if it is not a significant one, a correlation between the facilitator model and self-efficacy was found. According to their research, the least significant relationship belonged to expert teaching style and self-efficacy, and formal authority style followed it. Surprisingly, they discovered that there wasn't any association between the delegator style and self-efficacy.

Dilekli and Tezci (2016) asserted that there is a correlation between teachers' perceived self-efficacy and the teaching styles they prefer. They explained that teachers having high level of self-efficacy generally prioritize student-centered

techniques and they put emphasis on teaching thinking skills. Nevertheless, teachers with low efficacy level prefer teacher-centered methods and concern teaching thinking skills less which means they have expert teaching styles and formal authority.

Khani and Aliabadi (2016) aimed to investigate the possible predictors such as teaching and learning styles and teacher efficacy of students' achievement in language learning process. In the study that 800 students learning in English in intermediate level and 144 English teachers participated, efficacy in the subscale of classroom management was detected as the most dominant predictor of achievement of the learners. Besides, the contribution of all variables to student achievement either directly or indirectly.

Saracaloğlu, Karademir, Dinçer, Dedebali (2017) carried out a study with Science, Technology, Turkish and classroom teachers to identify their job satisfaction, level of self-efficacy and teaching styles. Study findings indicated that all teaching styles were used by most of the teachers. Moreover, a significant, positive and moderate level correlation between perception of self-efficacy and teaching styles was found while the relation between efficacy and job satisfaction and also teaching styles and job satisfaction was positive but low.

In their study, Choi and Lee (2016) analyzed the relationship between teaching practices and teachers' self-efficacy. The results demonstrated a significant association of self-efficacy of teachers with L2 interaction-focused and student-centred teaching practices. Besides, classroom management that is a sub-type of self-efficacy was a remarkable indicator of communicative or non-communicative teaching practices. While efficacy in classroom management

positively led to communicative practices, its relationship with non-communicative practices was negative.

Kaygısız, Anagun and Karahan (2018) investigated the predictive correlation of self-efficacy of EFL teachers and their teaching methods. The results of data analysis demonstrated a statistically significant connection between the methods that teachers use while teaching English language and their level of self-efficacy. They found out that the higher level of efficacy English teachers have, the more they tend to apply communication-oriented teaching methods.

Zhang (2018) aimed to find out whether self-efficacy of academics play a correlator role in their teaching, and the connection between emotions in teaching styles and teaching. The findings demonstrated that emotions of academics in teaching could be a predictor of teaching styles through academic self-efficacy.

## **2.10. Conclusion**

The present chapter initially began with a review of literature in terms of self-efficacy, sources of self-efficacy, teacher self-efficacy and related studies about teacher self-efficacy. Review of the literature in terms of teacher styles, models of teacher styles, studies on teacher styles and studies regarding both teacher self-efficacy and teaching styles were also summarized. Methodology of the study will be clarified in the following section.

## **CHAPTER III**

### **METHODOLOGY**

#### **3.1. Introduction**

The present chapter includes the methodology of the study in terms of the design of the study, demographic information about participants, data collection instruments and the procedure of data collection and data analysis.

#### **3.2. Design of the Study**

The major purpose of this quantitative study is to investigate how well teacher sense of efficacy in student engagement, instructional strategies and classroom management predict teaching styles of EFL instructors. The study also examines EFL instructors' perceived levels of self-efficacy beliefs and the level of their self-efficacy beliefs for student engagement, classroom management and instructional strategies, and the dominant teaching styles preferred by them. Since the study mostly focuses on the correlations between two or more variables, correlational design was adopted. With the help of the correlational design, not only the extent of relationship between two or more variables can be described, but also it can be identified whether a variable can be the predictor of the score of another variable. (Creswell, 2012)

#### **3.3. Participants**

This study was carried out with both native and nonnative EFL instructors working at Schools of Foreign Languages in public and foundation universities all around Turkey in 2019 – 2020 academic year. Even though the researcher aimed to



reach almost all of the instructors who were working at Schools of Foreign Languages in public and foundation universities in Turkey, 323 instructors voluntarily participated in the study.

Table 1

*Frequency table of participants according to gender*

<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>
female	228	70,6
male	95	29,4
Total	323	100,0

As shown in Table 1, males are outnumbered by females as 70,6 % (n = 228) of the participants were female while 29,4 % (n = 95) of them were males out of 323 instructors.

Table 2

*Frequency table of participants according to age*

<b>Age</b>	<b>Frequency</b>	<b>Percent</b>
25-30	78	24,1
31-35	95	29,4
36-40	69	21,4
41-45	31	9,6
46-50	20	6,2
51-60	30	9,3
Total	323	100,0

Table 2 presents the instructors' frequency distribution with respect to age. Among 323 participants, 24,1 % (n = 78) of them were between the ages of 25 and 30; 29,4 % (n = 95) of them were between the ages of 31 and 35; 21,4 (n = 69) of the participants were between the ages of 36 and 40; 9,6 % (n = 31) were between

the ages of 41 and 45; 6,2 % (n = 20) were between the ages of 46 and 50 and 9,3 % (n = 30) were between the ages of 51 and 60.

Table 3

*Frequency table of participants according to graduate degree*

<b>Graduate Degree</b>	<b>Frequency</b>	<b>Percent</b>
Bachelor's Degree	109	33,7
Master's Degree	174	53,9
PhD	40	12,4
Total	323	100,0

In terms of the final degree that the participants gained, 33,7 % (n = 109) of the participants have bachelor's degree, 53,9 % (n = 174) of them have master's degree, and 12,4 % (n = 40) of them have PhD shown in Table 3.

Table 4

*Frequency table of participants according to department graduated*

<b>Department</b>	<b>Frequency</b>	<b>Percent</b>
English Linguistics	17	24,1
Translation and Interpreting	24	29,4
English Language Teaching	196	21,4
English Language and Literature	66	9,6
American Culture and Literature	14	6,2
Other	6	1,9
Total	323	100,0

As can be seen in Table 4, 5,3 % (n = 17) of the instructors who participated in the study graduated from English Linguistics, 7,4 % (n = 24) of them graduated from Translation and Interpreting, majority of them 60,7 % (n = 196) graduated from English Language Teaching, 20,4 % (n = 66) graduated from English Language and Literature, 4,3 % (n = 14) of them graduated from American Culture

and Literature, and 1,9 % (n = 6) of them graduated from other departments of universities. The ones who graduated from other departments were native instructors.

Table 5

*Frequency table of participants according to years of experience*

<b>Experience</b>	<b>Frequency</b>	<b>Percent</b>
0-5 years	48	14,9
6-10 years	99	30,7
11-15 years	78	24,1
16-20 years	43	13,3
21-30 years	45	13,9
Other	10	3,1
<b>Total</b>	<b>323</b>	<b>100,0</b>

In relation to experience, the collected data revealed that while 14,9 % (n = 48) of the participants have experience between 0 and 5 years, 30,7 % (n = 99) of them have experience between 6 and 10 years, 24,1 % (n = 78) of them have experience between 11 and 15 years, 13,3 % (n = 43) of them have experience between 16 and 20 years, 13,9 % (n = 45) of them have experience between 21 and 30 years and 3,1 % (n = 10) of the participants have more than 30 years of experience seen in Table 5.

### **3.4. Data Collection Instruments**

In the current study, the instruments through which the data were collected consisted of three sections that are demographic inventory form, Teachers' Sense of Efficacy Scale (TSES) and Teaching Styles Inventory. So as to collect information on instructors' demographic characteristics, demographic inventory form was used. To gather information on instructors' self-efficacy Teachers' Sense

of Efficacy Scale (TSES), and for information on teaching styles, Teaching Styles Inventory were administered.

### **3.4.1. Demographic Inventory Form**

The first part of the questionnaire was demographic inventory form which requires personal information about instructors. Instructors were asked to report their gender, age, education level, the first major they graduated from, years of experience and whether they are a native speaker of English or a nonnative speaker of English.

### **3.4.2. Teachers' Sense of Efficacy Scale**

After examining various instruments in terms of the way they assess teaching efficacy and the issues that they have caused, Tschannen-Moran and Woolfolk Hoy (2001) proposed a new scale of efficacy which was put forward by Tschannen-Moran et al. (1998) The study on this new scale was employed at The Ohio State University with participants including eight graduate students and two researchers who all attended a self-efficacy in teaching and learning seminar. The group working on some items from Bandura's scale and the items that they developed consequently generated 100 items. The items which were overlapping and similar were grouped and the group decided on 52 items. After three different study on this new measure, item numbers were reduced to 32 and 18 respectively. However, the resulting scale had two forms, a long form including 24 items and a short form consisting of 12 items. Lastly, they examined the reliability and validity of the new scale and whether it is applicable to pre-service and in-service teachers. It was explored that TSES could be accepted as moderately valid and reliable. To

determine the internal consistency of the questionnaire in this study, reliability coefficients of it was calculated.

Table 6

*Reliability Statistics for Teachers' Sense of Efficacy Scale*

<b>Cronbach's Alpha</b>	<b>Cronbach's Alpha Based on Standardized Items</b>	<b>N of Items</b>
,82	,82	12

The Cronbach's Alpha value of Teachers' Sense of Efficacy Scale (short form) was .82 as shown in Table 6.

Both long and short versions of TSES include 3 subscales and all of the items are 9-point Likert-type ranging from 1- Nothing to 9- A Great Deal. In the long form of the scale, each subscale includes 8 items: efficacy in student engagement (SE) (items 1, 2, 4, 6, 9, 12, 14, 22), efficacy in instructional strategies (IS) (items 7, 10, 11, 17, 18, 20, 23, 24) and efficacy in classroom management (CM) (items 3, 5, 8, 13, 15, 16, 19, 21). In the short form of TSES which is used in this study, each subscale includes 4 items: efficacy in student engagement (SE) (items 2, 3, 4, 11), efficacy in instructional strategies (IS) (items 5, 9, 10, 12) and efficacy in classroom management (CM) (items 1, 6, 7, 8). Sample items of scale are as below:

Efficacy in SE

“How much can you do to motivate students who show low interest in schoolwork?”

Efficacy in IS

“To what extent can you provide an alternative explanation or example when students are confused?”

Efficacy in CM

“How much can you do to calm a student who is disruptive or noisy?”

### **3.4.3. Teaching Style Inventory**

Grasha’s Teaching Style Inventory includes five subscales which indicate five different teaching styles. These teaching styles which are “expert, formal authority, personal model, facilitator and delegator” are whether teacher-centered or student-centered. For example, “expert” teaching style is totally teacher-centered while “delegator” teaching style is totally student-centered.

The inventory includes 40 items each ranging from 1- Strongly Disagree to 5-Strongly Agree, and each subscale contains 8 items: Expert (items 1, 6, 11, 16, 21, 26, 31, 36), Formal Authority (items 2, 7, 12, 17, 22, 27, 32, 37), Personal Model (items 3, 8, 13, 18, 23, 28, 33, 38), Facilitator (items 4, 9, 14, 19, 24, 29, 34, 39) and Delegator (items 5, 10, 15, 20, 25, 30, 35, 40) Some example items from TSI are as follows:

Expert

“Sharing my knowledge and expertise with students is very important to me.”

Formal Authority

“Students would describe my standards and expectations as somewhat strict and rigid.”

Personal Model

“Examples from my personal experiences often are used to illustrate points about the material.”

Facilitator

“I give students a lot of personal support and encouragement to do well in this course.”

Delegator

“Students typically work on course projects alone with little supervision from me.”

To examine the internal consistency of the questionnaire, reliability coefficients of it was calculated.

Table 7

*Reliability Statistics for Teaching Style Inventory*

<b>Cronbach's Alpha</b>	<b>Cronbach's Alpha Based on Standardized Items</b>	<b>N of Items</b>
.84	.84	40

The Cronbach’s Alpha value Teaching Style Inventory was .83 as seen in Table 7.

### **3.5. Data Collection Procedure**

Before collecting data, the permission required from Ethics Committee of Ufuk University was granted. The administration of the questionnaires began in the beginning of March and was completed in three weeks. The questionnaires were distributed by hard copies or via Google Forms. The researcher gathered the data from the instructors working at Foreign Languages Department of Ufuk University by distributing hard copies and the instructors were given a week to return the questionnaires which was enough time to answer the questions properly. To the other instructors' working at School of Foreign Languages all over Turkey, the researcher sent e-mails including a Google Forms link of the questionnaires and a request for participation. All of the participants were informed that the participation was voluntary and the information they filled in would be confidential.

### **3.6. Data Analysis**

As the first step of the data analysis procedure, the collected data through questionnaires were transferred into Statistical Package for the Social Sciences (SPSS® Version 23.0 for Mac OS). In order to explore the level of EFL instructors' total self-efficacy beliefs and their efficacy for instructional strategies, student engagement and classroom management, descriptive statistics were utilized. Besides, descriptive statistics were computed so as to determine the dominant teaching styles of the participants. The last research question was designed to examine the extent of the variance in teaching styles that could be explained by the subfactors of teacher self-efficacy. Multiple regression analysis was employed to decide whether the subscales of self-efficacy could predict the teaching style. Before conducting the multiple regression analysis, the assumptions of multiple



regression were tested: sample size, multicollinearity and singularity, outliers, normality, linearity, homoscedasticity, independence of residuals. (Pallant, 2016)

### **3.7. Conclusion**

This chapter had a remarkable role to describe the methodology of the study with regard to the design, participants, data collection instruments, procedure and data analysis. The next chapter will cover the findings of the study.



## CHAPTER IV

### RESULTS

#### 4.1. Introduction

In this chapter, the findings of different statistical data analyses will be highlighted. In order to analyze the data collected through TSES and TSI, both descriptive statistics and multiple regression analyses were used, and the results were presented in tables and figures. Additionally, assumptions that are prerequisites for multiple regression analyses were checked.

#### 4.2. Results of Descriptive Statistics

The first and second research questions were designed to see the level of EFL instructors' overall self-efficacy beliefs and levels of self-efficacy beliefs for student engagement (SE), classroom management (CM) and instructional strategies (IS). In order to reveal these questions, descriptive analyses were conducted, and Table 8 presents the results of the analyses.

Table 8

*Descriptive Statistics of Teacher Self-Efficacy*

	<b>N</b>	<b>Min.</b>	<b>Max.</b>	<b>Mean</b>	<b>Std. Deviation</b>
Self-Efficacy	323	3,67	8,83	6,77	,87
SE	323	3,00	8,50	5,81	1,14
IS	323	4,00	9,00	7,27	,98
CM	323	3,50	9,00	7,20	1,13
Valid N	323				

As it is shown in Table 8, overall self-efficacy level of participants is moderately high (M= 6,77, SD= .87). When the mean scores of the subscales are examined, it can be observed that participants consider themselves as the most efficacious in IS (M= 7,27, SD= .98). However, their level of self-efficacy for IS is slightly higher than their level of efficacy in CM (M= 7,20, SD= 1,13), so it is seen that they also have high self-efficacy in CM. The area in which the participants feel least efficacious is student engagement (M= 5,81, SD= 5,81).

Another descriptive analysis was employed for the third research question exploring the dominant teaching styles of EFL instructors. The results are demonstrated in Table 9.

Table 9

*Descriptive Statistics of Teaching Styles*

<b>Teaching Styles</b>	<b>N</b>	<b>Min.</b>	<b>Max.</b>	<b>Mean</b>	<b>Std. Deviation</b>
Expert	323	2,13	4,88	3,75	,47
Formal Authority	323	1,75	5,00	3,55	,51
Personal Model	323	2,50	5,00	3,96	,42
Facilitator	323	2,50	5,00	3,99	,48
Delegator	323	2,13	4,88	3,56	,49
Valid N	323				

The mean scores of teaching styles were computed as ‘expert’ (M= 3,75), ‘formal authority’ (M= 3,55), ‘personal model’ (M= 3,96), ‘facilitator’ (M= 3,99) and ‘delegator’ (M= 3,56) respectively, which reveals that ‘facilitator’ teaching style is the most dominant with a slightly higher mean score than ‘personal model’ teaching style that can also be seen as a dominant teaching style. Teaching style that is the least dominant is ‘formal authority’ even though ‘delegator’ style has somewhat higher mean score than ‘formal authority’.

### **4.3. Results of Multiple Regression Analysis**

Multiple regression analyses were utilized to investigate whether self-efficacy in classroom management, student engagement and instructional strategies predict teaching styles. The dependent variables of the analyses were teaching styles: delegator, facilitator, formal authority, personal model, expert. The independent variables were the subscales of TSES which are efficacy in instructional strategies, student engagement and classroom management. For each teaching style, a separate multiple regression analysis was conducted. Before the analysis was run, assumptions of regression analysis were checked.

#### **4.3.1. Assumptions of Multiple Regression Analysis**

Assumptions that need to be checked prior to conducting a regression analysis are listed as sample size, multicollinearity, outliers, normality, linearity, homoscedasticity and independence of residuals by Pallant (2016). First of all, the first assumption which is sample size was checked. Tabachnick and Fidell (2012) state that the minimum sample size can be calculated by the formula  $N > 50 + 8k$  where  $k$  is the number of predictors. As there are three predictors in this study, the sample size ( $N=323$ ) was appropriate.

There are two ways to check the assumption of multicollinearity: to check tolerance statistics and variance inflation factor (VIF), and to examine the correlations among predictors. The correlation between predictor shouldn't be higher than .9 (Tabachnick & Fidell, 2012). In addition to that, VIF values shouldn't be above 10, and tolerance values shouldn't be below .20. (Field, 2009) When values of tolerance and VIF were examined, it was seen that the values were

(student engagement VIF= 1,48, TV= .67; instructional strategies VIF= 1,46, TV= .69; classroom management VIF= 1,36, TV= .74) acceptable. Correlations among predictors were also checked by examining the correlation matrix as it is seen in Table 10.

Table 10

*Intercorrelations of the Predictor Variables*

<b>Predictor Variables</b>	<b>SE</b>	<b>IS</b>	<b>CM</b>
<b>Student Engagement</b>	1	.51	.45
<b>Instructional Strategies</b>	.51	1	.44
<b>Classroom Management</b>	.45	.44	1

As it is demonstrated in Table 10, all of the correlations among predictors were below .9, so the assumption of multicollinearity wasn't violated as suggested by Tabachnick & Fidell (2012).

The third assumption to be checked was outliers, and they were investigated by Mahalanobis distances. According to Pallant (2016), the critical value for three independent variables is 16.27. When Mahalanobis Distances for five outliers were examined, it was seen that Mahalanobis Distance values of all outliers were below 16.27. Besides, values of Cook's Distance were also investigated to decide whether remove these cases. Tabachnick and Fidell (2012, p.75) suggest that Cook's Distance values above 1 are a potential problem. When the cases in this study were reviewed, the maximum value for Cook's Distance was found to be .069. Thus, outliers were not removed while carrying out the analyses.

So as to check if normality of the residuals assumption was ensured, P-P plots and histograms were examined. When P-P plots, scatterplots and histograms

of expert, formal authority, personal model, facilitator and delegator teaching styles were investigated (see APPENDIX E), it was seen that points on the P-P plots were lined reasonably straight, residuals on the scatterplots were distributed with the scores mostly concentrated in the centre, and histograms demonstrated a normal curve. Hence, violation of normality was not observed.

Linearity and homoscedasticity assumptions were also checked by examining scatterplots. Independent variables and dependent variable should show linear relationships, and all the residuals at each level of predictor variables should have the same variance. (Field, 2009) When the scatterplots of expert, formal authority, personal model, facilitator and delegator teaching styles were reviewed (see APPENDIX E), no violation of linearity and homoscedasticity was concluded.

As for the last assumption, independence of residuals, Durbin- Watson values were checked. Field (2009) suggests Durbin- Watson values should be between 1 and 3. Durbin- Watson coefficient tests were employed for expert, formal authority, personal model, facilitator and delegator teaching styles, and it was noticed that independence of residuals assumption was satisfied since the values were 1.87, 2.05, 1.95, 1.56, and 1.29 respectively for each teaching style.

#### **4.3.2. Findings of Regression Analysis for Expert Teaching Style**

So as to investigate the fourth research question regarding expert teaching style, multiple regression analysis was carried out to investigate whether independent variables: efficacy in student engagement (SE), instructional strategies (IS) and classroom management (CM) could significantly predict expert teaching style.

Table 11

*Summary of Multiple Regression Analysis for Expert Teaching Style*

<b>Variables</b>	<b>b</b>	<b>SE B</b>	<b>β</b>	<b>t</b>	<b>p</b>
<b>SE</b>	,006	,028	,014	,216	,83
<b>IS</b>	,012	,032	,026	,386	,70
<b>CM</b>	,073	,027	,175	2,74	,006

*Note.*  $R_2 = .038$ ,  $F(3,319) = 4.22$ ,  $p < .05$

The results of regression demonstrated that the model explained 3,8% of the variance and the model was a significant predictor of expert teaching style ( $R = .20$ ,  $R_2 = .038$ ,  $F(3,319) = 4.22$ ,  $p < .05$ ) The analysis also showed that while classroom management ( $\beta = .18$ ,  $t(319) = 2,7$ ,  $p < .05$ ) was significantly related to expert teaching model, instructional strategies and student engagement weren't associated with expert teaching style.

#### **4.3.3. Findings of Regression Analysis for Formal Authority Teaching Style**

The second teaching style needed to be investigated was formal authority teaching style. In order to reveal in what extent efficacy in instructional strategies, student engagement, classroom management can predict formal authority teaching style, another multiple regression analysis was conducted. The results of the analysis can be seen in Table 12.

Table 12

*Summary of Multiple Regression Analysis for Formal Authority Teaching Style*

<b>Variables</b>	<b>b</b>	<b>SE B</b>	<b>β</b>	<b>t</b>	<b>p</b>
<b>SE</b>	-,009	,030	-,021	-,308	,76
<b>IS</b>	,074	,034	,143	2,15	,03
<b>CM</b>	,043	,029	,096	1,50	,13

*Note.*  $R_2 = .037$ ,  $F(3,319) = 4.11$ ,  $p < .05$

Independent variables accounted for 3,7 % of the variance ( $R = .19$ ,  $R_2 = .037$ ,  $F(3,319) = 4.11$ ,  $p < .05$ ) When the standardized partial regression coefficients were examined, it was seen that the only significant predictor of formal authority teaching style was efficacy in instructional strategies ( $\beta = .14$ ,  $t(319) = 2,15$ ,  $p < .05$ ). However, student engagement and classroom management weren't significant predictor of this teaching style.

#### 4.3.4. Findings of Regression Analysis for Personal Model Teaching Style

The third teaching style that was examined for its predictors was personal model teaching style, and a multiple regression analysis was employed to see which of the subdimensions of teacher self-efficacy could significantly predict this teaching style.

Table 13

*Summary of Multiple Regression Analysis for Personal Model Teaching Style*

<b>Variables</b>	<b>b</b>	<b>SE B</b>	<b><math>\beta</math></b>	<b><i>t</i></b>	<b><i>p</i></b>
<b>SE</b>	,056	,024	,151	2,31	,02
<b>IS</b>	,071	,028	,165	2,54	,01
<b>CM</b>	,003	,024	,008	,134	,89

*Note.*  $R_2 = .078$ ,  $F(3,319) = 8,96$ ,  $p < .05$

The results of the multiple regression showed that the model explained 7,8 % of the variance. Also, the overall model was a significant predictor of personal model teaching style ( $R = .28$ ,  $R_2 = .078$ ,  $F(3,319) = 8,96$ ,  $p < .05$ ) It was explored that both student engagement ( $\beta = .15$ ,  $t(319) = 2,31$ ,  $p < .05$ ) and instructional strategies ( $\beta = .17$ ,  $t(319) = 2,54$ ,  $p < .05$ ) were significantly related to personal model teaching style. However, the values of efficacy in classroom management didn't show significance in predicting personal model teaching style.



#### 4.3.5. Findings of Regression Analysis for Facilitator Teaching Style

Another multiple regression analysis was run to check if there is a connection between facilitator teaching style and subdimensions of teacher efficacy. The results can be observed in Table 14.

Table 14

*Summary of Multiple Regression Analysis for Facilitator Teaching Style*

<b>Variables</b>	<b>b</b>	<b>SE B</b>	<b>β</b>	<b>t</b>	<b>p</b>
<b>SE</b>	,117	,026	,279	4,56	,000
<b>IS</b>	,131	,030	,268	4,42	,000
<b>CM</b>	-,033	,025	,078	-1,33	,18

*Note.*  $R_2 = .194$ ,  $F(3,319) = 25.64$ ,  $p < .05$

The independent variables which were hypothesized as the predictors of facilitator teaching style explained 19,4 % of the variance in facilitator teaching style scores ( $R = .44$ ,  $R_2 = .194$ ,  $F(3,319) = 25,64$ ,  $p < .05$ ) When the model was evaluated, it highlighted that not only efficacy in student engagement ( $\beta = .28$ ,  $t(319) = 4,56$ ,  $p < .05$ ) but also instructional strategies ( $\beta = .27$ ,  $t(319) = 4,42$ ,  $p < .05$ ) were significant predictors of facilitator teaching style. Nevertheless, efficacy in classroom management wasn't related to facilitator teaching style.

#### 4.3.6. Findings of Regression Analysis for Delegator Teaching Style

The last multiple regression analysis was focused on the relationship between the independent variables assumed as predictors and the last teaching style model: delegator teaching style.

Table 15

*Summary of Multiple Regression Analysis for Delegator Teaching Style*

<b>Variables</b>	<b>b</b>	<b>SE B</b>	<b>β</b>	<b>t</b>	<b>p</b>
<b>SE</b>	,149	,027	,347	5,53	,000
<b>IS</b>	,049	,031	,098	1,57	,12
<b>CM</b>	-,016	,026	,037	-,616	,54

*Note.*  $R_2 = .151$ ,  $F(3,319) = 18.94$ ,  $p < .05$

The analysis illustrated that the model accounted for 15,1 % of the variance in the scores of delegator teaching style. ( $R = .39$ ,  $R_2 = .151$ ,  $F(3,319) = 18,94$ ,  $p < .05$ ) Besides, student engagement ( $\beta = .35$ ,  $t(319) = 5,53$ ,  $p < .05$ ) was found to be the only significant predictor of delegator teaching style as instructional strategies and classroom management weren't significantly related to this teaching style in the present model.

#### **4.4. Conclusion**

This chapter revealed the findings of data analyses. Descriptive statistics showed that participants' overall self-efficacy was moderately high. They feel themselves most efficacious in instructional strategies, and least efficacious in student engagement. Besides, participants preferred facilitator, personal model, expert, delegator and formal authority teaching styles respectively.

The findings of the multiple regression analyses highlighted that while the only significant predictor of expert teaching style was efficacy in classroom management, formal authority teaching style was significantly predicted by efficacy in instructional strategies. Both personal model and facilitator model teaching style were predicted by efficacy for student engagement and instructional

strategies. Lastly, the predictor of delegator teaching style was only efficacy in student engagement.



## **CHAPTER V**

### **DISCUSSION AND CONCLUSION**

#### **5.1. Introduction**

The primary objective of this chapter is to compare the literature and the results of the present study with similar studies in the literature. Furthermore, limitations and implications of the study and some suggestions for further research will be proposed.

#### **5.2. Discussion of Descriptive Statistics**

The results of the descriptive statistics concerning the first and second research question were discussed separately as discussion of descriptive statistics regarding teachers' sense of efficacy and discussion of descriptive statistics regarding teaching styles.

##### **5.2.1. Discussion of Descriptive Statistics Regarding Teachers' Sense of Efficacy**

When the mean scores of the three subscales of TSES were computed, the results revealed that participants have moderately high efficacy beliefs both in the total score of self-efficacy and in the subdimensions of teachers' sense of self-efficacy. When the subdimensions were examined, it was observed that participants feel most efficacious in instructional strategies, their efficacy in classroom management is slightly lower than efficacy in instructional strategies, and even though it is not very low, they perceive themselves least efficacious in student engagement. These results are consistent with the finding of some other studies

investigating the perceived level of teacher efficacy. (Chacón, 2005; Tschannen-Moran & Hoy, 2007; Yavuz, 2007; Eslami & Fatahi, 2008; Akbari & Moradkhani, 2010; Şekerci, 2011; Yılmaz, 2011). However, when the mean scores of efficacy in subscales of TSES were examined in some of these studies (Tschannen-Moran & Hoy, 2007; Eslami & Fatahi, 2008; Akbari & Moradkhani), it was seen that participants' efficacy scores in all of these subdimensions were very low. Feeling least efficacious in these subdimensions of teacher sense of efficacy may be caused by several reasons for EFL instructors.

According to Meister and Melnick (2003), engaging students is an advanced level task for teachers, so it is usually the most difficult part of teaching which is commonly caused by lack of motivation of students. Motivation is always an issue especially for instructors who work at preparatory schools. The majority of the students are reluctant to participate because they don't choose to study in preparatory school, but it is mandatory at their universities. Besides, as it is stated by Williams and Burden (1997), individual characteristics of students impact the learning process, so students with different backgrounds and characteristics may lead to difficulties for their instructors while engaging and motivating their students. Furthermore, most of the instructors have to construct their lessons test-oriented because of the proficiency exams and tight curriculum. Thus, they may be less concerned with student engagement.

Another reason why EFL instructors feel less efficacious in student engagement compared to classroom management and instructional strategies may be the differences between student engagement and the other subdimensions: instructional strategies and classroom management. Although instructional

strategies and classroom management are related to instructors, student engagement is entirely dependent on students, and it is not directly observable. Additionally, while the teachers are provided with literature including various strategies for classroom management and applicable ideas, activities regarding student engagement, there are still controversial beliefs concerning instructional strategies.

### **5.2.2. Discussion of Descriptive Statistics Regarding Teaching Styles**

Another descriptive analysis was run to find out the dominant teaching styles of participants. Results highlighted that the most adopted teaching style among the participants was facilitator teaching style, and it was followed by personal model, expert, delegator and formal authority respectively. Because the dominant teaching styles were facilitator, personal model and expert teaching styles, it was inferred that the majority of the participants belonged to Cluster 3 suggested by Grasha (1996).

The results of the present study were consistent with the findings of other studies conducted by different researchers. (Altay, 2009; Üredi & Üredi, 2009; Gencil, 2013; Kaleci, 2013; Dilekli & Tezci, 2016; Heydarnejad et al., 2017; Ünal, 2017) Nevertheless, the results were inconsistent with some studies in the literature that also investigated the dominant teaching styles of teachers. (Faruji, 2012; Kazemi & Soleimani, 2016; Beyhan, 2018) Inconsistency with these studies may result from different contexts and participants from another major. While both Faruji (2012), and Kazemi and Soleimani (2016) conducted their studies with teachers working in private language centers in Iranian context which there are teachers who still believe in traditional methods (Pishghadam & Navari, 2010), Beyhan (2018) carried out his study with music teachers who may need to be strict

to convey psychomotor, cognitive and affective content of music field in a short time.

The causes of dominant teaching styles preferred by the participants of this study may mostly be explained by the features of Cluster 3 suggested by Grasha (1996). The teachers who adopt Facilitator, Personal Model and Expert teaching styles focus on students and their learning by facilitating interaction, promoting critical thinking. They also encourage their students to explore by involving them in an active learning procedure, and help them be independent, initiative learners and achieve their goals. “They use their expertise to design, organize and direct.” (Grasha, 2000, p. 6) As in-class activities, they frequently prefer pair works, small group discussions or debates, role plays, assignments that enable collaboration and problem solving. Considering all of these, it is obviously seen that most of the characteristics shared by the teachers who belong to the third cluster apply for the majority of EFL teachers, especially the instructors working at preparatory schools. Most of the pre-service EFL teachers graduate with a background that requires these qualifications. Almost all of those who start working in preparatory schools of universities are motivated to teach their courses in a style that is consistent with these teaching styles thanks to their professional development units and in-service trainings. Even the vast majority of the books used in the lessons involve activities that require collaboration and critical thinking, leading teachers to plan lessons in this direction.

### **5.3. Discussion of Regression Analyses**

To be able to highlight the third research question, five multiple regression analyses were conducted, and each result were discussed separately by referring similar studies in the literature.

#### **5.3.1. Discussion of Regression Analysis Regarding Expert Teaching Style**

The results of regression analysis revealed that among three subscales of TSES classroom management was the only significant predictor of Expert teaching style. This result is consistent with the findings of the study conducted by Khany and Aliabadi (2016). These findings seem reasonable when the characteristics of Expert teachers and the requirements of classroom management are considered. Expert teachers prefer teacher-centered and lecture-based classes. They prioritize conveying information through whole-class instruction rather than student-student interaction. They are respected as they have the necessary information and expertise that their students need. (Grasha, 2000) Hence, it may be easier to establish certain classroom rules, clear expectations and routines for them. Additionally, Expert teachers are generally assumed as experienced in their field, and their sense of efficacy may be caused by mastery experiences showing people's accomplishments and capabilities. Ülkümen (2013) found teaching experience and mastery experiences as predictors of classroom management.

#### **5.3.2. Discussion of Regression Analysis Regarding Formal Authority Teaching Style**

Although some studies (Heidari et al., 2012; Baleghizadeh & Shakouri, 2015; Dilekli & Tezci, 2016) revealed a negative or low relationship between



overall teacher self-efficacy and formal authority teaching style, findings of the current study revealed that formal authority teaching style was predicted by efficacy in instructional strategies. Even though teachers adopting this teaching style are considered to be highly efficacious in classroom management, teachers who perceive themselves efficacious don't tend to prefer formal authority teaching style since they don't want to seem threatening and create a negative classroom atmosphere (Woolfolk et al., 1990). Teachers having formal authority style concerns about providing the structure that their students need while establishing learning goals, and they also concern about finding acceptable ways of doing things and giving positive and negative feedback. (Grasha, 2000). Also, TSES includes partially similar items regarding efficacy in instructional strategies as in producing alternative explanations, strategies, and evaluating students' comprehension which may explain the association between formal authority teaching style and efficacy in instructional strategies.

### **5.3.3. Discussion of Regression Analysis Regarding Personal Model Teaching Style**

As a few studies that found a correlation between personal model teaching style and teacher self-efficacy (Heidari et al., 2012; Baleghizadeh & Shakouri, 2015) the results of regression analysis in this study showed that student engagement and instructional strategies were found to be the predictors of personal model teaching style. The result may be explained with the most significant feature of this teaching style. As its name suggests, teachers adopting this teaching style prefer a way providing them teaching by giving personal examples and being a role model. So as to establish such an example, they show how to do things and

encourage their students to observe them. (Grasha, 2000) This teaching method that puts emphasis on observation may offer learners opportunity to remember the things they learn with the help of visual and verbal information provided by their teachers. (Grasha, 1996) As acquiring information in this way may lead students to be successful, the teacher adopting personal model teaching style may feel efficacious in student engagement and instructional strategies.

#### **5.3.4. Discussion of Regression Analysis Regarding Facilitator Teaching Style**

When the regression analysis findings were examined, student engagement and instructional strategies were identified as significant predictors of facilitator teaching style. Christensen et al. (2011) also observed that in the classes taught by a facilitator teacher, student engagement increases. This may be explained by considering the definition of student engagement which requires collaborative works, student-teacher interaction and a positive rapport between teachers and students. (Uden et al., 2013; Fredericks, 2014) The requirements of student engagement adjust with the characteristics of facilitator teachers. Their focus is always on the needs of their students and they desire to create a positive classroom atmosphere by being flexible. They motivate their students and encourage them to discover on their own which applies to student engagement when its components, critical thinking and being creative, are considered. Besides, with the help of a teacher whose role is a facilitator, student engagement increases because these teachers make an effort to have a positive impact on students' engagement for instructional strategies (Cerit, 2013).

### **5.3.5. Discussion of Regression Analysis Regarding Delegator Teaching Style**

The last regression analysis highlighted a relationship between efficacy and student engagement. Delegator teachers have a humanistic, student-centered approach while teaching, and they want their students to be autonomous and independent learners which may explain this relationship because one of the things that efficacy in student engagement requires is making students believe themselves and motivate them.

Even though Baleghizadeh and Shakouri (2015) couldn't find a relationship between self-efficacy and delegator teaching style, some studies in the literature showed that delegator teaching style is one of the most preferred teaching styles and there is a relationship between this teaching style and self-efficacy or learning styles (Altay, 2009; Amir & Jelas, 2010; Heidari et al., 2012; Ghanizadeh & Jahedizadeh, 2016). Heidari et al. (2012) proposed that self-efficacy is the prerequisite of delegator teaching style because these students are given autonomy by delegator teachers whose role is to be the resource of information when he or she is needed. Another reason for the present finding may be linked with the result of the study conducted by Amir and Jelas (2010). They asserted that learning styles of their participants were competitive and collaborative which match delegator teaching style that is one of the dominant teaching styles among teachers. Because delegator teachers encourage the learners to work on projects independently or as part of autonomous teams that may lead teachers to have higher efficacy in student engagement.

#### **5.4. Pedagogical Implications**

A number of implications constructed on the findings of this study may present ideas for future practice that will provide a better perception of teachers' sense of self-efficacy and its association with the way of teaching.

First of all, the results of the study showed that even though the majority of the participants adopted facilitator teaching style, most of them feel least efficacious in student engagement. In order to enhance efficacy in student engagement, numerous professional development activities can be conducted. Institutions, with the help of their professional development units, can provide in-service training programs, workshops, seminars or courses including methods and techniques that can increase student engagement, enhance teachers' self-efficacy as well. Teacher self-efficacy can also be introduced in these teacher education programs. As well as professional development unit members, experienced teachers who have a high level of efficacy can conduct training sessions to help their colleagues in which they can discuss their experiences and ideas. Teachers not only can be observed by trainers or by their peers to see how their self-efficacy reflects on their teaching style but also they record themselves and reflect their teaching by watching the recorded classes.

Considering the significance of the sources of self-efficacy, another implication may be finding ways of improving self-efficacy with the help of mastery experiences, vicarious experiences, and verbal persuasion. Mastery experiences, as suggested by Bandura (1997), are one of the most effective ways to enhance self-efficacy. Therefore, providing the opportunity to gain as much as experience may develop teacher self-efficacy, especially for novice teachers.

Vicarious experiences, which are another source of efficacy, would help by encouraging teachers to observe their peers, so they can learn from the experiences of their colleagues, and reflect on their teaching with the help of these observations. Given the importance of verbal persuasion as a source for developing self-efficacy, the impact of administrators at universities is significant. They should encourage the instructors to participate in teacher education programs not only in their institution but also outside their institutions.

Lastly, the instruments used in this study can be applied to the instructors by their institutions to provide awareness of their teaching styles and level of self-efficacy, so they can change their teaching styles or reconstruct self-efficacy beliefs if necessary. Moreover, investigating the learners' learning styles, conducting a needs analysis to define certain objectives and ways to engage students may help teachers improve self-efficacy and teaching styles since both of them are correlated with learner achievement.

### **5.5. Limitations**

This study has certain limitations which should be mentioned. First of all, even though the sample size was enough, more participants may provide an opportunity to generalize the results. As the questionnaire is sent to almost all of the public and private universities via Google Forms by the researcher, a significant number of participants would give more generalizable and nationwide results. Besides, because most of the data were collected via Google Forms, and personal information requiring the university that participants work at wasn't asked, there may have been some universities that never participated. Also, these results are not

representative of a larger teacher population because the study was only carried out with EFL instructors who work at preparatory schools of universities.

Another limitation is the way that data collected. Since both data collection instruments are qualitative, the analyses are limited to statistical methods. The questionnaires only include self-reported questions, so the validity of the results is to some extent based on the sincerity of the responses given by the participants, and it may be affected by the instructors' perception of themselves.

### **5.6. Suggestions for Further Research**

The current study may give some suggestions for further research. As this study is based on qualitative data collection instruments including self-reported questions, interviews and classroom observations may also be utilized so as to provide a deeper understanding of teacher self-efficacy and teaching styles. Furthermore, a longitudinal research design may be adopted since self-efficacy beliefs and teaching styles can change in time. Another suggestion for a longitudinal study may be observing the changes in self-efficacy and teaching styles after providing instructors training sessions. In addition to comparing the changes with longitudinal research, a comparison between public and private universities may be investigated.

As the current study was conducted with EFL instructors, it can be replicated with EFL teachers teaching other levels ranging from primary to high school as well as with the teachers teaching other majors. Besides replicating the study with different participants, other variables such as the perspective of students, demographic information about teachers that can predict teacher self-efficacy may

be added to the study. Also, the impact of these variables on student achievement may be investigated.

### **5.7. Conclusion**

This study has aimed to explore self-efficacy levels of EFL instructors in student engagement, classroom management and instructional strategies; dominant teaching styles of the instructors, and finally the relationship between them by investigating whether teacher self-efficacy subdimensions could predict teaching styles. It was revealed that while the instructors participated in the study perceived themselves most efficacious in instructional strategies and least efficacious in student engagement, the most dominant teaching style was facilitator style and they also preferred personal model, expert, delegator and formal authority teaching styles respectively. The results also highlighted that efficacy in student engagement, instructional strategies and classroom management could be a significant predictor of teaching styles even though they are not very strong.

The studies searching for these questions are limited. However, there should be more studies exploring these relationships because they are considerable not only for EFL teachers but also teacher trainers, administrators and even students. High self-efficacy generally leads to learner achievement, and it provides satisfaction for teachers and students. Considering the fact that finding the best way to teach English is as big an issue as learning English, it should not be forgotten that self-efficacy is a crucial component of teaching, and it is difficult to change an established self-efficacy belief. (Bandura, 1997)

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## APPENDICES

### APPENDIX-A: Ethics Committee Approval

 T.C.  
UFUK ÜNİVERSİTESİ

İngiliz Dili Eğitimi Yüksek Lisans Programı tezli yüksek lisans öğrencisi **Elif Nisa TÜRKÖĞLU'nun**, Dr. Öğr. Üyesi Neslihan ÖZKAN'ın tez danışmanlığında devam ettirdiği *"Awareness In Reading: The Effect Of Explicit Teaching Of Reading Strategies On EFL Learners' Reading Comprehension Achievement At Tertiary Level"* başlıklı tez çalışması,

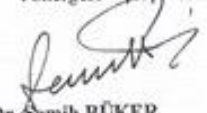
Psikoloji Yüksek Lisans Programı tezli yüksek lisans öğrencisi **Zeynep Ecem ÖZKAN'ın**, Dr. Öğr. Üyesi Funda KUTLU'nun tez danışmanlığında devam ettirdiği *"Ebeveyn Duygu Düzenleme Güçlüğü Ve Problem Çözme Becerisi İle Okul Öncesi Dönem Çocuklarının Olumsuz Duygu İle Başetme Becerisi Arasındaki İlişkinin İncelenmesi"* başlıklı tez çalışması,

İngiliz Dili Eğitimi Yüksek Lisans Programı tezli yüksek lisans öğrencisi **Merve ÖZDEMİR'in**, Dr. Öğretim Üyesi Neslihan ÖZKAN'ın tez danışmanlığında devam ettirdiği *"The Relationship Between EFL Instructors Self-efficacy Beliefs And Their Teaching Styles (İngilizce Öğretim Görevlilerinin Öz Yeterlik İnançları Ve Öğretim Stilleri Arasındaki İlişki)"* başlıklı tez çalışması,

Rehberlik ve Psikolojik Danışmanlık Yüksek Lisans Programı tezli yüksek lisans öğrencisi **Arda ASLAN'ın**, Dr. Öğretim Üyesi Ashhan ERMAN ASLANOĞLU'nun tez danışmanlığında devam ettirdiği *"Milli Eğitim Bakanlığına Bağlı Liselerde Ve Rehberlik ve Araştırma Merkezlerinde Çalışan Rehber Öğretmenlerin Tercih Dönemindeki Yetkinlikleri Ve Hizmet İçi Eğitim Beklentileri"* başlıklı tez çalışması,

Sosyal ve Beşeri Bilimler Bilimsel Yayın Etiği Kurulunun 05.03.2020 tarihli toplantısında Yükseköğretim Kurumları Bilimsel Araştırma ve Yayın Etiği Yönergesi çerçevesinde değerlendirilmiş olup çalışmalara ait kararlar ekte sunulmaktadır.

Bilgilerinizi ve gereğini rica ederim.

  
Prof. Dr. Semih BÜKER  
Kurul Başkanı

ADRES : Ufuk Üniversitesi İncek Şehit Savcı Mehmet Selim Kiraz Bulvarı No:129 (06836) İncek-Gölbaşı -Ankara

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T.C.  
UFUK ÜNİVERSİTESİ

SOSYAL VE BEŞERİ BİLİMLER BİLİMSEL  
ARAŞTIRMA VE YAYIN ETİĞİ KURULU

Karar Tarihi : 05.03.2020  
Toplantı Sayısı : 2020/2  
Karar Sayısı : 2020/23

İngiliz Dili Eğitimi Yüksek Lisans Programı tezli yüksek lisans öğrencisi Merve ÖZDEMİR'in, Dr. Öğretim Üyesi Neslihan ÖZKAN'ın tez danışmanlığında devam ettirdiği "The Relationship Between EFL Instructors Self-efficacy Beliefs And Their Teaching Styles (İngilizce Öğretim Görevlilerinin Öz Yeterlilik İnançları Ve Öğretme Stilleri Arasındaki İlişki)" başlıklı tez çalışmasına ilişkin başvurusu görüşüldü.

Yapılan incelemeler sonucunda hazırlanan tez çalışmasının, bilimsel araştırma ve yayın etiği açısından uygun olduğuna karar verildi.

ETİK KURUL ÜYELERİ	İMZA
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Prof. Dr. Cenap ERDEMİR	
Prof. Dr. Emel ERDOĞAN BAKAR	
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Prof. Dr. Mehmet TOMANBAY	
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## **APPENDIX-B: Declaration of Ethical Conduct**

### **DECLARATION OF ETHICAL CONDUCT**

In this thesis study, I hereby declare that

- I have prepared this thesis in accordance with the thesis writing guidelines of the Graduate School of Social Sciences of Ufuk University;
- all the information and documents in the thesis have been obtained in accordance with academic rules and regulations, and results have been presented according to the rules of scientific ethics.
- I did not do any distortion and/or manipulation in data set;
- In case of using other works, related studies have been fully cited in accordance with the scientific standards, and listed in list of References;
- and **NO** part of this study was presented as a part of any other thesis at this or any other university
- It was produced by myself in consultation with supervisor Asst. Prof. Dr. Neslihan ÖZKAN and written according to the rules of thesis writing of Social Sciences Institution at Ufuk University.

...../...../.....

Merve ÖZDEMİR



## APPENDIX-C: Volunteer Consent Form

Sayın Katılımcı,

Bu çalışma Ufuk Üniversitesi- İngiliz Dili ve Eğitimi Bölümü'nde yürütülen bir araştırmadır. Bu çalışmanın amacı İngilizce öğretim görevlilerinin öz yeterlik inançları ve öğretme stilleri arasında bir ilişki olup olmadığını incelemektir.

Bu çalışmaya katılım tamamen gönüllük esasına dayalıdır. Eğer katılmayı kabul ederseniz, sizden, verilecek olan, konuyla ilgili ölçekleri doldurmanız istenecektir. Lütfen soruları olması gerektiğini düşündüğünüz biçimde değil, sizin düşüncelerinizi tüm gerçekliği ile yansıtacak biçimde cevap veriniz. Samimi ve içtenlikle vereceğiniz cevaplar çalışmanın sağlığı ve güvenilirliği açısından çok önemlidir.

Sizden anket üzerinde belirtilecek hiçbir kimlik belirleyici bilgi istenmeyecektir. Cevaplarınız sadece araştırmanın amacına uygun olarak bilimsel açıdan kullanılacak ve gizli tutulacaktır.

Bu çalışmaya katılmayı kabul edebilir, reddedebilirsiniz ayrıca çalışmanın herhangi bir yerinde onayınızı çekme hakkına da sahipsiniz. Ancak formları sonuna kadar ve eksiksiz doldurmanız, bu araştırmanın geçerli olabilmesi için önem taşımaktadır.

Çalışma ile ilgili herhangi bir bilgi almak isterseniz, aşağıdaki elektronik iletişim adresinden ulaşabilirsiniz.

**Araştırma Koordinatörü:** Dr. Öğr. Üyesi Neslihan ÖZKAN

**E-posta adresi:** neslihan.ozkan@ufuk.edu.tr

**Araştırmacı:** Öğr. Gör. Merve ÖZDEMİR

**E-posta adresi:** merve.akalin@ufuk.edu.tr

**Katılıminız ve ayırdığımız vakit için şimdiden teşekkür ederiz.**

-----  
-----  
**Katılımcı beyanı:**

Araştırma ile ilgili yukarıdaki bilgiler bana aktarıldı. Bana yapılan tüm açıklamaları ayrıntılarıyla anlamış bulunmaktayım. Verdiğim bilgilerin bilimsel amaçlı yayınlarda kullanılmasını kabul ediyorum. Bu araştırmada 'katılımcı' olarak yer alma kararını aldım.

**İsim Soyad:**

**İmza:**

**NOT:** Bilgi ve kontak adresleri kısmı kesilerek sizlere verilecektir. İmza ve isim sadece çalışmaya gönüllü olarak katıldığınızı gösterir niteliktedir. Anketleriniz size verilmeden teslim alınacak ve ayrı olarak tutulacaktır.

## APPENDIX D: Data Instrument

### DEMOGRAPHIC INVENTORY

**1. Gender:**

- a) Female      b) Male

**2. You are a ...**

- a) Native speaker of English      b) Nonnative speaker of English

**3. Age:** a)25-30

b)31-35

c)36-40

d)41-45

e)46-50

f)51-60

g)Other: .....

**4. Education: (please indicate the final degree you gained)**

- a) University    b) Master's degree    c)PhD Degree

**5. You BA degree:**

- a) English Linguistics      d) Translation and Interpreting  
b) English Language and Literature      e) American Culture and Literature  
c) English Language Teaching

**6. For how many years have you been working as an English instructor?**

- a) 0-5 years  
b) 6-10years  
c) 11-15 years  
d) 16-20 years  
e) 21 -30 years  
f) Other: .....

## Teachers' Sense of Efficacy Scale

Directions: This questionnaire is designed to help us gain a better understanding of the kinds of things that create difficulties for teachers in their school activities. Please indicate your opinion about each of the statements below. Your answers are confidential.

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

## Teaching Styles Inventory

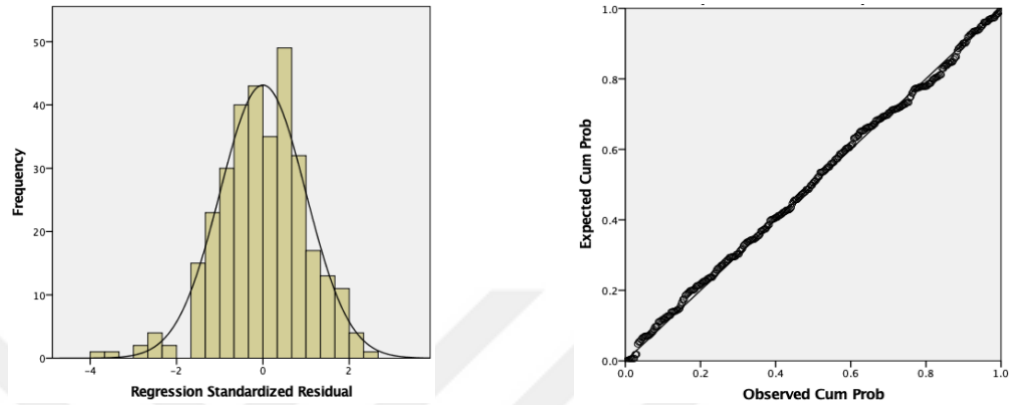
The following is a Grasha-Riechmann teaching style survey. Respond to each of the items below in terms of how you teach. If you teach some courses differently than others, respond in terms only of one specific course. Try to answer as honestly and as objectively as you can. Resist the temptation to respond as you believe you should or ought to think or behave, or in terms of what you believe is the expected or proper thing to do.

<b>Explanation of scale</b>					
<b>1-Strongly Disagree    2- Moderately Disagree. 3- Undecided            4- Moderately Agree 5- Strongly Agree</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. Facts, concepts, and principles are the most important things that students should acquire.					
2. I set high standards for students in this class.					
3. What I say and do models appropriate ways for students to think about issues in the content.					
4. My teaching goals and methods address a variety of student learning styles.					
5. Students typically work on course projects alone with little supervision from me.					
6. Sharing my knowledge and expertise with students is very important to me.					
7. I give students negative feedback when their performance is unsatisfactory.					
8. Students are encouraged to emulate the example I provide					
9. I spend time consulting with students on how to improve their work on individual and/or group projects.					
10. Activities in this class encourage students to develop their own ideas about content issues.					
11. What I have to say about a topic is important for students to acquire a broader perspective on the issues in that area.					
12. Students would describe my standards and expectations as somewhat strict and rigid.					
13. I typically show students how and what to do in order to master course content.					
14. Small group discussions are employed to help students develop their ability to think critically.					
15. Students design one or more self-directed learning experiences.					
16. I want students to leave this course well prepared for further work in this area.					
17. It is my responsibility to define what students must learn and how they should learn it.					
18. Examples from my personal experiences often are used to illustrate points about the material.					
19. I guide students' work on course projects by asking questions, exploring options, and suggesting alternative ways to do things.					

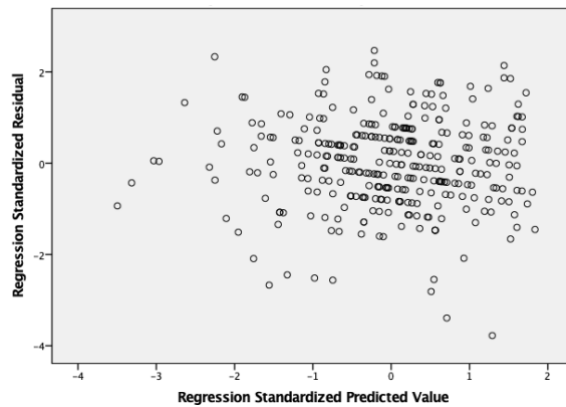
20. Developing the ability of students to think and work independently is an important goal.					
21. Lecturing is a significant part of how I teach each of the class sessions.					
22. I provide very clear guidelines for how I want tasks completed in this course.					
23. I often show students how they can use various principles and concepts.					
24. Course activities encourage students to take initiative and responsibility for their learning.					
25. Students take responsibility for teaching part of the class sessions.					
26. My expertise is typically used to resolve disagreements about content issues.					
27. This course has very specific goals and objectives that I want to accomplish.					
28. Students receive frequent verbal and/or written comments on their performance.					
29. I solicit student advice about how and what to teach in this course.					
30. Students set their own pace for completing independent and/or group projects.					
31. Students might describe me as a "storehouse of knowledge" who dispenses the fact, principles, and concepts they need.					
32. My expectations for what I want students to do in this class are clearly defined in the syllabus.					
33. Eventually, many students begin to think like me about course content.					
34. Students can make choices among activities in order to complete course requirements.					
35. My approach to teaching is similar to a manager of a work group who delegates tasks and responsibilities to subordinates.					
36. There is more material in this course than I have time available to cover it.					
37. My standards and expectations help students develop the discipline the need to learn.					
38. Students might describe me as a "coach" who works closely with someone to correct problems in how they think and behave.					
39. I give students a lot of personal support and encouragement to do well in this course.					
40. I assume the role of a resource person who is available to students whenever they need help.					

## APPENDIX E: Tests of Normality, Linearity and Homoscedasticity

### Expert Teaching Style

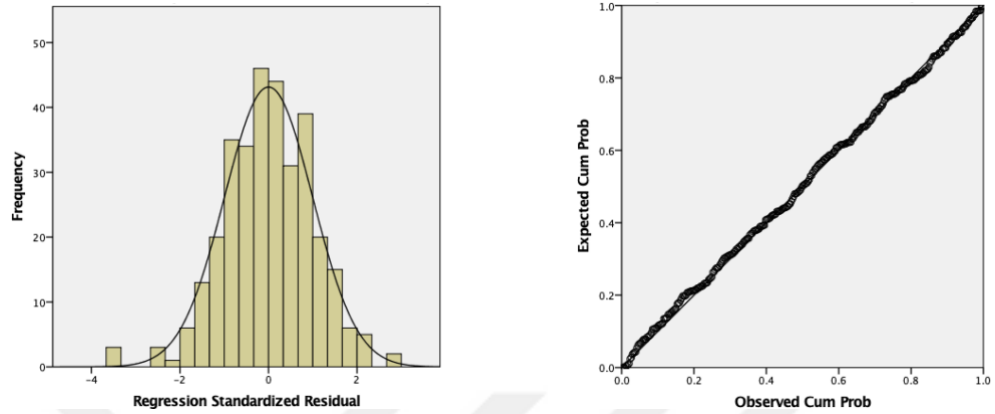


The histogram of the standardized residuals and the normal probability plot for Expert Teaching Style

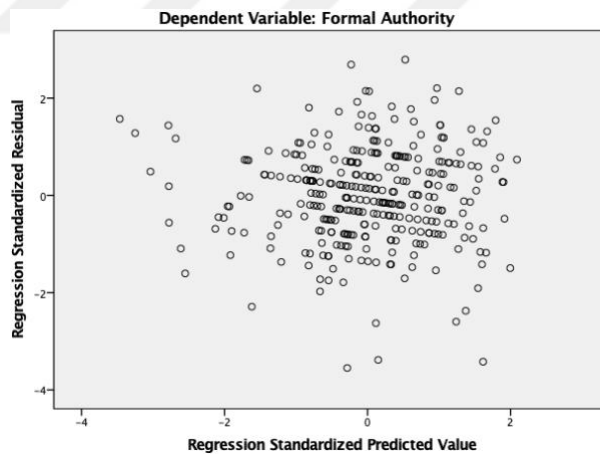


Residuals scatterplot of Expert Teaching Style

## Formal Authority Teaching Style

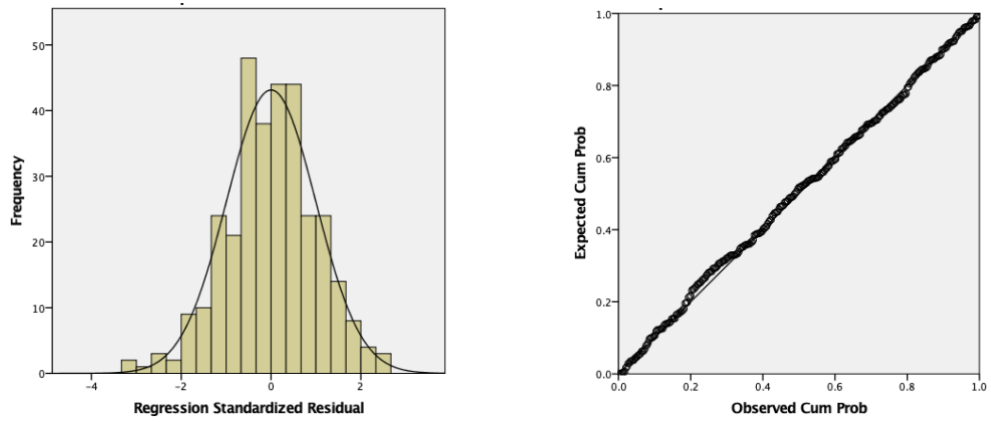


The histogram of the standardized residuals and the normal probability plot for Formal Authority Teaching Style

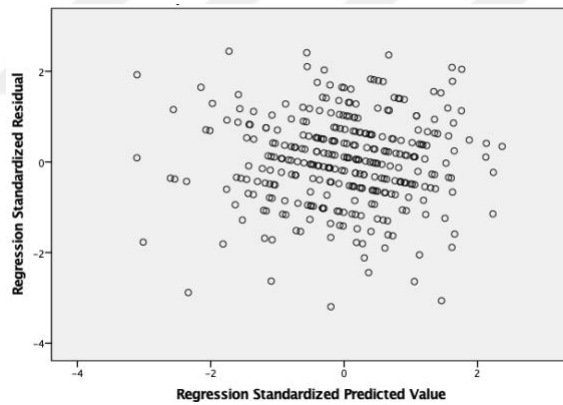


Residuals scatterplot of Formal Authority Teaching Style

## Personal Model Teaching Style



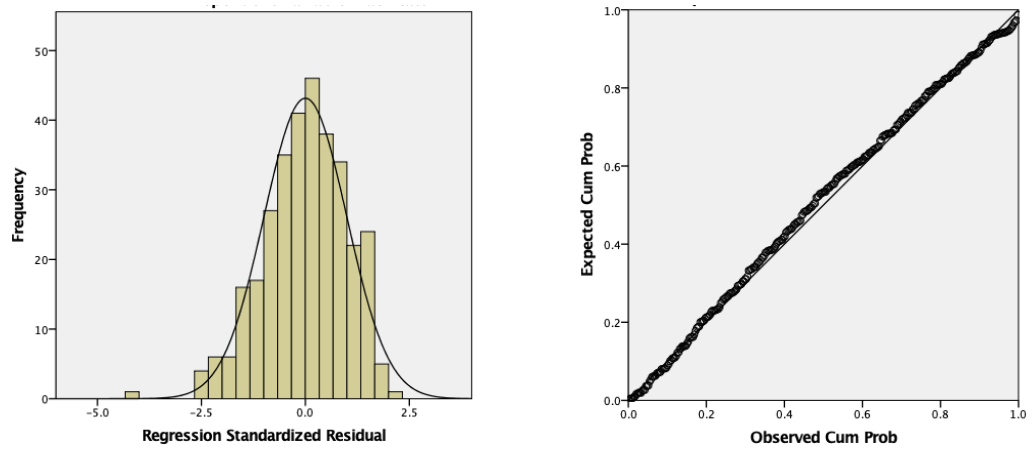
The histogram of the standardized residuals and the normal probability plot for Formal Authority Teaching Style



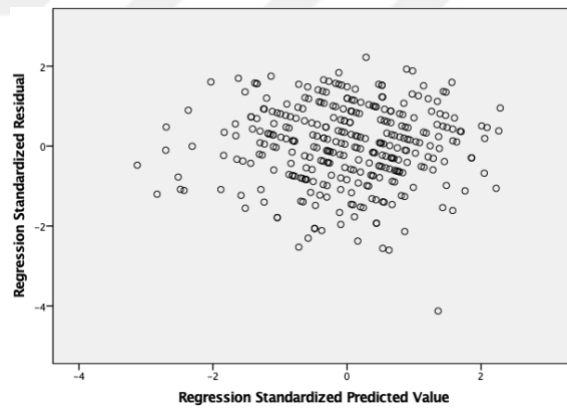
Residuals scatterplot of Personal Model Teaching Style



## Facilitator Teaching Style

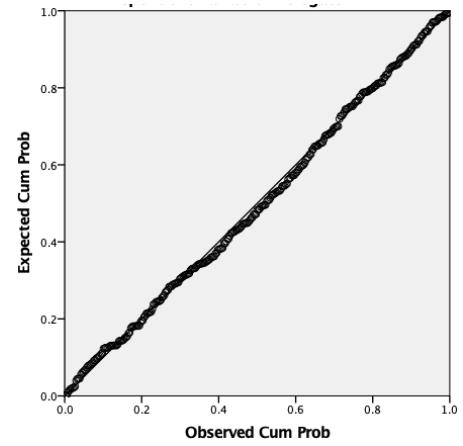
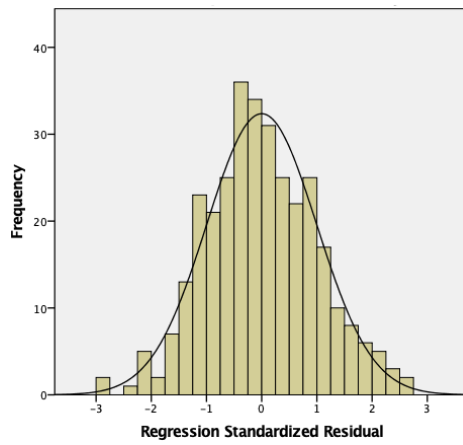


The histogram of the standardized residuals and the normal probability plot for Facilitator Teaching Style

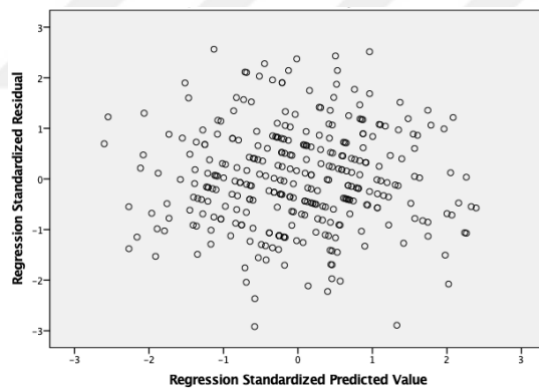


Residuals scatterplot of Facilitator Teaching Style

## Delegator Teaching Style



The histogram of the standardized residuals and the normal probability plot for Delegator Teaching Style



Residuals scatterplot of Delegator Teaching Style

## APPENDIX-F: Thesis Originality Report

# The Relationship Between EFL Instructors' Self-Efficacy Beliefs and Their Teaching Styles

*Yazar Merve Özdemir*

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**Gönderim Tarihi:** 29-May-2020 03:26PM (UTC+0300)

**Gönderim Numarası:** 1334115088

**Dosya adı:** merve\_zdemir\_tez.docx (83.23K)

**Kelime sayısı:** 18221

**Karakter sayısı:** 105566

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Ödev başlığı: The Relationship Between EFL Instr...  
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Dosya boyutu: 83.23K  
Sayfa sayısı: 116  
Kelime sayısı: 18,221  
Karakter sayısı: 105,566  
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## The Relationship Between EFL Instructors' Self-Efficacy Beliefs and Their Teaching Styles

### ORJİNALLIK RAPORU

**%19** BENZERLİK ENDEKSİ  
**%10** İNTERNET KAYNAKLARI  
**%9** YAYINLAR  
**%17** ÖĞRENCİ ÖDEVLERİ

### BİRİNCİL KAYNAKLAR

1	Submitted to Middle East Technical University Öğrenci Ödevi	%1
2	Heidari, Farrokhlagha, Esmaeel Nourmohammadi, and Hossein Nowrouzi. "On the Relationship between Iranian EFL Teachers' Self-efficacy Beliefs and Their Teaching Styles", International Journal of Linguistics, 2012. Yayın	%1
3	Submitted to Higher Education Commission Pakistan Öğrenci Ödevi	%1
4	etd.lib.metu.edu.tr İnternet Kaynağı	%1
5	media.proquest.com İnternet Kaynağı	%1
6	Submitted to Anadolu University Öğrenci Ödevi	%1

## APPENDIX-G: Yayınlama ve Fikrî Mülkiyet Hakları Beyanı

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- o There is a confidentiality order for my thesis.

...../...../.....

Merve ÖZDEMİR