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**Mersin Üniversitesi**

**Eđitim Bilimleri Enstitüsü**

**Yabancı Diller Eđitimi Ana Bilim Dalı**

**İngiliz Dili Eđitimi Bilim Dalı**

**MENTOR AND SUPERVISOR SUPPORT ON THE TEACHER SELF-EFFICACY  
BELIEFS OF ENGLISH PRE-SERVICE TEACHERS**

**Meryem ÖZDEMİR**

**YÜKSEK LİSANS TEZİ**

**Mersin, 2012**



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**Meryem ÖZDEMİR**

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**Mersin, 2012**

Mersin Üniversitesi, Eğitim Bilimleri Enstitüsü Müdürlüğüne,

Meryem ÖZDEMİR tarafından hazırlanan “İngilizce Öğretmen Adaylarının Öğretmen Özyeterliklerinin Kaynağı Olarak Uygulama Öğretmeni ve Uygulama Öğretim Elemanı Desteği” başlıklı bu çalışma, jürimiz tarafından Yabancı Diller Eğitimi Anabilim Dalında YÜKSEK LİSANS TEZİ olarak kabul edilmiştir.

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Yukarıdaki imzaların, adı geçen öğretim elemanlarına ait olduklarını onaylarım.

10/09/2012

  
Prof. Dr. Yüksel KELEŞ  
Enstitü Müdürü

## ACKNOWLEDGEMENTS

This study has been possible with the contribution of many people in various ways. First of all, I wish to express my most sincere gratitude to my thesis supervisor, Asst. Prof. Dr. Şaziye YAMAN for her wisdom, guidance, intellectual challenge, constructive feedback, and patience throughout my study. I am deeply indebted to her for her support, encouragement and nourishing my self-efficacy beliefs as a researcher.

Secondly, I wish to extend my thanks to Prof. Dr. Hatice SOFU for her showing the right way in the academic path all the time. Without her encouragement, both academic and moral support, it would not be possible for me to be in the academic world.

Besides, I want to express my special thanks to committee members, Asst. Prof. Dr. Gülден İLİN, Asst. Prof. Dr. Rana YILDIRIM and Asst. Prof. Dr. Elçin ESMER for their extensive feedback and comments on my thesis from the beginning of the proposal stage.

I also wish to acknowledge Assoc. Prof. Dr. Adnan KAN for his help in the most difficult times of my thesis. He spared his valuable time for the sake of answering my infinite questions and shared his extensive knowledge with me especially throughout the data analysis procedure.

In addition, I wish to specially thank to my classmate, roommate, colleague, but more significantly my friend Res. Asst. Nurdan ARMUTCU for her support throughout the tough times of master education and her making me more reflective at the end of this process. Although we had difficult times, she always made me believe that we would have joy in the near future. Actually, we did have as a result of her positive energy. Furthermore, I would also thank to Pelin İRGİN who made the difficult procedure of

writing my thesis smoother with her lovely smile. Taking all her contributions into consideration, I need to thank to her for her participation into this process. I am also grateful to my colleagues and friends Res. Asst. Sinem Evin AKBAY and Res. Asst. Mehtap AKTAŞ who supported me by sharing my concerns. Besides, I want to acknowledge my classmates Gökçe ESEN, Sibel SERT, Sinem DERKUŞ for their contributions to my thesis.

I would like to express my sincere thanks to my friends Safiye SEZGİN, Pelin KÜÇÜK, and Kenan GÜNEŞ for their support and encouragement. They always made me feel that they were always with me during this process though they were far away.

I also wish to thank to 62 English pre-service teachers who voluntarily participated in my study. Without their participation, this study would not be possible. Further, I want to expand my thanks to 226 English pre-service teachers from seven different universities who participated in the scale development study. Also, I wish to thank to head of departments of these universities who sincerely accepted my request for the application of the scale.

I would like to express my warm thanks to Hakan YILMAZER for being in my life. Without his encouragement, patience and support, the process of this study would be harder, if at all could have been completed.

Last, but not the least, I want to express my heartfelt thanks to my father who has always been a prominent figure in my life and my mother whom I am indebted for everything that I have. I also want to thank to my sister who understands and supports me all the time. I am greatly indebted to my family for their selfless love and full support for

my study, my career and my life. Without the presence of them, this study would not have been completed. I love you infinitely.

**ÖZET**

İNGİLİZCE ÖĞRETMEN ADAYLARININ ÖĞRETMEN ÖZ-YETERLİKLERİNİN  
KAYNAĞI OLARAK UYGULAMA ÖĞRETMENİ VE UYGULAMA ÖĞRETİM  
ELEMANI DESTEĞİ  
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Ağustos, 2012

Bu çalışma, İngilizce öğretmen adaylarının öğretmenlik öz-yeterlik inançlarında okul uygulama derslerinin etkisini ve okul uygulama dersleri boyunca uygulama öğretmeni ve uygulama öğretim elemanının bu dersler süresince öğretmen adaylarının öğretmenlik öz-yeterlik inancı gelişimindeki desteğini araştırmayı amaçlamaktadır. Ayrıca, bu çalışmada, İngilizce öğretmen adaylarının uygulama öğretim elemanlarının sağladığı desteğe ilişkin algılarını öğrenmek amacıyla bir Uygulama Öğretim Elemanı Desteği Ölçeği geliştirmek amaçlanmıştır. Öğretmen eğitimi programının son yılına devam eden 62 İngilizce öğretmen adayı bu çalışmaya katılmıştır. Çalışma boylamsal bir desene sahiptir, diğer bir deyişle, veriler okul uygulama derslerinin başında, bu derslerin ortasında ve de okul uygulama derslerinin sonunda sırayla uygulanmıştır. Bu şekilde, öğretmen adaylarının öz-yeterlik inançlarında meydana gelen değişikliği ilk dönemde uygulama yapmadan uygulama gözlem yaptıkları Okul Uygulama dersinde ve ikinci dönemde öğretmenlik becerilerini uyguladıkları Öğretmenlik Uygulaması dersinde incelemek mümkün olmuştur. Veriler, her bir zamanda, Tschannen-Moran ve Woolfolk Hoy (2001) tarafından geliştirilen “Öğretmen Yeterlik Algısı” ölçeği ile toplanmıştır.



Bunun yanında, Çapa ve Loadman (2004) tarafından geliştirilen “Uygulama Öğretmeni Desteği Ölçeği” ve araştırmacı tarafından geliştirilen “Uygulama Öğretim Elemanı Desteği Ölçeği” okul uygulama derslerinin sonunda uygulanmıştır. Ayrıca 12 İngilizce öğretmen adayıyla bu derslerdeki deneyimlerine ilişkin röportaj yapılmıştır. Veriler Bağımlı değişkenler için T testi, Wilcoxon işaretli sıralar testi testi, basit regresyon analizi ile analiz edilmiştir. Sonuçlar göstermektedir ki İngilizce öğretmen adayları okul uygulama derslerinin başında kendilerini yeterli hissetmektedir; ancak, ilk dönemde aldıkları Okul Deneyimi dersi sonunda öğretmenlik öz-yeterliklerinde bir düşüş vardır. İngilizce öğretmen adaylarının öğretmenlik öz-yeterlik algısı ikinci dönemde aldıkları Öğretmenlik Uygulaması dersi sonunda artmıştır. Öğretmenlik öz-yeterlik algılarındaki değişim sürecin başından sonuna incelendiğinde, anlamlı bir sonuç bulunamamıştır. Öğretmenlik öz-yeterlik algısı gelişiminde uygulama öğretmeni ve uygulama öğretim elemanı desteği de incelenmiştir. Analizlerin sonucunda hem uygulama öğretmenin hem de uygulama öğretim elemanının İngilizce öğretmen adaylarının öğretmenlik öz-yeterlik algılarının anlamalı bir yordayıcısı olmadıkları sonucuna ulaşılmıştır.

Bu çalışmaya ek olarak, bir “Uygulama Öğretim Elemanı Desteği Ölçeği” geliştirme çalışması yürütülmüştür. Bu çalışmaya, Türkiye’deki 8 farklı üniversiteden 288 öğretmen adayı katılmıştır. Faktör analizleri sonucu, 26 madde, tek faktör ve tek bileşenden oluşan bir Uygulama Öğretim Elemanı Desteği Ölçeği geliştirilmiştir. Ayrıca, ölçeğin Cronbach’s Alpha değeri .96 bulunmuştur, bu da ölçeğin yüksek güvenilirliğine işaret etmektedir.

**Anahtar Kelimeler:** öz-yeterlik inancı, öğretmenlik yeterlik algısı, uygulama öğretmeni, uygulama öğretim elemanı.

**ABSTRACT****MENTOR AND SUPERVISOR SUPPORT ON THE TEACHER SELF-EFFICACY****BELIEFS OF ENGLISH PRE-SERVICE TEACHERS**

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Master Thesis, Department of English Language Teaching

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The study aims to investigate the influence of the school practice courses on the teacher self-efficacy beliefs of English pre-service teachers and mentor and supervisor support on their development of teacher self-efficacy beliefs during school practice course. Moreover, in this study, a Supervisor Support Scale is aimed to be developed in order to elicit English pre-service teachers' perception of support provided by their supervisors. 62 English pre-service teachers attending senior year of their teacher education program participated in the study. The study has a longitudinal design; that is, the data was collected at the beginning of the school practice course, at the midpoint of their school practice courses and at the end of the school practice courses relatively. In that way, it was possible to investigate the change in the teacher self-efficacy beliefs of English pre-service teachers both in School Experience course in the first term in which pre-service teachers were supposed to observe without any practice and in Practicum course in the second term in which pre-service teachers were supposed to practice their teaching skills. Data was collected through "Teachers' Sense of Efficacy Scale" (TSES) developed by Tschannen-Moran and Woolfolk Hoy (2001) at each time. Further "Mentor Support Scale" (MSS) developed by Çapa and Loadman (2004) and "Supervisor Support Scale" developed by the

researcher was conducted at the end of the school practice courses. In addition, 12 pre-service English teachers were interviewed about their experiences in these courses. The data was analyzed through Paired Samples T Test, Wilcoxon Signed Rank Test and Linear Regression Analysis. The results shows that English pre-service teachers feel themselves efficacious at the beginning of the school practice courses, however, there is a decline in their sense of teacher efficacy beliefs at the end of the School Experience course. The teacher efficacy beliefs of English pre-service teachers increase at the end of the Practicum course. When the change in teacher efficacy beliefs of English pre-service teachers is investigated from the beginning to the end of the school practice courses, there is no significant change is found. Mentor and supervisor support on their development of teacher efficacy beliefs was investigated, as well. As a result of the analysis, both mentors and supervisors are not found as significant predictors of the teacher self-efficacy beliefs of English pre-service teachers.

In addition, a Supervisor Support Scale development study was carried out. In that study, 288 pre-service teachers from 8 different universities in Turkey participated. As a result of factor analyses, a Supervisor Support Scale which includes 26 items, 1 factor and 1 component was developed. Furthermore, Cronbach's Alpha value of the scale was found as .96 which indicates a high reliability for the scale.

**Keywords:** self-efficacy belief, teacher sense of efficacy, mentor, supervisor.

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**LIST OF ABBREVIATIONS (In Alphabetical order)**

**B:** Unstandardized Coefficients

**CM:** Classroom Management

**df:** Degrees of Freedom

**ELT:** English Language Teaching

**F:** F-value

**GTE:** General Teaching Efficacy

**INST:** Instructional Strategies

**KMO:** Kaiser-Meyer-Olkin

**M:** Mean

**MSS:** Mentor Support Scale

**N:** Number of the Participants in the Sample

**OSTES:** Ohio State Teacher Efficacy Scale

**p:** Degree of Significance

**PCI:** Pupil Control Ideology

**PREP Scale:** Student Teachers' Feelings of Preparedness to Teach Scale

**PSTE:** Personal Science Teaching Efficacy

**PTE:** Personal Teaching Efficacy

**r/R:** Correlation Coefficient

**R<sup>2</sup>:** Coefficient of Determination

**RSA:** Responsibility for Student Achievement

**S:** Standard Deviation

**Sig.:** Significance

**SSS:** Supervisor Support Scale

**STEBI:** Science Teaching Efficacy Belief Instrument

**STEN:** Student Engagement



**STOE:** Science Teaching Outcome Expectancy

**TES:** Teacher Efficacy Scale

**TLC:** Teacher Locus of Control

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

**t/T:** t-statistics

**Z:** z-statistics

**$\beta$ :** Standardized Regression Coefficients

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## INTRODUCTION

In an attempt to explain human behaviour, many theories have been put forward up to till one of which is Social Cognitive Theory advocated by Albert Bandura in 1977. According to Bandura (1977) Social Cognitive Theory is different from other theories since it explains human behaviour as a result of mutual interaction of three different factors. That is, human behaviour emerges as a result of the mutual interaction of individual, environment and behaviour. This interaction process named as reciprocal determinism underlines that individual is both the producer and the product of his/her own social system. As a result, individual has the most powerful effect on his/her behaviour.

Emphasizing the individual effectiveness on behaviours in his Social Cognitive Theory, Bandura explains self-efficacy as the most important trait of individual. Self-efficacy has been defined as “beliefs in one’s capabilities to organize and execute the courses of action required to produce given attainments” (Bandura, 1997, p.3). Moreover, self-efficacy belief is seen important as it determines whether the individual will initiate the behaviour, how much effort the individual will expend, and how long the behaviour will be sustained in the face of obstacles (Bandura, 1977; Zimmerman, 2000; Pajares, 1996). There are four sources which influence and determine the presence and strength of self-efficacy. Namely, these are performance accomplishments, vicarious experience, verbal persuasion and emotional arousal (Bandura, 1977; Woolfolk Hoy, 2000; Labone, 2004). Initially, performance accomplishments are the personal experiences of individual, and these kinds of experiences and their results are the most influential sources of self-efficacy. If one experiences the feeling of success as a result of his experience, his self-efficacy is supposed to be strong; however, as a result of the feeling of failing, one is supposed to develop low sense of self-efficacy. As a second source of self-efficacy,

vicarious experiences imply that one can develop self-efficacy belief while observing a model executing the behaviour. In this case, for the sake of strong self-efficacy beliefs, the success of model's performance and the observer's perception of success is determinant. Furthermore, as a source of self-efficacy beliefs verbal persuasion is frequently used as it is easy to apply. It renders that it is possible to have an influence on one's self-efficacy beliefs by persuading verbally. Lastly, emotional states of individual like stress and anxiety effect self-efficacy beliefs at a low degree (Bandura, 1977; 1997).

Self-efficacy belief, constituting the basis of Social Cognitive Theory, is an important phenomenon as it has influence on individuals' behaviours and lives; therefore, it has been tested in so many fields one of which is education (Pajares, 1996). In education, the concept of teacher self-efficacy belief has been a concern for so many researchers. Teacher self-efficacy belief is "a judgement of his or her capabilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated" (Bandura, 1977; Armor et al., 1976; as cited in Tschannen-Moran & Woolfolk Hoy, 2001). The concept of teacher self-efficacy belief has been highlighted as it is related with not only educational outcomes such as persistence, enthusiasm, commitment and instructional behaviour of teachers but also student outcomes such as achievement, motivation, and self-efficacy beliefs of students (Tschannen-Moran & Woolfolk Hoy, 2001). Within the teacher self-efficacy context, as Bandura (1977) proposes self-efficacy beliefs are vulnerable to change in the early years of constructing these beliefs and once these beliefs are constructed, it is hard to change them afterwards. Considering both this and the valuable teacher and student outcomes of teacher self-efficacy belief, it should be handled in the education process of pre-service teachers when their teacher self-efficacy beliefs start to be constructed.

Teacher education aims to alter the beliefs of pre-service teachers in terminal end (Kagan, 1992). Serving that aim of teacher education, in English teacher education context in Turkey, there is a general 4 year degree program. Through this program which is spirally constructed, English pre-service teachers move from theoretical knowledge of education towards the practice of teaching. In other words, while English pre-service teachers start their teacher education with theoretical courses, they start to teach in the following years. Particularly in the fourth year of their education, English pre-service teachers take school practice courses in two semesters with the aim of practising their theoretical knowledge. Throughout this process, they need to pass the School Experience course in the first term in which they are supposed to observe a mentor teacher in real school environment, and take some field notes as well as the Practicum course in the second term in which they individually take part in teaching process observed by their mentors and university supervisors. These two courses give pre-service teachers to be able to both observe and practice their theoretical teaching knowledge in practice (Aytaç, 2010; Halim, Buang & Meerah, 2010; Ekiz, 2006). Further, although holistically this four years of teacher education program is supposed to contribute to the teacher self-efficacy belief of pre-service teachers, these two courses have one of the most effective influences on the pre-service teachers' self-efficacy beliefs (Woolfolk Hoy, 2000; Tschannen-Moran & Woolfolk Hoy, 2001;). Because both School Experience course and particularly Practicum course include four sources of self-efficacy beliefs which are "mastery experiences", "vicarious experiences", "verbal persuasion", and "psychological and affective states" (Bandura, 1977). That is, pre-service teachers have Woolfolk Hoy & Spero, 2005 chance to observe their mentor teacher in real school environment, they are persuaded verbally by getting feedback both from their mentor and supervisor, and the teaching process itself

includes so many emotional states. Moreover, pre-service teachers perform their own teaching in Practicum course and performance accomplishment is considered as the most influential source of the self-efficacy beliefs by Bandura (1977).

Besides explicitly including the four sources of self-efficacy beliefs, the courses mentioned above may have thousands of reasons contributing to the teacher self-efficacy beliefs of pre-service teachers; however as two different individuals of whom pre-service teachers interact throughout this process, mentor teacher and supervisor are expected to make a positive contribution to the pre-service teachers' teacher self-efficacy beliefs by supporting them both psychologically and professionally. It is important to support and direct pre-service teachers right before embarking on the profession in the practice courses; however more than the support the mentor and the supervisor provide, the pre-service teachers' perception of that support shape their teacher self-efficacy beliefs. Therefore, for the sake of enabling strong teacher self-efficacy beliefs, it is significant to construct a positive interaction triangle between pre-service teacher, mentor teacher and the supervisor in terms of support.

### **Problem Statement**

There is a growing body of research concluding that school experience and practicum courses have a positive influence in developing teacher self-efficacy beliefs of pre-service teachers. Although the positive influence of these courses in the development of pre-service teachers' self-efficacy belief, the sources of these beliefs lack evidence in the level of pre-service teacher education. These sources contributing to the teacher self-efficacy beliefs may be unlimited; however, as the prominent individuals, mentor teacher and supervisor are supposed to be influential in terms of support that that they provide



throughout these courses. Though the roles of mentor teacher and supervisor and their level of executing these roles have been examined, their supportive role as a contributing factor of the pre-service teachers' teacher self-efficacy belief has been neglected.

### **Aim of the Study**

There are three main aims of the study. First of all, the influence of the school practice courses on the teacher self-efficacy beliefs of pre-service teachers will be investigated in a longitudinal manner. Secondly, the percentage of how much mentor teacher and supervisor explain the teacher self-efficacy level of English pre-service teachers at the end of these school practice courses will be examined. Lastly, a Supervisor Support Scale will be developed in an attempt to investigate the perception of pre-service teachers regarding the level of the support that the supervisor provides.

### **Significance of the Study**

This present study is significant mainly because it will provide insight about the efficiency of school practice courses in terms of teacher self-efficacy beliefs of English pre-service teachers. Moreover, as allegedly the prominent members of the school practice courses along with pre-service teachers, mentor teacher and supervisor's support level as an estimated source of self-efficacy will be investigated. The results of this investigation are also significant because they will provide further information about the quality of interaction between these three parties, particularly the mutual interaction of these two members with the pre-service teacher. Moreover, the contribution of the supportive quality of this interaction to the teacher self-efficacy level of pre-service teachers will provide an idea about the personal competencies of the mentor teacher and supervisor for the professional development of pre-service teachers. Last but not least, Supervisor Support

Scale which gauges the level of the supervisor's support in the school practice courses will be developed. The reliability and validity studies of the scale will be included in the present study to make it useful for the further research.

### **Research Questions**

The following research questions will guide the present study:

1. What is the level of teacher self-efficacy beliefs of English pre-service teachers?

1.1. What is the level of teacher self-efficacy beliefs of English pre-service teachers before school practice courses?

1.2. What is the level of teacher self-efficacy beliefs of English pre-service teachers after the School Experience course?

1.3. What is the level of teacher self-efficacy beliefs of English pre-service teachers after the Practicum course?

2. Is there a significant difference between the level of teacher self-efficacy beliefs of English pre-service teachers?

2.1. Is there a significant difference between the level of teacher self-efficacy beliefs of English pre-service teachers before and after the School Experience course?

2.2. Is there a significant difference between the level of teacher self-efficacy beliefs of English pre-service teachers before and after the Practicum course?

2.3. Is there a significant difference between the level of teacher self-efficacy beliefs of English pre-service teachers before and after the school practice courses?

3. What is the level of support provided by mentor teacher in the school practice courses?

4. What is the level of support provided by supervisor in the school practice courses?

5. How much does the support of mentor teacher explain the teacher self-efficacy beliefs of English pre-service teachers?

6. How much does the support of supervisor explain the teacher self-efficacy beliefs of English pre-service teachers?

Moreover, in order to elicit the level of support provided by the supervisor, Supervisor Support Scale is aimed to be developed.

7. What is the factorial structure of “Supervisor Support Scale”?

8. Is “Supervisor Support Scale” and the sub-scales are reliable?

**Definition of Terms (In Alphabetical order)**

In this section, the definitions of key terms used in the current study are provided below:

**Mentor:** Mentor is a primary or elementary school teacher who is assigned to supervise pre-service teachers throughout their School Experience course and/or their Practicum course. Mentor and mentor teacher are used interchangeably in the text.

**Pre-service Teachers:** Pre-service teachers are senior students in teacher education program who attends School Experience course in the first term and Practicum course in the second term.

**School Practice Courses:** School practice courses are courses offered to senior students in their last year of teacher education programs. Namely, these courses are School Experience course offered in the first term and Practicum course offered in the second term. In these courses, pre-service teachers attend primary or elementary schools in order to observe and practice teaching under the supervision of their mentors and supervisors.

**School Practice Triad:** School practice triad is the one constituted by the participation of pre-service teacher, mentor and supervisor in school practice courses. This is named as triad as the all the members are expected to interact with each other in a mutual way.

**Self-efficacy Beliefs:** Self-efficacy beliefs are “beliefs in one’s capabilities to organize and execute the courses of action required to produce given attainments” (Bandura, 1989, p.3).

**Supervisor:** Supervisor is a university lecturer who is assigned to supervise pre-service teachers throughout their School Experience course and/or their Practicum course.

**Teacher's Efficacy Belief:** Teacher's efficacy belief is "teacher's belief in his or her capability to organize and execute courses of action required to successfully accomplish a specific task in a particular context" (Tschannen-Moran, Woolfolk Hoy & Hoy, 1998, p.22).

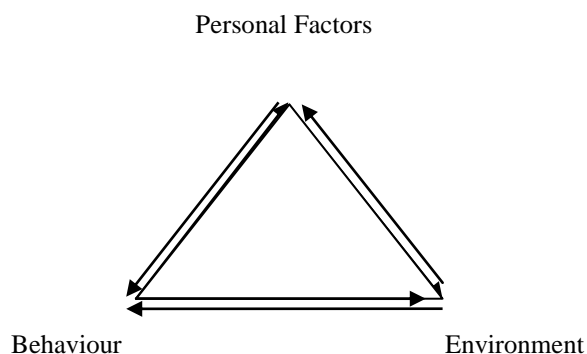
## **CHAPTER I: LITERATURE REVIEW**

In this chapter, social cognitive theory of which self-efficacy beliefs are the cornerstone will be presented. Later, related literature about self-efficacy beliefs and teacher self-efficacy will be presented relatively. After these, an integrated model of teacher efficacy will be discussed. Later on, mentor and supervisor terms, their definitions, roles and related studies will be discussed. This chapter will end with the presentation of related literature about mentor and supervisor support as a predictor of self-efficacy beliefs.

### **I.1. Social Cognitive Theory**

Social cognitive theory which was born out of a criticism to the views of behaviourism which assert that human behaviour is shaped only by the external factors ignoring the internal factors such as human thoughts. Opposing to that view, in his Social Cognitive Theory, Albert Bandura suggests that not only external factors but also internal factors have an influence on human behaviour (Bandura, 1977, 1989). According to that view, human beings are not the sole determinants, but the contributors of what happened to them. In other words, people are the agents of their lives, as they can intentionally exercise influence to the courses of their actions (Bandura, 1997).

By taking the influence of both external and internal factors on the human behaviour, Social Cognitive Theory differs from the other theories explaining human behaviours through favouring either external factors or internal ones. Bandura (1989) explains this triadic relationship among external, internal factors and human behaviour through triadic reciprocal determinism.



*Figure 1.* The relationship between three major classes of determinants in triadic reciprocal causation (Bandura, 1997, p.6).

According to that triadic reciprocal causation, personal factors, environment and behaviour influence each other bidirectionally; however, it does not mean that all determinants have influence on each other equally and simultaneously (Bandura, 1989, 1997). Further, the link between Personal Factors and Behaviour represents that the personal beliefs, thoughts, expectations have an influence on behaviour, and the effects of the behaviour, in turn, shapes the personal factors such as personal thought. The mutual interaction between Personal Factors and Environment of reciprocal determinism involves the influence of these two determinants on each other. While the personal beliefs, thoughts, expectations have an effect on environment, the environment mutually affects personal factors. Lastly, the bidirectional interaction between Behaviour and Environment proposes that people are both producers and products of their own behaviour (Bandura, 1989).

## **I.2. Self-Efficacy Beliefs**

Self-efficacy, a key concept of Social Cognitive Theory, is defined as “beliefs in one’s capabilities to organize and execute the courses of action required to produce given attainments” (Bandura, 1989, p.3). The belief of self-efficacy is a significant concept as it determines initiative of coping behaviour, the amount of expended effort and the persistence in the face of obstacles (Bandura, 1977). Self-efficacy beliefs have an influence on the motivation, goal setting and the performance of people. The performances based on these beliefs shape the self-efficacy beliefs in turn. A highly efficacious person will be more effective in executing his/her goals, spend more time for it, and sustain upon facing a difficulty and/or a failure. A successful performance as a result of these efforts will positively influence efficacy beliefs of the person regarding that skill. Although self-efficacy beliefs affect the performance, they should not be considered as a sole determinant of the performance in the absence of component capabilities and incentives. Once required capabilities and incentives are provided, self-efficacy beliefs are the effective predictor of the performance (Bandura, 1977).

Other from self-efficacy beliefs, outcome expectancy is another fundamental concept in Social Cognitive Theory. Outcome expectancy is the judgement of the likely consequence of a performance. By that way, it differs from self-efficacy beliefs as these beliefs are the judgement of one’s ability to organize and execute the performance (Bandura, 1997). Although self-efficacy and outcome expectancy are different concepts, and they are independent from each other, they may influence each other while determining the courses of action. Bandura explains this causality between efficacy belief and outcome expectancy by providing an example of a poor swimmer.



“People do not judge that they will drown if they jump in deep water and then infer that they must be poor swimmers. Rather, people who judge themselves to be poor swimmers will visualize themselves drowning if they jump in deep water.” (Bandura, 1997, p.21).

### **I.2.1. Sources of Self-Efficacy**

According to Bandura (1997), there are four sources contributing to the establishment and enhancement of self-efficacy beliefs. Namely, they are “mastery experiences”, “vicarious experiences”, “verbal persuasion”, and “physiological and affective states”. Mastery experiences are the personal experiences of individuals. These kind of experiences are the most powerful sources for efficacy as they provide the most authentic evidence about the execution of the action (Bandura, 1989). Successes gained through mastery experiences strengthen self-efficacy beliefs while failures lower them. However, the effect of the failures depend on their timing, and the total pattern of experiences in which the failures occur, as the self-efficacy beliefs are once firmly established as a result of repeated success, it is hard to lower it by experiencing occasional failures. Rather than experiences the action personally, self-efficacy beliefs can also been established and enhanced through observing a model which serves a vicarious experience, another source of the self-efficacy, to the observer. The action organized and executed successfully by somebody else may motivate the observer to pursue the ways of performing it personally. Thus, successful modelled attainments promote self-efficacy beliefs, as well. The similarity to the model identified by the observer is substantial in order to increase the impact of the performed action on the self-efficacy beliefs of observer. Although vicarious experience is another way of enhancing self-efficacy beliefs,

compared to mastery experiences, its effect on the individual is weaker and the self-efficacy beliefs gained through vicarious experiences are more vulnerable to change.

Verbal persuasion arising as another source of self-efficacy depends on strengthening people's beliefs that they have the capabilities to execute the given attainments. This kind of persuasion is only successful in promoting self-efficacy beliefs on the basis that it depends on the realistic bounds. If an individual is persuaded unrealistically to believe in his/capabilities may result in failure which induces the disfavoured of persuader and further reduction in efficacy beliefs of self. Finally, physiological and affective states constitute another source for self-efficacy beliefs in a way that people rely on their physiological and affective states especially while coping with threatening tasks. As the high arousal of stress negatively affect the performance, the peaceful judgement of the physiological and affective states enhances the beliefs in one's capabilities to perform the action (Bandura, 1977, 1989).

### **I.3. Teacher Self-Efficacy**

Self-efficacy beliefs receive attention in so many research areas including the educational field due to its highly predictive nature of the final performance (Pajares, 1996). In educational field, teacher self-efficacy beliefs are taken delicately as the significant implications of the concept (Tschannen-Moran & Woolfolk Hoy, 2001). The concept of teacher's efficacy belief is defined as "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, Woolfolk Hoy & Hoy, 1998, p.22). Teacher's efficacy belief is related with educational outcomes such as student

achievement (Ross, 1992), student motivation (Midgley, Feldlaufer, & Eccles, 1989), students' goal setting (Zimmerman, 2000) and finally students' own sense of self efficacy. Highly efficacious teachers invest more in teaching, spend more effort in goal setting, and they persist more in the face obstacles (Tschannen-Moran & Woolfolk Hoy, 2001).

Furthermore, the sense of self-efficacy beliefs of teachers is noteworthy as it has a cyclical nature in which teacher with strong sense of self-efficacy performs the action successfully providing him/her a mastery experience. So, this positive mastery experiences reinforce the self-efficacy beliefs, though the opposite with the negative experiences is also possible (Tschannen-Moran, Woolfolk Hoy & Hoy, 1998). However, similar to the nature of self-efficacy beliefs, once teacher's self-efficacy beliefs are firmly established, they are stable. Further, efficacious teachers are more resistant to burnout in profession compared to inefficacious ones (Brouwers & Tomic, 2000; Milner & Woolfolk Hoy, 2003).

Although teacher-self-efficacy beliefs are related with so many educational outcomes, the concept has been debated in the field in terms of its meaning and the measure. The discussion regarding the meaning and measurement of the of teacher self-efficacy beliefs bases on two research strands, Rotter's social learning theory and Bandura's social cognitive theory.

Named as a Rand measure, Rand researchers seek to capture teacher self-efficacy taking the social learning theory developed by Rotter (1966, as cited in Tschannen-Moran et al., 1998). Theoretically, the two items developed to capture self-efficacy beliefs of teachers elicit whether teachers believe that the control over action is independent from them, namely external or they have control over action lay within themselves, namely, internal. The teachers who agree with the Rand Item 1: "When it

comes right down to it, a teacher really can't do much better because most of a student's motivation and performance depends on his or her own environment" are more inclined to believe that external factors such as race, age, sex, parental conditions, and school conditions have more influence on student achievement. This item indicating power of the external factors compared to the teacher contribution to the student performance has been labelled as General Teaching Efficacy (GTE) (Tschannen-Moran & Woolfolk Hoy, 2001). The teachers who agree with Rand Item 2: "If I really try hard, I can get through to even the most difficult or unmotivated students" are more confident about their capabilities to make student learn no matter they have difficulty in learning or unmotivated". These teachers attribute the responsibility of contributing to students' performance to internal factors. Thus, this item is labelled as Personal Teaching Efficacy (PTE) as it gives an idea about personal beliefs of control over actions (Tschannen-Moran & Woolfolk Hoy, 2001; Guskey & Passaro, 1994). After the first teacher efficacy scale developed by Rand researchers, there are other scales developed in order to capture more about teacher efficacy. Taking the reliability and validity problems of a scale including two items, researchers study on longer and more comprehensible teacher self-efficacy scales. One of these scales is Responsibility for Student Achievement (RSA) which was developed by Guskey (1981 as cited in Poulou, 2007). The theoretical base of that scale is also found in Rotter's social learning theory. The 30 items scale includes items assessing assumption of teachers' regarding their responsibility for students' success or failure. The scale is found significantly correlated with Rand items. When the subscales are examined, high correlation score is found between the overall responsibility and student success and student failure; however, the correlation score is low between the subscales of student success and student failure. Guskey came up with an explanation that teachers believe in

their abilities to influence student success though they do not find themselves responsible for negative outcomes such as student failure. Therefore, Guskey concluded that these two ends of the scale is independent form each other in terms of their influence on teacher sense of self-efficacy.

Another teacher-efficacy scale based on Rotter's theory is Teacher Locus of Control (TLC) was developed by Rose and Medway in 1981 at the same time with RSA. The scale includes 28 items in total expressing a situation 14 of which are related with student success, and the other 14 items are related with student failure. The teachers responding to that scale are supposed to choose one of two adverse options indicating that whether the outcome is internal or external. Although the scale has significant, but low correlation with each Rand item and the sum of Rand items, the scale was advocated as it is more context specific. However, the TLC has not got a wide acceptance in literature (Tschannen-Moran & Woolfolk Hoy, 2001).

Finally, another scale depending on the Rotter's theory is Webb scale (Ashton et al., 1982 as cited in Tschannen-Moran & Woolfolk Hoy, 2001). Including 7 items, Webb scale indicates that teachers with high score show fewer anger and impatience reactions in their teaching (Ashton et al., 1982 as cited in Tschannen-Moran & Woolfolk Hoy, 2001). Similar to TLC, as Tschannen-Moran & Woolfolk Hoy (2001) states, Webb scale has not widely accepted in the literature.

Rand methodology based on the social learning theory has gained another dimension in teacher self-efficacy research through the social cognitive theory of Bandura. As previously stated (see part I.1 and I.2), Bandura highlights the difference between self-efficacy beliefs and outcome expectancies (Bandura, 1989). According to Bandura, while

self-efficacy beliefs are the one's judgements of his/her capabilities to execute the required performance outcome, outcome expectancy is one's presumptions of the likely consequence of the executed performance (Bandura, 1997). Taking that difference into consideration, Ashton and Webb (1986, as cited in Tschannen-Moran & Woolfolk Hoy, 2001) developed a new model by referring the Rand item 1 (When it comes right down to it, a teacher really can't do much better because most of a student's motivation and performance depends on his or her own environment) to outcome expectancy, and the Rand item 2 ("If I really try hard, I can get through to even the most difficult or unmotivated students" are more confident about their capabilities to make student learn no matter they have difficulty in learning or unmotivated) to efficacy beliefs.

Depending on the new dimension formed by considering two methodologies together directs researchers to develop new scales to have an idea of self-efficacy beliefs of teachers. Among these researchers, Gibson and Dembo (1984, as cited in Dembo & Gibson, 1985) developed 30 items Teacher Efficacy Scale (TES). The analysis of the scale results in two-factor structure relevant to the Bandura's two component structure of teacher efficacy. According to that factor structure, first factor includes items indicating self-efficacy beliefs of teachers which also consistent with the Rand item 2. This factor was labelled as Personal Teaching Efficacy (PTE). Besides, factor two, namely General Teaching Efficacy (GTE) includes items measuring outcome expectancy of teachers which is the second dimension in Bandura's theory. GTE includes items measuring the similar construct as Rand item 2 measures (Dembo & Gibson, 1985). However, further studies on the TES concluded that the items load on both factors, which directs Gibson and Dembo to suggest a shortened 16 items of the scale. The conceptual and statistical irrelevance

emerging as a result of various studies raises a need for more clear measurement tool for the construct of teacher self-efficacy.

The prominent problem in measuring the teacher self-efficacy is the determination of optimal specificity. As a teacher may have a confidence in teaching a subject area to a group of students, depending on a subject matter and/or the context, his/her feeling of confidence lower. The discussion on the level of specificity in context and subject matter leads researchers to produce other scales specific to this areas (Tschannen-Moran & Woolfolk Hoy, 2001). The scale developed by Riggs and Enochs (1990) is specific to science teaching, and it is based on the TSE by Gibson and Dembo. Science Teaching Efficacy Belief Instrument (STEBI) measures the efficacy beliefs of teachers in teaching science. Similar to the Gibson and Dembo's (TSE), STEBI has two factors which are uncorrelated. One is Personal Science Teaching Efficacy (PSTE), and the second one is Science Teaching Outcome Expectancy (STOE). Other than subject specificity, Emmer (1990 as cited in Tschannen-Moran & Woolfolk Hoy , 2001) developed a scale in order to measure the classroom management domain of teacher self-efficacy. Based on the TSE by Gibson and Dembo, this 36-item scale yielded three sub-scales: efficacy for classroom management and discipline, external influences, and personal teaching efficacy which are significantly correlated (Emmer, 1990 as cited in Tschannen-Moran & Woolfolk Hoy , 2001).

Bandura also developed a scale called Teacher Efficacy Scale. The scale is 9 point scale, and it consists of 30 items. It has seven sub-scales: efficacy to influence decision making, efficacy to school resources, instructional self-efficacy, disciplinary self-efficacy, efficacy to enlist parental involvement, efficacy to influence community

involvement, efficacy to create a positive school climate. Bandura aimed to measure teacher self-efficacy being neither so specific nor so narrow through that scale; however, there is no information found about the reliability and validity of the scale.

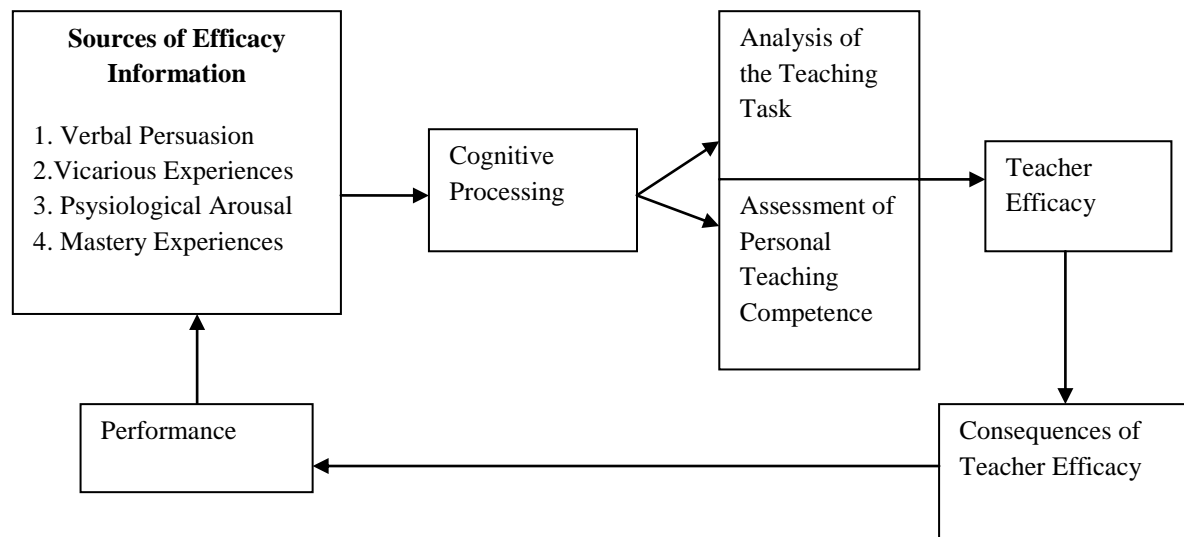
A need of a scale making conceptual meaning of the teacher efficacy clear, and scale on the optimal specificity make the researchers in Ohio State University to develop a new scale. Known as both Ohio State Teacher Efficacy Scale (OSTES) and Teachers' Sense of Efficacy Scale (TSES) was developed by Tschannen-Moran and Woolfolk Hoy (2001). After generating items which address to multifaceted nature of teacher efficacy concept through discussion in a seminar, they applied the items three different groups of population. Upon the application of the items, highly loaded item were selected, and three factors were found through principal factoring with varimax rotation. There are two versions of the scale: long form with 24 items, and short form with 12 items both of which have a high reliability (long form  $\alpha=.94$ ; short form  $\alpha=.90$ ). TSES has three subscales labelled as efficacy in student engagement, efficacy in instructional strategies, and efficacy in classroom management. The three subscales are included in both long and short forms, and the reliability ranges from .81 to .94. Moreover, Tschannen-Moran & Woolfolk Hoy (2001) also examined the construct validity of the scale by comparing the scale with previously developed ones. The scale is relevantly correlated with the scale of Gibson and Dembo and Rand Items. (Tschannen-Moran & Woolfolk Hoy, 2001).

### **I.3.1. Integrated Model of Teacher Efficacy**

Taking the conceptual confusion term of “teacher efficacy” into consideration, Tschannen-Moran et al. (1998) proposes an integrated model for teacher efficacy. According to that model, the sources of efficacy beliefs, cognitive processing of teachers,



analysis of teaching task and teacher competence, and teacher efficacy integrates with each other in a cyclical manner.



*Figure 2.* Integrated model of teacher efficacy (Tshannen-Moran et al., 1998)

As noted earlier, Bandura (1997) postulated four sources of efficacy which are mastery experiences, vicarious experiences, physiological arousal, and verbal persuasion. In the formulation of self-efficacy beliefs of teachers, these four sources are also substantial in the integrated model of teacher efficacy. Mastery experiences are the most powerful source of efficacy information. When a teacher perceives his/her performance successful, his/her self-efficacy belief is enhanced. However, it is not always the case that successful experiences powerfully enhance self-efficacy beliefs of teachers. The perception of success on a difficult task with extensive assistance or success in the early stage of learning with a few setbacks is significant in strengthening the self-efficacy beliefs of teachers (Tschannen-Moran et al., 1998). Along with the mastery experiences, the physiological arousal or emotional state also determine the self-perception of teaching

competence. Though normal level of arousal help teachers to focus on task and provide energy so as to execute the task, higher levels of arousal influence the functioning of teachers negatively (Tschannen-Moran et al., 1998). Vicarious experiences through which one observes a model affect the self-perception of teaching competence. The successful models make the observer believe in that the task is manageable, and he/she can also do the same task successfully in same circumstances. Similarly, the failure of the observed model causes the perception of difficulty in execution of the task for the observer. The more the model is credible, similar and admired, the more vicarious experience is powerful (Tschannen-Moran et al., 1998). Verbal persuasion also provides information about the nature of teaching and strategies for teachers. When the persuader is credible and trustworthy, the performance may lead in success. The feedback that is got from supervisors, colleagues and other teachers may provide a persuasion about the own abilities of teachers and self-perception of teaching competence. However, along with the credibility and trustworthiness of the persuaders, it is important the way and the nature how the feedback is given. Extremely harsh, negative feedback lowers the self-perception of teaching competence of teachers while the constructive feedback enhances it (Tschannen-Moran et al., 1998).

Although these four sources mentioned above have influence on the formulation of efficacy beliefs, how these sources are interpreted by teachers is also critical (Tschannen-Moran et al., 1998). The cognitive process of how these sources are interpreted influence the analysis of teaching task and personal teaching competence of teachers. As people filter their new experiences through the pre-existing ones (Kagan, 1998), they process these sources of efficacy cognitively.

The integrated model of teacher efficacy has two dimensions (analysis of the teaching task and assessment of teaching competence) both of which are consistent of general teaching efficacy (GTE) and personal teaching efficacy (PTE) On one hand, analysis of the teaching task includes assessing the requirements for the task, difficulty of the task, and the conditions of how to be successful in the task. These judgements may be motivation and abilities of students, the access and quality of materials, the availability of technology use (Tschannen-Moran et al., 1998). Other form these, analysis of the teaching task also includes the analysis of context as the teacher efficacy is also context specific; that is, a primary school teacher may feel efficacious in teaching Mathematics, but he/she may feel less efficacious in teaching Science, or the same teachers efficaciously teach to 4<sup>th</sup> graders, but he/she may not perform in the same way with 5<sup>th</sup> graders. So, the contextual factors are the ones such as principal support, the climate of school and the support of other teachers (Tschannen-Moran et al., 1998). As Tschannen-Moran et al. (1998) underlines novice teachers generally attempt to analyze the teaching task while the experienced teachers rely on their past experiences in teaching. On the other hand, assessment of personal teaching competence involves the self- perceptions of teachers about teaching competence. In other words, teachers assess their personal teaching competence through judging about their skill, knowledge, strategies, strengths and difficulties (Tschannen-Moran et al., 1998).

In the cyclical model of teacher efficacy, the sources of efficacy beliefs, the cognitive process of how these sources are interpreted and analysis of teaching task and assessment of personal competence integrates in the way of creation of efficacy beliefs. And these self-efficacy beliefs influence performance in a way which constitutes a new source of efficacy information, in turn.

#### **I.4. Self-Efficacy Beliefs of Pre-Service Teachers**

Pre-service teachers enter the teacher education programs with previously held beliefs as they observe so many teachers till they come to the university which is called as the “apprenticeship of observation” by Lortie (1975, as cited in Labone, 2004). Hence, it is important to change or reconceptualise the belief system of pre-service teachers regarding teaching towards an intended end. In that sense, self-efficacy belief of teachers which is found correlated with a range of educational outcomes such as student achievement and motivation should be handled punctiliously throughout the education of pre-service teachers. Moreover, self-efficacy beliefs are resistant to change once they are firmly established (Bandura, 1997; Woolfolk Hoy, 2000). Thus, it can be concluded that self-efficacy beliefs of teachers are more malleable at the early ages of teaching when strong self-efficacy beliefs have not yet been formed (Labone, 2004). Taking all these points into consideration, self efficacy beliefs of pre-service teachers have been received attention of researchers (Woolfolk Hoy, 2000). The change in the efficacy beliefs of pre-service teachers through their teacher education and the contributors of the change (if any) have been investigated so as to seek an answer of the question how self-efficacy beliefs pre-service teachers can be enhanced before they start their profession.

As one of the studies discussed above, Housego (1990) aimed to gauge the pre-service teachers’ (student-teachers) feelings of preparedness by considering that their feelings of preparedness may influence their ability to perform the teaching task. Based on the social cognitive theory of Bandura, the study investigated the development of feelings of preparedness to teach across the existing teacher education program. The participants were secondary and elementary students enrolled in the one-year post-baccalaureate education program in the Faculty of Education at the University of British Columbia. The

instrument is Student Teachers' Feelings of Preparedness to Teach Scale" (PREP Scale). The results showed that the preparedness of student teachers significantly increased in a one-year teacher education program although there was much more change observed in some aspects; that is there increase was greater in the aspects of planning, individualized treatment of behaviour, understanding and using inductive and deductive methods and evaluating materials, the increase was relatively low in the aspects of questioning, assessment of both student learning and one's own teaching, and motivation. As a result of that study, Housego (1990) implied that personal teaching efficacy and teaching efficacy are significant as they have an impact on classroom teaching performance, and more emphasis and feedback should be provided to pre-service teachers.

Hoy and Woolfolk (1990) also investigated the change in the self-efficacy beliefs of pre-service teachers during student teaching along with their orientation toward control, and social problem solving. 191 pre-service teachers participated in the study in which a version of Teacher Efficacy Scale (Gibson & Dembo, 1984 cited in Hoy & Woolfolk, 1990) was used to investigate self-efficacy beliefs of participants. Additionally, Pupil Control Ideology (PCI) form (Willower et al., 1967 cited in Hoy & Woolfolk, 1990) and Problem in School Inventory (Deci et al., cited in Hoy & Woolfolk, 1990) were used for examining pre-service teachers' orientation toward control and social problem solving. The results show that pre-service teachers significantly became more custodial in terms of their pupil-control ideology after student teaching. Also, pre-service teachers became significantly more controlling once they completed student teaching. Last but not least, there is a decline in general teaching efficacy of pre-service teachers while an increase was found for their personal teaching efficacy. Hoy and Woolfolk (1990) discussed that result as pre-service teachers believed their personal abilities in terms of contributing students'

learning, they believed less in schools in terms of overcoming some difficulties that might be encountered once they completed student teaching.

In another study investigating the change in teacher efficacy during the early years of teaching Woolfolk Hoy and Spero (2005) conducted a study. The participants were 53 pre-service teachers in Master's Education initial teaching certification. The study had a longitudinal design, and the data collected at three times; at the beginning of the preparation program, at the end of student teaching, and at the of one year teaching experience. The data collection instruments are 10-item version of Gibson & Dembo's TES, Bandura Teacher Self-Efficacy Scale, and Program-specific measure of efficacy developed by the researchers in order to determine an appropriate level of specificity in efficacy assessment. The results indicated that self-efficacy beliefs of teachers significantly increased during student teaching, but there was a significant decline during the first year of teaching. It was implied in the study that the reason of decline in the efficacy beliefs of teachers is the drawn support that is provided in the student teaching. Thus, the changes in efficacy during the early years of teaching are found related with the support received.

Similarly, Fortman and Pontius (2000) conducted a longitudinal study which also intended to investigate the changes in teaching efficacy during student teaching. The study was conducted over three quarters of one academic year during student teaching orientation. 100 elementary, middle grades, secondary and special education pre-service teachers participated in the study. The instrument was the modified version of the Teacher Efficacy Scale (Kushner, 1993 as cited in Fortman & Pontius, 2000). The study concluded that the whole group of pre-service teachers showed a gain in efficacy as a result of student teaching which made the researchers implied that efficacy beliefs of pre-service teachers

prior to the student teaching is a reasonable predictor of their efficacy beliefs at the end of the student teaching. However, there was no statistically significant change found in terms of gender.

In exploring the change of self-efficacy beliefs of pre-service teachers, the contributions of contextual, personal, environmental or cultural factors have been under question. Researchers not only investigate the change in the efficacy beliefs of pre-service teachers but they also question the factors triggering the change in efficacy perception of pre-service teachers in order to make use of these factors in enhancing the self-efficacy beliefs.

In terms of contextual factors, Knoblauch and Woolfolk Hoy (2008) conducted a study which investigates the pre-service teachers' efficacy beliefs, collective teacher efficacy beliefs, and perceived mentor's (cooperating teachers) efficacy beliefs. The beliefs of pre-service teachers are examined by focusing on the context, primarily on the school setting. The participants are 102 pre-service teachers, and they are divided into subgroups according to their experience in three different school settings: suburban, urban, and rural. The instruments used are Teacher Sense of Efficacy Scale (TSES), Collective Efficacy Scale developed by Goddard (2002, as cited in Knoblauch & Woolfolk Hoy, 2008), and Perceived Cooperating Teachers' Efficacy Scale developed by Li and Zhang (2000, as cited in Knoblauch & Woolfolk Hoy, 2008). Data is collected through 16 weeks of student teaching, that is, first data is collected prior to student teaching, second and third data is collected during 8th and 16th weeks of student teaching. The results indicate that there is a significant increase in the efficacy scores of overall group, as well as the each of the three groups. Collective teacher efficacy which is defined as "the perceptions of teachers in a

school that the efforts of the faculty as a whole will have a positive effect on students” (Woolfolk Hoy, 2000) is higher for the suburban group setting while it is low for urban group setting. Thus, it is concluded that school setting is a predictor of pre-service teachers’ self efficacy beliefs. Likewise, the perception whether mentor teacher is efficacious or not is a key factor in predicting the self-efficacy beliefs of pre-service teachers.

Apart from the contextual factors, personal factors are also examined in terms of their relation with efficacy beliefs of pre-service teachers. In a study, Knobloch (2006) aims to compare two university-based agricultural student teaching programs. Through this comparison, he tries to determine differences in personal factors, environmental factors, and teachers’ sense of self-efficacy. Data is collected through pretest posttest questionnaire which include TSES (Tshannaen-Moran & Woolfolk Hoy, 2001) and a questionnaire developed by the researcher. As a result of the data analysis, it is stated that pre-service teachers at both universities who regard their teacher education program positively are more efficacious at the end of their student teaching. Though there is no change in the efficacy beliefs of pre-service teachers during student teaching experiences, pre-service teachers’ perception of their student teaching experience is concluded to have a strong relationship with the pre-service teachers’ sense of self-efficacy.

Aiming to investigate the pre-service teachers’ efficacy beliefs and contribution of cultural and social factors to the self-efficacy beliefs of pre-service teachers Lin and Gorrell (2001) conducted a study in Taiwan where the teaching profession is regarded as a prestigious profession. The pre-service teachers are grouped in two groups; beginning pre-service teachers who just begins to their teaching education programs, and



ending pre-service teachers who are finishing their programs. Although both groups of pre-service teachers continue their programs at different points of time, none of them experience a full-year of student teaching. Further, pre-service teachers are grouped according to their department as the ones in early childhood education and in the elementary education. The scale of Gibson and Dembo (1984 as cited in Hoy & Woolfolk, 1990) is used in the study. The analysis of the data shows that there are differences between early childhood teachers and elementary teachers. Specifically, early childhood pre-service teachers differ from the elementary pre-service teachers as they have more confidence in their ability to influence student learning and in their ability to manage the classroom. Moreover, early childhood teachers reflect a stronger belief in the ability to guide difficult children than elementary pre-service teachers while elementary pre-service teachers expect more parental support. These results make the researcher imply that the differences between these two groups of pre-service teachers may be due to the conceptual differences which cause early childhood pre-service teachers learn more about classroom management. Furthermore, differing concept of prior social learning is prerequisite for the sustained academic performance causes the self-efficacy beliefs of these two groups of pre-service teachers differ. What is surprising in this study is that beginning teachers reflect higher level of self-efficacy compared to the ending pre-service teachers. This decrease in the sense of efficacy beliefs of pre-service teachers is regarded as a shift from early beliefs about teaching to taking the responsibility of students' learning. Therefore, this decrease is found to be related to the difference in perception of pre-service teachers rather than a lowering sense of self-efficacy. Overall, it is concluded in the study that self-efficacy beliefs of pre-service teachers are influenced by the cultural factors as well as the increased experience.

Other from the factors contributing to the efficacy beliefs of pre-service teachers, the sources of pre-service teachers efficacy beliefs were also examined in the literature. Taking the importance of these beliefs in terms of success in academic settings into account, the sources of them were explored in order to investigate the ways of enhancing these beliefs by providing the correlated sources. For that purpose, Liaw (2009) conducted a study investigating the effect of various sources of efficacy on the sense of self-efficacy beliefs of pre-service teachers. Throughout the school experience, the actual teaching of pre-service teachers was followed by a discussion session through which pre-service teachers talked about and got feedback from their recorded experiences. Through these experiences and discussions, pre-service teachers were provided with mastery experiences, vicarious experience, and verbal persuasion which are the sources of self-efficacy. Teacher Efficacy Scale developed by Gibson & Dembo (1984 as cited in Hoy & Woolfolk, 1990) was applied, and qualitative data was collected through interviews with pre-service teachers. The results showed that the sense of mastery experiences and verbal persuasion enhanced personal teaching efficacy of pre-service teachers. Specifically group discussions were regarded as beneficial for the development of self-efficacy beliefs as they provide a supportive environment for pre-service teachers. However, general teaching efficacy of pre-service teachers was found low which was concluded to be due to the time limitation of pre-service teachers which cause them not to influence students' learning.

In a similar study, Poulou (2007) aimed to explore student teachers' perceptions of the sources of personal teaching efficacy, efficacy beliefs of student teachers for instructional strategies, classroom management, and student engagement, and finally the relationship between sources of personal teaching efficacy and efficacy beliefs for instructional strategies, classroom management, and student engagement. The

participants were 198 fourth-year students from two primary education departments in Greece, all of whom completed a Teacher Efficacy Sources Inventory and a Teachers' Sense of Efficacy Scale. The result concluded that student teachers perceive their motivation as a source of their personal teaching efficacy which was followed by student teachers' personality characteristics and enactive mastery experiences, whereas they score lower for their perception of vicarious experience and physiological /affective states as source of their personal teaching efficacy. Further, student teachers' efficacy rating of student engagement received higher score while their ratings for instructional strategies and classroom management received similar scores. Moreover, personal characteristics and capabilities of student teachers, enactive mastery in conjunction with social /verbal persuasion are found to be significant predictors of both instructional strategies and classroom management; for efficacy in student engagement, personal characteristics and capabilities of student teachers, their motivation, and enactive mastery in conjunction with social /verbal persuasion were concluded as predictors.

The efficacy beliefs of pre-service teachers are also studied in Turkish contexts. In that sense, Senler and Sungur (2010) administered a study examining the self-efficacy beliefs of pre-service teachers in terms of student engagement, instructional strategies, and classroom management. Participants of the study are 1794 elementary science teachers. Teachers' Sense of Efficacy Scale (TSES) developed by Tschannen-Moran & Woolfolk Hoy (2001) is used in the data collection procedure of the study. According to the results, the pre-service science teachers are more efficacious in managing the classroom and making use of the instructional strategies than engaging students in learning. Under the light of these results, the researchers highlight the fact that the pre-service teachers felt more efficacious in classroom management and instructional materials

as they have courses regarding these issues in their science teacher education programs. However, the points such as how to cope with difficult students or how to communicate with parents are not emphasized during pre-service teachers' program. Thus, the researchers suggest that pre-service teachers should get more experience through the implementation of classroom management, instructional strategies and student engagement.

These implications of Senler and Sungur (2010) is compatible with the study of Şahin and Atay (2010) which investigates the change in the efficacy beliefs of pre-service teacher from the beginning of school experience to the end of the induction year. The study is conducted at ELT department and the study starts with 91 pre-service teachers; however 27 of them participate to all three phases of the study. Teachers' Sense of Efficacy Scale (Tschannen-Moran & Woolfolk Hoy, 2001) is applied to collect quantitative data three times; at the beginning of student teaching, at the end of student teaching and finally at the end of induction year of participants. The qualitative data is collected through open-ended questions asked to the participants twice; once at the end of the student teaching and at the end of induction year. The results of the study show that the self-efficacy beliefs of pre-service teachers increase during their student teaching. Regarding the student engagement, pre-service teachers are observed to have gains in the sense of self-efficacy during student teaching which underlines the contribution of observing a model and making attributions, getting feedback, getting support both from mentor and supervisor. However, there is a decrease in the efficacy beliefs of pre-service teachers in their induction year. The researchers indicate that the decrease in the self-efficacy beliefs of pre-service teachers may be stem from the drawn support which contributes the efficacy beliefs of pre-service teachers during student teaching.

The changes in efficacy beliefs of pre-service teachers have been investigated in many contexts regarding that teacher education is significant in either changing or reconceptualising these beliefs. Specifically, the opportunities in their education process by which they can practice their teaching are regarded as effective in constructing self-efficacy beliefs. Because these opportunities are the initial times for so many pre-service teachers to implement their theoretical knowledge into practice, practice their instructional strategies, and practice managing a classroom which is full of real students.

In an attempt to making transition from theory to practice smoother, pre-service teachers are accompanied by a mentor and a supervisor both of whom are experienced in the field. While mentors represent the practical side of teaching as they are experienced teachers in teaching, university supervisors bridge the gap between theory and practice. As the studies above indicate student teaching experience includes elements that are supposed to foster self-efficacy beliefs of pre-service teachers. Consistently, these beliefs constructed in the early practices of pre-service teachers are significant as they affect the future performances of pre-service teachers. Hence, the sources of efficacy beliefs in student teaching period should be investigated, though these sources may be limitless. However, as pre-service teachers are directly in an interaction with mentors and supervisors in this period, their roles and their support provided to pre-service teachers are prominent. Because these individuals are not only help pre-service teachers in learning to teach but they are also direct producers of sources of efficacy beliefs as Bandura (1997) suggests. Pre-service teachers observe teaching of a mentor teacher which provides vicarious experience, they practice teaching on their own (mastery experiences, physiological states), and they get feedback from their mentor, supervisor, and peers (verbal persuasion). In that sense, the following parts will present the definition of mentor

teacher and supervisor, their practices in student teaching, and their roles in student teaching period.

### **I.5. Mentor Teacher**

In school practice course, mentor teacher is one of the significant members of the school practice triad as they study with pre-service teachers closely through that process. Additionally, mentor teachers are representative of practical knowledge in the field and they work in the triad as a guide about practicing teaching for pre-service teachers. In a triad constituted by the interaction of pre-service teacher, mentor and supervisor during practicum period make the definition of each member's responsibilities compulsory. Malderez (2009) defines mentoring process "as being supportive of the transformation or development of the mentee and of their acceptance into a professional community" (p. 260). Along with that definition, Malderez (2009) further underlines mentor roles as being models, acculturators, supporters and sponsor. Mentoring and mentor roles in teacher development have been handled painstakingly as studies evaluating teaching practices of students teachers emphasize the contribution of mentors to the development of pre-service teachers. As Borko and Mayfield (1995) underlines pre-service teachers appear to be more influenced by mentors compared to the supervisors. One of the reasons of that influence is concluded as spent time of pre-service teachers with their mentor is much more compared with the supervisor.

Taking the significant role of mentors into consideration, the performance of mentors in attaining their roles in student teaching period is also investigated in Turkish context. In a study that Sağ (2007) carried out, it was aimed to evaluate the application of

mentoring in education faculties in Turkey in various aspects. 17 faculty coordinators, 173 supervisors, 498 cooperating teachers (mentors), and 2377 student teachers (pre-service teachers) participated in the study. As data collection tools, “Questionnaire for Identifying Qualities and Problems of Cooperating Teachers”, “Questionnaire for Cooperating Teachers Election Methods and Training Activities and The Cooperating Teachers’ Roles Scale” were used in the study. These results of the study concluded that there was no selection of mentor teachers, or else the administration and faculty member determined the selection of mentor teachers, though their selection methods were not compatible with the roles of mentor teachers. Moreover, it was found that not all mentor teachers could access to the activities organized to train mentor teachers and these activities turned out to be short and limited meetings. In Turkish context although mentors perform the role of being colleague, they perform the roles of expertise, guidance, leadership and openness at an average level. Further, the mentors were found to have difficulty in performing leading role at an expected level as they had so many assigned pre-service teachers.

In a similar study, Koç (2008) aimed to investigate the perception of mentors (cooperating teachers) in terms of the mentoring roles of mentors (cooperating teachers). Different from the study of Sağ (2007), the perception of student teachers regarding the mentoring roles of mentors (cooperating teachers) is investigated in Koç’s (2008) study. 1846 pre-service teachers attending Distance Programme in English Language Teaching Department and their 358 mentors participated in the study. In the study, “Cooperating Teacher Questionnaire” and “Student Teacher Questionnaire” both of which are 5-point Likert scale were applied. The results showed that mentors reported themselves to perform all of the mentoring responsibilities. Furthermore, mentor teachers indicated that they frequently provided moral support and gave feedback to the pre-service teachers regarding

their teaching performance. The least frequently reported roles by mentors are facilitating socialization of pre-service teachers and interaction with other mentors. The self-reports of mentors about their execution of assigned roles were parallel with the perception of pre-service teachers.

Other from the perception of mentors in terms of mentoring roles of mentors, the perception of contribution to teacher development is explored by Nalumansi (2011) in a different context. Mentor teachers teaching at different grade levels, with mentoring experiences from one to five years participated in the study. Through online survey questionnaire and interviews data were collected. Results indicated that mentor teachers were satisfied with the ongoing program. They perceive both reflective teaching techniques and collaborative mentoring strategies influential in teacher development. Not only pre-service teachers but also mentors benefit from the program as they improve their practice by applying reflective teaching technique.

Mentors report their perception about their roles and contribution to the teacher development towards an intended end. However, once the relationship between pre-service teachers, mentors, and supervisors were examined closely, the results were surprising.

This relationship and the influence of these relationships on learning to teach were examined by Borko and Mayfield (1995). Four pre-service teachers, four mentors and four supervisors participated in the study in which data collected through observations and interviews. It was concluded that the roles of supervisors and mentors are quite superficial in learning to teach. The conferences between these three parties of the process were not found productive as the both mentors and supervisors tried to avoid confrontation and open disagreement which led the appraisal of pre-service teachers. There were no changes



perceived in the beliefs of pre-service teachers about teaching and learning, nor were any change in their basic teaching strategies or styles observed. The major sources of pre-service teachers' ideas were underlined as their own experiences. The aim of pre-service teachers was taking the opportunity of practising and learning by doing. The reasons of these negative results were highlighted by Borko and Mayfield (1995) as limited challenge provided by two parties, shared desire to maximize comfort and minimize risks during student teaching and mentors low sense of self-efficacy beliefs in assessment role.

Parallel with this result, İlin (2002) concluded that mentors had a role on the change of the student teachers' perception of effective teaching. However, mentors did not always provide positive contribution to the perception of pre-service teachers in terms of effective teaching. So, sometimes the perception of mentor could be a problematic issue for the development of pre-service teachers.

### **I.6. Supervisor**

Although the role of mentor teacher is highlighted in the development of pre-service teachers, as another party of the student teaching triad, supervisor role is also emphasized. As Zimpher (1980, as cited in Slick, 1998) stated that student teaching is more productive and meaningful with the contribution of input provided by supervisor.

The terms of both supervision and supervisor are confusing concepts in the literature as they are used in a wide range of occupations (Wallace, 1991). Specifically, in teacher education context, Gebhard (1990 as cited in Bailey, 2009, p.269) has defined supervision as “an ongoing process of teacher education in which the supervisor observes

what goes on in the teachers' classroom with an eye toward the goal of improved instruction" On the other hand, according to the definition of Wallace (1991) supervisor "is anyone who has, as a substantial element in her or his professional remit, the duty of monitoring and improving the quality of teaching done by other colleagues in a given educational situation".

In fact, supervisors who are generally instructors of pre-service teachers in the teacher education program are more familiar with pre-service teachers. Moreover, they are responsible for linking the theories of teaching with practices of pre-service teachers (Andrew, 2007). However, studies have revealed that pre-service teachers have to deal with difficult practical issues on their own in the absence of supervisors, as the poor communication between faculties and schools create a role confusion and inconsistency in supervision criteria (Roberts, 1998). Although there is common opinion on the effectiveness of the student teaching period on the pre-service teachers' development, the interaction between the participants of student teaching triad is prominent. Moreover, the level of executing supervisory roles of supervisors is important as they are in the triad for not only assessing but also observing and reflecting on teaching practices of pre-service teachers. Also, they are responsible for collaborating with mentors as they are the representative of theoretical knowledge (Slick, 1998).

In Turkish context, supervision in student teaching was evaluated by Aytac (2010) in terms of the levels of role performance of supervisors. "University Supervisory Practices Questionnaire" and "University Supervisory Roles Scale" were used in the study to which 12 Education faculties participated. The results indicated that there were no specific selection criteria for selecting supervisors as in the case of mentors that Sağ (2007)

underlined. Moreover, supervisors report themselves as performing the role of communication, though guidance role was performed less frequently. In terms of the sex of the supervisors, Aytaç (2010) concluded that male supervisors significantly perform their guidance role better. Further, the supervisors teaching courses in educational sciences and instruction perform the role of guidance better than other supervisors, nevertheless, the performance of the supervisors did not differ according to their titles in the university.

In terms of supervisor' performing communication role, the results of the Aytaç's (2010) study are not surprising as supervisors have been interacting with pre-service teachers during their four year education program. However, the problems with performing other roles should be discussed within the frame of consistent duties and responsibilities of supervisors. In the existence of inconsistent responsibilities, duties, and unclear role descriptions leave supervisors out of the student teaching triad which make this process harder for pre-service teachers (Roberts, 1998). These points concluded by Roberts (1998) are also compatible with the results of İlin's (2002) study of which aim was providing a description of how the supervisor teachers perceive effective supervisory feedback, and how their perception influence their practices as supervisors. 4 supervisors and 15 pre-service teachers participated in the study which resulted in inconsistent views of supervisor regarding effective supervision. The reason of such an inconsistency might suggest the absence of a shared culture for the supervisory duties in the department. Additionally, it was implied that supervisors' rethinking of their espoused and explicit theories through awareness raising activities might be beneficial in an attempt to lessening the gap between their implicit and explicit theories of the supervisors in terms of effective supervision.

Beside the unclear role description of supervisors, the absence of the support provided by the university makes supervisors define themselves as outsiders. The studies (Slick, 1998; Andrew, 2007) conducted by the participation of newly hired graduate students as teaching assistant supervisor showed that little guidance and incentives were provided to supervisors which cause supervisors feel themselves unsure of their roles, unconfident as a supervisor outside the teaching field and as outsiders (Slick, 1998). As Slick (1997) suggested that supervisors needed to define their roles on their own due to the lack of support of the university. Hence, all supervisors have a unique perception of their roles generally inconsistent with each other (İlin, 2002). In performing their own described roles, supervisors generally put priority to supporting pre-service teachers and avoiding any conflict (Slick, 1997). However, as Slick (1997) claims that clinical supervision-which is concerned with training aspects of classroom teaching (Wallace, 1991) – should be implemented through which pre-service teachers are challenged and their growth is promoted.

It is a common fact that student teaching period is an important part of teacher education (Gebhard, 2009). The first practical experiences of pre-service teachers in the field are supposed to challenge and change their beliefs regarding teaching throughout that process. While pre-service teachers are stepping from theory to practice, they are not left alone. By the participation of mentors and supervisors, the dual relationship constitutes a student teaching triad. Studies above discussed individual roles, duties, responsibilities and effectiveness of mentors and supervisors. According to these studies, the prior aim should be supporting pre-service teachers through both guiding, collaborating, communicating and challenging them in the way of nurture their teaching.

The teacher belief of pre-service teachers has been framed by the lots of teachers they have already observed until they come to the teacher education program. Parallel with the ultimate purpose of teacher educators is which bringing out effective teachers, changing or conceptualizing the beliefs of pre-service teachers towards to the intended end is focused through the education of pre-service teachers. Within these beliefs, self-efficacy beliefs of pre-service teachers are prominent, as these beliefs directly affect so many educational outcomes. Within the frame of self-efficacy beliefs, student teaching role is exceptionally important. Because, these experiences in the field provide sources of self-efficacy beliefs two of which are support provided by mentors and supervisors. Thus, the role of mentor and supervisor support as a predictor of self-efficacy beliefs are examined in the literature.

### **I.7. Mentor and Supervisor Support as a Predictor of Self-efficacy Beliefs**

The results of studies investigating the change in the efficacy beliefs of pre-service during student teaching generally show that the self-efficacy beliefs of pre-service teachers increase thorough their experiences in student teaching (Woolfolk Hoy & Spero, 2005; Şahin & Atay, 2010; Fortman & Pontius, 2000). On the contrary, there are some other studies which indicates that self-efficacy beliefs of pre-service teachers increase during course work, though it decreases during student teaching (Hoy & Woolfolk, 1990). As Woolfolk Hoy (2000) suggests that the reason of decline in the self-efficacy beliefs of pre-service teachers may result from the gap between their standards they set and their performance. Considering that fact, Woolfolk Hoy (2000) emphasizes that support for the development of strong self-efficacy beliefs is important as the beliefs are once firmly

established, they are resistant to change. Hence, it is important to seek the correlates or predictors of these beliefs in order to initiate them at the expense of establishing strong sense of self-efficacy.

At that point student teaching which is fruitful in terms of self-efficacy sources that Bandura (1997) suggests, mentor and supervisor as the providers of these sources is examined. These two parties of student teaching triad not only model teaching (vicarious experience) but also provide feedback (verbal persuasion) to the pre-service teachers whom perform teaching under the supervision of them (mastery experience, physiological state). As Woolfolk Hoy (2000) states that the support available which is also provided by mentor, supervisor or peer in student teaching is correlated with sense of self-efficacy of teachers. By focusing on either mentor support or supervisor support, the studies tried to reveal the level how much these kind of support predict the self-efficacy beliefs of pre-service teachers.

Aydin and Woolfolk Hoy (2005) conducted a study investigating pre-service teachers' sources of self-efficacy. 70 pre-service teachers enrolled in Master of Education program in a large mid-western university participated in the study. In the study, "Teachers' Sense of Efficacy Scale", "Relationship with Mentor", "Your Mentor as Teacher", and "Teaching Support" scales were used. The results indicated that pre-service teachers had a high sense of efficacy. Also, they believe that they had positive and trusting relationship with their mentors. Furthermore, pre-service teachers' perception of support from environment was high, and they considered their mentors as skilled teachers. In terms of the correlations between variables and sense of self-efficacy, pre-service teachers who experienced positive relationship with their mentors were found to have higher self-

efficacy beliefs. Further, pre-service teachers with the high perception of teaching support reported high levels of self-efficacy. Interestingly, pre-service teachers who had more hours of experience in the field reported lower efficacy scores. Finally, there is no significant relationship between self-efficacy beliefs of pre-service teachers and their mentors as teachers. Overall, Aydin and Woolfolk Hoy (2005) accessed the results that the relationship between student teacher and mentor, the support received from environment, and the number of field experiences were significant predictors of self-efficacy of pre-service teachers. Under the light of these results, it was discussed that supports from environment and from mentors were significant predictors of efficacy information of pre-service teachers.

Egel (2009) similarly carried out a study based on the experiences pre-service teachers during student teaching in terms of their self-efficacy beliefs. Further the influence of mentors was also investigated in the study. Data were collected through short form of “Teacher Efficacy Scale” accompanied by the interviews with pre-service teachers in the study to which 67 pre-service teachers participated. Results showed that pre-service teachers report high sense of self-efficacy beliefs. Moreover, the results of interviews indicated that pre-service teachers’ sense of self-efficacy beliefs depended on the behaviours of mentors. Mentors directly influenced self-efficacy beliefs of pre-service teachers. Also, it was concluded that the modelling of mentors provided vicarious experience for pre-service teachers which increase their teacher self-efficacy beliefs.

Çapa (2005) also investigated the sources of efficacy beliefs of teachers by including the mentor support as a variable. Although this study was carried out by the participation of novice teachers, it was important in terms of the support provided in the

early years of profession. 617 novice teachers who completed “The First Year Teacher Survey” participated in the study. According to the results of the study, novice teachers had high level of efficacy, and they reported high level of support from mentors, colleagues, principal and they are satisfied with the teaching assignments. Also, the mean score of the teaching preparation program is high. When the data were analyzed in order to find out the predictors of self-efficacy of novice teachers, teacher preparation program, principal support and characteristics of teaching assignments significantly predict the self-efficacy beliefs of pre-service teachers, though colleague support and mentor support showed no significant variance.



## **CHAPTER II: METHODOLOGY**

This part includes the research design, setting, and participants of the study, data collection tools, data collection procedure, and finally data analysis methods.

### **II.1. Research Design of the Study**

The changes occurring in the self-efficacy beliefs of English pre-service teachers while they are experiencing teaching profession in practice is one of the major focus of this present study. Taking this point into consideration, the data is collected in a longitudinal manner through both qualitative and quantitative methods which makes the research design of this study is a mixed type. The teacher self-efficacy beliefs of English pre-service teachers are investigated both in the first academic term and in the second academic term. That is, English pre-service teachers' sense of teacher efficacy beliefs is investigated in school experience course and in practicum course. Moreover, the contribution of mentor and supervisor support to the enhancement of the self-efficacy beliefs of English pre-service teachers through this period is questioned at the end of the practicum period.

### **II.2. Setting of the Study**

The study was conducted at English Language Teaching (ELT) Department of Mersin University, a state university in Turkey. The four year undergraduate program of ELT Department consists of courses such as Approaches and Methods in Language Teaching, Linguistics, Educational Psychology, Language Acquisition, Computer Assisted Language Teaching and English Literature. The objective of the program is to train English

Language teachers who are equipped with pedagogical knowledge, content knowledge and knowledge of classroom management. As participants of such a program, English pre-service teachers go through courses which are designed sequentially from theory to practice. After getting the theoretical courses and practice teaching in stimulated classroom environments in their first three years; in the final year, they take two field experience courses; School Experience course in the first term, and Practicum course in the second term.

In School Experience course (1 hour theory + 4 hours practice each week), the pre-service English teachers are appointed to a school as a small group. They generally work in pairs mentored by an English teacher of that school. They also have a supervisor appointed by the university. These supervisors are preferably the lecturers of English Language Teaching field; however, other lecturers from other fields in the Education Faculty can also supervise the English pre-service teachers if it is needed. Within the frame of this course, the pre-service teachers are supposed to observe school and real class environment under the guidance of mentor teacher, and write assigned reports depending on their observations. They submit their reports to the supervisors. As pre-service teachers are not supposed to perform teaching in this course, there is no evaluation of their performance as teachers.

Sequentially, in the second term of their senior year, pre-service English teachers take Practicum course (2 hours theory + 6 hours practice each week) in which they perform teaching under the collaborative guidance of mentor teacher and supervisor. The pre-service teachers are supposed to write assigned reports along with the evaluation of their performance by both mentor teacher and supervisor.

In both courses, the English pre-service teachers are supposed to come together with their supervisors either in practice school or at university to discuss the observations, experiences, and their practices as both courses have theory hours. Apart from that, supervisors need to visit practice schools for some tasks, such as introducing their students and assign mentor teachers, but specifically for observing pre-service teachers, evaluating their practice and enabling them feedback especially in the Practicum course of which teaching practice is main focus.

### **II.3. Participants of the Study**

The participants of the study consisted of 62 pre-service English teachers. They were senior students at the English Language Teaching Department in Mersin University. The study was conducted at the terms of 2011-2012 Education Year. ELT Department offers either daytime classes or evening classes. Out of 62 participants, 39 of them were attending daytime classes while 23 of them were attending evening classes. There is no difference between the daytime and evening classes in terms of courses in the program, and the lecturers are the same, as well. All of participants were the active participants of both School Experience and Practicum courses. All of the participants were placed in state schools. Further, although all of the participants were appointed supervisors by ELT Department in the School Experience course, there were supervisors from other departments like Educational Administration Department and Program Development appointed to English pre-service teachers during the Practicum course. Some of these lecturers were the ones that pre-service English teachers were familiar as they got courses from them, though some of them were totally unfamiliar to them. Although some of the

participants informed that they had teaching experience in private courses, or in some volunteered organizations, they did not have any formal teaching experience in a school.

#### **II.4. Data Collection Tools**

The data were collected by means of both quantitative and qualitative data collection methods. Quantitative part of the data were collected through three scales; namely Teachers' Self-Efficacy Scale (TSES), Mentor Support Scale (MSS) and Supervisor Support Scale (SSS). Furthermore, for the qualitative data collection, semi-structured interview was conducted.

##### **II.4.1. Teachers' Sense of Efficacy Scale (TSES)**

Teachers' Sense of Efficacy Scale (TSES) (see Appendix A) which is also known as Ohio State Teacher Efficacy Scale is developed by Tschannen-Moran & Woolfolk Hoy (2001). The scale has two forms; a long form consisting of 24 items and a short form consisting of 12 items. The long form is used in this study, as the Tschannen-Moran & Hoy (2001) recommend the long form for the pre-service teachers whose responds make the factors less distinct. The overall scale has the alpha reliability point of .94. The scale consists of three sub-scales: Efficacy in Student Engagement (Items 1, 2, 4, 6, 9, 12, 14, 22), Efficacy in Instructional Strategies (Items 7, 10, 11, 17, 18, 20, 23, 24), Efficacy in Classroom Management (Items 3, 5, 8, 13, 15, 16, 19, 21).

#### **II.4.2. Mentor Support Scale (MSS)**

Mentor Support Scale (MSS) (see Appendix B) is developed by Çapa and Loadman (2004). The scale has 15 items and the reliability of the scale is .97. Although the scale is originally developed for the first year teachers in a different context, the items has semantically cover the roles of mentor teachers in school practice period of pre-service teachers.

#### **II. 4.3. Supervisor Support Scale (SSS)**

In an attempt to elicit the support provided by the supervisor, the Supervisor Support Scale was developed throughout the study and conducted. Although there are scales in the reviewed literature about the supervisor roles (Aytaç, 2010; Demirkol, 2004 as cited in Koç, 2008; Shippy, 1989), there is not a scale found specifically underline the support role of supervisors. Hence, a reliable Supervisor Support Scale is aimed to be developed by the researcher in order to elicit the level of support provided by the supervisor. The development process of the scale is presented below. By that way, the answers of the research questions 7-“What is the factorial structure of ‘Supervisor Support Scale?’” and research questions 8-“Is ‘Supervisor Support Scale’ and the sub-scales are reliable?” could be found in the following pages.

##### **II.4.3.1. The Development of Supervisor Support Scale (SSS)**

It was aimed to develop a reliable Supervisor Support Scale. In that sense, initially, items were selected from the reviewed literature, and then the translation validity of items was controlled. After the items were checked under the supervision of experts in

this field, the scale was constructed. Finally, through reliability analysis, the items were evaluated in order to select the items which measure the variable that was intended to measure well.

#### **II.4.3.1.1. Participants**

The study group consists of 288 pre-service teachers from 8 different universities in Turkey. Out of the 8 universities, 2 of them are private universities while the other 6 universities are state universities.

#### **II.4.3.1.2. Preparing Scale Items**

In the literature, it is possible to find scales concerning to measure the roles of supervisors, however, there is not a scale found specific for the support role of supervisors. For that reason, it was decided to use the items from the reviewed literature which are constructed to measure the support role of supervisors. Further, some items were produced considering the support roles of supervisors.

The language of the scale was decided to be English as the language of the other scales is also English and the study group is totally consist of English pre-service teachers who are supposedly good at English. While selecting the items for the Supervisor Support Scale, both Turkish and English items were found (15 English items, 47 Turkish items). In order to include the items which measure the variable well in Turkish culture, Turkish items were translated into English, and English items were translated into Turkish by 7 experts in the field of English language. The appropriate translation of items was

decided by another 4 experts in the field. Then, the English version of the items was conducted 52 English pre-service teachers. One week later, the Turkish form of the same items was conducted the same group. The correlation between the two versions of items was analyzed through the Spearman's rank correlation as the sum points of both version's distribution were not normal ( $p < 0,01$ ). The correlation is shown at Table 1.

Table 1

*Spearman's rank correlation*

			TRSUM	INGSUM
Spearman's rho	TRSUM	Correlation Coefficient	1,000	,827
		Sig. (2-tailed)	.	,000
		N	52	52
	INGSUM	Correlation Coefficient	,827	1,000
		Sig. (2-tailed)	,000	.
		N	52	52

As it can be seen in the Table 1, the Turkish version of the items and the English version of the items are significantly correlated ( $p < 0,01$ ) and the correlation between these two versions is statistically positive and high ( $r = 0,827$ ). These results show that the items have a shared meaning in both languages, and the items have translation validity. Taking these results into consideration the both English items and the Turkish

items translated into English were decided to be included in the first version of the Supervisor Support Scale. Before the final application of the scale, the scale was applied to a small group consisting of 12 pre-service teachers to check whether all the items are understandable or not.

#### **II.4.3.1.3. Procedure**

The first version of the scale was conducted to 288 English pre-service teachers. All of the participants were senior at their department. Although some data was collected personally by the researchers, some of them were collected by mail through which the researcher can communicate with the head of the departments. After the data were gathered, the data were entered into the computer.

#### **II.4.3.1.4. Data Analysis Methods**

In the data analysis process, exploratory factor analysis was performed in order to determine the items which measure the supervisor support variable well, and to elicit the factorial structure of the developing scale. Various rotation techniques were employed in order to obtain the most meaningful predictor of the variable. Furthermore, reliability analysis was used for the internal consistency of the scale.

#### **II.4.3.1.5. Reliability of the Supervisor Support Scale**

In an attempt to determine the construct validity of the scale, exploratory factor analysis was employed on 56 items (N=288). Before the factor analysis of the items,



Kaiser-Meyer-Olkin (KMO) and Barlett statistics were conducted in order to determine the appropriateness of the data set for factor analysis. The KMO ranges from 0 to 1, and higher values indicate more satisfactory data set in terms of factor analysis. The ideal satisfactory value is supposed to be higher than 0,7. In the present study, the data set is found satisfactory for the factor analysis as KMO value is 0,963, and the Barlett's Test for Sphericity is significant ( $p < 0,01$ ) (see Table 2).

Table 2

*KMO and Barletts Test for the 56 Items Constructed*

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.			, 963
Bartlett's Test of Sphericity	Approx.	Chi-	
	Square		12767,327
	Df		1540
	Sig.		,000

After the factor analysis was first employed, seven factors of which eigen value was greater than 1.0 were obtained in the total variance explained. Moreover, these seven factors explain the 64,812% of the total variance, and the first factor explains 46,882% of the total variance. This result revealed that the scale may be one factor.

Table 3

*Total Variance Explained*

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	26,254	46,882	46,882	26,254	46,882	46,882
2	3,347	5,976	52,858	3,347	5,976	52,858
3	1,844	3,292	56,150	1,844	3,292	56,150
4	1,485	2,652	58,802	1,485	2,652	58,802
5	1,182	2,110	60,912	1,182	2,110	60,912
6	1,112	1,985	62,897	1,112	1,985	62,897
7	1,072	1,915	64,812	1,072	1,915	64,812

The data were rotated several times in the exploratory factor analysis. In the first rotation, there were 7 factors (56 items), and items loaded on more than one factor. This may show that some items in the scale were interrelated with the other factors (see Table 4) which may lead further ambiguity in understanding the explanation of an item in terms of the support role of supervisors.

Table 4

*Factor Analysis for All Items in the Scale Developed*

COMPONENT	1	2	3	4	5	6	7
SMEAN(M1)	,696		-,337				
SMEAN(M2)	,730						
SMEAN(M3)	,670		-,359				
SMEAN(M4)	,699						
SMEAN(M5)	,702						
SMEAN(M6)	,662						
SMEAN(M7)	,663						
SMEAN(M8)	,729						
SMEAN(M9)	,709						
SMEAN(M10)	,713						
SMEAN(M11)	,716						
SMEAN(M12)	,663	-,305					
SMEAN(M13)	,649						
SMEAN(M14)	,590	-,361					
SMEAN(M15)	,637	-,401					
SMEAN(M16)	,416	-,367				,398	
SMEAN(M17)	,667					,301	
SMEAN(M18)	,738						
SMEAN(M19)	,768						
SMEAN(M20)	,740						
SMEAN(M21)	,721						
SMEAN(M22)	,762						
SMEAN(M23)	,788						
SMEAN(M24)	,723						
SMEAN(M25)	,745						
SMEAN(M26)	,525						,476
SMEAN(M27)	,659						
SMEAN(M28)	,668			,364			
SMEAN(M29)	,685			,344			
SMEAN(M30)	,699			,408			
SMEAN(M31)	,634	,323					
SMEAN(M32)	,685						
SMEAN(M33)	,692	-,327					
SMEAN(M34)	,697	-,310					
SMEAN(M35)	,718						
SMEAN(M36)	,697					-,304	
SMEAN(M37)	,720	-,357					
SMEAN(M38)	,752						
SMEAN(M39)	,620						
SMEAN(M40)	,603	-,312		,344			
SMEAN(M41)	,738						
SMEAN(M42)	,768						
SMEAN(M43)	,725						
SMEAN(M44)	,616	,466	,350				
SMEAN(M45)	,603	,474	,331				
SMEAN(M46)	,672	,311					
SMEAN(M47)	,788						
SMEAN(M48)	,647	,435					

SMEAN(M49)	,721			
SMEAN(M50)	,711			
SMEAN(M51)	,580	,420		
SMEAN(M52)	,660	,342		
SMEAN(M53)	,752	,327		
SMEAN(M54)	,679	,377		
SMEAN(M55)	,631			-,330
SMEAN(M56)	,510		,336	

Extraction Method: Principal Component Analysis.7 components extracted.

The items giving load less than .30 were removed from the scale to make a second factor analysis. Moreover, items loading more than one factor were removed for further analysis. As a result 30 items (2-3-6-7-9-12-14-15-16-17-26-28-29-30-31-33-34-37-38-39-40-44-45-46-48-51-52-54-55-56) were removed from the scale throughout the factor analysis conducted. The items were removed and added for several times in order to determine the best items estimating the final variable, supervisor support scale. Final factor analysis with the 26 items is shown at Table 5.

Table 5

*Factor Analysis for the Items Remained in the Scale Developed*

COMPONENTS	
	1
SMEAN(M8)	,745
SMEAN(M10)	,723
SMEAN(M11)	,714
SMEAN(M13)	,648
SMEAN(M18)	,765
SMEAN(M19)	,793
SMEAN(M22)	,771
SMEAN(M23)	,818
SMEAN(M24)	,743
SMEAN(M27)	,646
SMEAN(M35)	,718
SMEAN(M36)	,701
SMEAN(M41)	,749
SMEAN(M42)	,769
SMEAN(M43)	,732

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SMEAN(M47)	,787
SMEAN(M49)	,732
SMEAN(M50)	,723
SMEAN(M53)	,726
SMEAN(M1)	,717
SMEAN(M5)	,710
SMEAN(M21)	,744
SMEAN(M25)	,776
SMEAN(M32)	,690
SMEAN(M4)	,699
SMEAN(M20)	,768

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Extraction Method: Principal Component Analysis. 1 components extracted.

As a result of the final factor analysis, 26 items were selected to be in the Supervisor Support Scale. The remaining items in the final factor analysis follows as: *My supervisor explains my tasks about the practice in a clear way* (Item 1). *My supervisor gives me feedback about what I have done in the practicum period* (Item 4). *My supervisor guides the application of my theoretical knowledge into practice in real school context* (Item 5). *My supervisor cooperates with me* (Item 8). *The feedback I get from my supervisor makes me think that my ideas are cared* (Item 10). *My supervisor prepares me to the practice psychologically* (Item 11). *My supervisor is aware of the fact that I will be his/her colleague in the future* (Item 13). *My supervisor has the ability to cope with the problems that I encounter in the practicum period* (Item 18). *My supervisor is a guide about practicum* (Item 19). *My supervisor is a good role-model* (Item 20). *My supervisor is a good listener* (Item 21). *My supervisor motivates me* (Item 22). *My supervisor contributes to me professionally* (Item 23). *My supervisor closely cares about his/her students individually* (Item 24). *My supervisor organizes the practicum training well* (Item 25). *I feel secure when my supervisor is with me* (Item 27). *My supervisor provides the necessary information about the system and rules of the practicum school* (Item 32). *My supervisor reflects a personality that s/he can be asked questions about practicum studies comfortably* (Item 35). *My supervisor respects me in making our own decisions* (Item 36).

*My supervisor uses a language in his/her evaluations of my studies that make it possible for me to see my positive and incomplete sides (Item 41). My supervisor makes me feel that we conduct practicum studies together in collaboration (Item 42). My supervisor guides me to solve my problems with mentor teachers in practicum (Item 43). My supervisor guides me towards the goal of self-evaluation (Item 47). My supervisor serves as a resource consultant for me (Item 49). My supervisor assists my adjustment to school and college policies (Item 50). My supervisor guides me in lesson planning, observation and classroom management (Item 53).*

All of the items loaded on one factor which implies the support role of supervisors in the practicum period. All these 26 items explain 54,162% of total variance and the Cronbach's Alpha value is .96, and that indicates a high reliability. As a result of these analyses, a reliable Supervisor Support Scale which consists of 26 items and 1 factor was developed.

#### **II.4.4. Interviews**

12 pre-service English teachers out of total population of 62 English pre-service teachers are interviewed through semi-structured interview (see Appendix D). That qualitative part of data collection tool is included in order to triangulate the data and gain insight about both the teacher self-efficacy beliefs of pre-service teachers and their perception of support enabled by mentor teacher and supervisor. As Tschannen-Moran et al. (1998, as cited in Milner & Hoy, 2003) for the deep understanding of the teachers self-efficacy growth, interviews and observational data are needed. Moreover as Henson (2002) indicates that in-depth study of teachers is necessary in order "to fully understand the

relationships between the sources of efficacy information, the meaning teachers attach to this information, and any ultimate change in their efficacy beliefs” (p. 147).

Each of the pre-service teachers is interviewed at a time. The interview questions are constructed in an attempt to reveal the self-efficacy beliefs of pre-service teachers and their perception of change occurred in their own self-efficacy beliefs. As a result of the quantitative data, there may be rise or decline in their teacher self-efficacy beliefs before and after the school experience period. However, through qualitative data collected, the perception of this change by pre-service English teachers is also tried to be highlighted. Moreover, within the change (if any) in the teacher self-efficacy beliefs of pre-service teachers through the school practice period, rather than the support enabled by mentor teacher and supervisor, the perception of their support is tried to be obtained. Thus, the semi-structured interview makes this study possible to seek that perception deeply along with the quantitative data collected through scales.

## **II.5. Data Collection Procedure**

As stated before, the research had a longitudinal design. The self-efficacy beliefs of pre-service teachers were investigated three times along the academic calendar of 2011-2012. The data were collected through Teachers’ Self-Efficacy Scale at the beginning of the fall term (before pre-service English teachers take School Experience Course), at the end of the fall term (after pre-service English teachers take School Experience Course), and at the end of the spring term (after pre-service English teachers take Practicum Course), relatively. Moreover, both Mentor Support Scale and Supervisor Support Scale





sum points of Teachers' Sense of Self-efficacy Scale, and for the three sub-components of the same scale (efficacy for student engagement, efficacy for instructional strategies, and efficacy for classroom management) for each data set collected three times in an academic year. According to the results obtained through normality plot tests, the distribution of sum points of self-efficacy beliefs and the efficacy beliefs for student engagement (STEN), instructional strategies (INST) and classroom management (CM) of English pre-service teachers before the school practice courses (Time 1) did not distributed normally.

Table 6

*Test of normality for the sum points of self-efficacy beliefs and the efficacy beliefs for student engagement (STEN), instructional strategies (INST) and classroom management (CM) at Time 1*

	<b>Kolmogorov-Smirnov(a)</b>			<b>Shapiro-Wilk</b>		
	Statistic	Df	Sig.	Statistic	Df	Sig.
<b>SUM1</b>	,156	62	,001	,925	62	,001
	<b>Kolmogorov-Smirnov(b)</b>			<b>Shapiro-Wilk</b>		
	Statistic	Df	Sig.	Statistic	Df	Sig.
<b>STEN1</b>	,139	62	,004	,966	62	,081
	<b>Kolmogorov-Smirnov(c)</b>			<b>Shapiro-Wilk</b>		
	Statistic	Df	Sig.	Statistic	Df	Sig.
<b>INST1</b>	,175	62	,000	,930	62	,002
	<b>Kolmogorov-Smirnov(d)</b>			<b>Shapiro-Wilk</b>		
	Statistic	Df	Sig.	Statistic	Df	Sig.
<b>CM1</b>	,166	62	,000	,943	62	,006

a Lilliefors Significance Correction

b Lilliefors Significance Correction

c Lilliefors Significance Correction

d Lilliefors Significance Correction

As the number of participants was higher than 50, the Kolmogorov-Smirnov significance value was checked in order to see whether the distributions were normal or not (Büyüköztürk, 2002). The p value bigger than 0.005 indicates normal distribution (Büyüköztürk, 2002). As it is shown in Table 1, the p value Kolmogorov-Smirnov test for the sum points of teacher self-efficacy beliefs English pre-service teachers is lower than 0.005 which mean that the distribution is not normal. Similarly, the distributions for the sum points of sub-components of the scale are not normal (p=,004 for the efficacy of student engagement, p=,000 for the efficacy of instructional strategies, and p=,000 for the efficacy of classroom management).

Conversely, the distribution of sum points of self-efficacy beliefs of pre-service teachers obtained after the School Experience course (Time 2) is distributed normally. This normal distribution is also valid for the efficacy beliefs for student engagement, instructional strategies, and classroom management.

Table 7

*Test of normality for the sum points of self-efficacy beliefs and the efficacy beliefs for student engagement (STEN), instructional strategies (INST) and classroom management (CM) at Time 2*

	<b>Kolmogorov-Smirnov(a)</b>			<b>Shapiro-Wilk</b>		
	Statistic	df	Sig.	Statistic	Df	Sig.
<b>SUM2</b>	,083	62	,200(*)	,961	62	,045
	<b>Kolmogorov-Smirnov(b)</b>			<b>Shapiro-Wilk</b>		
	Statistic	df	Sig.	Statistic	Df	Sig.
<b>STEN2</b>	,078	62	,200(*)	,961	62	,048
	<b>Kolmogorov-Smirnov(c)</b>			<b>Shapiro-Wilk</b>		

	Statistic	df	Sig.	Statistic	Df	Sig.
<b>INST2</b>	,108	62	,067	,965	62	,074
	<b>Kolmogorov-Smirnov(d)</b>			<b>Shapiro-Wilk</b>		
	Statistic	df	Sig.	Statistic	df	Sig.
<b>CM2</b>	,094	62	,200(**)	,966	62	,083

a Lilliefors Significance Correction

b Lilliefors Significance Correction

c Lilliefors Significance Correction

d Lilliefors Significance Correction

\* This is a lower bound of the true significance.

\*\* This is a lower bound of the true significance.

The p values of the Kolmogorov-Smirnov tests for the sum points of teacher self-efficacy beliefs of English pre-service teachers and the sum points of their efficacy beliefs for student engagement, instructional materials and classroom management are higher than 0.005 which suggests that the distributions are normal for these sum points (p=,200 for the sum points of efficacy beliefs, p=,200 for efficacy of student engagement, p=,067 for the efficacy of instructional strategies, and p=,200 for the efficacy of classroom management).

Finally, the normality tests were applied for the sum points of teacher efficacy beliefs of English pre-service teachers, and the sum points of their efficacy for student engagement, instructional strategies, and classroom management after the Practicum course, in other words, at the end of the school practice courses (Time 3).

Table 8

*Test of normality for the sum points of self-efficacy beliefs and the efficacy beliefs for student engagement (STEN), instructional strategies (INST) and classroom management (CM) at Time 3*

<b>Kolmogorov-Smirnov(a)</b>			<b>Shapiro-Wilk</b>			
Statistic	df	Sig.	Statistic	df	Sig.	
<b>SUM3</b>	,106	62	,078	,975	62	,233
<b>Kolmogorov-Smirnov(b)</b>			<b>Shapiro-Wilk</b>			
Statistic	df	Sig.	Statistic	df	Sig.	
<b>STEN3</b>	,098	62	,200(*)	,978	62	,343
<b>Kolmogorov-Smirnov(c)</b>			<b>Shapiro-Wilk</b>			
Statistic	df	Sig.	Statistic	df	Sig.	
<b>INST3</b>	,075	62	,200(**)	,982	62	,512
<b>Kolmogorov-Smirnov(d)</b>			<b>Shapiro-Wilk</b>			
Statistic	df	Sig.	Statistic	df	Sig.	
<b>CM3</b>	,078	62	,200(***)	,978	62	,346

a Lilliefors Significance Correction

b Lilliefors Significance Correction

c Lilliefors Significance Correction

d Lilliefors Significance Correction

\* This is a lower bound of the true significance.

\*\* This is a lower bound of the true significance.

\*\*\* This is a lower bound of the true significance.

The distribution at Time 3 for the teacher self-efficacy beliefs of English pre-service teachers is normal ( $p = ,078$ ). Similarly, the distribution of self-efficacy for student for student engagement ( $p = ,200$ ), the distribution of self-efficacy for instructional strategies ( $p = ,200$ ), and the distribution of self-efficacy for classroom management are normal as the  $p$  value of Kolmogorov-Smirnov tests indicate.

Considering the distributions above, Wilcoxon Signed Rank Test, a non-parametric test, was used in order to estimate the changes in the efficacy beliefs from beginning of the school practice courses to the end of the School Experience course. Because the distribution of data set for the beginning of school practice courses is not normal. For the same reason, Wilcoxon Signed Rank Test was also used for the examination of change from beginning of the school practice courses to the end of the Practicum course. However, as the data sets for the end of the School Experience course and the end of the Practicum course distribute normally, as a parametric test, Paired Samples T Test was used.

Moreover, Linear Regression Analysis was applied to the sum points of teacher self-efficacy beliefs of pre-service teachers and the sum points of mentor and supervisor support. In order to find out the level of how much mentor support and supervisor support predict teacher self-efficacy of pre-service teachers, the independent variables of mentor support and supervisor support were separately analyzed through Linear Regression Analysis.

Furthermore, the qualitative data were obtained through semi-structured interviews so as to make an in-depth analysis of how pre-service teachers perceive their own self-efficacy beliefs and their mentor and supervisor in term of the support provided. Pre-service teachers' interviews were presented along with the analysis of quantitative data as extracts. Pseudonyms for each English pre-service teacher were used while presenting their extracts.

### **CHAPTER III: RESULTS AND DISCUSSIONS**

In this chapter, the results are presented in the order of research questions. In addition, the result of each research question is discussed in relation with the current literature.

#### **III.1.What is level of teacher self-efficacy beliefs of English pre-service teachers?**

The self-efficacy beliefs of English pre-service teachers were investigated before school practice courses, after School Experience course and after Practicum course. The results of the each investigation are presented in the order of sub-research questions.

##### **III.1.1.What is level of teacher self-efficacy beliefs of English pre-service teachers before school practice courses?**

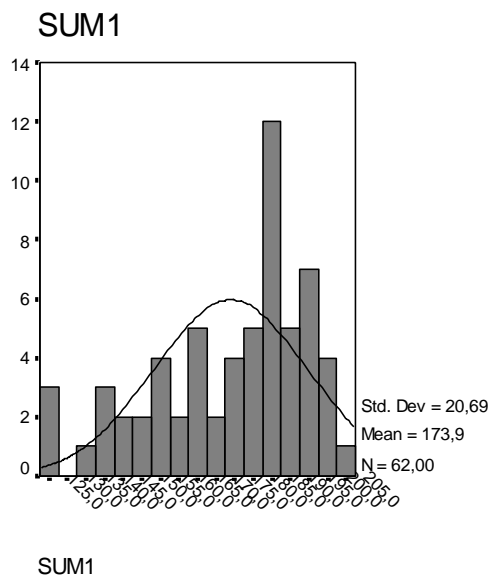
In attempt to find out the level of teacher efficacy beliefs of English pre-service teachers before school practice courses, the data collected through Teachers's Sense of Efficacy Scale (TSES) at the beginning of these courses were analyzed through descriptive statistics.

Table 9

*Descriptive Statistics for Self-efficacy Beliefs of Pre-service Teachers before School Practice Courses*

	N	Minimum	Maximum	Mean	S
Teacher Self-Efficacy Beliefs	62	124,00	204,00	173,9	20,69236
Efficacy for Student Engagement	62	39,00	72,00	57,5	7,97075
Efficacy for Instructional Strategies	62	37,00	70,00	58,2	7,49675
Efficacy for Classroom Management	62	40,00	70,00	58,2	6,97099

As it is shown in Table 9, the teacher self-efficacy beliefs of English pre-service teachers is high before they start to practice teaching through school practice courses. Considering that the highest point that can be taken from the scale is 216, the mean score of English pre-service teachers for their sense of self-efficacy is 173,9 which indicates that they feel themselves competent in teaching English. This positive result can also be concluded by looking at the histogram presented below.



*Figure 4.* Histogram for the Self-efficacy Beliefs of Pre-service Teachers before School Practice Courses

The skewness of the distribution is  $-.779$  which implies that the distribution is left-skewed, and the mass of the points accumulate towards the positive end of the scores. It is also explicit from the histogram that pre-service English teacher believe in their abilities to teach English.

Moreover, when the efficacy beliefs of English pre-service teachers are examined in terms of their efficacy for student engagement, instructional strategies, and classroom management, they had mean score of 58,2 for instructional strategies and classroom management over total points of 72. So, it can be said that pre-service English teachers also feel themselves efficacious in using instructional strategies and managing a classroom. However, they feel themselves slightly less efficacious in terms of engaging students to the lesson ( $M=57,5$ ) comparing to the efficacy for instructional strategies and classroom management.



It is clear that pre-service English teachers feel themselves efficacious in teaching English before school practice courses in their final year of teacher education. This result may suggest that pre-service teachers enrol to the teaching education program with high sense of self-efficacy already. As they observed so many teachers modelling teaching for themselves, they had developed a sense of high self-efficacy for performing the teaching task successfully (Lortie, 1975 as cited in Labone, 1994). In addition, both the theoretical courses and practical ones provided to them before landing on the real context of teaching boost their self-efficacy beliefs regarding teaching. As Knobloch (2006) points out that the combination of various sources of self-efficacy beliefs in their teaching education program make pre-service teachers feel competent in teaching before school experience. As English pre-service teachers participated in the study did not have a formal experience in teaching, they were also unfamiliar with the multi-dimensional context of teaching which might make them report high sense of self-efficacy before school practice courses. This conclusion is compatible with the Woolfolk Hoy's (2000) statement who suggests that pre-service teachers often underestimate the complexity of teaching task. Furthermore, as acknowledged by Bandura (1986, as cited in Housego, 1990) people generally overestimate their capabilities in the areas of limited familiarity. Thus, it was possible for English pre-service teachers in this study overestimate their competencies in teaching.

The results discussed above about the pre-service English teachers' efficacy for student engagement, instructional strategies and classroom management before the school practice courses are in line with the results Senler and Sungur (2010) who propose that self-efficacy beliefs of pre-service teachers are high for instructional strategies and classroom management than their efficacy for student engagement. This may be result that

pre-service teachers get courses about classroom management and instructional strategies but there is no knowledge provided about how to deal with engaging students to the lesson which was also concluded by Senler and Sungur (2010). So, it is expected for pre-service teachers to boost their efficacy for student engagement in school practice courses in which they are dealing with real students.

### **III.1.2. What is level of teacher self-efficacy beliefs of English pre-service teachers after the School Experience course?**

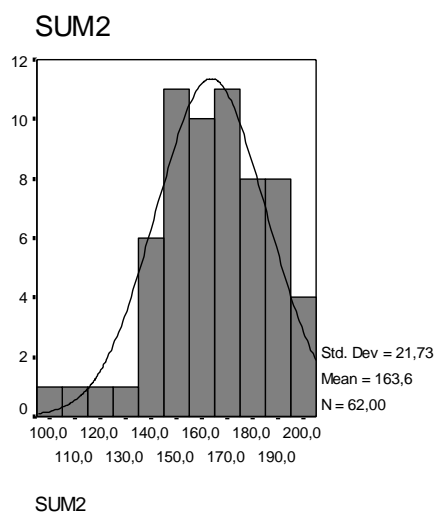
The level of teacher self-efficacy beliefs of English pre-service teachers after the School Experience course was found out through analyzing their scores on Teacher Sense of Efficacy Scale (TSES) via descriptive analysis. The analysis were conducted to the data collected at the end of School Experience course in which pre-service teachers observe mentor teachers and class environment. The result of the descriptive statistics was presented in Table 10.

Table 10

#### *Descriptive Statistics for Self-efficacy Beliefs of Pre-service Teachers after School Experience Course*

	N	Minimum	Maximum	Mean	S
Teacher Self-Efficacy Beliefs	62	96,00	201,00	163,6	21,73111
Efficacy for Student Engagement	62	33,00	66,00	53,9	7,42931
Efficacy for Instructional Strategies	62	30,00	71,00	55,6	7,82262
Efficacy for Classroom Management	62	30,00	68,00	53,9	8,12204

As can be seen in Table 10, pre-service English teachers still report them efficacious at the end of the School Experience course, although not as much as they report at the beginning of the school practice courses. The accumulation of scores to the positive end can be seen in histogram presented below.



*Figure 5.* Histogram for the Self-efficacy Beliefs of Pre-service Teachers After School Experience Course

As Figure 5 also presents, the distribution is left-skewed which points out high sense-of self-efficacy beliefs of pre-service teachers after they observe real class environment and teaching task modelled by the mentor teacher. In terms of their efficacy levels of student engagement, instructional strategies, and classroom management, it was observed that efficacy beliefs of pre-service teachers for instructional strategies ( $M=55,6$ ) were higher than their sense of efficacy beliefs for classroom management ( $M=53,9$ ) and student engagement ( $M=53,9$ ).

The results of the analysis concerning the self-efficacy beliefs of English pre-service teachers indicates that they still report high sense of self-efficacy beliefs after their

observation of a model and real school context. It can be said that their self-efficacy is enhanced through the observation of a model during their observation experience. As Bandura (1997) proposes vicarious experience which is second powerful source of self-efficacy beliefs enhance self-efficacy beliefs through observing a model performing the similar task. The high sense of self-efficacy reported for the instructional strategies can also be commented in the same way. That is, by observing a model, pre-service English teachers get experiences on how to use instructional strategies effectively which triggered their sense of self-efficacy for instructional strategies. However, their self-efficacy beliefs for the classroom management and student engagement were not as high as their self-efficacy beliefs of instructional strategies. It can be concluded that pre-service English teachers' self-efficacy beliefs were challenged by the context of real class environment and students. In the development of teacher self-efficacy beliefs, the analysis of teaching task and assessment of personal teaching competences is prominent (Tschannen-Moran et al., 1998; Çapa, 2005). Hence, it can be concluded that pre-service English teachers perceived student engagement and classroom management harder which made them to feel less efficacious in these areas after observing school context and students.

### III.1.3. What is level of teacher self-efficacy beliefs of English pre-service teachers after the Practicum course?

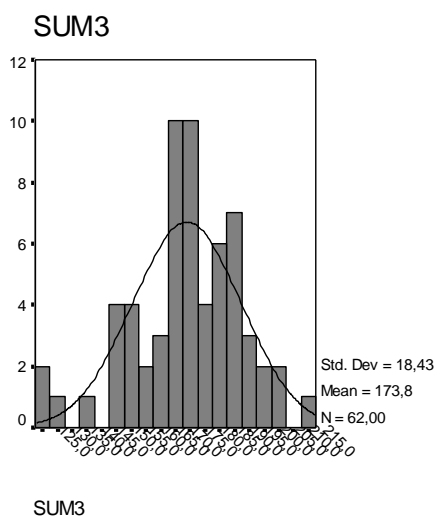
In order to investigate the level of teacher self-efficacy beliefs of English pre-service teachers after the Practicum course, descriptive analysis were conducted to the data collected at the end of the Practicum course through Teacher Sense of Efficacy Scale (TSES). The results of the descriptive analysis are presented below.

Table 11

#### *Descriptive Statistics for Self-efficacy Beliefs of Pre-service Teachers After Practicum Course*

	N	Minimum	Maximum	Mean	S
Teacher Self-Efficacy Beliefs	62	126,00	216,00	173,8200	18,42530
Efficacy for Student Engagement	62	36,00	72,00	57,4	7,07646
Efficacy for Instructional Strategies	62	43,00	72,00	59,2	6,19381
Efficacy for Classroom Management	62	37,00	72,00	57,1	6,91900

As shown in Table 11, pre-service English teachers report themselves efficacious by taking the mean score of 173,8 over the total points of 216 that can be get from the scale. This positive result of self-efficacy beliefs of English pre-service teachers is also obvious in the histogram presented below.



*Figure 6.* Histogram for the Self-efficacy Beliefs of Pre-service Teachers after Practicum Course

The skewness of the distribution is  $-.494$  indicating a left-skewed distribution which means that the general score of English pre-service teachers were accumulated at the higher points end. The histogram graphic presented in Figure 6 clearly shows that English pre-service teachers believe in their abilities as teachers.

Furthermore, when the efficacy scores of English pre-service teachers are examined in terms of student engagement, instructional strategies and classroom management, efficacy for instructional strategies had the highest points ( $M=59,2$ ). Followingly, efficacy for student engagement got slightly a higher point ( $M=57,4$ ) comparing to the efficacy for classroom management ( $M=57,1$ ).

The statements of English pre-service teachers also indicate that pre-service English teachers valued Practicum course compared to School Experience course.

**Merve:** School experience was good, .... better than I expected, we saw school environment, students but I like Practicum more,

then (in Practicum) I felt myself as a real teacher, encountered with a real situation.

**Gülcan:** The second term was good, I did not want it to finish.

According to these results, it can be said that pre-service teachers report themselves efficacious in teaching after practising teaching in real class environment. As Bandura (1997) states mastery experience is the first and most powerful source of self-efficacy beliefs. Taking that into consideration, pre-service English teachers can be concluded as finishing their school practice courses with strong self-efficacy beliefs after experiencing teaching in real classrooms. In other words, after observing teaching in the first semester, applying their teaching in a real class enhance the self-efficacy beliefs of pre-service English teachers. Moreover, as negative mastery experiences lower self-efficacy beliefs, positive ones enhance them (Bandura, 1997), it can be added that pre-service English teachers had positive experiences in practising the teaching task. As in the beginning of school experiences, and in the middle, the pre-service English teachers feel themselves efficacious in instructional strategies at the end of the school practice courses. Applying these strategies on their own seems to boost their self-efficacy beliefs. Moreover, English pre-service teachers report themselves efficacious in engaging the students and managing the classroom, though they are not as high as efficacy for instructional strategies. Putting effort in managing the classroom and engaging students may be results of the enhancement in the self-efficacy beliefs of English pre-service teachers concerning these tasks.

The analysis above report that the English pre-service teachers believe in their capabilities in teaching at different times during their school practice courses. Descriptive analyses make it only possible to see the level of self-efficacy perception of English pre-

service teachers at different time intervals. During the study, the change occurring in the self-efficacy beliefs of pre-service teachers had also been investigated order to have an idea about the efficiency of school practice courses in the development of self-efficacy beliefs of pre-service teachers. The research questions below and answers will address to that point.

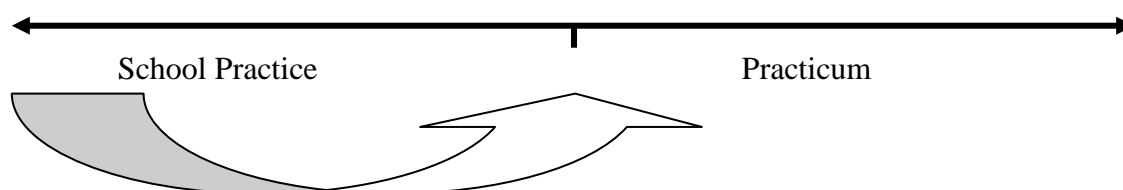
### **III.2. Is there a significant difference between the level of teacher self-efficacy beliefs of English pre-service teachers?**

The change in the teacher self-efficacy beliefs of English pre-service teachers was investigated in School Experience course in the first term, in Practicum course in the second term. Moreover, the change in their teacher self-efficacy beliefs from the beginning of school practice courses to the end was investigated.

#### **III.2.1. Is there a significant difference between the level of teacher self-efficacy beliefs of English pre-service teachers before and after the School Experience course?**

The self-efficacy beliefs of pre-service teachers were questioned before they started to school practice courses and after they completed the School Experience course in which they were assigned to observe a mentor teacher and school environment. The time interval when the self-efficacy beliefs of pre-service English teachers were questioned is figured out below.





*Figure 7.* The time interval when the self-efficacy beliefs of pre-service English teachers were questioned

In order to find out the difference between these times in terms of the self-efficacy development of pre-service English teachers, Wilcoxon Signed Rank Test was conducted. The result for the total self-efficacy beliefs of pre-service English teachers are presented below.

Table 12

*Result of the Wilcoxon Signed Rank Test*

<b>SUM2-SUM1</b>	<b>N</b>	<b>Mean Rank</b>	<b>Sum of Ranks</b>	<b>Z</b>	<b>p</b>
<b>Negative Ranks</b>	40	33,41	1336,50	-3,104*	,002
<b>Positive Ranks</b>	20	24,68	493,50		
<b>Ties</b>	2				

\*Based on positive ranks

According to the Table 12, the change occurred in School Experience course is significant ( $p < 0,005$ ). The significant change indicates that English pre-service teachers feel themselves more efficacious before School Experience course ( $Z = -3,104$ ).

The change occurring in the School Experience course was also examined in terms of the English pre-service teachers' efficacy beliefs for student engagement, instructional strategies, and classroom management. Wilcoxon Signed Rank Test was also

operated for the abnormal distribution of first sum points of these sub-categories and the normal distribution of first sum points of these sub-categories. The results are presented below.

Table 13

*Result of the Wilcoxon Signed Rank Test for Efficacy for Student Engagement (STEN), Instructional Strategies (INST), and Classroom Management (CM)*

STEN2-STEN1	N	Mean Rank	Sum of Ranks	Z	p
<b>Negative Ranks</b>	39	31,28	1220,00	-2,825	,005*
<b>Positive Ranks</b>	19	25,84	491,00		
<b>Ties</b>	4				
<b>INST2 - INST1</b>					
<b>Negative Ranks</b>	36	30,85	1110,50	-2,258	,024**
<b>Positive Ranks</b>	21				
<b>Ties</b>	5	25,83	542,50		
<b>CM2-CM1</b>					
<b>Negative Ranks</b>	42	30,10	1264,00	-3,480	,001***
<b>Positive Ranks</b>	15	25,93	389,00		
<b>Ties</b>	5				

\*Based on positive ranks

\*\*Based on positive ranks

\*\*\*Based on positive ranks

Table 13 clearly shows that English pre-service teachers' self-efficacy beliefs for student engagement declined in the Student Engagement course at significant level ( $Z=-2,825$ ,  $p<0,05$ ). Further, there is a significant decline observed in their self-efficacy for instructional strategies ( $Z=-2,258$ ,  $p<0,05$ ). Similarly, the results significantly show that

School Experience course cause a decline in English pre-service teachers' self-efficacy for classroom management ( $Z=3,480$ ,  $p<0,05$ ).

In order to triangulate the obtained results, pre-service English teachers were also interviewed about their presumptions at the beginning of the School Experience, and they expressed their confrontation with the reality as

**Merve:** I was excited at first, .... I was just concerned with how to deliver lesson, but not with how to control the class, how to use the board. I had not thought about them before, as I did not know that they would be an obstacle for me or I would need to think.... I just thought about how to deliver the lesson and which activities to use.

**Merve:** As if everything would be great in theory, but it was not.... (The real school context) did not meet my expectations

**Serpil:** Frankly, (real school context) did not meet my expectations, because I was expecting a different atmosphere. For instance, students did not respect to their teachers which demoralized me.

**Serpil:** When we first entered to the classroom, we experienced a difficulty in managing the class. We observed that our mentor could not manage the classroom, either.... (But) we observed that our mentor was not competent in terms of knowledge and classroom management. We observed that we helped to our mentor.

**Deniz:** In time, I got accustomed to (class). I observed that my mentor also struggling with the classroom in an exhausted way, (and) he/she only cared about finishing the lesson. So, in the process of school practice courses, I only became aware of the fact that I am not alone.

**Gülcan:** I was sitting with the students sitting at the back, he/she (the student) made something , knew something.... but all he/she wanted was a reinforcement such as “you can do” and observed that my mentor was not dealing with these students which made me sad.

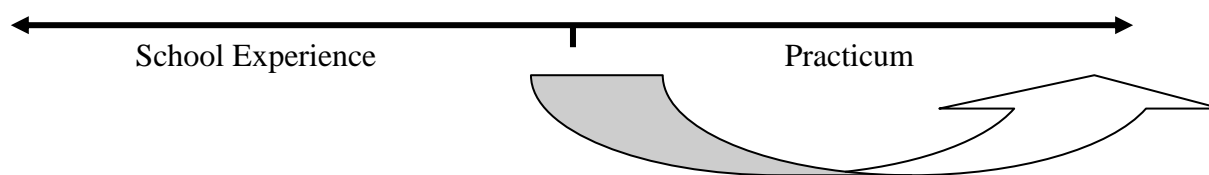
The results of tests examining the change in the self-efficacy beliefs of English pre-service teachers show that they made higher efficacy judgements before they had started school practice courses. These results support the views of Bandura (1986, as cited in Housego, 1990) who suggest that the unfamiliarity of the task cause people to overestimate the capabilities and Woolfolk Hoy (2000) who underlines that pre-service teachers often underestimate the complexity of teaching task. As pre-service English teachers were assigned to observe their mentor teachers' performing the teaching task in School Experience course, they were supposed to benefit from vicarious experience to boost their self-efficacy beliefs. However, according to Bandura (1997) the similarity, credibility, trustworthiness, and the expertise of the model are critical for the validity of vicarious experience. Hence, the decline in the teacher self-efficacy beliefs of English pre-service teachers might be result of their perception of their mentor dissimilar, incredible, and not competent enough for teaching task. As it is clear from the statements of English pre-service teachers, they did not think that their mentors were competent in teaching.

Moreover, although English pre-service teachers took courses regarding instructional strategies, and classroom management, it seems that the real class environment shakes their beliefs which results in decline in the self-efficacy beliefs for student engagement, instructional strategies, classroom management.

As asserted by Tschannen-Moran and Woolfolk Hoy (2007), “reality shock” is experienced by newly qualified teachers who realize the demand of the profession in the field. Therefore, it can be said for English pre-service teachers in this case that they were shocked by the reality of difficulty in teaching and realized the difficult conditions that challenged the teachers. Moreover it may be possible that the disparity between the theoretical knowledge that pre-service English teachers held and the practices of mentor teachers cause decline in the self-efficacy beliefs of them.

### **III.2.2. Is there a significant difference between the level of teacher self-efficacy beliefs of self-efficacy beliefs of English pre-service teachers before and after the Practicum course?**

Teacher self-efficacy beliefs of pre-service English teachers were also examined at the end of the Practicum course. So, in order to investigate the change in the efficacy beliefs of pre-service teachers as they go through from School Experience course to Practicum course, two data sets collected at the end of the School Experience course and at the end of the Practicum course were analyzed. Before the presentation of results, the time interval though self-efficacy beliefs of English pre-service teachers were examined is figured out below.



*Figure 8.* The time interval though self-efficacy beliefs of English pre-service teachers were examined

English pre-service teachers were assigned to prepare lessons, present them under the observation of mentors and supervisors during the Practicum course. They were also evaluated by these individuals over their one or two presentations. In order to find out the change in the teacher efficacy beliefs of pre-service English teachers though they move from School Experience course to Practicum course, Paired Samples T Test was conducted. The data collected at the end of the School Experience course (SUM2) and at the end of the Practicum course (SUM3) went under the analysis through Paired Samples T Test. The results are presented in the Table 9 below.

Table 14

*Result of the Paired Samples T Test*

	<b>N</b>	<b>Mean</b>	<b>S</b>	<b>t</b>	<b>P</b>
SUM2	62	163,6	21,73111	-3,449	,001
SUM3	62	173,8	18,42530		

As it is presented in Table 14, it was found out that there was a gain in the self-efficacy beliefs of pre-service English teachers as they move from School Experience

course to Practicum course. The gain in the self-efficacy beliefs of English pre-service teachers is also significant ( $t=-3,449$ ,  $p<0,05$ ). The mean score of pre-service English teachers at the end of the School Experience course was 163,6 which was increased to 173,8 at the end of the Practicum course.

In addition, the change in the self-efficacy beliefs of pre-service teachers was also investigated in terms of student engagement, instructional strategies, and classroom management in their journey from School Experience course to Practicum course. Once more, Paired Samples T Test was applied of which results are presented at Table 15.

Table 15

*Result of the Paired Samples T Test for Efficacy for Student Engagement (STEN), Instructional Strategies (INST), and Classroom Management (CM)*

	<b>N</b>	<b>Mean</b>	<b>S</b>	<b>t</b>	<b>P</b>
STEN2	62	53,9	7,42931	-3,154	,003
STEN3	62	57,4	7,07646		
INST2	62	55,6	7,82262	-3,217	,002
INST3	62	59,2	6,19381		
CM2	62	53,9	8,12204	-2,999	,004
CM3	62	57,1	6,91900		

As it is clearly seen at Table 15, the teacher self-efficacy beliefs of pre-service English teachers significantly increase during Practicum course in terms of their efficacy for student engagement, instructional strategies, and classroom management. First of all,

for their efficacy in student engagement, the self-efficacy beliefs of English pre-service teachers increased at a significant level ( $t=-3,154$ ,  $p<0,05$ ). Further, there was a significant growth in pre-service teachers' efficacy for instructional strategies ( $t=-3,217$ ,  $p<0,05$ ). Finally, English pre-service teachers' self-efficacy for classroom management developed significantly during Practicum course ( $t=-2,999$ ,  $p<0,05$ ).

In interviews, English pre-service teachers also stated the contribution of experiencing teaching in their ability to teach.

**Mert:** .... Previously, I had a prejudice that I could not do that profession as I am a shy and introvert person. In fact, this situation was observed in first term (School Experience course), but in second term (Practicum) course, everything was different. We got accustomed to (the environment). After my teaching practice, I was aware of the fact that I can do that profession. I was so concentrated on the job that I did not understand how time passed when teaching although I had thought about how to swipe these minutes.

Additionally, English pre-service teachers stated that they became more aware of their capabilities, insufficiencies through this practice which can be evaluated as a contribution of these courses, as well.

**Gülcan:** I have good sides and bad sides in teaching. (through practices) I understood that I am more effective with young learners, but with 8<sup>th</sup> graders, I was unsuccessful in terms of managing the classroom. I could not use my voice effectively.

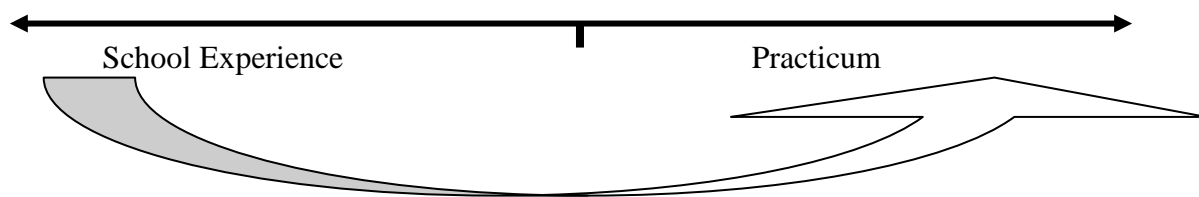


The gain in the self-efficacy beliefs of English pre-service teachers seems to be correlated with their experiences in teaching. The efficacy beliefs which were challenged dramatically after observing real teaching and classrooms increased by the practices of English pre-service teachers. It can be concluded that the complexity of teaching task which was challenged the self-efficacy beliefs of English pre-service teachers was restrained as they master this complexity on their own. Based on the discussion above, Bandura (1997) proposes that first and the most powerful source of self-efficacy beliefs is mastery experience through which people perform the task on their own. Further, Bandura (1977) assumes that success in these experiences increase self-efficacy beliefs while repeated failures lower them. Hence, it is possible that successful experiences of English pre-service teachers regarding teaching played a role in the development of their teacher self-efficacy beliefs. Besides mastery experiences the motivation and characteristics of pre-service teachers may also explain the reason of this increase which support the view of the Poulou (2007). It is also possible that along with the motivation of English pre-service teachers to put their theoretical knowledge into practice, their self-efficacy beliefs were enhanced by successful mastery experiences. Moreover, the support provided to English pre-service teachers in the development of their teacher efficacy beliefs should be discussed. As acknowledged by both Woolfolk Hoy and Spero (2005) and Şahin and Atay (2010), self-efficacy beliefs of pre-service teachers increase during student teaching but decrease during their first year in teaching. At that point Woolfolk Hoy and Spero (2005) and Şahin and Atay (2010) concluded that the support provided to pre-service teachers in student teaching is significant for their development of self-efficacy beliefs as the drawn support is the reason of decline in their self-efficacy beliefs in the induction year. The

support provided by mentor, supervisor and other sources may be the reason of increase in the self-efficacy beliefs of English pre-service teachers in this case.

**III.2.3. Is there a significant difference between the level of teacher self-efficacy beliefs of self-efficacy beliefs of English pre-service teachers before and after the school practice courses?**

The significant change in teacher self-efficacy beliefs of English pre-service teachers was also investigated through school practice courses in order to see the overall effect of school practice on the teacher self-efficacy beliefs. The time through which the change in teacher self-efficacy of English pre-service teachers was questioned is figured out.



*Figure 9.* The time through which the change in teacher self-efficacy of English pre-service teachers was questioned

In order to examine the change in this time period, Wilcoxon Signed Ranked Test was applied to the data collected before School Experience course and the data collected at the end of the Practicum course. The results of the Wilcoxon Signed Ranked Test are presented below.

Table 16

*Result of the Wilcoxon Signed Rank Test*

<b>SUM1-SUM3</b>	<b>N</b>	<b>Mean Rank</b>	<b>Sum of Ranks</b>	<b>Z</b>	<b>p</b>
<b>Negative Ranks</b>	31	30,94	959,00	-,123*	,902
<b>Positive Ranks</b>	31	32,06	994,00		
<b>Ties</b>	0				

\*Based on negative ranks

As it is clear in Table 16, there was no significant change in the teacher self-efficacy beliefs of English pre-service teachers as they were becoming more familiar with teaching through school practice courses ( $p > 0,05$ ). The change in the self-efficacy beliefs of English pre-service teachers were also examined in terms of their efficacy for student engagement, instructional strategies, and classroom management. In order to seek out these changes Wilcoxon Signed Rank Test was applied once more time. The results are presented below.

Table 17

*Result of the Wilcoxon Signed Rank Test for Efficacy for Student Engagement (STEN), Instructional Strategies (INST), and Classroom Management (CM)*

<b>STEN1-STEN3</b>	<b>N</b>	<b>Mean Rank</b>	<b>Sum of Ranks</b>	<b>Z</b>	<b>p</b>
<b>Negative Ranks</b>	23	32,15	739,50	-,478*	,632
<b>Positive Ranks</b>					
<b>Ties</b>	33	25,95	856,50		
	6				
<b>INST1 – INST3</b>					
<b>Negative Ranks</b>	28	26,32	737,00	-1,119**	,263
<b>Positive Ranks</b>					
<b>Ties</b>	31	33,32	1033,00		
	3				
<b>CM1-CM3</b>					
<b>Negative Ranks</b>	34	30,50	1037,00	-,899**	,369
<b>Positive Ranks</b>		30,50			
<b>Ties</b>	26		793,00		
	2				

\*Based on negative ranks

\*\*Based on negative ranks

\*\*\*Based on positive ranks

As it can be seen at Table 17, English pre-service teachers' self-efficacy beliefs for student engagement did not change significantly ( $p > 0,05$ ). Similarly there is no significant change found for their self-efficacy beliefs in instructional strategies ( $p > 0,05$ ). Finally, for classroom management, the change in the self-efficacy beliefs of English pre-service teachers was not significant. ( $p > 0,05$ ).

In interviews although English pre-service teachers confirmed that school practice courses helped them to make a smoother transition to the profession, they also mentioned their anxiety for their future placement.

**Serpil:** I am anxious about what to encounter when I will be appointed to the east (more rural areas) and what to do. I asked myself whether I want to be a teacher or not. If I did not have any obligation, if I had any other profession other than being a teacher....., I would not choose being a teacher.

Moreover, English pre-service teachers were disappointed by not seeing the learned theory in practice which is clear in their statements, as Deniz mentioned,

**Deniz:** I was more excited, and I had less confidence in myself about what to do in front of the classroom at the beginning (of the school practice courses). When the process (courses) had finished, my excitement became less but my confidence in my previous learning in teaching became less, either. I thought that the practices in college were useless when I saw that it was difficult to apply them in real school environment.

**Deniz:** In practices at college, (students) were our classmates, the class was silent and the (fake) students knew everything that we asked, but it was not same in school. There was always noise and disorder in the classroom. While I was struggling with these (noise and disorder), I missed the instruction. I could not somehow balance this.... I felt myself incompetent in this respect.

The results of the investigation of change in teacher self-efficacy beliefs of English pre-service teachers clearly show that teacher self-efficacy beliefs of them declined in School Experience course, though their teacher self-efficacy beliefs significantly increased in Practicum course. However, it is not possible to mention about an overall change in the self-efficacy beliefs of pre-service teachers though their school practice courses. When looked at the results of descriptive statistics, it can be concluded that pre-service English teachers felt themselves competent in teaching at the end of the school experience ( $M=178,9$ ). However, there being no change in English pre-service teachers' teacher self-efficacy beliefs throughout their experiences in student teaching is surprising because student teaching is process full of self-efficacy sources as Bandura (1997) asserts. Moreover, there are studies (Housego, 1990; Fortman and Pontius, 2000; Hoy & Spero, 2005; Şahin & Atay , 2010) in literature which found a significant change found in the self-efficacy beliefs of pre-service teachers at the end of their student teaching. Further, Woolfolk and Hoy (1990) came to a conclusion that pre-service teachers' personal teaching efficacy increased at the end of the student teaching.

Apart from the studies that found increase in the self-efficacy beliefs of pre-service teachers, Lin and Gorrell (2001) found out a decrease in the self-efficacy beliefs of them. The researchers found out decrease by investigating the self-efficacy beliefs of beginning pre-service teachers and ending ones none of which attend the student teaching. Although student teaching is not the main focus, beginning teachers report themselves more efficacious comparing to the ending students. Lin and Gorrell (2001) explained that decrease as pre-service teachers' shift from early beliefs about teaching to taking the responsibility of students' learning.

Neither the decrease nor the increase in the self-efficacy beliefs of pre-service teachers as a result of the above studies is compatible with the results of present study. Parallel with the result of the Knobloch (2006), there is no change found in the self-efficacy beliefs of English pre-service teachers through school practice courses in this study.

One reason of such a result may be the perception of pre-service teachers of student teaching. English pre-service teachers' having neither negative nor positive perception towards their student teaching experience may result in the absence of change in teacher self-efficacy beliefs of them during school practice courses. Because, as Knobloch (2006) suggests that pre-service teachers' perception of their student teaching experience has a strong relationship with their sense of self-efficacy beliefs. Additionally, school setting may be another reason of there being no change in the teacher self-efficacy beliefs of English pre-service teachers, as the school setting is a predictor of pre-service teachers' self-efficacy beliefs (Knobloch & Woolfolk Hoy, 2008). Further, the perception of pre-service teachers that the efforts of school would not have a positive effect on students (Woolfolk Hoy, 2000) might not help them to change or reconceptualise their self-efficacy beliefs. Within the same study, Knobloch and Woolfolk Hoy (2008) also assert that the perception of pre-service teachers about the efficacy of their mentor teacher is also predictor of their sense of self-efficacy beliefs. So, it is possible for English pre-service teachers to perceive their mentors less efficacious which was not enough to trigger change in their self-efficacy beliefs.

Another reason of being no change in the self-efficacy beliefs of English pre-service teachers may be that their student teaching was not furnished enough with the sources of self-efficacy beliefs or these sources did not positively work. As mentioned

before, student teaching enables mastery experiences, vicarious experiences, verbal persuasion and psychological states which are the most powerful sources of self-efficacy beliefs relatively (Bandura, 1997). In student teaching, pre-service teachers experience teaching on their own (mastery experience), observe a model (vicarious experience), get feedback from their mentors and supervisors (verbal persuasion) and experience the psychological states of teaching in front of students. As Liaw (2009) concluded mastery experiences and verbal persuasion enhance pre-service teachers' personal teaching efficacy. Moreover, Poulou (2009) found out that a mastery experience in conjunction with verbal persuasion is the predictor of self-efficacy beliefs of pre-service teachers. Taking these points into consideration, it can be concluded for English pre-service teachers that their self-efficacy beliefs did not enhanced towards an intended end with these sources in their student teaching experience or these sources were available but they were not meaningful for pre-service teachers.

Finally, both Hoy and Spero (2005) and Şahin and Atay (2010) found out that self-efficacy beliefs of pre-service teachers increased in student teaching but decreased in their induction year. Researchers (Hoy and Spero, 2005; Şahin and Atay, 2010) concluded that drawn support was the reason of that kind of decline in self-efficacy beliefs of teachers in induction year. Further, Liaw (2009) suggested that supportive environment is beneficial for the development of self-efficacy beliefs. Hence, an unsupportive environment in terms of the self-efficacy development of English pre-service teachers may be a reason of the absent change. Regarding that issue, as the major producers of self-efficacy sources in student teaching, the supportive side of the mentors and supervisors in the development of pre-service teachers' sense of self-efficacy will be discussed in following research questions.



### III.3. What is the level of support provided by mentor teacher in the school practice courses?

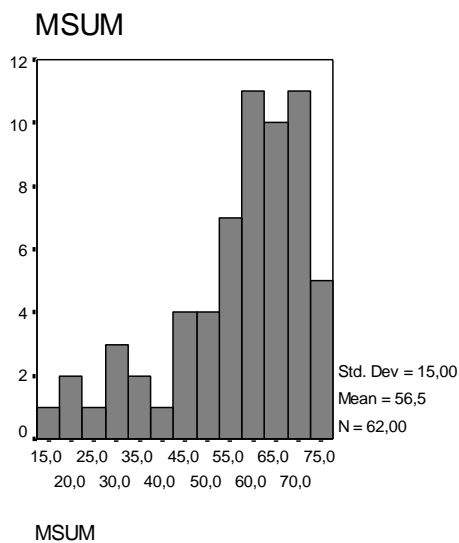
In order to find out the level of the support provided by mentors in school practice courses, descriptive analysis was conducted. The mentors of whom support was questioned were the ones in Practicum course as the Mentor Support Scale made it only possible to assess mentor's practices in Practicum course which includes teaching practice. The results of the descriptive statistics are presented below.

Table 18

#### *Descriptive Statistics of the Level of Support Provided by Mentors*

	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>S</b>
Support Provided by Mentors	62	15,00	75,00	56,4	14,99582

As it is obvious in the Table 18, English pre-service teachers perceive their mentors' as supportive. The mean score taken from the Mentor Support Scale is 56,4 over 75,00. By commenting on the mean score, it can be concluded that the level of the support provided by mentors is high. This result can also be deduced by examining the histogram presented below.



*Figure 10.* Histogram for the Level of Support Provided by Mentors

The histogram presented in Figure 10 indicates that the distribution accumulated to the right end which is closer to the top point that can be taken from the scale (75,00) showing that the mentors provide support to the English pre-service teachers in school practice courses, in particular, Practicum course.

For further analysis, the 15 items in the scale was also analyzed through descriptive statistics in order to see the particular type of support provided to English pre-service teachers by mentors. The descriptive statistics conducted for each item are presented in Table 19.

Table 19

*Descriptive Statistics for the Items in Mentor Support Scale*

<b>ITEMS</b>	<b>Mean</b>	<b>S</b>
<b>ITEM10</b>	3,9531	1,02209
<b>ITEM6</b>	3,8281	1,0540
<b>ITEM3</b>	3,8125	1,2231
<b>ITEM7</b>	3,7969	1,14809
<b>ITEM13</b>	3,7969	1,16162
<b>ITEM11</b>	3,7669	1,06330
<b>ITEM5</b>	3,7656	1,1557
<b>ITEM8</b>	3,75	1,25000
<b>ITEM9</b>	3,7188	1,19201
<b>ITEM2</b>	3,7031	1,0259
<b>ITEM14</b>	3,7031	1,16833
<b>ITEM4</b>	3,6563	1,1486
<b>ITEM1</b>	3,6406	,9741
<b>ITEM15</b>	3,6094	1,26244
<b>ITEM12</b>	3,5	1,27005

As it can be seen at Table 19, the highest mean scores of the items in Mentor Support Scale belong to Item 10 (M=3,9531) and Item 6 (M=3,8281). Item 10 is “My mentor develops a trusting relationship with me in that I can be open and honest with my needs” and Item 6 is “My mentor keeps things confidential”. Furthermore, Item 15 (M=3,6094) and Item 12 (M=3,5) got the lowest mean scores from English pre-service teachers in Mentor Support Scale. Item 15 is “My mentor is a role-model of all aspects of professional teaching” and Item 12 is “My mentor brainstorms with me to help develop lesson plans”.

When pre-service English teachers were interviewed about the support that they got from their mentors, their perceptions differs. While some mentors some them, some of them did not contribute to their professional life at all.

**Serpil:** I cannot say that my mentor supported me. It is more true if we say that we helped to him/her.

**Merve:** My mentor .... was a very very very good teacher. He/she helped to us at every level. I do not know but it seem that he/she will be my role model for the future.

**Dilek:** .... classroom management of the mentor was good, I can say that we had learnt so many things from mentor. He/she tempted me to the profession. (My mentor) supported me, but he/she did not observe our instruction and give feedback which made us sad.

**Helin:** My mentor supported me much more. He/she helped to me more. When we said that we could not do, my mentor said that he/she also experienced the same thing. (Further) when (my mentor) shouted to a student in the lesson, he/she made an explanation to us like “I am not like that kind of teacher” (I can say that the support (provided by mentor) is psychological.

It is clear from the above analysis and extracts of English pre-service teachers, the practices of mentors in terms of providing support vary. Although some mentors support English pre-service teachers in some aspects, some do not support them at all. However, as a result of the descriptive analysis, it can be said that the general inclination of perception of mentoring practise regarding support is positive. It may be result of the fact that the spent time between mentors and pre-service teachers is much more comparing to the other supervising authorities such as supervisors. As Borko and Mayfield (1995) states pre-service teachers are more influenced by their mentors as a result of the time spent together in the school.

When the mean scores of the items of Mentor Support Scale, it was found out that the items like developing a trusting relationship with me in that I can be open and honest with my needs, and keeps things confidential were scored higher. This may stem from the fact that pre-service teachers were supported in school practice courses, particularly in Practicum course in a psychological way. This psychological side of the provided support was also explicit in the extracts of English pre-service teachers. So, it can be said that the role perceived by mentor was encouraging pre-service teacher who was already in shock upon facing with the school realities. When the least scored items were examined, it was concluded that the items were the ones including statements like being is a role-model of all aspects of professional teaching, and brainstorming with me to help develop lesson plans. As a result of the examination of the least scored items, it can be concluded that English pre-service teachers were not supported professionally in school practice courses, in Practicum, particularly. This situation is also observable in the extracts of pre-service teachers as they stated not being observed or getting feedback. These results support the Koç's (2008) study which concluded that mentor teachers frequently provided moral support to pre-service teachers. Also, as Borko and Mayfield (1995) underlined the individuals participated in the practicum desire to maximum comfort and minimize risk which might make mentors in this case encouraging pre-service teachers but not challenging their capabilities.

Moreover, it seems that mentors could not make a difference between teaching and mentoring which might also made them just providing moral support. Further, their mentoring self-efficacy beliefs might leave them not interfering to the practices of pre-service teachers (Borko & Mayfield, 1995). Lastly, from the points of the view of pre-service teachers, it may be concluded that mentors felt themselves evaluated by pre-service

teachers as a result of their inefficacious attitude towards teaching which led them to defend themselves at the end of the lessons.

#### **III.4.What is the level of support provided by supervisor in the school practice courses?**

In an attempt to investigate the support provided by the supervisors in school practice courses, descriptive statistics were applied to the data collected through Supervisor Support Scale at the end of the Practicum course. Likewise mentor support, supervisor support is questioned at the end of the Practicum course as the scale includes items towards the practice of pre-service teachers. Hence, the practices of supervisors in terms of support were investigated particularly in Practicum course. The results of the descriptive statistics applied in order to investigate the support of supervisors are presented in Table 20.

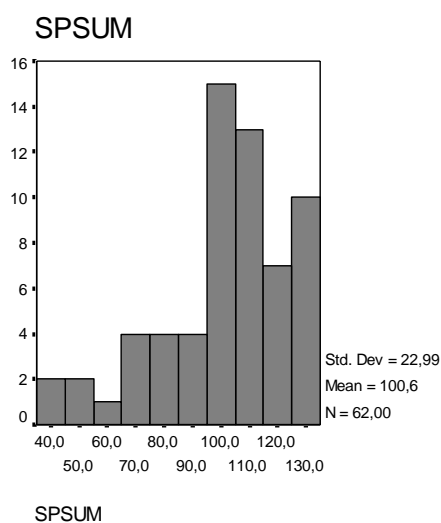
Table 20

##### *Descriptive Statistics of the Level of Support Provided by Supervisors*

	N	Minimum	Maximum	Mean	S
Support Provided by Supervisors	62	35	130	100,5	22,98544

According to Table 20, the mean score (100,5) of the support provided by supervisors is closer to the highest point that can be taken from the Supervisor Support Scale which is 130. Thus, by taking that mean score into account, it can be said that

English pre-service teachers thought that their supervisors provided support to them in school practice courses, particularly in Practicum course. Moreover, it is possible to comment similarly by looking at the distribution of the points taken from the scale. The distribution of points is shown in histogram chart in Figure 11.



*Figure 11.* Histogram for the Level of Support Provided by Supervisors

As it is clear in Figure 11, the distribution is left-skewed which shows that the points are accumulated on the right side of the histogram where represents the highest points. So, it can be said that English pre-service teachers generally score high for the support provided by the supervisors.

For further analysis, the mean scores of each item were found in order to get more insight about the type of the support that supervisors provide to pre-service teachers. In that sense, descriptive statistics were launched for each item in Supervisor Support Scale of which results are presented below.

Table 21

*Descriptive Statistics for the Items in Supervisor Support Scale*

<b>ITEMS</b>	<b>Mean</b>	<b>S</b>
ITEM 11	4,2031	0,9045
ITEM 7	4,0477	0,85565
ITEM 12	4,0312	1,10353
ITEM 18	4,0312	1,0303
ITEM 19	4,0157	1,05315
ITEM 10	4,0000	1
ITEM 2	3,9843	0,87486
ITEM 5	3,9688	1,0303
ITEM 13	3,9531	1,11004
ITEM 20	3,9531	0,90881
ITEM 23	3,9531	0,83721
ITEM 9	3,8751	0,99216
ITEM 16	3,8751	0,91001
ITEM 1	3,8731	0,92702
ITEM 17	3,8594	0,9163
ITEM 21	3,8437	1,04909
ITEM 22	3,7778	1,02232
ITEM 24	3,7657	1,18245
ITEM 14	3,7500	1,14564
ITEM 25	3,7500	1,07529
ITEM 4	3,7343	1,21504
ITEM 15	3,7343	1,09319
ITEM 3	3,7302	1,0637
ITEM 6	3,7188	1,11058
ITEM 8	3,7142	1,00667
ITEM 26	3,6406	1,242065

As it is shown in Table 21, the items that got the highest points from English pre-service teachers are Item 11 (M=4,2031), and Item 7 (M=4,0477). Item 11 is “My supervisor is a good listener” and Item 7 is “My supervisor is aware of the fact that I will be his/her colleague in the future”. Contrary to the items that got highest score, the lowest scored items are Item 8 and Item 26. Item 8 is “My supervisor has the ability to cope with the problems that I encounter in the practicum period” and “My supervisor guides me in lesson planning, observation and classroom management”.



Apart from the quantitative analysis, English pre-service teachers' perception of support provided by supervisors were also tried to be examined through interviews in order to triangulate the data obtained. In interviews, while some pre-service teachers explicitly stated the support they got, some stated about the absence of support provided by supervisors.

**Defne:** (Supervisor) always asked about whether there was any problem (in practice school) or not. .... (The feedback of supervisor) was so positive, so good. He/she liked our (performance). He/she motivated us.

**Pinar:** (Supervisor) observed us in last lesson, and gave me feedback about how to give instruction, how to use board. He/she gave feedback even about my walk (in the classroom). Apart from that, there was not so much communion (between us and supervisor). He/she asked question whether there was a problem or how it was going.

**Merve:** We talked with (our supervisor) after our feedback session. He/she is so busy, we cannot find him/her in school. He/she is always running after something and we did not want to bother him/her so much. We talked in haste, in one minute. Apart from that he/she did not give any detailed feedback. She said "I see you and how you are striving, and I know the level of the students." (Apart from that) there was no positive or negative feedback.

**Meral:** There was no (regular) weekly meetings. There was a meeting at the beginning. Supervisor somehow gave free rein to us. Frankly he/she did not deal with us, (and) our mentor was complainant about that.

**Deniz:** (Supervisor) generally asked about our experiences. Apart from that there was no direction about what to do or what not to do. .... I cannot say that supervisors supported (us) so much because they were also very busy. We had a meeting once a week (when) we were just submitting our reports. They were only asking whether there was a problem or not. I do not censure them about that because they had crowded groups.

**Doruk:** (Our supervisor's) going with us (to the practice school), meeting with headmaster in school can be counted as support. Apart from that he/she did not come to the school but he/she always controlled the process..... When we were delivering the lesson, eye-contact, smile, and approval of (supervisor) motivated us. (Also) his/her statements after teaching practice like "You are real teacher now, it is very good to you like that" (motivated us). .... I think that emotional (practices of supervisor) contributed more.

The results of the both quantitative and qualitative data have revealed that English pre-service teachers perceive their supervisors supportive. English pre-service teachers regard their supervisors as their role models which is not surprising as most of them were explicitly modelling how to teach through teacher education of pre-service

teachers. Moreover, English pre-service teachers regard their supervisors supportive as they motivate pre-service teachers by accepting them as their colleagues. The statements of pre-service teachers also support that quantitative result. However, when analyzed further, it was found out that the support provided by supervisors was psychological rather than being about teaching profession. It seems that supervisors lacked in guiding lesson planning, observation, and classroom management. These results of the study are compatible with the results of Aytaç's (2010) study in which supervisors thought that they performed communication role successfully which might be a result of the acquaintance of pre-service teachers with their supervisors in previous years. Also, supervisors reported themselves less successful in guidance role in the study of Aytaç (2010) which is also in line with the result of the English pre-service teachers' perception of their supervisors.

Furthermore, it is explicit in the interviews of pre-service teachers that supervisors were too busy to deal with the pre-service teachers in school practice courses. However, it is interesting that pre-service teachers seems to accept that their supervisors loads, and did not demand a specific support from supervisors. When they had problems, they tried to solve them with their mentors. Also, supervisors seemed to engage in school practice triad only to control the process, attaining mentors and observing pre-service teachers at the last lesson and these duties were accepted by pre-service teachers who were empathetic to the hard work of supervisors.

When feedback of supervisors was under question, there was short or no feedback sessions as stated by English pre-service teachers. When there was a feedback, this was an emotionally encouraging for pre-service teachers, but there was no specific feedback about the observed lesson or teaching in general. This result support the view of

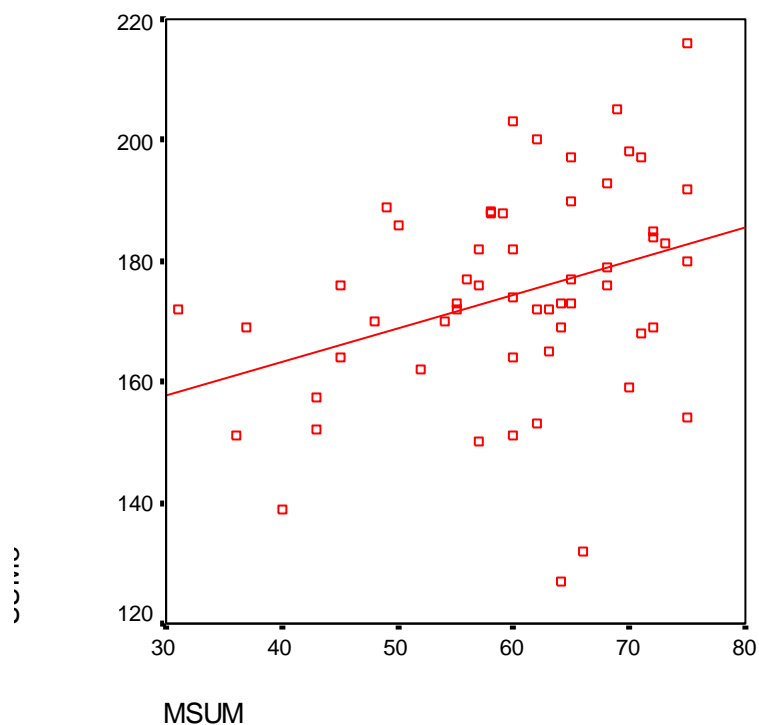
Slick (1997) suggesting that supervisors avoid any conflict by putting priority to supporting pre-service teachers. As in the results, while supervisors were encouraged by positive reinforcements, there was no challenge to promote their growth in profession. Also, it can be concluded that there were no meetings or short ones which was organized to submit reports, but there was no meetings in which supervisors gave detailed feedback, and/or discussed practices of pre-service teachers in a reflective way.

To sum up, although English pre-service teachers perceive the practices of supervisor supportive, this support is a kind of emotional one which motivated them in teaching. However, supervisors did not support pre-service teachers professionally by challenging them in a way to develop their skills and capabilities. As a representative of theoretical knowledge in school practice triad, the supervisors seem to be ineffective in bridging the gap between theory and practice. They were assigned themselves responsible only controlling the process by motivating pre-service teachers through avoiding any conflict in school practice.

### **III.5. How much does the support of mentor teacher explain the teacher self-efficacy beliefs of English pre-service teachers?**

In an attempt to investigate how much mentor support explain teacher self-efficacy beliefs of English pre-service teachers, simple linear regression analysis was computed. Sum points of English pre-service teachers' scores for their sense of self-efficacy beliefs at the end of school practice courses and their scores for their mentor support were analyzed through simple linear regression. Before the results of the

regression analysis, the scatter plot of the relationship between these two variables is shown in Figure 12 in order to see the direction of relationship.



*Figure 12.* Scatter plot of the distributions of self-efficacy beliefs of English pre-service teachers and their mentor's support

As it is shown in Figure 12, the relationship between self-efficacy beliefs of English pre-service teachers at the end of the school practice courses and their perception of support provided by mentors had a linear direction. That is, the teacher self-efficacy beliefs of English pre-service teachers increase when they perceive more support from their mentors. Based on the linear direction of relationship between these two variables, simple linear regression was computed. The results of the simple linear regression are presented below

Table 22

*The results of the simple linear regression analysis*

Variable	B	Standardized Error B	B	T	p
Constant	141,053	12,964	,335	10,881	,000
Mentor Support	,555	,213		2,609	,012
R = ,335		R <sup>2</sup> = ,112			
F <sub>(1, 54)</sub> = 6,808		p = ,012			

According to the Table 22, the relationship between teacher self-efficacy beliefs of English pre-service teachers and their perception of support provided by their mentors is significant, but it is not so high. That is, perceived mentor support explained only 11% of the total variance of teacher self-efficacy beliefs of English pre-service teachers ( $p < 0,05$ ,  $R^2 = ,112$ ). Further, it can be concluded that perceived mentor support is a significant predictor of teacher self-efficacy beliefs pre-service teachers.

School Experience courses through which pre-service teachers experience teaching in the field include sources of self-efficacy beliefs. Specifically, the nature of the school experience courses may increase the self-efficacy beliefs of pre-service teachers as they include a school practice triad to which pre-service teacher, mentor and supervisor participate. Within this frame, pre-service teachers experience teaching on their own enabling a mastery experience which is the most and powerful source of self-efficacy belief (Bandura, 1997). Moreover, the teaching in the field comes along with some physiological and emotional states which are also effective in construction of self-efficacy beliefs (Bandura, 1997). Apart from these, mentors participating in these experiences

provide vicarious experience through modelling teaching and verbal persuasion by giving feedback on their teaching. Hence, as a prominent variable in effective teaching, teacher self-efficacy beliefs were examined in the literature by taking the role of mentors into consideration in school experience courses. Considering that point, the present study questioned the relationship between the teacher self-efficacy beliefs of English pre-service teachers and their mentors' support as well as the predictive value of mentor support for the teacher self-efficacy beliefs of them. The results show that mentor support is a significant predictor of teacher self-efficacy beliefs of English pre-service teachers but it only explains a small part of the total variance of their teacher self-efficacy beliefs. In terms of being a significant correlate of teacher self-efficacy beliefs, the results of this present study support Woolfolk Hoy's (2000) study which asserted that support provided in the school practice courses increases the self-efficacy beliefs of pre-service teachers.

Moreover, the results discussed above are in line with the results of the study of Aydın and Woolfolk Hoy (2005) which discussed the support from the environment and their mentor were the predictor of teacher self-efficacy beliefs. Further, the significant relationship of mentor support with teacher self-efficacy beliefs of English pre-service teachers as result of the present study supports the views of Egel (2009) who concluded that mentors directly influence self-efficacy beliefs of pre-service teachers as they provide vicarious experience for them by modelling teaching profession. Contrary to the views of strong correlation between mentor support and teacher self-efficacy beliefs of pre-service teachers, Çapa (2005) acknowledged that mentor support was not a significant variance in teacher self-efficacy beliefs. The reason of such a result obtained by Çapa (2005) may result from the fact that the participants in her study were in-service teachers. Hence, within the context of pre-service teachers, it can be concluded that teacher self-efficacy

beliefs of them is correlated with the support provided by mentors in school practice courses.

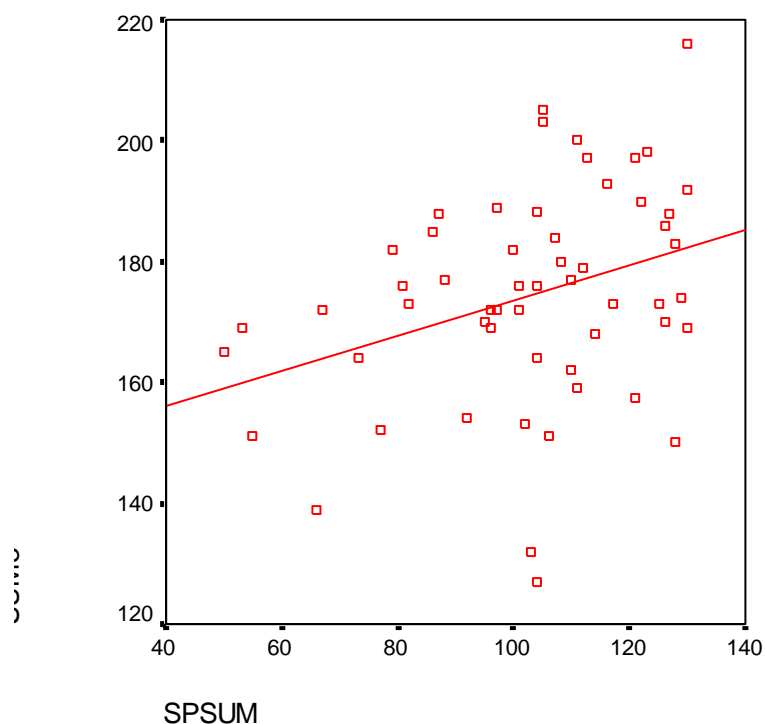
When the amount of the mentor support explaining the teacher self-efficacy of English pre-service teachers was investigated, it can be said that it was not high as expected (11%). Pre-service teachers are supposed to be influenced more by their mentors as they spend more time with them in schools (Borko & Mayfield, 1995). Further, mentors provide both vicarious experience and social/verbal persuasion both of which were postulated as major sources of self-efficacy beliefs by Bandura (1997). Mentors, also, are supposed to help pre-service teachers to enter the profession in a smooth way along with supervisors. Considering these points, mentors are expected to be individuals in school practice triad who support pre-service teachers, help them to recognize real world of teaching and raise their self-efficacy beliefs via provided experiences and feedback. However, the results clearly showed that mentors were influential in terms of providing support to enhance teacher self-efficacy beliefs of pre-service teachers, but it was not at an intended level. In other words, mentors were supposed to be more effective in raising teacher self-efficacy beliefs of pre-service teachers which was not the case in the present study. The reasons of such an ineffectiveness of mentors in providing support enhancing self-efficacy beliefs may be various. First of all, the main reason may be mentors' not having knowledge of how to mentor the pre-service teachers. They may have not been aware of the fact that teaching and mentoring need different capabilities. Apart from that, pre-service teachers may not perceive their mentors component in teaching which caused modelling of mentors meaningless for their sense of self-efficacy beliefs. As Bandura (1997) proposes that vicarious experience enhance the self-efficacy beliefs only when the model is credible. Furthermore, mentors may have been left alone by the supervisors. That



is, supervisors lack in bridging gap between schools and university which may have caused mentors to be helpless about how to supervise pre-service teachers' smooth transition to the profession.

### **III.6. How much does the support of supervisor explain the teacher self-efficacy beliefs of English pre-service teachers?**

Beside mentor support, supervisor support explaining the teacher self-efficacy of English pre-service was investigated in the study. In an attempt to determine the direction of the relationship between distribution of teacher self-efficacy beliefs of English pre-service teachers and their perception of supervisor support, scatter plot of the distributions was obtained.



*Figure 13.* Scatter plot of the distributions of self-efficacy beliefs of English pre-service teachers and their supervisor's support

Figure 13 clearly shows that teacher self-efficacy beliefs of English pre-service teachers has a linear relationship with their perception of support provided by supervisors. That is, as supervisor support increased, the teacher self-efficacy beliefs of English pre-service teachers also increased. Based on that linear relationship between these two variables, simple linear regression analysis was computed so as to investigate how much supervisor support explained English pre-service teachers sense of teacher self-efficacy beliefs. The results of the Simple Linear Regression are presented below.

Table 23

*The results of the simple linear regression analysis*

Variable	B	Standardized Error <sub>B</sub>	B	T	p
Constant	144,656	11,715	,332	12,347	,000
Mentor Support	,289	,112		2,584	,013
R = ,332	R <sup>2</sup> = ,110				
F <sub>(1, 54)</sub> = 6,677	p = ,013				

According to Table 23, there is a significant correlation between teacher self-efficacy of pre-service teachers and their perception of support provided by supervisors ( $p < 0,05$ ). Further, the correlation is positive but it is not so high ( $R = ,332$ ). However, when the amount of the supervisor support explaining teacher self-efficacy of pre-service teachers was examined, supervisor support explained only 11% of the total variance of teacher self-efficacy beliefs of them ( $R^2 = ,110$ ). It can be concluded that supervisor support is a significantly predictable variable of teacher self-efficacy beliefs of English pre-service teachers, but the predicting and correlation value is not so high.

Supervisors are other individuals in school practice triad who are also responsible with professional development of pre-service teachers through that process. They not only help pre-service teachers to enter the profession smoothly, but also they assist pre-service teacher to fill the gap between theory and practice. Further, supervisors are supposed to suggest pre-service teachers more comfortable conversation about the experiences in school practice courses as they are generally familiar with pre-service teachers in the previous teacher education progress of them. So, supervisors' presence in

school practice courses is remarkable as they are expected to be more influential in belief change of pre-service teachers by triggering reflection of them on their practices under the light of the teaching theories learnt previously.

Within the frame of teacher self-efficacy beliefs, supervisors are also supposed to be influential in terms of support that they provide in school practice. Because supervisors' feedback is expected to be credible as supervisors have been taught how to teach to pre-service teachers in previous courses in teaching education program. So, as a provider of verbal persuasion through feedback which is another source of self-efficacy beliefs, supervisors should be effective in enhancing these beliefs of pre-service teachers mainly due to the credible communication between these two parties.

The results of the study investigating the strength of explanation of the teacher efficacy beliefs of English pre-service teachers are in line with the implication of Çapa and Hoy (2005) in terms of the fact that supervisor support should be a valuable source for the self-efficacy beliefs of pre-service teachers. The results of the present study also revealed that support provided by supervisor had a significant linear relationship with teacher self-efficacy beliefs of English pre-service teachers. Furthermore, the support provided by supervisors significantly explained 11% of the total variance of teacher self-efficacy beliefs of English pre-service teachers.

According to the results of the present study, supervisor support is a variable that can predict the self-efficacy beliefs of teacher self-efficacy beliefs of English pre-service teachers. When examined further; however, it is obvious that the amount of the explaining value is not too much (11%). Because supervisors, as a party of the school practice courses, were expected to predict much more of the teacher self-efficacy beliefs of

pre-service teachers. The reasons of this less predicting value of the supervisor support may vary in the case of English pre-service teachers. Initially, the supervisors, likewise mentors, may not have a shared description of their duties in school practice courses as supervisors which was also discussed by İlin (2002). In that sense, it can be concluded that the ambiguity of their roles among supervisors made them only adopt their roles as organising a school practice school, and collecting assigned reports. Moreover, the support may have been provided by supervisors in school practice courses; however, the support may have been limited to praising pre-service teachers rather than challenging their beliefs which is prominent in fostering any belief change (Kagan, 1992). The reason of such an understanding of support may have been stem from the fact that supervisors' being willing to avoid any conflict in school practice courses as Slick (1997) proposed. In addition, in the case of English pre-service teachers, they were supervised by other instructors in Education Faculty who are not expert specifically in English language teaching. These instructors were not as familiar to pre-service teachers as other instructors in ELT department. If the all supervisors were the ones instructing in ELT department, the support of supervisors might explain much more of the teacher self-efficacy beliefs of English pre-service teachers. Because, in this case, the familiarity between supervisor and pre-service teacher would be more which would result in supervisors' support being meaningful for pre-service teachers.

### **III. 7. What is the factorial structure of “Supervisor Support Scale”?**

In an attempt to elicit the amount of support provided by supervisors to pre-service teachers in school practice courses, particularly in Practicum course, a “Supervisor Support Scale” (SSS) is aimed to be developed. Although there are scales found in the literature indicating roles of supervisors, there is no scale found specifically measuring support provided by supervisors. Hence, through rewriting the items which indicate the support role of supervisors in the existing scales as well as producing more items, a mixed item pool was constructed. Through the exploratory factor analysis, Supervisor Support Scale (SSS), a one factor one component, was developed (see Chapter II.4.3.1).

### **III.8. Is “Supervisor Support Scale” and the sub-scales are reliable?**

Reliability of the Supervisor Support Scale (SSS) mentioned above is aimed to be found after determining the factor structure of the scale. According to the exploratory factor analysis, the scale has one factor and one component, which indicates that the scale does not have sub-scales. Thus, the reliability of the overall scale was found through reliability analysis. Taking the results of the reliability analysis into consideration, the Cronbach’s Alpha value is .96 which indicates that the scale is highly reliable and ready to use (see II.4.3.1.5.).

## CONCLUSION

The present study aimed to investigate the change in the teacher self-efficacy beliefs of English pre-service teachers in a longitudinal manner. Further, mentor and supervisor support as an explaining variable of teacher self-efficacy beliefs of English pre-service teachers was aimed to be investigated. Lastly, in an attempt to elicit the support provided by supervisors, it was aimed to develop a reliable “Supervisor Support Scale”. The results of the study are concluded below regarding each research question of this study.

The research question I “*What is level of teacher self-efficacy beliefs of English pre-service teachers?*” was investigated three times in an academic year (see Chapter III.1). That is, level of teacher self-efficacy beliefs of English pre-service teachers was first investigated before School Experience course in which pre-service teachers were assigned to observe and keep reports, and after School Experience course. The last investigation of level of teacher self-efficacy beliefs of English pre-service teachers took place at the end of the Practicum course in which pre-service teachers performed teaching in real class environment under the guidance of mentors and supervisors. Throughout investigations, the change in teacher self-efficacy beliefs of English pre-service teachers was examined in School Experience course, in Practicum course, and in both of these school practice courses. The results showed that English pre-service teachers had beliefs in their capabilities to teach English throughout the school practice courses.

Research question II “*Is there a significant difference between the level of teacher self-efficacy beliefs of English pre-service teachers?*” was also investigated in School Experience course, in Practicum course, and in both school practice courses (see

Chapter III.2). The results showed that there was a significant decrease in teacher self-efficacy beliefs of English pre-service teachers from the beginning of the School Experience course to the end of it. However, in Practicum course, the results indicated that there was an increase in teacher self-efficacy beliefs of English pre-service teachers. When the difference in English pre-service teachers' sense of teacher self-efficacy from the beginning of the school practice course to the end of it, there was no significant difference was found.

School practice course has a collaborative nature with the participation of a supervisor and a mentor supervising the pre-service teacher. Although practising in the field on its own is expected to influence the teacher self-efficacy beliefs of pre-service teachers, the support provided by these individuals may also significant. In that sense, the perception of pre-service teachers regarding the support provided by their mentors and supervisors was investigated under the light of research question III "*What is the level of support provided by mentor in the school practice courses?*" and research question VI "*What is the level of support provided by supervisor in the school practice courses?*" (see Chapter III.3 and Chapter III.4). The results showed that English pre-service teachers perceive both their mentors and supervisors supportive in school practice courses.

In order to examine research question V "*How much does the support of mentor teacher explain the teacher self-efficacy beliefs of English pre-service teachers?*", simple linear regression analysis was computed after being obtained a linear relationship between two variables of teacher self-efficacy beliefs of English pre-service teachers and the mentor support (see Chapter III.5). The result of the analysis showed that mentor support is a significant predictor of the teacher self-efficacy beliefs of English pre-service



teachers, but mentor support only explained 11% of the total variance of teacher self-efficacy beliefs of them.

For the research question VI *“How much does the support of supervisor explain the teacher self-efficacy beliefs of English pre-service teachers?”*, simple linear regression analysis was also computed when the relationship between two variables of teacher self-efficacy beliefs of English pre-service teachers and the supervisor support was determined as a linear one (see Chapter III.6). The results of the analysis exploring how much support of supervisor explained the teacher self-efficacy beliefs of English pre-service teachers revealed that supervisor support only explained 11% of the total variance of English pre-service teachers’ sense of teacher self-efficacy beliefs. Although the amount of explanation of the total variance is low for perceived supervisor support, it is a significant predictor of the sense of teacher self-efficacy beliefs of English pre-service teachers.

In order to elicit the support provided by supervisors, a scale development study was carried out. With the help of that study, research question VII *“What is the factorial structure of “Supervisor Support Scale”?”* and research question VIII *“Is “Supervisor Support Scale” and the sub-scales are reliable?”* was aimed to be answered (see Chapter II.4.3.1.). As a result of the scale development study, “Supervisor Support Scale” which has one factor and one component was developed. The scale includes 26 items and it was concluded as a reliable one as a result of the reliability analysis.

To sum up, the perceived teacher self-efficacy beliefs of English pre-service teachers were high throughout the school practice courses. When the change was examined in these courses, it was revealed that teacher self-efficacy beliefs of English pre-service

teachers decreased in School Experience course, though they increased in Practicum course. This result indicates that the realities of school and teaching to real students might not meet the expectations of English pre-service teachers when they first encountered with the real school conditions in School Experience course in the first term. This situation might cause a decline in their beliefs about their capabilities to succeed in teaching considering the demands of teaching profession which is labelled as “reality shock” by Tschannen-Moran and Woolfolk Hoy (2007). However, in Practicum course in the second term, an increase in their teacher self-efficacy beliefs might account for their evaluation of personal teaching experiences as successful ones. Because as Bandura (1997) offers mastery experiences are the most powerful sources of efficacy information, and once the experience is successful, the self-efficacy beliefs nourish. Further, when the change in teacher self-efficacy beliefs of English pre-service teachers throughout school practice courses which includes both School Experience course and Practicum course, there being no change is a surprising result because school practice courses (student teaching) is a fruitful process in terms of the sources of self-efficacy beliefs (Woolfolk Hoy & Spero, 2005). That is, pre-service teachers personally practice teaching in real class environment, they observe their mentors, and they get verbal feedback from both their mentors and supervisors. However, in the present study, there is no significant change observed through school courses although personal experiences, mentors and supervisors were in the process. Considering that, the support provided by mentors and supervisors were under question within the frame of this study which offers a reasonable explanation about the inefficiency of school practice courses in nourishing self-efficacy beliefs of pre-service teachers. As a result of the regression analysis, the support provided by mentors explained only 11% of the teacher self-efficacy beliefs of English pre-service teachers. Similarly, the

support provided by supervisors explained only 11% of the teacher self-efficacy beliefs of them. These results and the results of how supportive English pre-service teachers perceive their mentor and supervisors are thought together, it was found out that they perceive both their mentors and supervisors supportive in terms of close relationship but the professional support from them lacks which did not influence an increase in their teacher self-efficacy beliefs through school practice courses. These results are significant as they clearly indicate that both mentors and supervisors lack in supervisory skills about how to foster self-efficacy beliefs of pre-service teachers. Especially mentors with whom pre-service teachers spend more time in school practice courses (Borko & Mayfield, 2005) should be more aware of how to model the profession. Further, although the relationship between the parties is good, it is more important for mentors and supervisors to reflect on the practices of pre-service teachers and provide constructive feedback for them which foster their beliefs in their capabilities in the end. Hence, it is prominent for teacher education programs to make the roles of the parties in school practices courses more clear, and train both mentors and supervisors in terms of supervisory skills considering that supervision is a task different from being a teacher or a lecturer in school.

### **Implications**

Boosting the teacher self-efficacy beliefs of pre-service teachers is important as it is hard to change self-efficacy beliefs once they are formed. Further, teacher efficacy beliefs are prominent as they were proven to be correlated with so many educational outcomes one of which is student achievement. In that sense, school practice courses should be considered painstakingly by teacher educators as these courses are fruitful in terms of the sources of self-efficacy beliefs.

First of all, the placement of pre-service teachers in school practice schools should be done by university in a particular way. Moreover, attaining procedure of supervisors and mentors should be thought considerably before school practice courses. Because both of these parties in school practice courses are supposed to be sources of teacher self-efficacy beliefs as they support pre-service teachers through modelling teaching and/or giving feedback. These individuals should be similar to pre-service teachers, because as Bandura suggests “the greater the assumed similarity, the more persuasive are the model’s successes and failures” (1997, p. 87). Hence, for the quality of school experience course in terms of boosting teacher self-efficacy beliefs of pre-service teachers, selection of supervisors and mentor should be made by considering that issue.

Both mentors and supervisors seemed to be unaware of the difference between teaching and mentoring or supervising. They might not know their responsibilities and how to manage the progress of pre-service teachers in the real world of teaching. Moreover, the practices of them differed as there was not a shared understanding about the process. Taking this into consideration, both supervisors and mentors should be trained about how to manage this process. Though this training, it may be possible to build a shared understating of their responsibilities as well.

Finally, mentors and supervisors need to value support far beyond just praising the pre-service teachers but challenge them in order to make them ready for more different conditions of teaching in the profession. Because they will be alone in the field next year when there will be no support. So, high sense of teacher self-efficacy beliefs of pre-service teachers is significant but they should also be strong so as not to change in facing with any difficulty.

### **Suggestions for Further Research**

This study is subjected to limitations. First of all, it was carried out by the participation of 62 English pre-service teachers which was thought to represent the total population of English pre-service teachers. So, a more valid study can be conducted with the participation of a large number of the participants and with data tools and variables.

The “Supervisor Support Scale” was developed in the study to elicit the perceived support provided by mentors. Although the reliability of the scale was examined in the study, the scale can be further explored for the validity.

It was aimed to investigate both mentor and supervisor support in both school practice courses, namely School Experience course and Practicum course. However, Mentor Support Scale and Supervisor Support Scale were applied at the end of the Practicum course. It was not possible to investigate the support specifically in School Experience course as the some items of the scales question the practice of pre-service teachers and there is no practice in School Experience course. Hence, with the development of specific scales for both school practice courses, it may possible to have an idea about the support provided by mentors and supervisors in both courses.

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## **LIST OF APPENDICES**

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APPENDIX C: Supervisor Support Scale (SSS)

APPENDIX D: Interview Questions

## APPENDIX A: Teachers' Sense of Efficacy Scale (TSES)

### Teachers' Sense of Efficacy Scale (long form)

		How much can you do								
<b>Directions:</b> 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.		Nothing		Very Little		Some Influence		Quite A Bit		A Great Deal
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1	How much can you do to get through to the most difficult students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
2	How much can you do to help your students think critically?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
3	How much can you do to control disruptive behavior in the classroom?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
4	How much can you do to motivate students who show low interest in school work?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
5	To what extent can you make your expectations clear about student behavior?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
6	How much can you do to get students to believe they can do well in school work?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
7	How well can you respond to difficult questions from your students ?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
8	How well can you establish routines to keep activities running smoothly?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
9	How much can you do to help your students value learning?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
10	How much can you gauge student comprehension of what you have taught?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
11	To what extent can you craft good questions for your students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
12	How much can you do to foster student creativity?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
13	How much can you do to get children to follow classroom rules?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)

		Nothing		Very Little		Some Influence		Quite A Bit		A Great Deal
14	How much can you do to improve the understanding of a student who is failing?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
15	How much can you do to calm a student who is disruptive or noisy?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
16	How well can you establish a classroom management system with each group of students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
17	How much can you do to adjust your lessons to the proper level for individual students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
18	How much can you use a variety of assessment strategies?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
19	How well can you keep a few problem students from ruining an entire lesson?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
20	To what extent can you provide an alternative explanation or example when students are confused?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
21	How well can you respond to defiant students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
22	How much can you assist families in helping their children do well in school?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
23	How well can you implement alternative strategies in your classroom?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
24	How well can you provide appropriate challenges for very capable students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)

*Thank you for your participation*

## APPENDIX B: Mentor Support Scale (MSS)

Dear pre-service teacher;

The items below aim to gauge mentor support to the development of pre-service teachers. It has no intention to evaluate your individual success or success of a specific mentor. Please choose one option from “strongly disagree” to “strongly agree” for each item.

Thank you for your participation.

Res. Assist. Meryem ÖZDEMİR

<b><i>My mentor...</i></b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
1. meets regularly with me to address ongoing needs and concerns.					
2. has good listening skills.					
3. provides assistance with classroom management techniques.					
4. helps me to develop a repertoire of effective teaching strategies.					
5. expresses her/his ideas and policies simply and directly.					
6. keeps things confidential.					
7. adjusts her/his mentoring communications to meet my individual needs.					
8. shares her/his own struggles and frustrations and how she/he overcame them.					
9. provides constructive criticism without appearing judgemental.					
10. develops a trusting relationship with me in that I can be open and honest with my needs.					
11. helps me to trust my judgments in my classroom(s).					
12. brainstorms with me to help develop lesson plans.					
13. gives timely, descriptive, and specific feedback to help me self-correct.					
14. provides emotional support during times of personal and career stress.					
15. is a role-model of all aspects of professional teaching.					

## APPENDIX C: Supervisor Support Scale (SSS)

Dear pre-service teachers;

The items below aim to gauge **supervisor** support to the development of pre-service teachers. It has no intention to evaluate your individual success or success of a specific supervisor. Please choose one option from “strongly agree” to “strongly disagree” for each item.

Res. Assist. Meryem ÖZDEMİR  
Mersin University

**Your sex:** Male ( ) Female ( )

**Your age:** .....

**Your supervisor is** In ELT Department ( ) In other Departments ( )

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. My supervisor explains my tasks about the practice in a clear way.					
2. My supervisor gives me feedback about what I have done in the practicum period.					
3. My supervisor guides the application of my theoretical knowledge into practice in real school context.					
4. My supervisor cooperates with me.					
5. The feedback I get from my supervisor makes me think that my ideas are cared.					
6. My supervisor prepares me to the practice psychologically.					
7. My supervisor is aware of the fact that I will be his/her colleague in the future.					
8. My supervisor has the ability to cope with the problems that I encounter in the practicum period.					
9. My supervisor is a guide about practicum.					
10. My supervisor is a good role-model.					
11. My supervisor is a good listener.					
12. My supervisor motivates me.					
13. My supervisor contributes to me professionally.					



	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
14. My supervisor closely cares about his/her students individually.					
15. My supervisor organizes the practicum training well.					
16. I feel secure when my supervisor is with me.					
17. My supervisor provides the necessary information about the system and rules of the practicum school.					
18. My supervisor reflects a personality that s/he can be asked questions about practicum studies comfortably.					
19. My supervisor respects me in making our own decisions.					
20. My supervisor uses a language in his/her evaluations of my studies that make it possible for me to see my positive and incomplete sides.					
21. My supervisor makes me feel that we conduct practicum studies together in collaboration.					
22. My supervisor guides me to solve my problems with mentor teachers in practicum.					
23. My supervisor guides me towards the goal of self-evaluation.					
24. My supervisor serves as a resource consultant for me.					
25. My supervisor assists my adjustment to school and college policies.					
26. My supervisor guides me in lesson planning, observation and classroom management.					

## APPENDIX D: Interview Questions

1. Son yılınızda katılmış olduğunuz Okul Uygulaması ve Öğretmenlik Uygulaması derslerini genel olarak nasıl değerlendirirsiniz?

*(How do you comment on School Experience course and Practicum course that you participated in your last year in general?)*

2. Okul Uygulaması ve Öğretmenlik Uygulaması derslerinin bir öğretmen adayı olarak size nasıl katkı sağladığını düşünüyorsunuz?

*(How do you think that School Experience course and Practicum course contribute to you as a teacher candidate?)*

3. Okul Uygulaması ve Öğretmenlik Uygulaması derslerisayesinde alanda hiç uygulama yapabildiniz mi? Bu uygulamaların başında ve sonunda kendi öğretmenlik becerilerinizle ilgili bir fark yaşadığınızı düşünüyor musunuz?

*(Could you practice in field by means of Experience course and Practicum courses? Do you think that you experienced a difference in terms of your teaching skills from the beginning of to the end these courses?)*

4. Gerçek bir okul ortamı beklentilerinizi karşıladı mı?

*(Did Real school environment meet your expectations?)*

5. Öğretmenlik uygulaması sürecinde size en fazla desteği sağlayan birey/bireyler kimlerdir?

*(Which individual/individuals supported you more in during your teaching practice process?)*

6. Öğretmenlik uygulaması sürecinde Okul Uygulama Öğretmeninizin size katkı sundu mu? Bu katkıları nasıl değerlendirirsiniz?

*(Did your mentor support you during school practice process? How do you comment on this support?)*

7. Öğretmenlik uygulaması sürecinde Üniversite Uygulama Öğretim Elemanının size katkı nasıl sundu mu? Bu katkıları nasıl değerlendirirsiniz?

*(Did your supervisor support you during school practice process? How do you comment on this support?)*

8. Değerlendirildiğiniz uygulamalardan sonra Uygulama Öğretmeniniz ve Uygulama Öğretim Elemanınız ile bir toplantı yaptınız mı? Bu toplantıyı anlatır mısınız?

*(Did you have a meeting with your mentor and supervisor after the practices that you assessed? Could you please tell about that meeting?)*

9. Okul Uygulama Öğretmeninizi ve Uygulama Öğretim Elemanınızı size sağladığı destek anlamında karşılaştırır mısınız?

*(Could you compare your mentor and supervisor in terms of the support that they provided to you?)*

10. Okul Uygulama derslerinin öğretmen eğitimini desteklemek amacıyla nasıl geliştirilmesini önerirsiniz?

*(What do you suggest for developing school practice courses in order to support teacher training?)*