

**TEACHER EFFICACY BELIFS OF TURKISH EFL TEACHERS: A STUDY WITH
TURKISH EFL TEACHERS WORKING AT STATE PRIMARY SCHOOLS**

Bilgin TUNÇ YÜKSEL

M.A. THESIS

Department of English Language Teaching

Advisor: Prof.Dr. Gül Durmuşođlu Köse

Eskişehir

Anadolu University Institute of Educational Sciences

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TÜRK İNGİLİZCE ÖĞRETMENLERİNİN ÖZ YETERLİK İNANÇLARI: DEVLET İLKÖĞRETİM OKULLARINDA ÇALIŞAN İNGİLİZCE ÖĞRETMENLERİYLE YAPILAN BİR ÇALIŞMA

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Danışman: Prof. Dr. Gül DURMUŞOĞLU KÖSE

Bilgin TUNÇ YÜKSEL

Bu çalışma Türkiye'deki devlet ilköğretim okullarında görev yapan İngilizce öğretmenlerinin yeterlik algılarının düzeyini ölçmeyi ve Tschannen and Tschannen-Moran and Woolfolk Hoy (2001) tarafından tanımlanan yeterlik algısının üç boyutu olan öğrenci katılımını sağlama yeterliği, öğretim stratejilerini kullanma yeterliği ve sınıf yönetimi yeterliği arasında fark olup olmadığını araştırmayı amaçlamaktadır. Çalışmanın diğer bir amacı da cinsiyet ve mesleki deneyim gibi sosyo-demografik faktörlerin öz yeterlik algısıyla ilişkisinin yanı sıra, algılanan İngilizce dil seviyesi ve öğretmen yeterliği arasındaki ilişki araştırmaktır.

Hem nitel hem de nicel araştırma yöntemlerinin kullanıldığı çalışmada veriler; a) araştırmacı tarafından geliştirilen öğretmen özgeçmiş anketi, b) İngilizce öğretmenlerinin öz yeterlik inancı ölçeği (ETSES) (Chacon, 2005), ve c) yarı yapılandırılmış görüşmeler yoluyla toplanmıştır. Çalışmanın nicel bölümünün katılımcıları devlet ilköğretim okullarında görev yapan 144 İngilizce öğretmeni iken, yarı yapılandırılmış görüşmelere 11 İngilizce öğretmeni katılmıştır.

Elde edilen bulgular, İngilizce öğretmenlerinin İngilizce öğretimi konusunda kendilerini oldukça yeterli gördüğünü göstermiştir. Öz yeterliğin üç boyutundaki farklılara gelince, her alt boyut için hesaplanan ortalamalar öğretmenlerin sınıf yönetimi ve öğretim stratejilerini kullanma yeterliğinin, öğrencileri öğrenme sürecine katma yeterliğinden daha fazla olduğunu göstermiştir. Yarı yapılandırılmış görüşmelerden elde edilen veriler, öğretmenler tarafından bildirilen bu nispeten düşük seviyedeki öğrenci katılımı yeterliğinin üç nedeni olabileceğini ortaya koymuştur. İlk neden içerik, standart testler ve önceden belirlenen yöntemlerin öğretmeni, öğrencilerini öğrenme sürecine katmaya çalışırken olumsuz olarak etkilediği gerçeği olarak belirlenmiştir. İkinci neden işbirliğine dayalı olmayan okul ortamı olarak tanımlanmıştır. Son neden de öğretmenlerin karşılaştıkları öğrenci profilidir. Bu bulgulara ek olarak, öğretmen yeterlik algısının mesleki deneyime ve cinsiyete göre değişmediği bulunmuştur. Korelasyon analizleri İngilizce öğretmenlerinin algılanan öğretmen yeterliği ve algılanan İngilizce dil seviyesi arasında anlamlı bir ilişki olduğunu göstermiştir.

Son olarak, bu çalışma sonuçları Türk ilköğretim okulları bağlamında öğretmen yeterliği konusunda bir takım öngörüler sağlamıştır. Ayrıca bu çalışma hem daha sonra yapılacak çalışmalara öneriler sunmakta hem de öğretmenlerin mesleki gelişimine yönelik hazırlanacak programlar için yararlı olabilecek bilgiler sunmaktadır.

ABSTRACT**TEACHER EFFICACY BELIEFS OF TURKISH EFL TEACHERS: A STUDY WITH
TURKISH EFL TEACHERS WORKING AT STATE PRIMARY SCHOOLS**

Anadolu University
Institute of Educational Sciences
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Advisor: Prof. Dr. Gül DURMUŐOĐLU KŐSE

Bilgin TUNÇ YŐKSEL

The present study aims to assess the level of efficacy perceptions of EFL teachers working at state primary schools in Turkey and investigate whether there are any differences between three dimensions of teacher efficacy as defined by Tschannen and Tschannen-Moran and Woolfolk Hoy (2001), namely, efficacy in student engagement, efficacy in using instructional strategies, and efficacy in classroom management. Another aim of the present study constitutes the difference between socio-demographic factors, namely gender, experience year in the profession and teacher efficacy. Finally, the relationship between perceived English proficiency and teacher efficacy is explored.

Both qualitative and quantitative research methodologies were used in the present study. The data sources of the present study included a) Teachers' Background Questionnaire developed by the researcher, b) English Teachers' Sense of Efficacy Scale (ESTES) (Chacon, 2005), and

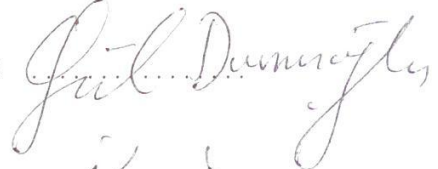

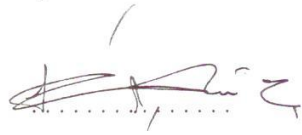

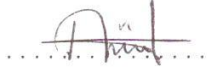
c) semi-structured interviews. The participants of the present study were 144 English language teachers working at state primary schools. The semi structured interviews, on the other hand were conducted with 11 of these teachers.

Findings revealed that the EFL teachers reported a great deal of overall efficacy for teaching English. As to differences in the three dimensions of teacher efficacy, the means computed for each sub-scales showed that teachers reported to be more assured of their efficacy for classroom management and using instructional strategies than efficacy for engaging students in the learning process. Results obtained from the interviews indicated that there appears to be three possible reasons for the relatively low efficacy for student engagement as reported by EFL teachers. The first possibility is identified as curricula, standardized tests, and predetermined teaching methods affect teachers in a negative way while trying to engage students in the learning process. The second possibility can be the uncooperative school environment. The final possibility may be students' profile these teachers work with. Furthermore, it was found out that teacher efficacy perceptions did not change according to the year of experience in the profession and gender. Correlation analysis showed that there was a meaningful relationship between the Turkish EFL teachers' teacher efficacy and the perceived language proficiency in English.

Finally, the findings of the study have provided insights into teacher efficacy in Turkish primary school context. This study provides implications for professional development programs and also makes suggestions for further research in the field.

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	Adı-Soyadı	İmza
Üye (Tez Danışmanı)	: Prof.Dr.Gül DURMUŞOĞLU KÖSE	
Üye	: Prof.Dr.İlknur KEÇİK	
Üye	: Yard.Doç.Dr.Hasan ÇEKİÇ	
Üye	: Yard.Doç.Dr.Mine DİKDERE	
Üye	: Yard.Doç.Dr.Adile Aşkım KURT	


Prof.Dr.Esmahan AĞAOĞLU
 Anadolu Üniversitesi
 Eğitim Bilimleri Enstitüsü Müdürü

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Bilgin TUNÇ YÜKSEL

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İş

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CHAPTER 1

INTRODUCTION

1.1. Background to the Study

The recent developments in science, technology, psychology and many other fields bring innovations to education. Governments, like Turkey's, spend large amounts of money and time on improving education in order to answer the new demands of the changing society because both individuals and nations need knowledge and skills to survive and succeed. In Turkey, some attempts of reforms have been made on increasing the standards of the education to keep up with the standards of the European Union. The most important reform was that Turkish National Ministry of Education lowered the compulsory education of English to grade 4 along with the increase in compulsory education from five to eight years (MEB, 1997). All "curricula" were being re-developed with a constructivist approach starting from primary school level. The programs further consider the education standards of the EU countries (Kavanoz, 2006). The aim was to raise creative, flexible, intellectually inquisitive, innovative students suitable for team work in line with General Objectives and Basic Principles of Turkish National Education. That is to say, these innovations brought about by National Ministry of Education reflect constructivist approach such as the improvement of pedagogical skills, creating environments conducive to learning while deemphasizing transmission of theoretical knowledge.

According to Kavanoz (2006), the underlying belief in these curriculum innovations in education in Turkey is that pupils should be actively involved in their own learning and in the

construction and development of knowledge and ideas. It is also proposed that more attention should be paid to the individual learning needs of different students so that variations in student learning styles, speeds and abilities can be better catered to. It is a well known fact that teacher is the indispensable part of all these educational reforms. It is obvious that the most primary responsibility rests on our teachers in effective and efficient implementation of this curricula developed with a constructivist and “Student Centred” approach focusing on “Learning to Learn”.

In this era of rapid change, teaching and learning English has aroused much interest in the field of education over the last years. Also the results of globalization which has effects on politics, economics and sociology of the world revealed new demands on the part of English language teaching and learning. It is asserted by Turkish National Ministry of Education that (MEB, 2006: 16):

‘In our modern world, multilingualism and plurilingualism are highly encouraged because countries need people who are equipped with at least one foreign language to better their international relations socially, politically and economically. The teaching and learning of English is highly encouraged as it has become the lingua franca, in other words, the means of communication among people with different native languages. These facts increase the general educational value of English, and make it an indispensable part of the school curriculum.’

As a result of rearranging and reorganizing curricular programs, teaching methods and techniques, and education-training equipment materials in accord with international standards, teachers are expected to keep up with these changes. There have been in-service courses for addressing the needs of teachers, but it is still a matter of question whether teachers personalize the underlying theories of the new programs.

To sum up, in line with the above stated reforms, one of the objectives of the ministry is improvement of basic education, and as a result, the programs of certain courses have been renewed on the basis of constructivist and learner-centered principles. As stated before, English course is one of these courses. As the teachers are corner stones of these reforms, their beliefs should be a focus in attempts for innovations.

Recent studies conducted in the field of education showed that holding the required knowledge and skills is not sufficient for effective teaching. Teachers attitudes and beliefs have also been found to be contributing to their effectiveness as educators (Bandura, 1997; Pajares, 1992; Tschannen-Moran, Woolfolk Hoy & Hoy, 1998).

Pajares (1992: 307) argues that the investigation of teachers' beliefs "should be a focus of educational research and can inform educational practice in ways that prevailing research agendas have not and cannot". Fortunately, educational researchers trying to understand the nature of teaching and learning in classrooms have usefully exploited this focus on belief systems. Kavanoz (2006) argues that there is an area where research on teacher beliefs can potentially be relevant, that is, the field of educational innovations, but in many past educational innovations, the teacher was seen as the executor and implementer of innovations that were devised by others. Teachers were supposed to implement these innovations in accordance with the intentions of the developers as much as possible. This is also the case in Turkey most of the time, but it is very obvious that educational innovations fail if the emphasis remains on developing specific skills, without taking into account the teachers' cognitions, including their beliefs, intentions, and attitudes. According to Kavanoz (2006), the

knowledge and beliefs of teachers need not to be standard, but they must be the starting point for any successful intervention or innovation.

Recent developments in the field of teacher education in Turkey seems promising. The Finance Agreement of the “Basic Education Support Project” within the framework of European Union Mediterranean Program between the European Commission and MONE (Ministry of National Education) in 2000 is a first step of primary school education innovations. General purpose of the project is to increase the level of education in urban, rural and slum areas in order to contribute to increasing the life standards and to support the eight-year primary education reform. Activities have been carried out with a holistic understanding under headings of “Developing Curricula”, “Preparation of Teacher Competencies”, “Developing physical environment and teaching technologies of schools” which are included within “Education Reform”, which has been prepared to “Increase quality of student learning” and “Improve teacher’ status” within the context of National and Contemporary values by our Ministry.

Within the scope of these reforms, in 2006 MONE has also redefined teacher competencies. Different from previous approaches, the Ministry defined two sets of competencies: core competencies across disciplines, and subject area-specific competencies. The core competencies include considering students’ needs, interests and wants, the process of teaching and learning, monitoring progress, and relationships with parents and community. To support the direction of philosophical change, these core competencies implicitly suggest that teachers are not only responsible for the personal and academic development of students but also for establishing a democratic social environment, and promoting tolerance and diversity (ÖYEGM, 2009). “Generic Teacher Competencies” tested by means of stakeholder opinions

and current status surveys prepared under the coordination of General Directorate of Teacher Training during meetings and workshops with participation of many experts and teachers. Generic competencies consist of six main competencies, “Personal and Professional Values-Professional Development”, “Knowing the Student”, “Learning and Teaching Process”, “Monitoring and Evaluation of Learning and Development”, “School-Family and Society Relationships”, “Knowledge of Curriculum and Content”, 31 sub-competencies and 233 performance indicators. It was asserted by MONE that teachers would implement the new curricula developed by our Ministry for efficient teaching and learning and prepare students for the 21st century. Thus, teacher competencies consist of knowledge, skills and attitudes that teachers should have for attaining these objectives. Within this regard, teacher competencies constitute the second most important stage of the education reform for supporting the curriculum approach prepared in accordance with the latest developments in pedagogical theories and applications by our Ministry. These competencies will prove very useful in terms of identifying task definitions of teachers and setting clear objectives for their personal and professional development. General aims are summarized as follows:

- Identifying policies for teacher training; pre-service teacher training programmes of institutions of higher education for teacher training and in-service training of teachers,
- School-Based Professional Development of Teachers,
- Selection of teachers,
- Evaluation of teacher performances,
- Self-knowledge and self-development of teachers.

Studies on subject – specific competencies began in 2006. In a scope of these studies, English Language Teachers Competencies which were prepared for the primary school teachers, were

defined in 2008. Each subject-specific competency list consists of four parts; subject-specific competency area, content, competencies and the performance outcomes in terms of behaviours. For each subject-specific competency area, A1, A2, A3 levels performance outcomes were prepared (ÖYEGM, 2009). Finally the last objective of this reform is related to the main concern of the present study 'teacher efficacy'. Teacher efficacy is highlighted in this list under the heading of 'Personal and Professional Values-Professional Development' at the first part of the competencies. Thus in this part it is necessary to define the construct of 'teacher efficacy' which is the main focus of the present study.

'Teacher efficacy' which is one of the cognitive factors, has aroused great interest in the field of education and potential educational implications of the theory led to array of studies. Teacher efficacy is a major application of Bandura's (1997) self-efficacy theory to educational settings. According to Bandura (1997) having the knowledge and skills required to act does not guarantee that an actor will perform effectively. Instead, effective action also depends upon the personal judgment that one can utilize such knowledge and skills to perform an act successfully under various circumstances. This judgment, named as perceived self-efficacy by Bandura (1997), when applied to educational contexts, takes the form of teacher efficacy, which is defined as teachers' beliefs in their ability to influence student outcomes (Tournaki & Podell, 2005) and which has been found to be directly related to many positive teacher behaviors and attitudes (Bandura, 1997; Tschannen-Moran et al., 1998; 1992; Yost, 2002) as well as student achievement and attitudes (Henson, 2001b). Also, the studies conducted in the area of education display that there are some factors affecting teacher efficacy. As Symlie (1988) suggested teachers' working schedules and classroom context reflect the intensity of teaching and teachers' task environments and thus, could affect teachers' efficacy beliefs.

1. 2. Statement of the Problem

In Turkey, as in many countries around the world, English is taught as a foreign language, and it is one of the compulsory courses in the primary and secondary school curriculum. Turkish National Ministry of Education revised the views about language learning and teaching in last decade. ‘In recent years, the shift has moved from more teacher-centred approaches to more learner and learning-centred approaches, process-oriented approaches to curriculum design should be adopted’ (MEB, 2006).

The above stated arguments and the shift from teacher-centred approaches to learner-centred approaches put greater demands on the language teacher. As pointed out by Opdenakker and Damme, (2006:3) ‘With respect to the improvement of education in general and teacher education and in-service training in particular it is important to know how good classroom practices can be enhanced and which characteristics of teachers are related to effective classroom practices’.

A qualified English language teacher need to be well informed by the theory of language learning and teaching. In most studies the discussion has been centered on a teacher’s knowledge base in terms of subject matter knowledge and pedagogical knowledge (Park & Lee, 2006). Having both subject matter knowledge and pedagogical knowledge are essential, but insufficient to complete the picture.

Recent studies conducted in the field have shown that holding the required knowledge and skills is not sufficient for effective teaching; cognitive factors that affect teachers’ actions and

behavior have an important role in teachers' teaching practices. The reason of the change in general assumption is the belief that cognitive factors, such as teachers' beliefs, perceptions, assumptions, and motivational levels, are potential sources of differences in the judgemental, decisive, and behavioural patterns teachers follow and, therefore, constitute one of the major effects on their instructional practices. This belief suggests that a thorough understanding of these factors should be developed to improve teachers' instructional practices and educational outcomes in return (Pajares, 1992). These cognitive factors have also been found to be contributing to their effectiveness (Bandura, 1997; Pajares, 1992; Tschannen-Moran, Woolfolk Hoy & Hoy, 1998). Bandura (1997) supports this idea by stating that having the knowledge and skills required to act does not guarantee that an actor will perform effectively. Instead, effective action also depends upon the personal judgment that one can utilize such knowledge and skills to perform an act successfully under various circumstances. Bandura (1997) names this as perceived self-efficacy; when applied to educational contexts, takes the form of teacher efficacy.

Finally, the array of research show that teacher efficacy is linked to teachers' behavior and educational outcomes, it is suggested by many researchers that it would lead to further improvement in educational settings to search for ways of diagnosing factors that predict variations in teachers' efficacy perceptions (Pajares, 1996b; Conger & Kanungo; 1988, Fuller, Wood, Rapoport & Dornbush; 1982; Symlie; 1988; Lee, Dedrick,, & Smith; 1991; Henson, 2001b). Major assumption of these researchers is that such an investigation may provide valuable implications for further attempts to improve teacher efficacy and educational outcomes in turn.

1. 3 Aim and Significance of the Study

Due to above stated arguments and recent innovations in Turkish primary school education, in order to identify teachers' authentic beliefs with respect to the basic ideas behind the innovation, a thorough investigation into the knowledge of the teachers themselves is required. One of the indispensable part of these knowledge base is their self-efficacy perceptions. Although the construct of teacher efficacy has led to a considerable amount of empirical research, very few recent research were conducted to investigate its implications in EFL context (Chacon, 2005; Liaw, 2004; Shim, 2001). This is also the case in Turkey. Limited number of studies conducted on teacher efficacy were in different fields like Science Teaching (Savran-Gencer & Cakiroglu, 2007; Savran, 2002; Cakiroglu, Cakiroglu & Boone, 2005) and Chemistry Teaching (Morgil, Secken & Yucel, 2004) but very few studies has been found on Turkish EFL teachers' efficacy (Ortaçtepe, 2006; Yavuz, 2005, Özçalı, 2007). It is obvious that teachers' beliefs about teaching and learning have an important effect on their teaching practices. Richards (1998) underlined the importance of investigating teachers' beliefs about teaching and learning since this is the first step to be taken in exploring their teaching practice. Unfortunately, there are no studies exploring beliefs of Turkish EFL teachers' on efficacy in the context of state primary schools in Turkey. According to Bandura (1997) the measurement of teacher efficacy should be task-referenced, that is to say teacher efficacy varies across contexts and from subject to subject.

Exploring the level of efficacy perceptions of EFL teachers working at state primary schools and investigating variables such as socio-demographic factors, perceived language proficiency that would predict variations in the efficacy perceptions of teachers will expand our understanding of the issue.

Efficacy perceptions of EFL teachers working in state primary schools in two different parts of Turkey, for the present study Mardin and Bursa is not investigated so far. Mardin is an obligatory service region of Turkey for teachers working at state primary schools, on the other hand Bursa is not an obligatory service region of Turkey for teachers and the relationship between some socio-demographic factors and perceived efficacy of language proficiency and efficacy of EFL teachers working at state schools is an unexplored context in the relevant literature so far.

Pajares (1992) argues that these beliefs of teachers should be investigated by educational research since they influence teachers' perceptions and judgements, which in turn, affect their behavior in the classroom and teachers' instructional decisions. This argument is also very important for the present study because the main focus of the study is investigating the beliefs of EFL teachers concerning the teacher efficacy.

Moreover, it is important to state that the present study is a partial replication of the original study of Chanon (2005). Chanon (2005) explored the EFL teachers' efficacy for engagement, classroom management, and instructional strategies; their English proficiency level in four skills; and culture knowledge, the pedagogical strategies they use to teach EFL. In the original study teachers' self reported pedagogical strategies to teach English and its' correlations among the dimensions of teacher efficacy was addressed. This is not a concern for the present study. Chanon(2005) used interviews to discuss about four short vignettes describing four strategies (a dialogue, a song, a simulation, and a problem solving) being applied in four different classrooms. The aim was to have the participants indirectly talk and discuss what the

best strategy to teach EFL would be for the participants. But in the present study both questionnaire and semi-structured interviews with selected teachers were used in order to gain insights into the construct of teacher efficacy and its dimension as assessed by three sub-scales.

Finally, it is assumed that the findings of this study will hopefully, draw the teacher training programs attention and in-service training courses organizations on the issue of self-efficacy and thus the future implications on educational settings will be more fruitful. After the data analysis and discussion of the findings along with the problems of teachers as they reported in interviews and suggestions for solution of these problems for future practices will be discussed in the light of the data.

To sum up, in accordance with the above stated views, the present study's main concern is to explore the overall level of efficacy perceptions of EFL teachers working at state primary schools and, their perceived efficacy for engagement, classroom management and instructional strategies as assessed by three sub-scales. Another aim of the present study constitutes the difference between socio-demographic factors, namely gender, experience year in the profession and teacher efficacy. Finally, the relationship between perceived English proficiency and teacher efficacy is explored. Both novice teachers and experienced teachers views were obtained through questionnaire and interview. Thus, it is assumed that this study will provide a broader understanding of the issue in Turkish EFL setting.

1.4. Research Questions

For the purpose of this study, following research questions were addressed.

1. What are the levels of overall efficacy perceptions of EFL teachers working at public primary schools in terms of a) student engagement, b) classroom management and, c) instructional strategies?

2. What are the socio-demographic factors that predict variations in EFL teachers' efficacy perceptions?

a) Is there a difference between perceived teacher efficacy and experience in the profession?

b) Is there a difference between perceived teacher efficacy and gender?

3. Is there a relationship between perceived teacher efficacy and perceived language proficiency in English?

1.5. Definition of Key Terms

Social learning theory incorporated behavioral perspective which explains human behavior as observable acts that are mechanically governed by stimulus-response sequences and social perspective which refuses the idea of accepting human just reactive mechanisms automatically regulated by external stimulus in order to explain the nature of human behavior (Rotter, 1966 as cited in Tschannen-Moran et al., 1998 and Bandura 1997).

Social cognitive theory is a version of social learning theory, it discusses how people operate cognitively on their social experiences and how cognition affects their behavior (Bandura, 1997)

Self efficacy refers to “the beliefs in one’s capabilities to organize and execute the course of action required to produce given attainments” (Bandura, 1997:3).

Teacher efficacy is defined as teacher’s belief in his/her capability to organize and execute courses of action required to successfully accomplish a specific teaching task in a particular context” (Tschannen-Moran et al., 1998:233). Teacher efficacy is a major application of Bandura’s (1997) self–efficacy theory to educational settings.

General Teaching Efficacy is defined as the belief of teachers that the influence of the environment overwhelms a teacher's ability to have an impact on a student's learning, these teachers exhibit a belief that reinforcement of their teaching efforts lies outside their control, or is external to them.

Personal Teaching Efficacy, teachers who express confidence in their ability to teach difficult or unmotivated students evidence a belief that reinforcement of teaching activities lies within the teacher's control, or is internal (Tschannen-Moran et al., 1998).

English as a foreign language (EFL) is used in educational situations where instruction in other subjects is not normally given in English (Celce-Murcia, 2001). In Turkey, English is a foreign language since English is not routinely used for communication outside the classroom.

1.6. Organization of the Study

This part of the study presents an overall description of the organization of the thesis which consists of six chapters. Chapter I presents an introduction to the study with backgrounds of the context, by discussing the statement of the problem, the aim and significance of the study and the related research questions. Chapter I also provides an overview of methodology and the definitions of terms. In Chapter II, a review of professional literature that guided the study including the theoretical background and related empirical investigations is presented in five sections; namely, social cognitive theory, Self-efficacy Beliefs, Teacher Efficacy, Research on Teacher Efficacy, and Studies on Teacher Efficacy on EFL Context. Chapter III includes the methodology of the study; i.e., the research design, subjects and setting of the study, the procedures of data collection along with a description of each instrument used for the study and analysis. Chapter IV includes the results of analysis. In Chapter V, the discussion of the findings with respect to the previously offered literature are presented. Lastly in Chapter VI; conclusions, implications and limitations of the study and suggestions for further research are presented. The present study also includes a part for references and appendices.

1.7. Overview of Methodology

This study is a field study based on non-experimental research design and uses descriptive statistical analysis and correlational analysis in order to analyse quantitative data. In order to analyse qualitative data gathered through semi-structured interviews descriptive analysis was used. It is designed as “exploratory- interpretive” form which is counted as a pure research paradigm by Grothan (cited in Nunan, 2005: 6) since the main aim of this study is to explore the efficacy beliefs of EFL teachers working at state primary schools and socio-demographic factors that would predict variations in EFL teachers’ efficacy perceptions. Nunan (2005), stated that “exploratory – interpretive” research form utilizes a non experimental method and it is appropriate for the studies which focuses on the meanings of particular events and generate a theory rather than verify an existed one. 144 EFL teachers working at 96 state primary schools in Bursa and Mardin participated in the study. The data is gathered by using two instruments a)ETSES including teacher background questionnaire, ETSES(English teachers Sense of Efficacy Scale) and EPS (English Proficiency Scale) for gathering demographic information and exploring beliefs of EFL teachers on teacher efficacy and their perceived English proficiency (see Apendix A); b) semi-structred interviews (see Apendix B) in order to gain insights into the issue.

CHAPTER 2

LITERATURE REVIEW

2.1.Social Cognitive Theory

Social cognitive theory stemmed from the publication of ‘Social Learning and Imitation’ by Miller and Dollard (1941). Theories of the two major groups of psychologists, behavioral and social, provided the basis for social learning theory. Social learning theory incorporated behavioral perspective which explains human behavior as observable acts that are mechanically governed by stimulus-response sequences and social perspective which refutes the idea of accepting human just reactive mechanisms automatically regulated by external stimulus. In order to explain the nature of human behavior, social learning theorists take both environmental and behavioral factors into consideration (Rotter, 1966 as cited in Tschannen-Moran et al., 1998 and Bandura 1997).

They proposed that learning is the process of acquiring behavioral patterns that are socially expected. Learning occurs through observation and modeling in a social context. Human learning results from the interaction between a person's environment, behavior, and perception (internal events). Humans are active in trying to impose stability, order, and meaning on their experiences.

That is to say, human behavior is motivated by response sequences such as rewards and punishment. However, it is also motivated by internal drives and it is these drives that act as

mediator between stimuli and response. According to this theory, there is a reciprocal relationship between environment and behavior.

The first strand of theory that influenced the very first studies of teacher efficacy was grounded in Rotter's social learning theory. The main idea in Julian Rotter's social learning theory is that personality represents an interaction of the individual with his or her environment. One cannot speak of a personality, internal to the individual, that is independent of the environment. Neither can one focus on behavior as being an automatic response to an objective set of environmental stimuli. Rather, to understand behavior, one must take both the individual (i.e., his or her life history of learning and experiences) and the environment (i.e., those stimuli that the person is aware of and responding to) into account. Rotter describes personality as a relatively stable set of potentials for responding to situations in a particular way. Rotter sees personality, and therefore behavior, as always changeable. Change the way the person thinks, or change the environment the person is responding to, and behavior will change.

The second conceptual strand of theory and research stemmed out of Bandura's social cognitive theory (1997) and his construct of self-efficacy. Bandura's social cognitive theory is a version of social learning theory with some innovative differences from the social learning theory. Bandura's theory emphasizes the importance of cognitive concepts. The theory discusses how people operate cognitively on their social experiences and how cognition affects their behavior. Like social learning theory, his theory does not reject the behaviorist notion that response consequences mediate behavior, however, he suggests that how these

external stimuli affect behavior depends on how an individual cognitively processes and interprets these stimuli.

According to Bandura (2001) mind is not just a reactive entity that is regulated by external stimulus. It is an active, generative, creative, proactive, and reflective force that encodes information selectively, and performs behavior on the basis of values, expectations formed by cognitive processes. People are not just onlooking hosts of internal mechanisms orchestrated by environmental events. They are agents of experiences rather than simply undergoers of experiences. The sensory, motor, and cerebral systems are tools people use to accomplish the tasks and goals that give meaning, direction, and satisfaction to their lives (Bandura 1997).

Before analyzing the development of different human capabilities, the model of causation on which social cognitive theory is founded is reviewed briefly. The term causation is used in the present context to mean functional dependence between events (Bandura, 1997). As mentioned before, according to the model of causation on which social cognitive theory is based, there is a reciprocal interaction between the environment, personal factors and behavior. (figure 1)

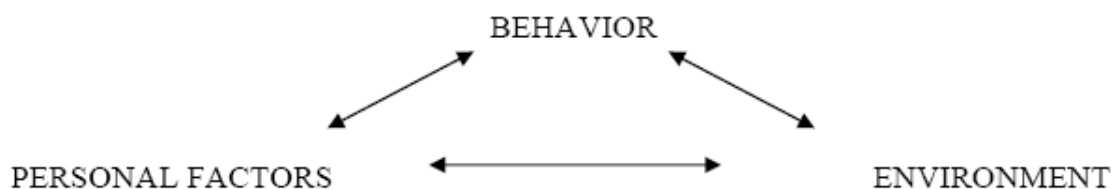


Figure 1. Theoretical model of triadic reciprocal interaction (Bandura, 1997:6).

In this model of reciprocal causation, behavior, cognition and other personal factors, and environmental influences all operate as interacting determinants that influence each other bidirectionally (Bandura, 1989a). Although this triadic model of interaction seems complicated, it can be summarized as human behavior is a result of three types of bi-directional interaction, namely person-behaviour, environment-personal characteristics, and behavior environment.

Person-behavior interaction can simply be defined as a bi-directional interaction between one's own thoughts, emotions, and biological properties and one's actions.' Expectations, beliefs, self- perceptions, goals and intentions give shape and direction to behaviour. What people think, believe, and feel, affects how they behave. The natural and extrinsic effects of their actions, in turn, partly determine their thought patterns and emotional reactions.' (Bandura, 1989a:3)

The interaction between the environment and personal characteristics can be defined as the impacts of social influences and physical structures on people's expectations, beliefs, and cognitive competence and how people's characteristics, social roles, or status change the ways they perceive the environmental factors and modify reactions they receive from their social environments.

The final form of interaction is between behavior and environment. According to Bandura's social cognitive theory (1989a) social systems are created by human activity and these social systems, in turn, impose constraints, provide enabling resources and opportunity structures for personal development and functioning (Bandura, 2001). Bandura (1989a: 4) asserts that 'People are both products and producers of their environment. 'It can be concluded that

person's behavior can have a role in changing the aspects of the environment one is exposed to and one's specific environment acts as a modifying factor on his behavior in turn.'

To sum up, social cognitive theory's basic assumption is that behavior is influenced by all three types of interaction discussed above. However, it is important to state that all types of interaction have not equal strength on each human behavior. It is suggested that the influence of any interaction depends on the individual, the particular behavior being investigated, and the specific situation in which the behavior occurs. Bandura (1997: 6) explains this by stating that 'Reciprocity does not mean that the three sets of interacting determinants are of equal strength. Their relative influence will vary for different activities and under different circumstances.' It takes time for a causal factor to exert its influence and activate reciprocal influences (Bandura, 1989a: 2).

2.1.1.Social Cognitive Theory and Human Capabilities

In social cognitive theory, people are neither driven by inner forces nor automatically shaped and controlled by the environment. As discussed above, they function as contributors to their own motivation, behavior, and development within a network of reciprocally interacting influences. Bandura (1997:3) suggests that 'people can exercise influence over what they do.' Humans are seen as powerful agents capable of choice and intentional pursuit of courses of action, which enables them to actively shape their lives. People are characterized within this theoretical perspective in terms of a number of basic capabilities. Six unique capabilities that are central to their functioning are reciprocal determinism, symbolizing capability, vicarious capability, forethought capability, self-regulatory capability, and self-reflective capability (Bandura, 1989a, Bandura, 2001)

Reciprocal determinism: It is the ability of human beings to influence their motivation, behavior, and development within a network of reciprocally interacting influences. As Bandura (1989a:8) asserts ‘people are neither driven by inner forces nor automatically shaped and controlled by the environment. As we have already seen, they function as contributors to their own motivation, behavior, and development within a network of reciprocally interacting influences.’

Symbolizing capability: Within the framework of social cognitive theory symbolizing capability, it is the vehicle of thought. Bandura (1989a) argues that people give meaning, form, and continuity to their experiences through the formulation of verbal, imaginal and other symbols. Bandura (1989a) argues that this capacity to use symbols provides humans with a powerful tool for understanding and managing their environment. Furthermore, he asserts that this ability makes it possible for human beings to store information in their memory to be used as guides for their future actions, to engage in cognitive problem solving and foresightful action-thinking through the consequences of one’s actions before the behavior is actually performed and to model observed behavior.

Vicarious capability: The advanced capability for vicarious learning is one of the most distinctive human quality that receives considerable emphasis in social cognitive theory. It is the ability of learning not only from direct experiences but also from observing others perform a task. Bandura (1989a: 21) explains this by stating ‘If knowledge and skills could be acquired only by direct experience, the process of cognitive and social development would be greatly retarded, not to mention exceedingly tedious and hazardous. A culture could never transmit its language, mores, social practices, and requisite competencies if they had to be

shaped tediously in each new member by response consequences without the benefit of models to exemplify the cultural patterns.

Bandura (1989a) asserts that observational learning is governed by four main processes which are attentional span, retention processes, the behavioral production process, and motivational processes. Attentional processes determine what people observe in the profusion of modeling influences and what information they extract from what they notice. A second major subfunction, retention involves an active process of transforming and restructuring the information conveyed by modeled events into rules and conceptions in one's memory in terms of symbolized information. In the third subfunction, the behavioral production process symbolic conceptions are translated into appropriate courses of action. The fourth subfunction in modeling concerns motivational processes. Social cognitive theory distinguishes between acquisition and performance because people do not perform everything they learn (Bandura, 1989a: 24). People are more likely to exhibit modeled behavior if it results in valued outcomes than if it has unrewarding or punishing effects. Then the actions which are seen to result in valued outcome are adopted.

Self-regularity capability: This ability refers an internal control mechanism that determines what behavior will be performed through the interplay of self-produced and external sources of information including motivational, social, and moral standards. Self-regulatory systems mediate external influences and make human behavior purposeful by enabling people to have personal control over their thoughts, feelings, motivation and action (Bandura, 1989a).

Self-reflective capability: It is the capability for reflective self-consciousness (Bandura,1989a). That is, it is the capability of humans analyzing their experiences,

monitoring and evaluating their own cognitive processes and altering their thinking and behavior accordingly. The construct of self efficacy can be considered as the most important form of self-reflection.

People not only gain understanding through reflection, but also they evaluate and alter their own thinking by this means. In verifying thought through self-reflective means, they monitor their ideas, act on them or predict occurrences from them, judge from the results the adequacy of their thoughts, and change them accordingly (Bandura, 1989a:58).

Forethought capability: It is defined as a person's capability to motivate himself and guide his actions anticipatorily (Bandura, 2001). According to Bandura, a forethoughtful perspective provides direction, coherence, and meaning to one's life (Bandura, 2001). Bandura (1989a) asserts that people do not simply react to their immediate environment, nor are they steered by implants from their past. Most human behavior, being purposive, is regulated by forethought. Future events by being represented cognitively in the present, are converted into current motivators and regulators of behavior. Thoughts of desirable future events tend to foster the behavior most likely to bring about their realization. Forethought is translated into incentives and action through the aid of self-regulatory mechanisms.

Bandura (1989a, 1997) suggests that forethought capability influences an individual's motivation to engage in a task in two ways; which are outcome expectancy and self-efficacy beliefs. Firstly, outcome expectations which are constructed by forethought and reflect the likely consequences of a behavior add to individual's motivation. The positive expectations serve as incentives and the negative ones as disincentives (Bandura, 1997). Secondly, according to Bandura (1997) people's estimation that they can perform the prerequisite tasks

to achieve the outcome they desire affects their motivation through forethought. This self-assurance in carrying out a task is defined as self-efficacy, which is reviewed in detail in the following section.

2.2. Self-efficacy Beliefs

2.2.1. What is self-efficacy belief?

Bandura's social cognitive theory, which addresses both the development of competencies and the regulation of action, consists of three components: Human agency, outcome expectancy and efficacy belief.

Since agency is defined as the acts done intentionally, the essence of human agency is the power to produce actions for given purposes under certain circumstances. As discussed before, in social cognitive theory, human functioning is seen as the product of a dynamic interplay of personal, behavioral, and environmental influences; which is the foundation of reciprocal determinism, the view that (a) personal factors in the form of cognition, affect, biological events, (b) behavior, and (c) environmental influences create interactions that result in a triadic reciprocity (see Figure 1) (Bandura, 1997; Pajares, 2002). In this triadic interaction, individuals are both the products and the originators of their own environments and of their social system since agency is socially rooted and operates within socio-cultural circumstances. To sum up, people make casual contributions to their own psychosocial functioning through mechanisms of personal agency (Bandura, 1997:2).

The second component of social cognitive theory is outcome expectancy, which is defined as the changes in behavior by an individual's estimation of effort required by the action or the judgment of the consequences of the action (Bandura, 1997; Pajares, 2002).

The final component of the theory, self efficacy, or "the beliefs in one's capabilities to organize and execute the course of action required to produce given attainments" (Bandura, 1997:3), is a significant contributor to human agency because if people believe they have no power to produce results, they will not attempt to initiate action. Beliefs of personal efficacy is the most central and pervasive mechanism among the mechanisms of agency (Bandura, 1997: 2). In other words he suggests that self-efficacy lies within the very heart of human functioning (Bandura, 1989b, 2001). According to him 'Unless people believe they can produce desired effects by their actions, they have little incentive to act. Efficacy belief, therefore, is a major basis of action (Bandura, 1997:3). Therefore, self-efficacy is concerned with what one believes s/he can do with what s/he has under different sets of conditions rather than the number of skills s/he has.

Central to this argument is the idea that how people perceive the knowledge and skills they possess and the attributions they make about their personal accomplishments, instead of what is objectively true about them, make them to pursue different ways of cognitive, emotional and behavioral processes since it is these perceptions that help them determine what individuals do with the knowledge and skills they have (Bandura, 1989b).

Pajares and Schunk (2002) lend support to this argument by stating that the self-perceptions individuals develop about their capabilities become instrumental to the goals they pursue and to the control they exercise over their environments.

2.2.2. Sources of Self-efficacy Beliefs

According to Bandura (1997) self-efficacy beliefs are constructed from four principal sources of information: enactive mastery experiences which provide authentic evidence for capability to succeed; vicarious experiences which alter efficacy beliefs through transmission of competencies and comparison with the attainment of others; verbal persuasion which is social influences that one possesses certain capability; and the last one physiological and affective states from which people partly judge their capability, strength, and vulnerability to dysfunction (Pajares, 2002). However, Bandura (1997: 79) cautions that 'Information that is relevant for judging personal capabilities-whether conveyed enactively, vicariously, persuasively, or physiologically, is not inherently enlightening. It becomes instructive only through cognitive processing of efficacy information and through reflective thought.' That is to say these four sources of information's effect on individuals' self-efficacy depends on how they are cognitively processed by the individual and social, situational, and temporal circumstances under which they occur.

Enactive mastery experiences: Enactive mastery experiences are considered the most influential source of efficacy information since they provide the most authentic evidence on one's capabilities to succeed. Pajares (2002:6) lends support to this argument by stating that 'individuals engage in tasks and activities, interpret the results of their actions, use the interpretations to develop beliefs about their capability to engage in subsequent tasks or activities, and act in contact with the beliefs created.' Bandura (1997) asserts that success creates a strong belief in one's personal efficacy. Failures undermine it, especially if failures occur before a sense of efficacy is firmly established. Successful performances increase efficacy by contributing to the expectation that future events will be so, on the other hand

failures impairs the level of efficacy by contributing to the expectation that future events will end up with failure (Bandura, 1997, Tschannen-Moran et al., 1998; Pajares, 2002).

Also it is important to state that attributions people make have an important role in this respect. If an individual attributes his success to his effort or skill, his personal accomplishment can constitute a source of empowerment for his self-efficacy beliefs but if the success is attributed to luck, easiness of the task, or a similar external factor, his self-efficacy beliefs will probably not be strengthened by the specific accomplishment.

Vicarious experience: Vicarious experience, in other words modelling serves as another effective tool for promoting a sense of personal efficacy.(Bandura, 1997).According to him, personal capabilities are easier to judge for activities that produce independent objective indicators of adequacy. However, for most activities there are no absolute measures of adequacy, so people need to appraise their capabilities in relation to the attainments of others. The more similar the observer is to the model, the stronger is the impact on efficacy (Bandura, 1995; Woolfolk Hoy, 2000; Pajares, 2002). Through social comparative inference, the successful performance of others persuades people in a way that they themselves possess the capability to master comparable activities and raise their performance. (Bandura, 1995, 1997; Woolfolk Hoy, 2000).

Verbal persuasion: Bandura (1997) claims that social persuasion serves as a means of strengthening people's beliefs that they possess the capabilities to achieve what they seek. People, who are persuaded verbally by others that they possess the capabilities to achieve given tasks, are likely to mobilize greater effort and sustain it than if they convey doubts,

especially when struggling with difficulties. While verbal persuasion may be limited in its power to create enduring increases in efficacy, it still has an impact depending on the extent the positive appraisal is realistic and the extent it leads a person to initiate a task, attempt new strategies or try hard enough to succeed (Bandura, 1997; Woolfolk Hoy, 2000).

Physiological and affective state: While judging their capabilities, people rely partly on somatic information conveyed by physiological and affective states, such as anxiety, stress, arousal, and mood which are especially relevant for physical accomplishments, and health functioning. Therefore, enhancing physical status, reducing stress levels and negative emotional proclivities and correcting misinterpretations of bodily states are ways to increase self-efficacy (Bandura, 1997). While approaching a task, people create emotional reactions and these reactions provide clues on which they judge their degree of confidence and form a vision of their anticipated performance. If a person experiences negative emotional states before engaging in an activity, he starts to question his capabilities and lowers his self-efficacy beliefs.

Bandura suggested that four categories of experience are used in the development of self-efficacy: enactive mastery (personal attainments), vicarious experience (modeling), verbal persuasion, and physiological arousal (e.g. anxiety). Although these experiences influence efficacy perceptions, it is the individual's cognitive appraisal and integration of these experiences that ultimately determine self-efficacy. Thus, self-efficacy may be thought of as a superordinate judgment of performance capability that is induced by the assimilation and integration of multiple performance determinants.

Based on the Bandura's framework Gist and Mitchell (1992) discuss how self-efficacy belief is formed and how it is related to performance. They argue that little attempt has been made to identify and organize the specific information cues provided by the four types of experience and limited understanding exists as to how individuals evaluate those cues in forming self-efficacy. According to these researchers, as a first step, people analyze the task requirement, and question if they have the necessary competence on the basis of their prior experience and attributions. Then, they evaluate the availability of specific resources provided and constraints imposed by the self and the specific environment for performing the task. These processes yield interpretive data to be used in the development of self-efficacy. Individuals' reflections on their performance and the feedback they receive after getting engaged in a task is then added to their enactive mastery experience as raw data.

2.2. 3. Effects of self-efficacy beliefs

Bandura (1989a, 1997, 2000, 2001) asserts that self-efficacy beliefs which can be summarized as a person's estimation of whether he can perform an action successfully in a given situation affects his functioning in numerous ways, such as the actions they take, the choices they make, how much effort they put forth in given endeavors, how long they will persist against obstacles and failures, their flexibility for adversity, how much stress and depression they experience in coping with environmental demands, and the level of accomplishments they ultimately achieve. The higher the levels of efficacy, the greater the effort, persistence, and resilience and the level of achievement will be and vice versa (Bandura, 1997; Pajares, 2002).

As stated before, perceived self efficacy refers to beliefs in one's capabilities to organize and execute the courses of action required to produce given attainment (Bandura, 1997). In short, perceived self-efficacy is concerned not with the number of skills you have, but with what you believe you can do with what you have under different situations.

First of all, Bandura argues that self-efficacy beliefs affect people's cognition. He explains this process as follows, people who have high self-efficacy beliefs believe in their capabilities and perceive themselves as powerful agents and this affects their cognition in turn. As a result of this thought, people view events optimistically, attribute their success to their efforts and failures to situational factors, poor strategies, insufficient effort, knowledge or skills. Consequently, they put greater effort in activities and have stronger commitment to goals they set. They also persevere in the face of obstacles and failures by maintaining their motivation, endure stress and depression better than the ones who perceive themselves as less efficacious.

Bandura (1997: 35) supports his argument with the following words 'Perceived self-efficacy occupies a pivotal role in social cognitive theory because it acts upon the other class of determinants. By influencing the choice of activities and the motivational level, beliefs of personal efficacy make an important contribution to the acquisition of the knowledge structures on which skills are founded.'

On the other hand, people who perceived themselves as less self-efficacious think self-debilitatingly, view events pessimistically, attribute their success to lack of abilities that are not acquirable, do not show much resilience against difficulties, they experience stress and depression while handling environmental demands.

Moreover, Bandura proposes that self-efficacy beliefs affect the emotional processes people go through. People with a strong belief in their capabilities feel serene when approaching difficult tasks and do not get stressed or nervous, on the contrary, people with lower efficacy beliefs do not have the ability to evaluate events realistically they view events as tougher than they really are.

Furthermore, self-efficacy beliefs affect the choices people make. According to Bandura people prefer to join activities for which they see themselves as efficacious and the vice versa. They avoid the activities that they feel efficacious enough to try due to their deficiencies.

2.3. Teacher Efficacy

This section begins with the definition of teacher efficacy, then the conceptual meaning of teacher efficacy, as a construct, was discussed along with the underlying theories on which it was built and with the measures to assess it so far.

There has been a growing body of research on teacher efficacy as an important factor underlying teaching and learning. It is a well known fact that all teachers have belief systems knowledge, attitudes, values, theories and assumptions about themselves, their work, their students, their subject matter, the process of teaching and learning. Researchers claim that these belief systems of teachers, which are derived from experience, school practice, personality, education theory, reading and other sources are the primary source of their teaching practice (Pajares, 1992; Richards, 1998).

As stated before, having the knowledge and skills required to act does not guarantee that an actor will perform effectively (Bandura, 1997). Instead, effective action also depends upon the personal judgment that one can utilize such knowledge and skills to perform an act successfully under various circumstances. As previously mentioned, Bandura (1997) names this as *perceived self-efficacy*; when applied to educational contexts, takes the form of *teacher efficacy*, which is defined as teacher's belief in his/her capability to organize and execute courses of action required to successfully accomplish a specific teaching task in a particular context" (Tschannen-Moran et al., 1998:233). Teacher efficacy is a major application of Bandura's (1997) self-efficacy theory to educational settings. 'Teacher efficacy' which is one of the cognitive factors has aroused great interest in the field of education and potential educational implications of the theory led to array of studies,

Teacher efficacy has been found to be directly related to many positive teacher behaviors and attitudes (Bandura, 1997; Tschannen-Moran et al., 1998; Raudenbush, Rowan & Cheong, 1992) as well as student achievement and attitudes (Henson, 2001b).

The studies conducted in the area of education display that there are some factors affecting teacher efficacy. The array of research show that teacher efficacy is linked to teachers' behaviors and educational outcomes, it is suggested by many researchers that it would lead to further improvement in educational settings to search for ways of diagnosing factors that predict variations in teachers' efficacy perceptions (Pajares, 1996b; Conger & Kanungo, 1988; Fuller, Wood, Rapoport & Dornbush, 1982; Symlie, 1988; Lee, Dedrick, & Smith; 1991 and Henson, 2001b). The major assumption of these researches is that such an investigation may provide valuable implications for further attempts to improve teacher efficacy and educational outcomes in turn.

In Tschannen-Moran, Woolfolk Hoy and Hoy's (1998) study which is aimed to introduce a model of teacher efficacy that reconciles two competing conceptual strands found in the literature namely, Rotter and Bandura tradition. It is asserted that assessment of teaching competence is the first logical step to be taken in order to raise in-service teachers' efficacy through intervention strategies. On the other hand, Goddard, Hoy and Woolfolk Hoy (2004) highlight the distinction between perception of competence and actual competence, that is, teaching practice, when teacher efficacy is considered. This is because the term "teacher efficacy" can be confused with "teacher effectiveness" or effective teaching.

Rotter (1966 as cited in Tschannen-Moran et al., 1998) defines teacher efficacy as the extent to which teachers believe they can minimize the negative effects of the environment and affect student outcomes positively. Tournaki and Podell (2005) defined teacher efficacy as teachers' beliefs in their ability to influence student outcomes.

Although precise definitions of the concept have always been problematic, in general, teacher efficacy is defined as teacher's belief or conviction that they can influence how well students learn (Guskey&Passaro,1994).

Therefore, to avoid a possible confusion, in this study, teacher efficacy is operationally defined as "the teacher's belief in his/her capability to organize and execute courses of action required to successfully accomplish a specific teaching task in a particular context" (Tschannen-Moran et al., 1998:233).

Bandura (1997) claims that 'The task of creating learning environments conducive to development of cognitive competencies rests heavily on the talents and self-efficacy of

teachers. Moreover, he adds that teachers' perceived efficacy rests on much more than the ability to transmit subject matter. This idea also is supported by other researchers (Luk,2003; O'Connor, 2008). Their effectiveness is also partly determined by their efficacy in maintaining an orderly classroom conducive to learning, enlisting resources and parental involvement in children's academic activities, and counteracting social influences that subvert students' commitments to academic pursuits (O'Connor, 2008:243).

Chacon (2005) states that teachers with a high sense of efficacy often believe that if they put extra effort even difficult students can be teachable. On the contrary, teachers with low levels of efficacy think that there is little they can do to teach unmotivated or difficult students because student success depends on external factors.

The theoretical roots of teacher efficacy dates back to 1970s starting with the studies of RAND (Research and Development) researchers. There are two separate but intertwined conceptual strands of theory and research regarding teacher efficacy. The first strand is grounded on Rotter's (1966 as cited in Tschannen-Moran et al., 1998) *Social Learning Theory* which is explained briefly at the section 2.1.1. As stated before, he defines teacher efficacy as the extent to which teachers believe they can minimize the negative effects of the environment and affect student outcomes positively. The second strand of the theory is based on Bandura's *Social Cognitive Theory* which was discussed in the section 2.1. According to him, teacher efficacy is a motivational construct, it develops on information provided by all four sources of efficacy information which is given in the previous part, and task and context specific variables. He defines it as a motivational construct since it affects the amount of effort a teacher puts in teaching and the amount of persistence against the difficulties and failures. This argument is explained under the topic of effects of self efficacy beliefs in the

section 2.2.3. According to Liaw (2004) and Daugherty (2005) Rotter's Social Learning Theory and Bandura's social cognitive theory, have dominated the studies conducted on the meaning, the measurement and the related factors of teacher efficacy. These two dominant theories on teacher efficacy is covered in the following section.

2.3.1. Rotter Tradition on Teacher Efficacy Research

The very first studies on teacher efficacy was grounded in Rotter's social learning theory which defined teacher efficacy as the extent to which teachers believed that they could control the reinforcements of their actions; in other words, whether or not the control of events lay within themselves or the environment. It is understood that this line of teacher efficacy research focuses on how teachers perceive the environmental factors that have an impact on student motivation and performances and to what extent they believe they can handle the negative effects of these factors.

In this respect, teacher efficacy comprises Personal Teacher Efficacy (PTE) and General Teacher Efficacy (GTE). Teachers' beliefs about the power of the external factors compared to the influence of internal factors have been labeled as GTE, on the other hand, beliefs in their internal power to influence student motivation and learning are named as PTE. Teachers who have PTE are confident in their abilities to overcome factors that make learning difficult for a student (Tschannen-Moran et al., 1998).

The first studies of teacher efficacy within this framework were conducted by the RAND organization. RAND researchers' theoretical standpoint was Rotter's Social Learning Theory. They aimed to find out to what extent teachers believed that the consequences of teaching,

especially student motivation and learning, were controlled by the teacher or the environment, also their aim was to explore the relationship between teachers' perceptions in this respect and their students' actual motivation and performance (Armor et al., cited in Tschannen-Moran et al., 1998). As a result, in their study which was conducted to assess the success of a reading program, the RAND researchers included two items to measure teacher efficacy. In order to measure teachers' level of efficacy, the teachers were asked to respond to these two 5-point Likert-type items, ranging from strongly agree to strongly disagree (Tschannen-Moran et al., 1998).

RAND Item 1: "When it comes right down to it, a teacher really can't do much because most of a student's motivation and performance depends on his or her home environment." With this item it was aimed to assess teachers' perceptions about the environment's impact on students and their beliefs to what extent they can overcome these impacts as a teacher. By agreeing with this item, the teachers reflect their trust on external factors such as gender, socioeconomic status or parents; that's the reason of why it is connected with GTE.

RAND Item 2: "If I really try hard, I can get through to even the most difficult or unmotivated students." Contrary to the first item, Rand item 2 is connected with PTE, it had a more personalized and specific focus. Teachers who agree with this item reveal confidence in their experience, knowledge and capabilities to overcome external factors and influence student learning. That is, it assesses to what extent a teacher personally believes s/he can make a difference in student outcomes as stated in the item, even the most difficult or unmotivated students (Tschannen-Moran et al., 1998).

After the RAND studies which used two RAND items, the interest in the construct of teacher efficacy invoked among the researchers in order to develop longer, more comprehensible, reliable and valid instruments. These were; namely, Responsibility for Student Achievement conceived by Guskey (1981 as cited in Guskey, 1987); Teacher Locus of Control Scale by Rose and Medway (1981), and The Webb Scale designed by Ashton, Olejnik, Crocker, and McAuliffe (1982; as cited in Tschannen-Moran et al., 1998; Daugherty, 2005).

Rose and Medway (1981)'s Teacher Locus of Control Scale which was specifically designed to measure elementary school teachers' perceptions of control in the classroom included 28 items, half of the items described success situation, and the other half described failure situation. Teachers were asked to assign responsibility for student success and failures by choosing between two opposing explanations for the situation given. One explanation attributed student success or failure internally to the teacher and the other to external factors. Rose and Medway (1981) TLC scale was demonstrated to be internally consistent and yielded higher correlations with classroom teaching behavior than Rotter's (1966) Internal-External scale, more generalized measure of control beliefs. However, Coladarci (1992) showed that scores on the Teacher Locus of Control Scale were weakly related to teacher efficacy assessed by RAND items.

The same year, Guskey (1981; as cited in Guskey, 1987) developed a 30-item instrument measuring Responsibility for Student Achievement (RSA). The aim was to assess teachers' judgements on their responsibility for their students' success and failures. For each item, participants were asked to distribute 100 percentage points between two alternatives, one stating that the event was caused by the teacher and the other stating that the event occurred

because of factors outside the teacher's immediate control. Four types of causes were offered for success or failure: specific teaching abilities, the effort put into teaching, the task difficulty, and luck. Guskey (1982; as cited in Tschannen-Moran et al., 1998) in a further study included two RAND items in his scale to see if responsibility for student achievement was correlated with teacher efficacy, but no significant correlation was found out.

In 1988 (as cited in Tschannen-Moran et al., 1998) Guskey developed a revised version of the Responsibility for Student Achievement Scale and two Rand items to measure teacher efficacy. The aim of the study was to investigate the relationship between teacher efficacy, self-concept and attitudes toward the implementation of instructional motivation. Teachers' responses to items related to positive student outcomes in RSA scale were regarded as efficacy for creating positive student outcomes. Contrary to this responses, teacher responses to items related to negative student outcomes were regarded as efficacy for avoiding negative student outcomes. When Guskey (1982, 1988; as cited in Tschannen-Moran et al., 1998) compared scores from the RSA with teacher efficacy, as measured by the sum of the scores on the two RAND items, he found significant positive correlations between teacher efficacy and responsibility for both student success and student failure. He reported strong intercorrelations. It was found out that, in general, teachers exhibited greater efficacy for positive results than for negative results, that is, they were more confident in their ability to influence positive outcomes than to prevent negative ones. Another result of the study was that teacher efficacy, as measured by the RAND items, was correlated with teaching affect, or how much teachers liked teaching, how much they had confidence in teaching, and openness to the implementation of new ideas.

Finally, Ashton, Olejnik, Croker, and MsAuliffe developed Webb Efficacy Scale in 1982 (as cited in Tschannen-Moran et al., 1998). This third group of researchers sought to expand the RAND efficacy questions to increase their reliability. They used a forced-choice format with seven items. Each item included two opposing statements and asked teachers to indicate which alternative statement they strongly agreed with. They found that teachers who scored higher on the Webb Scale evidenced fewer negative interactions (less negative affect) in their teaching style. However, this instrument has not evoked much interest among the researchers.

To sum up, this line of research based on the framework of Rotter, consider teachers' perception about the reinforcement of their teaching as an indicator of teacher efficacy and question whether teachers' beliefs in this respect affect educational outcomes.

2.3.2. Bandura Tradition on Teacher Efficacy Research

Based on Bandura's Social Learning Theory, teacher efficacy is considered as a motivational construct. Underlying theoretical base of the teacher efficacy was discussed at the section 2.3.) Earlier mentioned arguments about the self efficacy show that it develops on information gained by personal, behavioral and environmental sources in this strand of teacher efficacy theory (see figure 1). In a comprehensive study in which it is aimed to define and describe the measurements of teacher efficacy, Tschannen-Moran, Hoy & Hoy (1998) describe the process as follows. As a first step, teachers analyze the teaching context and task, and assess the influence of constraints imposed by particular context against the available resources that can be used to facilitate the effects of teaching. The researchers proposed that at the next step, teachers weigh their personal capabilities such as skills, knowledge, experience, and effective

use of strategies against their personal weaknesses in the particular teaching context. Finally, these researchers state that information gained by these processes form the basis of teachers' judgements about their teaching efficacy which is defined as teachers' beliefs on how well they can perform the required tasks that a specific teaching situation puts forward. These researchers' integrated model of teacher efficacy is discussed at the section 2.3.4.

Bandura's and his followers' most important criticism levelled at Rand researchers' studies is that tests used for measuring teacher efficacy by Rotter tradition reflect a generalized personality trait instead of the task-specific judgement proposed in the self-efficacy theory (Pajares, 1996a; Henson,2001a and Tschannen-Moran & Hoy, 2001).

Based on the assumption that teacher efficacy is context specific, Ashton, Buhr, and Crocker in 1984 (as cited in Tschannen-Moran et al., 1998) developed a series of vignettes describing situations a teacher might encounter and asked teachers to make judgements about their effectiveness in handling each situation. They tested two frames of reference for judgments. The first version asked teachers to indicate how they would perform in the described situation on a scale from "extremely ineffective" to "extremely effective." The second version asked teachers to make a comparison to other teachers, from "much less effective than most teachers" to "much more effective than most teachers." The norm-referenced vignettes in which teachers compared themselves to other teachers was found out to be significantly correlated with the RAND items, but the self-referenced version, rating effectiveness or ineffectiveness, were not.

2.3.2.1. Bandura's Teacher Self-efficacy Scale

Bandura (1997) asserts that measures of teacher efficacy should focus on specific knowledge areas and signify the degree to which teachers' sense of confidence contributes to student learning. However, he measured teacher efficacy in a general perspective, rather than focusing on particular subjects. The scale he developed consisted 30 items. Teachers were asked to evaluate themselves in seven subscales, including efficacy to influence decision making, efficacy to influence school resources, instructional self-efficacy, disciplinary self-efficacy, efficacy to enlist parental involvement, efficacy to enlist community involvement, and efficacy to create a positive school climate. Teachers were asked to provide answers regarding their efficacy on a 9-point Likert scale ranging from 'nothing' to 'a great deal'. Some example items of this scale are "How much can you influence the decisions that are made in the school? How much can you do to influence the class sizes in your school? How much can you do to get children to follow classroom rules? How much can you do to get parents to become involved in school activities?" (Tschannen-Moran et al., 1998; Liaw, 2004). The development of this scale was seen as an important contribution to the researches on teacher efficacy, however, reliability and the validity of the instrument has not been available.

2.3.2.2. Gibson and Dembo's Teacher Efficacy Scale

Gibson and Dembo (1984) were the first researchers who attempted to apply Bandura's self-efficacy theory to the existing teacher efficacy research. They began with the formulations of the RAND studies, but brought to bear the conceptual underpinnings of Bandura. This instrument became one of the most commonly used instruments to measure this construct.

They developed 30 items, each item consisted of a statement about teaching and asked teachers to provide answers about the statement utilizing a 6-point Likert scale from “strongly disagree” to “strongly agree”, Factor analysis of the instrument revealed the existence of two factors consistent with the RAND items. These items are interpreted by Bandura’s theory on self-efficacy. Gibson and Dembo (1984) called the first factor personal teaching efficacy and they stated that Factor 1 corresponded to Bandura’s self-efficacy dimension stating that motivation is determined by people’s judgments of their capability to execute particular courses of action. An example of this factor named as “personal teaching efficacy (PTE)” is “When a student does better than usual, many times it is because I exerted a little extra effort”. On the other hand, the second factor, which was considered to reflect Bandura’s outcome expectancy dimension, referring to teachers’ beliefs about the possible consequences of their actions and it was called “general teaching efficacy. An example of a GTE item is “The hours in my class have little influence on students compared to the influence of their home environment.” (Tschannen- Moran et al.,1998; Liaw, 2004 and Daugherty, 2005).

The results of continued research with Gibson and Dembo instrument proved inconsistencies of items. Factor analysis demonstrated that several items loaded on both factors. Some researchers developed shorter version of the Gibson and Dembo’s teacher efficacy scale (Woolfolk & Hoy, 1990). It was consisted of 16 items loading uniquely on one factor or the other. However, it was seen that some items did not have strong enough loading on either factor or some others loaded on personal teaching efficacy factor although they were designed to measure general teaching efficacy (Tschannen- Moran et al., 1998; Henson, 2001a). On the other hand, in the light of these findings, Hoy and Woolfolk (1993) developed even more abbreviated form consisted of ten items, five for GTE, five for PTE, and found reliabilities for both subtests.

As teacher efficacy research flourished, serious questions about TES arose (Henson, 2001a). Guskey and Passaro (1994) developed a modified version of TES in order to clarify the meaning of two factors suggested and to solve inconsistency problems regarding the validity and reliability of the instrument. Guskey and Passaro (1994) reported that the PTE and GTE factors correspond to not to self-efficacy and outcome expectancy dimensions, but to an internal versus external orientation, respectively. That is to say, researchers realized that all personal teaching efficacy items reflected both a positive and internal orientation while all general teaching efficacy items reflected a negative external orientation. This dichotomy, resembled locus of control theory orientations more than self-efficacy theory. It is important to note that the TES was originally developed from the two RAND items which were based on locus of control theory. Gibson and Dembo, (1984) later interpreted the items as reflecting self-efficacy theory. Guskey and Passaro (1994) 's study pointed out potential theoretical confounds in the TES. In order to solve the existing confusion, they reworded both groups of items in a way that half of the items in each group reflected an internal orientation and the other half reflected an external orientation. As earlier mentioned argument, their analysis confirmed two relatively independent variables. There were no evidence to prove proposed independent variables called as personal efficacy and general efficacy. Instead, they suggested there was an internal and external distinction where both constructs stood as separate dimensions, not as opposite ends of a continuum.

Moreover, they proposed that a teacher can believe that external factors have a powerful impact on student learning and still feel highly assured of his capabilities to facilitate student learning. They explained this argument with the following words 'teachers' perceptions of their personal influence on student learning are not solely based on, nor strongly related to

their perceptions of the influence of the external environmental conditions.’ (Guskey and Passaro,1994:639).

In another study, Woolfolk Hoy (2000) asserts that the second dimension of efficacy (GTE) in Gibson and Dembo’s TES, rather than representing an outcome expectation as defined by Bandura, reflects teachers’ personal sense of efficacy or PTE since it refers to teachers’ beliefs about their power to influence student outcome.

Tschannen- Moran et al. (1998) stated that the development of the Gibson and Dembo instrument was a boon to the study of teacher efficacy. Researchers used this tool to investigate the impact of teachers' sense of efficacy on their behaviors and attitudes and on student achievement, as well as examining relationships of teachers' efficacy to school structure and climate. Results have confirmed the importance of this construct. More importantly, the results of this study make the distinction between two strands of theory on teacher efficacy, namely, Rotter tradition and Bandura tradition research, obvious. The difference stems from the way these researchers view the construct of teacher efficacy.

Finally, in Rotter tradition, the perceptions of teachers about the power of the environmental factors have an important role on the learning of students. As mentioned earlier, within Rotter tradition, it is supposed that teachers who believe that environmental factors are more powerful than their own teaching in affecting educational outcomes have low teacher efficacy and will not be able to teach as effectively as the ones who consider their teaching influence as more powerful than the environmental factors. On the other hand, according to Bandura tradition, it is believed that the environmental factors influences the development of teachers’ efficacy beliefs but this does not mean that it is the sole base of teachers’ efficacy beliefs.

Since, within this frame, teacher who accepts that environmental factors are powerful may still feel himself or herself efficacious to overcome them.

As previously mentioned measuring the teachers' efficacy has aroused much interest among researchers but creating reliable measurement presents thorny issues. According to Bandura (1997) including various levels of task demands, allowing respondents to indicate the strength of their efficacy beliefs in light of a variety of impediments or obstacles and providing a broad range of response options are needed. But perhaps the greatest challenge has to do with finding the optimal level of specificity for measurement. Although Bandura would applaud efforts to expand measures of teacher efficacy beyond single-item measures, which often are unreliable and cannot capture multifaceted dimensions of the construct, he nonetheless finds most currently available measures of teachers' sense of efficacy to be too general (Tschannen-Moran et al.2001).

On the other hand, Pajares (1996:561) noted that, "specificity and precision are often purchased at the expense of external validity and practical relevance". There is a danger of developing measures that are so specific they lose their predictive power for anything beyond the specific skills and contexts being measured. Tschannen-Moran et al. (2001) recommended that in order to be useful and generalizable, measures of teacher efficacy need to tap teachers' assessments of their competence across the wide range of activities and tasks they are asked to perform. The researchers, Tschannen-Moran et al. (1998) suggest that a valid measure of teacher efficacy must assess both personal competence and an analysis of the task in terms of the resources and constraints in particular teaching contexts. Most existing measures of teacher efficacy do not include both dimensions of efficacy.

2.3.3. Integrated Model of Teacher Efficacy

Tschannen-Moran et al. (1998) proposed an integrated model of teacher efficacy comprising these two separate but intertwined theories in order to bring some coherence to the meaning and measure of teacher efficacy. In this model, teacher efficacy is defined as “the teachers’ belief in their capabilities to organize and execute courses of action required to successfully accomplish a specific teaching task in particular context” (Tschannen-Moran et al., 1998:233).

In this five step cyclical model, the major influences on teacher efficacy are assumed to be Bandura’s four sources of efficacy (see Figure 2).

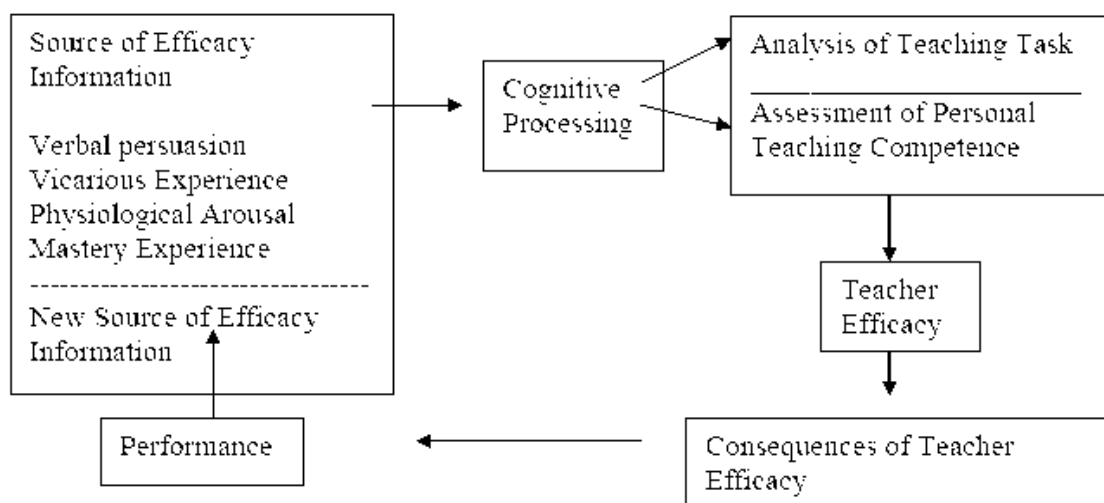


Figure 2. The cyclical nature of teacher efficacy.

(taken from Tschannen-Moran et al., 1998:228).

Firstly, mastery experiences play a major role because only through actual teaching practice can a teacher assess the capabilities s/he brings to the task, experience the consequence of those capabilities, gain information about how his/her strengths and weaknesses in managing,

instructing and evaluating students. Secondly, vicarious experience provides teachers with impressions about the nature of the teaching task (Tschannen-Moran et al., 1998). On the other hand, verbal persuasions provide teachers not only with the information about the nature of teaching and specific feedback about their performance, but also encouragement and strategies for overcoming obstacles. Also, coursework or professional development workshops provide strategies and methods that can contribute to teacher efficacy. Finally, the emotional and physiological experiences of a teacher in a teaching situation add to his/her perceptions of teaching competence (Tschannen-Moran et al., 1998).

The integrated model comprises two dimensions named as analysis of teaching tasks and assessment of personal teaching competence, which are found to be related to GTE and PTE respectively. The analysis of teaching tasks includes the assessment of the factors that make teaching difficult in relation to the resources that facilitate learning. This analysis enables teachers to make inferences about the processes of teaching and learning such as the difficulty of the task, the requirements for achieving success, the students' abilities and motivation, appropriate instructional strategies and so on (Tschannen-Moran et al., 1998). On the other hand, assessment of personal teaching competence comprises the teachers' judgments about their personal capabilities such as their knowledge, skills, personal traits and strategies in relation to their weaknesses in that context. As described by Tschannen-Moran et al., (1998:228)

In analyzing *the teaching task and its context*, the relative importance of factors that make teaching difficult or act as constraints is weighed against an assessment of the resources available that facilitate learning. In assessing *self-perceptions of teaching competence*, the teacher judges personal capabilities such as skills, knowledge, strategies, or personality traits

balanced against personal weaknesses or liabilities in this particular teaching context (e.g., My sense of humor is an asset with middle schoolers, but I wouldn't have the patience to teach young children). The interaction of these two components leads to judgments about self-efficacy for the teaching task at hand.

The level of teacher efficacy resulting from the interaction of task analysis and competence influences the extent teachers are willing to teach, cope with students' difficulties, or become persistent in their teaching career. Teachers with higher levels of efficacy will set up more challenging goals for both themselves and students, make an effort to achieve these goals, and try to help even difficult and unmotivated students. These teachers, when faced with the failures of students, are less critical toward students' performance but more positive about students' abilities in making progress. By contributing to the improvement in students' achievement, they also increase their levels of efficacy as a result of the cyclical nature of the model (Tschannen-Moran et al., 1998).

2.3.3.1. Ohio State Teacher Efficacy Scale

OSTES was developed as a result of study which aimed to explore issues related to the measurement of teacher efficacy and to propose a new measure, Tschannen-Moran and Woolfolk Hoy (2001) reviewed many of the measures developed to capture teacher efficacy, and indicated a variety of problems such as the validity and reliability of the measures and the meaning of the two factor structures of the existing measures. It was developed in a seminar on self-efficacy in teaching and learning in the College of Education at The Ohio State University. The new measure, named the Ohio State teacher efficacy scale (OSTES), was

examined in three separate studies. In the first study, the original 52 items were reduced to 32 and in the second study, the scale was further reduced to 18 items made up of three subscales. In the third study, 18 additional items were developed and tested. The resulting instrument had two forms, a long form with 24 items and a short form with 12 items. This scale was developed on the basis of Bandura's work and assessed teacher efficacy in a task-specific format consistent with the self-efficacy theory. Finally, the factor structure, reliability, and validity of the new measure was examined, as well as the appropriateness of the new scale for both preservice and inservice teacher populations. In both versions teachers are required to indicate how effectively they can carry out teaching tasks or activities on a 9-point scale. Notations are nothing (1), very little (3), some influence (5), quite a bit (7), and a great deal (9). All the items have a close-ended format.

Originally, OSTES has three subscales. Each subscale includes eight related items. The first subscale is 'efficacy in student engagement', the second one is 'efficacy in instructional strategies', and the last one is 'efficacy in classroom management'. Teachers' efficacy in student engagement is assessed by the items asking the teachers to decide how much they can get through the most difficult students, motivate students who show low interest, get students to believe they can do well in the school, help their students value learning, and lastly foster student creativity. Items related to teachers' efficacy in instructional strategies asking teachers to decide how well they can respond to difficult questions from their students, gauge student comprehension, provide alternative explanations when needed, craft good questions, adjust their lessons to provide appropriate challenges for very capable students, and lastly use variety assessment strategies. The last subscale namely teachers' efficacy in classroom management includes items asking the teachers' to judge how well they can control disruptive

behavior, make their expectations about student behavior clear, establish routines to keep activities running smoothly, get students follow classroom rules, establish a classroom management system with each group of students, and respond to students who show no respect to them.

The reliability for the 24-item scale was 0.94 and for the 12-item scale was 0.90. The results of the studies proved that reliabilities for the teacher efficacy subscales were 0.91 for instruction, 0.90 for management, and 0.87 for engagement. Furthermore, the intercorrelations between the short and long forms for the total scale and the three subscales were high, ranging from 0.95 to 0.98.

The researchers then examined the construct validity of the short and long forms of the OSTES by assessing the correlation of this new measure and other existing measures of teacher efficacy. Participants in Study 3 responded not only to the OSTES, but also to the Rand Items and the Hoy and Woolfolk (1993) 10-item adaptation of the Gibson and Dembo TES. The results of these analyses indicate that the OSTES could be considered reasonably valid and reliable. As expected, total scores on the OSTES (24-item long form) were positively related to both the Rand items ($r = 0.18$ and 0.53 , $p < 0.01$) as well as to both the personal teaching efficacy (PTE) factor of the Gibson and Dembo measure ($r = 0.64$; $p < 0.01$) and the general teacher efficacy (GTE) factor ($r = 0.16$; $p < 0.01$). For the short form, the results proved to be similar.

With either 24 or 12 items, it is of reasonable length and should prove to be a useful tool for researchers interested in exploring the construct of teacher efficacy. Positive correlations with

other measures of personal teaching efficacy provide evidence for construct validity. OSTES moves beyond previous measures to capture a wider range of teaching tasks.

Both the Rand, and Gibson and Dembo instruments focused on coping with student difficulties and disruptions as well overcoming the impediments posed by an unsupportive environment. Lacking were assessments of teaching in support of student thinking, effectiveness with capable students, creativity in teaching, and the flexible application of alternative assessment and teaching strategies.

The OSTES addresses some of these limitations by including items that assess a broader range of teaching tasks. The three dimensions of efficacy for instructional strategies, student engagement, and classroom management represent the richness of teachers' work lives and the requirements of good teaching.(Tschannen-Moran and Woolfolk Hoy, 2001).Thus, ETSES an adapted form of OSTES is used as a major data collection instrument in this study because of the high reliability, validity and practicality of the scale.

Chanon (2005) adapted the short version of the OSTES (Tschannen-Moran & Woolfolk Hoy, 2001) to fit the context of EFL by adding or substituting "English" or "learning English" for "school work" in items 1, 2, 3, 4, 6, 7, 9, 10, and 12. The researcher developed a new instrument called English Teachers' Sense of Efficacy Scale (ETSES) which consists of five subscales: (a) Teachers' efficacy for engaging students learning in EFL, (b) teachers' perceived efficacy for managing EFL classes, (c) teachers' perceived efficacy for implementing instructional strategies to teach EFL, (d) teachers' self-reported English proficiency, and (e) teachers' self-reported pedagogical strategies to teach English. Reliability of the instrument was assessed by using Cronbach alpha coefficient, which resulted in .79 for

efficacy in engagement, .83 for management, .81 for instructional strategies, .92 for English proficiency, and .80 for pedagogical strategies.

2.4. Research on Teacher Efficacy

To start with, it is important to assert that recent studies on teacher efficacy in L1 context found evidence for relating teacher efficacy to various demographic and contextual factors (Raudenbush, Rowan & Cheong, 1992; Moore & Esselman, 1994; Hoy & Woolfolk, 1993; Campbell, 1996 and Woolfolk Hoy, 2000) as well as teachers' adoption of innovative techniques (Ghaith & Yaghi, 1997), classroom management (Woolfolk & Hoy, 1990), predictions of student success (Tournaki & Podell, 2005), the amount of stress teachers experience (Dick & Wagner, 2001).

2.4. 1. Demographic Factors and Teacher Efficacy

Ghaith and Yaghi (1997) conducted a study to find out the relationship between teacher efficacy, experience and attitudes towards the implementation of innovative teaching. Participants of the study (25 teachers) were offered a four day staff development program on cooperative learning. The teachers responded to Gibson and Dembo's TES (1984), and wrote lesson plans reflective of the innovative method. The results showed that the teachers who had higher levels of efficacy had greater interests and tolerance in accepting and applying new approaches than their less efficacious counterparts. Also it was proved that, teachers with higher levels of efficacy rated those innovations as less difficult to implement, more congruent, and more important to their teaching while teachers with lower levels of efficacy

rated the innovative approaches as costly to implement, difficult, and time-consuming (Ghaith & Yaghi, 1997).

In order to determine whether years of experience and educational level produce differences in teacher efficacy Campbell (1996), carried out a study with a sample of 140 Scottish and American pre-service and in-service teachers by using Gibson and Dembo's TES (1984). The results revealed that there were no significant differences between Scottish and American teachers while in-service teachers were found to be more efficacious than pre service teachers. Moreover, teachers were found to be different in their efficacy in relation to their educational level. When teacher efficacy was compared across the three groups of educational levels; namely, pre-Bachelor's degree, Bachelor's degree and post-graduate, it was seen that teachers with post graduate degree, both in Scotland and the United States, reported the highest level of teacher efficacy. The findings also suggested that there was a significant relationship between teacher efficacy and demographic variables such as age, degree status and years of teaching experience. Contrary to this finding, in Chacon(2005)'s study, no correlation was found between years of English teaching experience and teacher efficacy for engagement, instructional strategies, and management.

Woolfolk Hoy (2000) examined the changes in efficacy during the early years of teaching with respect to certain variables. The main aim was to assess changes in efficacy during student teaching and the first year of teaching. Also indentifying factors that were related to changes in efficacy was another focus of the study. Participants were 55 prospective teachers. They completed Gibson and Dembo's TES (1984) adapted by Hoy and Woolfolk (1993), Bandura's Teacher Self-efficacy scale and a program specific measure of efficacy developed by the researcher. The findings suggested that teachers in their preparation program had

higher levels of efficacy but their level of efficacy decreased with their actual practice of teaching. Satisfaction with performance in the first year and perception of support were found to be correlated with changes in the levels of efficacy.

Daugherty (2005) in his doctoral thesis aimed to identify the influences on and outcomes of teacher efficacy. In this study, selected teacher characteristics such as years of teaching experience, instructional level and professional development and their relation to teacher efficacy were examined. Participants were 891 teachers from a large suburban Texas school district. Participants responded to several demographic questions, TSES (Tschannen-Moran & Woolfolk Hoy, 2001) and a self-report measure of teacher behaviors associated with student engagement, instructional strategies and classroom management. The results of the study showed that there were group differences among instructional level and years of experience with respect to teacher efficacy. Teachers who had more teaching experience and who taught younger instructional levels had higher levels of teacher efficacy. In this study professional development was not found to be correlated with teacher efficacy.

Adding to previous study, Daugherty (2007) expanded his study. Wolters and Daugherty (2007) examined the relation between goal structures and teacher efficacy and differences on the basis of teaching experience and academic level were also investigated. Shortly in their study, they used goal structures which was defined as motivational beliefs promoted by the prevailing instructional policies and procedures within an academic setting. Participants were 1024 pre-kindergarten through 12th grade teachers from a large suburban school district in Texas. All data were gathered using a self-report survey conducted via the Internet. The first section of the survey requested demographic information, including items regarding age, highest degree earned, school, subject areas, and years of experience as a teacher. On the

second portion of the survey, teachers completed 24 items from the Teachers' Sense of Efficacy Scale (Tschannen- Moran & Woolfolk Hoy, 2001). Participants also completed nine Likert-styled items from the teacher portion of the Patterns of Adaptive Learning Scales (Midgley et al., 2000). Two goal structures were emphasized in the study; A mastery structure described an academic context that tends to foster students' adoption of mastery goals. A performance structure was defined as a context in which the practices, policies, and procedures foster students' adoption of performance goals. Results indicated that teachers' sense of efficacy could be used to explain the classroom mastery goal structure they reported. Also, some aspects of teachers' sense of efficacy were greater for those with more teaching experience, whereas differences in goal structures were associated with academic level.

2.4. 2.Contextual Factors: School Environment, and Teacher Efficacy

A review of literature shows that teacher efficacy is related to some demographic factors. Newmann, Rutter, and Smith (1989) conducted a study to find out whether the school environment affected teachers' efficacy. The researchers gathered data from a very large sample consisted of 10370 teachers from 353 high schools. They gathered data by using High School and Beyond Administrator/Teacher Survey and an Efficacy Scale they developed. Results revealed that teachers' efficacy in school were affected by orderly behavior of students, encouragement of innovation, teachers' knowledge of one another's courses, administrators' responsiveness, and teachers' helping to one another.

Another study confirming the results of the previous research conducted by Lee, Dedrick, and Smith (1991).The researchers also investigated the relationship between a teacher's sense of

control over classroom practice and self efficacy. They gathered data from a very large sample consisting 8488 teachers in 354 Catholic and Public high schools by using questionnaires measuring teacher efficacy, satisfaction, school demographics, and aspects of the social organization of schools. The results demonstrated that sense of community was the predictor of teacher efficacy. Moreover, it was found out that schools in which principals provided teachers with resources, freed them from disruptive factors and at the same time allowed teachers autonomy in their classroom practices empowered teachers' efficacy. Finally, this study showed that the more student disorder was controlled, the more efficacious teachers felt, that is to say student disorder was negatively correlated with teacher efficacy.

Woolfolk and Hoy (1990) examined 182 prospective teachers' efficacy about students' control ideology, motivational orientation and bureaucratic orientation in regards to school organization. The data was gathered from a revised version of the Gibson and Dembo's TES (1984). The results of the study revealed that teachers with higher levels of efficacy were more humanistic in the way they controlled students; emphasized cooperation, interaction and experience as well as students' autonomy; were more confident in their own capability and more loyal to their schools. On the other hand, teachers with low efficacy tended to distrust the effect of education on improving students' learning difficulties, and as a result, preferred more custodial orientation to control students and had more conservative perspectives toward the function of school (Woolfolk & Hoy, 1990).

Raudenbush et al. (1992), who viewed teacher efficacy as contextually situated, rather than global, investigated within teacher differences in relation to teacher efficacy. The researchers aimed to find out whether teacher efficacy was affected by aspects of the class and school environment such as characteristics of classroom settings, collaboration among the staff,

support from administrators, and control over organizational policies. A questionnaire was administered to a sample of 315 academic teachers working in 16 urban and suburban schools in California and Michigan. They reported their perceptions of self-efficacy for each of the classes they taught, the organizational setting of the school, various characteristics of these classes and their personal and professional backgrounds. The results of the study revealed that teacher preparation, school climate, subject area taught, gender, age of student, and ability or academic track of students contributed significantly to teacher efficacy. More specifically, teachers displayed greater efficacy for academic and honors classes when compared to non academic track classes. That is to say, teacher efficacy was not stable across different classes they were assigned. Furthermore, it was found out that students' academic engagement and teachers' efficacy were related reciprocally. Also, teachers who reported higher levels of control over instructional conditions and higher levels of staff collaboration displayed greater perceived self-efficacy. Besides, it was found that teachers tended to have higher levels of efficacy in larger classes which revealed the unexpected relationship between teacher efficacy and class size. Therefore, the researchers concluded that instead of classifying teachers into "high" and "low" efficacy groups, the intra-teacher differences were needed to be studied to advance the understanding of teacher efficacy.

Moore and Esselman (1992 as cited in Moore and Esselman,1994) 'study displayed consistent findings with the Raudenbush et al.(1992)'s study. The data collected by means of Gibson and Dembo Scale confirmed that teachers participated in the decision making processes related with their own classroom practices in their schools display greater general teaching efficacy. Furthermore, teachers who reported that they had influence on school-based decision making in addition to their influence on their classroom practices were found to have stronger general teaching efficacy and personal teaching efficacy than teachers who perceived themselves only

a part of decision making processes related only with classroom procedures. Paralell to this finding teachers with high efficacy perceived the school atmosphere more positively than teachers with lower efficacy perceptions.

Another study about the effects of school environment on teachers' efficacy was conducted by Woolfolk and Hoy (1993). The researchers aimed to explore the relationship between PTE, GTE and aspects of healthy school climate by analyzing variables like "institutional integrity", "principal influence", "consideration", "resource support", "morale" and "academic emphasis". Their sample consisted of 179 teachers from 37 elementary schools and data was collected by using short version of Gibson and Dembo teacher efficacy scale and Organizational Health Inventory. The results of the study demonstrated that a healthy school climate with principal influence and strong academic emphasis was significantly related to PTE, while institutional integrity and teacher were significantly associated with GTE. The findings also suggested that PTE was enhanced when teachers perceived their colleagues 'set high but achievable goals', 'created an orderly and serious environment', and 'respected academic excellence' (Hoy & Woolfolk, 1993;365). Finally, educational level of teachers was found to be the only personal variable that promoted PTE in this study since teachers who had a graduate degree were likely to have higher PTE.

As stated before, the model of teacher efficacy presented by Tschannen-Moran, Woolfolk Hoy, and Hoy (1998) suggests that teachers make efficacy judgments, in part, by assessing the resources and constraints in specific teaching contexts. Moreover, resources in the form of feedback and support from colleagues and community members could serve as social persuasion, a source of efficacy information identified by Bandura (1997).

In a recent study, Tschannen-Moran and Hoy (2002), assessed one aspect of the Tschannen-Moran et al.'s model, the extent to which teachers' assessment of key resources and supports in their teaching contexts would contribute to their efficacy judgments. Their sample comprised of 255 in-service teachers. Specifically, the aim of the study was to explore the relationship between teachers' sense of efficacy and their rating of the abundance of teaching materials, the interpersonal support from administrators and colleagues, as well as the level of parental and community support. Data was gathered via Ohio State Teacher Efficacy Scale and additional items assessing perception of support and satisfaction with Professional performance. Information about school level (elementary, middle or high school), school context (urban, suburban or rural), and subject-matter specialization were also collected. For some of the analyses, the participants were divided into Novice Teachers (< 5 years experience) and Experienced Teachers (5 years or more). Statistical analysis demonstrated that perceived support from all sources was moderate for both teacher groups. However, compared to novice teachers, experienced teachers reported significantly higher levels of teaching resources and support from their administration, as well as greater satisfaction with their professional performance. There were no significant differences in Teacher Efficacy beliefs between groups based on age, gender, race or teaching context(urban, suburban, rural). Teaching level and years of experience did contribute to significant differences in teachers' sense of efficacy. More specifically, elementary teachers had significantly higher overall efficacy than middle school and high school teachers, as well as higher scores on all three subscales. Finally, the availability of resources in a school and support received from parents of students were found to be related to teachers' efficacy.

In an attempt to examine teachers' perception of their self-efficacy and the impact of leadership and professional development on that efficacy, Lewandowski (2005) conducted a mixed-method study. Data were gathered in three phases. In the first phase, 192 regular

education teachers' from 17 rural elementary schools throughout western Pennsylvania responded to the Teacher Efficacy Scale (Woolfolk & Hoy, 1993). It was revealed that teachers varied in their efficacy. In the second phase, a survey was conducted to identify the differences in leadership between teachers of schools identified as high efficacy and low efficacy. These teachers completed the Nature of School Leadership questionnaire. Surprisingly, the results of the second phase indicated that the schools identified as low in efficacy among faculty rated their principal higher for possessing the following leadership characteristics: Good professional practice, collaborative decision-making, intellectual stimulation, individualized support, performance expectations and visions and goals. In the third phase, interviews were conducted with the teachers to gain information about the impact of Professional development on their efficacy. Both high efficacy and low efficacy groups of teachers believed that all professional development experiences should be related to the classroom and student learning, and allow them to gain confidence and sensitivity toward students to provide tailored instruction.

Yost (2002) investigated the impact of mentoring on teacher efficacy. Participants were four veteran educators as mentor teachers with teaching experience ranging from eight to seventeen years. The mentors taught in first, third, and fifth grades; the early elementary teachers taught all subjects, and the fifth-grade teacher taught language arts and social studies. The researcher studied the mentoring program using naturalistic methods of data collection including interviews, document collection, and observation. The findings indicated that teachers who were assigned a mentor teacher during their first years of teaching had greater levels of efficacy than teachers who were not assigned a mentor teacher. Yost (2002) also found that both the mentees and the mentor teachers felt more efficacious than teachers who had not participated in the mentoring program.

Henson (2001b) sought to find out the effects of participatory teacher research on teacher efficacy and empowerment. More specifically, the self-efficacy, empowerment, collaboration, and perceptions of school climate of teachers who participated in teacher research were examined. Participatory teacher research is defined as a collaborative process by which teachers themselves critically examine their classrooms, develop and implement educational interventions, and evaluate the effectiveness of those interventions (Knight, Boudah, & Groce, 1998:as cited in Henson, 2001b). Data were collected by pre and post tests of Gibson and Dembo's TES (1984) and other instruments through a qualitative (Interviews and field notes) and quantitative study of eight teachers and three instructional assistants. The School Participant Empowerment Scale (SPES; Short & Rinehart, 1992a) was employed to assess teacher empowerment. Each teacher was formally interviewed at the beginning and end of the project. The interviews served as qualitative means of assessing teacher efficacy, empowerment, collaboration, and other relevant variables. Henson (2001b) found that teacher research was a powerful method of professional development that affected both PTE and GTE significantly. Interestingly, the study revealed no relationship between empowerment and teacher efficacy.

Another area of inquiry has focused on the relationship between teacher efficacy and how much teachers like teaching, the amount of stress they experience, and the success of students. For instance, Guskey (1987) investigated whether teacher efficacy was related to teaching affect and the self-concept of teachers. Data gathered from 120 elementary school teachers by using revised version of Responsibility for Student Achievement Scale, and two additional scales which were used to assess teaching affect and self-concept revealed that how much teachers like teaching was closely related to teachers' efficacy.

In a more recent study, Dick and Wagner (2001) aimed to investigate the interaction of teacher efficacy with stress. Their sample consisted of 356 and 201 German school teachers. The data was gathered in two follow-up studies via scales measuring teacher workload, stress, social support and efficacy. Researchers concluded that self efficacy cultivates teachers' coping skills with stressful situations.

Tournaki and Podell (2005), conducted a study by using Gibson and Dembo's TES (1984), with 384 general education teachers in order to examine the interplay of student and teacher characteristics on teachers' predictions of students' academic and social success. The findings of the study indicated that teachers with higher levels of efficacy made less negative predictions about students and seemed to adjust their predictions when student characteristics changed, while low efficacy teachers seemed to be paying attention to a single characteristic when making their predictions and kept their predictions same even when other characteristics were added.

The relationship between teacher efficacy and student achievement was also confirmed by Moore and Esselman (1994)'s longitudinal study conducted with 1.500 elementary school teachers. The results showed that teacher efficacy was positively correlated with student achievement and attitude towards school, subject matter being taught and the teacher.

Finally, all the studies discussed in this part highlight the significance of teachers' efficacy beliefs in enhancing educational outcomes and the need of diagnosing the factors that affect teacher efficacy in order to improve teacher efficacy and educational outcomes in turn.

2.5. Studies on Teacher Efficacy on EFL Context

There have been a considerable amount of empirical research studying the construct of teacher efficacy in general education (Tournaki and Podell, 2005) or special education (Henson, 2001b), however there have been few studies investigating this construct in the field of foreign language teaching (Liaw, 2004, Chacon, 2005; Shim, 2001; Kim, 2002). In these studies usually the relationship between demographic factors, such as experience in teaching profession, being a native or nonnative speaker of the language, proficiency of the language, classroom management etc. and teacher efficacy was examined.

One of the researchers expanding the teacher efficacy research to the field of English as a foreign language (EFL) was Shim (2001). Researcher aimed to investigate the relationship between the teachers' sense of efficacy and selected characteristics of teachers such as 'teaching satisfaction', 'role preparedness', 'classroom management', 'school stress', 'peer relationship', 'academic emphasis', 'English language proficiency'. The sample consisted of 106 Korean in-service EFL teachers teaching at middle or high schools. The survey instrument was devised by the researcher. It has four parts, all with a six-point likert-type scale. Part one had ten items related teacher efficacy, part two consisted of twenty one items that asked subjects about 'teaching satisfaction', 'role preparedness', and 'classroom management'. Part three items were related 'school stress', 'academic emphasis', and 'working relationship with peer teachers'. The fourth part consisted eighteen items which were self assessing subjects' four language skills. Finally, the additional part five included items on demographic information. (gender, teaching experience, degree earned, visiting English speaking countries, age, type of school). The results showed that "teaching satisfaction", "role preparedness", "classroom management", "school stress" "peer relationship", and

“academic emphasis” were the variables that distinguished teachers with high efficacy from their low efficacy counterparts. Regarding English language proficiency, the researcher found that teachers with higher levels of efficacy had higher listening proficiency than low efficacious teachers, on the other hand low efficacious teachers had higher speaking skills than high efficacious ones. Shim (2001) argued that this finding regarding speaking skills was counter to what was expected. The researcher claimed that the Korean teachers tend to consider listening skills for preparing for college entrance examinations might explain the fact that teachers with good listening skills had higher efficacy beliefs than those with poor listening skills.

In an attempt to investigate how the EFL writing teachers’ efficacy beliefs were related to their interaction with and feedback given to students in an EFL context in Korea, Kim (2002) conducted a study with 15 EFL writing instructors in Korean universities. Data collection consisted of questionnaires concerning teachers’ writing background and self-efficacy beliefs, interviews with teachers and some of their students, the feedback given to students’ writing samples and researcher notes. The findings of this study showed that in teaching graduate level EFL writing as a non-native speakers of English, teachers’ feedback on students’ writing was not influenced by their writing self-efficacy. Researcher concluded that Korean writing teachers teaching efficacy on EFL writing played a more important role while deciding how they provided feedback to their students’ writing.

Liaw (2004) examined native and non-native foreign language teachers’ efficacy and their perceptions of language teaching in terms of; (1) advantages and disadvantages of native and nonnative teachers, (2) importance of teaching, teacher training programs and methods of motivating and helping students, and (3) teaching strategies. Researcher developed a questionnaire with the items in TSES (Tschannen & Woolfolk Hoy, 2001), Science Teaching

Efficacy Belief Instrument (STEBI-B) (Enochs & Riggs, 1990) and ESTES (Chacon, 2005). One hundred and four language teaching assistants teaching six languages, Spanish, Chinese, Japanese, German, French and Italian, were sampled because of the accessibility and their representation of major population of language teaching assistants at the large midwestern university in USA. Semi-structured and open-ended interviews were conducted after the questionnaire was administered. Due to some constraints, two foreign language teaching assistants from each language department, twelve in total, were chosen. The participants were chosen based on three criteria: nativeship, years of teaching experience and levels of students. The results of the study indicated a positive relationship between teachers' self-perceived ability in teaching the target language and level of teacher efficacy. Most of the participants were efficacious in using different instructional strategies, and in engaging students with low learning interests in various classroom activities. Moreover, most of the participants were aware of both internal and external influences such as parental support or students' prior experience with the target language, on their teaching efficacy. The participants reported lower levels of efficacy in handling personal and environmental influences in their teaching practice. Native and nonnative foreign language teachers were found to be different in their language teaching efficacy. The relationship between students' language proficiency and teachers' efficacy was also observed in this study.

In a more recent study, Chacon(2005) explored the EFL teachers' efficacy for engagement, classroom management, and instructional strategies; their English proficiency level in four skills; and culture knowledge, the pedagogical strategies they use to teach EFL. Also the correlations among these constructs and demographic variables such as years of English experience, experience studying/ traveling abroad, and staff development were investigated. Data were collected through a survey administered to 100 EFL teachers working in middle

schools in Venezuela . In order to assess teachers' perceived efficacy for engaging students in learning EFL, for managing EFL classes, and for implementing instructional strategies to teach EFL the researcher developed English Teachers' Sense of Efficacy Scale (ETSSES) comprising the following subscales; (1) teachers' self-reported English proficiency, (2) teachers' self-reported pedagogical strategies to teach English, and (3) an adapted version of The Teacher Sense of Efficacy Scale (OSTES) (Tschannen-Moran & Woolfolk Hoy, 2001). The results of the study revealed that teachers' efficacy for instructional strategies was higher than their efficacy for management and engagement; and teachers' efficacy was positively correlated with self-reported English proficiency of the teachers. Another interesting finding of this study was that teachers, regardless of their efficacy level, had a tendency towards grammar-oriented strategies (accuracy) rather than strategies conducive to communication (meaning). In other words, teacher efficacy, in this study did not seem to have a significant relationship with the methods (either CLT or the grammar-translation method) teachers applied in the classroom. Moreover, no correlation was found between years of English teaching experience and teacher efficacy for engagement, instructional strategies, and management. Also, it was found out that teachers' experiences traveling or studying in English-speaking countries were not associated with the levels efficacy for; engagement, instructional strategies, and management. Finally, staff development was correlated with efficacy for engagement and instructional strategies but not for management; in other words, the more in-service training the teachers reported having, the higher was their efficacy to design instructional strategies and to engage students in learning English.

2.5.1. Studies on Teacher Efficacy in Turkey

The relevant literature in the previous parts reveals that many teacher efficacy studies conducted in other countries, however, there have been a limited number of studies conducted in Turkey, most of which are carried out with pre-service teachers in the fields like Science Teaching (Çakıroğlu, Çakıroğlu & Boone, 2005; Savran-Gencer & Çakıroğlu, 2007; Sarıkaya, 2004) and Chemistry Teaching (Morgil, Seçken & Yücel, 2004).

Çakıroğlu, Çakıroğlu and Boone (2005) examined pre-service elementary teachers' efficacy at a Turkish and a major American Mid-Western University to reveal possible similarities and differences between students of these two different countries with respect to their levels of teacher efficacy in a comparative study. The data were collected from 100 Turkish and 79 American pre-service elementary teachers by the adapted version of Enochs and Riggs' (1990) STEBI-B, personal science teaching efficacy beliefs (PSTE) and science teaching outcome expectancy (STOE) scales. The results showed that there were differences in personal teaching efficacy of American and Turkish samples of pre-service teachers. More specifically, American pre-service teachers indicated higher PSTE than their Turkish counterparts. On the other hand, no difference was found between the STOE of the pre-service teachers of both countries. Besides, in both countries, while the pre-service teachers generally disagreed with the idea that low science achievement can be blamed on teachers; they all agreed that the inadequacy of a student's science background can be overcome by good teaching.

Savran-Gencer and Çakıroğlu (2007) conducted a study to investigate Turkish pre-service science teachers' efficacy and their classroom management beliefs, and whether demographic factors (e.g. gender and years in university) make a difference in the perception of efficacy

and classroom management beliefs. The researchers collected data from 584 pre-service science teachers by using; (a) Riggs and Enoch's STEBI-B (1990) and attitudes and beliefs on classroom control inventory. The analysis of data revealed that Turkish pre-service science teachers generally indicated positive efficacy beliefs regarding science teaching and those teachers with higher efficacy had less interventionist orientation to management. Finally, the results revealed no significant relationship between efficacy and classroom management orientations of prospective science teachers in terms of gender and years in university.

With a similar framework, Sarıkaya (2004) examined pre-service elementary teachers' level of science knowledge, attitude toward science teaching and their efficacy regarding science teaching and the contribution of science knowledge level and attitudes toward science teaching on their efficacy and the relationship among teachers' efficacy regarding science teaching and their gender, university cumulative grade point average (GPA) and the number of university science courses completed. The sample consisted of 750 fourth-year preservice elementary teachers who enrolled at the elementary teacher education programs of nine different universities in Turkey. Teacher efficacy was investigated by using the STEBI-B (Enochs & Riggs, 1990). The results of the study indicated that preservice elementary teachers had moderate levels of efficacy regarding science teaching, low level of science knowledge and generally positive attitude toward science teaching. Besides, it was found that science knowledge level and attitude towards science teaching made a statistically significant contribution to the variation in pre-service elementary teachers' efficacy. Paralell to the results of the previous study , in this study the results revealed no significant differences between efficacy levels of pre-service elementary teachers in terms of gender and GPA.,however, the number of pedagogical courses completed at the university was found to

be positively correlated with PSTE (personal science teaching efficacy), but not with GSTE (general science teaching efficacy).

In an attempt to extend teacher efficacy studies to the field of Chemistry Teaching, Morgil, Seçken and Yücel (2004) developed a scale assessing Chemistry Teachers' Efficacy. Then, the researchers examined 162 student teachers' efficacy levels with respect to variables such as gender, attitudes toward Chemistry and their preference of the department in the university entrance exam. The results of the survey data and the interviews with the student teachers revealed that pre-service Chemistry teachers have negative thoughts; they were anxious about the classroom activities; didn't trust themselves as a teacher, and felt that they lacked the necessary qualifications for being a teacher. On the other hand, the pre-service teachers indicated that they had the necessary theoretical background for teaching Chemistry, and were willing to respond to students' requests, to cooperate with their colleagues, and to be critical about teaching. Furthermore, statistical analysis displayed that gender and attitudes toward Chemistry have a significant relationship with efficacy. Finally, no relationship was found between preference of the department in the university entrance exam and teacher efficacy.

As stated above, most of teacher efficacy studies conducted with pre-service teachers in the fields like Science Teaching (Çakıroğlu, Çakıroğlu & Boone, 2005; Savran-Gencer & Çakıroğlu, 2007; Sarıkaya, 2004) and Chemistry Teaching (Morgil, Seçken & Yücel, 2004). There are few recent studies extending teacher efficacy research to the field of foreign language teaching (Yavuz, 2005; Ortaçtepe, 2006; Özçallı,2007) in Turkey.

In a recent study, Yavuz (2005) conducted a study to explore the level of efficacy perceptions of EFL teachers and the variables that have a relationship with teacher efficacy. Her sample

consisted of 226 EFL teachers working at the preparatory schools of 13 universities in Istanbul. Data were gathered through three questionnaires; teacher background questionnaire developed by the researcher, long version of OSTES (Tschannen-Moran and Hoy's, 2001) only one item excluding since the item is related parental cooperation and Fisher and Fraser's (1990) School Level Environment Questionnaire. The results revealed that EFL teachers working at the preparatory schools of 13 universities in Istanbul viewed themselves highly efficacious. More specifically, it was found out that teachers perceived themselves more efficacious in classroom management and instructional strategies than student engagement. Finally, cooperative and respectful student profile and encouragement of innovation at the university were found to cause variations on the efficacy perceptions of EFL teachers.

In Ortaçtepe (2006)'s study, the relationship between Turkish EFL teachers' efficacy and their self-reported practice of Communicative Language Teaching (CLT), and the impact of an in-service teacher education program about CLT on Turkish EFL teachers' efficacy, and, their self-reported and actual practice of CLT were investigated by using pre and post-test research design. The participants were 50 Turkish EFL teachers working in eight foundation schools in Istanbul. Teachers' Background Questionnaire, English Teachers' Sense of Efficacy Scale (ETSES) (Chacon, 2005), Communicative Orientation of Language Teaching (COLT): Observation Scheme (Spada & Frönlich, 1995), and the questionnaire version of COLT (QCOLT) were used in order to gather data. Due to some constrains, only 20 EFL teachers were observed during the study. The results of the analysis revealed no relationship between Turkish EFL teachers' efficacy and their selfreported practice of CLT. As for the impact of the in-service teacher education program on CLT, the results displayed that after the in-service teacher education program, the teachers improved their practice of CLT and perceived themselves more efficacious.

In a more recent study, the relationship between teacher efficacy and reflective thinking, and the impact of an in-service education program on teacher efficacy and professional development in terms of reflective thinking were investigated.(Özçalı,2007). The data gathered from twenty five in-service teachers from five foundation schools by using questionnaires; English Teachers' Sense of Efficacy Scale (ETSES) (Chacon, 2005) and Teachers' Background Questionnaire for gathering demographic information about teachers, interviews, and teacher journals. It was found out that teacher efficacy and reflective thinking had no significant relation with each other. Moreover, the in-service education program had a positive impact on teacher efficacy. However, although there was an improvement in these particular teachers' reflective thinking as a result of the in-service education program, this was not statistically significant. But the results of interviews showed keeping journals during the study allowed teachers to be reflective and to make connections between theory and practice, which helped them to think about their strengths and weaknesses as teachers.

CHAPTER 3

METHODOLOGY

3.1.Introduction

This chapter provides an account into the data collection and analysis procedures. It begins with information on subjects and the setting of the present study. Subsequent to the detailed presentation of the data collection procedures, the chapter deals up with the procedures followed in the analysis of the data.

3.2. Subjects

Participants of the present study were selected from English language teachers working at state primary schools in the city center of Bursa and Mardin and two towns of Mardin, namely Nusaybin and Midyat. The participants were selected by means of convenience sampling method, in which research participants are selected on the basis of their willingness and availability to be studied (Creswell, 2005). Total number of the primary schools accepted to participate in the study is 96 (33 primary schools from Nusaybin, 23 schools from Midyat, 20 schools from Mardin and 20 schools from Bursa). Mardin is in the South Eastern Anatolia Region of Turkey which is an obligatory service region for teachers working at state schools in Turkey. Generally the number of students per classrooms are high. Bursa is in the Marmara Region of Turkey and the teachers participated in the study were from the city center of Bursa which is not an obligatory service region for teachers working at state schools. Socio-demographic data about the teachers were collected by means of Teacher Background Questionnaire part added to original scale. Our sampling consists of 44 English teachers from the city center of Bursa, 26 English teachers from the city center of Mardin and 74 English

teachers from Nusaybin and Midyat which are towns of Mardin. Total number of the participants is 144.

Table 3.1. Distribution of the sample according to gender, age, teaching experience, graduation and department of graduation.

Gender	N	%
Male	41	28.5
Female	103	71.5
Age		
under 30	117	81.2
31-40	23	22.9
41-50	4	2.7
Above 51	0	0
Teaching Experience		
Less than 1 year	13	9
1-5	101	70.1
6-10	20	13.8
Above 10	10	6.9
Graduation		
BA	143	99
MA	1	0.6
Department of graduation		
ELT	119	82.6
English Language Literature	12	8.3
Others	13	9

As can be seen from table 3.1, 71.5% of the population was female (N=103), whereas, only 28.5% was male (N=41). 81.25% of the sample was less than 30 (N=117) years old, 22.9 % was between 31 and 40 (N=23), whereas only 2.7% was between 41 and 50 (N=4). There were not any teachers above 51. 13 (9.02 %) teachers have less than one year teaching experience. 70.13 % of the sample (N=101) have a teaching experience between 1-5 years. 20 (13.08 %) teachers have a teaching experience between 6-10 and only 10 (6.9 %) teachers have teaching experience more than 10 years. Only one EFL teacher held a master's degree in Educational Sciences department. The other teachers held a bachelor's degree. With regard to departments of graduation, 12 teachers graduated from English Language and Literature, 1 teacher graduated from Sociology department, 1 teacher graduated from Mathematics Teaching department, 1 teacher graduated from Department of Physics, 1 teacher graduated from Department of Geological Engineering, 1 teacher graduated from French Language and Literature, 1 teacher graduated from Department of Chemical Engineering, 1 teacher graduated from German Language and Literature, 3 teachers graduated from Linguistics, 1 teacher graduated from American Language and Literature. 2 teachers graduated from French Language teaching. 119 teachers graduated from English Language Teaching. Table 3.1. shows the distribution of the sample according to gender, age, teaching experience graduation and department of graduation. As for professional development activities 90 % of the teachers reported to attend obligatory in-service education programs. Only 10 % of them attend voluntarily to these activities. The results showed that these programs were related mostly to language teaching, pedagogical issues, classroom management and other kinds. 68 % of them reported to often follow new developments in language teaching, 12 % of them usually and almost always follow these developments.

3.3. Context of the Study

As stated above, the present study was carried out in state primary schools in Turkey. Turkish education system offers 8 years of primary education for children between the ages of 6 and 14, which is compulsory. There are both state and private primary schools. State schools are free of charge, while private schools are not. State primary schools were chosen as the setting for the present study because private primary schools are different in terms of extra-curricular activities for both teachers and students although the same basic curriculum was offered as state schools. At the end of 6th, 7th and 8th grade, students take an exam. According to scores of these three exams and score on primary school graduation diploma, they are placed in different secondary schools. These nationwide exams tests the students' skills in Turkish, Mathematics, Natural Sciences, Social Sciences and English.

English as a foreign language is first introduced in the fourth grade of the primary schools education. The fourth and fifth grade students are provided with three hours of English classes within a school week in state primary schools. The amount of English classes is increased to four hours per week in the sixth, seventh and the eighth grades.

3.4. Instruments

In this study quantitative data was collected by means of a questionnaire (Appendix A). The questionnaire is an adapted form of Tschannen-Moran and Hoy's (2001) Ohio State Teacher Efficacy Scale (OSTES). Chacon (2005) adapted OSTES in order to assess teachers' perceived efficacy for engaging students in learning EFL, for managing EFL classes, and for implementing instructional strategies to teach EFL. The researcher developed English

Teachers' Sense of Efficacy Scale (ETSES) for English language teachers and added a scale on teachers perceived language proficiency. In the present study English language teachers perceived language proficiency and their perceived efficacy were measured with a scale taken from Chacon (2005)'s ETSES. Chacon (2005) included proficiency scale as a separate part in the original scale. The same procedure was followed in the present study. Furthermore qualitative data for gathering more in-depth information on factors that have effects on teachers' efficacy perceptions was gathered through semi-structured interviews conducted by the researcher (Appendix B).

3.4.1. ETSES

In the present study teacher efficacy was measured by Chacon (2005)'s Teachers' Sense of Efficacy Scale (ETSES), which is an adapted form of Tschannen-Moran and Hoy's (2001) Ohio State Teacher Efficacy Scale (OSTES). As stated before, Tschannen-Moran and Woolfolk Hoy (2001) reviewed many of the measures developed to capture teacher efficacy, and indicated a variety of problems such as the validity and reliability of the measures and the meaning of the two factor structures of the existing measures. Teacher Background Questionnaire was added to the original questionnaire. This part included items asking for demographic information; gender, age, educational background, years of experience in teaching. Also items related to any visit to English speaking countries and professional development activities were added. English Proficiency Scale was included in ETSES (Chacon, 2005) and this part included items on perceived English language proficiency hereafter called English proficiency Scale, EPS (Chacon, 2005). EPS which was a measure for English proficiency assessed the participants' self-reported proficiency of English to communicate written and oral messages appropriate to specific situations. Sixteen items based

on the professional literature constituted the measure of self-reported level of English proficiency. The items were 6-point likert-type, ranging from “Strongly Agree” (6) to “Strongly Disagree” (1). The higher the score, the more proficient teachers self-reported themselves in reading, writing, listening, speaking, and culture knowledge in English. Examples of these measures were: “I can understand a message in English on an answering machine” (listening), “In face-to-face interaction with an English speaker, I can participate in a conversation at normal speed” (speaking), “I can draw inferences/conclusions from what I read in English” (reading), “I can write a short essay in English on a topic of my knowledge” (writing), and “I know how to act in social English-speaking situations” (culture). Reliability of the instrument was assessed by using Cronbach alpha coefficient, which resulted in .79 for efficacy in engagement, .83 for management, .81 for instructional strategies, .92 for English proficiency.

3.4.2. Semi-Structured Interview

Other main source of data collection instrument of this study was interviews with volunteer teachers. According to Nunan (2005) interviews can be characterised in terms of their degree of formality, they can be placed on a continuum ranging from unstructured through semi-structured to structured. Genzuk (2003) asserts that ethnographic methods such as interviews, observation, and documents can give shape to new constructs or paradigms, and new variables, for further empirical testing in the field or through traditional, quantitative social science methods. He suggested that there is no one right way of interviewing, no single correct format that is appropriate for all situations, and no single way of wording questions that will always work. That is to say the particular evaluation situation, the needs of the interviewee, and the personal style of the interviewer have role to create a unique situation for

each interview. According to him situational responsiveness and sensitivity to get the best data possible are the keys for effective interviewing. Nunan (2005) defines semi-structured interview as the interviewer has a general idea of where he or she wants the interview to go. The advantages of semi-structured interviews can be summarised as giving the interviewee a degree of power and control over the course of the interview, it gives the interviewer a great deal of flexibility. Because of its flexibility, the semi-structured interview has been preferred by many researchers, particularly those working within an interpretive research tradition. Moreover, this form of interview gives one privileged access to other people's life.

In this study, in order to gain insights into teacher efficacy perceptions of EFL teachers, semi-structured interviews were used. The semi-structured interview was chosen since it allowed a systematic collection of data from each participant and provides insights into the participant's world. This approach also has an advantage of a comfortable context in the face-to-face interviews. Interview guide was prepared by the researcher after getting the expert feedback. Two experts working at Anadolu University Educational Sciences Department gave feedback. In the light of their feedback, all the questions were prepared based on the relevant literature on teacher efficacy (Appendix B). Hoepfl (1997) describes an interview guide as a "schedule", a list of questions or general topics that the interviewer wants to explore during each interview. As there are no predetermined responses, and in semi-structured interviews the interviewer is free to probe and explore within these predetermined inquiry areas.

The questionnaire and the interview questions was pilot tested with five English teachers apart from participants before the actual study and the layout of the questionnaire and the interview guide were designed accordingly before the study.

3.5. Data Collection

As the present study's main concern was to explore the level of efficacy perceptions of EFL teachers working at state primary schools and socio-demographic factors that would predict variations in these perceptions, both quantitative and qualitative data were used in this research. As stated by Hoepfl (1997) qualitative data enables the researchers to gain new perspectives on things about which much is already known, or to gain more in-depth information that may be difficult to convey quantitatively. Thus, qualitative methods are appropriate in situations where one needs to first identify the variables that might later be tested quantitatively, or where the researcher has determined that quantitative measures cannot adequately describe or interpret a situation. This argument is significant for the present study.

As a first step the researcher applied for data collection permission from the governorship of Mardin at the beginning of the second term of 2008-2009 educational year. (Appendix C) All the procedures for data collection at the state schools were fulfilled. Necessary permission request was concluded at the beginning of April, 2009. Before the questionnaires were handed out, a cover sheet for teachers explaining the purposes of the study, asking for their cooperation and assuring that their responses would be confidential was added to questionnaires as well in order to make them more meaningful for the teachers. Out of 200 teachers to whom the questionnaires were administered, 150 teachers returned the questionnaires. Of the 150 teachers who completed the questionnaires, 6 failed to complete all sections of the questionnaires, and thus, these questionnaires were regarded as invalid. Final number of the participants were 144. During the data collection, some principals of the primary schools asked for governorship permission then all the schools participated in the

study was given a permission paper from the governership and informed about the aim of the study by the researcher.

The researcher collected the data from the participants by visiting their schools in three months time in the second term of 2008/2009 educational year. Some teachers working in Mardin did not want to participate in the study and they were excluded from the sample. Some teachers from the city center of Bursa sent their questionnaires through the internet.

Interviews (Appendix B) was conducted with 11 volunteer teachers from the participants; three of them male, eight of them female. Eight of them were under 30 years old. Two of them between 31-40 and one of them was between 41-50, also three of them were working in Bursa, two of them were working in the city center of Mardin and six of them were working in the two towns of Mardin, Nusaybin and Midyat. In order not to cause any misunderstanding and ensure clear answers, the interview was conducted in mother tongue. Before arranging a meeting with the participants, they were informed about the aim of the study. Each interview took place at the arranged time in their own schools. Each interview took approximately 20 or 25 minutes time.

3.6. Data Analysis

In the present study both quantitative and qualitative analysis were conducted. Quantitative data obtained from the aforementioned instrument was analyzed by using the Statistical Package of the Social Sciences (SPSS) 13.0 version. Analysis procedure was presented in two

steps; firstly, reliability of each scale; ETSES and EPS and the scoring and analysis related to each research question.

Firstly, reliability of each scale; ETSES and EPS was assessed by Cronbach alpha coefficient. Then, descriptive statistics was computed and the mean scores on the ETSES was calculated to find about the level of efficacy perceptions of EFL teachers. Based on the participants' responses to the items on Teachers' Background Questionnaire, the total frequency of the items, and the mean scores were computed. Related to research question 1.a, means of subscales, namely efficacy in student engagement, efficacy in instructional strategies, and efficacy in classroom management was computed in order to find out whether there would be any differences between teachers' efficacy perceptions among different aspects of teaching as assessed by the three subscales. In order to analyse and discuss teacher efficacy perceptions of EFL teachers working at state primary schools in depth in terms of teacher efficacy dimensions measured by the sub-scales, data gathered through ETSES was further analyzed by means of MANOVA and Tukey test which is a post-hoc test.

Qualitative analysis was used for interpreting interview data in order to investigate teacher efficacy in depth related to first research question. Concerning to qualitative data analysis Straus & Corbin (1998) suggested two ways. The first way is called as "Descriptive analysis" which is defined as the process of identifying, coding and categorising the primary patterns in the data according to the pre determined thematic units. The second one is "Content Analysis" which is regarded as a "text mining". Researchers quantify and analyze the meanings and relationships of words and concepts, then make inferences about the messages within the texts, the writer, the audience, and even the culture and time of which these are a part. In

descriptive analysis “what has said” is very important, on the other hand in content analysis “what has meant” gains importance. In the present study, descriptive analysis was used.

As a first step, the interviews was tape recorded and later transcribed. Hoepfl (1997) states that recordings have the advantage of capturing data more faithfully than hurriedly written notes might, and can make it easier for the researcher to focus on the interview. Yıldırım & Şimşek (2005: 224) explained the four steps of descriptive analysis as; *a frame work for descriptive analysis, organising codes into a thematic frame, describing the findings, and interpreting the findings*. These steps were followed for the present study.

The first step is *building a frame work for descriptive analysis*. At this phase, a frame was prepared according to the questions, the aim of the research and the main concepts of the research. Transcriptions of the interviews were done at this phase and the answers given by the interviewees were put under the related questions and thus the answers of all participants can be seen in a broader view.

The second step is *organizing codes into a thematic frame*. This phase the answers were read and coded with the help of an expert in the field of ELT and thematic ideas were built. According to Miles and Huberman (1994: 56) ‘Codes are tags or labels for assigning units of meaning to the descriptive or inferential information compiled during a study. Codes usually are attached to ‘chunks’ of varying size-words, phrases, sentences or whole paragraphs, connected or unconnected to a specific setting.’

The first thing to be done at this phase was “open coding” which can be defined as the themes emerging from the raw data. Hoepfl (1997: 6) explain this stage as ‘During open coding, the researcher must identify and tentatively name the conceptual categories into which the phenomena observed will be grouped. The goal is to create descriptive, multi-dimensional categories which form a preliminary framework for analysis. Words, phrases or events that appear to be similar can be grouped into the same category. These categories may be gradually modified or replaced during the subsequent stages of analysis that follow.’ During open coding, the researcher focuses on the actual data and assign code labels for themes. There is no concern about making connections among themes or elaborating the concepts that the themes represents. In ‘Axial Coding’ which is a ‘second pass ‘ through the data, the researcher begins with an organized set of initial codes or preliminary concepts, focuses on the initial coded themes more than on the data. Additional codes or new ideas may emerge during this pass. During this process, researcher asks about causes and consequences, conditions and interactions, strategies and processes, and looks for categories or concepts that cluster together. The last pass through the data was identified as ‘selective coding’. This involves scanning data and previous codes. Reseacher look selectively for cases that illustrate themes and make comparisons and contrast and reorganizes specific themes identified earlier coding and elaborates more than one major theme (Neuman,2000). In addition, there were a few instances within the data which were not of direct relevance to the research questions posed in the present study. However, these instances were coded and categorised, since they seemed to relate to key variables that would help thoroughly understand research issues under scrutiny.

As the raw data are broken down into manageable chunks, Hoepfl (1997) suggests that the researcher must also devise an ‘audit trail’ which is defined as a scheme for identifying these data chunks according to their speaker and the context. Thus the researcher will see the frequency of the chunks and which participant utters them for this research in which context they are used.

Furthermore, for purposes of validation and verification of analyses, an independent researcher was asked to analyse interview data and form her own categories from it. The co-rater was an instructor in the field of ELT at university and was informed as to the purpose and the research questions of the present study before she began the analysis. As for the interview data, the co-rater was given the transcripts of interviews. She was then asked to form her categories from those data. In order to calculate inter-rater reliability, the following formula (Miles and Huberman, 1994: 64) was used:

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

86 % agreement rate was achieved between the researcher herself and the co-rater in the analysis of the semi-structured interviews.

The third step is *describing the findings*. The themes were identified emerging from data at this step. The organized ideas were supported with the quotations. Hoepfl (1997) states that basic characteristics of qualitative research reports is the use of participants' quotes.

The last step is *interpreting the findings*. The identified findings were compared and contrasted at this phase. The findings were discussed regarding the previous findings of different studies conducted in the same area and by giving reasons. Defined findings were interpreted by making associations with one another. For the present study these four steps were followed.

In order to answer second research question concerning the socio-demographic factors that would predict variations in EFL teachers' efficacy perceptions, one way ANOVA and t-test were conducted on the quantitative data gathered from ETSES and its first part; Teacher Background Questionnaire.

In order to answer third research question investigating a relationship between perceived teacher efficacy and perceived language proficiency in English, correlation analysis was used. In order to discuss perceived language proficiency of EFL teachers working at state primary schools in depth in terms of its dimensions measured by the sub-scales, data gathered through EPS was further analyzed by means of MANOVA and Tukey test which is a post-hoc test. For the statistical analysis of the first and the second research questions alpha was set at $p < .05$.

CHAPTER 4

RESULTS

4.1.Introduction

This chapter was dedicated to the report of the quantitative and qualitative findings flowing from the present study.

The research findings were presented in two main parts. In the first part results of reliability analysis were presented. In the second part, results of the descriptive analysis conducted on the quantitative data gathered by ETSES and its sub-scales in order to gain insights to EFL teachers efficacy perceptions and its dimensions were presented. This part of the study started with the findings related to the first research question concerning the level of overall efficacy perceptions of EFL teachers working at state primary schools and proceeds with the socio demographic factors that predict variations in EFL teachers' efficacy perceptions. This presentation was accompanied by the data gathered through interviews. Lastly findings related to a relationship between perceived teacher efficacy and perceived language proficiency in English was presented.

4.2.Reliability of ETSES and EPS

As a first step reliability of the scales was assessed. As aforementioned, all items in ETSES had a close ended format and asked teachers to indicate how well they could carry out teaching tasks and activities on 9-point scale. Reliability of the scale was assessed by Cronbach alpha coefficient, which resulted in .86. EPS which was a 6-point Likert-type,

ranging from “Strongly Agree” (6) to “Strongly Disagree” (1) asked teachers to indicate how they perceive their English proficiency. Reliability of the scale was assessed by Cronbach alpha coefficient, which resulted in .94. These results proved the high reliability of the ETSES in the present study which was consisted with the literature.

4.3. Findings Related to Research Questions

4.3.1. The Level of efficacy perceptions of EFL teachers working at public primary schools

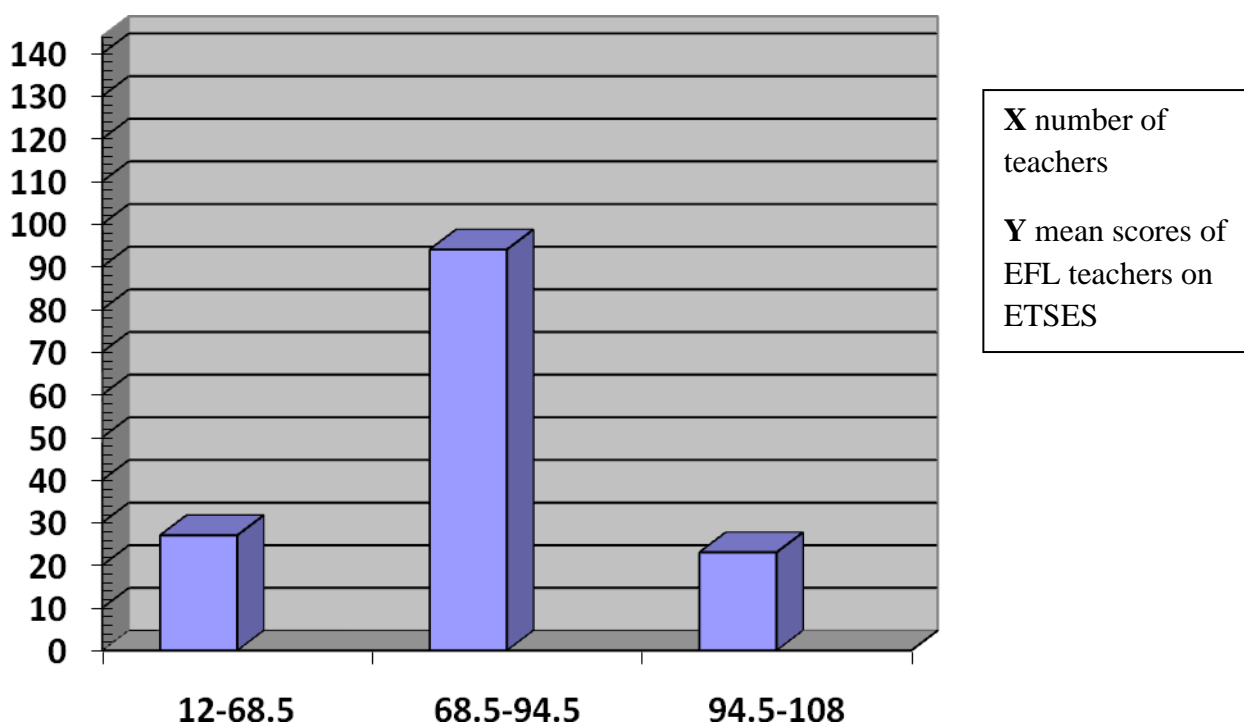
In order to investigate the level of efficacy perceptions of EFL teachers, participants responded to a 9-point Likert scale ETSES (Chacon, 2005) with the dimensions of efficacy for; engaging students in learning EFL, managing EFL classes, and for implementing instructional strategies to teach EFL.

Table 4.1. Means and Standard Deviations of ETSES

	n	Lowest Score	Highest Score	\bar{x}	Ss
Teacher Efficacy Scores	144	12	108	81,86	13,05

As can be seen from table 4.1., descriptive statistic analysis revealed that the mean scores of perceived teacher efficacy of EFL teachers was 81.86, the lowest score was 12 and the highest score was 108.

According to data gathered through ETSES, the group of teachers who have one level below (this level equals to st. deviation) the mean score were assigned to ‘low teacher efficacy group’, on the other hand the group of teachers who have one level above (this level equals to st. deviation) the mean score were assigned to ‘high teacher efficacy group’. Finally, the group of teachers who have middle scores between ‘low teacher efficacy group’ and ‘high teacher efficacy group’ were assigned to ‘moderate teacher efficacy group’. Graph 1 shows this distribution.



Graph 1. Distribution of EFL teachers mean scores in ETSES

According to this distribution, 27 EFL teachers who were in ‘low teacher efficacy group’ having the score less than 68.5; the lowest score was 12 and 94 EFL teachers who were in ‘moderate teacher efficacy group’ having the score between 68.5 and 94.5. Finally, 23 EFL teachers who have more than 94.5 scores were in the ‘high teacher efficacy group’ and the highest score was 108. Data gathered from participants by ETSES showed that EFL teachers

working at state primary school in Turkey have a moderate level of efficacy perceptions according to our samples' distribution. This finding may be because teachers as they reported in interviews had similar problems associated with their school environment.

4.3.1.a. The Levels of self-reported efficacy perceptions for engagement, classroom management, and instructional strategies among EFL teachers working at public primary schools

Table 4.2.Descriptive statistics of the ETSES and its sub-scales.

items	N	Minimum	Maximum	Mean	Sd
student engagement					
		9	36	25,03	5,6030
1	144	2	9	6,35	1,8377
2	144	2	9	6,66	1,7699
3	144	2	9	6,84	1,7028
4	144	1	9	5,15	2,1923
Classroom management					
		12	36	29,00	5,3099
5	144	2	9	7,16	1,6172
6	144	2	9	7,40	1,6357
7	144	3	9	7,44	1,6205
8	144	2	9	6,98	1,5098
Instructional Strategies					
		11	36	27,84	5,0141
9	144	3	9	6,49	1,5733
10	144	2	9	7,43	1,5807
11	144	1	9	7,13	1,6198
12	144	3	9	6,77	1,5930

As can be seen from the table 4.2. more in dept analysis revealed that in general EFL teachers working at state primary schools reported greater levels of efficacy for classroom management and instructional strategies than for motivating and engaging students in the learning process. As for efficacy for classroom management, descriptive statistic analysis revealed that the mean scores of perceived efficacy classroom management of EFL teachers was 29.00, the lowest score was 12 and the highest score was 36. It was found that they reported to have more efficacy in calming a student who is disruptive or noisy in their class. This finding is parallell with the data gathered through interviews. Apart from two teachers, all the other teachers reported to stop distruptive students behaviors.

With respect to efficacy for instructional strategies, descriptive statistic analysis revealed that the mean scores of perceived efficacy for instructional strategies of EFL teachers was 27.84, the lowest score was 11 and the highest score was 36. Results showed that EFL teachers had greater levels of efficacy in providing an alternative explanation or example when their English students are confused. In the interviews each teacher talked about their priorities while teaching English and their answers showed that each have context-spesific alternative explanations or examples.

As for efficacy for student engagement, descriptive statistic analysis revealed that the mean scores of perceived efficacy for student engagement of EFL teachers was 25.03, the lowest score was 9 and the highest score was 36. It was found out that teachers reported to have greater levels of efficacy in helping their students value learning English. Ralated to this finding, all the teachers interviewed reported to have their own styles while teaching English in order to make their lessons meaningful, valuable and interesting.

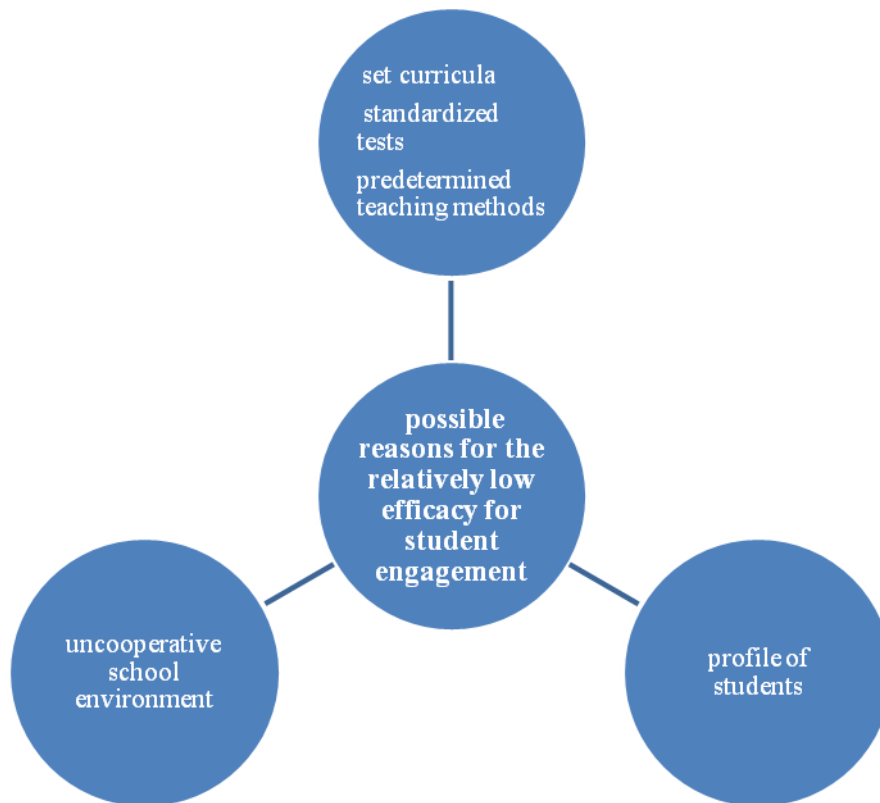


Figure 3. Possible reasons of low teacher efficacy perceptions on student engagement

As seen in Figure 3, results obtained from the interviews indicated that there appears to be three possible reasons for the relatively low efficacy for student engagement as reported by EFL teachers. The first possibility may be curriculum related problems which were grouped as set curricula, standardized tests, and predetermined teaching methods affect teachers in a negative way while trying to engage students in the learning process. All the teachers interviewed for the present study told same problems about the aforementioned argument.

The second possibility can be the uncooperative school environment. In the interviews teachers responded questions about their relationship with other colleagues, resources of their schools and the system of decision making in their own schools. Qualitative analysis revealed that six out of eleven teachers could not share their professional views with colleagues all the time,

could not work cooperatively on the issues about school activities or daily class activities and they were not supported by others when it comes to working cooperatively. On the other hand, other teachers reported to be supported by the school administrators. Although this support is not very satisfying, there is a kind of cooperation in their school. Nine teachers reported that their school culture do not encourage innovations and this affect them in a negative way. Only two teachers reported to be satisfied with the resources of their school, other teachers lack of necessary technological equipments per class, they had large number of students and the resources were not adequate for that number.

The final possibility may be the profile of students teachers' work with. Qualitative analysis showed that eight teachers did not think that their students were succesful. They reported that their students achievment levels were so low and they had problems in general education rather than English. Especially teachers working at the state schools in towns of Mardin had many other problems associated with the high number of students per class, students' parents' attitude towards schooling and so on.

Table 4.3. Descriptive statistics of the ETSES and its sub-scales for three groups of EFL Teachers

	City center of Bursa					Mardin					Towns of Mardin				
	N	Minimum	Maximum	Mean	Sd.	N	Minimum	Maksimm	Mean	Sd	N	Minimum	Maximum	Mean	Sd
student engagement	44	13	34	26,72	4,87	26	9	36	25,46	7,02	74	11	36	23,86	5,23
classroom management	44	20	36	31,22	3,79	26	12	36	29,11	6,39	74	13	36	27,63	5,28
instructional strategies	44	11	36	28,40	4,98	26	12	36	27,92	6,48	74	17	35	27,47	4,46

With respect to differences of three groups of teachers' overall efficacy perceptions according to the working places, namely, the city center of Bursa, the city center of Mardin and towns of Mardin, t-test results showed that there was no significant difference in the self reported teacher efficacy of EFL teachers working in Bursa and Mardin; Mardin and two towns of Mardin.

As seen Table 4.3. , although there was no significant difference in the self reported teacher efficacy of EFL teachers working in Bursa and Mardin ($p=0.229$ $p>.05$); Mardin and two towns of Mardin ($p=0.263$ $p>.05$), EFL teachers working in the city center of Bursa reported greater levels of efficacy for classroom management, instructional strategies and motivating and engaging students in the learning process than their colleagues working in the city center of Mardin and towns of Mardin

This result proceeds a closer look at the data. Results obtained from the sub-scales of ETSES revealed that there was a significant relationship within the dimensions of teacher efficacy and the place EFL teachers working in.

Table 4.4. MANOVA results of difference in dimensions of teacher efficacy among places

The source of the variance	Dependent Variable	Sum of Squares	Df	Mean Square	F	p	Difference
Model	Engagement	232,05	2	116,02	3,842	,024	
	Classroom Management	356,47	2	178,23	6,837	,001	
	Instructional strategies	24,39	2	12,19	,482	,619	
Intercept	Engagement	77429,47	1	77429,47	2564,108	,000	
	Classroom Management	103612,46	1	103612,46	3974,762	,000	
	Instructional Strategies	94017,17	1	94017,17	3712,318	,000	
Place	Engagement	232,05	2	116,02	3,842	,024	B-TM
	Classroom Management	356,47	2	178,23	6,837	,001	B-TM
	Instructional Strategies	2,39	2	12,19	,482	,619	
Error	Engagement	4257,83	141	30,19			
	Classroom Management	3675,53	141	26,068			
	Instructional strategies	3570,92	141	25,326			
Total	Engagement	94690	144				
	Classroom Management	125136	144				
	Instructional Strategies	11207	144				

*B-Bursa

*TM-Towns of Mardin.

As can be seen from table 4.4. MANOVA analysis revealed that EFL teachers 'efficacy for student engagement' and 'efficacy for classroom management' which are two dimensions of teacher efficacy was significantly different according to the places they are working in. In

order to find out these difference among the places, Tukey test which is a kind of multiple comparison tests, was used. As a result of Tukey test, these differences in the dimensions of ‘efficacy for student engagement’ and ‘efficacy for classroom management’ were between that EFL teachers working at the city center of Bursa and towns of Mardin.

4.3.2. The socio-demographic factors that predict variations in EFL teachers’ efficacy perceptions

4.3.2. Difference between perceived teacher efficacy and experience in the profession

Table 4.5. ANOVA results of the difference between teacher efficacy and experience in the profession

Source of Variance	Sum of Squares	df	Mean square	F	p
Between groups	488,14	3	162,71	,954	,416
Within group	23868,34	140	170,48		
Total	24356,49	143			

As can be seen from table 4.5., one way ANOVA results revealed that there was not meaningful difference between the experience year in the profession of EFL teachers and their efficacy perceptions ($F_{(3-143)}=.954$, $p>.05$). In other words level of teacher efficacy perceptions did not change according to experience year in the profession.

4.3.2.b. Difference between perceived teacher efficacy and gender

Table 4.6. t-test results of difference between teacher efficacy and gender

Group	n	\bar{x}	Sd	df	t	p
Male	41	80,65	11,28	142	-700	.485
Female	103	82,34	13,76			

As a result of t-test, it was found out that there was no meaningful difference between the efficacy perceptions of EFL teachers and their gender ($p > .05$). It can be concluded that both male and female EFL teachers have similar levels of efficacy perceptions (table 4.6).

4.3.3. Relationship between perceived teacher efficacy and perceived language proficiency in English

Correlation analysis showed that there was a meaningful relationship between teacher efficacy of EFL teachers and their perceived proficiency in English ($p < .05$, $r = .29$). Although a meaningful relationship between EFL teachers' self-reported efficacy and self-reported English proficiency was found, it is important to state that this relationship was not at the high level. In order to have high level of relationship, correlation coefficient should be .70 or above ($r > .70$).

Table 4.7. Descriptive statistics of EPS and its sub-scales

	N	Minimum	Maximum	Mean	Sd
Reading		5	18	15,75	2,2886
1	144	1	6	5,23	,8769
2	144	2	6	5,36	,8819
3	144	1	6	5,15	,8472
Writing		7	18	15,25	2,2493
4	144	1	6	4,67	1,0566
5	144	1	6	5,33	,8445
6	144	2	6	5,25	,9122
Listening		5	18	14,63	2,5412
7	144	1	6	5,07	,9829
8	144	1	6	4,40	1,0201
9	144	2	6	5,14	,9309
Speaking		6	24	19,13	3,6742
10	144	1	6	4,93	1,0554
11	144	1	6	5,12	,9885
12	144	1	6	4,30	1,1298
13	144	1	6	4,77	1,0820
Cultural Knowledge		5	18	13,89	2,7510
14	144	1	6	4,20	1,0701
15	144	1	6	4,50	1,1281
16	144	1	6	5,17	,9631

As can be seen in table 4.7, descriptive statistics of this data gathered through EPS displayed that EFL teachers working in the state primary schools in our sample have greater levels of perceived proficiency in English in speaking and reading.

The data gathered through interviews shed further light into the quantitative data, all the teachers participating in interviews reported that their English proficiency affect their efficacy as a teacher.

Table 4.8. Descriptive statistics of EPS and its sub-scales for three groups of EFL teachers

	City center of Bursa					City center of Mardin					Towns of Mardin				
	N	Minimum	Maximum	Mean	Sd.	N	Minimum	Maksimm	Mean	Sd	N	Minimum	Maximum	Mean	Sd
Reading	44	10	18	15,88	2,09	26	13	18	16,19	1,81	74	5,	18	15,51	2,53
Writing	44	8	18	15,34	2,14	26	13	18	16,19	1,76	74	7	18	14,87	2,38
Listening	44	7	18	14,79	2,52	26	11	18	14,84	2,29	74	5	18	14,45	2,64
Speaking	44	6	24	18,86	3,94	26	14	24	20,00	2,63	74	6	24	18,98	3,81
Cultural Knowledge	44	7	18	13,59	2,76	26	11	18	14,69	1,95	74	5	18,	13,78	2,95

Moreover, results of descriptive statistics of EPS and its sub-scales revealed that compared to EFL teachers working in the city center of Bursa and towns of Mardin, EFL teachers working in the city center of Mardin perceived themselves more proficient in English (see table 4.8.).

Table 4.9.MANOVA results of EFL teachers perceived English Proficiency

The source of the variance	Dependent Variable	Sum of Squares	Sd	Mean Square	F	p	Difference
Model	Reading	10,04	2	5,02	,958	,386	
	Writing	33,66	2	16,83	3,44	,035	
	Listening	4,57	2	2,28	,351	,705	
	Speaking	24,32	2	12,16	,900	,409	
	Cultural Knowledge	21,50	2	10,75	1,42	,243	
Intercept	Reading	30320,55	1	30320,55	5785,45	,000	
	Writing	28834,92	1	28834,92	5893,80	,000	
	Listening	26035,39	1	26035,39	3994,88	,000	
	Speaking	44799,63	1	44799,63	3313,84	,000	
	Cultural Knowledge	23689,12	1	23689,12	3148,97	,000	
Place	Reading	10,04	2	5,02	,958	,386	
	Writing	33,66	2	16,83	3,44	,035	M-TM
	Listening	4,57	2	2,28	,351	,705	
	Speaking	24,32	2	12,16	,900	,409	
	Cultural Knowledge	21,50	2	10,75	1,42	,243	
Error	Reading	738,95	141	5,24			
	Writing	689,83	141	4,89			
	Listening	918,92	141	6,51			
	Speaking	1906,16	141	13,51			
	Cultural Knowledge	1060,71	141	7,523			
Total	Reading	36470,00	144				
	Writing	34243,00	144				
	Listening	31753,00	144				
	Speaking	54639,00	144				
	Cultural knowledge	28860,00	144				

*M Mardin

*TM Towns of Mardin

More in-depth analysis revealed that among the dimensions of perceived English proficiency namely reading, writing, listening, speaking and cultural knowledge, only writing proficiency shows difference according to place that EFL teachers working in (table 4.9.).In order to find out this difference among the places, Tukey test was used. As a result of Tukey test this difference in the dimensions of writing proficiency in EPS was found between EFL teachers working in the city center of Mardin and EFL teachers working in towns of Mardin.

CHAPTER 5

DISCUSSION OF RESULTS

Present study aimed to investigate the level of efficacy perceptions of EFL teachers working at state primary schools in Turkey. It also attempted to investigate whether there were any differences between three dimensions of teacher efficacy as defined by Tschannen and Tschannen-Moran and Woolfolk Hoy (2001), namely, efficacy in student engagement, efficacy in instructional strategies, and efficacy in classroom management. Also, it focused on socio-demographic factors and the relationship between these and teacher efficacy of EFL teachers. Finally, the relationship between perceived English proficiency and teacher efficacy was explored.

Descriptive statistics showed that the sample group of EFL teachers' average perceived efficacy was 81.86 on a 9-point scale, the lowest score was 12 and the highest score was 108. This result indicated that the EFL teachers self-reported a great deal of overall efficacy for teaching English. As to differences in the three dimensions of teacher efficacy, the means computed for each sub-scales showed that teachers reported to be more assured of their efficacy for classroom management and instructional strategies than efficacy for engaging students in the learning process. That is to say, EFL teachers reported higher efficacy for managing student behavior by establishing a classroom management system with their students, getting students to follow classroom rules, and controlling disruptive behavior in the classroom. They also reported higher efficacy for applying instructional strategies such as providing alternative explanations or examples when needed, using variety of assessment strategies and crafting good questions for their students. This finding is important since teachers' beliefs in their instructional efficacy influence the kind of learning environment they

create to orchestrate learning (Bandura, 1997). Bandura pointed out: ‘teachers who believe strongly in their ability to promote learning create mastery experiences for their students, but those beset by self-doubts about their instructional efficacy construct classroom environments that are likely to undermine students’ judgments of their abilities and their cognitive development’ (Bandura,1997:241).

On the other hand, teachers reported relatively lower efficacy for motivating the students to get involved in learning English by getting students to believe they can do well in English, and so on. Although the teaching context of the original study of Chacon (2005) and the present study was different, this finding was parallel to the original study of Chanon (2005). Chanon (2005) gathered the data from EFL teachers working in middle schools in Venezuela. This similar finding may be attributed to the some similarities of educational background. In Venezuela, as in many countries around the world, English is taught as a foreign language, and it is one of the required academic courses in the National Curriculum in order to earn a high school diploma. As the case in Turkey, according to the their Ministry of Education of Venezuela, students are required to study English in junior and senior high school based on the need of being able to use English as a means of communicating with people from English speaking countries and being able to read and understand English to have access to journals, magazines, and books written in English. The orientation towards communicative language teaching (CLT) was introduced by the Venezuelan Ministry of Education in late eighties.

In the present study, with respect to efficacy for student engagement teachers have greater levels of efficacy in helping their students value learning English. This finding confirms the data gathered through interviews. All the teachers interviewed reported to have their own styles while teaching English in order to make their lessons meaningful, valuable and

interesting; by using games and songs, total physical response activities, using visuals, taking attention before beginning to a lesson, sharing their problems, creating positive classroom atmosphere in order to make them feel secure while speaking English, and using drills, repetitions for practice. As for efficacy for classroom management they reported to have more efficacy in calming a student who is disruptive or noisy in their class. This finding is parallel with the data gathered through interviews. Apart from two teachers, all the other teachers reported to give importance to involvement of whole students even the most uninterested students. Those teachers reported to try differentiation of classroom activities and conduct interesting learning activities for them. Seven teachers reported to use eye contact as a warning to those students. With respect to efficacy for instructional strategies EFL teachers have greater levels of efficacy in providing an alternative explanation or example when their students are confused. The quotations taken from interviews about the question of priorities while teaching English lesson prove these findings

'...Do the students actually understand? or I organize the lesson according to their level. It can take three days or three weeks; if that time is needed I have to spend it. I have to see that they understand the topic throughly to be sure.' (Teacher 7 from the city center of Bursa)

'While giving lessons I use the principle of known to unknown to make the lesson meaningful for them' (Teacher 4 from the city center of Mardin)

'I give importance to student involvement in my lesson whether they are prepared for the lesson or not, they should say something...' (Teacher 10 from town of Mardin)

An analysis of the interviews shed further light into the findings of the study. Results obtained from the interviews indicated that there appears to be three possible reasons for the relatively low efficacy for student engagement as reported by EFL teachers. The first possibility may be set curricula, standardized tests, and predetermined teaching methods affect teachers in a negative way while trying to engage students in the learning process. All the teachers interviewed for the present study told same problems about the aforementioned argument. The quotations below illustrate this situation.

'When it comes to decision making, I can say that ...I feel that I must follow the curriculum. Because students will take a nationwide exam at the end of the year, and they are responsible from the whole curriculum.' (Teacher 1 from Mardin)

'Unfortunately, you know there are an exam called SBS (Seviye Belirleme Sınavı: Placement Test) so I must follow the curriculum...' (Teacher 6 from Bursa)

'.....If I make these were alone in that school, it would be better. Because you cannot make much improvements when there are some sets. I want my lessons to be much different but someone else from outside could not understand it, for example English...especially games, songs so on...If I make these a part of lesson, a director of the school will say what kind of lesson this is and the end is....' (Teacher 2 from town of Mardin)

According to Dörnyei (2001) the negative effects caused by inhibition of teacher autonomy by set curricula, standardized tests, and imposed teaching methods affect teachers' efficacy in student engagement.

The second possibility can be the uncooperative school environment. In the interviews teachers responded questions about their relationship with other colleagues, resources of their schools and the system of decision making in their own schools. As stated before, the model of teacher efficacy presented by Tschannen-Moran, Woolfolk Hoy, and Hoy (1998) suggests that teachers make efficacy judgments, in part, by assessing the resources and constraints in specific teaching contexts. Moreover, resources in the form of feedback and support from colleagues and community members could serve as social persuasion, a source of efficacy information identified by Bandura (1997). Volunteer teachers answers seemed to support above stated argument. Six out of eleven teachers reported that they could not share their professional views with colleagues all the time, could not work cooperatively on the issues about school activities or daily class activities and they were not supported by others when it comes to working cooperatively. On the other hand, other teachers reported to be supported by the school administrators, this support was not very satisfying but there was a kind of cooperation in their school. However, the results of studies of Raudenbush, Rowan and Cheong (1992) and Moore and Esselman (1992) suggested that teacher who could participate in decision-making process and felt that they had higher levels of influence on institutional conditions and school-based decision-making showed greater perceived self-efficacy. Contrary to the arguments of these researchers, most of the Turkish EFL teachers seemed to be negatively affected by school environment, one female EFL teacher's thoughts showed this situation:

'I am a new teacher in that school but I see that when some teachers want to make something, they are not supported by others, I mean other colleagues and school management.' (Teacher 2 from town Mardin)

On the other hand, one male teacher working in the city center of Bursa defined his relationship with colleagues as ‘honest, cooperative, and he said that everyone try their best.’ and added ‘school administration do not say that you have to implement these decisions, before these decisions were made we share our ideas, come to conclusions in school meetings cooperatively then we implement what is needed. Honestly, if the process works like that, we personalize these decisions.’

One female teacher working in the city center of Mardin explained the situation as follows:

‘Teachers are free in terms of decision making, implemending activities in our school.....We are so relax....but the other teachers or the school administration is not supportive when it comes to working together they pretended to support you but actually not. They do not help. But their encouraging words help at least. And you learn not to expect so much.’

Bandura (1997) claims that social persuasion serves as a means of strengthening people’s beliefs that they possess the capabilities to achieve what they seek. People, who are persuaded verbally by others that they possess the capabilities to achieve given tasks, are likely to mobilize greater effort and sustain it than if they convey doubts, especially when struggling with difficulties, also it leads a person to initiate a task, attempt new strategies or try hard enough to succeed (Bandura, 1997; Woolfolk Hoy, 2000). Suprisingly, in the present study, nine teachers reported that their school culture do not encourage innovations and this affect them in a negative way. Only two teachers reported to be satisfied with the resources of their school, other teachers lack of necesseary technological equipments per class, they had large number of students and the resources were not adequate for that number. According to the integrated model of Tschannen-Moran et al. (1998) which is the theoretical ground of the the

present study, availability of the resources is a key element of structring efficacy perceptions of teachers.

'We have not got VCD, television or computer. I create my own materials'(Teacher 4 from town of Mardin)

The final possibility may be the profile of students teachers' work with. Results obtained from the interviews seemed to support this argument. Eight teachers interviewed reported that their students achievmnt levels were so low and they had problems in general education rather than English. Especially teachers working at the state schools in towns of Mardin had many other problems assosiated with the high number of students per class, students' parents' attitude towards schooling and so on. Their own explanations present this argument more spesifically. One male teacher working in town of Mardin, namely Nusaybin explains this problem honestly

'We have got more serious problems rather than teaching English, such as general education of the students. I could not follow the whole curriculum.'

It can be inferred that the issue of motivating students has a complicated nature. Increasing student motivation has always been a relevant topic for educational research and there have been conducted many studies on the issue, however, there were not recepies that can be useful for each group of students because each context of teaching create different problems that teachers have to handle specifically. On the contrary, basic principals of effective classroom management emerge from the literature and teachers follow these patterns with assurance. Also, literature providies a great variety of strategies and activities that teachers can choose

and apply for their classroom. So, it can be concluded that EFL teachers feel more efficient in applying instructional strategies and classroom management than engaging their students in learning process.

In this study, it was found out that EFL teachers working at state primary school in Turkey have a moderate level of overall efficacy perceptions according to our samples' distribution. This finding may be because teachers as they reported in interviews had similar problems associated with their school environment. Through social comparative inference, the successful performance of others persuades people in a way that they themselves possess the capability to master comparable activities and raise their performance (Bandura, 1995, 1997; Woolfolk Hoy, 2000). This is one of the four principal sources of information from which self-efficacy beliefs are constructed. According to data gathered from interviews, teachers lack these opportunities. As stated before, it can be said that more than half of the teachers interviewed feel that they work in uncooperative school atmosphere. Contrary to this implication, researchers confirmed that there was a positive correlation between encouragement of innovation at schools and teachers' efficacy (Newmann, Rutter, & Smith, 1989). That is to say, the more teacher feel that the schools they work at and their colleagues are open to innovations, the more efficacious they report themselves to be.

Moreover, in terms of overall teacher efficacy, t-test analysis showed that there was no significant difference in the overall self-reported teacher efficacy of EFL teachers working in Bursa and Mardin ($p > .05$); Mardin and two towns of Mardin ($p > .05$). This finding confirms what Tschannen-Moran and Woolfolk Hoy (1998) have suggested earlier on the basis of the results they obtained. It was found out that EFL teachers have similar levels of efficacy perceptions whether they work in an obligatory service region of Turkey or not. In a recent

study, Tschannen-Mororan and Hoy (2002) found that there were no significant differences in teacher efficacy beliefs between groups based on age, gender, race or teaching context (urban, suburban, rural). Although the context of the studies of these researchers and the present study was different, the results of the present study were parallel with what was found in the literature.

Another aim of the present study constituted the relationship between socio-demographic factors namely gender and experience in the profession and teacher efficacy. It was found out that teacher efficacy perceptions did not change according to experience year in the profession. ($F_{(3-143)}=.954, p>.05$). This finding confirms no correlation between experience in the profession and teacher efficacy revealed by earlier research (Chacon, 2005). Contrary to this finding Champell (1996) found a significant relationship between teacher efficacy and demographic variables such as age, degree status and years of teaching experience in his study. Also Tschannen-Mororan and Hoy (2002) found in their study that years of experience did contribute to significant differences in teachers' sense of efficacy. For the present study, with respect to relationship between gender and teacher efficacy, it was found out that there was no meaningful difference between the efficacy perceptions of EFL teachers and their gender ($p>.05$). It can be concluded that both male and female EFL teachers have similar levels of efficacy perceptions. This finding is compatible with Tschannen-Mororan and Hoy (2002)s' study results. It is important to state that in this study most of the participants were female teachers and this has an effect on the data.

In relation to last research question investigating a relationship perceived teacher efficacy and perceived language proficiency in English, correlation analysis showed that there was a meaningful relationship between teacher efficacy of EFL teachers and their perceived

proficiency in English ($p < .05$, $r = .29$). But this correlation was not at the high level. In this sense, the findings of this study, concerning the relationship between English proficiency and efficacy perception, also concur with the findings of other studies in the field of English language teaching (Shim, 2001; Chacon, 2005). Data gathered through EPS displayed that EFL teachers working in the state primary schools in our sample have greater levels of perceived proficiency in English in speaking and reading (c.f. table 4.7.). Interview data shed further light on this finding, all the teachers participating in interviews reported that their English proficiency affect their efficacy as a teacher.

Finally, although there is not yet any standart to judge the level of teacher efficacy in any one sample and the literature does not allow us to weigh the relative value of these results, it can be concluded that the mean of the self-reported efficacy appears to be relatively high for the present study.

CHAPTER 6

CONCLUSION AND IMPLICATIONS

This study had three purposes (1) to explore the level of overall efficacy perceptions of EFL teachers working at state primary schools, 1.a) to find out the level of self-reported efficacy perceptions for engagement, 1.b) classroom management, and 1.c) instructional strategies among EFL teachers working at public primary schools. 2) to examine the relationship between selected socio-demographic factors such as gender and experience in the profession and teacher efficacy and lastly (3) the relationship between perceived language proficiency in English and perceived teacher efficacy.

In relation to the first research question, investigating level of efficacy perceptions of EFL teachers working at state primary schools in Turkey, the findings suggested that the sample group of EFL teachers' self-reported a great deal of overall efficacy for teaching English. As to differences in the three dimensions of teacher efficacy, descriptive statistics showed that teachers reported to be more assured of their efficacy for classroom management and instructional strategies than efficacy for engaging students in the learning process. Moreover, it was found out that EFL teachers working at state primary school in Turkey have a moderate level of efficacy perceptions according to our samples' distribution. This finding is discussed together with the data gathered through interviews. Also, EFL teachers' efficacy perceptions as assessed by three dimensions displayed different results. More in-depth analysis revealed that Turkish EFL teachers 'efficacy for student engagement' and 'efficacy for classroom management' which are two dimensions of teacher efficacy was significantly different according to the places they were working in. It was found that this difference in the dimensions of 'efficacy for student engagement' and 'efficacy for classroom management' was between that

EFL teachers working at the city center of Bursa and towns of Mardin. It can be said that the difference between EFL teachers' efficacy perceptions according to places they working in may result from their working environments qualities as reflected in the interviews.

In relation to the second research question; namely, 'What are the socio-demographic factors that predict variations in EFL teachers' efficacy perceptions. a)Is there a difference between perceived teacher efficacy and experience in the profession? b)Is there a difference between perceived teacher efficacy and gender?' Findings indicated no significant relationship between Turkish EFL teachers' efficacy and gender; and experience in the profession. The reason of no meaningful relationship between gender and efficacy perceptions of Turkish EFL teachers may be that in Turkey most of the EFL teachers have similar educational backgrounds.

Finally, with respect to last research question investigating the relationship between perceived language proficiency in English and perceived teacher efficacy, correlation analysis showed that there was a meaningful difference between teacher efficacy of EFL teachers and their perceived proficiency in English. In this sense, the findings of this study, concerning the relationship between English proficiency and efficacy perception, also concur with the findings of other studies in the field of English language teaching; especially with similar participants in terms of educational level they teach (Shim, 2001; Chacon, 2005). Data gathered through EPS displayed that EFL teachers working in the state primary schools in our sample have greater levels of perceived proficiency in English in speaking and reading.

6.1. Implications for EFL Teaching

The findings of this study have several implications. First of all, the findings research questions provided insights into teacher efficacy in Turkish primary school context. Firstly, for EFL teaching, respectively low level of efficacy for student engagement indicate that educational policies adopted at state primary schools should be developed after a through investigation of teachers' and students' needs. That is, these needs should be explored via various data collection instruments and the instructional processes should be shaped accordingly. Maybe, in this time, teachers have less difficulties in carrying out set curricula, handling with standardized tests and maintaining student motivation. Moreover, such studies may provide underlying base for the preparation of in-service training programs about teacher efficacy. As studies on subject –specific competencies began in 2006 by Ministry of Education in Turkey and in a scope of these studies, English Language Teachers Competencies which were prepared for the primary school teachers, were defined in 2008, more in-depth studies exploring teacher efficacy in various contexts will be needed.

Also, it was found that our sample has moderate levels of perceived teacher efficacy according to their distribution. The positive influences of above mentioned in-service programs may be enhanced if teachers apply the knowledge and skills they acquire in their teaching practices (mastery experiences), observe their colleague who show success in engagement of students in the learning process (vicarious experience), receive constructive feedback from school administrators or colleagues (social persuasion), and in turn these make the teacher feel more confident about his/her efficacy as a teacher (emotional state).

Secondly, it was found out that perceived English language proficiency correlated with perceived teacher efficacy so teachers should be provided with professional development activities about their subject-matter area, this is also in line with the general aims of the “Generic Teacher Competencies” prepared under the coordination of General Directorate of Teacher Training (ÖYEGM, 2009). Teachers should be provided with such opportunities whether they work at an obligatory service region of Turkey or not.

Thirdly, we can conclude that there are some institutional factors that may predict variations in self-efficacy perceptions of EFL teachers working at state primary schools in Turkey. These factors should be investigated with further studies conducted with similar participants and contexts. Interview data gave some insights into the effects of institutional factors on teacher efficacy. These ideas may be useful for further researches. Policies of school administrations should be designed to encourage teachers to be innovative and keep up with the changing topics in the field of EFL education. They should also organize and provide opportunities for teachers to improve themselves professionally. These may include in-service training, workshops, conferences, adequate technological resources and so on which in turn affect teachers’ efficacy perceptions.

Finally, previous studies on teacher efficacy examined the factors like positive teacher behaviors and attitudes (Tschannen-Moran, Woolfolk Hoy & Hoy, 1998; Campbell, 1996; Raudenbush, Rowan & Cheong, 1992; Yost, 2002), implementing innovative teaching methods (Ghaith & Yaghi, 1997), classroom management strategies (Woolfolk & Hoy, 1990), and student achievement and attitudes (Henson, 2001b). However, none of these studies used OSTES which has been found to be superior to the previous measures by the researchers

(Tschannen-Moran & Woolfolk Hoy, 2001; Daugherty, 2005). Of all the teacher efficacy studies conducted in the field of teaching English as a foreign language (EFL), Liaw (2004) used OSTES. Chacon (2005), who adapted OSTES, used ETSES to measure EFL teachers' efficacy. In this sense, the results of this study, by using ETSES, which is a more updated and differentiated instrument for assessing teacher efficacy has provided evidence for the reliability and the validity of the scale by replicating the original findings with a totally different sample. To sum up, educational researchers can use the findings of this study to help them plan further studies on EFL teachers' efficacy.

6.2. Limitations

Findings and implications of this study should be viewed in the light of its limitations. First of all, this study focused on Turkish EFL teachers who working at state primary schools in two parts of Turkey, namely Bursa and Mardin which are the researcher's working places for the last three years in Ministry of Education. Therefore, the results may not be generalizable to other EFL settings. A large number of representative samples from different regions of Turkey will give more in-depth information about efficacy perceptions of Turkish EFL teachers. Finally, findings of this study should be cross-validated with other studies conducted in the similar contexts.

6.3. Suggestions for Further Study

As discussed earlier in the literature part, teacher efficacy is a multifaceted construct that varies across tasks and contexts. Therefore, it is recommended to repeat this study in different contexts to examine if there may be possible differences due to varying contexts. Examining

the differences between EFL teachers working at state primary schools and private primary school will also bring about insights into the studies of teacher efficacy in Turkey. It is recommended to repeat this study in different parts of Turkey to examine whether there is a difference between efficacy of teachers in other parts of the country.

Moreover, it would be interesting to assess the differences between high efficacious and low efficacious teachers in terms of selected variables related to demographic information, teachers' experiences in profession, their graduation departments.

Furthermore, relationship between instructional factors in state primary schools and teacher efficacy should be examined in separate studies in different contexts.

Also, investigating the relationship between the experience of visiting other countries for professional development and teacher efficacy might give more in-depth information about the different aspects of this construct.

Lastly, exploring the effects of in-service trainings on teacher efficacy may give valuable information on the issue.

APPENDIX A

Değerli Öğretmen Arkadaşlarım,

Bu çalışma “Türkiyedeki devlet ilköğretim okullarında görev yapan İngilizce öğretmenlerinin yeterlik algılarının düzeyini ölçmeyi ve bu algıları öngören sosyo-demografik ve kurumsal etkenleri araştırmayı amaçlamaktadır. Elde edilecek veriler Anadolu Üniversitesi, Eğitim Bilimleri Enstitüsü, İngilizce Öğretmenliği Tezli Yüksek Lisans Bölümünde yapacağım yüksek lisans tezimde kullanılacaktır. Elde edilen bilgiler tamamen bilimsel amaçlara göre topluca değerlendirilecektir. Araştırmanın gerçekliği ve güvenilirliği açısından lütfen bütün soruları okuyunuz ve mutlaka her soruyu cevaplandırınız. Size en doğru olan seçeneği mutlaka doğru yere işaretlemeye dikkat ediniz. Gösterdiğiniz ilgi ve işbirliği için teşekkür ederiz.

Bilgin Tunç Yüksel

Part I. This section is to gather information about you so. Please, circle one response to each question. Your answers are confidential.

1. Name:

2. School:

3. Gender: () Male () Female

4. Age: () less than 30 () 31-40 () 41-50 () above 51

5. Years of teaching experience:

() less than 1 year () 1-5 years

() 6-10 years () more than 10 years

6. Education:.....

7. Department:.....

8. Any visit to English Speaking countries? () yes how long?.....

why?..... () no

9. I follow the new developments in language teaching.

() Almost never () Rarely () Sometimes () Often () Usually () Almost always

10. The in-service education programs I attended so far were generally...

() obligatory () voluntary

11. The in-service education programs I attended were related to

() language teaching () pedagogical issues () classroom management () other

Part II. ENGLISH TEACHERS' SENSE OF EFFICACY SCALE

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.

(1) Nothing (3) Very little (5) Some Influence (7) Quite a bit (9) A great Deal

1. How much can you do to motivate the students who show low interest in learning English?

1 2 3 4 5 6 7 8 9

2. How much can you do to get the students believe they can do well in English?

1 2 3 4 5 6 7 8 9

3. How much can you do to help your students' value learning English?

1 2 3 4 5 6 7 8 9

4. How much can you assist families in helping their children do well in school?

1 2 3 4 5 6 7 8 9

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

1 2 3 4 5 6 7 8 9

6. How much can you do to get students follow classroom rules in your English classroom?

1 2 3 4 5 6 7 8 9

7. How much can you do to calm a student who is disruptive or noisy in your English class?

1 2 3 4 5 6 7 8 9

8. How well can you establish a classroom management system with each group of students?

1 2 3 4 5 6 7 8 9

9. How much can you use a variety of assessment strategies in your English class?

1 2 3 4 5 6 7 8 9

10. To what extent can you provide an alternative explanation or example when your English students are confused?

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 well can you implement alternative strategies in your English classroom?

1 2 3 4 5 6 7 8 9

PART III. ENGLISH LANGUAGE PROFICIENCY SCALE

This questionnaire is designed to help us gain a better understanding of EFL teachers perceived proficiency in English. Please indicate your opinion about each of the statements below. Your answers are confidential.

(1)Strongly disagree

(2)Disagree

(3)Slightly disagree

(4)Slightly agree

(5)Agree

(6)Strongly agree

1.I can understand magazines, newspapers, and popular novels when I read them in English.

1 2 3 4 5 6

2.I can draw inferences/conclusions from what I read in English.

1 2 3 4 5 6

3.I can figure out the meaning of unknown words in English from the context.

1 2 3 4 5 6

4.I can write business and personal letters in English without errors that interfere the meaning I want to convey.

1 2 3 4 5 6

5.I can write a short essay in English on a topic of my knowledge.

1 2 3 4 5 6

6.I can fill in different kinds of applications in English (e.g., credit card applications).

1 2 3 4 5 6

7.I can understand when two English-speakers talk at a normal speed.

1 2 3 4 5 6

8.I understand English films without subtitles.

1 2 3 4 5 6

9.I can understand a message in English on an answering machine.

1 2 3 4 5 6

10.In face-to-face interaction with an English-speaker, I can participate in a conversation at a normal speed.

1 2 3 4 5 6

11.I can express and support my opinions in English when speaking about general topics.

1 2 3 4 5 6

12.I understand the meaning of common idiomatic expressions used by English-speakers.

1 2 3 4 5 6

13.I know the necessary strategies to help maintain a conversation with an English speaker.

1 2 3 4 5 6

14.I can talk in English about cultural themes and norms in the US .

1 2 3 4 5 6

15.I know how to act in social English-speaking situations.

1 2 3 4 5 6

16.I know the English terms to use in regular classroom interaction with students.

1 2 3 4 5 6

APPENDIX B

GÖRÜŞME FORMU

ÖĞRETMEN KİMLİK BİLGİLERİ

Adı-Soyadı:

Doğum Tarihi:

Cinsiyeti:

Mesleki Deneyimi: yıl

Çalıştığı Okulun Adı:

Eğitim Düzeyi:

Görüşme Soruları

Aşağıda soruları bir öğretmen olarak 'yeterlik algı'nızdaki etkilerini düşünerek cevaplayabilir misiniz ?

- 1.Okulunuzdaki öğrencilerin genel özellikleri nelerdir?
- 2.Meslektaşlarınızla olan ilişkinizi nasıl tanımlayabilirsiniz?
- 3.Mesleki gelişim konusunda siz ve meslektaşlarınız neler yapıyorsunuz?
- 4.Okulunuzdaki öğretmen özgürlüğü konusunda neler söyleyebilirsiniz?
- 5.Okul kültürünün yeniliğe teşvik ettiğini düşünüyor musunuz?
- 6.Okulunuzda kararlar nasıl alınır?
- 7.Okulun kaynakları konusunda neler söyleyebilirsiniz?
- 8.Çalışmalarınızı sürdürürken kendinizi baskı altında hissettiğiniz oluyor mu?
- 9.Daha önce başka okul/okullarda çalıştınız mı? Çalışma otamlarınızı kıyaslayabilir misiniz?
- 10.İngilizcenizi geliştirmek için neler yapıyorsunuz?
- 11.İngilizcenizin, yeterlik algınızı etkilediğini düşünüyor musunuz? Nasıl?
- 12.Öğrencilerinizin derse katılımını sağlamak için neler yapıyorsunuz?

13.Sınıf ynetimini sađlama konusunda neler yapıyorsunuz?

14.Ders iřleyiřinizde nelere dikkat edersiniz?

Katıldığınız iin ok teřekkr ederim. Bilgin Tun Yksel

APPENDIX C**MİLLİ EĞİTİM ONAYI**

T.C.
MARDİN VALİLİĞİ
İl Milli Eğitim Müdürlüğü

Sayı : B.08.4.MEM.4.47.00.07-300/ 6687

31/03/2009

Konu : Tez Çalışması.

NUSAYBİN KAYMAKAMLIĞINA
(İlçe Milli Eğitim Müdürlüğü)

İlgi : 16.Mart.2009 tarih ve 1406 sayılı yazınız k.

İlçeniz Atatürk İlköğretim Okulu öğretmeni Bilgin Tunç YÜKSEL'in Tez Çalışması ile ilgili 18.03.2009 tarih ve 5603 sayılı onayı ekte gönderilmiştir.

Bilgilerinizi rica ederim.


Hasan DAL
Vali a.

Milli Eğitim Müdürü

Ek : 1 onay.

2695

İlçe M. Eğt. Müd.
01.04/2009..
Kay



MARDİN İL MİLLİ EĞİTİM MÜDÜRLÜĞÜ
HÜKÜMET KONAĞI MARDİN
TEL : 0 482 2121258
FAX : 0 428 2121236
www.mardinmem.meb.gov.tr



T.C.
MARDİN VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : B.08.4.MEM.4.47.00.07/300/ 5603
Konu : Tez Çalışması

18/3/2009

VALİLİK MAKAMINA

İlgi : Nusaybin İlçe M.E.Müd.16 mart 2009 tarih ve 1406 sayılı yazısı,

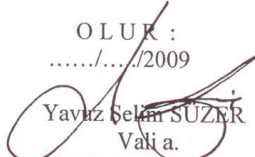
İlimiz Nusaybin İlçesi Atatürk İlköğretim Okulu Öğretmeni Bilgin Tunç Yüksel'in "İngilizce Öğretmenlerinin Yeterlilik İnançları" konulu tez çalışmalarını Mardin Merkez, Midyat ve Nusaybin İlçelerinde İngilizce Öğretmenlerine yönelik olarak yaptırması müdürlüğümüzce uygun görülmektedir.

Olurlarınıza arz ederim.


Hasan DAL
Millî Eğitim Müdürü

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Yavuz Selim SUZER
Vali a.
Vali Yardımcısı



MARDİN İL MİLLÎ EĞİTİM MÜDÜRLÜĞÜ
HÜKÜMET KONAĞI MARDİN
TEL :0 482 2121258
FAX :0 482 2121236
www.mardinmem.meb.gov.tr



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