

**EFL INSTRUCTORS' SELF-EFFICACY ABOUT SUSTAINING  
PROFESSIONAL DEVELOPMENT ENGAGEMENT**



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**MAY, 2017**

**EFL INSTRUCTORS' SELF-EFFICACY ABOUT SUSTAINING  
PROFESSIONAL DEVELOPMENT ENGAGEMENT**

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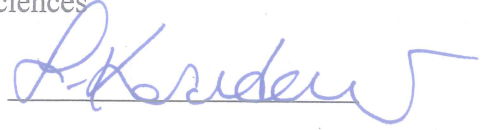


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Gizem Bolcal**

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Approval of the Graduate School of Educational Sciences



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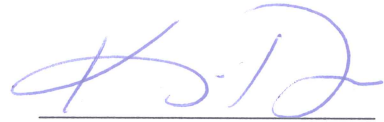
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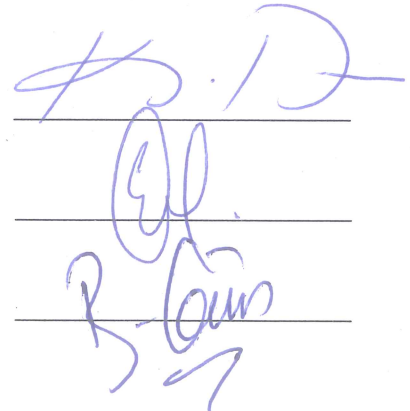
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## **ABSTRACT**

### **EFL INSTRUCTORS' SELF-EFFICACY ABOUT SUSTAINING PROFESSIONAL DEVELOPMENT ENGAGEMENT**

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Professional Development is a phenomenon that is considered to be a part of foreign language teaching. As it is a life-long process, learning is not only for students but also for teachers. Professional Development ought to be continuous in order to be able to sustain its benefits and make use of Professional Development (PD) activities in classroom practice. This study was carried out with a group of preparatory school instructors of English working either for private or state universities. The aim of the study is to help institutions and teacher trainers by making suggestions in order to make the positive impacts of PD activities more sustainable. The study determines the mostly conducted three Professional Development activities by instructors and discover if there is a relation between their PD activities preference and self-efficacy beliefs about sustainability in PD. To collect data and strengthen evaluation conclusions, mixed methods design was applied in the study. Quantitative data was obtained through a questionnaire having two different parts; one to determine instructors' top three conducted PD activity models and one to determine their self-

efficacy beliefs about sustainability in PD. Qualitative data was obtained both through open-ended questions with the same participants of the quantitative part as well as interviews with instructors and experts on Teacher Professional Development (TPD). It was revealed that there is a relation between the model of PD activities and self-efficacy beliefs. Moreover, different themes in order to be able to make PD engagement sustainable were identified.

Key Words:

Professional Development(PD), Teacher Professional Development (TPD), Self-Efficacy

## ÖZ

### İNGİLİZCE OKUTMANLARININ MESLEKİ GELİŞİM KATILIMINI SÜRDÜRMELEİ HAKKINDA ÖZ YETERLİK ALGILARI

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Mesleki Gelişim, yabancı dil öğretiminin parçası olarak düşünülen bir fenomendir. Öğrenme süreci hayat boyu devam ettiğinden, sadece öğrencileri değil öğretmenleri de ilgilendirir. Yararlarının sürdürülebilir hale getirilmesi ve sınıf içinde uygulamaya dökülebilmesi için mesleki gelişim aktivitelerinin sürekli olması gerekmektedir. Bu araştırma devlet üniversitesi veya özel üniversitelerde çalışan hazırlık okulu İngilizce okutmanları ile yürütülmüştür. Araştırmanın amacı; kurumlara ve mesleki gelişim uzmanlarına mesleki gelişim aktivitelerinin olumlu etkilerinin daha fazla sürdürülebilir hale getirilmesi konusunda öneriler sunarak yardımcı olmaktır. Bu çalışmada okutmanların en fazla tercih ettiği üç mesleki gelişim aktivitesi ile bu aktivitelerden öğrendiklerinin sürdürülebilirliği konusundaki öz yeterlilik algılarının seviyesi arasında bir ilişki olup olmadığı belirlenmiştir. Veri toplama ve değerlendirme sonuçlarının güçlendirilmesi için çalışmada karma desen uygulanmıştır. Nicel veriler iki kısımdan oluşan anketten elde edilmiştir: ilk kısım okutmanlar tarafından en çok seçilen üç mesleki gelişim aktivitesini, ikinci kısım bu

aktivitelerin etkilerinin sürdürülebilirliğine dair öz yeterlilik algılarının seviyesini yansıtmaktadır. Nitel veriler ise ankete katılan aynı katılımcılara sorulan açık uçlu sorular ve mesleki gelişim uzmanları ile yapılan görüşmelerden elde edilmiştir. Mesleki gelişim etkinlikleri ile öz yeterlilik algısı arasında anlamlı bir ilişki bulunmuştur. Ayrıca mesleki gelişim etkinliklerine katılımın sürdürülebilirliğini sağlamak için farklı temalar belirlenmiştir.

Anahtar Sözcükler:

Mesleki Gelişim, Öğretmen Mesleki Gelişimi, Öz Yeterlilik





To my dear parents Şengül Bolcal & Nejat Bolcal and my greatest support Ahmet Er

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## LIST OF ABBREVIATIONS

EFL	English as a Foreign Language
PD	Professional Development
SE	Self-Efficacy
TD	Teacher Development
CPD	Continuous Professional Development
ELT	English Language Teaching
SPSS	Statistical Package for the Social Sciences



## **Chapter 1**

### **Introduction**

As time goes on, people all over the world are getting closer owing to the fact that the borders just stay as a symbol rather than separating people. Turksever (2013) points out that in the process of change and transformation as a result of globalization, people have started to come together having common values. When people from different countries come together, the need for communication emerges. This globalization, people coming together, and the need for communication are parts of a chain which leads to the need of learning a common language as a mean of communication. English language has the key role at this point as it is accepted world-wide and spoken as a world language being recognized by most people as Cinkara (2017) describes English as the valid language of today. In this case, in our country whose native language is not English, people who would not like to fall behind the renewals all over the world need to learn a foreign language as a mean of communication with people from different countries. English seems to be the leading language in this case and EFL learning plays an important role both in education and career. For this reason, higher education institutions give importance to teaching EFL. At this point, the need to investigate how far instructors can keep up with the developments all over the world emerges.

With globalization, the world constantly develop and change. In such a world, instructors who teach the language to communicate with the outer world are supposed to change and follow the renewals, as well. Therefore, it is obvious that instructors are in need of Continuous Professional Development as Wu (2001) underlines that “teachers who hold the key to the outcome of reform and ELT”. The

more they put effort in developing and changing, the more their self-confidence and self-efficacy beliefs will increase.

In our country, higher education level is usually the last chance for students to learn English as a Foreign Language. As Ozdemir (2006) states “English is crucial for people to reach information, to communicate with the others in the world”. At this point, EFL instructors have a significant duty to meet the needs. In order to be able to achieve the best, it is obvious that they should be open to trying new ideas, constant learning and change. The more instructors believe in themselves, the more fruitful teaching results are to appear as Bandura (1993) reflects stating “teachers’ beliefs in their personal efficacy to motivate and promote learning affect the types of learning environments they create and the level of academic progress their students achieve”. In this case, the importance of self-efficacy beliefs and instructors’ way of attempts for developing professionally cannot be ignored. This study aims to help institutions and teacher trainers by making suggestions in order to make the positive impacts of PD activities more sustainable by determining the level of instructors’ self-efficacy beliefs and finding out the factors that have impact on benefiting from PD activities.

### **1.1 Statement of the Problem**

Professional Development is a phenomenon which has been paid more attention recently. However, in our country, it does not seem to be conducted sufficiently in terms of Teacher Education. Professional Development activities are usually not regular or continuous among teachers. It can be said that the same inefficiency is common with EFL instructors who are working for higher education

institutions. In this sense, whether the situation is a result of institutional policies or individual preferences of instructors, the benefits of Professional development activities should be made more sustainable in order to be able to make use of them at a constant rate. In order to achieve this, instructors' self-efficacy levels should be at an appropriate level and the factors that have impacts on the sustainability of PD should be determined.

## **1.2 Purpose of the Study**

As Professional development is a crucial point in EFL teaching, we need to know how we can conduct PD activities more properly. It is based on individual efforts up to a point; however, the role of institution is highly significant. In order to organize efficient PD activities, make the benefits sustainable, and identify what is really needed, institutions should be aware of the picture of the situation. The purpose of this study is to identify these factors so that it would help institutions and trainers to develop an approach accordingly and come up with a productive PD process whose impacts are sustainable.

## **1.3 Research Questions**

This study investigates the following research questions:

### **The central question:**

- How can we improve EFL instructors' self-efficacy beliefs in order to make the positive impacts of PD activities more sustainable?

To investigate this central question, I relied on two sets of qualitative and quantitative paradigms. To this end, the following questions were sought:

## Quantitative Measures

1. What are the top three PD activities conducted by instructors recently?
2. What is the level of instructors' self-efficacy beliefs about sustainability in PD?
3. Is there a relation between conducted PD model and self-efficacy beliefs among instructors?

## Qualitative Evidence

4. What are the factors that have impacts on benefiting from positive impacts of Professional development activities for EFL instructors?

Table 1

### *Overview of the Study*

	Research Questions	Instruments
Quantitative Measures	1. What are the top three PD activities conducted by instructors recently?	Questionnaire (Mostly conducted PD Activities)
	2. What is the level of instructors' self-efficacy beliefs about sustainability in PD?	Questionnaire (Self Efficacy Beliefs towards PD)
	3. Is there a relation between conducted PD model and self-efficacy beliefs among instructors?	Questionnaire (Mostly conducted PD Activities & Self Efficacy Beliefs towards PD)
Qualitative Evidence	4. What are the factors that have impacts on benefiting from positive impacts of Professional development activities for EFL instructors?	Open-ended Questions & Interview

#### **1.4 Significance of the Study**

Although there have been many studies separately on Teacher Self-Efficacy and Teacher Professional Development, less studies focus on combining them. When it comes to Turkey, the gap gets bigger. As a higher education context, this study aims to achieve more than combining self-efficacy beliefs and PD. The context is more specified than EFL teaching. It has the context at higher education level with EFL instructors and looks for a specific relation between self-efficacy beliefs and the model of mostly PD activities.

#### **1.5 Definitions**

**EFL:**It is used to describe things that are connected with the teaching of English to people whose first language is not English. It is an abbreviation for ‘English as a Foreign Language’ (Metro Collins Cobuild Essential English-Turkish Dictionary, 1994).

**Self-Efficacy:** An individual’s judgment of his/her own capability to organize and conduct required action to procure expected performances (Bandura, 1997).

**SPSS:**The Statistical Package for the Social Sciences (SPSS) is a comprehensive statistical analysis software program that is widely used by behavioral researchers. The program can calculate virtually any univariate or multivariate statistic used in behavioral research, and can also create charts and tables for presentation of data (Stangor, 2003).

## Chapter 2

### Literature Review

#### 2.1 Teacher Professional Development (TPD)

To achieve a high level of success within the institution, the importance of professionalism and development should be underlined as “one interpretation of the development of second language teaching in the last twenty years or so is that a substantial degree of professionalization has taken place” (Richards & Nunan, 1990). It is understood that great importance is given to professionalism recently; therefore, institutions are supposed to make proper plan for their teachers or instructors not to fall behind the increasing standards of teacher quality.

Hooker (2008) defines TPD as “the instruction provided to teachers to promote their development in a certain area. It is the tool by which policymakers’ visions for change are disseminated and conveyed to teachers”. This definition underlines the essential point that institutions organize Professional Development activities according to their perspectives.

King (2016) underlines the significance of “teacher PD (processes, activities and experiences that provide opportunities) to enhance teacher professional learning”. In this sense, it is not only student who learn but teachers and instructors are also in the process of constant learning as long as they are engaged in Professional Development activities.

According to Johnson and Golombek (2011), a teacher “links everyday experiences with scientific concepts and thus enables learners to move beyond the

limitations of their everyday experiences so that they can function appropriately in a wide range of alternative circumstances and contexts”. In order to achieve this, “teachers must move beyond their everyday experiences toward more theoretically and pedagogically sound instructional practices” through teacher education. In order to achieve these, instructors should be able to deal with classroom realities and push his/her limits by not only staying in usual teaching line but combining theory with creative practices.

“In recent years, reflective, collaborative, inquiry-oriented approaches to supervision of teachers and teacher development have been discussed in the professional literature” (Blase, 1999). In this sense, it is important to create a friendly atmosphere and to prompt collaboration as well as giving the opportunity to teachers to reflect their feelings and ideas by means of reflections. As long as colleagues support each other, instructors’ developing professionally is more likely to be sustainable.

As “since the late 1990s, the phrase “teacher quality” has taken on new meaning and is increasingly attached to array of purposes. [...] There are two broad approaches to conceptualizing teacher quality with implications: teacher quality defined as student achievement and teacher quality defined as teacher qualifications” (Cochran & Zeichner, 2010) and it is institutions’ duty to support their staff to get more qualified and support them when necessary. Accordingly, it can be interpreted that Professional Development of Teachers is not only related to the improving capacity and quality of teachers. Student achievement and their reaction also

determines teacher quality. Followingly, institutions are supposed to create a context in which their staff could ensure to develop professionally.

Institutions should provide support and educational programs for their staff which serve not only theoretical information but also hands-on activities. “The distinction between initial and in-service education reflects the idea that a mastery of a body of theoretical knowledge is a prior foundation for professional practice” (Elliott, 2011). In this sense, one-shot PD organizations are likely to fail as it is necessary for PD plans to be continuous and sustainable so that they are integrated with everyday classroom practice and could be conducted out of habit by time. The importance of combining the theory with practice was underlined in the study of Korthagen, Kessels, Koster, Lagerwerf and Wubbels (2001) as in the following:

I wish to stress that I do not believe in throwing theory out of teacher education, which seems to be one reaction in some places to the failure of teacher education. But also, I do not believe in doing the theory first and then trying to bridge the gap with practice afterward. I would prefer not to create the gap in the first place and then try to get rid of it.

Leithwood (1992) makes an important contribution by conceptualizing of three dimensions of teacher development: Professional expertise, psychological development, and career-cycle development. He then outlines “[...] how school principles can foster development” (Fullan, 2014). In this sense, it could be concluded that administratives and institutions play a great role in prompting professional development activities. Institutions are supposed to pay attention to the psychological state of their instructors and their attitude towards Professional



Development. Rather than organizing top-down activities, bottom-up approach should be adopted with which teachers and instructors' feelings, needs, and ideas are taken into consideration making the staff feel that they are a part of the institution and their ideas matter in terms of their Professional learning. Thus, administrators should keep in mind that teachers' readiness, feelings, and motivation ought to be taken seriously in order to achieve a fruitful teacher development education as stated:

The emotions of teaching and teacher development are [...] absolutely central to maintaining and improving educational quality in our schools, and to the work of educational leaders who are ultimately responsible for producing that quality. Yet, as I have argued elsewhere, research and policy on leadership, educational change and teacher development ignores or minimizes the emotional significance of teachers' work. (Hargreaves, 1998).

In order to benefit from professional development activities and teacher education, it could be useful to implement reflective teaching as “reflective teaching goes hand-in-hand with critical self-examination and reflection as a basis for decision making, and teachers’ and learners’ roles” (Richards & Lockhart, 1994). Moreover, “the implication is that teacher education programs should give attention to the nature and breadth of the topics requested and encouraged by their reflective assignments” (Calderhead & Gates, 2003) as reflective teaching with the help of teacher education plays an important role in rediscovering how to teach, assessing teacher’s own practice, and keeping up with latest trends. In this case, it would be supportive for teacher development to ask for practicing reflective teaching and writing assignments or reports accordingly. Reflective teaching can also contribute to

collaboration among colleagues as they can share their experiences with each other helping and supporting each other to develop professionally.

On the other hand, as Richards and Farrell (2005) underline, some potential issues could be kept in mind before organizing professional development activities in the institutions. It is stated that novice and experienced teacher relationship could sometimes be problematic if the novice teacher feels offended by the treatment or the feedback. Accordingly, the same feelings could be experienced as a result of observations if the observer is regarded as under qualified to evaluate the instructor, and all these issues may lead to reluctance to participate in professional development activities. Therefore, a positive atmosphere and teachers' feeling secure also play key roles in order to be able to make Professional Development sustainable.

## **2.2 Continuous Professional Development (CPD)**

Kelchtermans (2004) defines CPD as “a learning process resulting from meaningful interaction with the context (both in time and space) and eventually leading to changes in teachers' professional practice (actions) and in their thinking about that practice”. CPD for teachers includes context and teacher practice in addition to reconstructing teachers' beliefs by getting new knowledge from Professional Development activities continuously and implementing it in classroom practices. Johnson and Freeman (2001) underlines that “in professional education, we contend that theories of second language acquisition, classroom methodologies, or descriptions of the English language as subject-matter, need first to be understood within teachers' professional lives and within the settings and circumstances in which they work”. Therefore, instructors should perceive the context and reality first

to combine it with new knowledge. As it requires a process to achieve this, one-shot activities are usually to fail to fulfill the needs.

Wyatt and Ager's study (2016) reflects teachers' perspective of Continuous Professional Development as in the following:

*several drew upon a 'journey' metaphor associated with movement enhanced vision, and linear progress, stating that CPD:*

*broadens horizons*

*is necessary because getting a degree is not the end of the world; it is just an opening on a long road*

*allows teachers to constantly move forward.*

Therefore, it is clear that teachers consider Continuous Professional Development in terms of not only as getting a degree but also as walking on a long and continuous way which leads them to constant attempts to develop.

**2.2.1 Forms of Continuous Professional Development.** Kosnik et al. (2015) categorizes three different forms of CPD as formal professional development, informal professional development and communities of practice: "*Formal professional development* comprises structured activities which may or may not be optional. Examples are: attend/present at an academic conference; edit a journal; conduct self-study research; engage in action research [...]". In that kind of activities, practices are structured and follows a certain way.

*"Informal professional development* is not mandatory and can occur individually or with others". Feedback and conversation among colleagues, team

teaching, reflective practices are examples of this form of CPD and as the features of the activities indicate, they are not conducted in a structured way.

Communities of practice tend to be formalised and structured, but not institutionally mandated. They involve ‘groups of people who share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an ongoing basis’ (Wenger, McDermott, & Snyder, 2002).

**2.2.2 Models of Continuous Professional Development.** For Continuous Professional Development, various models are suggested by different authors. As one of them, Kennedy (2005) presents nine models of continuing professional development:

“*Training* is generally ‘delivered’ to the teacher by an ‘expert’, with the agenda determined by the deliverer, and the participant placed in a passive role”. The knowledge is transmitted to the professional learner who is not active during the process.

“*Award-bearing model* relies on, or emphasises, the completion of award-bearing programmes of study – usually, but not exclusively, validated by universities”. With this model, quality of assurance can be ensured; however it can be seen as “the exercise of control by the validating and/or funding bodies”.

According to *deficit* model, “Professional development can be designed specifically to address a perceived deficit in teacher performance”. This model requires an effective performance management which constitutes the aim of the

model. The important point is that there must be somebody whose duty is to evaluate the performance of teachers determining weak parts of it and manage to change it.

The *cascade* model “involves individual teachers attending ‘training events’ and then cascading or disseminating the information to colleagues”. This model is usually preferred when resources are limited and where the view about teaching is based on technicist approach in which teachers are regarded as the ones who implement the pedagogy as a technician. In this model, skills and knowledge are more praised than values and attitudes.

In *standards-based* model, “there is clearly capacity for standards to be used to scaffold professional development and to provide a common language, thereby enabling greater dialogue between teachers”. This model has a behaviourist perspective about learning. As a result of it, teachers’ competence as individuals and rewards as a response to their performance “at the expense of collaborative and collegiate learning”.

The *coaching/mentoring* model includes different types of CPD practices which are derived from a wide range of philosophical premises. The basic characteristic of this model focuses on one-to-one relationship, therefore reciprocal communication is essential between two teachers. In this model to support Continuous Professional Development, while a teacher is novice, the other teacher is more experienced to support the less experienced/inexperienced one.

*Community of practice* model is similar to coaching/mentoring model in some ways as “there is a clear relationship between communities of practice and the mutually supportive and challenging form of the coaching/mentoring model”. The

main difference between these two models is that a community of practice usually includes more than two people, and it does not always rely on confidentiality as it includes more than two people.

*Action research* as a model of CPD can be interpreted as “being successful in allowing teachers to ask critical questions of their practice”. It requires transformative practice and teachers should be able to assess the reasons and results properly which is required to be accompanied by professional autonomy.

As for *transformative* model, “the central characteristic is the combination of practices and conditions that support a transformative agenda”. In this sense, this model cannot be defined as having individual characteristics but it requires the combination of different conditions in which transformative practice is needed.

Table 2 indicates these nine models in three different categories: transmission, transitional and transformative. Kennedy (2005) adds that “this categorisation and organisation of CPD models suggest increasing capacity for teacher autonomy as one moves from transmission, through transitional to transformative categories”. In other words, transmissional models let instructors stay in a passive role just as a receiver of new knowledge while the movement to transitional and then transformative steps require more active participation and transformation of new knowledge gotten from PD activities.

Table 2

*Spectrum of CPD Models*

Purpose of Model			
	Transmissive	Transitional	Transformative
Model of CPD	The training model	The standards-based model	The action research model
	The award-bearing model	The coaching/mentoring model	The transformative model
	The deficit model		
	The cascade model	The community of practice model	

Forde, McMahon, Hamilton, and Murray (2016) emphasize that “If teachers are to be able to enact the knowledge practices of professional learning, then we need to move from a transmissive model of CPD to processes determined and generated by teachers”. This focus on teachers to determine and generate the process of CPD points out the importance of bottom-up approach as teachers and instructors should be a part of the process so that they eagerly take part in PD activities and CPD meets the real needs rather than institutional views.

According to Gaible and Burns (2005), TPD models can be determined in three different categories underlying that none of them is superior to the other as each of them has its own strengths and weaknesses.

### ***Standardized TPD programs***

*Focus on rapid dissemination of specific skills and content, often via a “cascade” or “train-the-trainer” approach*

### ***School-centered TPD***

*Focus on longer-term change processes, usually via locally facilitated activities that build on-site communities of practice*

### ***Individual or self-directed TPD***

*Focus on individualized, self-guided TPD with little formal structure or support*

Wells (2014) introduces another model called STAR (Supporting Teachers as Researchers) and adds that this model “acknowledges the central role teachers play in student learning and recognises teachers as experts with knowledge, capacity and capability to make professional judgments”. This model requires the capacity to evaluate one’s own practice, therefore, it is also highly based on transformative and evaluative capacities of teachers as a research-based model.

## **2.4 Teacher Development and Self-Efficacy**

As Karimi (2011) suggests, “PD can create some belief in the teachers’ capabilities and is compelling enough to significantly disrupt the teachers’ previous beliefs in their abilities” therefore, positive changes in self-efficacy is closely related to the knowledge and skills that a teacher possess in a specific domain. In other words, when Professional Development is sustained and accompanied by increasing



self-efficacy of teachers or instructors, positive changes in classroom practice can be expected more as a result of teachers' increasing self-confidence to implement new knowledge in practice.

Smylie (1988) points out that 'teachers are more likely to adopt and implement new classroom strategies if they have confidence in their own ability to control their classrooms and affect student learning'. When teachers do not believe in themselves, it is not possible for them to conduct effective courses which contributes to the student outcomes as their achievement and motivation to learn.

Bumen (2009) asserts that "teachers with a strong sense of self-efficacy are more likely to use open-ended, inquiry, student-directed teaching strategies, while teachers with a weak sense of self-efficacy are more likely to use teacher teacher-directed teaching strategies such as lecture or reading from the textbook".Accordingly, it can be interpreted that if teachers have low self-efficacy levels, their practices are likely to be teacher-centered as they feel inconfident in leaving the comfort zone and pushing their limits to implement new practices which require more effort and a strong sense of self-efficacy.

## **2.5 Summary**

The Literature Review focused on Teacher Professional Development, Continuous Professional Development including suggested forms and models as well as Teacher Development and Self-Efficacy. General findings were combined and presented in Literature Review part of the study together with interpretations.

## **Chapter 3**

### **Methodology**

This chapter of the research reflects the research design, target population and participants, procedures as well as limitations and delimitations.

#### **3.1 Research Design**

In order to collect data, mixed method was applied as both quantitative and qualitative data was obtained. Sequential Explanatory Design was utilized as quantitative data was collected first, then analysis of it constituted and shaped qualitative part of the study in order to deepen and explain the quantitative findings as Creswell (2003) explained.

#### **3.2 Target Population and Participants**

The study was carried out with instructors from different cities of Turkey, mainly from Izmir following Istanbul, Ankara and Adana. Instructors who participated in the study has ranging years of experience at university level from 1 to 9.57 participants have worked for private universities while 47 participants have worked at state universities at School of Foreign Languages as EFL instructors. 88 of the participants are female while 16 of them are male and the participants' age range from 25 to 53. For the quantitative part of the data, 104 participants contributed to the data collection by answering the questionnaire. 83 of them –as open ended questions were optional to answer, all of 104 participants did not answer- contributed more to the research by answering open-ended questions in a written way. In addition to 104 EFL instructors, 2 experts contributed to the research by being

interviewed. They are both academy members who work at a state University in Izmir in the department of Educational Sciences. They also have loads of experiences and academic studies in the field of Teacher Professional Development that is why they were asked to take part in the study as a result of purposive sampling. They were regarded as experts not only because of their academic studies in the field but also their experiences as trainers, giving seminars and organizing workshops to train teachers. One of the experts is a female while the other participant is male. These participants are both in their forties and have the experience in the field for more than 15 years.

### **3.3 Procedures**

**3.3.1 Sampling.** For the quantitative part of the study, one of the probabalistic sampling techniques, simple random sampling was used. Because the characteristics of the participants are similar and the items that are in the research universe were divided into individual participants equally as they are working at similar levels with similiar positions, making generalizations would be possible in the light of the data collected from them, therefore, it can be said that probabalistic technique was applied in general. When it comes to the type of probabalistic techniques, this study was conducted with simple random sampling as the questionnaire was sent to a huge number of instructors who have similar features; however, only the volunteer ones answered. In this sense, the ones who took part were constituted randomly. For the qualitative part of the study, for open-ended questions, some of the participants who took part in the quantitative part again contributed to the process, so the same sampling techniques could be mentioned. For the interview part, one of the purposive

sampling techniques, homogenous sampling was used. The rationale of using this technique is that both experts have similar specific characteristics as well as similar experiences on the topic which is directly related to the study, so their answers are supposed to represent the answers of other experts.

**3.3.2 Sources of Data.** As mixed method design was applied in the study, both quantitative and qualitative instruments were used to collect data. In order to achieve triangulation, different types of instruments and different profiles of participants were included in the research. For the quantitative part of the study a questionnaire which has two parts were directed to participants. Followingly, open-ended questions which constituted a structured written interview were directed to the same participants derived from EFL instructors to go on with qualitative evidences. To find out a deeper meaning, semi-structured face-to-face interviews with two different experts on Teacher Professional Development were conducted to complete qualitative part of the study.

**3.3.2.1 Quantitative data instruments (Questionnaire).** In order to collect the quantitative data for the research, a questionnaire was developed in order to determine teachers' self-efficacy beliefs about sustainability in professional development. The questionnaire has two parts. In the first part of the questionnaire, the first three rank of professional development activities that instructors have been engaged in most in the last five years are determined. While composing the items for this part, Wyatt and Ager's (2016) study was utilized. The items were determined from the most traditional one to the most modern one also indicating top-down and bottom-up preferences. Each item was tagged with a PD model group (as

transmissive, transitional, and transformative) in order to rate the overall tendencies of instructors through different forms of Professional Development activities. In order to classify these Professional Development activities, three different experts' view was consulted to approve the groups of these activities. The groups are also to determine if there is a relation between the self-efficacy beliefs about sustainability in professional development and the conducted professional development activity forms. In the second part, the rate of teachers' self efficacy beliefs after having engaged in a PD activity is determined. The items have three different dimensions which are cognitive, metacognitive, and socio-effective strategies. Those three dimensions were determined according to language learning strategies set out by Oxford (1990). While composing the items in terms of these three dimensions, two different studies were utilised from Borg (2015a) and Wyatt (2017). Participants were asked to rate their self-efficacy beliefs from 1 to 5 designed as Likert-Scale and scores were tagged as from "highly inconfident" to "highly confident" (1 refers to highly inconfident while 5 refers to highly confident). After forming two parts of the questionnaire, an expert opinion was consulted about the item-context consistency. In addition, as the expert is also a native speaker of English, semantic and syntax forms of the items were checked and some corrections were made within the introduction and the items. Moreover, two more items were suggested by the expert for the second part of the questionnaire. Accordingly, the number of items in part two was increased from 14 to 16. (Suggested items are item 4 and item 6). After the questionnaire was edited according to the expert's opinion, some English teachers who are working at both private and state high schools were asked to participate and reflect their opinion and suggestions. The aim was not mainly collecting the data and

score them but was to see if there is any ambiguity or difficulty while dealing with the questionnaire. For these two parts, it was noted that there was no difficulty or ambiguity in meaning; therefore, the questionnaire took its final form in this way.

**3.3.2.2 Qualitative data instruments.** Qualitative Data Instruments of the study was constituted by two different instruments: Written Interview by structured open-ended questions and semi-structured face-to-face interviews with experts.

**3.3.2.2.1 Written Interview by open-ended questions.** Two open-ended questions were directed to the same participants who took part in the quantitative data collection by answering the questionnaire. Questions were asked to collect data in order to be able to define the factors that facilitate and inhibit the positive impacts of professional development activities. These questions were “What will help you sustain positive impacts of professional development(PD) activities?” and “What will hinder you from benefiting positive impacts of professional development activities?”. The same piloting process was conducted to see if there is any ambiguity or difficulty while dealing with the questions. According to the feedback from the participants, it was clear that follow-up questions to clarify the meaning were needed; therefore, the questions were supported and took their final form as in the following:

Q1)What will help you sustain positive impacts of professional development(PD) activities? (What will help you implement the knowledge gotten from PD activities in your teaching practice or career?)

Q2) What will hinder you from benefiting positive impacts of professional development activities? (What will inhibit you to implement the knowledge gotten from PD activities in your teaching practice or career?)

3.3.2.2.2 *Interview.* Interviews with two experts on Professional Development in teaching were conducted. The questions were designed in order to develop a broader perspective in accordance with the results of quantitative part of the study. In addition, they were designed to dig the reasons and potential results of the current situation and findings. In order to achieve these, following questions were directed to the participants:

Q1) Which factors would help instructors to sustain positive impacts of professional development(PD) activities?

Q2) Which factors would hinder instructors from benefiting positive impacts of professional development activities?

Q3) Chosen top 3 conducted PD activities by instructors seem to be top-down activities. Do you think it is instructors' preference or institutional policies?

Q4) When top-down activities are conducted more than bottom-up activities, what are the reflections of this situation in instructors' both teaching practice and professional development?

Q5) In the questionnaire, instructors' self-efficacy beliefs seem to be optimistic; however, in open-ended questions, implementation of new knowledge seems to be problematic. What is your opinion as an expert about this difference between the questionnaire and open-ended question results?

Q6) As experience increases, do you expect increase or decrease in instructors' self-efficacy beliefs? Why?

Q7) Instructors seem to have problems in relating new knowledge to the institutional needs. What could be the reasons for that?

### **3.3.3 Data Collection Procedures**

One of the focus points of the study was to determine instructors' self-efficacy beliefs and it was determined through questionnaire. Before participants filled it in, there was the notification part to get their authorization in terms of ethical issue. In addition, participants were notified that their answers would be kept confidential and the answers would not be revealed until the thesis is submitted. To make them feel more secure, the name-surname part of personal information gaps was optional and participants did not have to answer if they did not want to. The questionnaire was available for about a month during the data collection process and participants could reach their answers if they wanted to. Open-ended questions were utilized within the same procedure of the questionnaire.

As for the interview part, two participants were chosen according to their background and experiences about Teacher Professional Development as an expert. At first, they were informed about the topic of the study and asked to be interviewed so that expert opinion would contribute to find deeper meanings and help analyze the data in a deeper way. Both experts accepted to take part in the study. Although they both allowed me to announce their name, they were kept anonymous owing to ethical principles. It should be also noted that before starting the interview, they were asked if it was okay to record the process and both of them approved voice record.



Participants were also asked if they had any preference about the language of the interview and they both stated that they would feel more confident in native language, so the interview was conducted in Turkish and then was translated into English. After writing down the transcripts, they were sent to each participant again for ethical concern as well as to make data reliable and valid by getting their approval.

At the end, all data was analyzed in order to come up with answers for research questions of the study.

#### **3.3.4 Data Analysis Procedures**

In order to analyze the data, different techniques were used for each research question. (See Table 3). For quantitative measures, different ways were applied as quantile-frequency analysis, means of scores, and MANOVA were utilized. SPSS program was used in order to obtain tables and figures of quantitative part of the study. For qualitative evidence, descriptive analysis was conducted as the process was carried out the way Yıldırım&Simsek (2006) expressed: direct quotations were used, the findings were put in order and presented with interpretations, described systematically, explained with reasons, and conclusions were made. Therefore, it can be said that qualitative part of the study draws a picture of the current situation thanks to descriptive analysis.

Table 3

*Types of Data Analysis*

Research Question	Data Type	Data Instruments	Data Analysis
1. What are the top three PD activities conducted by instructors recently?	Quantitative Measures	Questionnaire (Mostly conducted PD Activities)	Quantile-Frequency Analysis
2. What is the level of instructors' self-efficacy beliefs about sustainability in PD?	Quantitative Measures	Questionnaire (Self Efficacy Beliefs towards PD)	Means of Score Analysis
3. Is there a relation between conducted PD model and self-efficacy beliefs among instructors?	Quantitative Measures	Questionnaire (Mostly conducted PD Activities & Self Efficacy Beliefs towards PD)	MANOVA
4. What are the factors that have impacts on benefiting from positive impacts of Professional development activities for EFL instructors?	Qualitative Evidence	Open-ended Questions & Interview	Descriptive Analysis

**3.3.4.1 Quantitative data.** In order to identify the mostly conducted top three PD activities by instructors, first part of the questionnaire was used and the frequency of the activities was calculated directly by Google docs; therefore a frequency bar chart was directly obtained only after the data collection process finished and the chart was converted into the table. A similar procedure took place to

determine the level of self-efficacy beliefs reflecting their answers (highly inconfident, inconfident, averagely confident, confident, highly confident) with the scores from 1 to 5. To answer the third research question, Deeper analysis were needed as it was looking for a relation between self-efficacy beliefs of instructors and PD model they have been engaged in recently. Analysis with MANOVA was applied by SPSS and the means of instructors' self-efficacy levels were compared to PD models they have been conducted. As the means were normally distributed, non-parametric tests were not needed to apply. The output of the statistics and its figures constituted the answers for the quantitative research questions. In order to visualize the relation among self-efficacy, PD model, and experience all together, figures were utilized instead of tables.

**3.3.4.2 Qualitative data.** First of all, answers for open-ended questions were categorized into similar groups. According to the research question, these categories were put into coding process and main themes determined by participants were listed. Followingly, voice records of interviews were converted into transcripts as text data. After reading all the text, the same process of open-ended questions was applied and main themes were determined by coding. As Auerbach&Silverstein (2003) explains, "repeating ideas" created "themes" giving way to "theoretical constructs" and finally providing "theoretical narrative" which combines the findings and interpretations. The findings were explained in the results chapter of the study to answer the research question which constituted the qualitative part of the research.

### 3.3.5 Reliability of Quantitative Analysis

To collect quantitative data, a questionnaire derived from two different parts was designed. Both parts and the items are based on literature review to achieve reliability and the studies that were utilized were mentioned in the instruments part. Following the first step of forming the questionnaire, a colleague who is a native speaker of English was asked to check the questionnaire if there is any ambiguity in meaning or mistakes in the forms of the sentences as well as the relatedness to the context. After forming the parts of the questionnaire, piloting studies were conducted. 51 Teachers of English were asked to fill in the questionnaire either online or face-to face and tell if they had any difficulty or ambiguity while doing so. According to the feedback of them, there was no problem with the quantitative part of the questionnaire; however, some probing questions were needed with open-ended questions in order to make what is exactly asked more clear. In the light of this feedback, these questions were added before it was presented to the participants who contributed to the study:

1) What will help you sustain positive impacts of professional development (PD) activities? Probing Question: What will help you implement the knowledge gotten from PD activities in your teaching practice or career?

2) What will hinder you from benefiting positive impacts of professional development activities?

Probing Question: What will inhibit you to implement the knowledge gotten from PD activities in your teaching practice or career?

In order to check the reliability of the items, Cronbach's Alpha Reliability Test was utilized again and high reliability scores were gained as .923(See Table 4).

Table 4

*Reliability Statistics of Items in the Questionnaire*

Cronbach's Alpha	N of Items
.923	20

It can be said about the reliability of dimensions (3 dimensions) and overall self-efficacy beliefs that the data proved to have a high level of reliability with the score of .929 as it can be seen in Table 5.

Table 5

*Reliability Statistics of Self-efficacy Dimensions*

Cronbach's Alpha	N of Items
.929	4

### **3.3.6 Trustworthiness of Qualitative Analysis**

When it comes to the data gathered from the interview as qualitative part of the study, it should be noted that both of the interviewees are experts on the field of Teacher Professional Development with many years of experience. They are also members of Educational Sciences Academy who are still working and providing education at university level. In addition to interviewees' expertise, it should be underlined that transcripts were sent to them to get their approval after they were

translated from Turkish to English. In addition, as interviews were conducted in Turkish, translation of transcripts were made by the researcher and an expert in order to avoid translation loss in meaning when only one individual conducts the translation. Both transcripts were compared and a negotiated form of them constituted the final form of the transcript.

As Lombard, Snyder-Duch, Bracken (2010) describe, intercoder reliability refers to “independent coders to evaluate a characteristic of a message or artifact and reach the same conclusion”. To achieve consistency in content analysis of this research, intercoder reliability constituted the base. Judgements of the researcher and an expert was negotiated during the coding process of qualitative data content. The final form of coding emerged after debriefing with the same expert as the findings were discussed and agreement on coded factors were achieved.

In addition, ethical issues were considered during the whole process as data collection was based on a total volunteer basis and the participants were notified about the aim and the process in advance. Moreover, all names were kept confidential so that anonymity of the participants could be ensured with the aim of making them feel secure and not have the feeling of being judged individually by any authorities. Besides, member checking was utilized to get the approval of the big picture. Three participants who belongs to different PD model groups were asked if the factors reflected the overall picture and they agreed on the findings.

### **3.4 Limitations**

The number of participants to contribute to this study is limited to 104 EFL instructors and 2 experts in PD field. As the participants are specific with the schema

of being an English instructor at university level, the number of them to be reached was more limited than working with teachers of English.

### **3.5 Delimitations**

As for the data collection process, there is the possibility that “social desirability” might have affected the answers of the participants as it could be the same with almost all studies as Fisher (1993) Social Desirability as “systematic error in self-report measures resulting from the desire of respondents to avoid embarrassment and project a favorable image to others”. Experts who participated in interviews, too, underlined that participants may tend to think what they should tell rather than what the reality is as a result of Social Desirability. High self-efficacy beliefs might be in existence among instructors; however, their listing loads of factors that inhibit the sustainability of the benefits of Professional Development activities are in contrast with their high self-efficacy beliefs.

Both experts suggested that interviews and observations could be conducted at this point to identify if there is the effect of “social desirability”; however, as conducting interviews was the last step of the data collection process, there was no more time to save for further data collection and to analyze it. For researchers or my colleagues, I can suggest to plan saving spare time between the data collection process and the analyze in case unplanned extra data collection needs arises.

## Chapter 4

### Results

#### 4.1 Research Question 1: What are the top three PD activities conducted by instructors recently?

As table 6 indicates, the data collected from the participants revealed that instructors have been engaged in attending workshop (55.8%), reading professional publications (34.6%), and attending a conference (33.7%) as recently top three mostly conducted activities. These results revealed that instructors have been taking part in transmissive PD model.

Table 6

#### *PD Activities That Instructors Have Been Engaged Recently*

PD Activity	Frequency(Number of Instructors)	Quantile (%)
Taking Short Courses	18	17.3
Attending Webinars	9	8.7
Attending a Conference	35	33.7
Attending Workshops	58	55.8
Reading Professional Publications	36	34.6
Participating in a Professional Bookclub	0	0
Being Observed by a Mentor	22	21.2
Being Observed by a Colleague	14	13.5
Observing a Mentor	4	3.8
Receiving Feedback on Teaching	24	23.1
Learning from Students	28	26.9
Participating in Discussion Boards	3	2.9
Presenting at a Conference	10	9.6
Conducting Workshops	7	6.7
Doing Academic Studies	26	25
Carrying out Teacher Research	18	17.3



To investigate deeply about the activities that instructors have conducted recently, PD models can be analyzed in separate groups. When the average scores were calculated, out of three different models, transmissive model was the mostly conducted one by the average score of 45.2%, followed by transitional model by 31.7%, and the least conducted PD model seemed to be transformative model by 23.1%. Table 7 indicates the frequency and the percent of PD Models that instructors have been engaged recently.

Table 7

*PD Models That Instructors Have Been Engaged Recently*

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Transmissive	47	45,2	45,2	45,2
Transitional	33	31,7	31,7	76,9
Transformative	24	23,1	23,1	100,0
Total	104	100,0	100,0	

In other words, the data revealed that mostly conducted Professional Development activities among EFL instructors have been top-down activities which are transmissive, while transformative which can be regarded as bottom-up Professional Development activities involving teacher participant more have been conducted at the least point.

## 4.2 Research Question 2: What is the level of instructors' self-efficacy beliefs about sustainability in PD?

In order to determine instructors' level of self-efficacy beliefs about sustainability in PD, the analysis were done on the basis of dimensions and items seperately. As Table 10 reflects, the results regarding dimensions revealed that the highest self-efficacy level among instructors were about cognitive items with the mean score 3.94 followed by socio-affective items with the score of 3.89 and the lowest level was seen with metacognitive items with the score of 3.87. When the means of the scores were compared, it was revealed that no significant difference existed in terms of dimensions.

As for the overall self-efficacy level of instructors, the mean of the scores was determined as 3.8 out of 5. As 3.8 almost equals to 4 in value, as it could be seen in Table 8, instructors' feelings are close to "confident" in the sustainability of Professional Development activities.

Table 8  
*Means of Instructors' Self-Efficacy with Dimensions*

	N	Minimum	Maximum	Mean	Std. Deviation
Cognitive	104	2,29	5,00	3,9451	,51998
Metacognitive	104	2,33	4,78	3,8120	,53792
Socio-affective	104	2,00	5,00	3,8966	,55696
SelfEfficacy	104	2,25	4,90	3,8755	,48004
Valid N(listwise)	104				

When means of items were analyzed one by one, out of 16 items, the means of 14 items seemed to be close to the mean of overall self-efficacy level; however, item 5 (relating PD activities to institutional needs) and item 16 (handling the reality shock between theory and practice) had the lowest scores as 3.5 out of 5 as it was demonstrated in Table 9. Therefore, the reasons of these items' getting lowest scores were investigated more deeply in the qualitative part of the study.

Table 9

*Means of SE items in the Questionnaire*

	N	Mean	Std. Deviation
SE1 (understanding the purpose)	104	4,0192	,66800
SE2 (transforming new knowledge)	104	4,0000	,68266
SE3 (transferring new knowledge)	104	4,0192	,75016
SE4 (developing new perspectives)	104	3,9423	,72174
SE5*(relating PD to instutionsl needs)	104	3,5865	,80786
SE6 (reconstructing beliefs)	104	3,9135	,72555
SE7 (taking different roles as a teacher)	104	4,1346	,73811
SE8 (evaluating the effectiveness of PD)	104	3,9135	,72555
SE9 (planning my PD)	104	3,9327	,79151
SE10 (monitoring my PD)	104	3,7981	,76805
SE11 (setting professional goals)	104	3,9519	,80508
SE12 (organizing my own PD process)	104	3,6635	,84314
SE13 (assessing new knowledge)	104	3,8365	,65523
SE14 (tailoring activities to my needs)	104	3,9231	,67827
SE15 (creating time for new practices)	104	3,7019	,85763
SE16*(connecting theory&practice)	104	3,5865	,80786
SE17 (sharing new experiences&ideas)	104	4,0288	,78154
SE18 (practicing new knowledge)	104	3,9808	,75016
SE19 (dealing with dissonances)	104	3,7115	,63358
SE20 (sustaining my motivation)	104	3,8654	,81321
Valid N (listwise)	104		

*\*Items that have the lowest mean scores*

### **4.3 Research Question 3: Is there a relation between conducted PD model and self-efficacy beliefs among instructors?**

In order to answer the question which was designed to gather quantitative data, SPSS analysis was conducted and normal curve of distribution results were obtained, that is why parametric tests were applied to analyze quantitative data. The answer was investigated for the question if there is a relation between instructors' self-efficacy beliefs and the PD activity model that they have been engaged in recently. Self-efficacy belief was divided into three dimensions as cognitive, metacognitive, and socio-affective and analyzed separately together with PD model.

Although there is no direct relation between experience and self-efficacy beliefs similar to no relation with sub-categories(cognition, metacognition, and socio-affective self-efficacy beliefs), meaningful relations were determined with deeper analysis. When PD models which are conducted by instructors were inserted into the analyze as a variable together with experience, figures showed fluctuations in both overall and sub-category self-efficacy beliefs throughout instructors' career. PD models were also divided into sub-categories as transmissive, transitional, and transformative in order to be able to compare means to discover if there is any relation between sub-categories. One-way ANOVA test was applied to discover the relations with the interpretation of means.

As Figure 1 reflects, when novice instructors, who conduct transmissive PD activities, get experienced, their cognitive self-efficacy beliefs decrease. Although this belief increases when they become experts, the level is still lower than the time when they start their career. When novice instructors, who conduct transitional PD

activities, get experienced, their cognitive self-efficacy beliefs increase a little; however, a sharp decrease was determined when they became experts. Followingly, the level of their cognitive self-efficacy beliefs decrease from the time they start their career until they become experts. Conversely, expert instructors' cognitive self-efficacy beliefs seem to increase compared to beginning of their career if they have conducted transformative PD activities although there is fluctuation in the middle of their career as experienced ones.

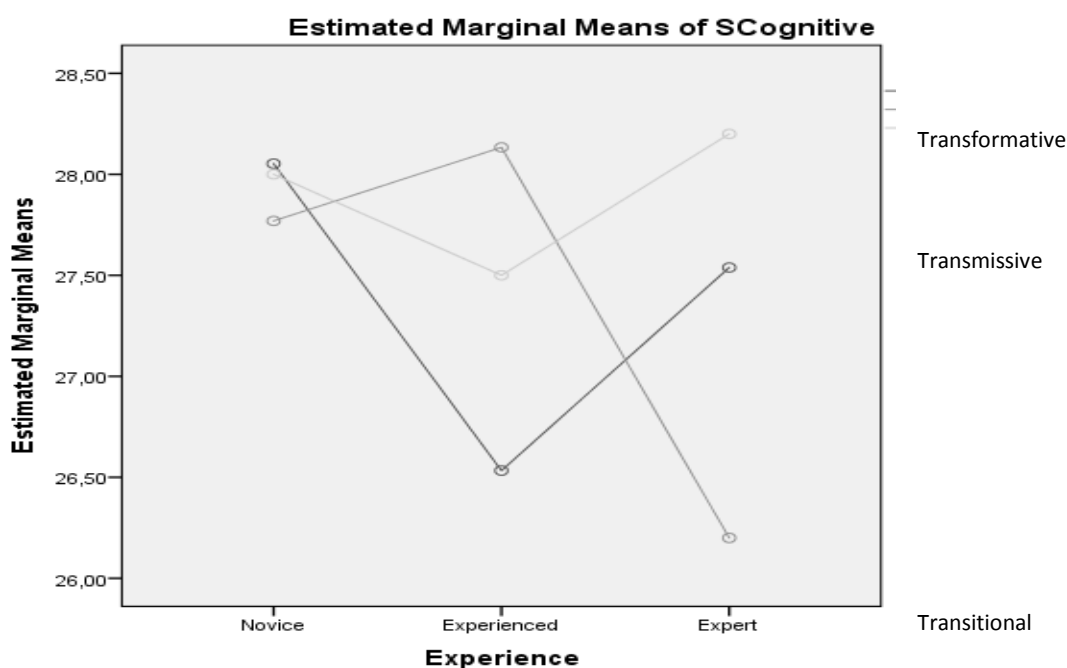


Figure 1. Instructors' cognitive self-efficacy dependent on PD model and experience.

As Figure 2 reflects, when novice instructors, who conduct transmissive PD activities, get experienced, their metacognitive self-efficacy beliefs decrease. Although the level increase a little when they become experts, there is a clear decrease between their novice and expert time in terms of metacognitive self-efficacy beliefs. When novice instructors who conduct transitional PD activities, get

experienced, their cognitive self-efficacy beliefs increase a little; however, a sharp decrease was determined when they became experts. When it comes to novice instructors who conduct transformative PD activities, their metacognitive self-efficacy beliefs increase slightly and it continues to increase clearly as they move on their career on their way to become experts. Therefore, it is interpreted from the table that expert instructors' metacognitive self-efficacy beliefs seem to increase compared to beginning of their career if they have conducted transformative PD activities.

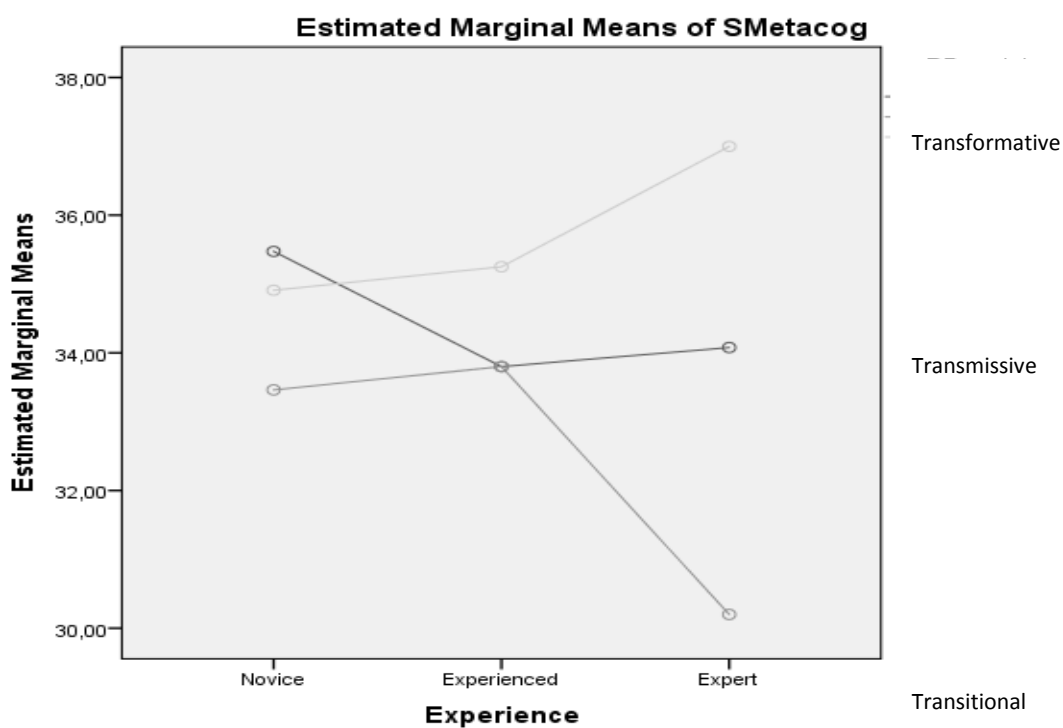


Figure 2. Instructors' metaognitive self-efficacy dependent on PD model and experience.

As Figure 3 reflects, when novice instructors, who conduct transmissive PD activities, get experienced, their socioaffective self-efficacy beliefs decrease and this decrease continue throughout their career. Consequently, the level of their

socioaffective self-efficacy beliefs get lower as they move on their career from being novice to experienced then expert. The same tendency appeared among the instructors who conducted transitional PD activities. Their socioaffective self-efficacy beliefs seemed to decrease slightly continuing throughout their career. To add more, the level of their socioaffective self-efficacy beliefs got lower as they moved on their career from being novice to experienced then expert. However, instructors who conduct transformative PD activities made progress in their socioaffective self-efficacy beliefs continuously. From being a novice instructor to an expert, an inclining socioaffective self-efficacy level was determined among the instructors who conducted transformative PD activities.

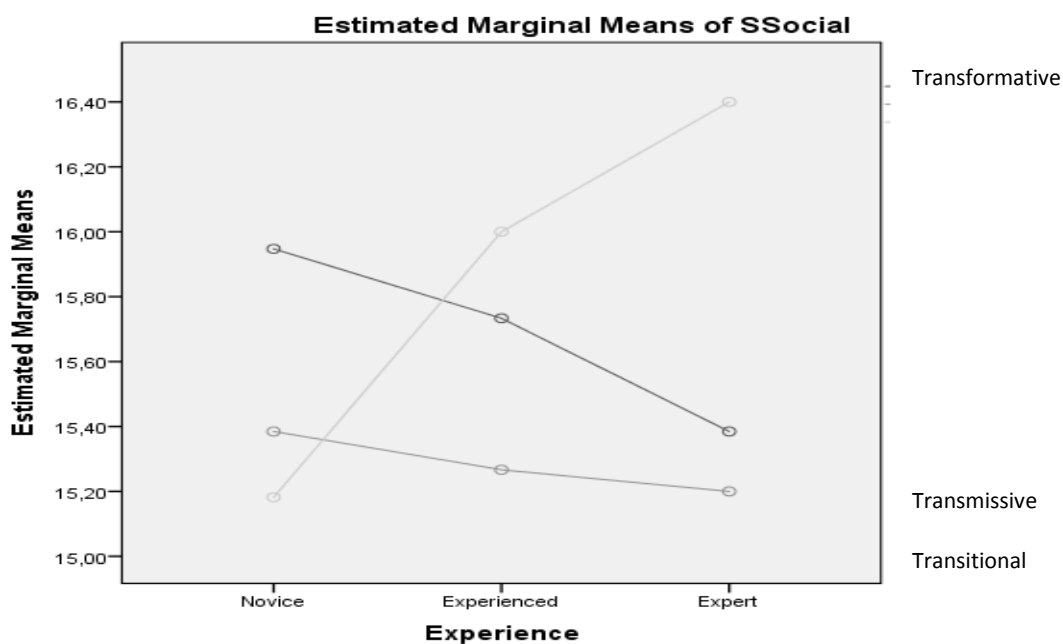


Figure 3. Instructors' socio-affective self-efficacy dependent on PD model and experience.

Regardless of dimension, Figure 4 reflects overall self-efficacy beliefs among instructors depending on their PD model preference. Self-efficacy beliefs of instructors who conducted transmissive PD activities decreased as they got experienced. Although the level increased a little bit as they moved on their career, the level seems lower than their starting point. When it comes to instructors who conducted transitional PD activities, they experienced a slight increase as they got experienced; however, they went through a sharp decrease as they moved on their career becoming experts. Consequently, their level of self-efficacy got lower compared to their career start. On the contrary, the means of the instructors who conducted transformative PD activities experienced a constant progress from their novice to experienced time then becoming experts. Their starting point and existing level means in terms of self-efficacy beliefs difference reflects a clear increase.

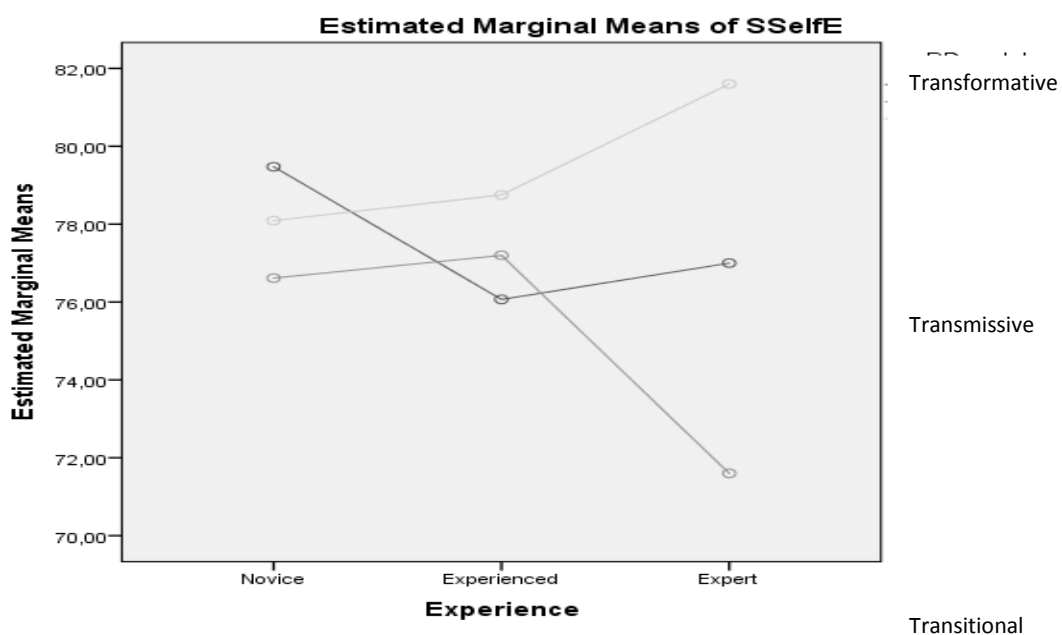


Figure 4. Instructors' self-efficacy dependent on PD model and experience.



#### **4.4 Research Question 4: What are the factors that have impacts on benefiting from positive impacts of Professional Development activities for EFL instructors?**

In order to answer the fourth research question, two different perspectives were consulted as instructors and experts' perspectives. These answers constituted the qualitative part of the study.

##### **4.4.1 Instructors' Perspective**

Two questions were directed to instructors in order to identify the factors that have impacts on self-efficacy in relation with the sustainability of the positive impacts of PD activities. The questions were: "What will help you sustain positive impacts of professional development (PD) activities?" and "What will hinder you from benefiting from positive impacts of professional development activities?". The answers were analyzed together owing to the fact that answers were parallel and coming to the same way. According to the data obtained from open-ended questions, coding procedure was applied and the answers were categorized into different themes. For each theme, specific factors were listed in order to indicate the variables that form the roots of helping or inhibiting the practice of benefiting from the positive impacts of PD activities and making them sustainable. Evidence from the given answers were provided in addition to the list of all answers to reflect the attitude of instructors. According to the collected data, three main themes were determined as PD-related factors, institutional factors, and contextual factors (See Table 10).

Table 10

*Factors That Impact Self-Efficacy According to Instructors*

PD-related factors	Institutional factors	Contextual factors
Applicability	Being open to new practices	Students' motivation&achievement
Practical relevance of PD activity to classroom practices	Providing moral and motivational support	Colleagues' motivation to reflect
	Providing pedagogical tools	Sufficient time to teach extra-curricular
	Hiring quality of PD staff	Individual characteristics to develop

**4.4.1.1 PD-related factors**

It was determined that Applicability and Practical relevance of PD activity to classroom practices constitute PD related factors that has impact on instructors's self-efficacy beliefs as they state that these factors affect sustainability of the positive impacts of PD activities. In order to be able to use new knowledge in classroom practice, PD activity should provide applicable and practical suggestions and knowledge.

*4.4.1.1.1 Applicability.* To start with, it was obvious that instructors think applicability is significant as it is directly related to real conditions. Evidences from the answers of participants can be reflected with the sentences "If I learn something from a PD activity to implement in the classroom, it should be realistic and engaging. If it is not realistic, which cannot be of help to students or to me in real life, or engaging, which is fun to do and has variety in it, I cannot implement it in the

classroom” and “I think pd activities should be practised in extremely real classroom conditions by the mentors. Utopia and real life are really different. Then I am satisfied and persuaded”.

*4.4.1.1.2 Practical relevance of PD to classroom practices.* In addition to applicability, relevance of PD activity to classroom practices plays an important role in self-efficacy beliefs as it directly affects teaching practices and the use of new knowledge gotten from PD activities. One participant expressed her opinion on relevance of PD activity to classroom practices stating “Since the only way we get knowledge is by listening an instructor talking about imaginary classes, these activities are a bit far from reality. We listen and these activities are perfect but when it comes to implementing, the real classroom environment is not suitable for such activities because of crowded classes and curriculum we have to reach in a short period of time”. As evidences reflect, what PD activities suggest and its likelihood about implementing in real classroom conditions constitute PD related factors that have impacts on instructors’ self-efficacy beliefs towards PD. The evidence in this part also sheds light on the low self-efficacy results of item 16 in the questionnaire as reality shock takes place if PD activities are not applicable and relevant to classroom practices.

#### ***4.4.1.2 Institutional factors***

According to the data, institution plays an important role in instructors’ self-efficacy beliefs. Being open to new practices, Providing moral and motivational support, Providing pedagogical tools, and Hiring quality of PD staff are among the items that constitute institutional factors. The approach and attitude of the institution

towards PD has direct impacts among instructors as it affects their beliefs in the importance of sustaining PD as well as their self-efficacy about implementing new knowledge gotten from PD.

*4.4.1.2.1 Being flexible and open to teacher involvement.* About being open to new practices, a participant states: “The attitude of the institution [...] towards new activities. If they are open to it, I can be much more confident trying out new things.” And this statement underlines the importance of institution’s role to identify instructors’ self-efficacy. In addition, participants stated that if administratives do not ask about their ideas before organizing PD activities, instructors do not feel motivated for PD activities as it is not their choice to participate but just an obligation.

*4.4.1.2.2 Providing moral and motivational support.* Recognizing who puts effort in developing as a teacher and giving them moral and motivational support affects self-efficacy by making the positive impacts of PD activities more sustainable. Instructors need to get positive reactions from the institution and expect their effort to be recognized by the institution. Stating “my institution's support, verbal praise, appreciation” has a motivational role, this participant reflects the general tendency of instructors about the importance of motivation provided by the institution.

*4.4.1.2.3 Providing pedagogical support.* Another institutional factor is providing pedagogical tools that help instructors implement new knowledge. Technological tools and materials as well as follow-up studies support instructors to gain high level of self-efficacy as they have facilitating effects. One participant who

is interested in using technology states “As I am mainly involved in educational technologies seminars, the insufficient technological opportunities of the classroom hinder me from benefiting positive impacts of PD”. “Limited materials” and “lack of equipment” are also among the factors that hinder the sustainability of positive impacts of PD according to the participants. In addition to equipment and materials, follow-up support is necessary as pedagogical support and was reflected with the statement “If PD activities are not implemented alone and followed by other PD activities like mentoring, practising etc., they will be much more likely to reach the aim”.

*4.4.1.2.4 Hiring quality of PD staff.* Quality of PD staff plays a key role as it affects credibility among instructors. The data indicate that instructors are in need of recognizing the skills and qualifications of the trainer and the PD staff to come up with new knowledge as the first step. The statement “The so-called professionals, some people who present in the conferences make me feel bored and indifferent. They do not come up with any original ideas or suggestions, instead they rely on the already-in hand knowledge, which makes the PD experience unappealing” is the evidence that instructors expect new ideas to be suggested rather than talking about the same subjects with different words over and over again. According to them, “human resources” are among the factors that affect PD.

#### *4.4.1.3 Contextual factors*

Students’ motivation and achievement, Colleagues’ motivation to reflect, Having sufficient time to teach extra-curricular, and individual characteristics to

develop constitute contextual factors that have impacts on instructors' self-efficacy to benefit from PD activities.

*4.4.1.3.1 Students' motivation&achievement.* The collected data reflect that teacher professional development does not only consist of career and skills development of teachers but also an increase in student achievement and motivation. Accordingly, high student motivation and positive reaction to new practices in class help instructors to gain more self-efficacy. A participant declares "Seeing the eagerness of students when they are exposed to try something new helps me combine the new with the old" and another one underlines the link between Professional development and student achievement stating:

*Professional development affects student achievement through three steps. First, professional development enhances teacher knowledge and skills. Second, better knowledge and skills improve classroom teaching. Third, improved teaching raises student achievement. If one link is weak or missing, better student learning cannot be expected. If a teacher fails to apply new ideas from professional development to classroom instruction, for example, students will not benefit from the teacher's professional development.*

*4.4.1.3.2 Colleagues' motivation to reflect.* In addition to student motivation and achievement, colleagues' motivation to reflect on the impacts of PD activities take part in increasing self-efficacy among instructors. Instructors list the factors with the words "Positive feedback [...] from colleagues who observed my lessons" and "Support from colleagues" as helping factors for sustainability of PD while lack of them constructs inhibiting factors as a participant states "Not having encouraging

atmosphere and initiative colleagues will hinder me and my motivation to be more effective” and another participant underlines “Negative feedback and criticism by my colleagues” as an inhibiting factor to develop high self-efficacy.

*4.4.1.3.3 Having sufficient time to teach extra-curricular.* Another contextual factor is having sufficient time to teach extra-curricular and variety of words such as “curriculum, pacing, syllabus, schedule” were determined by the collected data reflecting the time pressure. Instructors indicated a profile trying to keep up with the plan and most not having sufficient time to teach extra-curricular. Time limitation was highlighted as a major point that had an inhibiting impact on sustainability of PD and accordingly self-efficacy beliefs. The evidence from the data can be presented with the sentence: “The hectic schedule that requires me to keep up with the curriculum may hinder me from implementing the activities in the class” and instructors underline the importance of sufficient time by stating “The schedule and the curriculum must provide me with enough time to implement what I have got in my classes” and another participant adds “Having a flexible curriculum might help me to implement the knowledge more practically”.

*4.4.1.3.4 Individual characteristics to develop.* Following having sufficient time, the need for development and change was determined by the data. Dependent on the context, instructors feel the need for professional development and change to satisfy the feeling that they need to keep up with conditions or renewals as a result of individual characteristics to develop. As a participant underlines, “Turning theory into practice feels great” and it should be also added that organized individuals can sustain their development more properly as one reflects “Definitely self-monitor will help sustain the positive impacts of PD. Observing one's growth and implementing

the new information received from this observation into teaching is highly recommendable for my part[...]"

**Research Question 4: What are the factors that have impacts on benefiting from positive impacts of Professional development activities for EFL instructors?**

**4.4.2 Experts' Perspective**

Interviews with two different experts were conducted in order to have data with a different perspective. Their answers were divided into categories and after the coding process, three main themes were determined as Supportive context, Recognition of Teacher Development, Proper planning of PD activities to reflect the factors that have impact on sustainability of PD and self-efficacy beliefs (See Table 11).

Table 11

*Factors that impact Self-Efficacy according to Experts*

Supportive context	Recognition of teacher development	Proper planning of PD activities
Collaboration	Positive discrimination	Rationale
Follow-up assessment	Appreciation	Content
Positive atmosphere		Approach



#### ***4.4.2.1 Supportive context***

According to the data results, Experts on Teacher Professional Development think that collaboration, follow-up assessment, and positive atmosphere constitute the factors that create Supportive Context for PD.

*4.4.2.1.1 Collaboration.* Experts stated that collaboration with both administratives and colleagues is essential as participant 1 underlines “all members of the institution, all constituents of it, should accept and support the change that we suggest. It contains administratives and colleagues, too”. Participant 2 added that mockery and not appreciating Professional Development of colleagues may lead to giving up as a result of lack of collaboration.

*4.4.2.1.2 Follow-up assessment.* The same participant underlines the importance of follow-up activities in order to be able to make the benefits of PD activities sustainable stating:

*[...]if follow-up and support studies are not conducted, the goal of change does not take place in classroom. After PD activities, if you do not follow whether it is reflected in classroom and nobody runs after it, reflections on classroom will be inhibited. Therefore, follow-up is significant. In order to achieve follow-up, appropriate mechanisms should be set up. After PD activities are conducted, administratives or academic coordinators and all units that should support instructors are supposed to participate in and follow this development process.*

The other participant added in our country, most of the things stay on paper but the important thing is whether the change is reflected in class or not. Therefore; it is

important to assess the effectiveness of PD activities and provide support if necessary.

*4.4.2.1.3 Positive atmosphere.* In addition to follow-up activities, positive atmosphere is a factor which comes to Supportive Context. Experts underlined the importance of the climate in which instructors work and try to develop professionally. Participant 2 reflects this factor declaring “If there is a good dynamic, synergy among instructors, if they struggle for improving each other – for example if they share what they have read, give feedback to each other, if there is a climate, an atmosphere which is open to development- it effects the sustainability of this subject I think”.The same participant adds “The attitude of mockery towards the ones who voluntarily and actively participate in this kind of Professional development activities, their being outcasted, getting labeled in a bad way might have negative impacts. After some time, the individual might give up” and all these ideas reflects the importance of positive atmosphere to develop a high level of self-efficacy beliefs about PD.

Therefore, in the light of experts’ opinion, it can be said that collaboration, follow-up assessment, and positive atmosphere creates a supportive context for instructors to develop higher self-efficacy beliefs about PD.

#### ***4.4.2.2 Recognition of teacher development***

Recognition of teacher development was another factor which was highlighted by both of the experts. Positive discrimination for the instructors who give importance to developing professionally and appreciation of them plays the key role in recognition of Teacher Development.

4.4.2.2.1 *Positive discrimination.* The interview data obtained from Participant 1 revealed that instructors who take and do not take a part in Professional development activities should be separated from each other in the eyes of the institution. According to this expert, recognition of teacher development is an institutional duty to keep the benefits of PD activities more sustainable among instructors. The evidence for this can be reflected with his sentences:

*If there is no discrimination between the one who reflect and does not reflect the change in class, if nobody follows it, and if nobody appreciates the one who puts effort, teachers and instructors will feel discouraged. The level of reflection in class will decrease. In this sense, there should be discrimination between the one who reflect and does not reflect the change in class, someone should follow and appreciate it.*

Participant 2 also agrees with the significance of recognition of teacher development and again states that the ones who try to develop professionally should not be treated in the same way as the other who do not put any effort on it. This expert reflects her point of view as:

*[...] the discrimination between the ones who do and don't do play important role in sustainability and embracement, because in our country, unfortunately, the ones who work and do not work are equal. If you conduct an action research in your class or if you are persuing a MA degree with or without thesis, it is an effort on Professional development. If this is not supported, praised, appreciated, made easier, after a while, the teacher as well as instructor starts to say this: "Why am I doing these? The colleague that do not*

*do these get the same salary, then why would I make myself more tired?” and start closing himself [...]*

**4.4.2.2 Appreciation.** Showing appreciation towards instructors by means of appraisal, praise, or reward could be among factors to sustain the benefits of PD. Both participants stated that appreciation leads to positive attitudes among instructors towards PD as lack of it creates demotivation.

To sum up, recognition of Teacher Development contributes to sustainability of Professional Development providing both intrinsic and extrinsic motivation for instructors.

#### ***4.4.2.3 Proper planning of PD activities***

As the last factor that was determined by these experts, proper planning of PD activities are required. According to the data, this planning can be constructed around three main contents as rationale, content, and approach. Rationale of the planning indicates the reasons why the activity is needed. Content requires to plan what will be conducted or presented during the PD activity and the approach planning indicates how the procedure would take place.

**4.4.2.3.1 Rationale.** As the first step, both experts highlighted that PD process should be planned with needs analysis in order to meet the needs then the answer why the activity is required or organized would be clear. As one of the experts stated about the rationale of planning, “it is important that they stem from felt needs. Nobody would like to change for a need that he does not feel and accept. This should be planned jointly with instructors by needs analysis and Professional development activities should be conducted by persuading them”.

4.4.2.3.2 *Content*. Content of PD should also be planned properly in terms of what would be conducted to achieve change with instructors' practices. Participant 1 declared that "It will be more efficient when we plan what instructors should change in learning activities and behaviours in classroom, plan what to change". Participant 2 added that "You can do anything –conference, seminar, action research, anything- but what has changed in class, what has changed with students and what has changed with teachers is significant", therefore it can be said that both experts focused on the word "what" pointing out the content of PD activities.

4.4.2.3.3 *Approach*. As the last item of proper planning of PD, institutions should develop an approach about how to organize the PD activity. All steps of the procedure must be planned in advance so that the process would be implemented properly. Participant 1 declared that the process should regard the participants as individuals who constitute a whole, a culture of institution and stated:

*[...] it should be underlined that the culture of the institution is highly important. It is not possible for the process of change to be succesful by changing the individuals in the institution one by one. Therefore, we should target institiutional change. To target an institutional change, we should integrate other colleagues and everyone in the culture of institution in this development process.*

About the approach again, participant 2 adds "unfortunately, most of the things stay on paper. They are done to be able to say 'we have done' " and institution has duties on how to conduct PD activities. The same expert indicated the impact of approach to PD as:

*[...] whether administratives of the institution really believes in it and if they really support them play an important role in determining the effectiveness. If instructors get the message of pretending, then they just pretend. Or –from the administration- if they get the message of really doing it, not pretending, they have the approach of really doing it, internalizing I think.*

In addition, both experts agree that instructors should be a part of the organizational process; however, PD activities are mostly planned as central based with top-down approach disregarding real needs. Low self-efficacy level of item 5 ( relating PD activity to institutional needs) could be considered as a result of this approach to PD planning.

To sum up, according to the data obtained from the interviews with experts on PD, proper planning of Professional development activities is an institutional duty which consists of elements as rationale, content, and approach.

## Chapter 5

### Discussion&Conclusions

This chapter discusses the main findings related to research questions. At the end of the discussion part, implications are reflected and conclusions are pictured as well as recommendations and suggestions for further studies related to PD and self-efficacy beliefs of EFL teachers/instructors.

#### 5.1 Discussion and Findings for Research Questions

The purpose of the study was to help institutions and trainers to develop fruitful PD activities whose impacts are sustainable. About the findings related to this aim, discussions are presented in the same order as the results chapter of the study.

##### 5.1.1 Discussion of Quantitative Findings

The qualitative data of the study was obtained by the results derived from the questionnaire thanks to the calculation of quantile-frequency as well as SPSS statistics Anova test.

According to the results of the first of the questionnaire, as a response to the first research question, top three activities that EFL instructors have been engaged recently seemed to be attending a conference, attending workshops, and reading Professional publications which are all goes to the group of transmissive models. In other words, mostly conducted PD models are top-down activities in addition to making the participant passive compared to more effort required PD models. As Daloglu (2004) reflected in her study, “in most situations, topics for in-service development programs are selected by people other than the teachers for whom the

in-service is intended” which refers to top-down approach in consistency with this study. According to the results, the most frequently conducted PD activity was attending workshops; however, it could be just a supportive part of CPD rather than being in the central point. As Borg (2015b) expresses, “workshop is one part of a broader extended CPD strategy rather than the sole one-shot vehicle for professional learning”.

As for the second research question, instructors’ self-efficacy levels towards sustaining the impacts of PD activities seemed to be at an acceptable level as a very little number of them expressed they were “inconfident”. However, with the lowest level of self- efficacy, relating what has been learnt to the institutional needs seemed to be problematic. When instructors are trained with “ready-made” activities, these activities fail to meet the contextual needs as each classroom and institution has unique features. This low self-efficacy belief of instructors can be regarded as in coherence with what Bax (1995) explains as “what they gain in practical convenience they lose in relevance to trainees’ particular teaching situations, since they are by definition designed without attention to the specific social and educational contexts in which an individual trainee works.”

About the third research question which focused on the relation between the self-efficacy beliefs of instructors’ and the PD model they have been conducted recently, there are findings that the more challenging or complex PD activities they conduct, the more their self-efficacy beliefs increase together with the increasing years of experience. As it was underlined by Kennedy (2005) that when teachers move from transmissive to transitional then transformative PD models, their autonomy increases which can be the trace of increase in their self-efficacy beliefs as



they believe in themselves more and can act individually. In other words, when instructors conducted bottom-up activities that require transformative PD models as a result of individual planning and assessing the needs, results revealed that they had higher self-efficacy beliefs. For example, as a transformative activity which also requires bottom-up approach, when instructors conduct action research, it helps them “to revise and develop his underlying understanding of language teaching and learning processes” which results in a high level of self-efficacy (Fani&Ghaemi, 2011).

To conclude, quantitative results revealed that instructors have conducted mostly transmissive PD models as a result of top-down approach and it was also determined that the more they participate in more complex PD models, the higher level of self-efficacy beliefs about sustainability of PD activities they have.

### **5.1.2 Discussion of Qualitative Findings**

The qualitative data of the study was obtained by the results derived from open-ended questions directed to instructors as well as interview with experts in Professional Development field. According to the results of the data obtained from these two instruments, as a response to the fourth research question, specific factors were determined for EFL instructors as having impacts on benefiting from Professional Development activities. According to the findings, Applicability and practical relevance of PD activity to classroom practices play a role in being able to implement the new knowledge and according to Texas Education Agency (1997), goals of PD activities should be realistic and relevant to organizational context and priorities which support the findings of this research. As findings reflect, new

knowledge should be applicable so that instructors could internalize and implement it and Timperley, Wilson, Barran and Fung (2008) suggest that “Professional learning approaches that focus primarily on building new knowledge and skills are suitable when teachers’ existing understandings are congruent with the new information and therefore can be integrated readily into their existing practice”.

In addition to applicability and practical relevance of PD activity to classroom practices, institutions have variety of duties in order to make the impacts of PD sustainable. Findings revealed that institutions should be flexible and open to teacher involvement. Instructors need to know and be convinced about why they need to change as “people are rational beings and that a change will be adopted once evidence has been produced to show that it will benefit those whom it affects” (Kennedy, 1987). Results also indicated that instructors who try to develop professionally expect to be appreciated by their institutions as motivation is a part of PD process and institutions –administratives and PD Units- should always pay attention to this in order to make the impacts of PD activities sustainable which in coherence with what Smith, Hofer, Gillespie, Solomon and Rowe (2003) state in their study as “about one quarter of those teachers who completed the professional development [...]who had a strong motivation to learn more about the topic or about theories of teaching and student success, [...] made significant change across multiple roles, and this professional development had a strong effect on them and their practice”. In order to contribute to sustainability of PD, findings also indicated that planning of PD should be conducted meticulously by institutions in harmony with what the literature suggests as one piece of work declares “planning is of critical importance to the effective management and implementation of professional

development programmes, and it is essential that managers and Professional Development co-ordinators have a thorough understanding of the place of planning in effective management” (Blandford, 2012). In addition, qualitative findings of the study pointed out that institutions are supposed to provide pedagogical support in terms of technology, materials, follow-up studies as well as hiring quality of PD staff. Combination of all these items and organizing them properly would contribute to the sustainability of PD activities and their benefits according to the findings as Guskey (2002a) underlines that “lack of organization support and change can sabotage any professional development effort, even when all the individual aspects of professional development are done right”.

In addition to institutional roles, findings revealed that contextual factors also play a role in sustainability of the benefits of PD activities. Time turned out to be a restriction for implementation of new knowledge gotten from PD activities according to the data and these findings are supported by Fifield and Kedzior (2004) stating that “rigid structure of teachers’ work days” constitute obstacle for “individual and collaborative work”. Qualitative findings also underlined the importance of collaboration as colleagues motivation to help and support each other is an essential point. Cordingley, Bell, Thomason & Firth (2005) made a comparison between sustained collaborative Professional development and sustained non-collaborative professional development and it was found that collaborative PD had stonger effects. The findings about the requirement of positive atmosphere and collaboration are related to the study of Hismanoglu (2010) reflecting that “lack of communication, interaction and collaboration influence the preferences of English language teachers’ professional development strategies, so more attention and importance should be

allocated for more effective professional development”. Another factor which qualitative findings revealed is that follow-up assessment and support is expected by instructors for sustainability of PD. Guskey (2002b) supports this finding expressing that “Especially for program continuation and expansion, teachers must come to use the new practices almost out of habit. If this is to occur, continued follow-up and support are essential”. Students’ motivation and achievement also have a facilitating role in sustainability of PD as findings reflected and it is a part of PD as Guskey and Sparks (1991) state “staff development is essential for anyone directly involved with students” and Sweeney (2003) adds PD programs are to “dramatically increase student achievement.” Lastly, findings revealed that individual characteristics to develop have impacts on sustainability of PD which is consistent with what Foley (2004) expresses about learner perspective as it “emphasises the felt experiences and world views of adult learners”.

To sum up, PD related factors, institutional factors, and contextual factors play key role in making the impacts of PD activities sustainable according to the qualitative data findings of the study. Both instructors and experts’ opinion could be gathered under these categories which are also consistent with what literature in Teacher Professional Development field mainly reflects.

### **5.1.3 Comparison of Quantitative and Qualitative Findings**

This study aimed to help institutions and teacher trainers by making suggestions in order to make the positive impacts of PD activities more sustainable. By gathering both qualitative and quantitative data, comparison of these findings could be made as the results are coherent with each other. Quantitative findings

revealed that PD model had impacts on self-efficacy. In addition, it turned out that, according to the results of low self-efficacy means of scores, instructors had difficulty in relating PD activities to institutional needs as well as handling reality shock between theory and practice. Qualitative findings support and provide suggestions by reflecting that if bottom-up PD activities and needs analysis are conducted more, instructors can relate the new knowledge gotten from PD activities to the institutional needs more properly and if PD activities are applicable and relevant to classroom practices, they would work in reality more efficiently.

According to quantitative findings, it turned out that mostly conducted Professional development activities which are attending a conference, attending webinars, and reading Professional publications belonged to the transmissive PD model group. Qualitative findings are in consistence with this result as it was underlined that institutional policies result in organizing top-down PD activities which is easier to follow and prepare; however, they are less relevant to real context and the needs.

To continue with quantitative results, instructors who conducted transformative PD activities have developed an apparent increase in their self-efficacy through their career. Qualitative findings support this picture by underlying that although there might be fluctuations throughout the period of working years, instructors who conduct transformative PD activities clearly have a higher level of self-efficacy beliefs about sustainability of the impacts of Professional development activities when the beginning time and the existing time of their career are compared. In short, quantitative findings and qualitative findings seemed to be in harmony by reflecting similar results that approved one another as it was the same with qualitative

data integrity with similar supporting findings gotten from both instructors and experts' perspectives as it was discussed in a combined way in Discussion of Qualitative Findings part of the study.

## **5.2 Conclusion**

In the light of both quantitative and qualitative data results and discussions with reference to literature, findings can be summarized and conclusions are made as follows:

It was revealed that mostly conducted PD activities seem to be organized with top-down approach and this type of activities can be considered as a part of teacher Professional development; however, to make Professional development in a continuous way, it is essential to have instructors with high-self efficacy beliefs so that they believe in themselves and feel confident that they can implement the new knowledge gotten from PD activities. In order for instructors to have high self-efficacy beliefs about sustainability of PD activities impacts, transformative PD models are the most effective ones. Apart from being transformative, further qualities as being applicable and relevant to classroom practices are important for PD activities so that their impacts would be sustainable. Institutional and contextual factors also contribute to the effects of PD activities owing to the fact that institutions' being flexible and open to teacher involvement, providing moral and motivational support as well as pedagogical support, and hiring quality of PD staff have highly positive impacts on the sustainability of the benefits of PD activities. Contextual factors are also significant as students motivation to learn, colleagues motivation to support each other and collaborate, having sufficient time to conduct

extra-curricular activities play key roles in sustainability of PD, as well. As proper planning and recognition of teacher development can be added to the factors that have impacts on the subject, they should be considered as a part of PD organizations. In addition to factors that can be listed as facilitating the sustainability of professional development, the analysis revealed outstanding factors that have negative impacts on sustainability and they emerge in the context of School of Foreign Languages in Turkey. Instructors seemed to conduct top-down activities and experts agreed that this is mainly the result of institutional decisions. Followingly, these top-down activities usually do not meet the real needs as needs analysis should be done instead of directly organizing and announcing top-down PD activities for instructors. If it is not conducted this way, it leads to the problem for instructors not to be able to relate the new knowledge gotten from PD activities to the institutional needs and context.

As for implications for institutions and teacher trainers, in order to help instructors to increase their self-efficacy and sustain the impacts of Professional development activities, needs analysis should be done at first so that the real needs of the instructors and institution could be identified. Supporting context as well as recognition of PD should take place continuously within the institution by PD Unit and administratives cooperatedly. The more instructors who are actively taking part in Professional activities are appreciated, the more they are likely to sustain participating in Professional Development activities and make use of them; therefore, they should be praised to be motivated to continue. Also, collaboration of colleagues should be encouraged by the institution rather than creating an atmosphere which is totally competitive. Instead, circumstances should be made which ensures that

instructors do not regard each other as rivals but member of teams to support and motivate one another. Followingly, it is essential that all PD activities not be prepared according to the decisions of only PD Unit or administratives, but instructors should be included in the mechanism of decision-making. If instructors feel that they are a part of the process of PD organizations as well, they are more likely to have the feeling of belonging and motivation to conduct PD activities and sustain the positive impacts of them. As for the credibility of Professional Development activities, institutions and trainers should make realistic suggestions because of the fact that instructors avoid implementing the suggestions or new knowledge when they believe it would not work in classroom. Practicability and relevance to each institutions' unique classroom context should be considered before organizing PD activities regarding timing issues to teach extra-curricular, characteristic of students profile as well as equipment and materials. It is obvious that developing professionally is a matter of individual characteristics up to a point; however, it is not the only factor as institutions play a key role in making it sustainable. In this sense, institutions should be open to new ideas, have a quality of PD staff and hire trainers when necessary, support PD and provide opportunities for PD of instructors as much as possible regarding all these suggestions before organizing PD activities in order to be able to make them more fruitful and sustainable. Finally, it can be said that institutions should aim to ensure and encourage longer engagement in Professional Development rather than one-shot models and PD process should be regarded as a continuous process facilitating transformative PD models and research-oriented and inquiry-based strategies, which require bottom-up approach, in order to be able to make instructors develop



professionally in a continuous, effective and more active way. Institutions should encourage their instructors for long-term PD engagement as sustained learning and transformative PD activities which require time to be conducted increase their self-efficacy and positive impacts of professional development.

### **5.3 Recommendations for future research**

The researchers who would like to study about Professional development and Self-efficacy are suggested to read a lot in advance of determining the exact topic as there are many studies or articles about those two topics; therefore, it requires lots of reading to determine a need or gap in the literature. Secondly, a further study can be conducted using this one including more detailed statistics about the relations between self-efficacy beliefs and PD models. This study determines that there is a relation between these two mentioned cases; however a further study can identify the effect size by attributing values to each item in the questionnaire. To achieve this, a lot more participants should be reached so that factor analysis could be conducted. For these tests, future researchers should be notified that it would be a tough job as about 400 participants should be included in these tests and if the sampling is limited to instructors, it would be even more challenging. After these analysis, real participants who are different from 400 participants in the previous process should be reached again. In this sense, researchers who are with the intention of developing this study with deeper analysis are strongly advised to do a proper time planning and set realistic goals in order to be able to complete their studies. Finally, as it is the same with all researches, researchers are suggested to work on a topic that they are really

curious about and interested in as the process can get very compelling from time to time and the only way to overcome the difficulties is to keep the motivation high.



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## **APPENDICES**

### **A.QUESTIONNAIRE AND OPEN-ENDED QUESTIONS**

#### **Instructors' Self-efficacy Beliefs about Sustainability in PD**

I am kindly requesting your contribution to the data collection for my MA thesis, based on understanding the sustainability in professional development. Your accurate responses will allow me to create a well-founded, scientific document, which reflects the realities in the field. Your responses will not be shared with the third parties and will be kept confidential until after the thesis is submitted. If you consent to participating in the questionnaire, you will have automatically provided me with your authorization to use the information in my research.

Researcher: Gizem Bolcal

\* Required

**Your PD Experience:** Please choose top three professional development activities that you have been engaged in recently.\*

1. taking short courses
2. attending webinars
3. attending a conference
4. attending workshops
5. reading professional publications
6. participating in a professional book club
7. being observed by a mentor
8. being observed by a colleague
9. observing a mentor

10. receiving feedback on teaching
11. learning from students
12. participating in discussion boards
13. presenting at a conference
14. conducting workshops
15. doing academic studies
16. carrying out teacher research

### **Your Self-Efficacy**

Please complete the following sentence for each item in the questionnaire. ('1' refers to highly inconfident, '2' refers to inconfident, '3' refers to averagely confident, '4' refers to confident, '5' refers to highly confident.

<b>After I have engaged in a PD activity, I feel</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. in understanding the purpose					
2. in transforming the new knowledge to use for different purposes					
3. in transferring the new knowledge to my classroom					
4. in developing new perspectives tailored to my own context					
5. relating it to the institutional needs					
6. in reconstructing my beliefs					
7. in taking on different roles as a teacher					
8. in evaluating the effectiveness of my PD					
9. in planning how I can develop professionally					
10. in monitoring my professional development					
11. in setting professional goals for myself					
12. in organizing my own PD process					
13. in assessing the effectiveness of the new knowledge for my context					
14. in tailoring activities to my needs					
15. in creating time for new classroom practices					
16. in handling the reality shock between theory and practice					
17. in sharing new experiences and ideas with my colleagues					

18. in motivating myself to practice new knowledge in teaching					
19. in dealing with dissonances in my mind between the new knowledge and my current knowledge					
20. in sustaining my motivation for engagement in professional development					

**Your Views**

Please provide your opinion on the following questions by giving clear explanations.

1) What will help you sustain positive impacts of professional development(PD) activities? (What will help you implement the knowledge gotten from PD activities in your teaching practice or career?)

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2) What will hinder you from benefiting positive impacts of professional development activities? (What will inhibit you to implement the knowledge gotten from PD activities in your teaching practice or career?)

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\*Required

**Your Background**

Name (optional):

Your current/ last institution\*: Private University \_\_\_

State University \_\_\_

Length of teaching experience (number of years at university)\* :

Gender\*: Female \_\_\_

Male \_\_\_

Weekly teaching workload (number of hours)\* :

Age\* :

Would you like to be contacted for an interview to contribute more to the research? If yes, please provide your contact details. (Telephone number and/or e-mail adress)

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## **B. CURRICULUM VITAE**

### **PERSONAL INFORMATION**

Surname, Name: Bolcal, Gizem

Nationality: Turkish (T.C.)

Date and Place of Birth: 27 July 1987, İzmir

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### **EDUCATION**

<b>Degree</b>	<b>Institution</b>	<b>Year of Graduation</b>
High School	Atakent Anatolian High School	2005
BS	Ege University American Culture and Literature	2010
MA	Bahcesehir University English Language Education	ongoing
MA	Ege University Division of Curriculum and Instruction	ongoing

## **WORK EXPERIENCE**

<b>Year</b>	<b>Place</b>	<b>Enrollment</b>
2010-2012	A State University in Izmir	Instructor of English
2012-2015	A State University in Izmir	Instructor of English
2015-2016	A Foundation University in Izmir	Instructor of English

