



## Sınıf Öğretmenlerinin Özyeterlik Düzeyleri\*

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### ÖZET

Bu araştırmanın amacı, sınıf öğretmenlerinin özyeterlik düzeylerini belirlemektir. Bu araştırma anlık tarama modelindedir. Araştırmanın evrenini, 2017-2018 eğitim öğretim yılında, Elazığ Millî Eğitim Müdürlüğü'ne bağlı ilkokullarda görev yapan toplam 2200 sınıf öğretmeni oluşturmaktadır. Örneklemi ise, basit tesadüfi örnekleme yolu ile belirlenen toplam 269 sınıf öğretmeni oluşturmaktadır. Araştırmada veri toplama aracı olarak, Orijinali Tschannen-Moran ve Hoy (2001) tarafından geliştirilen ve Çapa, Çakıroğlu, Sarıkaya (2005) tarafından Türkçe'ye uyarlanan "Teachers' Sense of Efficacy Scale" (Öğretmen Öz-Yeterlik Ölçeği) kullanılmıştır. Sınıf öğretmenlerinin özyeterlik düzeyleri, sınıf yönetimine yönelik özyeterlik alt boyutunda, öğrenci katılımına yönelik özyeterlik alt boyutunda ve ölçeğin tamamında oldukça yeterli düzeyinde iken, öğretim stratejilerine yönelik özyeterlik alt boyutunda ise aynı düzeyde olmasına rağmen daha yüksektir. Cinsiyet, eğitim düzeyi ve öğretmenlerin çalıştıkları yerleşim yeri değişkenlerine göre, sınıf öğretmenlerinin özyeterlik düzeyleri arasında anlamlı bir fark çıkmamıştır. Öğretmen sayısı 1-10 arasında olan okullarda görev yapan öğretmenlerin özyeterlik düzeyleri 20-29 arasında olanlara göre daha yüksektir. Sınıf yönetimine yönelik özyeterlik arttıkça öğrenci katılımına ve öğretim stratejilerine yönelik özyeterlik düzeyinin arttığı söylenebilir.

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Anahtar Kelimeler: Sınıf öğretmeni, özyeterlik, ilkokul

### Geniş Özet

#### Amaç

İlkokul çağındaki çocukların akademik gelişimlerinde önemli bir etkide bulunabilen sınıf öğretmenlerinin özyeterlik düzeylerinin tespit edilmesi, sonuçlar doğrultusunda hazırlanan eğitim programlarının yeniden gözden geçirilerek düzenlenmesi öğrencilerin daha iyi yetiştirilmeleri açısından önemlidir. Bu araştırmanın amacı, Millî Eğitim Bakanlığı'na bağlı devlet okullarından ilkokullarda görev yapan sınıf öğretmenlerinin özyeterlik düzeylerini belirlemektir. Araştırmada, aşağıdaki sorulara cevap aranmıştır.

1. Elazığ ilindeki sınıf öğretmenlerinin özyeterlik düzeyleri nedir?

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2. Elazığ ilindeki sınıf öğretmenlerinin özyeterlik düzeyleri; cinsiyet, kıdem, eğitim düzeyleri, okuldaki görev süresi, öğretmen sayısı, çalıştıkları yerleşim yeri ve okuldaki öğrenci sayısı gibi değişkenlere göre anlamlı farklılık göstermekte midir?

3. Elazığ'daki sınıf öğretmenlerinin özyeterlik düzeyleri arasında, sınıf yönetimine yönelik özyeterlik, öğrenci katılımına yönelik özyeterlik ve öğretim stratejilerine yönelik özyeterlik alt boyutları arasında anlamlı bir ilişki var mıdır?

### **Yöntem**

Bu araştırma anlık tarama modelindedir. Anlık tarama araştırmaları, belli bir zamanda mevcut durumun var olduğu şekliyle betimlenmesi amacıyla yürütülen çalışmalar olarak tanımlanmaktadır (Büyüköztürk, 2016, s.179). Araştırmanın evrenini, 2017-2018 eğitim öğretim yılında, Elazığ Milli Eğitim Müdürlüğü'ne bağlı ilkokullarda görev yapan toplam 2200 sınıf öğretmeni oluşturmaktadır. Örneklemini ise, basit tesadüfi örnekleme yolu ile belirlenen toplam 269 sınıf öğretmeni oluşturmaktadır. Araştırmada veri toplama aracı olarak, orijinali Tschannen-Moran ve Hoy (2001) tarafından geliştirilen ve Çapa, Çakıroğlu, Sarıkaya (2005) tarafından Türkçe'ye uyarlanan "Teachers' Sense of Efficacy Scale" kullanılmıştır. Ölçek orijinalinde; birinci boyut "sınıf yönetimine yönelik özyeterlik", ikinci boyut "öğrenci katılımına yönelik özyeterlik" üçüncü boyut ise, "öğretim stratejilerine yönelik özyeterlik" olarak isimlendirilmiştir. Sınıf öğretmenlerinin özyeterlik düzeylerini belirlemek için aritmetik ortalama ve standart sapma teknikleri kullanılmıştır. Cinsiyet, eğitim düzeyi ve çalışılan yerleşim yeri değişkenleri açısından belirtilen görüşler arasında anlamlı bir farklılık olup olmadığını belirlemek için bağımsız gruplar t-Testi yapılmıştır. Ayrıca, kıdem, okuldaki görev süresi, okuldaki öğretmen sayısı ve okuldaki öğrenci sayısı gibi değişkenler açısından görüşleri arasında anlamlı bir farklılık olup olmadığını belirlemek için Tek Yönlü Varyans Analizi (ANOVA) yapılmıştır.

### **Bulgular**

Sınıf öğretmenlerinin özyeterlik düzeyleri, sınıf yönetimine yönelik özyeterlik alt boyutunda, öğrenci katılımına yönelik özyeterlik alt boyutunda ve ölçeğin tamamında oldukça yeterli düzeyinde iken, öğretim stratejilerine yönelik özyeterlik alt boyutunda ise aynı düzeyde olmasına rağmen daha yüksektir. Cinsiyet, eğitim düzeyi ve öğretmenlerin çalıştıkları yerleşim yeri değişkenlerine göre, sınıf öğretmenlerinin özyeterlik düzeyleri arasında anlamlı bir fark çıkmamıştır. Öğretmen sayısı 1-10 arasında olan okullarda görev yapan öğretmenlerin özyeterlik düzeyleri 20-29 arasında olanlara göre daha yüksek çıkmıştır. Sınıf yönetimine yönelik özyeterlik arttıkça öğrenci katılımına yönelik ve öğretim stratejilerine yönelik özyeterlik düzeyinin arttığı saptanmıştır.

## Tartışma

Araştırmaya katılan sınıf öğretmenlerinin mesleki öz yeterlik düzeyleri oldukça yeterlidir. Öğretmenlerinin öz yeterlik algı ölçeğinden alabilecekleri en düşük puan 1; en yüksek puan 9 olarak belirtilmiştir. Bu araştırmada sınıf öğretmenlerinin özyeterlik düzeyleri; sınıf yönetimine yönelik özyeterlik alt boyutunda, öğrenci katılımına yönelik özyeterlik alt boyutunda, öğretim stratejilerine yönelik özyeterlik alt boyutunda da oldukça yeterlidir. Ancak öğretim stratejilerine yönelik özyeterlik alt boyutunda puan değeri aynı düzeyde olmasına rağmen daha yüksektir. Ayra ve Kösterelioğlu (2015) tarafından yapılan araştırmanın bulgularına göre, sınıf öğretmenlerinin öz yeterlik algılarının iyi düzeyde olduğu saptanmıştır. Eker (2014) tarafından yapılan araştırmadan elde edilen bulgulara göre, ilkokullarda görev yapan sınıf öğretmenlerinin genel öz-yeterlik inanç düzeylerinin "yeterli" olduğu bulunmuştur. Çimen (2007) tarafından ilköğretim okulu öğretmenleri üzerinde yapılan araştırmanın bulgularına göre, öğretmenlerin her üç alt boyutta da kendilerini *oldukça yeterli* gördükleri sonucu bulunmuştur. Öğretmenlerin öz-yeterliliklerini belirlemeye yönelik yapılan araştırmalar incelendiğinde (Ekici, 2006; Özata, 2007; Gençtürk, 2008; Turcan, 2011; Barut, 2011; Benzer, 2011) bu araştırmaların bulgularına göre öğretmenlerin özyeterlik düzeylerinin yeterli olduğu belirlenmiştir. Bu araştırmanın bulguları ile farklılık bulunmaktadır. Babaoğlu ve Korkut (2010) tarafından yapılan araştırma bulgularına göre, sınıf öğretmenlerinin öz yeterlik inançlarının oldukça yüksek düzeyde olduğu belirlenmiştir. Zararsız (2012), tarafından yapılan araştırma bulgularına göre, öğretmenler genel öz yeterlik ve alt boyutlarında kendilerini oldukça yeterli hissetmektedirler. Bulgular benzerdir. Yılmaz ve Çokluk-Bökeoğlu (2008) da öğretmenlerin öz yeterlik inançlarının "çok yüksek" düzeyde olduğunu ortaya koymuşlardır. Güven ve Cevher (2005), Kars (2007) ve Korkmaz (2007) da öğretmenlerin kendilerini yüksek düzeyde yeterli olarak algıladıklarını belirlemiştir. Aktağ ve Walter (2005) tarafından yürütülen çalışmada öğretmen adaylarının yeterlik algıları iyi düzeyde bulunmuştur. Bu çalışmada cinsiyet değişkenine göre, sınıf öğretmenlerinin özyeterlik düzeyleri arasında anlamlı bir fark çıkmamıştır. Ancak hem kadınların hem de erkeklerin özyeterlik düzeyleri oldukça yeterlidir. Üstüner, Demirtaş, Cömert ve Özer (2009) tarafından yapılan araştırmanın bulgularına göre, ortaöğretim öğretmenlerinin öz yeterliliklerine ilişkin algılarının cinsiyet değişkenine göre anlamlı biçimde farklılaşmadığı, araştırmaya katılan kadın ve erkek öğretmenlerin, kendilerini "orta" düzeyde yeterli olarak algıladıkları belirlenmiştir. Bulguların düzeyi farklıdır. Bu çalışmada öğretmenlerin kıdem değişkenine göre, sınıf öğretmenlerinin özyeterlik düzeyleri arasında anlamlı bir fark çıkmamıştır. Üstüner, Demirtaş, Cömert ve Özer (2009) tarafından yapılan araştırmanın bulgularına göre, ortaöğretim öğretmenlerinin öz yeterliliklerine ilişkin algılarının kıdem değişkenine göre anlamlı biçimde farklılaşmadığı belirlenmiştir. Babaoğlu ve Korkut (2010) tarafından yapılan araştırmanın bulgularına göre de, öğretmenlerin öz yeterlik inançları hizmet yıllarına göre anlamlı farklılık göstermemektedir. Yılmaz ve Çokluk-Bökeoğlu (2008) tarafından

yapılan araştırma bulguları da bu bulguyu desteklemektedir. Ekici (2006) ve Ercan (2007) da hizmet yıllarına göre öğretmenlerin öz yeterlik inançlarının farklılık göstermediğini ortaya koymuşlardır.

### **Sonuçlar**

Öğretmen sayısı az olan okullarda görev yapan öğretmenlerin özyeterlik düzeyleri yüksek çıkmıştır. Dolayısıyla öğrenci ve öğretmen sayısı az olan okulları yaygınlaştırmak gerekir. Sınıf yönetimine yönelik özyeterlik arttıkça öğrenci katılımına yönelik ve öğretim stratejilerine yönelik özyeterlik düzeyinin arttığı saptanmıştır. Bu nedenle öğretmenlerin sınıf yönetimi yeterlik düzeylerinin yüksek olması için lisans eğitimi ve sonrasında nitelikli yetiştirilmelerine önem verilmelidir.



## Self-Efficacy Levels of Classroom Teachers\*

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### ABSTRACT

The purpose of this research is to determine the self-efficacy levels of classroom teachers. This research was made in the survey model. The universe of the research is composed of 2200 classroom teachers who are working in state primary schools in Elazığ in the 2017-2018 academic year. The sample consists of 269 classroom teachers determined by simple random sampling. "Teachers' Sense of Efficacy Scale" developed by Tschannen-Moran and Hoy (2001) and adapted to Turkish by Çapa, Çakıroğlu and Sarıkaya (2005) was used as the data collection tool in the research. Self-efficacy levels of classroom teachers are quite adequate in the sub-dimensions of self-efficacy for classroom management and for student participation, and in the whole scale. In the sub-dimension of self-efficacy for instructional strategies, it is higher, although it is at the same level. There was no significant difference between self-efficacy levels of classroom teachers according to gender, education level and the variables of the teachers' place of residence. Self-efficacy levels of teachers working in schools with a number of teachers between 1-10 are higher than those between 20-29. It can be said that, as the self-efficacy towards classroom management increases, the level of self-efficacy towards student participation and teaching strategies increases.

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Keywords: Classroom teacher, self-efficacy, primary school

### Introduction

The ultimate aim of education systems is to train free individuals who are beneficial to society, pay regard to social values, have effective communication skills, are able to adapt to change, have ability to access to learning resources and to use them effectively, can use information communication technologies efficiently, are in peace with themselves and with the community, can take initiative and are able to question and have critical thinking skills. The most important task in the construction of a society composed of individuals with these qualifications is for teachers. Primary schools constitute the study area of this research. The first and most important stages of education and training activities are primary schools. Class teachers working in these

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schools should have a self-efficacy belief that they can teach in accordance with many academic achievements related to science, Turkish, social studies, mathematics and other courses. According to Klausmeier and Alen (1978), the teacher's self-efficacy belief can influence the quality of teaching, the methods and techniques used, the student's participation in learning, and the students' understanding of what they are taught, and this may create a differentiation in the success of students (Akbaş and Çelikkaleli, 2006).

The teaching profession is not a profession that uses only field knowledge and is maintained within the theoretical boundaries. Teachers must have general pedagogical competencies such as pedagogical field competences in the field they will teach as well as communication and classroom management. In order to achieve these multi-faceted competencies required by the teaching profession, it is necessary to undergo a high-quality education process (Teacher Strategy Paper, 2017-2023). In order to adapt to the innovations in our education system, with national and international regulations and new developments in the field of education, general competencies of teaching profession were determined instead of determining a special field competence for each teaching area. These competencies are professional knowledge, professional skills, attitudes and values. Based on these, 11 sub-competences and 65 indicators were determined (General Directorate of Teacher Training and Development, 2017, p. 8).

In addition to having the knowledge and skills required by the teaching profession of teachers, another factor that influences teacher qualifications is their belief that they can fulfill their duties and responsibilities (Çapa Aydın, Uzuntiryaki Kundakçı, Temli and Tarkin, 2013). Bandura (1997) emphasizes that, in addition to having the necessary skills to be successful, the individual's belief that he will achieve is important. In other words, self-efficacy belief in success is also effective. Teachers cannot be expected to be productive in teaching and learning processes if they lack the sense of self-efficacy related to the teaching profession even if they are sufficient in terms of field knowledge (Şahin, 2010, p. 27). In order to capture the quality in education, there are some items to be considered such as curriculum, teaching materials, physical equipment, and technological infrastructure. However, the contribution of these elements, which are considered as inputs of education and training, depends directly on the competences of teachers. Because they are teachers who will implement teaching programs using various physical equipment, educational technologies and educational materials (Ayra and Kösterelioğlu, 2015). By using these resources effectively, to provide students with cognitive, affective and social development is possible with professionally qualified teachers (Zayimoğlu Öztürk, 2011, p. 46). When teachers' self-efficacy is mentioned, the teachers' competencies in classroom management, their competencies related to their relations with students and their belief in the competence in using teaching strategies come to mind. Bandura is the first to introduce the concept of self-efficacy belief (Santrock 2000). Self-efficacy belief was defined by Bandura (1986, p. 391) as "judgments of individuals about their capacity to perform the necessary actions and to organize these actions" (Akbaş and Çelikkaleli, 2006). It is stated that this belief affects the four basic psychological processes which

have an important place in human life. These processes are (a) cognitive processes, (b) motivational processes, (c) emotional processes, and (d) selection processes (Bandura, 1997, p. 5). Zimmerman (1995) describes the self-efficacy concept as the personal judgment of the individual in his ability to perform a task and to achieve success.

Teacher self-efficacy is the teacher's beliefs about the capacity of the teacher to perform and organize the action necessary to achieve the task of teaching in a particular context (Tschannen-Moran, Hoy and Hoy, 1998). Teacher competence based on social-cognitive theory is conceptualized as the personal beliefs of the teacher about the ability to perform, organize and plan the activities necessary to achieve the given educational objectives (Skaalvik and Skaalvik, 2009).

Teacher self-efficacy was argued to be the strongest predictor of direct or indirect impacts on the teacher's classroom decisions and behaviors (Pajares, 1992). Teachers with high self-efficacy beliefs do not discontinue teaching when they encounter any difficulties in teaching and they can develop different methods to perform their tasks successfully (Woolfolk Hoy and Burke-Spero, 2005). Ashton and Webb (1986) state that teachers with a high self-efficacy belief tend to believe that all students can learn. The authors also state that these teachers develop their classes to ensure this. As teachers' self-efficacy beliefs affect the motivation of students, it causes the students' attitudes to be positive and to increase their academic success significantly. In addition, it is known that teachers who have a strong self-efficacy belief tend to make good planning and to teach better (Eker, 2014). At the same time, these teachers tend to apply student-centered teaching strategies and use humanist-class management approaches (Gibson and Dembo, 1984; Henson, 2001; Savran-Gencer and Cakiroglu, 2007; Wertheim and Leyser, 2002; , Yeliz Temli, Aysegul Tarkin, 2013).

Having information about the factors that affect teacher self-efficacy is important in terms of strengthening the proficiency judgments of teachers and contributing to their professional development. Based on the relationship between the self-efficacy and success that Bandura puts forth, it can be said that teachers with high self-efficacy will perform more effective teaching. Therefore, if factors affecting teacher self-efficacy are known, vocational support can be provided to improve teachers' self-efficacy and the teaching process can become more effective. It is important to determine the self-efficacy level of the classroom teachers who can have a significant impact on the academic development of primary school children and to revise the educational programs prepared in line with the results. What makes this research unique is to determine the level of self-efficacy of the class teachers which form the sampling, and to provide feedback to the Ministry of National Education regarding the results. In addition to this, it is expected that the curriculums in the faculties training classroom teachers will contribute to the renewal of the course contents and the teaching of the lecturers in this direction. For the findings of such studies to be informed of the relevant institution or persons, the person or persons who make the study should be sensitive. It would be most appropriate to disclose these results in a seminar with teachers or in a meeting of the Ministry, if possible. In order to formulate the questions, the following variables were used. In this context, the aim of this study is to determine the level of

self-efficacy levels of the classroom school teachers working in primary schools in Elazığ. In the study, the following questions were sought.

1. What are the levels of self-efficacy of classroom teachers in Elazığ?
2. Do the levels of self-efficacy of classroom teachers in Elazığ differ significantly according to variables such as gender, seniority, education levels, duration of school, number of teachers, place of residence and number of students at school?
3. Is there a significant relationship within the self-efficacy levels of the classroom teachers' working in Elazığ, between the sub-dimensions of classroom management self-efficacy, student participation self-efficacy and teaching strategies self-efficacy?

### **Method**

This research is in the instant scanning model. Instant scanning studies are defined as studies carried out in order to describe the current situation as it exists (Büyüköztürk, 2016, p.179). Scanning models are intended to describe a situation that exists in the past or the present. The event, individual or object, which is the subject of the research, is tried to be defined in its own conditions (Karasar, 2009, p. 77).

### **Universe and Sample**

The universe of the study consists of 2200 class teachers working in primary schools of Elazığ National Education Directorate in the 2017-2018 academic year. The sample consists of 269 class teachers determined by simple random sampling. The reason for choosing Elazığ province is that the researcher works in a university in that province and the factors such as cost, labor and time should be taken into consideration in the sample selection. When the demographic characteristics of the teachers were examined, the number of male teachers who participated in the study was 139 (51.7%) and the number of female teachers was 130 (48.3%). According to the seniority variable, the number of teachers with 1-8 years seniority is 58 (21.6%), 9-16 years 70 people (26.0%), 17-24 years 89 people (33.1%), 25 years and above 52 people (19.3%). According to the education level variable, the number of undergraduate graduates is 235 (87.4%) while the number of graduate graduates is 34 (12.6%). According to the length of duty in the school, the number of teachers with a duty period of 1 year at the school is 46 (17.1%), 24 teachers (8.9%) with 2 years, 19 teachers with a term of 3 years (7.1), 44 teachers with 4 years (16.4%) and the number of teachers with 5 years or more were 136 (50.6%). According to the number of teachers in the school, 31 teachers (%11,5) who participated in the study work in schools where 1-10 teachers work, 71 teachers (%26,4) work in schools where 11-19 teachers work, 60 (%22,3) of them work in schools where 20-29 teachers work, 107 of them work in schools where 30 and more teachers work. 209 (77.7%) of the teachers work in the city center and 60 (22.3%) in the counties. In schools with 100-250 students, 62 teachers (23,0%) work, in the schools with 251-500 students 76 (28,3%) teachers work and in schools with a student number of 501 or more 131 teachers are employed.



## Data collection tool

"Teachers' Sense of Efficacy Scale" developed by Tschannen-Moran and Hoy (2001) and which was adapted to Turkish by Çapa, Çakıroğlu and Sarıkaya (2005) was used as data collection tool in the research. The researchers found that the reliability coefficient in their study with 628 pre-service teachers was .93. The scale was graded as "insufficient-1" to "very adequate-9". The lowest score to get from the scale is 24 points and the highest score is 216. The low score obtained from the scale indicates low self-efficacy belief and a high score indicates a high self-efficacy belief. Criterion range 1-2 is inadequate, 3-4 very little enough, 5-6 slightly enough, 7-8 quite enough, 9 is very sufficient. The Turkish Teacher Self-Efficacy Scale (TTSES) consists of 3 sub-dimensions and 24 items. The sub-dimensions are competence in student participation (8 items), proficiency in instructional strategies (8 items), and competence in classroom management (8 items). The researcher has changed the question "How much can you achieve difficult-to-work students?" to "How adequate are you to increase the desire of students who are less willing to work?". The researcher has changed the verbs of the other items as "How adequate are you..." in order to ensure coexistence. In addition, two more questions were added to the original of the scale and the scale consisted of 26 items. The researcher made such changes so that the questions could be perceived more accurately. Two questions were added as it was thought to contribute to the scale and the data to be obtained. The first dimension in the original scale was named as "self-efficacy for classroom management," the second dimension was named as "self-efficacy for student participation" third dimension was named as "self-efficacy for instructional strategies". An explanatory factor analysis was conducted by the researcher to ensure the construct validity of the data collection tools. In this study, Cronbach's Alpha reliability coefficient for the factors of the scale was 0.91 for the self-efficacy sub-dimension of classroom management, 0.91 for the self-efficacy sub-dimension for student participation, and 0.93 for the self-efficacy sub-dimension for instructional strategies. The reliability coefficient was calculated as .96 for the general. Some of the scale items are as follows: How adequate are you to increase the desire of students who are less willing to work? How adequate are you to contribute to the students' critical thinking? How adequate are you to control behaviors that negatively affect the lesson? How adequate are you to motivate the students who are less interested in the lessons? How adequate are you to express your expectations about student behavior? How adequate are you to convince students that they can succeed in school? How adequate are you in making students believe that they can succeed in their classes? How adequate are you in answering students' difficult questions? How adequate are you to ensure regular activities in the classroom? How adequate are you in students' learning esteem?

## Analysis of data

The data obtained from the study were analyzed using SPSS 21. The frequency and percentage values of descriptive statistics were used to determine the demographic characteristics (gender, seniority, education levels, school term, number of teachers, place of residence and number of students in the school) of the classroom

teachers. Arithmetic mean and standard deviation techniques were used to determine the level of self-efficacy of classroom teachers. Independent groups t-Test was conducted to determine whether there was a significant difference between the views stated in terms of gender, education level and the place of residence. In addition, to determine whether there is a significant difference between the views of seniority, tenure at school, the number of teachers in the school and the number of students in the school, it has been tested whether there is a difference between the means of the One-Way Variance Analysis (ANOVA) and the mean of the groups. The significance level of the tests was taken as .05.

## Results

In this section, findings and comments obtained from the scale applied to determine the teachers' level of self-efficacy are included.

### 1. What is the level of self-efficacy of classroom teachers in the sub-dimensions of the scale and in the whole scale?

**Table 1.** Self-efficacy levels of classroom teachers

Sub-dimensions	n=269	$\bar{x}$	SS
1. Self-efficacy for classroom management		7,16	1,09
2. Self-efficacy for student participation		7,09	1,03
3. Self-efficacy towards teaching strategies		7,29	1,06
4. Total		7,18	1,00

As can be seen in Table 1, the self-efficacy levels of the classroom teachers are in the “quite adequate” level in the sub-dimension of self-efficacy for classroom management ( $\bar{x} = 7,16$ ), in the sub-dimension of self-efficacy for student participation ( $\bar{x} = 7,09$ ) and in the whole scale ( $\bar{x} = 7,18$ ). While the sub-dimension of self-efficacy for teaching strategies ( $\bar{x} = 7.29$ ) is higher at the same level.

### 2. Do the teachers' self-efficacy levels differ significantly according to the variables such as gender, education level and the place of residence? The results of the analysis for the sub-purpose are given in Table 2.

**Table 2.** T-Test results of the classroom teachers' self-efficacy levels

Sub-dimensions	Variables	N	$\bar{x}$	SS	Levene		t	p
					F	p		
1. Self-efficacy for classroom management	Male	139	7,09	1,05	7,0991	,407	,020	,984
	Female	130	7,09	1,01				
2. Self-efficacy for student participation	Male	139	7,16	1,11	,104	,747	,038	,970
	Female	130	7,15	1,07				
3. Self-efficacy towards teaching strategies	Male	139	7,25	1,10	,301	,584	-,679	,498
	Female	130	7,34	1,01				
4. Total	Male	139	7,17	1,02	,142	,707	-,228	,820
	Female	130	7,20	,98				
1. Self-efficacy for classroom management	Undergraduate	235	7,09	1,02	,010	,922	-,001	,999
	Graduate	34	7,09	1,07				

**Table 2. (continued)**

2. Self-efficacy for student participation	Undergraduate	235	7,18	1,03	3,136	,078	,641	,526
	Graduate	34	7,01	1,42				
3. Self-efficacy towards teaching strategies	Undergraduate	235	7,29	1,07	,032	,857	-,005	,996
	Graduate	34	7,30	1,02				
4. Total	Undergraduate	235	7,19	,99	,124	,725	,253	,801
	Graduate	34	7,14	1,07				
1. Self-efficacy for classroom management	City center	209	7,14	1,03	,149	,700	1,457	,148
	County centre	60	6,93	,99				
2. Self-efficacy for student participation	City center	209	7,19	1,09	,022	,883	1,051	,296
	County center	60	7,03	1,07				
3. Self-efficacy towards teaching strategies	City centre	209	7,32	1,07	,877	,350	,706	,482
	County center	60	7,21	1,02				
4. Total	City centre	209	7,22	1,01	,252	,616	1,132	,260
	County centre	60	7,06	,96				

As seen in Table 2, according to the variables of gender, education level and place of residence of teachers, there is no significant difference between the levels of self-efficacy of classroom teachers.

**3. ANOVA results of the classroom teachers' self-efficacy levels according to the number of teachers in the school are given in Table 3.**

**Table 3.** ANOVA results based on the number of teachers in the school

Variables	N	$\bar{x}$	Source of variance	Sum of Squares	sd	Average of Squares	F	P	Difference LSD
<b>Number of teachers in school</b>									
1. Self-efficacy for classroom management									
1.1-10	31	7,46	Intergroup	6,104	3	2,035	1,716	,164	
2. 11-19	71	7,05	In-groups	314,248	265	1,186			1-3
3. 20-29	60	6,98	Total	320,352	268				
4. 30 and more	107	7,23							
2. Self-efficacy for student participation									
1.1-10	31	7,35	Intergroup	6,176	3	2,059	1,955	,121	1-3
2. 11-19	71	7,04	In-groups	279,036	265	1,053			
3. 20-29	60	6,87	Total	285,212	268				
4. 30 and more	107	7,18							
3. Self-efficacy towards teaching strategies									
1.1-10	31	7,62	Intergroup	6,562	3	2,187	1,958	,121	
2. 11-19	71	7,21	In-groups	296,014	265	1,117			1-3
3. 20-29	60	7,10	Total	302,575	268				
4. 30 and more	107	7,36							

As seen in Table 3, according to the LSD test, there is a significant difference between self-efficacy levels of the teachers working in schools with 1-10 teachers and the teachers who work in schools with 20-29 teachers in all three sub-dimensions. The self-efficacy levels of the teachers working in schools having a number of teachers between 1-10 are higher than the teachers working in schools having a number of teachers between 20-29. According to the ANOVA analysis conducted for the number

of teachers in the school, seniority year, tenure at the school and the number of students in the school, there is no significant difference between the self-efficacy levels of the classroom teachers.

**4. Is there a significant relationship between the self-efficacy of the classroom teachers' self-efficacy, according to the sub-dimensions of self-efficacy for classroom management, self-efficacy for student participation and the self-efficacy for teaching strategies? The results of the analysis for the sub-purpose are given in Table 4.**

**Table 4.** The Relationship Between Self-Efficacy Levels of Classroom Teachers

		1.	2.	3.	4.
1. Self-efficacy for classroom management	r	1	,859**	,837**	,945**
	p		,000	,000	,000
	N	269	269	269	269
2. Self-efficacy for student participation	r		1	,846**	,952**
	p			,000	,000
	N		269	269	269
3. Self-efficacy towards teaching strategies	r			1	,946**
	p				,000
	N			269	269
4. Total					1
					269

\*\*p < 0.01

As seen in Table 4, there is a high and positive correlation between self-efficacy for classroom management and self-efficacy for student participation ( $r = 0,859$ ,  $p < 0.01$ ). Accordingly, it can be said that as self-efficacy for class management increases, the level of self-efficacy for student participation increases. When the determination coefficient ( $r^2 = 0.74$ ) is taken into consideration, it can be said that 74% of the total variance of self-efficacy level for classroom management is explained by self-efficacy for student participation.

There is a high and positive correlation between self-efficacy for classroom management and self-efficacy for instructional strategies ( $r = 0.837$ ,  $p < 0.01$ ). Accordingly, it can be said that as self-efficacy for classroom management increases, the level of self-efficacy for teaching strategies increases. Considering the determination coefficient ( $r^2 = 0.70$ ), it can be said that 70% of the total variance of self-efficacy for classroom management is explained by self-efficacy for teaching strategies.

## Discussion

The vocational self-efficacy levels of the primary school teachers who participated in the study are at the level of quite adequate. The numerical data for this finding is given in Table 1. The lowest score that teachers can get from self-efficacy perception scale is 1 and the highest score is 9. In this study, the self-efficacy levels of the classroom teachers in the sub-dimensions of self-efficacy for classroom management, self-efficacy for student participation and self-efficacy for teaching strategies are quite adequate. However, in the sub-dimension of self-efficacy for teaching strategies, the score value is higher despite being at the same level. According to the findings of the

research conducted by Ayra and Kösterelioğlu (2015), it was found that the self-efficacy perceptions of the class teachers were at a good level, the lowest self-efficacy perceptions were in the dimension of ensuring student participation, whereas the highest self-efficacy perceptions were in the sub-dimension of using instructional strategies.

According to the findings of the research conducted by Eker (2014), it was found that the general self-efficacy belief levels of the primary school teachers were "adequate". It was found that teachers' self-efficacy beliefs were "adequate at medium level" in the sub-dimension of ensuring the active participation of the students in the classes, the teachers see themselves "adequate" in the sub-dimensions of using teaching strategies and self-efficacy belief of classroom management. Research findings are different from each other. According to the findings of the research conducted by Çimen (2007) on primary school teachers, it was found that teachers found themselves *quite adequate* in all three sub-dimensions. These findings are limited to the findings of only exemplary studies.

When the researches about the self-efficacy of the teachers were examined (Ekici, 2006; Özata, 2007; Gençtürk, 2008; Turcan, 2011; Barut, 2011; Benzer, 2011), the self-efficacy levels of the teachers were found to be adequate according to the findings of these studies. There are differences with the findings of this research. According to the findings of the research conducted by Babaoğlu and Korkut (2010), it was found that the self-efficacy beliefs of the class teachers were at a quite high level. According to the research findings made by Zararsız (2012), teachers feel "quite adequate" in general self-efficacy and sub-dimensions. The findings are similar. Yılmaz and Çokluk-Bökeoğlu (2008) also found that teachers' self-efficacy beliefs were at a "very high" level. Güven and Cevher (2005), Kars (2007) and Korkmaz (2007) have also found that teachers perceive themselves as highly qualified. In a study conducted by Aktağ and Walter (2005), teacher candidates' perceptions of competence were found to be at a good level.

In this study, there was no significant difference between the self-efficacy levels of the class teachers according to the gender variable. However, the self-efficacy levels of both women and men are quite adequate. According to the findings of the research conducted by Üstüner, Demirtaş, Cömert and Özer (2009), it was determined that the perceptions of the secondary school teachers about their self-efficacy did not differ significantly according to the gender variable, and that the female and male teachers who participated in the study perceived themselves as "adequate at medium level". The level of findings is different. According to the research findings made by Telef (2011), there is no difference according to gender in terms of the sub-dimensions of competence to provide student participation, the competence of classroom management and the ability to use teaching strategies and general self-efficacy dimension.

According to the findings of the study by Gül, Çakioğlu and Çapa-Aydın (2012) that investigated the predictors of the self-efficacy of the classroom, science and mathematics teachers, gender did not affect the teachers' teaching strategies, classroom management and self-efficacy for student participation. The findings were

similar. In the study of Brandon (2000) with primary school teachers, it was found that male teachers' self-efficacy was higher than female teachers. These findings are not consistent with the findings of the present study. According to the research findings conducted by Coşkun (2010), self-efficacy perceptions of the male teachers of religious culture and ethics (in the sub-dimensions of providing student participation, classroom management and teaching strategies) are higher and meaningful than female teachers.

According to the education level variable, there was no significant difference between the self-efficacy levels of the class teachers. According to the research findings by Telef (2011), there is no difference according to the level of education in terms of the sub-dimensions of competence of student participation, the competence of classroom management, ability to use instructional strategies, and general self-efficacy dimension. The findings were similar. According to the findings of the research conducted by Umaz (2010), the self-efficacy levels of elementary school teachers with graduate degrees were significantly higher than those of the undergraduate graduates. The findings are different. In this study, there was no significant difference between the levels of self-efficacy of classroom teachers according to the number of students in the school and the tenure at the school. According to the findings of the study conducted by Türk (2008), it was found that the self-efficacy levels of teachers differ according to the tenure at the school. In this study, there was no significant difference between the teachers' self-efficacy levels according to the place of study.

According to the research findings by Babaoğlan and Horkut (2010), teachers who work in schools in the city center have higher self-efficacy beliefs compared to teachers working in schools in the village and counties. Also, teachers who work in schools in the counties have higher self-efficacy beliefs than teachers working in schools in the village. When the literature was examined, these two pieces of research were found to see whether the self-efficacy beliefs of the classroom teachers differ according to the settlements in which they work. In this study, there was no significant difference between the teachers according to the seniority variable.

According to the findings of the research conducted by Üstüner, Demirtaş, Cömert and Özer (2009), it was determined that the perceptions of the secondary school teachers about their self-efficacy did not differ significantly according to the seniority variable. According to the findings of the research conducted by Babaoğlan and Korkut (2010), self-efficacy beliefs of teachers do not show a significant difference according to the years of service. The findings of the research by Yılmaz and Çokluk-Bökeoğlu (2008) support this finding. Ekici (2006) and Ercan (2007) found that teachers' self-efficacy beliefs did not differ according to the years of service. In this study, the self-efficacy levels of the teachers working in schools having a number of teachers between 1-10 are higher than the teachers working in schools having a number of teachers between 20-29. No research has been found to investigate this variety.

### **Conclusion and Suggestions**

Classroom teachers consider their self-efficacy levels of classroom management, student participation and teaching strategies “quite adequate”. The level of self-efficacy

of the teachers working in a school that has a small number of teachers was found to be high. Therefore, the number of schools with fewer students and teachers should be extended. In such schools, it can be said that student discipline problems are scarce, and teachers can communicate more effectively with students and parents and spend more time for them. It was found that as self-efficacy for classroom management increases, the level of self-efficacy for student participation and instructional strategies increases. For this reason, in order for teachers to have a high level of classroom management competence, it is important to pay attention to the qualified education of the teachers both at the graduate level and postgraduate level. The research is limited to the scale used and the selected sample. Teachers regard their self-efficacy levels quite adequate. It would be appropriate to test this situation with a research on the students and compare the findings.

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