

**A Study on the Relation between the Perceived-Control
and Perceived Self-Efficacy of ELT Teacher Trainees**
**İngilizce Öğretmen Adaylarının Algılanan Kontrolü İle
Algılanan Öz Yeterlikleri Arasındaki İlişki Üzerine Bir
Çalışma**

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ABSTRACT

Perceived control is the belief of individuals that lead them to the desired outcomes while perceived self-efficacy is the individuals' own beliefs and convictions about their performance. Because it is claimed that perceived control and perceived self-efficacy enable people to attain their goals, this study is focused on the determination of the level of perceived control and perceived self-efficacy of the teacher trainees in ELT Department of Gazi Educational Faculty of Gazi University. Furthermore, the correlation between these two perceptions is also examined.

Keywords: *Perceived self-efficacy, perceived-control, teaching behaviours.*

ÖZET

Algılanan kontrol bireylerin hedeflerine ulaşmaya yönelik inançlarını, algılanan öz yeterlik ise bu amaçlara ulaşmada gösterdikleri performanslarına yönelik düşüncelerini kapsamaktadır. Algılanan kontrol ve algılanan yeterlik kişilerin amaçlarına ulaşmasında önemli rol oynadığından, bu çalışma Gazi Üniversitesi Gazi Eğitim Fakültesi İngilizce Öğretmenliği Programında okuyan öğrencilerin algılanan kontrol ve algılanan öz yeterliklerini saptamaya ve bu ikisi arasında bir bağlantı olup olmadığını ortaya çıkarmaya yönelik hazırlanmıştır.

Anahtar Kelimeler: *Algılanan yeterlik, algılanan kontrol, öğretmenlik davranışları.*

SUMMARY

It is a fact that well-embellished teachers are prerequisites of having a good educational system in a country. There is a strong connection between teachers' actions and behaviours and their beliefs and perceptions. There are some crucial beliefs that have a significant role on both teacher and student outcomes. The first is teachers' perceived control while the second is their perceived self-efficacy. It is claimed that individuals whose perceived control is high form various goals and attempt to attain these goals. They make effective plans and carry them out using proper strategies. However, the individuals whose perceived control is low cannot choose effective goals and they continue their defective actions. Because they believe that successful outcomes will not come true, they attempt to avoid problems rather than facing them. The other belief that has an impact on teaching practices is teachers' sense of efficacy. As claimed by Gibson and Dembo (1984) teachers having a high sense of teaching efficacy find even difficult students teachable whereas the ones having a low sense of teaching efficacy think that just a little can be done for such students.

Evolving from these claims, two scales have been chosen and administered to a total of 124 teacher trainees at Gazi University, Faculty of Education, ELT Department. Ninety-three of the participants were female while 31 of them were male. Sixty-three of the participants take their education till 5 p.m. whereas 61 of them take their education after 5 p.m. Using the scales, whether or not these trainees have any differences in their perceived self-efficacy is examined with respect to two lower dimensions. The first is about whether or not perceived self-efficacy of teacher trainees differs with respect to their educational type. However, the second is related to whether the perceived self-efficacy of these future teachers defines their perceived control meaningfully in terms of some general teaching behaviours. These behaviours are the designing, planning, implementing and managing of teaching, the assessment and evaluation of students' success, cooperation with other colleagues, teacher development and knowledge about the field. Moreover, the relation between their perceived control and perceived self-

efficacy is also scrutinized. By the analysis of the gathered data, it has been found out that there is a meaningful correlation between the teacher trainees' perceived self-efficacy in their field of study and their perceived control on their lives in general.

Finally, the results have also revealed that socio-economic conditions have influence on the development of individuals' both perceived control and perceived self efficacy. Finally, some differences have also been observed in trainees with respect to their being cooperative with their colleagues in their teaching practice.

INTRODUCTION

It is a widely accepted fact that the success of educational system highly depends on the qualities of teachers. Teaching profession has a crucial role in the development of societies in every aspect, so the responsibilities that teacher trainees will take are really heavy. In order for the trainees to be successful in their future profession, they should be furnished with the required knowledge and skills via the pre-service programmes. Future teachers are expected to have a humanistic orientation but not a custodial one in their teaching experiences. Furthermore, they are supposed to be open to innovations and technology to reach and produce new information in their field so that they can continue to improve their teaching abilities after they finish their formal university education. In order for teacher trainees to meet these expectations properly, they should be provided with education on general teachers' behaviours. These involve knowledge on the field, designing, planning, implementing and managing of teaching, assessment and evaluation of student success, cooperations with other colleagues, and teacher development. Whether or not teacher trainees of ELT department of Gazi Educational Faculty have any difference in their perceived self – efficacy with respect to the type of education they get is the main aim of this study. Furthermore, the relation between their perceived control and perceived self-efficacy is also examined since there seems to be a strong correlation between them.

Theoretical Framework

There are lots of researches conducted on teachers' beliefs and their influence on teacher cognition. Teachers' actions and behaviours are connected to their beliefs, perceptions, assumptions and motivation levels. Hence, the results of research on teachers' beliefs are significant in the determination of the way teachers understand and organize their instruction.

Skinner and Connel (1986) assert that only when individuals believe that they can actualize desired outcomes, can they be viewed as having perceived control or sense of control. According to Skinner (1996), perceived control depends upon individuals' displaying intended results and avoiding the undesired ones. In Skinner's theory of perceived control, there are three important dimensions which are the aim, means, and conduct of the control. In this respect, the aim of control is to realize the desired and evade the undesired outcomes. The means of the control explicates the methods used to actualize the control. Skinner, et. al. (1988) claim that the conduct of the control is the using of it either by the individuals or by the groups.

According to Skinner (1995), the individuals whose perceived control is high set various goals and attempt to realize these goals. They make effective plans and seek aid from their social circle to carry out their plans. Their emotional awareness is high. They keep on striving until they succeed in carrying out their plans. During this process, they change the ineffective strategies with the effective ones. On the other hand, the individuals whose perceived control is low cannot build a relationship between the means and the aims, which is necessary to reach their goals. They cannot fully perceive the consequences of the steps involved in the plans. They choose ineffective goals. They continue their defective actions. They believe that successful outcomes will not be achievable, so they live in chaos. They tend to find a way around to avoid problems rather than facing them. They are likely to choose either totally easy or difficult goals.

One of the important beliefs that seems to have a crucial role on teacher and student outcomes is teachers' sense of efficacy. Pajares (1992) asserts that beliefs are formed early and tend to self-perpetuate. The earlier a belief is incorporated into belief structure, the more difficult it is to alter it. The perceptions of teachers on their aptitudes to teach are likely to have a direct impact on teaching practices. Bandura (1997) suggests that teachers' perceptions on their efficacy in teaching situations affect both the environment they create for their students and their judgements on the activities they do to help students learn the subject matter. Gibson and Dembo (1984) claim that teachers having a high sense of teaching efficacy find even difficult students teachable while the ones having a low sense of teaching efficacy think that just a little can be done for such students since they are unmotivated, so their success is contingent on external environment. Bandura (1997: 241) asserts:

Teachers who believe strongly in their ability to promote learning create mastery experiences for their students, but those beset by self-doubts about their instructional efficacy construct classroom environments that are likely to undermine students' judgements of their abilities and their cognitive development.

According to Bandura (1997), individuals' self-efficacy stem from four sources of information. The first of them is related to performance accomplishment since efficacy beliefs are formed through successes and failures while performing a task. While success can strengthen one's beliefs in her / his efficacy, failures can weaken them. The second is on making observations on the performances of others. Observing others performing some tasks can lead people not only to evaluate their own abilities to perform the same tasks but also to compare and contrast those abilities with the others'. Third is about the evaluative feedback taken from others whose views are found significant. When the feedback on the attainments is positive, it strengthens the beliefs of people on their capabilities necessary to reach their goals. The last is related to affective states such as mood, stress, subjective threats, etc. which have impacts on people's beliefs of their performance and self-efficacy.

Bandura (1977) claims that the literature explaining the effects of teaching efficacy on teaching performance is based on the social cognitive theory. He (1997) concludes that perceived self-efficacy contributes significantly to the level of motivation and performance accomplishments. Magno (2005) and Jinks and Morgan (1999) assert that teachers' own beliefs and convictions about their own performance have much influence on the actual performance. Gibson and Dembo (1984) explain that teachers believing student learning can be affected by effective teaching and having confidence in their own teaching abilities would persist longer, provide a greater academic focus in the classroom and display different kinds of feedback than teachers having lower expectations regarding their ability to influence student learning. Ashton and Webb (1986) state that the research on efficacy of teachers reveals that behaviours such as persistence on a task, risk taking, and use of innovations are related to degrees of efficacy.

In this part of the article the aim, assumptions, and limitations of the study will be introduced first and then there will be the presentation of the method involving population and sample, data collection and data analysis.

Aim

The main aim of this study is to reveal whether or not English Language teacher trainees at Gazi University Faculty of Education English Language Teaching Department have any difference in their perceived self-efficacy regarding the type of education they get. Moreover, the parallelism between their perceived control and perceived self – efficacy is examined.

Assumptions

1. The participants have responded to the items in the scales honestly.
2. The most important behaviours are thought to be related to some items; namely, the designing, planning, implementing and managing of teaching,

the assessment and evaluation of student success, cooperation with other colleagues, teacher development and knowledge on the field.

3. There is a correlation between the teacher trainees perceived control and perceived self – efficacy.

Limitations

1. Two scales will be given to 124 teacher trainees at Gazi University Faculty of Education ELT department.
2. Students in ELT departments of other universities will be excluded from this study.
3. This study will be limited to reaching reliable information about the perceived self – efficacy of English Language teacher trainees and the relation between perceived self-efficacy and perceived control of the trainees.

Method

The aim of the study is to examine the perceived self-efficacy of English language teacher trainees with respect to general teaching behaviours. There are two lower dimensions in the study. The first is related to whether or not the perceived self-efficacy of teacher trainees differs in terms of the type of their education. The second dimension is whether or not the teacher trainees' perceived self-efficacy with respect to general teaching behaviours defines their perceived control meaningfully.

Population and Sample

The population of this survey embodies some teacher trainees at Gazi University Faculty of Education, ELT Department. The narrowing of the population has contributed to the completion of the survey in terms of time, circulation and implementation. The source of data collection includes a total of 124 teacher trainees eager to participate in the survey. Ninety-three of the participants are females whereas

31 of them are males. While 63 of the participants take their education till 5pm, 61 of them attend their classes after 5pm. The former will be labelled as Group 1 and the latter as Group 2.

Data Collection

In this study, in order to gather information about the perceived self – efficacy of English Language teacher trainees at Gazi University, Faculty of Education, ELT Department, a scale designed by Çeliköz, N. and Erişen, Y. has been implemented. There are 43 items and five dimensions in the scale. These dimensions are the designing, planning, implementing and managing of teaching, the assessment and evaluation of student success, cooperation with other colleagues, teacher development, and knowledge on the field.

Participants have responded to each statement by marking NEVER, SELDOM, PARTLY, QUITE, COMPLETELY boxes. Because the Cronbach Alpha Reliability Coefficient of the scale is ,97, and the rate of the variance is ,62, it has been resolved to be implemented safely for this survey. Furthermore, a perceived control scale with a single dimension designed by Eryılmaz, A. has been given to these participants, too. The variance of this one–dimensional scale is 40% while its Cronbach Alpha reliability is ,71. In the administration of the scale, high points received by the participants are viewed as having high–level of perceived control.

Data Analysis

The findings of the survey are examined under two headings. The first is on whether or not the perceived self–efficacy of teacher trainees shows any variation with respect to their type of education. To achieve this, findings were analyzed via the t-test for independent groups. The second heading covers whether or not there is a meaningful explanation of the impact of the participants' perceived self–efficacy from the perspective of their general teaching behaviours on the same participants' perceived

control. To attain this, the gathered data were analyzed by means of simple regression analysis.

The Analysis of the Perceived Self – Efficacy of Teacher Trainees with Respect to General Teaching Behaviours

Whether or not the perceived self–efficacy of teacher trainees varies in terms of the type of their education has been scrutinized through the t-test method for independent groups. The results of the analysis are illustrated in Table 1.

Table 1. The Analysis of the Perceived Self – Efficacy of Teacher Trainees with Respect to General Teaching Behaviours According to Their Type of Education

Statistical Values							
		Type of Education	N	Mean	Standard Deviation	t-values	p-values
1	The Designing, Planning, Implementing and Managing of Teaching	Group1	63	79,25	9,12	-1,29	,19
		Group2	61	81,29	8,39		
2	The Assessment and Evaluation of Student-Success	Group1	63	31,84	3,78	-1,14	,25
		Group2	61	32,67	4,27		
3	Cooperation with other Colleagues	Group1	63	15,44	2,06	-2,15	,03
		Group2	61	16,24	2,07		
4	Teacher Development	Group1	63	24,09	3,16	-,63	,52
		Group2	61	24,44	2,88		
5	Knowledge on the Field	Group1	63	19,55	2,31	-2,54	,01
		Group2	61	20,54	1,97		

Table 1 illustrates the results of t-test. According to these results, there is a meaningful difference between the 2 groups with respect to perceived self – efficacy of the participants in being in cooperation with their colleagues to give more efficient instructions to their learners. This is revealed by the collected data which is $\bar{X}=16.24$ for Group 2, and which is $\bar{X}=15.44$ for Group 1. The difference between the averages

has been found statistically meaningful ($t = -2.15$; $p < 0.05$). This result clarifies that the trainees in Group 2 will tend to be more cooperative in their teaching practice than the ones in Group 1.

Similarly, as a consequence of these results, a meaningful difference considering the participants' perceived self-efficacy in their knowledge on the field has been detected. The average point of the participants in Group 2 is higher ($\bar{X} = 20.54$) than the ones in Group 1 ($\bar{X} = 19.55$). The difference between the averages ($t = -2.54$; $p < 0.005$) has been accepted as statistically meaningful.

The Examination of the Relation between the Teacher Trainees' Perceived Self-Efficacy and their Perceived Control in Terms of their General Teaching Behaviours

The impact of perceived self-efficacy on perceived control has been examined by means of regression analysis method. Table 1 presents the descriptive statistics on the variables in question, while Table 2 introduces the results of regression analysis.

Table 2. Descriptive Statistics

Statistical Values			
	N	Mean	Standard Deviation
Perceived Control	124	19,23	2,80
1.The Designing, Planning, Implementing and Managing of Teaching	124	80,25	8,79
2.The Assessment and Evaluation of Student-Success	124	32,25	4,03
3.Cooperation with other Colleagues	124	15,83	2,10
4.Teacher Development	124	24,26	3,02
5.Knowledge on the Field	124	20,04	2,20

The results of the phased regression analysis are illustrated in Table 3. It can be asserted that there is a meaningful parallelism between the teacher trainees' perceived self-efficacy in their field of study and their perception of their own control on their lives in general ($R = .41$, $R^2 = .17$, $F = 4.73$, $p < .01$). Based on this result, it can be stated that the participants, having sufficient perceived control, find themselves to be more self-

efficient in some general teaching behaviours; namely, the designing, planning, implementing and managing of teaching.

Table 3. The Results of Simple Regression Analysis

Statistical Values					
	B	SEB	Beta	t-values	p-values
1.The Designing, Planning, Implementing and Managing of Teaching	,11	,05	,36	,37	,02
2.The Assessment and Evaluation of Student-Success	,04	,11	,05	,10	,70
3.Cooperation with other Colleagues	,01	,16	,01	-,50	,92
4.Teacher Development	-,06	,13	-,07	,40	,61
5.Knowledge on the Field	,06	,15	,04	3,58	,68

CONCLUSION

It is common knowledge that well embellished teachers are prerequisites of having a good educational system in a country. Teachers' actions and behaviours derive from their perception, assumption, motivation and belief levels. Thus, the findings of research on teachers' beliefs are crucial in the discovery of the way teachers organize their instruction.

Individuals who believe that they can reach desired outcomes could be viewed as having perceived control which is based on not only their attainment of intended results but also their avoidance of the undesired ones. Such people are known as making effective plans and carrying them out. When they fail in their plans, they can try out more effective new strategies to reach their goals instead of persisting on ineffective ones. Thus, they can reach more success than the ones having low level of perceived control.

Similarly, individuals who find themselves efficient in any subject are more capable of improving themselves and helping the others than the ones who consider themselves inefficient. Hence, it can be claimed that no matter what position a person holds whether it be a teacher or a student, s/he would improve her/his academic state only if they have a high level of perceived-control and perceived self-efficacy.

A clear understanding of self-efficacy beliefs is important for both students and teachers. Zimmerman, et al. (1992) claim that self-efficacy is the most important predictor of achievement. Bandura (1984) states that learners' motivation, persistence and their feelings of self-confidence can be increased as their self-efficacy strengthens. However, these important factors can decrease as self-efficacy of individuals in learning process weakens. Thus, how individuals perceive their ability to learn something can regulate the ways in which they approach that learning point. Furthermore, as Pajares and Schunk (2002) state an individual's self-efficacy has a crucial impact on his/her actual performance.

Because high level of perceived-control and perceived self-efficacy bring about desired outcomes in both teaching and learning processes, this study focuses on the state of perceived control and perceived self-efficacy of teacher trainees of Gazi Educational Faculty, ELT department. Our focal point was the examination of whether or not there was any correlation between perceived self-efficacy and perceived-control of the trainees. To figure this out, two scales were used. The collected data were scrutinized under two headings. The content of the first heading embodied whether or not the perceived self-efficacy of teacher trainees vary with respect to their type of education. The content of the second heading involves the explanation of the impact of perceived self-efficacy on perceived-control.

The results of the phased regression analysis of the collected data indicate that there is a meaningful correlation between the teacher trainees' perceived self-efficacy in their field of study and their perceived control on their lives in general. Hence, it is claimed that the participants having sufficient perceived control viewed themselves as more self-

efficient than the other participants in some general teaching behaviours which are the designing, planning, implementing and managing of teaching. Regarding the teacher trainees' type of education, the results of the applied t-test revealed that there is a meaningful difference between the two groups with respect to their perceived self-efficacy in being in cooperation with their colleagues in teaching situations. Not only do teacher trainees in Group 2 have higher self-efficacy in being more cooperative in their teaching practice than the ones in Group1, but also in having knowledge on their field.

Considering the fact that the participants in Group 2 have a higher level of socio-economic background than the ones in Group 1, it can be claimed that socio-economic conditions have influence on the development of individuals' both perceived control and perceived self-efficacy. This claim is supported by the research conducted by Akpan (1987), and Akinsola and Tijani (1999) who point out that students who come from less fortunate families are more likely to perform poorly in school than those coming from well-to-do families.

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