Investigating Pre-Service Efl Teachers' Self-Efficacy Beliefs

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ABSTRACT

The present study aims to shed light on the self-efficacy beliefs of pre-service teachers - who are yet studying at ELT departments. The study searches for the answer of the following research question: *"What are the self-efficacy beliefs of pre-service EFL teachers in terms of their forthcoming careers?"* With a quantitative research design, the study was conducted on pre-service English language teachers yet studying at ELT departments to have their BA degrees at Necmettin Erbakan University, and Gazi University. The participants were senior students (4th grade) of ELT department in 2012-2013 Academic Year. 138 Senior students (4th grade) of NEU ELT department and 70 Senior students (4th grade) of Gazi University ELT department -randomly selected 208 pre-service teachers in total- participated in the study. Out of 208 pre-service teachers, 164 were female, and the rest- 44- were male. The ages of the participants were between 21 and 25+.

The data were gathered through "Teacher Sense of Efficacy scale" originally developed by Tschannen-Moran, & Hoy (2001), the Turkish version of which is developed by Çapa, Çakıroğlu & Sarıkaya (2005). The 24-item-scale was used to collect quantitative data about pre-service teachers' self-efficacy beliefs. The scale was found to be valid (TLI and CFI of .99/RMSEA,.065) and reliable (.93). The scale consists of 3 dimensions of efficacy: Student Engagement, Instructional Strategies, and Classroom Management. Based on the self-efficacy scale, quantitative data analysis was done through SPSS (Statistical Package for Social Sciences), version 16.00 and Excel (Microsoft Office Professional Plus 2010).

The data analysis revealed that pre-service teachers were sufficient in terms of their self-efficacy and readiness for their future careers. The study also searched for meaningful differences in terms of *gender* and *age* variables. It was concluded that there was significant difference between female and male pre-service teachers in favour of females (only in *Efficacy in Student Engagement* dimension). As for the age variable, no significant difference was found.

Keywords: Self-efficacy beliefs, pre-service teachers, teacher training

İngilizce Öğretmenliği Öğrencilerinin Özyeterlik İnanışlarının İncelenmesi

ÖZ

Bu çalışma, İngilizce Öğretmenliği bölümünde okumakta olan öğretmen adaylarının özyeterlik inanışları konusuna ışık tutmayı amaçlamaktadır. Çalışma, *"İngilizce öğretmenliği öğrencilerinin, onları bekleyen öğretmenlik kariyerleriyle ilgili özyeterlik inanışları nedir?"* araştırma sorusuna cevap aramaktadır. Nicel bir araştırma yöntemine sahip bu çalışma, Necmettin Erbakan Üniversitesi ve Gazi Üniversitesi'nin İngilizce Öğretmenliği bölümlerindeki 208 öğretmen adayı ile yürütülmüştür. Katılımcılar, 2012-2013 Akademik yılında İngilizce Öğretmenliği bölümünde okumakta olan 4. sınıf öğrencileridir. Necmettin Erbakan Üniversitesi İngilizce Öğretmenliği bölümünden 138 katılımcı ve Gazi Üniversitesi İngilizce Öğretmenliği bölümünden de 70 katılımcı olmak üzere toplamda rastgele seçilmiş 208 öğretmen adayı çalışmaya katılmıştır. 208 öğretmen adayının 164ü kız, 44ü erkektir ve yaş dağılımları 21 ile 25+ arasında değişiklik göstermektedir. Araştırma aracı olarak orijinali Tschannen-Moran, & Hoy (2001) tarafından geliştirilen "Teacher Sense of Efficacy Scale", "Öğretmen Özyeterlik Ölçeği" (Çapa, Çakıroğlu & Sarıkaya, 2005) kullanılmıştır. 24 maddelik ölçek, öğretmen adaylarının öz-yeterlik inanışlarıyla ilgili nicel veri toplama amacıyla uygulanmıştır. Ölçek, araştırmacılar tarafından geçerli (TLI and CFI of .99/RMSEA,.065) ve güvenilir (.93) bulunmuştur. Ölçek 3 alt boyuttan oluşmaktadır: öğrenci katılımında özyeterlik, öğretim stratejilerinde özyeterlik, ve sınıf yönetiminde özyeterlik. Bu ölçeğe bağlı olarak elde edilen nicel verilerin değerlendirilmesi SPSS (Statistical Package for Social Sciences-version 16.00) ve Excel (Microsoft Office Professional Plus 2010) ile yapılmıştır.

Çalışma sonucunda elde edilen veriler, öğretmen adaylarının özyeterlik ve gelecek kariyerlerine hazırolma/hazırbulunuşluk yönünden yeterli olduklarını göstermektedir. Çalışmada ayrıca *yaş* ve *cinsiyet* olarak iki değişken bakımından farklılıklar da aranmış, kız ile erkek öğrenciler karşılaştırıldığında sadece *öğrenci katılımında özyeterlik* alt boyutunda olmak üzere, kız öğrencilerin lehine anlamlı bir farklılık tespit edilmiştir. Yaş değişkeninde ise anlamlı bir farklılık görülmemiştir. Buradan hareketle, çalışma sonucuna göre Necmettin Erbakan Üniversitesi ve Gazi Üniversitesi İngilizce Öğretmenliği bölümü öğretmen adaylarının özyeterlik inanışları yönünden gelecekte onları bekleyen öğretmenlik kariyerleri ile ilgili yeterli olduklarını söylemek mümkündür. Araştırma verilerine göre özyeterlik açısından anlamlı farklılık gösteren tek değişken ise kadınların lehine olmak üzere cinsiyettir.

Anahtar Kelimeler: özyeterlik inanışları, öğretmen adayları, öğretmen eğitimi

1.Introduction

Many research studies show that teaching is a challenging and burdensome profession so it is very hard to perform. There are various factors causing the problems of teaching English: teachers, students, teaching experience, teaching methods, motivation, teaching environment, and so forth.

It can be taken for granted that "teacher" is the leading factor in teaching. Rather than focusing on the 'after' part, to deal with the problems more delicately it is wise to have a closer look at the 'before' part of the teaching profession: pre-service teaching experience- similar to the case of 'prevention versus treatment'. In short, early diagnosis saves lives. Thinking about the before-teaching period, pre-service teachers' problems are insufficient training, efficacy beliefs, lack of experience, and beliefs about the forthcoming/future teaching career, which might be all causes for the problems awaiting within the future teaching career as well.

In this respect, studying pre-service teachers' beliefs may give insights about the problems and can help to find solutions for them. Therefore, this study investigates the self- efficacy beliefs of pre-service English language teachers who are yet studying to get a BA degree as senior students. Studying these, future teachers' performance can be better understood, restored and improved. The findings might also shed light on how effective EFL pre-service training currently is, and how it can be improved. Therefore, the study searches for the answer of the following research question: "What are the self-efficacy beliefs of pre-service EFL teachers in terms of their forthcoming careers?

Teacher Self-Efficacy Beliefs: Self-efficacy is one's belief on their power and competence to face and deal with the forthcoming situations. Self-efficacy as a term was coined by Albert Bandura, within his "Social Cognitive Theory". The term is defined as people's trust in themselves to produce life-related performances. According to Bandura (1994), the term is related to everything within the individual's life: how they act, think, sense, and inspire themselves. Bandura's theory of self-efficacy can be explained as "not one hopes to do- or what one says he/she will do, but on what one truly expects to do" (http://www.science.smith.edu/exer_sci/ESS570/SE/Bandura_SE.html). Self-efficacy is simply the belief that one has the power and the self-confidence to fully complete a given task.

Within the educational concept, teachers not only need the academic competence to teach, but also the self-efficacy beliefs that they can handle the forthcoming situations properly with, to fully dedicate themselves into the process. Stark (2002;128) asserted teacher beliefs significantly influence teachers in terms of their professional roles. Teacher self-efficacy beliefs can be conceptualised as significant in planning, organising, and performing to attain the given educational goals (Skaalvik& Skaalvik, 2010; 1059). Therefore, teacher beliefs lead the way in the process of teaching. Teachers are important for the students, so it can be easily inferred that teacher's self- efficacy beliefs are invaluable for the students, as well. Tschannen Moran&Hoy (2001; 783) explain teacher efficacy as an important factor in the lives of students to create the desired outcomes of student engagement and learning. Teachers' self-efficacy beliefs are also directly related to student progress, achievement, motivation, and self-efficacy. The results of a study conducted by Mojavezi & Tamiz (2012) also suggested a significant correlation between teacher self-efficacy and increased students' achievement.

Bandura (1994) asserted the enhancement of personal accomplishment, accepting challenges, intrinsic interest, and commitment in line with a strong sense of efficacy. Studies also show that teachers with strong self-efficacy beliefs have a more tolerant way of teaching, are more understanding, less critical of the errors, less inclined to refer a difficult student to special education (Soodak& Podell, 1993), more motivating (Pajares, 2002), encouraging, helper, and can create a tolerant, motivating classroom atmosphere where students are able to learn much more easily. Tschannen Moran & Hoy (2001;784) also asserted that teachers with a higher sense of efficacy are more enthusiastic and have more commitment to teaching. Self- efficacy is as much an important factor and crucial for teaching as lack of self-efficacy can lead to failure in teaching no matter how much academic knowledge and competence the teachers have. Cephe (2009, p.183) emphasizes the importance of beliefs as part of being an effective teacher "blending the scientific knowledge with his/her own teaching skills in line with his/her personality". Lack of self-efficacy also leads to the feeling of inadequacy and insufficiency, intolerance, depression, burnout, and finally even quitting teaching for the fact that self-efficacy and these are found to be inversely related

(Egyed & Short, 2006;470 ; Skaalvik & Skaalvik, 2010;1066; Hooigard & Giske & Sundsli, 2011). "Regardless of the length of their commitment, novice teachers' decisions to remain in the profession are tied to their sense of classroom efficacy" (Johnson, Harrison Berg and Donaldson,2005;87). Covering up what has been reported so far within the given studies, it is possible to conclude that self- efficacy is invaluable for teachers, which makes it an important concept for the prospective teachers and their training, as well.

Beliefs in Pre-service Teacher Education: Teachers are regarded as the most important component of the teaching process, their beliefs are important in that teachers have their beliefs as torchlights. "It's not surprising that teachers with similar knowledge, the same textbooks, context, and time limitation and similar teaching materials teach in different ways" (Ernst,1989; Yero, 2002 as cited in Erdem, 2009;17). When teachers have nothing, they have their beliefs to lead the way. They teach in the way they think to be true. Similarly, pre-service teachers also get to hold some expectations to be effective teachers and alter them during the training period. Pre-service teachers' beliefs and expectations are also important in that they are forthcoming teachers of the future.

At the start of their careers, new teachers might feel in-experienced in the area in a way as they are experiencing intense overwork (The Alberta Teachers' Association, 2013), and disparities between their roles as a teacher and reality (Inman & Marlow, 2004 as cited in Nahal 2010;4). They have their theoretical background, but having no real experience in the field; they just rely on their beliefs and especially on self-efficacy beliefs at the very beginning. That might both be used as a motivator but also might be risky in some ways. Exceeding their limits of self-efficacy may cause a false self-reliance on themselves and might create a 'hitting against the wall' effect when they face the real practice of teaching. Therefore, in terms of professional teacher development, pre-service teacher education should "expose students to new perspectives as well as train them in knowledge and skills" (Wilke 2004;3) which combines theory and practice.

What makes self-efficacy development crucial in pre-service teacher training is that it's very difficult to change beliefs once they are acquired, and takes much time and care to alter. Beliefs are not open to alterations in the twinkling of an eye. As beliefs and expectations cannot be developed and altered in a flash, it needs patience, time and persistence to gain the desired outcomes. Perhaps the only time when pre-service teachers' expectations, beliefs, and motivations can really be shaped is at the pre-service teacher education process and period. Four-year training is a period of time that cannot be underestimated at the hands of well-qualified teacher-trainers at the faculties. Apart from being trained for teaching the academic content, the prospective teachers also need the beliefs they'll need thereafter. "Tying theory and practice together hints towards novices' professional growth"(Maskit, 2014;1311). As social models, teacher trainers' beliefs, attitudes, teaching styles are also invaluable for pre-service teachers and as mentors, these beliefs help future teachers find their way through their teaching careers. Consequently, teacher training programmes have a great deal of importance for the fact that they shape the self-efficacy beliefs of pre-service teachers. Some studies reported seminars, in-service courses, student feedback, self-discovery, trial and error, collaboration, new texts/curriculum, contact with others, research, conferences, staff development courses, projects to be effective in terms of teachers' belief change (Peterman,1991; Richards et al.,2001). Oğuz & Kalkan (2011; 913) also assert seminars, workshops, communication with the pupils, observation, and application-oriented courses for an effective teacher training.

Studies show that direct and mutual, even face-to-face relation with the students, having interactions with them makes pre-service teacher education more effective having positive and favourable results. For example, "School experience and teaching practice courses are gaining importance in teacher training and the role of mentor teacher/ cooperating teacher is the most vital one having a direct effect on teacher efficacy as a professional development tool (Yost, 2002) in preparing the student teacher for a smooth transition from being a university student to being a teacher" (Er, 2009; 6). School experience and teaching practice courses and combining them with the theoretical courses seems to be the cure for developing required and desired self-efficacy beliefs. Therefore, the teacher candidates can combine theory, practice, and self-efficacy beliefs all together.

Adequate field experience, practicum, micro teaching sessions, mentor teachers support theoretical background of the pre-service teacher education programmes. Also, they provide a base for the knowledge pre-service teachers will need in the classes thereafter because they think that their teaching will be mostly based on 'practice in the field' or 'through trial and error' (Chong, Wong, & Lang, 2005). In this way, pre-service teachers have the chance of getting real-world, actual classroom experience, not an artificial one. When they have more of this experience, they have the chance of performing teaching in real atmosphere, with real students. It is also proven that field experiences reinforce and challenge pre-service teachers' beliefs (Hancock& Gallard, 2004; 281). This has so much importance that if the pre-service teachers have lack of enough field experiences, practice, and chance to take the stage; when they become in-service teachers, they get shocked, surprised, and disappointed because their theories do not overlap with the real issue.

Considering all the reasons above, it must be the aim of the pre-service teacher education programmes to equip the pre-service teachers with adequate knowledge, competencies, and the last but by no means the least, self-efficacy beliefs to combine theory into practice in all means. It is seen from the findings of the study conducted by Woolfolk Hoy& Sperro (2005), that efficacy rises during teacher training period, but falls with the real experience of teaching. So, perhaps the best chance to develop and modify self-efficacy beliefs is the time of pre-service teacher education.

2.Material& Methods

The research study employs a quantitative research scale conducted on pre-service EFL teachers to find out their self-efficacy beliefs on teaching English. The study was conducted on Gazi University and Necmettin Erbakan University Senior students (4th grade) of ELT department in 2012-2013 Academic Year. 138 Senior students (4th grade) of NEU ELT department and 70 Senior students (4th grade) of Gazi University ELT department -randomly selected 208 pre-service teachers in total- participated in the study. Out of 208 pre-service teachers, 164 were female, and the rest- 44- were male. The ages of the participants were between 21 and 25+.

A 24-item-scale was used to collect quantitative data about pre-service teachers' self-efficacy beliefs. The aim of the instrument was to have implications on the self-efficacy beliefs of pre-service teachers. The scale consists of two parts. Part I is the demographic information part- asking personal questions such as gender, age, etc. Part II is the questionnaire of 24 items in total. The questionnaire is "Teacher Sense of Efficacy scale" originally developed by Tschannen-Moran, & Hoy (2001), and the Turkish version of which was developed by Çapa, Çakıroğlu & Sarıkaya (2005). The scale was found to be valid (TLI and CFI of .99/RMSEA,.065) and reliable (.93). The scale consists of 3 dimensions of efficacy: Student Engagement, Instructional Strategies, and Classroom Management. Based on the self-efficacy scale, quantitative data analysis was done through SPSS (Statistical Package for Social Sciences), version 16.00 and Excel (Microsoft Office Professional Plus 2010). First of all, manual data input was done through Excel followed by SPSS data analysis.

3.Results

The main aim of this part is to seek an answer for the following research question: What are the self-efficacy beliefs of pre-service EFL teachers in terms of their forthcoming careers? 3 dimensions of self-efficacy were studied within the scale: Efficacy in Student Engagement, Efficacy in Instructional Strategies, and Efficacy in Classroom Management. Only two variables, gender and age, were studied through the instrument.

Table 1: Group Statistics

Gender		N	Mean	Std. Deviation	Std. Error Mean
female (1) male (2)					
engagement	1	164	53.6098	7.30032	.57006
	2	44	50.2955	9.60034	1.44731
strategies	1	164	54.7134	8.11404	.63360
	2	44	52.3182	9.38275	1.41450
management	1	164	53.6402	7.33584	.57283
	2	44	52.4318	10.42224	1.57121

Table 1 above demonstrates the scores and the details of pre-service teachers' self-efficacy beliefs. As seen in Table 1, a mean of 53.6098 was scored by 164 female pre-service teachers, which was 50.2955 for the case of 44 male pre-service teachers within the dimension of *Efficacy in Student Engagement*. For the dimension of *Efficacy in Instructional Strategies,* mean score of the females was 54.7134 and the males was 52.3182. Similarly, *Efficacy in Classroom Management* mean scores were 53.6402 for the females and 52.4318 for the males. Throughout the analysis of the overall self-efficacy beliefs and the subscales; the mean scores, the standard deviation, and standard error mean scores are gained. It was concluded that females scored best on *Efficacy in Instructional Strategies;* however, the best score of males was on *Efficacy in Classroom Management.* For the scoring of the scale, both for the males and the females, the mean scores presented above fits for somewhere near *quite a bit* within the scale. So, according to the findings here, it could be said that pre-service teachers are sufficient in terms of their self-efficacy beliefs. This may be explained through their teaching practicum experiences.

Table 2: Independent Samples Test

		t-test for Equality of Means		
		Sig. (2tailed)	Mean Difference	Std. Error Difference
engagement	Equal variances assumed	.014	3.31430	1.33045
	Equal variances not assumed	.037	3.31430	1.55553
strategies	Equal variances assumed	.094	2.39523	1.42524
	Equal variances not assumed	.127	2.39523	1.54992
management	Equal variances assumed	.379	1.20843	1.37148
	Equal variances not assumed	.473	1.20843	1.67238

To check the differences of self-efficacy beliefs within three dimensions in terms of gender variable, t-test was applied. Having studied Table 2 above, according to the Sig. (2-tailed) scores being > .05 it is possible to say that there was no significant difference between female and male pre-service teachers in terms of *Efficacy in Instructional Strategies* and *Efficacy in Classroom Management*. However, it's not the case for *Efficacy in Student Engagement*. Sig. (2-tailed) scores being < .05 there found to be a significant difference between female and male pre-service teachers in favour of females (see Table 1, mean score of 53.6098 in *Efficacy in Student Engagement*).

Table 3: Descriptives

Age Variable (1)25+ (2)24 (3)23 (4)22 (5)21		N	Mean	Std. Deviation	Std. Error
engagement	1	22	**50.7727**	8.74470	1.86438
	2	35	**51.4571**	9.23657	1.56127
	3	75	**53.5467**	7.80557	.90131
	4	61	**54.1148**	7.25741	.92922
	5	15	**51.3333**	6.12567	1.58164
	Total	208	**52.9087**	7.93429	.55014
strategies	1	22	**50.6818**	10.01136	2.13443
	2	35	**53.4000**	7.68957	1.29977
	3	75	**54.9200**	8.05683	.93032
	4	61	**55.3443**	8.51838	1.09067
	5	15	**53.0667**	8.49762	2.19408
	Total	208	**54.2067**	8.43163	.58463
management 1		22	**50.1818**	8.31886	1.77359
	2	35	**51.9714**	9.64513	1.63032
	3	75	**54.1467**	7.71396	.89073
	4	61	**54.2459**	7.44235	.95289
	5	15	**54.0667**	7.36271	1.90104
Total		208	**53.3846**	8.07370	.55981

According to the total mean scores of age groups in general, it can be concluded that of all age groups and for all 3 dimensions, pre-service teachers scored better in *Efficacy in Instructional Strategies*. Studying

Table3 in detail, for *Efficacy in Student Engagement,* pre-service teachers at the age of 22 scored better than the other age groups with a mean score of 54.1148. Also for *Efficacy in Instructional Strategies,* it was age group of 22 again which scored the best (mean score being 55.3443). When it comes to *Efficacy in Classroom Management,* the results showed that pre-service teachers of age 22 scored better than the other age groups again with only a very little difference this time (mean score being 54.2459). However, according to ANOVA results given below (Table 4) (the Sig. scores being >.05) (Table 4), it is not possible to say that there was a significant difference between the groups of age 21, 22, 23, 24, and 25+.

Table 4: Anova findings

		Sum of Squares	df	Mean Square	F	Sig.
engagement	Between Groups	330.598	4	82.650	1.321	**.263**
	Within Groups	12700.666	203	62.565		
	Total	13031.264	207			
strategies	Between Groups	432.714	4	108.179	1.537	**.193**
	Within Groups	14283.397	203	70.362		
	Total	14716.111	207			
management	Between Groups	391.355	4	97.839	1.516	**.199**
	Within Groups	13101.876	203	64.541		
	Total	13493.231	207			

4.Discussion

"Beliefs" as a term being something of a wide concept, the focus of the research was directed to that of "self-efficacy beliefs". Self-efficacy beliefs are important for the teachers as these beliefs relate to the teachers' behaviours in the classrooms (Tschannen Moran & Hoy, 2001; 783). In the same way, self-efficacy beliefs are important for pre-service teachers as they are "not only relevant but stand at the core of becoming a teacher" (Pajares 1992;322). Self-efficacy beliefs matter a lot in that they can create great insights for pre-service teachers on their teacher-training process. Self-efficacy beliefs lead the way to the future teachers' willingness and eagerness for their forthcoming careers because teachers' classroom practices are the extensions of their beliefs. Teachers teach in the way they think to be true. The basic aim of this present research was to study self-efficacy beliefs as they have such a great deal of importance for teachers, especially for pre-service teachers. The study uniquely focused on self-efficacy beliefs of pre-service teachers for the fact that they provide baselines for the future teachers.

Reviewing the literature, there has been found studies on pre-service teachers' self-efficacy beliefs. Some researchers tend to get prospective teachers' self-efficacy beliefs as whole and conducted their studies on students at the faculties of education rather than confining the scope to departments (Üstüner et al.,2009; Oğuz&Kalkan,2011). More specifically some others studied self-efficacy beliefs of prospective teachers at Turkish Language Teaching departments (Güneyli&Aslan,2009; Yeşil,2011), department of science education (Özenoğlu Kiremit, 2006; Akıllı&Seven,2010), music education (Akbulut,2006), primary

school teaching (Gürbüztürk &Şad,2009; Cerit,2011; Sivri& Balcı, 2015), and secondary school teaching (Oğuz&Topkaya,2008). Within the English language teaching context, some researchers studied self-efficacy beliefs of prospective teachers at English language teaching departments (Çakır,2005; Külekçi,2011; Uçar& Yazıcı Bozkaya, 2016; Alagözlü,2016).

Coming back to the real aim of the research, the present study employed a quantitative design and was carried out with 208 pre-service EFL teachers yet studying at ELT departments to have their BA degrees at Konya Necmettin Erbakan University, and Gazi University. Keeping the research question in mind: "What are the beliefs of pre-service EFL teachers?" the study aimed at exploring self-efficacy beliefs of pre-service teachers at ELT departments. The findings indicated that pre-service teachers were found to be sufficient in terms of their self-efficacy beliefs. This can be interpreted as pre-service teachers' being efficacious and ready for their future careers. Self-efficacy of pre-service EFL teachers were also found to be sufficient according to the findings of some other studies (Uçar & Yazıcı Bozkaya, 2016; Külekçi, 2011; Alagözlü, 2016) in line with the findings of the present study. The present study also searched for meaningful differences in terms of *gender* and *age* variables. In terms of gender, females scored better in *Efficacy in instructional strategies* (similarly in Chacon, 2005), and males in *Efficacy in classroom management*. This might be interpreted as females reflecting themselves as the most effective in using teaching techniques compared to other dimensions. In contrast, males considered themselves the most effective in maintaining classroom discipline and dealing with disruptive behaviour. However; no significant difference was found in terms of *Efficacy in instructional strategies* and *Efficacy in classroom management*. Comparing the genders, the only significant difference was found in terms of *Efficacy in student engagement* in favour of females. Females considered themselves to be more efficacious in engaging and motivating students. Similarly in some research, self-efficacy beliefs, and attitudes towards teaching differed according to gender (Bozdoğan et al., 2007; Güneyli&Aslan,2009; Yeşil,2011; Gürbüztürk &Şad,2009; Çakır,2005; Üstüner et al.,2009) which go in line with the results of the present study; whereas the findings of other studies indicate self-efficacy beliefs, and attitudes towards teaching do not differ according to gender (Külekçi,2011; Akıllı&Seven,2010; Oğuz&Topkaya,2008; Akbulut,2006; Oğuz&Kalkan,2011). Studying *Age* variable, no significant difference was found. The findings of the study are consistent with the prior research (Oğuz&Topkaya,2008; Uçar & Yazıcı Bozkaya,2016). Finding no significant difference in terms of *age* variable might be attributed to all students studying in the same grade, as senior students. Still there needs to be some qualitative data to have a fuller understanding of the case.

Pre-service teachers' efficacy beliefs also vary according to many factors such as grade, department, programme, socio-economic status, perceived academic achievement, and such. The results of many research studies regarding these factors differ greatly in terms of self- efficacy beliefs of pre-service teachers. In some research, self-efficacy beliefs, and attitudes towards teaching differ according to grade (Külekçi,2011); according to department (Gürbüztürk &Şad,2009; Üstüner,et al. 2009); according to socioeconomic state (Üstüner,et al.2009); according to perceived academic achievement (Külekçi,2011); and programme (Üstüner,et al. 2009 ; Oğuz&Topkaya,2008). However; the findings of other studies indicate self-efficacy beliefs, and attitudes towards teaching do not differ according to according to grade (Güneyli&Aslan,2009; Yeşil,2011; Çakır,2005; Üstüner, et al. 2009; Akbulut,2006; Cerit,2011); according to department (Külekçi,2011); according to socioeconomic state (Yeşil,2011); according to sort of high school graduated from (Akıllı&Seven,2010; Bozdoğan, et al. 2007). Unlikely, the present study is only confined to two variables as *gender* and *age* as explained above.

Having studied all data and aspects available, it is possible to conclude pre-service teachers are academically ready for the future careers and have positive self-efficacy beliefs towards the profession. Having positive data for self-efficacy beliefs on the part of the pre-service teachers can be interpreted as efficient BA training. Another study supports the findings stated hereby. Külekçi (2011) examined self-efficacy beliefs of pre-service EFL teachers and found out that the students' self-efficacy beliefs tend to increase through years of teacher training. Throughout the literature review, it has also been seen that pre-service teacher education was found to be effective on self-efficacy belief development and change (Mattheoudakis, 2007). Harrington & Hertel (2000) also assert significant belief change related to concepts handled throughout the training.

Still, thinking of the findings on positive self-efficacy beliefs of pre-service teachers, other side of the coin could be regarded as a deceptive inference. "Most pre-service teachers have an unrealistic optimism and a self-serving bias that account for their believing that the attributes most important for successful teaching are the ones they perceive as their own" (Pajares 1992;321). With a lack of enough field experience, most of the time the pre-service teachers might have a false feeling of self-efficacy belief in themselves, which might also be the reason for an overrated positive self-efficacy. Therefore, the underlying reasons of the positive results should also be studied in detail to have a fuller understanding of the case.

5.Conclusion

Aiming at having insights on the beliefs of pre-service EFL teachers in terms of their forthcoming careers, the main focus of the study was stated as self-efficacy beliefs of pre-service EFL teachers. Pre-service teachers were found to be efficient about their self- reflection considering their roles as a teacher. The study searched for differences within two variables- *gender* and *age*. The quantitative findings of the study implicated that male and female pre-service teachers differ significantly only in terms of *Efficacy in Student Engagement* in favour of females. As for the age variable, no significant difference was found.

The study contributed to better understanding the self-efficacy case of prospective EFL teachers, and many studies have been conducted on the case of self- efficacy beliefs. However, it can be concluded that there still exists a need for longitudinal studies specifically in the field to have a fuller and detailed understanding of the beliefs. Longer term qualitative studies may provide deeper understanding and underlying reasons. As pre-service teachers are the backbones, future teachers of the *education* concept, their efficacy beliefs should also be handled and studied more with care.

In the light of the findings and interpretations of the research, and also throughout the review of literature, it is asserted that there exists a need for an effective pre-service training programme as pre-service training programmes provide development and enhancement of the self-efficacy beliefs, positive self-esteem, and personal development, which are important factors in a teacher's academic life. Currently the case is that most of the pre-service teachers are packed with the theory of teaching, and unfortunately they suffer from the lack of field-experience. Student teachers might feel full with theory, in need of real teaching experience, and "dissatisfied with the bridge between theory and practice" (Calderhead & Shorrock, 1997;9). Johnson et. al. (2005;110) studied a research of Farkas et al.(2000) the results of which indicate that teacher training programs to be lacking enough pedagogical instruction. Although the findings of this present research indicate that pre-service teachers feel and believe that they are efficacious in terms of student engagement, instructional strategies, and classroom management; "their beliefs seem fragile" (Uçar & Yazıcı Bozkaya,2016) and even the novices suffer so that they might become discouraged and decide to leave teaching even they once have been effective and satisfied (Johnson et. al. 2005;58). Regarding all, it could be suggested that teacher training programmes should rely on more practical baselines, which lead the pre-service teachers spending more time with the real students, real classes, real materials- real teaching. When a teacher training programme with a true blend of theory and practice is administered, both the high self-efficacy beliefs of the pre-service teachers are promoted and a profound teacher training system is adjusted. "There is some evidence that teachers who begin their careers with a year-long student teaching internship, such as that completed in a Professional Development School (PDS), have greater instructional success with their students" Johnson et. al. (2005;19). These programmes should also cover at least a number of congress/ conference/ training/ course attendances as they were also reported to be effective in belief development positively (Peterman, 1991; Richards et. al.,2001; Oğuz &Kalkan;2011).

Pre-service training should also reach ahead the following years after graduation covering up the early years of novice teachers and support them at the beginning of their careers "to provide novice teachers with meaningful opportunities for their professional learning and development" (Çakmak, 2013), rather than graduating and leaving them all alone. What's more the possible outcomes of burnout, confusion, a reduce in the self-efficacy beliefs-which the pre-service teachers could face through the early years of teaching experience- could also be controlled and cured in this way.

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