

SELF-EFFICACY BELIEF PROFILES OF PRE-SERVICE AND IN-SERVICE EFL TEACHERS¹

HİZMET ÖNCESİ VE HİZMET İÇİ İNGİLİZCE ÖĞRETMENLERİNİN ÖZ-YETERLİLİK ALGI PROFİLİ

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Özet: Bu çalışma hizmet öncesi İngilizce öğretmenleri ile hizmet içi İngilizce öğretmenlerinin öğretimsel stratejiler bakımından öz yeterlilik algı düzeylerini ölçmeyi ve öğretimsel stratejiler açısından iki örneklem grubu arasındaki bağlantıları ve bu benzerliklerin veya farkların öğretmenlerin demografik özelliklerine göre değerlendirilip analiz edilmesini amaçlamaktadır. Bu amaç doğrultusunda, Akdeniz Üniversitesi'nde Eğitim Fakültesi İngilizce Öğretmenliği bölümünde öğrenim görmekte olan son sınıf hizmet öncesi öğretmenlere ve Antalya ili Milli Eğitim Bakanlığı'na bağlı ilköğretim okullarında görev yapmakta olan İngilizce öğretmenlerine anket uygulanmıştır. Katılımcıların öz yeterlilik düzeylerini belirlemek için veriler bir istatistik programı yardımıyla analiz edilmiş ve t-test ve ANAVO hesaplamaları ile alt kategoriler arasındaki korelasyon hesaplamaları yapılmıştır. Sonuçlara ve anketten elde edilen bulgulara göre hizmet öncesi İngilizce öğretmenlerinin ve hizmet içi İngilizce öğretmenlerinin öz yeterlilik düzeylerinin yüksek olduğu bulunmuştur. Bulgular karşılaştırıldığında ise öz yeterlilik düzeyleri bakımından iki örneklem grubunda da anlamlı farklılıklara sahip olmadıkları gözlemlenmiştir. Bunun yanında, uygulanan ankete ait alt kategorilerin sonuçları göstermiştir ki her iki örneklem grubunda da sınıf yönetimi öz yeterlilik seviyeleri açısından anlamlı bir fark görülmemektedir. Öte yandan, öğrenci katılımına yönelik öz yeterlilik seviyelerinde hizmet öncesi öğretmenler lehine göze çarpan bir farklılık görülmüştür. Hizmet içi İngilizce öğretmenlerinde ise öğretimsel stratejilerin kullanımı yönünde olumlu bir eğilim bulunmuştur. Sonuç olarak, İngilizce öğretmenlerinin öz yeterlilik algılarındaki eğilimler tanımlanmıştır

Anahtar Sözcükler: İngilizce öğretmeni adayı, öğretmen öz yeterlilik inançları, mesleki gelişim, öğretmen eğitimi

Abstract: The purpose of present study is to explore pre-service and in-service EFL teachers' levels of self-efficacy beliefs in terms of instructional strategies, student engagement and classroom management in Turkish context and examine the correlations, similarities and differences between the groups of participants concerning their demographic characteristics. To achieve this, a questionnaire was administered to the senior pre-service teachers studying in English Language Teacher Education department at Akdeniz University and in-service EFL teachers teaching in various primary or elementary schools in Antalya, Turkey. In order to identify the levels of self-efficacy beliefs of the participants, the data were analyzed through a statistical program and correlations between subscales were computed through t-test and ANOVA. Findings indicate that overall self-efficacy beliefs of both in-service EFL teachers and pre-service EFL teachers are relatively high. The subscales of the questionnaire have shown in-depth findings related to self-efficacy beliefs in the instructional strategies, classroom management and student engagement. For instance, the findings reveal that while in-service teachers have more positive self-efficacy beliefs for the instructional strategies they used, pre-service teachers have been shown to feel more efficacious in student engagement. On the other hand, it has been found out that there is not a significant difference in both group's efficacy beliefs in terms of classroom management.

Keywords: Pre-service EFL teacher, teacher self-efficacy beliefs, professional development, teacher education

Introduction

It has been commonly accepted that each learner, teacher, and learning context in language teaching is unique and different, which makes it even unachievable to put into certain

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classifications. Today's language teachers are expected to question their teaching skills, learners, teaching materials and context to reach a decision of how to teach. Thus, they have to choose the proper method among the multiple alternatives that suit their needs, which entails new and broader roles as well as new responsibilities on the part of the language teacher. The increased responsibilities and expectancy from language teachers may affect how they perceive their teaching skills or how they engage students and their beliefs of classroom management. At this point, language studies and research should shift their focus to figure out how teachers see themselves, what perceptions and beliefs they have about their language teaching skills, specifically the self-efficacy beliefs of the teachers. In other words, it can be claimed that studies in the field of teacher development should also focus on self-efficacy levels of teachers so as to determine to what extent language teachers are able to use proper methods, techniques or teaching materials for an optimum learning environment and language learning to take place.

When the related literature reviewed, it is observed that teachers' self-efficacy beliefs have been proven to have strong implications for education and human learning; thus, it has been a popular topic for many educational research (Schunk, 1991; Bandura, 1993; Pajares, 1996; Tschannen-Moran, Hoy, 2007). The research on teachers' self-efficacy beliefs and perceptions has shown that they clearly affect teachers' practices and student outcomes. For instance, the findings of studies have revealed that teachers' actions and behavior are closely linked to their beliefs, perceptions, assumptions and motivation. Similarly, research on teachers' self-efficacy beliefs has been crucially notable as their beliefs and perceptions shape the route of understanding and planning of instruction, their performance and overall atmosphere of teaching and learning. Among the findings of studies, one standing belief that has a key role in teacher actions, teaching methods, lesson planning preferences and student growth is teachers' sense of efficacy. It is believed that teachers' efficacy is one of the beliefs that are absorbed earlier, established into teachers' belief structure and resist change. As Pajares states "Beliefs are formed early and tend to self-perpetuate. The earlier a belief is absorbed in the belief structure, the more difficult it is to alter" (1992: 325).

At this point, it is obvious that if efficacy beliefs are formed positively at the beginning of teaching profession, which will direct the whole variables and dimensions that are attached to self-efficacy in a teaching environment such as motivation, classroom management, lesson planning, and evaluation. Thus, teachers' efficacy beliefs have a powerful impact on both the learning environment and the judgments about their teaching competence while performing various tasks to facilitate student learning (Bandura, 1993, 1997). Additionally, it can be claimed that teachers' efficacy judgments have been related to their attitude towards teaching environment. Moreover, teacher efficacy research has shown positive correlations with teachers' beliefs and their teaching methods. Allinder (1994), for instance, claims that teachers with higher self-efficacy are inclined to have more organized and planned lessons. Similarly, according to Ashton and Webb (1986), teachers with high efficacy have been found to be more tolerant when their students make mistakes. Besides, some researchers indicated that the teachers with high efficacy beliefs are

more determined with difficult students (Gibson & Dembo, 1984); they are more motivated to teach (Coladarci, 1992) and have a decisive and strong grip to teaching profession (Burley, Hall, Villeme & Brockmeier, 1991).

Beliefs related to education and specifically teacher self-efficacy beliefs have been researched extensively since Bandura (1997) avowed the self-efficacy theory in 1977. The research indicated that efficacy beliefs play active roles on teachers' motivation, academic activities and students' evaluation (Bandura, 1997). According to Bandura's (1997) self-efficacy theory, teachers with a high sense of instructional efficacy believe that difficult students are reachable and teachable through extra effort and appropriate techniques. A further deduction Bandura (1997) made is that teachers with high efficacy are likely to use persuasive strategies rather than authoritarian control and try to find ways to enhance students' intrinsic interest and learner autonomy. On the other hand, teachers with low sense of instructional efficacy consider that there is little they can do for unmotivated students. He further claimed that "the influence teachers can exert on students' intellectual development is severely limited by unsupportive or oppositional influences from home and neighborhood environment" (Bandura (1997, p. 240).

One of the few articles that examined teacher self-efficacy beliefs in terms of multiple dimensions of teacher efficacy exclusively is that of Tschannen-Moran, Hoy and Hoy's (1998) work, which examine implications of the research on teacher efficacy for teacher preparation and suggest strategies for improving the efficacy of in-service teachers. Their influential research paper shed light to a comprehensive description of the teachers' efficacy measures to that date. The studies in the field implied that teacher self-efficacy beliefs have an impact on the teacher development processes. Accordingly, it is likely that the courses in undergraduate teacher education programs especially teaching practice courses have partial impacts on developing pre-service teachers' self-efficacy beliefs. As Tschannen-Moran, Hoy and Hoy (1998) claim, "Undergraduates with a low sense of teacher efficacy tended to have an orientation toward control; they took a pessimistic view of students' motivation and relied on strict classroom regulations, extrinsic rewards, and punishments to make students study" (p. 235). For that reason, Tschannen-Moran, Hoy and Hoy (1998) propose that teacher preparation programs need to enhance student teachers' efficacy by creating actual experiences from various teaching contexts and tasks with a gradually increasing complexity and challenge accompanied by lots of specific feedback and extensive verbal input. In the findings of some efficacy studies concerning pre-service teachers (Saklofske, Michayluk & Randhawa, 1988 cited in Bandura, 1997) researchers found that those with higher self-efficacy levels perform better at presenting lesson plans, making their students speak longer in class discussions and managing their classrooms during their teacher education program. The earliest studies with experienced teachers' efficacy levels (Rosenholtz, 1989; Ross, 1994) advocated that in-service training programs and collaboration in school and colleagues have been shown to have an impact on teachers' self-efficacies.

The available literature revealed that researchers from various education fields conducted efficacy studies with either in-service or pre-service teachers (Schoon & Boone, 1998; Knobloch & Whittington, 2003). Additionally, it is observed that some researchers (Poulou, 2007; Gavora, 2011; O'Neill and Stephenson, 2012) focused on teacher efficacy on a national scale. Studies on self-efficacy beliefs of teachers from other education fields or from various education levels have also corresponding results with the previous efficacy research (Gibson & Dembo, 1984; Ashton & Web, 1986; Riggs & Enouchs, 1990). The literature on efficacy beliefs of the teachers showed that while there are limited number of studies that focused on efficacy beliefs of teachers from secondary level education (Chan, 2008), there are a plenty of studies (Schoon & Boone, 1998; Knobloch & Whittington, 2003; Robinson & Edwards, 2012) that looked into efficacy beliefs of teachers from diverse educational fields including science, mathematics or agriculture education. There were also some other studies (Tschannen-Moran & Hoy, 2007; Fry, 2009) that examined novice teachers' efficacy beliefs. In addition, there are some valuable studies that provide a critical view of teacher efficacy research (Tschannen-Moran, Hoy & Hoy, 1998; Henson, 2002; Goddard, Hoy, & Hoy, 2004; Klassen, Tze, Betts, & Gordon, 2011). Their research aimed at activating new research topics and direct efficacy research in a way that '... can provide a thick, rich description of the growth of teacher efficacy' (Tschannen-Moran, Hoy & Hoy, 1998; 242). In general, those critical review studies also pointed to the neglected data gathering methods such as longitudinal studies and qualitative data gathering procedures or issues and measures that needed to be refined (Tschannen-Moran, Hoy & Hoy, 1998; Henson, 2002).

The teacher efficacy research in Turkey has also been popular for various researchers from different educational fields. An influential body of research came from a validity study of the Turkish version of Teacher Efficacy Scale by Çapa, Çakıroğlu and Sarıkaya in 2005. Most of the efficacy studies in Turkish context have accumulated upon their study. Additionally, Cerit (2010) focused on validity and reliability of another Teacher Efficacy Scale (TES) developed by Gibson and Dembo (1984) among beginning and ending pre-service classroom teachers from Western Black Sea Region of Turkey. Furthermore, some studies in Turkish EFL efficacy research initiated longitudinal investigation to define changes in pre-service teachers' sense of teacher efficacy (Şahin & Atay, 2010; Yüksel, 2014).

Ekici's (2008) study is one of the studies that examined the change on the level of self-efficacy perception of preservice teachers' who take classroom management course in electronic and computer education department of a Turkish University. She found that the course have a positive impact on participants' self efficacy beliefs which have changed positively after taking the classroom management course. Similarly, Bursal (2008) investigated science anxiety and personal science teaching efficacy of the pre-service teachers and found that participants have limited self-efficacy beliefs in terms of teaching science. In another study, Gürbüzürk and Şad (2009) focused on pre-service teachers' efficacy levels from diverse education fields in Turkey and they found that participants' professional self-efficacy levels were moderately over average. Likewise, Özder (2011) have examined the data related to novice teachers' self-efficacy beliefs

and their teaching performance in the classroom teaching in Northern Cyprus and found that novice teachers have satisfactory level self-efficacy beliefs in general. In a similar vein Atmaca (2017) examined the perspectives of pre-service and in-service English teachers about generic and field-specific teacher competencies with regard to teacher identity in Turkish EFL context and found that some of the participants held positive views about the contribution of the competencies set by Turkish MoNE to their professional identity.

There are various self-efficacy research in EFL contexts that shed light on issues related to teacher attitudes towards classroom management, planning and organization and teacher perceptions (Chacon, 2005; Ghanizadeh & Moafian, 2011; Huangfu, 2012). In terms of the role of efficacy on the classroom management skills of teachers, in one of the earliest studies, Gibson and Dembo (1984) observed how high efficacy teacher and low efficacy teachers managed their classroom activities. Their findings indicated that teachers with high efficacy dedicated more time to educational tasks, guided students with difficulties and approved their academic achievements. On the contrary, teachers with lower efficacy spent more time on non-academic activities, easily gave up on students and criticized them for their failures.

In order to examine the relationship between teachers' efficacy beliefs and feedback that teachers get from their students, parents and colleagues, Milner (2002) conducted a longitudinal case study with a teacher that has 19-year teaching experience at high school level. Based on several observations and interviews with the participant, Milner's (2002) findings indicate significant points for experienced teacher's efficacy, sources of efficacy and persistence through difficult times. The researcher claims that this teacher exclusively found it useful that positive feedback from students, parents and colleagues is an integral part of teacher efficacy.

In terms of Turkish EFL context in self-efficacy research, it can be claimed that those studies also reached consistent findings with studies abroad. For instance, Göker (2006) who examined the relationship between peer coaching and pre-service teacher self-efficacy found that pre-service teachers receiving teaching practice course reported that the consistent feedback from other student teachers promoted their self-efficacy beliefs about instructional skills. Similarly, Atay (2007), in her study with pre-service EFL teachers, maintains that micro teaching period of senior student teachers has influential effects on teacher self-efficacy levels since it is the first time student teachers face with classroom reality. In another self-efficacy research in Turkish context, Yılmaz (2011) investigated perceived self-efficacy levels of non-native English language teachers teaching in primary or high schools along with self-reported English proficiency and instructional strategies they used. Findings show that EFL teachers see themselves more efficacious in instructional skills than in student engagement and classroom management skills. Also, non-native EFL teachers in this study perceive themselves as more proficient in reading and speaking skills rather than in listening and writing skills. The findings clarify that the more non-native English teachers feel proficient in all four basic language skills, the more they feel efficacious.

The review of literature revealed that there are some studies that examined the relationship between teacher self-efficacy beliefs and other efficacies of teachers. In one of those studies, which examined computer self-efficacy and teacher self-efficacy beliefs, Topkaya (2010) has indicated that computer self-efficacy perceptions of pre-service EFL teachers have a positive relationship with their general self-efficacy beliefs. In another study, Kavanoz, Yüksel, and Özcan, (2015) focused on pre-service EFL teachers' efficacy levels in terms of web pedagogical content knowledge and they found that there was not a significant gender difference on perceived usefulness of computer and the Internet although the previous research had a trend for females displaying more negative thoughts towards computers and the Internet.

The initial aim of the present study is to examine the self-efficacy levels of pre-service and in-service EFL teachers with the intention of understanding their self-efficacy perceptions. Thus, it is aimed to shed light on the differences between pre-service and in service EFL teachers' self-efficacy perceptions. This may provide a bigger picture which can be used to set self-efficacy profiles of in-service and pre-service EFL teachers and to improve teacher training programs in ways that enhance teachers' self-efficacy perceptions from the beginning of teacher training.

In line with above-mentioned aim, present study sought for answers to the following research questions;

1. What are the overall teacher self-efficacy beliefs of in-service and pre-service EFL teachers?
2. Is there any difference between the teacher self-efficacy beliefs of in-service and pre-service EFL teachers in terms of classroom instruction, classroom management and student engagement?

Method

In order to achieve its goal, which is to examine the self-efficacy belief levels of pre-service and in-service EFL teachers with the intention of understanding their self-efficacy perceptions, the present study adopted a quantitative research design. This research design intends objective, systematic and exploratory process for obtaining quantifiable information about the subject and concerned with numbers, statistics, and the relationships between events and numbers (Creswell, 2002).

Participants. The participants of the study were a total of 180 English as Foreign Language (EFL) in-service and pre-service teachers. 105 of the participants were in-service EFL teachers with 1 to 28 years of teaching experience in state primary schools. Demographics of the in-service teachers (n=105) revealed that while 84 of them were female, 21 of them were male teachers. In terms of their educational backgrounds, while 84 of them are graduates of ELT departments, 17 graduated from English Literature and 4 of them graduated from other major programs. Other 75 of the participants were pre-service senior EFL teachers studying at English

Language Education program of a Turkish University. The pre-service teachers have already completed all of the theoretical and practical courses in their program including teaching practice. Thus, it can be claimed that pre-service teachers have been exposed to the real life teaching experience during their teaching practice sessions in state primary or high schools. Though gender has not been defined as a component for consideration for the current study demographic information of the participants revealed that 26 of 75 pre-service teachers are male and 49 of them are female. As for their educational background, the majority of them are graduates of Anatolian High School (38%), which is followed by Foreign Language Intensive High School graduates (25%), High School graduates (17%) and Anatolian Teacher Training High School graduates (15%). The demographics additionally revealed that a great majority (80%) of the pre-service teachers have chosen Education Faculty among their first three choice in the university entrance exam which can be considered as a clear indication of high motivation to become an English teacher.

Data gathering tool. The data of the present study was gathered through the Turkish version of Tschannen-Moran, Hoy & Hoy's (1998) Teachers' Sense of Teacher Efficacy Scale (TTSES) translated and validated by Çapa, Çakıroğlu and Sarıkaya (2005). The TTSES questionnaire has two parts. The first part intended to obtain demographic information about the participants such as age, gender, teaching experience, the field of graduation and type of school that they work. The second part of the questionnaire has 24 items that inquire the levels of their sense of efficacy on a nine-point Likert type scale (9= totally adequate, 1= inadequate). In order to gather the data, which has been subject to descriptive and correlational analyses, the questionnaire administered to 105 in-service teachers teaching at primary and high schools and 75 senior EFL pre-service teachers studying at an education faculty of a Turkish university.

Data gathering process. The data concerning the in-service teachers' self-efficacy beliefs were gathered by the first researcher through visiting the primary schools in three main districts of Antalya. In order to reach an acceptable number of participants the researcher tried to cover most of the schools in each of the mentioned districts. The English teachers in each school had been informed about the purpose and the time allocated to fill in the questionnaire (roughly 20 minutes) and then administered to those who volunteered to participate to the study. The second set of data was gathered from the senior pre-service teachers studying at Akdeniz University, ELT Department. After informing the pre-service teachers about the purpose of the study and the time allocated to fill in the questionnaire (roughly 20 minutes) only volunteer students had participated in the study. The researcher was present during data collection during their 40-minute lesson in order help those who need clarification about the items in the questionnaire.

Reliability of the data collection tool. The reliability of a test has been defined as "the extent to which the results can be considered consistent and stable" (Brown, 1988, p.98), which can be estimated through Cronbach's Alpha value. The reliability of the original scale (TTSES of Tschannen-Moran and Woolfolk Hoy, 2001) was found as 0.94 and the reliability score of the

Turkish version of the scale (TTSES of Çapa, Çakıroğlu and Sarıkaya, 2005) was found as 0.93 both of which had been considered highly reliable since the values are closer to value 1 (Cronbach, 1951). The Cronbach's Alpha value for the current sample has been found to be 0,938 for in-service teachers and 0,929 for pre-service teachers. Both alpha values are similar and closer to original alpha values of the scales by Tschannen-Moran and Woolfolk Hoy (2001) and Çapa, Çakıroğlu and Sarıkaya (2005). Thus, the present sample is accepted as reliable for further statistical analysis.

Data analysis procedure. The gathered data from TTSES questionnaire were analyzed through a statistical software program, which is known as *Statistical Package for the Social Sciences* (The IBM SPSS), for quantitative analysis. Descriptive statistics on the demographics of age, gender, teaching experience, the field of graduation, Bachelor's degree and school type were analyzed using the same program. As the first step in data analysis an exploratory factor analysis was computed to evaluate the strengths of items. In addition, t-test and Analysis of Variance (ANOVA) were used for comparison and correlation purposes in order to measure the relationship between the variables. One-way analysis of variance has been employed in order to find out the changes or fluctuations in in-service EFL teachers' self-efficacy beliefs during their teaching career. The results were considered to have a statistical significance when p values were smaller than 0.05 (Rice, 1989). Descriptive statistics such as frequency, mean, percentage and standard deviations were also administered.

Limitations. This study has some limitations in nature. First of all, the study comprises mainly self-reported data concerning participants' perceptions about their teaching and self-efficacies. Thus, it is assumed that participants answered the questionnaire honestly and made accurate judgements of their teaching practices. Besides, the findings of the study cannot be generalized to other EFL contexts in Turkey since the data has been collected from particular areas of the country, which has made the number of participants limited.

Findings

The findings of the present study are presented through the order of the research questions. In the first research question, the overall self-efficacy levels of both pre-service and in-service teachers were inquired. Additionally, the participants' level of instructional strategy use, classroom management and student engagement strategies were compared in line with the findings.

In terms of overall self-efficacy beliefs, analysis of the findings has revealed that there is a slight difference between pre-service and in-service teachers. The means, standard deviations and alpha values for overall comparison of participants' self-efficacy beliefs are presented in Table 1.

Table 1. *Comparison of overall scores for the TTSES (n=180)*

	Mean	SD	α
TTSES (in-service) (n=75)	6.90	1.3	.938
TTSES (pre-service) (n=105)	6.98	1.3	.929

According to Table 1, in-service teachers' overall TTSES score is 6.90 out of 9.00 total score and this indicates a fairly high level of efficacy. On the other hand, pre-service teachers' overall score was calculated as 6.98, which also indicates a higher level of self-efficacy. The comparison of overall TTSES scores of pre-service and in-service EFL teachers reveal that though both group of participants have a relatively higher level of self-efficacy, however, the pre-service teachers' overall self-efficacy is slightly higher than that of in-service teachers. Further analysis of data indicated that although pre-service teachers have slightly higher overall self-efficacy beliefs (6.98) than in-service teachers (6.90), which is not a statistically significant.

In terms of the second research question which inquires in-depth analysis of participants' teachers' efficacy beliefs concerning level of instructional strategy use, classroom management and student engagement strategies, the findings were further analyzed and compared between the groups of participants and are presented in Table 2.

Table 2. *Comparison of subscale scores for the TTSES (n=180)*

	Mean	SD	α
Instruction (in-service)	7.14	1.2	.887
Instruction (pre-service)	7.10	1.2	.866
Management (in-service)	7.00	1.4	.862
Management (pre-service)	6.99	1.4	.843
Engagement (in-service)	6.56	1.3	.831
Engagement (pre-service)	6.85	1.3	.824

According to Table 2, in-service teachers' self-efficacy for instruction stands out with a score of 7.14. Additionally, it has been found that in-service teachers have relatively higher efficacy beliefs for classroom management with a score of 7.00. However, their self-efficacy beliefs concerning student engagement, on the other hand, has been found as the lowest score, which is 6.56. In terms of pre-service teachers' self-efficacy beliefs for instruction and management; it has been found that their score is 7.10 and 6.99 respectively, which are similar to in-service teachers' score in instruction and management. Besides, pre-service teachers' engagement efficacy level (6.85) is relatively higher than that of in-service teachers. All in all, the findings revealed that although in-service teachers have a relatively lower overall score of TTSES than pre-service teachers, it appears that in-service teachers have slightly higher efficacy judgements for instruction and classroom management than that of pre-service teachers.

For further analysis of the gathered data for the second research question, the data was also examined in terms of subcategories of the scale at item level. Though the subcategorization of the original and translated TTSES scale was intact, Özder's (2011) classification of the items in each

sub-category seems to reveal more in-depth understanding for the gathered data. Thus, the findings related to second research question were discussed in line with the Özder' s (2011) classification of the same scale items, which are ‘student motivation and things done for motivation (items 6, 9, 22)’, ‘motivation of students with low achievement (items 1, 4, 14)’ and ‘ensuring creative and critical thinking (items 2, 12)’. Thus, the comparative analysis of the items is provided in Table 3.

Table 3. *The comparative analysis of the items in terms of student engagement*

Student engagement		In-service Teachers' Mean	Pre-service Teachers' Mean	T-test results	
				F	sig. (2 tailed)
Low achievement	1. How much can you do to get through to the most difficult students?	5.50	6.33	4,546	,000*
	4. How much can you do to motivate students who show low interest in schoolwork?	6.54	7.09	,138	,009*
	14. How much can you do to improve the understanding of a student who is failing?	6.48	7.05	,254	,003*
Motivation	6. How much can you do to get students to believe they can do well in schoolwork?	6.97	6.96	1,796	,951
	9. How much can you do to help your students' value learning?	6.87	7.00	2,609	,498
	22. How much can you assist families in helping their children do well in school?	6.69	7.01	3,601	,168
Creativity	2. How much can you do to help your students think critically?	6.46	6.54	4,263	,701
	12. How much can you do to foster student creativity?	6.99	6.82	1,601	,376

As it is shown in the table, both in-service teachers and pre-service teachers have lower self-efficacy beliefs towards the same items (e.g. item 1, 4 and 14). In depth analysis of t-test statistics reveal that there is a statistically significant difference between in-service and pre-service teachers in item 1 (5.50/6.33), item 4 (6.54/7.09) and item 14 (6.48/7.05). For instance, in terms of student motivation, especially when students display challenging behaviors, both groups of teachers showed lower self-efficacy when they needed to deal with difficult students. In addition, both in-service and pre-service teachers shown marked negative self-efficacy beliefs towards motivating students who were indifferent to learning and improving the understanding of a student who was failing. It is believed that this finding points to an emerging pattern. That is, both groups of teachers feel less efficacious when there are problems about students' motivation towards learning. Additionally, it seems that the shared responses seem corresponding to both ends of teaching; one is correcting negative behavior and keeping classroom peaceful and smooth, and the other one is nurturing positive thinking skills. For the higher scored items by in-service teachers (item 12; 6.99), it has been found that in-service teachers believe in their efficacy to

foster student creativity. Pre-service teachers, on the other hand, have higher efficacy for motivating students (item 22; 7.01) who show low interest in schoolwork.

As for classroom management aspect of the teacher self-efficacy beliefs of participants, the findings were tabulated under three sub-categories, such as items related to ‘management of negative student behaviors’ (items 3, 15, 19 and 21); ‘student expectations and classroom rules’ (items 5 and 13) and ‘coordination of in-class activities’ (items 8 and 16). The results of statistical computations of the related items are given in Table 4.

Table 4. *The comparative analysis of the items in terms of classroom management*

Classroom management		In-service Teachers Mean	Pre-service Teachers Mean	T-test Results	
				F	sig. (2 tailed)
Negative behavior	3. How much can you do to control disruptive behavior in the classroom?	6.84	6.85	,021	,980
	15. How much can you do to calm a student who is disruptive or noisy?	7.05	7.05	,625	,986
	19. How well can you keep a few problem students from ruining an entire lesson?	6.74	7.02	,003	,204
	21. How well can you respond to defiant students?	7.00	6.74	,075	,338
Classroom rules	5. To what extent can you make your expectations clear about student behavior?	7.48	7.40	,578	,628
	13. How much can you do to get children to follow classroom rules?	7.09	7.14	1,278	,825
Activities	8. How well can you establish routines to keep activities running smoothly?	7.36	7.13	,097	,208
	16. How well can you establish a classroom management system with each group of students?	6.51	6.64	1,104	,574

As it is seen in Table 4, the t-test results for items related to classroom management have shown that there is not any statistically meaningful difference between pre-service and in-service teachers in general. However, the mean scores of pre-service and in-service teachers may be used to explain the variance between them. For instance, both pre-service teachers and in-service teachers appeared to have strongest efficacy beliefs in making their expectations clear about student behavior (item 5). In other words, the data revealed that both groups of teachers feel highly efficacious in expressing themselves clearly about what they expect from their students. On the other hand, establishing a classroom management system (item 16) has received the lowest scores from both pre-service and in-service teachers. The findings further revealed that in-service teachers appear to have negative efficacy beliefs for preventing problematic students from

ruining the entire lesson (item 19). Similarly, pre-service teachers seem to feel less efficacious in their responses to defiant students who are disrespectful and misbehaving (item 21).

In terms of the self-efficacy beliefs concerning the instructional strategies, the findings were presented in Table 5 under three sub-categories, including “evaluation of what is taught” (items 10, 11, and 18); “rendering classes suitable for highly talented students” (items 17, 23 and 24) and “alternative strategies for students’ misconceptions” (items 7 and 20).

Table 5. *Teacher self-efficacy beliefs concerning instructional strategies*

Instructional strategies		In-service Teachers Mean	Pre-service Teachers Mean	F	T-test Results sig. (2 tailed)
Evaluation	10. How much can you gauge student comprehension of what you have taught?	7.38	7.41	,527	,812
	11. To what extent can you craft good questions for your students?	7.41	7.18	,291	,168
	18. How much can you use a variety of assessment strategies?	6.90	6.89	,540	,956
Talented students	17. How much can you do to adjust your lessons to the proper level for individual students?	6.42	6.77	1,686	,105
	23. How well can you implement alternative strategies in your classroom?	6.92	7.06	1,303	,457
	24. How well can you provide appropriate challenges for very capable students?	6.99	7.21	1,007	,328
Misconceptions	7. How well can you respond to difficult questions from your students?	7.80	7.06	3,323	,000*
	20. To what extent can you provide an alternative explanation or example when students are confused?	7.41	7.25	,001	,367

As it is depicted in Table 5, in terms of teacher self-efficacy beliefs concerning instructional strategies, pre-service teachers have the highest efficacy score (7.41) in evaluating what is taught (item 10). Likewise, in-service teachers also have a very similar score (7.38) on the same issue. In consequence, this might signpost that both pre-service and in-service teachers have enhanced efficacy for measuring the outcome of their teaching. Moreover, t-test results for item 18 revealed that both groups have almost the same score for varying their assessment strategies, which also affirms their strong efficacy beliefs on the evaluation of their student outcomes. The results also showed that in-service teachers seem to feel less efficient in adjusting their lessons to the proper level for individual students (item 17). In the same manner, pre-service teachers have a lower sense of efficacy for the same issue though their score is slightly higher than in-service teachers.

The further analysis of teacher efficacy beliefs concerning instructional strategies of participants depicted that there is a statistically significant difference between the groups in answering difficult questions aroused by their students (item 7). That is, while in-service teachers have the highest efficacy beliefs for answering difficult questions, pre-service teachers have a shakier sense of self-efficacy for the same issue.

Teaching experience for in-service teachers has also been analyzed in order to figure out the changes or fluctuations in in-service EFL teachers' self-efficacy beliefs during their teaching career. As it is shown in Tables 6 and 7, the analysis of variance results demonstrates that self-efficacy levels of in-service teachers do not change in relation to their teaching experience.

Table 6. *Descriptive statistics for in-service teachers' teaching experience and efficacy*

Years	n	mean	sd	Std.error	Lower bound	Upper bound	Min.	Max.
1 – 5	33	161,55	18,61	3,24	154,94	168,14	129,00	195,00
6 – 10	27	170,67	21,69	4,17	162,02	179,25	119,00	203,00
11 +	45	166,09	21,81	3,25	159,53	172,64	100,00	210,00
Total	105	165,84	20,92	2,04	161,78	169,88	100,00	210,00

Table 7. *ANOVA results for in-service teachers' teaching experience and efficacy*

	Sum of Squares	df	Mean square	F	Sig.
Between groups	1240,421	2	620,211	1,429	,244
Within Groups	44275,826	102	434,077		
Total	45516,248	104			

Conclusion and Discussion

Concerning the main aim of the present study the overall self-efficacy levels of both pre-service and in-service teachers were examined. The statistical analyses exposed that self-efficacy beliefs of pre-service and in-service teachers do not differ significantly. The review of available literature revealed that this finding of the present study is inconsistent with Tschannen-Moran and Hoy's (2007) study in which they found that experienced teachers have higher self-efficacy scores than novices. Although there is not significantly difference, the further analysis of the data exposed that pre-service teachers have slightly higher overall self-efficacy beliefs (6.98) than in-service teachers (6.90). Yet again, the findings of present study show dissimilarity with Tschannen-Moran and Hoy's (2007) study, in which less experienced novice teachers were found to have lower efficacy than practicing experienced teachers due to the inadequacy of mastery experience in their teaching practices. On the other hand, the finding of this further analysis show somehow similarities with Özder (2011) who found that novice teachers have satisfactory level self-efficacy beliefs in general.

Besides, the findings of the present study revealed that pre-service teachers are able to make more explicit analysis of teaching task. This finding shows dissimilarity with Bandura (1997; 82), who claimed that experienced teachers are accepted to have an established efficacy belief system.

However, Ross (1994) noted that even if experienced teachers are exposed to seminars and workshops in the form of in-service training, their efficacy beliefs appear to increase following the training but the increase disappears after some time and their efficacy judgements return to their previous status. Thus, though pre-service teachers have slightly higher overall TTSES score (6.98) than in-service teachers (6.90), their efficacy perceptions in instruction and management appear to be lower than that of in-service teachers. The reason behind this finding might be due to the fact that pre-service teachers have relatively fewer mastery experiences for teaching English in a real classroom atmosphere. Hence, we believe that the findings of the present study shed light into the growing literature on the teacher efficacy beliefs by explicating that there is not any significant difference between pre-service and in-service teachers.

In terms of relationship between teacher self-efficacy beliefs and classroom management the findings unearthed that there is not any statistically difference between pre-service and in-service teachers in general. However both pre-service teachers and in-service teachers appeared to have strongest efficacy beliefs in making their expectations clear about student behavior. What might be inferred from this finding is that both groups of teachers seem to find it difficult to establish a classroom management system and appear to have a vague idea of how they might establish and prolong a classroom management system. In short, it can be inferred that while making their expectations clear about student behavior has a positive trend, establishing a classroom management system has a negative trend for both teacher groups in terms of their efficacy beliefs.

The findings uncovered that in-service teachers appear to have negative efficacy beliefs for preventing problematic students from ruining the entire lesson. Similarly, pre-service teachers seem to feel less efficacious in their responses to defiant students who are disrespectful and misbehaving. This finding of the present study is not well-suited with the assertion of Gibson and Dembo (1984) who believe that the teachers with high efficacy beliefs are more determined with difficult students. It can be concluded that these findings point to the fact that both groups of teachers find it hard to get through to difficult students with problematic behavior. As it appears, it can be inferred that regardless of experience, both pre-service and in-service teachers feel that they do not have adequate skills and strategies to use when they have students with problematic behavior. Moreover, it can be assumed that teachers are not well equipped with the relevant knowledge on dealing with problematic students within their teacher preparation program or more specifically in the classroom management course which is compulsory for every pre-service teacher education program.

It is found that there is a significant difference between the participants in terms of dealing with difficult questions aroused by students. That is, while in-service teachers have the highest efficacy beliefs (7.80) for answering difficult questions, pre-service teachers have a shakier sense of self-efficacy (7.06) for the same issue. Thus, this significant difference might indicate that pre-service teachers feel less efficacious in the cases especially when they face with difficult

questions posed by their students. The reason of this might stem from the fact that pre-service teachers have fewer mastery experiences in a real classroom atmosphere.

Educational implications and suggestions for further studies

Findings of the present study, which aims to examine the self-efficacy belief levels of pre-service and in-service EFL teachers with the intention of understanding their self-efficacy perceptions, constitute some theoretical and practical implications. First of all, for enhancing pre-service teachers' efficacy beliefs, teacher preparation programs need to give more opportunities for pre-service teachers to experiment in actual teaching settings so as to teach and manage children in a variety of contexts within a framework of gradual complexity and challenge as it is called apprenticeship approach suggested by Tschannen-Moran, Hoy and Hoy (1998: 234).

We believe that the schools that pre-service teachers perform their teaching practices during their undergraduate education should comprise a wide range of learning environments that take in schools from kindergarten to high schools including the private institutions. Last but not least, restructuring the teacher education programs with the intention of offering more engagement and responsibility for pre-service teachers as well as implementing the "apprenticeship model" suggested by Tschannen-Moran and Hoy (1998) in the teaching practice processes would be very beneficial both for the professional developments and enriching the teaching efficacy beliefs of pre-service teachers. Thereby, the first real-like teaching experiences of pre-service teachers would be enhanced and contribute to the formation of pre-service teachers' self efficacy beliefs.

In terms of the suggestions for the forthcoming studies, it might be prolific to conduct empirical studies in order to identify teachers' self-efficacy levels in more detail. Thus, it can be suggested that studies with different research methodologies should be conducted to define the zone that embodies where teachers' efficacy beliefs and their actual teaching practices overlap. Besides, qualitative and interpretive studies enriched with observations and interviews might be more beneficial for gathering key information and refining our understanding of the development of teachers' efficacy or the sources of efficacy beliefs.

Furthermore, in order to examine the fluctuations in teacher self-efficacy beliefs of teachers at different times during their teaching career or if the efficacy beliefs are stable enough to resist adversity and stress of teaching over the time, it can be suggested that future studies should be designed in a longitudinal nature. Thus, through monitoring the changes in teachers' self-efficacy beliefs throughout a period, the longitudinal studies might shed light on to a better understanding of the role of experience across stages of teachers' teaching career. Moreover, experimental and longitudinal studies may be particularly beneficial for teacher preparation programs to assess the impact of coursework and teaching practices on pre-service teachers' development of efficacy beliefs.

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Uzun özet

Dil öğretiminde her öğrencinin, her öğretmenin ve her öğrenme ortamının birbirinden farklı olduğu kabul edilmektedir. Bu durum dil öğretimini belirgin sınıflamalara uymaktan uzak hale getirerek dil öğretiminin üzerindeki öğretme becerileri, öğrenci ihtiyaçlarının belirlenmesi, öğrenme ortamının ve araçlarının belirlenmesi gibi sorumluluklarını daha da artırmaktadır. Bu yüzden dil öğretmeni öğretme yönteminin seçilmesi aşamasında öğrencilerinin, öğrenme ortamının ve ders araçlarının gerektirdiği doğrultuda karar vermesi beklenmektedir. Öğretmenlerin beklentilerin çoğalması öğretmene sınıf ortamında ve öğrenme ortamı dışında da yeni roller yüklemekte ve bu noktada öğretmenin dil öğretme yöntemine ilişkin öz yeterlilik algısının belirlenmesini gerekli kılmaktadır. Bu konuda yapılan araştırmalar; öğretmenin öz yeterlilik algısının, öğretmenlik eğitiminin başında şekillenmeye başladığını ve öğretmenin öğretme isteğini, sınıf yönetiminde kullanacağı tekniği, ders planlaması ve ölçme-değerlendirme yöntemleri gibi önemli konularda öğretmenin algısını yönlendirdiği görülmüştür. Bu yüzden öğretmenin öz yeterlilik algısının hem öğrenme ortamına hem de öğrencilerin öğrenmeye yönelik algılarını önemli ölçüde etkilediği savunulmaktadır (Bandura, 1993; 1997).

Öğretmenin öz yeterlilik algısı, bir başka yönüyle ise, öğretmenlik eğitiminin başında şekillenmeye başladığından öğretmenin kendi öğretmenlik becerilerine ait inanç ve tutumlarını daha sonradan değiştirmesini de zorlaştırmakta ve öğretmenliğe başladıktan sonra hizmet içi eğitimlerle değiştirilmesini güçleştirmektedir (Pajares, 1992). Öğretmenin öz yeterlilik algısının yüksek olmasının ise öğrenme ortamına olumlu katkılar sağladığı bulunmuştur. Örneğin öz yeterlilik algısı yüksek olan öğretmenler daha planlı ders işlemekte, öğrenci hatalarına daha toleranslı davranmakta, öğrenme ortamında daha kararlı tavır sergilemekte, öğretmek için daha istekli ve mesleğine daha bağlı oldukları görülmüştür (Gibson & Dembo, 1984; Ashton & Webb, 1986; Burley, Hall, Villeme, & Brockmeier, 1991; Coladarci, 1992; Allinder, 1994).

Öğretmenlerin öz yeterlilik inançları konusunda var olan yazına bir hayli katkıda bulunan Tschannen-Moran, Hoy and Hoy (1998), çalışmalarında öğretmenlik eğitimi sırasında öz yeterlilik inançlarının düşük olduğu belirlenen öğretmen adaylarında sınıf ortamına daha katı kurallar getirdikleri; öğrencilerinin öğrenme istekleri konusunda daha kötümser tutuma sahip olduklarını ve öğrencilerini dersle katabilmek adına ödül-ceza yöntemine daha sık başvurduklarını ortaya koymuşlardır.

Öğretmenlerin öz yeterlilik inançları pek çok alanda araştırıldığı gibi İngilizce öğretmenliği alanında da bazı çalışmalar yapılmıştır. İlgili alan yazın tarandığında İngilizce öğretmenlerinin ders içi faaliyetleri nasıl yönettiklerine (Gibson & Dembo; 1984); sınıf yönetimi, ders planlama teknikleri ve öğretmenlik algıları (Chacon, 2005; Ghanizadeh & Moafian, 2011; Huangfu, 2012) üzerine çeşitli çalışmalar yapıldığı görülmektedir. Genel hatlarıyla bu çalışmaların bulguları, öz yeterlilik inançları düşük olan İngilizce öğretmenlerin ders dışı işlemlerle daha çok ilgilendiklerini, öğrencilerin yaptıkları hataları daha çok eleştirdiklerini ve dersle ilgili karşılaştıkları zorluklar karşısında çabuk pes ettiklerini göstermiştir.

İngilizce öğretmenliği alanında Türkiye’de yapılmış çalışmaların bulguları yurtdışı örnekleri ile tutarlılık göstermekle beraber yapılan çalışmalar (Göker, 2006; Atay, 2007; Topkaya, 2010; Yılmaz, 2011) İngilizce öğretmeni adaylarının öz yeterlilik inançları üzerinde daha yoğunlaşmaktadır. Alan yazındaki çalışmalar genellikle ya öğretmen adayları ya da hizmet içi öğretmenlerin öz yeterlilik algıları üzerine yoğunlaşmakla birlikte karşılaştırmalı olarak öz yeterlilik çalışmalarına pek rastlanmadığı görülmektedir. Dolayısıyla öğretmen adayları ile görevdeki öğretmenlerin öz yeterlilik algılarını karşılaştırmalı olarak ele alan yeni çalışmaların alandaki boşluğa katkı yapması beklenmektedir. Bu çalışmada, İngilizce öğretmen adayları ile görev yapmakta olan İngilizce öğretmenlerinin öz yeterlilik inanç düzeylerinin farklı değişkenler açısından karşılaştırmalı olarak incelenmesi hedeflenmektedir.

Araştırma yöntemi

Bu çalışmada nicel araştırma yöntemi olan anket tekniği kullanılmıştır. Çalışmada kullanılan ölçek Çapa, Çakıroğlu ve Sarıkaya’nın (2005) çalışmalarıyla Türkçe’ye uyarladıkları Öğretmen Öz Yeterlilik Ölçeğidir (TTSES). Toplam 180 katılımcıyla gerçekleştirilen bu çalışmaya 105 hizmet içi İngilizce öğretmeni ve 75 hizmet öncesi İngilizce öğretmeni katkıda bulunmuştur. Hizmet içi öğretmenler Antalya’da çeşitli ilköğretim okullarında görev yapan ve 1 ile 28 yıllık öğretmenlik deneyimine sahip İngilizce öğretmenleridir. Hizmet öncesi öğretmenler ise, Akdeniz üniversitesi İngilizce öğretmenliği lisans programı son sınıfta öğrenim gören 75 öğretmen adaydır.

Anketten elde edilen veriler uygun bir istatistik paket programı (The IBM SPSS) aracılığıyla değerlendirilmiştir. Yüzdellik, standart sapma, ortalama değerleri gibi açıklayıcı istatistik verileri yanı sıra t-testi ve varyans analizi (ANOVA) teknikleri kullanılarak değerlendirmeler yapılmıştır. Çalışmanın güvenilirliği açısından Cronbach Alfa değerleri ise hizmet içi öğretmenlerde 0,938; hizmet öncesi öğretmenlerde ise 0,929 olarak bulunmuştur.

Araştırmanın bulguları

Bu çalışmada, hizmet içi ve hizmet öncesi İngilizce Öğretmenlerinin öz yeterlilik inançları sınıf yönetimi, dersin işlenişi ve öğrenci katılımı boyutlarıyla değerlendirilmiştir. Buna göre anketten elde edilen veriler, öğretmenlerin öz yeterlilik düzeylerine ilişkin şu sonuçları göstermektedir. 9’lu Likert tipi ölçek üzerinden hizmet içi öğretmenlerde 6,90, hizmet öncesi öğretmenlerde ise 6,98 olarak görülmüştür. Bu veriyi yüzdellik değerle gösterirsek hizmet içi öğretmenlerde %76,6; hizmet öncesi öğretmenlerde ise %77,5 olmuştur. Bu sonuçların her iki örneklem grubu açısından da öz yeterlilik inançları bakımından yüksek olarak değerlendirilebileceği görülmektedir. Öte yandan ölçeğin alt boyutları olan sınıf yönetimi ve dersin işlenişi ele alındığında ise, öz yeterlilik inançları bakımından hizmet içi öğretmenler lehine bir farklılık görülmüştür. Diğer taraftan ise öğrenci katılımı boyutunda hizmet öncesi öğretmenlerin öz yeterlilik inançlarının, hizmet içi öğretmenlerden daha yüksek olduğu belirlenmiştir.

Öğretmelerin öz yeterlilik düzeylerine ilişkin daha detaylı veriye ulaşabilmek adına, ölçekte yer alan maddelere verilen yanıtlara (puanlara) göre her iki örneklem grubu arasında karşılaştırma yapılmıştır. Buna göre, öğrencilerden gelen zorlayıcı soruları yanıtlama, öğrencilere kendilerinden beklenen davranışları açıklama ve öğrencilerin yaratıcılıklarına destek olma konularında hizmet içi öğretmenlerin daha yüksek öz yeterlilik düzeyine sahip oldukları belirlenmiştir. Öte yandan, hem hizmet içi İngilizce öğretmenlerinin hem de hizmet öncesi İngilizce öğretmenlerinin, derslerin işlenişini her öğrencinin bireysel farklılıklarına göre planlama, çeşitli ders değerlendirme teknikleri kullanma, sorunlu öğrencilerle baş etme ve öğrencilerin eleştirel düşüncelerini destekleme noktalarında daha düşük öz yeterlilik inançlarına sahip oldukları görülmüştür.

Araştırmanın sonuçları

Bu çalışmada, öğretmenlerin öz yeterlilikleri bakımından hem kuramsal hem de uygulamaya yönelik bazı sonuçlara ulaşılmıştır. Öğretmen yetiştirmede aday öğretmenlere adım adım artan biçimde sorumluluk verilecek şekilde düzenlemelerin yapılabildiği ve Tschannen- Moran ve Hoy'un (1998) önerdiği 'çıraklık modeli' uygulamasının kullanılması ve öğretmenlerin staj yaptıkları okul türlerinin liseleri ve özel okulları da kapsayacak şekilde genişletilerek ilk öğretmenlik tecrübelerinin değişik öğrenme olanakları sunacak biçimde zenginleştirilmesi, öğretmenlerin öz yeterlilik inançlarına katkı sağlayabilecektir. Öz yeterlilik inançları ile ilgili daha çok nitel araştırmaya yer verilmesi ve öğretmenlerin öz yeterlilik inançlarına dair boylamsal çalışmalarla elde edilen verilerin değerlendirmesi gerekmektedir.