



RESEARCH ARTICLE

AN INVESTIGATION OF THE RELATIONSHIP BETWEEN
SECONDARY SCHOOL STUDENTS' SELF-EFFICACY PERCEPTIONS
IN TURKISH AND SELF-EFFICACY BELIEFS IN ENGLISH
(AFYONKARAHISAR SAMPLE)*

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Abstract

This study examined the relationship between secondary school students' self-efficacy perceptions in Turkish and their English self-efficacy beliefs. The study employed a quantitative correlational research design. Data were collected using the Turkish Course Self-Efficacy Perception Scale developed by Durukan and Maden (2012) and the English Self-Efficacy Belief Scale developed by Yanar and Bümen (2012). Descriptive statistics, independent samples t-test, Pearson product-moment correlation analysis, two-way analysis of variance (ANOVA), Scheffé test, and LSD tests were used to analyse the data. The findings revealed significant relationships between students' Turkish course self-efficacy perceptions and English self-efficacy beliefs across groups formed according to parental educational status, time spent using technological tools, and diary-keeping status. In addition, a significant difference was found between students' Turkish course self-efficacy perceptions and their English self-efficacy beliefs. However, parental educational status, time spent with technological tools, diary-keeping status, and Turkish course self-efficacy perceptions were not found to be significantly associated with secondary school students' English self-efficacy beliefs.

Keywords: Self-efficacy, English self-efficacy beliefs, Turkish course self-efficacy, secondary school students.

Received: 8 April 2026 Accepted: 24 May 2026

**This study was developed from the master's thesis prepared by the first author under the supervision of the second author.*

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Citation: An investigation of the relationship between secondary school students' self-efficacy perceptions in Turkish and self-efficacy beliefs in English (Afyonkarahisar sample). *Eğitimde Kuram ve Uygulama*, 22(1), 127-137. <https://doi.org/10.17244/eku.1925429>

ARAŞTIRMA MAKALESİ

ORTAOKUL ÖĞRENCİLERİNİN TÜRKÇE DERSİ ÖZYETERLİLİK ALGISI İLE İNGİLİZCE ÖZYETERLİLİK İNANCI ARASINDAKİ İLİŞKİNİN İNCELENMESİ (AFYONKARAHİSAR ÖRNEKLEMİ)*

Öz

Bu çalışmada, ortaokul öğrencilerinin Türkçe dersine yönelik öz yeterlik algıları ile İngilizce öz yeterlik inançları arasındaki ilişki incelenmiştir. Araştırma, nicel araştırma yöntemlerinden ilişkisel tarama modeline dayalı olarak yürütülmüştür. Veriler, Durukan ve Maden (2012) tarafından geliştirilen Türkçe Dersi Özyeterlik Algısı Ölçeği ile Yanar ve Bümen (2012) tarafından geliştirilen İngilizce Özyeterlik İnancı Ölçeği kullanılarak toplanmıştır. Verilerin analizinde betimsel istatistikler, bağımsız örneklem t-testi, Pearson korelasyon analizi, iki yönlü varyans analizi (ANOVA), Scheffé testi ve LSD testlerinden yararlanılmıştır. Araştırma bulguları, ortaokul öğrencilerinin ebeveyn eğitim durumu, teknolojik araçlarla geçirilen süre ve günlük tutma durumuna göre oluşturulan gruplarda Türkçe dersi özyeterlik algıları ile İngilizce özyeterlik inançları arasında anlamlı ilişkiler bulunduğunu göstermiştir. Ayrıca öğrencilerin Türkçe dersi özyeterlik algıları ile İngilizce özyeterlik inançları arasında anlamlı bir farklılık olduğu belirlenmiştir. Bununla birlikte, ebeveyn eğitim durumu, teknolojik araçlarla geçirilen süre, günlük tutma durumu ve Türkçe dersi özyeterlik algılarının ortaokul öğrencilerinin İngilizce özyeterlik inançları ile anlamlı düzeyde ilişkili olmadığı belirlenmiştir.

Anahtar Kelimeler: Özyeterlik, İngilizce özyeterlik inancı, Türkçe dersi özyeterlik algısı, ortaokul öğrencileri.

Geliş: 08.04.2026 Kabul: 24.05.2026

*Bu araştırma ikinci yazarın danışmanlığında birinci yazar tarafından hazırlanan yüksek lisans tezinden üretilmiştir.

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Kaynak Gösterimi: An investigation of the relationship between secondary school students' self-efficacy perceptions in Turkish and self-efficacy beliefs in English (Afyonkarahisar sample). *Eğitimde Kuram ve Uygulama*, 22(1), 127-137. <https://doi.org/10.17244/eku.1925429>

INTRODUCTION

Language acquisition is a process that begins in infancy and involves understanding and using language effectively. In addition to serving as a means of expressing thoughts and emotions, language also plays an important role in establishing social relationships and transmitting culture from one generation to another. Language development is influenced by various factors such as environmental interactions, social experiences, and individual characteristics. In this respect, language acquisition contributes not only to communication skills but also to cognitive and social development (Aksan, 1990).

Mother tongue education plays an important role in individuals' communication skills, cognitive development, academic achievement, and social adaptation. Effective mother tongue education supports vocabulary development, grammatical competence, and critical thinking skills while also strengthening individuals' connections with their culture and society. In addition, proficiency in the mother tongue may facilitate the learning of foreign languages and contribute positively to overall language development (Kayaalp, 1998). Today, due to globalization and technological developments, foreign language learning has become increasingly important for personal, academic, and professional development. Foreign language learning contributes not only to communication skills but also to intercultural understanding and global participation (İlbeği & Çeliköz, 2020).

Language learning is influenced by various cognitive, affective, and environmental factors. Among these factors, motivation, self-confidence, anxiety, and self-efficacy play important roles in the language learning process. Self-efficacy is associated with learners' motivation, language learning strategies, and language performance (Gömleksiz, 2014). Learners who have stronger beliefs in their abilities are generally more willing to participate in language learning activities and to cope with learning difficulties.

Bandura (1986) defined self-efficacy as individuals' beliefs in their capabilities to organize and perform the actions required to achieve specific performances. In the context of language learning, self-efficacy refers to learners' beliefs about their ability to successfully use language skills such as reading, writing, listening, and speaking. Students with high self-efficacy are more likely to demonstrate persistence and confidence during the learning process, whereas students with low self-efficacy may avoid challenging tasks and experience lower motivation (Acar, 2006).

Self-efficacy is considered an important factor in both mother tongue and foreign language learning. Students' perceptions of competence in their mother tongue may also be related to their beliefs about learning a foreign language. However, the relationship between self-efficacy perceptions in the mother tongue and self-efficacy beliefs in a foreign language has not been sufficiently examined in the literature. In addition, certain individual and environmental factors, such as parental educational status, time spent using technological tools, and diary-keeping habits, may also be associated with students' self-efficacy beliefs.

In this context, the present study aimed to examine the relationship between secondary school students' self-efficacy perceptions in Turkish and their self-efficacy beliefs in English. The study also investigated whether these variables differed according to parental educational status, time spent using technological tools, and diary-keeping status. It is expected that the findings of this study will contribute to the literature on language learning and provide guidance for educational practices aimed at improving students' self-efficacy beliefs in both mother tongue and foreign language learning contexts.

Sub-Problems of the Study

Is there a significant relationship between secondary school students' Turkish course self-efficacy perceptions and English self-efficacy beliefs according to:

- a. parental educational status,
- b. time spent using technological tools, and
- c. diary-keeping status?

Is there a significant difference between secondary school students' Turkish course self-efficacy perceptions and English self-efficacy beliefs?

Do parental educational status, time spent using technological tools, and diary-keeping status jointly differ according to secondary school students' Turkish course self-efficacy perceptions and English self-efficacy beliefs?

METHODOLOGY

Research Design/Model

This study aimed to examine the relationship between secondary school students' Turkish course self-efficacy perceptions and their English self-efficacy beliefs. Therefore, the study was conducted using the correlational survey model, one of the quantitative research methods. The correlational survey model is used to determine the existence and degree of relationships between two or more variables (Karasar, 2018). Within the scope of the study, quantitative data were collected to examine the relationship between students' self-efficacy perceptions in Turkish and their English self-efficacy beliefs. Appropriate measurement tools were used to measure students' self-efficacy perceptions and beliefs, and the obtained data were analysed using correlational analysis techniques. The correlational survey model enabled the researchers to examine the relationships among variables within the context of language learning and teaching. Data-collection was carried out during both the pre-pandemic and pandemic periods through face-to-face and distance data-collection procedures. Although different data-collection methods were used during these periods, the same measurement tools and procedures were applied consistently to all participants. In addition, the study focused on the relationships among variables rather than comparisons between data-collection periods. Nevertheless, the possible influence of different data-collection conditions on participants' responses was considered a limitation of the study.

Population and Sample

The population of this study consisted of secondary school students studying in Afyonkarahisar during the 2019–2020 and 2020–2021 academic years. Since the study population was distributed across a wide geographical area, cluster sampling was preferred (Karasar, 2018). Secondary schools located in the city centre of Afyonkarahisar were accepted as clusters, and students studying in the fifth, sixth, seventh, and eighth grades were included in the study. An attempt was made to reach all students in these grade levels in order to ensure broader representation of the study population. The study covered two academic years that were affected by the COVID-19 pandemic. Data-collection was conducted through face-to-face procedures during the pre-pandemic period and through distance data-collection procedures during the pandemic period. A total of 347 data sets were collected during the pre-pandemic period, while 587 data sets were collected during the pandemic period. According to the records of the 2020–2021 academic year, the number of secondary school students in Afyonkarahisar was 14,861. While determining the sample size, the recommendations provided by Büyüköztürk et al. (2013) and an $\alpha = .01$ margin of error were taken into consideration. Based on these criteria, the minimum required sample size was determined as 743 participants. The final sample of the study consisted of 933 students who completed all data-collection tools fully and accurately. Therefore, the sample size was considered sufficient for the analyses conducted in the study. Although data were collected under different conditions during the pre-pandemic and pandemic periods, the same data-collection tools and procedures were applied consistently to all participants. Nevertheless,

possible differences arising from the data-collection conditions were considered a limitation of the study. Demographic information regarding the participants is presented in Table 1.

Table 1. Numerical Data Regarding the Group Studied in the Study

Variables		f	%
Mother's education	Primary School	304	32.6
	Secondary School	278	29.8
	High School	181	19.4
	Undergraduate	112	12.0
	Graduate	58	6.2
Total		933	100
Father's education	Primary School	185	19.8
	Secondary School	192	20.6
	High School	265	28.4
	Undergraduate	183	19.6
	Graduate	108	11.6
Total		933	100
Time spent with technological tools	1 hour	264	28.3
	2-3 hours	401	43.0
	4-5 hours	153	16.4
	5 and above	115	12.3
Total		933	100
Keeping a diary	Yes	266	28.5
	No	667	71.5
Total		933	100

Data-collection Tools

In this study, the Turkish Course Self-Efficacy Perception Scale developed by Durukan and Maden (2012) was used to determine students' self-efficacy perceptions regarding the Turkish course. The original study reported a Cronbach's alpha reliability coefficient of .89. In addition, Ocak and Karataş (2019) used the same scale to examine secondary school students' Turkish course self-efficacy perceptions and reported a Cronbach's alpha coefficient of .92. In the present study, the Cronbach's alpha reliability coefficient of the scale was calculated as .92, indicating a high level of reliability. The Self-Efficacy Belief Scale for English Lesson developed by Hancı Yanar and Bümen (2012) was used to determine students' English self-efficacy beliefs. The scale consists of 34 items rated on a five-point Likert scale. In the original study, the Cronbach's alpha reliability coefficient of the scale was reported as .97. In addition, the reliability coefficients for the sub-dimensions were reported as .92 for Reading, .88 for Writing, .93 for Listening, and .92 for Speaking (Hancı Yanar & Bümen, 2012). Previous studies also reported high reliability values for the scale. For example, Balcı (2018) reported an overall Cronbach's alpha coefficient of .96, with sub-dimension reliability coefficients ranging between .86 and .89. Similarly, Sevimbay (2016) reported an overall Cronbach's alpha coefficient of .96, while the sub-dimension coefficients ranged between .82 and .87. These findings indicate that the scale provides reliable measurements for assessing students' English self-efficacy beliefs.

Data Analysis

The data collected through face-to-face procedures before the pandemic were examined individually to identify incomplete or incorrectly completed scales. As a result of this review process, 52 scales were excluded from the analysis. Similarly, the 622 online data sets collected during the pandemic period were examined, and 35 incomplete or incorrectly completed forms were removed. The remaining 933 data sets were transferred to a computer program for statistical analysis. Since this study employed a quantitative research design, appropriate statistical techniques were used in accordance with the sub-problems of the research. Descriptive statistics, including frequency (f), percentage (%), arithmetic mean ($\bar{X}$), and standard deviation (SD), were used to determine students' demographic characteristics, Turkish course self-efficacy perceptions, and English self-efficacy beliefs. A significance level of .05 was adopted for all statistical analyses. These analyses were used to interpret the data and evaluate the findings of the

study. Before conducting the analyses, the normality of the data obtained from the Turkish Course Self-Efficacy Perception Scale and the English Self-Efficacy Belief Scale was examined. For this purpose, skewness and kurtosis values, together with normality test results, were evaluated to determine whether the data showed a normal distribution. The obtained results are presented in Table 2.

Table 2. Normality Test Results for the Scales Used in the Research

Scale	N	z	p	Skewness	Kurtosis
Türkçe Dersi Özyeterlilik Algı Ölçeği	933	.940	.000	.518	-.571
İngilizce Özyeterlilik İnancı Ölçeği	933	.992	.000	.111	-.220

When Table 2 is examined, the significance values of the normality tests are seen to be lower than .05. However, since the sample size was large ($N = 933$), skewness and kurtosis values were also taken into consideration in evaluating normality. The skewness and kurtosis values of both scales are within the acceptable range. Therefore, the data were considered to show an approximately normal distribution (Can, 2018).

Ethics Information: Research and publication ethics were followed throughout the study. Ethical approval for the study was obtained from the Afyon Kocatepe University Social and Human Sciences Scientific Research and Publication Ethics Committee (Date: 11.12.2019, Decision No: 2019/131).

FINDINGS

1. Is There a Significant Relationship Between Secondary School Students' Turkish Course Self-Efficacy Perceptions and English Self-Efficacy Beliefs According to Parental Educational Status, Time Spent Using Technological Tools, and Diary-Keeping Status?

Correlation analyses were conducted to examine the relationship between secondary school students' Turkish course self-efficacy perceptions and English self-efficacy beliefs according to parental educational status, time spent using technological tools, and diary-keeping status. The findings obtained from these analyses are presented below.

Table 3. Pearson Moment Correlation Results Regarding the Relationship between Turkish Lesson Self-Efficacy Perceptions and English Self-Efficacy Beliefs in Terms of Various Variables

Mother education status	Primary school	Turkish course self-efficacy perceptions	Pearson Correlation	1	.493**
			P		.000
			N	304	304
	Secondary School	Turkish course self-efficacy perceptions	Pearson Correlation	1	.347**
			P		.000
			N	278	278
	High school	Turkish course self-efficacy perceptions	Pearson Correlation	1	.360**
			P		.000
			N	181	181
	Undergraduate	Turkish course self-efficacy perceptions	Pearson Correlation	1	.412**
			P		.000
			N	112	112
Father's education	Primary school	Turkish course self-efficacy perceptions	Pearson Correlation	1	.301*
			P		.022
			N	58	58
	Secondary School	Turkish course self-efficacy perceptions	Pearson Correlation	1	.468**
			P		.000
			N	185	185
	High school	Turkish course self-efficacy perceptions	Pearson Correlation	1	.380**
			P		.000
			N	192	192
		Turkish course self-efficacy perceptions	Pearson Correlation	1	.410**
			P		
			N		

Time spent with technological tools	Undergraduate	efficacy perceptions	P		.000
		Turkish course self-efficacy perceptions	N	265	.000
	Graduate	efficacy perceptions	Pearson Correlation	1	.398**
		Turkish course self-efficacy perceptions	P		.000
		efficacy perceptions	N	183	.000
		Turkish course self-efficacy perceptions	Pearson Correlation	1	.335**
		efficacy perceptions	P		.000
		Turkish course self-efficacy perceptions	N	108	.000
	1 hour	Turkish course self-efficacy perceptions	Pearson Correlation	1	.373**
		efficacy perceptions	P		.000
	2-3 hours	efficacy perceptions	N	264	.000
		Turkish course self-efficacy perceptions	Pearson Correlation	1	.379**
	4-5 hours	efficacy perceptions	P		.000
		Turkish course self-efficacy perceptions	N	401	.000
Diary-keeping	5 hours or more	Turkish course self-efficacy perceptions	Pearson Correlation	1	.522**
		efficacy perceptions	P		.000
		efficacy perceptions	N	153	.000
		Turkish course self-efficacy perceptions	Pearson Correlation	1	.336**
	Yes	efficacy perceptions	P		.000
		Turkish course self-efficacy perceptions	N	115	.000
	No	efficacy perceptions	Pearson Correlation	1	.350**
		efficacy perceptions	P		.000
		efficacy perceptions	N	266	.000
		Turkish course self-efficacy perceptions	Pearson Correlation	1	.435**
		efficacy perceptions	P		.000
		Turkish course self-efficacy perceptions	N	667	.000

*p<0.05

According to the findings, significant positive relationships were found between secondary school students' Turkish course self-efficacy perceptions and English self-efficacy beliefs across all groups formed according to parental educational status, time spent using technological tools, and diary-keeping status. When the groups based on mothers' educational status were examined, positive and significant relationships were found at all educational levels, including primary school ($r = .493$, $p < .01$), secondary school ($r = .347$, $p < .01$), high school ($r = .360$, $p < .01$), undergraduate ($r = .412$, $p < .01$), and graduate level ($r = .301$, $p < .05$). Similarly, positive and significant relationships were found across all groups formed according to fathers' educational status. In addition, significant positive relationships were found among the groups formed according to time spent using technological tools and diary-keeping status. These findings indicated that students with higher Turkish course self-efficacy perceptions also tended to report higher English self-efficacy beliefs across different groups.

2. Is There a Significant Difference in Secondary School Students' Perceptions of Self-Efficacy in Turkish Regarding Their Self-Efficacy Beliefs in English Language?

Table 4. Independent Samples t-test Results for Significant Differences Between Perceptions of Self-Efficacy in Turkish Language and Self-Efficacy Beliefs in English Language

Groups	N	$\bar{X}$	S	SD	t	P	η^2
Low	230	93.65	23.39	931	-3.77	0.00	.015
High	703	101.18	27.14				

*p<0.05

Table 4 was examined to determine whether students' perceptions of self-efficacy in Turkish differed according to their English self-efficacy beliefs. The results of the independent samples t-test indicated a statistically significant difference between the groups ($t(931) = -3.77$, $p < .05$). The mean score of the high self-efficacy group ($\bar{X} = 101.18$) was higher than that of the low self-efficacy group ($\bar{X} = 93.65$). This finding suggested that students with higher English self-efficacy beliefs also reported higher perceptions of self-efficacy in Turkish. Furthermore, the effect size value ($\eta^2 = .015$) indicated a small effect size.

3. Is the Joint Effect of Various Variables and Turkish Course Self-Efficacy Perceptions on Secondary School Students' English Self-Efficacy Beliefs Significant?

Two-Way Analysis of Variance was conducted to determine whether there is a significant difference between the Turkish course self-efficacy perceptions of secondary school students and their English self-efficacy beliefs due to the joint effect of their parents' educational background, time spent with technological tools, and diary-keeping variables, and the results are given in Table 5 and Table 6.

Table 5. Descriptive Statistical Results of English Self-Efficacy Beliefs of Secondary School Students According to Various Variables and Turkish Course Self-Efficacy Perceptions

Mother's education	Primary school	75	85.12	24.38	229	98.20	27.74	304	94.97	27.50
	Secondary school	73	93.97	23.46	205	100.59	26.51	278	98.85	25.86
	High school	44	99.93	20.98	137	101.37	27.42	181	101.02	25.95
	Undergraduate	22	100.95	17.25	90	109.52	25.77	90	107.83	24.51
	Graduate	16	104.87	20.12	42	101.78	26.41	58	102.63	24.70
	Total	230	93.65	23.39	703	101.18	27.14	933	99.32	26.45
Father's education	Primary school	48	84.70	19.08	137	96.40	27.95	185	93.37	26.40
	Secondary school	51	93.07	27.86	141	95.51	23.70	192	94.86	24.82
	High school	72	93.19	20.87	193	102.05	28.26	265	99.64	27.18
	Undergraduate	32	96.62	20.25	151	107.31	21.76	183	105.44	24.32
	Graduate	27	108.33	24.57	81	105.61	28.57	108	106.29	27.54
	Total	230	93.65	23.39	703	101.18	27.14	933	99.32	26.45
Time spent with technological tools	1hour	67	97.74	25.43	197	104.57	27.87	264	102.84	27.39
	2-3 hours	94	94.17	22.28	307	102.13	26.59	401	100.26	25.84
	4-5 hours	35	86.97	18.43	118	98.47	26.31	153	95.84	25.15
	5and above	34	91.02	25.75	81	93.60	23.39	115	92.60	26.65
	Total	230	93.65	23.39	703	101.18	27.14	933	99.32	26.45
Diary-keeping	Yes	70	99.94	22.19	196	102.55	28.19	266	101.86	26.73
	No	160	90.90	23.43	507	100.65	26.73	667	98.31	26.29
	Total	230	93.65	23.39	703	101.18	27.14	933	99.32	26.45

Table 6. Two-Factor Analysis of Variance Results Regarding the Significant Difference on Secondary School Students' Turkish Lesson Self-Efficacy Perceptions and English Self-Efficacy Beliefs Due to the Joint Effect of Various Variables

Source of Variance	Sum of Squares	Sd	Mean Squares	F	p	η^2
mother* TCSEP	4338.014	4	1084.503	1.605	.171	.007
Error	623797.656	923	675.837			
Total	9857019.000	933				
Source of Variance	Sum of Squares	Sd	Mean Squares	F	p	η^2
Father* TCSEP	4019.223	4	1004.806	1.502	.200	.006
Error	617514.084	923	669.029			
Total	9857019.000	933				
Source of Variance	Sum of Squares	Sd	Mean Squares	F	p	η^2
Techno * TCSEP	1130.218	3	376.739	.552	.647	.002
Error	631142.172	925	682.316			
Total	9857019.000	933				
Source of Variance	Sum of Squares	Sd	Mean Squares	F	p	η^2
Diary* TCSEP	1845.179	1	1845.179	2.686	.102	.003

Error	638073.761	929	686.839
Total	9857019.000	933	

Table 6 presents the results of the two-factor ANOVA conducted to examine the joint effects of parental educational status, time spent using technological tools, diary-keeping status, and Turkish course self-efficacy perceptions on secondary school students' English self-efficacy beliefs. The results indicated that the joint effect of mothers' educational status and Turkish course self-efficacy perceptions on English self-efficacy beliefs was not statistically significant ($F(4, 923) = 1.605, p > .05, \eta^2 = .007$). Similarly, the joint effect of fathers' educational status and Turkish course self-efficacy perceptions was not statistically significant ($F(4, 923) = 1.502, p > .05, \eta^2 = .006$). In addition, the joint effect of time spent using technological tools and Turkish course self-efficacy perceptions was not statistically significant ($F(3, 925) = .552, p > .05, \eta^2 = .002$). Likewise, the joint effect of diary-keeping status and Turkish course self-efficacy perceptions on English self-efficacy beliefs was not statistically significant ($F(1, 929) = 2.686, p > .05, \eta^2 = .003$). Furthermore, the effect size values indicated that these interaction effects were at a very low level.

CONCLUSION AND DISCUSSION

The findings of the study revealed significant positive relationships between secondary school students' Turkish course self-efficacy perceptions and their English self-efficacy beliefs across various groups. In terms of mothers' educational status, positive relationships were found between Turkish and English self-efficacy beliefs in all groups. These findings suggest that familial and environmental factors may be associated with students' academic self-efficacy perceptions. Similarly, significant positive relationships were observed between fathers' educational status and students' Turkish and English self-efficacy beliefs. These findings are consistent with previous studies emphasizing the relationship between family background and academic self-efficacy perceptions (Bandura, 1997; Pajares, 2003; Honicke & Broadbent, 2016; Huang, 2013).

Regarding time spent using technological tools, significant positive relationships were found between technology use and students' self-efficacy perceptions in both Turkish and English. However, these findings should be interpreted carefully, as the study does not indicate a causal relationship. Previous research has suggested that technology use may be associated with language learning processes depending on usage patterns (Raoofi et al., 2012; Tai, 2016). In terms of diary-keeping status, a positive relationship was found between Turkish self-efficacy perceptions and English self-efficacy beliefs. This finding may suggest that writing-related practices are associated with students' language self-efficacy perceptions. Similarly, previous studies have reported positive associations between writing practices and self-efficacy beliefs (Teng et al., 2018; Sun et al., 2021).

In addition, a significant difference was found between students' Turkish self-efficacy perceptions and their English self-efficacy beliefs, indicating that students may perceive their competencies differently across languages. However, the joint effects of parental educational status, time spent using technological tools, and diary-keeping status on English self-efficacy beliefs were not found to be statistically significant. Furthermore, the effect size values indicated that these interaction effects were at a very low level.

Overall, the findings of the study indicate that Turkish course self-efficacy perceptions and English self-efficacy beliefs were positively associated across different groups. Nevertheless, these findings should be interpreted within the correlational nature of the study and should not be considered evidence of causal relationships.

RECOMMENDATIONS

Based on the findings of this study, further research may examine the relationship between native language self-efficacy perceptions and foreign language self-efficacy beliefs in greater depth. Comparative studies focusing on similarities and differences between native and foreign language skills may contribute to a better understanding of language learning processes.

Since significant positive relationships were observed between Turkish course self-efficacy perceptions and English self-efficacy beliefs across different groups, educational practices supporting students' confidence in language learning may be encouraged. In addition, qualitative studies may be conducted to examine the possible associations between parental educational status and students' language self-efficacy perceptions in greater detail.

The findings related to technology use suggest that future studies may investigate how technological tools are used in language learning environments and how different patterns of technology use are associated with students' language self-efficacy beliefs. Similarly, because positive relationships were observed regarding diary-keeping status, writing-based activities such as diary keeping may be included more frequently in language learning processes.

Finally, teachers and school administrators may be informed about the importance of self-efficacy perceptions in students' learning experiences, particularly in relation to language learning processes.

Researcher Contribution Rate

U.D.A., data collection, analysis, and writing; G.O., supervision and review.

Ethics Information

Research and publication ethics were followed. This research has received ethical approval from the Afyon Kocatepe University Social and Human Sciences Scientific Research and Publication Ethics Committee (Date: 11.12.2019, Number: 2019/131).

Support and Acknowledgements

This study was supported by the Scientific Research Projects Coordination Unit of Afyon Kocatepe University (Project No: 19.SOS.BİL.04) and was produced from a graduate thesis.

Conflict of Interest

The authors declare that there is no conflict of interest in this study.

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