An Assessment on Self-Efficacy of Candidate Turkish and Primary School Teachers for Teaching Profession

Esra LULE MERT*

Abstract

Problem Statement: Self-efficacy is not a passive characteristic or determiner of the self-system, but a dynamic aspect of the other factors that make up the self-system such as the capacity to do work, the success one experiences in that work, motives and self-regulation mechanisms. The self-efficacy perception level of the undergraduate students who study at the Turkish and Primary School Teaching Department changes when they are examined in accordance with the different variations?

Purpose: In the research, it was aimed to specify the self-efficacy perception of the candidate Turkish and primary school teachers.

Method: The study is screening model. The data of this study was obtained through "Self-Efficacy Scale" developed by Ülper and Bağcı (2012). The data obtained in this study was analysed using SPSS (Statistical Package for Social Sciences) for Windows 21.0 program. In comparing the quantitative data t-test was used to define the differences between two groups. One-Way ANOVA test was used to compare the parameters among the groups when the number of the group was more than two. The Scheffe test was used to identify the group causing the difference.

Findings and Results: The "teaching knowledge", "specific field knowledge", "general field knowledge" and "teaching implementations" level of the students, who participated in this study, is fair. Their "measurement implementations" are high. It is found that their "general self-efficacy" level is fair. Among the 400 student who participated in this study, the measurement implementation scores of the students at the grade 3 were found to be higher than those of the students at the grade 2. The measurement implementation scores of the students at the grade 4 were found to be higher than those of the students at the grade 2.

*Dr. İnonu University, Faculty of Education, Department of Turkish Teaching;
esralule@gmail.com

Conclusions and Recommendations: According to the findings of this study the self-efficacy perception of the candidate teachers is at the "fair" level. The self-efficacy perception of the candidates is not different from each other in terms of gender and grade level. The self-efficacy perception is different in according to the department they study. It is observed that some of our findings overlap with the findings obtained in the literature while some of them set totally opposite results forth. This may result from structural and contextual features of the measurement tools as well as the personal traits of the candidate teachers participated in this study.

Keywords: Perception. Expectancy. Belief. Positive expectancy. The negative expectancy. Preservice Teachers.

Introduction

Self-efficacy is not a passive characteristic or determiner of the self-system, but a dynamic aspect of the other factors that make up the self-system such as the capacity to do work, the success one experiences in that work, motives and self-regulation mechanisms. Self-efficacy can be clearly explained that individuals' belief about their own self-ability to perform in specific situations by executing the required actions (Bandura 1997). Since self-efficacy is based on one's belief in one's ability, it is essential for regulating and producing the kind of behaviour needed to achieve one's goals. It is a person's opinion or belief about whether he or she may be successful in responding to a specific situation, in solving a problem or in coping with challenges (Bikmaz 2004; Hamurcu 2006; Ozcelik & Kurt 2007;). Self-efficacy has garnered greater interest among researchers studying the educational applications of virtual worlds (Noyeles, Hornik & Johnson 2014).

Self-efficacy expectancy is the degree to which "one persuades himself about one's ability" (quoted by Yilmaz & Cokluk-Bokeoglu 2007 from Jerusalem 2002). Bandura defined the belief of self-efficacy belief as "one's belief to deliver a performance in specific situations successfully by organizing the required actions" (Bandura 1994). Self-efficacy perception, meanwhile, has an impact on determining one's emotions, opinions, motives and behaviours. It is one of the most important subjects stressed in education (Bandura 1994; Askar & Umay 2001). Positive self-efficacy expectancy may increase individuals' motivation level, help them cope with new and difficult tasks and encourage them to make an effort. Zimmerman (1995: 204-208) suggests that students who have higher self-efficacy perception may make more effort in their courses, show greater persistence and demonstrate better academic achievement. The term "teacher self-efficacy" may be described as how teachers assess themselves in terms of how well they carry out the requirements of the profession (Schunk 2009; Gibson & Dembo 1984). Some studies propound that positive relationship found between teachers' self-efficacy perception and their attitude towards their profession (Demirtas, Comert & Ozer 2011). These studies suggest that students who have higher self-efficacy expectancy are more willing to participate in learning activities, to make more numerous efforts as well as longer efforts when faced with challenges, to use more efficient strategies and to experience

greater success than students with lower expectancy (Eggen & Kauchak 1999; Schunk 2004). Altogether, teachers' and learners' beliefs about language learning affect their choices and behavior in the classroom; therefore, the success of the learning and teaching process is directly affected by learner and teacher beliefs. (Cephe & Yalcin 2015). Negative self-efficacy expectancy may cause a student to quit his work before he completes it. Saracaloglu, Karasakaloglu & Gencel (2010), Schunk (2009), Swackhamer, Koellner, Basile & Kimbrough (2009), Yilmaz et al. (2008), Capri & Celikkaleli (2008), Demirtas et al. (2011) and Bandura (1993) make explicit the importance of the term "teacher self-efficacy" as follows: Students' success level and motivation may be positively influenced by higher self-efficacy among their teachers. It may help the teachers effectively manage the classroom, prevent undesirable behaviours among students, steer them into using new teaching methods and enhance their dedication to the teaching profession. Teachers with lower self-efficacy levels may implement teacher-centred instruction methods while they avoid more effective teaching strategies.

In order to implement a successful native language education, well-trained instructors are needed. In this regard, teacher training programs should be strong in content, but enriching this content takes a long time (Saunders 2012). Teacher education has an important emphasis among the countries who has a successful implementations in educational settings (Alpan, Ozer, Erdamar & Subasu 2014). Preservice teachers pursuing four-year undergraduate degrees must demonstrate proficiency to meet the requirements of the teaching profession after they complete their studies. All teacher education programs include some form of practice teaching that allows experienced teachers to help prospective teachers gain necessary skills (Nergiş- Işık & Derinbay, 2015). The Turkish National Education Basic Law No 1739 stresses that "the preparation for teaching profession shall be provided through general knowledge, specific field education and pedagogical formation". In this regard, a teacher's preparation for his profession is closely associated with his competency in these three fields and in education, students must be confronted with situations that can be encountered in real life (Erdemli, 2015). The self-efficacy of a teacher has two dimensions: The first dimension may be defined as external efficacy while the second one may be defined as internal efficacy. External self-efficacy is one's evaluation as conducted by others through various measurement tools. It is not based on an individual's own perception. Internal self-efficacy, meanwhile, refers to how teacher evaluate themselves according to their own perceptions. In this paper, internal self-efficacy perception will be stressed.

Reviewing the literature on this topic, several studies have discussed the self-efficacy of preservice Turkish and primary school teachers (Coskun, Gelen & Ozturk 2009; Ulper & Bagci, 2012; Saracaloglu et al. 2010; Demirtas et al. 2011; Durdukoca 2010; Ekici 2008; Erisen & Celikoz 2003; ; Kurtulmus & Cavdar 2010; Sag 2010, 2011; Yilmaz et al. 2008; Bulut 2009).

The aim of this paper is to specify the self-efficacy perception of preservice Turkish and primary school teachers, in an attempt to answer the question, "How does the self-efficacy perception level of undergraduate students who are enrolled at

the Turkish and Primary School Teaching Department change when they are examined in accordance with the different variations?" From this main research question, the following sub-questions are considered:

1. How do preservice Turkish and primary school teachers score in self-efficacy perception based on the scale factors?

2. Do self-efficacy perception scores of preservice Turkish and primary school teachers differ at the class level?

3. Do the professional self-efficacy perception scores of preservice Turkish and primary school teachers differ according to the department in which they study?

4. Do the professional self-efficacy perception scores of preservice Turkish and primary school teachers differ according to gender?

Method

Research Design

In this study the self-efficacy perception of preservice Turkish and primary school teachers was examined. The study follows a screening model, which aims to describe a situation that has existed or still exists (Karasar 2013).

Research Sample

Table 1 describes the demographic properties of the participants. In terms of department variation, the number of students at the Turkish Teaching Department is 200 (50.0%), while the number of students at the Primary School Teaching Department is 200 (50.0%). In terms of gender variation, the number of female students is 247 (61.8%), while the number of male students is 153 (38.2%). In terms of grade level, the number of students is distributed as follows: 100 students (25.0%) at grade 1, 100 (25.0%) at grade 2, 100 (25.0%) at grade 3 and 100 (25.0%) at grade 4.

Table 1.
Demographic Characteristics of Participants

Tables	Groups	Frequency (n)	Percentage (%)
	Turkish Teaching	200	50.0
Department	Primary School Teaching	200	50.0
	Total	400	100.0
	Female	247	61.8
Gender	Male	153	38.2
	Total	400	100.0
	1	100	25.0
Grade Level	2	100	25.0
	3	100	25.0
	4	100	25.0
	Total	400	100.0

Research Instrument and Procedure

The data was obtained using the "Self-Efficacy Scale" created by Ulper and Bagci (2012). This measurement tool is a five-point likert scale. The preservice teachers choosed one of the following options: very poor, poor, fair, good or very good. The option "very poor" is graded as 1 point, while the option "very good" is graded as 5 points. Lower points indicate low self-efficacy, while higher points show strong self-efficacy. There is no reverse scoring for any option. The measurement tool is composed of 51 questions in total. The first 15 questions are asked to measure teaching knowledge; questions 16 through 26, specific field knowledge; questions 27 to 35, general field knowledge; questions 36 to 47, teaching implementation; and questions 48 to 51, measurement implementation. The alpha values related to the internal consistency of the measurement tool are changed for totals between 330 and 662.

Validity and Reliability

The aforementioned reasons, it is understood that the tool is valid and reliable and can be used to define self-efficacy perception of the preservice teachers (Ulper & Bagci 2012).

Data Analysis

The data obtained in this study was analysed using SPSS 21.0. In order to show descriptive statistics, the methods including number, percentage, average and standard deviation were used. In order to comparing the numerical data, the t-test was used to show the differences between the two groups. One-way ANOVA test was used to compare the parameters among the groups when the number of the group was more than two. in order to identify the differences of groups the Scheffe test was applied. The data obtained was assessed at a 95% confidence interval and 5% level of significance. In assessing the data, scores of 1-1.80 were coded as "very poor"; 1.81-2.60, "poor"; 2.61-3.40, "fair"; 3.41-4.20, "good"; and 4.21-5.00, "very good"

Results

Based on the findings, certain statements and comments can be made.

Sub-question 1: How do preservice Turkish and primary school teachers score in self-efficacy perception based on the scale factors?

Table 2 describes participants' average scores and subscales of the self-efficacy measure. Table 2 also shows the standard deviation minimum and maximum scores. It is found that the "teaching knowledge" level of the participants was fair (2.968 ± 0.709), their "specific field knowledge" fair (3.049 ± 0.705), their "general field knowledge" fair (2.873 ± 0.682), their "teaching implementations" level fair (3.336 ± 0.451), their "measurement implementations" level high (3.434 ± 0.521) and their "general self-efficacy" level fair (3.092 ± 0.497).

Table 2.

Self-efficacy Levels

	N	Average	Ss	Min.	Max.
Teaching knowledge	400	2.968	0.709	1.200	4.000
Specific field knowledge	400	3.049	0.705	1.360	4.000
General field knowledge	400	2.873	0.682	1.220	4.000
Teaching implementations	400	3.336	0.451	1.000	4.000
Measurement implementations	400	3.434	0.521	1.250	4.000
General self-efficacy	400	3.092	0.497	1.730	3.980

Sub-question 2: Do self-efficacy perception scores of preservice Turkish and primary school teachers differ at the class level?

Table 3 shows the results of analysis of variance regarding the effect of class level on self- efficacy scores. Following the one-way variant analysis (ANOVA) carried out to find whether there is significant difference among the average measurement scores of the participants, in terms of grade variation, the statistical differences among the group averages were found to be statistically significant (F=4.019; p=0.008<0.05). A complementary post-hoc analysis was carried out in order to find the origins of the differences. It is found that the measurement implementation scores of the grade 3 students (3.498 ± 0.446) were higher than those of the grade 2 students (3.293 ± 0.599). Moreover, it is found that the measurement implementation scores of the grade 4 students (3.523 ± 0.443) were higher than those of the grade 2 students (3.293 ± 0.599).

Table 3.

Average self-efficacy scores at class level

	Group	N	Average	Ss	F	P	Difference
Teaching Knowledge	1	100	2.908	0.769	0.333	0.801	
	2	100	2.983	0.714			
	3	100	2.979	0.675			
	4	100	3.001	0.683			
	1	100	2.946	0.770	1.397	0.243	
Specific Field Knowledge	2	100	3.126	0.630			
	3	100	3.016	0.747			
	4	100	3.106	0.657			

Table 3 Continue

	Group	N	Average	Ss	F	P	Difference
General Field Knowledge	1	100	2.788	0.745	0.881	0.451	
	2	100	2.864	0.662			
	3	100	2.906	0.663			
	4	100	2.936	0.656			
Teaching Implementations	1	100	3.314	0.482	2.099	0.100	
	2	100	3.253	0.527			
	3	100	3.391	0.388			
	4	100	3.385	0.385			
Measurement Implementations	1	100	3.423	0.556	4.019	0.008	3 > 2
	2	100	3.293	0.599			4 > 2
	3	100	3.498	0.446			
	4	100	3.523	0.443			
General Self-efficacy	1	100	3.031	0.546	0.929	0.427	
	2	100	3.081	0.486			
	3	100	3.112	0.486			
	4	100	3.144	0.469			

Following the one-way variant analysis (ANOVA) regarding their teaching knowledge, specific field knowledge, general field knowledge, teaching implementations and general self-efficacy in relation to grade level, the differences among the group averages were found to be statistically insignificant (p>0.05).

Sub-question 3: Do the professional self-efficacy perception scores of preservice Turkish and primary school teachers differ according to the department in which they study?

Table 4 shows the results of the t-test. Following the one-way variant analysis (ANOVA) carried out to determine whether there is a significant difference among the average measurement scores of the participants, in terms of grade variation, the differences among the group averages were found to be statistically significant (F=4.019; p=0.008<0.05). A complementary post-hoc analysis was carried out in order to find the origins of the differences. It is found that the measurement implementation scores of the grade 3 students (3.498 ± 0.446) were higher than those of the grade 2 students (3.293 ± 0.599), and that the measurement implementation

scores of the grade 4 students (3.523 ± 0.443) were higher than those of the grade 2 students (3.293 ± 0.599) as well.

Table 4

Average Self-Efficacy Scores According to Departments

	Group	N	Ave	Ss	t	p
Teaching Knowledge	Turkish Teaching	200	3.417	0.444	16.331	0.000
	Primary School Teaching	200	2.519	0.638		
Specific Field Knowledge	Turkish Teaching	200	3.591	0.426	24.127	0.000
	Primary School Teaching	200	2.506	0.472		
General Field Knowledge	Turkish Teaching	200	3.366	0.476	20.842	0.000
	Primary School Teaching	200	2.381	0.469		
Teaching Implementations	Turkish Teaching	200	3.433	0.511	4.420	0.000
	Primary School Teaching	200	3.238	0.359		
Measurement Implementations	Turkish Teaching	200	3.536	0.503	4.007	0.000
	Primary School Teaching	200	3.331	0.520		
General Self-efficacy	Turkish Teaching	200	3.459	0.383	21.836	0.000
	Primary School Teaching	200	2.725	0.281		

Following the one-way variant analysis (ANOVA) regarding their teaching knowledge, specific field knowledge, general field knowledge, teaching implementations and general self-efficacy in terms of the grade level, the differences among the group averages were found to be statistically insignificant (p>0.05). The t-test shows that the difference among the group averages was statistically significant (t=20.842; p=0.000<0.05). It is found that the teaching knowledge scores of the Turkish Teaching Department students (x=3.417) were higher than those of the Elementary School Department students (x=2.519) (t=16.331; p=0.000<0.05).

It is found that the specific field knowledge scores of the Turkish Teaching Department students (x=3.591) were higher than those of the Elementary School Department students (x=2.506) (t=24.127; p=0.000<0.05). It is found that the general field knowledge scores of the Turkish Teaching Department students (x=3.366) were

higher than those of the Elementary School Department students (x=2.381). It is found that the teaching implementation scores of the Turkish Teaching Department students (x=3.433) were higher than those of the Elementary School Department students (x=3.238) (t=4.420; p=0.000<0. 05). It is found that the measurement implementation scores of the Turkish Teaching Department students (x=3.536) were higher than those of the Elementary School Department students (x=3.331) (t=4.007; p=0.000<0.05). It is found that the general self-efficacy scores of the Turkish Teaching Department students (x=3.459) were higher than those of the Elementary School Department students (x=2.725) (t=21.836; p=0.000<0.05).

Sub-question 4: Do the professional self-efficacy perception scores of preservice Turkish and primary school teachers differ according to gender?

Table 5 describes the results of the t-test, which was carried out to determine the difference between male and female participants. Based on this t-test, in terms of gender variation, the difference among the group averages was found to be statistically significant (t=2.054; p=0.041<0.05). It is found that the measurement implementation scores of the females (x=3.476) were higher than those of the males (x=3.366).

Table 5.

Average Self-Efficacy Scores in Terms of Gender

	Group	N	Ort	Ss	t	p
	Female	247	3.018	0.704	1.805	0.072
Teaching Knowledge	Male	153	2.887	0.713		
	Female	247	3.075	0.703	0.940	0.348
Specific Field Knowledge	Male	153	3.007	0.708		
General Field Knowledge	Female	247	2.897	0.688	0.864	0.388
	Male	153	2.836	0.673		
	Female	247	3.365	0.432	1.668	0.096
Teaching Implementations	Male	153	3.288	0.478		
	Female	247	3.476	0.515	2.054	0.041
Measurement Implementations	Male	153	3.366	0.525		
	Female	247	3.127	0.496	1.780	0.076
General Self-efficacy	Male	153	3.036	0.496		

Following the t-test carried out to find whether there is a significant difference among participants in terms of teaching knowledge, specific field knowledge,

general field knowledge, teaching implementations and general self-efficacy, the difference among the group averages was found to be statistically insignificant (p>0.05).

Discussion and Conclusion

The "teaching knowledge", "specific field knowledge", "general field knowledge" and "teaching implementations" level of the participants is fair, whereas their "measurement implementations" are high. It is found that their "general self-efficacy" level is fair. In this paper, then, the overall picture of the self-efficacy perception of preservice Turkish and Primary School teachers is at a "fair" level. Among the 400 students who participated in this study, the measurement implementation scores of the students at grade 3 and at grade 4 were found to be higher than those of the students at grade 2. In terms of grade level variation, the difference among the group averages was found to be statistically insignificant (p>0.05).

The teaching knowledge scores of the Turkish Teaching Department students were found to be higher than those of the Primary School Teaching students. The specific field knowledge scores (x=3.591), general field knowledge scores, teaching implementation scores, measurement implementation scores and general self-efficacy scores of the Turkish Teaching Department students were found to be higher than those of the Primary School Teaching students.

Following the t-test carried out to find whether there is a significant difference among the average scores of the participants, in terms of teaching knowledge, specific field knowledge, general field knowledge, teaching implementation and general self-efficacy, the difference among the group averages was found to be statistically insignificant.

According to the findings of this study, the self-efficacy perception of preservice teachers is at the "fair" level, and it does not vary according to gender or grade level. However, self-efficacy perception does vary according to the participants' department. It is observed that some of our findings overlap with the findings obtained in the literature, while other findings show totally opposite results. This may result from structural and contextual features of the measurement tools, as well as the personal traits of the preservice teachers who participated in this study.

The "teaching knowledge", "specific field knowledge", "general field knowledge" and "teaching implementations" level of the students who participated in this paper is fair, while their "measurement implementations" are high. It is found, therefore, that their "general self-efficacy" level is fair. Kilic (2007) conducted a study on the 296 students at the Primary School Teaching Department. In his conclusion he observed that the students thought that they learned the courses well. In this study, the overall picture of the self-efficacy perception of preservice Turkish and primary school teachers is at the "fair" level. In this regard, the findings of this paper align with those of Coskun et al. (2009), who identify the self-efficacy

perception of preservice Turkish teachers in terms of planning, implementation and evaluation, and with those of Erisen and Celikoz (2003), who researched the competency of preservice teachers in terms of general teacher behaviour. According to their research, preservice Turkish teachers suppose that their self-efficacy is not adequate. According to Ulper and Bagci (2012), teaching knowledge, specific field knowledge, teaching implementation, measurement implementation and professional self-efficacy perceptions of preservice Turkish teachers stand at the "good" level. On the other hand, their general field knowledge is at the "fair" level. Gelbal and Kelecioglu's (2007) study involving 242 teachers showed similarities with this paper's findings in terms of the measurement implementation of preservice teachers. According to Gelbal and Kelecioglu's results, teachers find themselves sufficient at the "fair" and "very good" level regarding the measurement methods. Aslan (2010), who examined the self-efficacy perception of postgraduate students studying at the Turkish Teaching Department, applied content analysis to the data he collected using a semi-structured interview method, concluding that students supposed that they were incompetent in terms of measurement and evaluation. Cakan (2004), who carried out a similar study on teachers, came to a similar conclusion. According to Cakan's study involving 504 teachers, the participants thought that they were not competent in terms of measurement and evaluation. The data of the current study, however, shows that students perceive a higher self-efficacy in measurement and evaluation implementation. In this respect, the findings of Cakan (2004) and Aslan (2010) do not overlap with this paper's results.

Following the t-test carried out to find whether there is a significant difference among the participants in terms of teaching knowledge, specific field knowledge, general field knowledge, teaching implementations and general self-efficacy, the difference among the group averages was found to be statistically insignificant. This finding overlaps with those of Coskun et al. (2009), Ulper and Bagci (2012), Saracaloglu et al. (2010) and Yilmaz et al. (2008). In this study, however the measurement implementation scores of the female participants were found to be higher than those of the male participants. This is a statistically significant result. According to the study carried out by Capri and Celikkaleli (2008) to identify self-efficacy perception among preservice Turkish teachers, the self-efficacy of the females differed significantly from that of the males. This finding overlaps with the current study's findings about self-efficacy perception related to measurement implementation. However, in the study (Demirtas et al. 2011), who examined self-efficacy perception among preservice teachers, the results shows that the self-efficacy perception of the male preservice teachers was higher. Ulper and Bagci (2012) state that the self-efficacy perception of the female teachers is higher in terms of specific field knowledge. Taking into account the effect of the preparation of preservice Turkish and primary school teachers on their self-efficacy, professional development services can be given to improve preservice teachers skills in the areas of teaching knowledge, specific field knowledge, general field knowledge, teaching implementation and measurement implementation. Moreover, it is necessary to reorganize college teaching programs according to this perspective as well.

References

Alpan, G.B., Ozer, A, Erdamar, G.K. & Subasu, G. (2014). The development of a student teacher concerns scale. *Eurasian Journal of Educational Research*, 54, 151-170.

Aslan, C. (2010). The opinions of the turkish education postgraduate students about their academic self-efficacy. *Mehmet Akif Ersoy University Journal of Education Faculty*, 10(9), 87-115.

Askar, P. & Umay, A. (2001). Perceived computer self-efficacy of the students in the elementary mathematics teaching programme. *Hacettepe University Journal of Education Faculty,* 21, 1-8.

Bandura, A. (1993). Perceived self-efficacy in development and functioning. *Educational Psychologist,* 28(2), 117-148.

Bandura, A. (1994). Self-efficacy. In V.S. Ramachaudran (Ed.), *Encyclopedia of human behavior* (pp. 71-81). New York: Academic Press.

Bandura, A. (1997). *Self-efficacy: The exercise of control.* New York: W. H. Freeman and Company.

Bikmaz, F.H. (2004). Sinif ogretmenlerinin fen ogretiminde oz yeterlik inanci olceginin gecerlik ve guvenirlik calismasi. *National Education Journal,* 161.

Bulut, I. (2009). Evaluation of teacher candidates' attitudes concerning teaching profession (Dicle and Firat University Sample). *Dicle University Ziya Gokalp Journal of Education Faculty,* 14, 13-24.

Cakan, M. (2004). Comparison of elementary and secondary school teachers in terms of their assessment practices and perceptions toward their qualification levels. *Ankara University Journal of Education Faculty,* 37(2), 99- 114.

Coskun, E., Gelen, S. & Ozturk, E.P. (2009). An evaluation of competency perceptions of prospective Turkish teachers. *Journal of Mustafa Kemal University Graduate School of Social Sciences,* 6(12), 140-163.

Cephe, P.T. & Yalcin, C.G. (2015). Beliefs about foreign language learning: The effects of teacher beliefs on learner beliefs. *Antropologist*, 19(1), 167-173.

Demirtas, H., Comert, M. & Ozer, N. (2011). Ogretmen adaylarinin oz yeterlik inanclari ve ogretmenlik meslegine iliskin tutumlari. *Education and Science,* 36(159), 96-111.

Eggen, P. & Kauchak, D. (1999). *Educational psychology.* New Jersey: Prentice-Hall, Inc.

Ekici, G. (2008). The effects of the classroom management lesson on preservice teachers' teacher sense of self-effıcacy. *Hacettepe University Journal of Education Faculty,* 35, 98-110.

Erdemli, O. (2015). Teachers' withdrawal behaviors and their relationship with work ethic. *Eurasian Journal of Educational Research, 60*, 201-220

Erisen, Y. & Celikoz, N. (2003). The self-perception on competency of the prospective teachers in terms of general teacher behaviors. *Turkish Journal of Educational Sciences*, 1(4), 427-439.

Gelbal, S. & Kelecioglu, H. (2007). Teachers' proficiency perceptions of about the measurement and evaluation techniques and the problems they confront. *Hacettepe University Journal of Education Faculty*, 33, 135-145.

Gibson, S. & Dembo, M. (1984). Teacher efficacy: A construct validation. *Journal of Educational Psychology, 76*(4), 569-582.

Negiş-Isik, A. & Derinbay, D. (2015). Principals' sense of efficacy scale: Validity and reliability study. *Eurasian Journal of Educational Research*, 60, 1-16.

Karasar, N. (2013). *Bilimsel arastirma yontemleri.* Ankara: Nobel Yayinlari.

Kurtulmus, N. & Cavdar, O. (2010). Ogretmen adaylarinin fen ogretimine yonelik oz yeterlikleri. *E-Journal of New World Sciences Academy, 5*(3), 1302-1315.

Noyeles, A., Hornik, S.R. & Johnson, R.D. (2014). Exploring the dimensions of self-efficacy in virtual world learning: Environment, task, and content. *Journal of Online Learning and Teaching*, 10, 2, 255- 271.

Ozcelik, H. & Kurt, A. (2007). Ilkogretim ogretmenlerinin bilgisayar oz yeterlikleri: Balikesir ili ornegi. *Elementary Education Online, 6*(3), 441-451.

Sag, R. (2010). Etkinlik teorisine gore zenginlestirilmis birlestirilmis siniflarda ogretim uygulamalarinin adaylarin oz yeterlik algilarina etkisi. *Egitim ve Bilim,* 35(158), 44-57.

Sag, R. (2011). Birlestirilmis sinif ogretmeni olmaya yonelik oz yeterlik olcegi gelistirilmesi. *Hacettepe University Journal of Education Faculty*, 41, 386-397.

Saracaloglu, A.S., Karasakaloglu, N. & Gencel, S.E. (2010). Analysis on Turkish teachers' self efficacy levels according to various variables. *Electronic Journal of Social Sciences,* 33, 265-283.

Saunders, R. (2012). Assessment of professional development for teachers in the vocational education and training sector: An examination of the concerns based adoption model. *Australian Journal of Education*, 56(2), 182-204.

Schunk, D.H. (2004). *Learning theories an educational perspective.* Pearson Merrill.

Schunk, D.H. (2009). *Ogrenme teorileri, egitimsel bir bakis*. Ankara: Nobel Yayin Dagitim.

Swackhamer, L.E., Koellner, K., Basile, C. & Kimbrough, D. (2009). Increasing the self-efficacy of in-service teachers through content knowledge. *Teacher Education Quarterly,* 36(2), 63-78.

Ulper, H. & Bagci, H. (2012). Self efficacy perceptions of Turkish teacher candidate. *Turkish Studies,* 7/2, 1115- 1131.

Yilmaz, K. & Cokluk-Bokeoglu, O. (2008). Primary school teachers' belief of efficacy. *Ankara University Journal of Education Faculty,* 41(2), 143-167.

Yilmaz, M., Gurcay, D. & Ekici, G. (2007). Adaptation of the academic self-efficacy scale to Turkish. *Hacettepe University Journal of Education Faculty,* 33, 253-259.

Zimmerman, B.J. (1995). Self-efficacy and educational development. In A. Bandura (Ed.), *Self- efficacy in Changing Societies.* UK**:** Cambridge University Press.

Türkçe ve Sınıf Öğretmeni Adaylarının Öğretmenlik Mesleğine Dönük Özyeterlik Algılarının Değerlendirilmesi

Özet

Problem Durumu: Vardarlı'ya (2005) göre öz yeterlik, benlik sisteminin edilgin bir özelliği ya da belirleyicisi değil, bireyin bir işi yapabilme yeterliğinin, yaptığı işlerdeki başarılarının, güdülerinin ve özdüzenleme mekanizmaları gibi benlik sistemini oluşturan diğer öğelerin bileşkesinden oluşan devingen bir yönüdür. Öz yeterlik yeteneklere olan inanca dayanır; amaçlara ulaşmak için gerekli bir davranışı düzenleyip ortaya koyabilmek için gereklidir; bireyin belirli bir durumda ya da sorun karşısında başarılı olup olmayacağına ya da bununla nasıl başa çıkacağına ilişkin kişisel görüşünü/inancını oluşturur (Bıkmaz, 2004; Hamurcu, 2006; Özçelik ve Kurt, 2007; Tuckman, 1991). Öz yeterlik algıları, kişilerin duygularını, düşüncelerini, güdülerini ve davranışlarını belirleyici bir etkiye sahiptir ve eğitimde üzerinde durulması gereken önemli özelliklerdendir (Bandura, 1994; Aşkar ve Umay, 2001). Olumlu öz yeterlik beklentisi, bireyin güdülenme derecesini artırmakta, yeni ve zor görevlerle başa çıkabilmesini sağlamakta, onu çaba harcamaya istekli kılmaktadır. Zimmerman'a (1995: 204-208) göre, öz yeterlik algısı yüksek öğrenciler, derslerde daha çok çaba harcamakta, başarıya ulaşmak için daha ısrarcı olmakta ve daha yüksek akademik başarıya sahip olmaktadır. Öğretmenlerin kendilerini öğretmenlik mesleğinin gereklerini yerine getirebilme açısından nasıl gördükleri "öğretmen özyeterliği" kavramıyla karşılanabilir (Schunk, 2009; Gibson, Dembo, 1984).

Araştırmanın Amacı: Amacı Türkçe ve sınıf öğretmeni adaylarının öz yeterlik algılarını belirleyebilmek olan çalışmanın problem tümcesi "Türkçe ve sınıf öğretmenliği lisans öğrencilerinin öz yeterlik algı düzeyleri farklı değişkenlere göre incelendiğinde değişiklik göstermekte midir?" olarak belirlenmiştir.

Araştırmanın problemi ışığında çözümü aranan alt problemler şunlardır:

1. Türkçe ve sınıf öğretmeni adaylarının meslekî öz yeterlik algı puanlarının ölçekteki faktörler bağlamında düzeyleri nedir?

2. Türkçe ve sınıf öğretmeni adaylarının meslekî öz yeterlik algı puanları sınıf düzeyi bağlamında farklılık göstermekte midir?

3. Türkçe ve sınıf öğretmeni adaylarının meslekî öz yeterlik algı puanları öğrencinin öğretim gördüğü bölüm bağlamında farklılık göstermekte midir?

4. Türkçe ve sınıf öğretmeni adaylarının meslekî öz yeterlik algı puanları öğrencinin cinsiyeti bağlamında farklılık göstermekte midir?

Araştırmanın Yöntemi: Çalışma, tarama modelindedir. Tarama modeli, geçmişte ya da halen varolan bir durumu varolduğu biçimiyle betimlemeyi amaçlayan araştırma yaklaşımıdır. Araştırmaya konu olan olay, birey ya da nesne kendi koşulları içinde ve olduğu gibi tanımlanmaya çalışılır (Karasar, 2013). Araştırmanın verileri Ülper ve Bağcı (2012) tarafından geliştirilen "Öz yeterlik Algısı Ölçeği"nden elde edilmiştir. Bu ölçme aracı beşli likert tipi bir ölçme aracıdır. Öğretmen adaylarının her bir maddeye ilişkin görüşlerini çok zayıf, zayıf, orta, iyi ve çok iyi seçeneklerinden birini seçerek belirtmeleri gerekmektedir. Çok zayıf seçeneği bir puan, çok iyi seçeneği ise 5 puan olarak puanlanmıştır. 51 soruluk ölçme aracında ilk 15 soru öğretim bilgisini; 16-26 sorular (16 ve 26 dâhil) özel alan bilgisini; 27- 35 sorular genel alan bilgisini; 36-47 sorular öğretim uygulamalarını; 48- 51 sorular ise ölçme uygulamalarını ölçmeye yöneliktir. Araştırmada elde edilen veriler SPSS (Statistical Package for Social Sciences) for Windows 21.0 programı kullanılarak analiz edilmiştir. Niceliksel verilerin karşılaştırılmasında iki grup arasındaki farkı t-testi, ikiden fazla grup durumunda parametrelerin gruplararası karşılaştırmalarında tek yönlü (One way) Anova testi ve farklılığa neden olan grubun tespitinde Scheffe testi kullanılmıştır.

Araştırmanın Bulguları, Sonuç ve Önerileri: Araştırmaya katılan öğrencilerin "öğretim bilgisi"; "özel alan bilgisi"; "genel alan bilgisi"; "öğretim uygulamaları" düzeyleri ortadır; "ölçme uygulamaları" düzeyleri ise yüksektir. "Öz yeterlik genel" düzeyleri ise orta olarak saptanmıştır. Kılıç (2007), sınıf öğretmenliği bölümünde okuyan toplam 296 öğrenci üzerinden bir araştırma yapmıştır; sonuçta da öğrencilerin dersleri iyi düzeyde öğrendiklerini düşündükleri gözlemlemiştir. Bu çalışmada ise Türkçe ve sınıf öğretmeni adaylarının öz yeterlik algılarına ilişkin genel görünüm "orta" düzeydedir. Bu bağlamda araştırmanın bulguları Coşkun, Gelen ve Öztürk (2009) tarafından Türkçe öğretmeni adaylarının planlama, uygulama ve değerlendirme boyutlarından oluşan öz yeterlik algılarını saptamak amacıyla gerçekleştirilen araştırmanın bulgularıyla ve öğretmen adaylarının genel öğretmenlik davranışları açısından yeterliklerini araştıran Erişen ve Çeliköz'ün (2003) bulgularıyla uyuşmaktadır. Onların araştırma bulgularına göre Türkçe öğretmeni

adayları öz yeterlik açısından kendilerini yeterli düzeyde bulmamaktadır. Ülper ve Bağcı'ya (2012) göre ise, Türkçe öğretmeni adaylarının öğretim bilgisi; özel alan bilgisi; öğretim uygulamaları, ölçme uygulamaları ve mesleki öz yeterlik algıları "iyi" düzeydedir. Buna karşın genel alan bilgisine ilişkin durumları ise "orta" düzeydedir. Gelbal ve Kelecioğlu (2007) tarafından 242 öğretmen üzerinden yapılan araştırmanın sonuçları da öğretmen adaylarının ölçme uygulamalarına ilişkin algıları bakımından bu araştırmanın bulgularıyla benzerlik göstermektedir. Gelbal ve Kelecioğlu, bu araştırmalarının sonucunda öğretmenlerin ölçme yöntemleri hakkında kendilerini "orta" ve "çok" düzeyde yeterli gördüklerini bulgulamıştır.

Araştırmaya katılan 400 öğrencinin, sınıf düzeyi 3 olanlarının ölçme uygulamaları puanları, sınıf düzeyi 2 olanların ölçme uygulamaları puanlarından yüksek bulunmuştur. Sınıf düzeyi 4 olanların ölçme uygulamaları puanları, sınıf düzeyi 2 olanların ölçme uygulamaları puanlarından yüksek bulunmuştur: sınıf düzeyi değişkenine göre grup ortalamaları arasındaki fark istatistiksel açıdan anlamlı bulunmamıştır (p>0.05). Türkçe Öğretmenliğinin öğretim bilgisi puanları, sınıf öğretmenliğinin öğretim bilgisi puanlarından yüksek bulunmuştur. Türkçe Öğretmenliğinin özel alan bilgisi puanları (x=3.591), sınıf öğretmenliğinin özel alan bilgisi puanlarından yüksek bulunmuştur. Türkçe Öğretmenliğinin genel alan bilgisi puanları, sınıf öğretmenliğinin genel alan bilgisi puanlarından yüksek bulunmuştur. Türkçe Öğretmenliğinin öğretim uygulamaları puanları, sınıf öğretmenliğinin öğretim uygulamaları puanlarından yüksek bulunmuştur. Türkçe Öğretmenliğinin ölçme uygulamaları puanları, sınıf öğretmenliğinin ölçme uygulamaları puanlarından yüksek bulunmuştur. Türkçe Öğretmenliğinin öz yeterlik genel puanları, sınıf öğretmenliğinin öz yeterlik genel puanlarından yüksek bulunmuştur.

Araştırmaya katılan öğrencilerin öğretim bilgisi, özel alan bilgisi, genel alan bilgisi, öğretim uygulamaları, öz yeterlik genel puanları ortalamalarının cinsiyet değişkenine göre anlamlı bir farklılık gösterip göstermediğini belirlemek amacıyla yapılan t-testi sonucunda grup ortalamaları arasındaki fark istatistiksel açıdan anlamlı bulunmamıştır. Bu bulgu, Coşkun, Gelen ve Öztürk (2009); Ülper ve Bağcı'nın (2012); Saracaloğlu, Karasakaloğlu ve Gencel'in (2010); Yılmaz ve Çokluk Bökeoğlu'nun (2008) bulgularıyla örtüşmektedir; ancak araştırmada kızların ölçme uygulamaları puanları, erkeklerin ölçme uygulamaları puanlarından yüksek bulunmuştur ve bu fark istatistiksel açıdan da anlamlıdır.

Araştırmadan elde edilen bulgura göre öğretmen adaylarının öz yeterlik algıları "orta" düzeydedir. Adayların öz yeterlik algıları cinsiyet ve sınıf düzeyi bakımından farklılık göstermemektedir. Bölüme göre ise öz yeterlik algısı fark göstermektedir. Alanyazındaki ilgili çalışmalarda elde edilen bulguların bazılarının tarafımızdan elde edilen bu bulgularla örtüştüğü buna karşın bazılarının ise tam karşıtı bir sonuç ortaya koyduğu gözlenmektedir. Bu durum ölçme araçlarının yapısal ve içeriksel özellikleriyle ilgili olabileceği gibi, araştırmaya katılan öğretmen adaylarının özellikleriyle de ilgili olabilir.

Anahtar Sözcükler: Algı, inanç, olumlu algı, olumsuz algı, öğretmen adayları.