

SELF-EFFICACY LEVELS OF PRE-SERVICE TEACHERS AND ITS PREDICTORS

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ABSTRACT

SELF-EFFICACY LEVELS OF PRE-SERVICE TEACHERS AND ITS PREDICTORS

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The present study aimed to investigate the self-efficacy levels of prospective teachers and to examine whether attitude towards teaching, competency in subject matter, mentor teacher - student teacher relationship and being a graduate of Anatolian Teacher High School (ATHS) predicted prospective teachers' self-efficacy for teaching regarding classroom management, student engagement and instructional strategies.

Participants of the study were 179 fourth year prospective teachers of English studying at the Foreign Language Education Departments of Gazi University, Middle East Technical University and Hacettepe University. Data was collected through (1) Teachers' Sense of Efficacy Scale (Tschannen-Moran & Hoy, 2001), (2) Relationship with Your Mentor Scale (Capa & Loadman, 2004), (3) Scale for Students' Attitudes Towards the Teaching Profession (Semerci, 1999). Data analysis was conducted using the statistical software SPSS 15.0.

Results of the study revealed that the prospective teachers of English feel quite positive about teaching when their self-efficacy composite scores were considered. In relation to the self efficacy levels of prospective teachers regarding classroom management, student engagement and instructional strategies, the results of this study showed that pre-service teachers of English believe that they are more efficacious in applying instructional strategies than they are in engaging students and they are found to be the least efficacious in managing the classroom. According to the results attained through hierarchical regression analyses, attitude towards teaching variable significantly predicted self-efficacy composite scores, efficacy scores for student engagement, classroom management and instructional strategies. Self-efficacy composite scores and efficacy for instructional strategies were significantly predicted by the competency in subject matter variable. Mentor teacher-student teacher relationship variable predicted only the efficacy for student engagement scores and finally the findings indicated that being a graduate of ATHSs was a significant predictor for neither efficacy belief composite scores nor the subscales. Findings were discussed in the light of the literature and implications of the findings and recommendations for practice and further research have been presented.

Keywords: Teaching efficacy, preservice teachers, teacher training, mentor teacher-student teacher relationship, attitude towards teaching, competency in subject matter.

ÖZ

HİZMET ÖNCESİ ÖĞRETMENLERİN ÖZ YETERLİK SEVİYELERİ VE YORDAYICILARI

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Bu çalışmada öğretmen adaylarının özyeterlik seviyelerinin belirlenmesi ve danışman öğretmen-aday öğretmen ilişkisi, öğretmenlik mesleğine yönelik tutum, alan bilgisi yeterliği ve Anadolu öğretmen lisesi mezunu olmak değişkenlerinin öğretmen adaylarının özyeterlikleri ile ilişkisinin incelenmesi amaçlanmaktadır. Öğretmen özyeterliği sınıf yönetimi, ders anlatım stratejileri ve öğrencilerin katılımını sağlama özyeterliği olarak üç alt başlıkta incelenmiştir.

Çalışmanın katılımcıları Gazi Üniversitesi, Orta Doğu Teknik Üniversitesi ve Hacettepe Üniversitesi'nin Yabancı Diller Eğitimi Bölümünde okuyan 179 dördüncü sınıf İngilizce öğretmen adayıdır. Veriler (1) Öğretmen Özyeterlik Ölçeği (Tschannen-Moran & Hoy, 2001), (2) Danışman Öğretmen-Stajyer Öğretmen İlişkisi Ölçeği (Capa & Loadman, 2004), (3) Öğrencilerin Öğretmenlik Mesleğine Yönelik Tutumu Ölçeği (Semerci, 1999) ile toplanmış ve veri analizi SPSS istatistik programı kullanılarak yapılmıştır.

Çalışmanın bulgularına göre, İngilizce öğretmen adaylarının özyeterlik toplam puanlarına bakılarak öğretmenlikle ilgili oldukça olumlu inançları olduğu saptanmıştır. Sınıf yönetimi, ders anlatım stratejileri ve öğrencilerin katılımını sağlama özyeterliği alt boyutları ele alındığında, öğretmen adaylarının ders anlatım teknikleri konusunda öğrenci katılımını sağlamaya oranla daha yüksek puanlara sahip olduğu ve en düşük puanları sınıf yönetimi özyeterliği için aldıkları bulunmuştur. Hiyerarşik çoklu regresyon analizi sonuçlarına göre, öğretmenlik mesleğine yönelik tutum değişkeni, özyeterlik toplam puanını, sınıf yönetimi, ders anlatım stratejileri ve öğrencilerin katılımını sağlama özyeterliğini yordamada başarılı bir değişkendir. Özyeterlik toplam puanı ve ders anlatım stratejileri, alan bilgisi yeterliği değişkeni tarafından başarıyla yordanmıştır. Danışman öğretmen-aday öğretmen ilişkisi sadece öğrencilerin katılımını sağlama özyeterliğini yordamıştır. Anadolu öğretmen lisesi mezunu olmak değişkeni ne özyeterlik toplam puanını ne de alt boyutlarını başarıyla yordayamamıştır. Bulgular alan yazını ışığında tartışılmış ve doğurgular ile uygulama ve gelecekteki araştırmalar için öneriler sunulmuştur.

Anahtar Kelimeler: Öğretmen özyeterliği, hizmet öncesi öğretmenler, öğretmen eğitimi, danışman öğretmen-aday öğretmen ilişkisi, öğretmenlik mesleğine yönelik tutum ve alan bilgisi yeterliği.

To my parents
Aysun and Gültekin Er

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ABBREVIATIONS

FLE: Foreign Language Education

ATHS: Anatolian Teacher High Schools

PTE: Personal Teaching Efficacy

GTE: General Teaching Efficacy

TSES: Teacher Sense of Efficacy Scale

CHAPTER 1

INTRODUCTION

1.1 Background of the study

Time is ticking for the global world in which communication is vital than ever before. The basic tool for communication is language and English being the “lingua franca” is getting a must for the people from different nationalities sitting at the same table to make things easier and quicker. As stated by Met (2004), about 6% of the world’s population speaks English as its primary language; and also it is being spoken as a second language in countries where it has official status along with another language. It also serves as a lingua franca among speakers of whom no other language is mutually known. This brings forward a need for qualified Foreign Language Education (FLE) programs that will offer qualified training for the prospective English teachers.

In Turkey the situation is not different. English as a foreign language has its dominance in the academic settings and it has been given more importance in the recent years being involved in the national curricula as a compulsory course from the 4th grade of elementary school to the end of high school. Also, in foundation and private schools students are given English lessons starting from the nursery schools. Apart from that, the Anatolian High

Schools have very intense programs of English as a foreign language; according to the information obtained from the National Ministry of Education, Board of Education and Discipline website, at the 9th grade of Anatolian High Schools the students have 37 hours of must courses a week and 10 hours of it is English. At the 10th, 11th and 12th grades 4 hours of English is included in the program and also they can have English as an elective course for two hours a week. Considering these facts the expectancies of the employers in public and private sectors are high and different than before, which makes the responsibility of and the burden on the FLE programs in Turkey heavier.

The expectancies are so high that the prospective teachers are expected to hold a bachelor degree at least with competency in subject matter as well as excellent teaching skills and pedagogy. With increased expectations, a diverse student population and fewer physical and human resources to draw upon every precaution must be taken to ensure that pre-service and beginning teachers are adequately prepared for the realities of teaching in the twenty-first century (Moore-Hayes, 2008). Self-efficacy is one of the constructs which is as important as these qualifications which has to do with the teachers' perceptions of themselves in how to cope with these high expectancies as well as challenges they will face in the real teaching environment. This construct has grown out of Bandura's social cognitive theory and is defined by Bandura (1997) as "beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments"(p. 3). Consistent with this definition Tschannen-Moran and Hoy (2001) defined teacher efficacy as "teacher's judgment of his or her capabilities to bring out desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated" (p. 783). Possessing the excellent qualifications does not guarantee an excellent execution. Therefore, teacher training programs have to consider self-efficacy beliefs of the future teachers to ensure effective teaching.

The teacher training programs are organized in a way that the prospective teachers are evaluated in many ways and in many areas to see their preparedness levels, however, less significance has been placed on how well prepared teachers perceive themselves to be in these areas. Clausen (2007), confirmed that “new teacher development following the completion of their formal teacher preparation has received little emphasis”. However, for prospective teachers, self efficacy construction has been reported to be quite important as “once efficacy beliefs are established they appear to be somewhat resistant to change” (Hoy & Spero, 2005).

It is important that the student teachers have teaching experiences which will strengthen their beliefs so that their responses and reactions will be accordingly positive. As Guskey and Passaro (1994) stated, “over the past two decades growing number of educational researchers have identified teachers’ perceived sense of efficacy in teaching and learning situations as a powerful variable in studies of instructional effectiveness.” It is powerful as it has influence on both teachers’ behaviors and student outcomes. The research results show that teachers with high self-efficacy levels are observed to have positive influence on student achievement and motivation (Gibson & Dembo, 1984); teachers’ being open to innovations (Guskey, 1988); and their commitment to teaching (Coladarci, 1992). The inclass behaviors of the teachers are also influenced by the self-efficacy beliefs of the teachers. Teachers with high self-efficacy levels put more effort in teaching and the goals they set; and also they have higher aspiration in teaching (Tschannen-Moran & Hoy, 2001).

Considering the significance of this belief of teachers’, the research into the variables affecting this belief or predicting it gains importance for the teacher training programs. There can be many factors influencing the efficacy beliefs of future teachers of English. Detecting them and involving the ones proposed

by the research results will directly influence and improve the quality of teaching and learning.

1.2 Purpose of the study

The purpose of this study is to determine the Foreign Language Education (FLE) pre-service/prospective teachers' self-efficacy beliefs and the factors that influence them. The study will be conducted with the 4th grade students of the faculties of education department of FLE in Ankara. Their efficacy beliefs regarding classroom management, student engagement and instructional strategies will be explored. Mentor-student teacher relationship, competency in subject matter, attitude towards teaching profession and being a graduate of Anatolian Teacher High Schools (ATHS) will be the factors studied to see whether they have influence on the beliefs the pre-service/prospective teachers hold.

1.3 Problem statement

a. What is the level of the pre-service teachers' self-efficacy beliefs regarding:

classroom management,

instructional strategies and

student engagement?

b. To what extent do the relationship between the mentor teacher and student teacher, competency in subject matter, attitudes of pre-service teachers towards teaching and being a graduate of ATHS predict pre-service teachers' self-efficacy belief composite scores?

c. To what extent do the relationship between the mentor teacher and student teacher, competency in subject matter, attitudes of pre-service teachers towards teaching and being a graduate of ATHS predict pre-service teachers' self-efficacy beliefs regarding:

classroom management,

instructional strategies and

student engagement?

1.4 Significance of the study

As stated by Yeung and Watkins (2000) the teaching competence of a student teacher can be assessed in many ways using external criteria involving classroom observations, performance tests and evaluation by teaching practice supervisors and co-operative teachers. However, these measures cannot be truly reflective of these trainees' own beliefs in their competencies. They say , “ teacher training effectiveness can be considered according to the development of student teachers' cognitive structure of teaching competence, a significant part of which is founded on a personal sense of teaching efficacy ”(Yeung & Watkins, 2000). In this respect, self-efficacy beliefs of the future teachers play a very crucial role when effective teaching is the question. This study may contribute to the field by providing valuable information about the perceived self efficacy levels of prospective teachers for instructional strategies, classroom management and student engagement.

There may be many factors influencing the efficacy beliefs of prospective teachers; and as they are easy to shape at the beginning, studying these factors that may predict the self-efficacy beliefs of future teachers will help us in revising the curricula or modifying the existing one for training qualified and highly efficacious teachers.

In this study four possible predictors will be studied to see to what extent they can predict the perceived self-efficacy levels of the prospective teachers. One of them is mentor teacher-student teacher relationship. School experience and teaching practice courses are gaining importance in teacher training and the role of mentor teacher/ cooperating teacher is the most vital one having a direct effect on teacher efficacy as a professional development tool (Yost, 2002) in preparing the student teacher for a smooth transition from being a university student to being a teacher. The results of the study done by Fortman and Pontius (2000), suggests that prospective teachers' efficacy prior to student teaching is a reasonable predictor of efficacy after student teaching ends. This is a very valuable opportunity for the students to apply what they have learned theoretically in the real school setting under the guidance of a mentor teacher. This experience may have positive as well as negative effects on their future teaching. Field experiences are considered to be the most powerful component of teacher education programs and cooperating teachers appear to have the greatest influence on a student teacher's professional development (Guyton, 1989; McIntyre, Byrd, & Foxx, 1996). Also, Charalambous, Philippou and Kyriakides (2007), found out that one of the factors from which efficacy beliefs of mathematics preservice teachers were informed was interaction with mentors. However, there is a gap in the literature on mentor teacher-student teacher relationship and its effect on self-efficacy level of the student teacher. Considering the importance of this experience this study may shed light on the importance of mentoring and open a path for other studies to step further.

Second factor to be studied is competency in subject matter in other words subject matter knowledge which a teacher is expected to have for sure to be efficient. It is one of the sources of self efficacy for teachers (Muijs & Reynolds, 2001) and the relationship between subject knowledge and action is mediated by teacher self efficacy (Radenbush, Rowan & Cheong, 1992). For example, Chacon (2005) found that Venezuelan teachers with higher self efficacy for English were more likely to use group work activities, choose

challenging tasks, apply humanistic classroom management strategies and pursue self-directed learning to improve their competency in English. The teachers' subject matter knowledge will be an important factor which in this study is expected to predict self efficacy-levels of prospective teachers. The information gained through this study may contribute to the field by giving us information about how competent prospective teachers are in their subject matter as well as emphasizing its importance in terms of self-efficacy beliefs they hold.

Attitudes of the pre-service teachers toward teaching profession is the third factor to be studied. Positive attitudes towards profession are known to affect the performance positively and this is also true for teaching. Beliefs are the best indicators of the decisions that individuals make throughout their lives. Teachers' beliefs influence their perceptions and judgments which, in turn, affect their behavior in the classroom; therefore, understanding the belief structures and attitudes of teachers and teacher candidates is essential to improve their professional preparation and teaching practices (Pajares, 1992). The value and importance given to teaching profession by the pre-service teachers are affected by many factors like political influences over education, low salaries, the value given to teachers and teaching as a profession by society. Under these circumstances knowing about the prospective teachers' attitudes towards teaching profession and most important of all to what extent it predicts the self-efficacy levels of the pre-service teachers' gains importance. The results of this study will be beneficial in terms of detecting the attitudes of the prospective teachers towards teaching profession and its predictive power over self-efficacy levels of prospective teachers.

Lastly, being a graduate of Anatolian Teacher High Schools (ATHS) will be studied as a factor to see its predictability on self-efficacy beliefs of pre-service teachers. According to the regulations, ATHSs are established to educate and prepare students for the teacher training departments of higher schools, to help students gain positive attitudes towards teaching profession

as well as helping them gain the behaviors teaching profession entails. The courses offered in these schools are comprised of two categories one of which is in common with all high schools and the other of which is designed to increase the feelings of love and interest towards teaching profession (Gelişli, 2000). It is known that the graduates of ATHSs generally enter teacher training programs (Okçabol et al., 2003) and they develop positive attitudes toward teaching during their education at ATHSs (Şahin, 1992). It is also known that self-efficacy significantly affects the development of core vocational choice predictors such as interests, values and goals (Bandura, 1986; Hackett & Betz, 1992). Lapan and Jingeleski (1992) found out that career self efficacy, vocational interests and expectations for occupational attainments were highly interrelated. Therefore, in the light of this information, when compared to the graduates of other types of high schools the graduates of ATHSs are expected to have higher self-efficacy beliefs which will prove the predictive power of being a graduate of ATHSs on teacher self-efficacy. The information attained by the help of this study will be beneficial to show how successful are the ATHSs in accomplishing their purposes.

To sum up, the findings of this study will help improve the present state of the teacher training programs contributing to the field by supporting the previously conducted studies or proposing new aspects in the light of studied factors. As the purpose of this current study is to find out predictors of self-efficacy beliefs of pre-service teachers, the results will be helpful in solving some problems in the effort of increasing self-efficacy levels of our prospective teachers and training effective teachers.

1.5 Definition of the terms

Self-efficacy: Beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments (Bandura, 1997)

Teacher self-efficacy: Teacher's judgment of his or her capabilities to bring out desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated (Tschannen-Moran & Hoy, 2001).

Mentor Teacher (cooperating teacher): The teacher under whose supervision the student teacher is doing observations and teaching during the field practice course.

Prospective Teacher (student teacher, pre-service teacher): The students studying at the 4th grade of education faculties' teaching departments.

CHAPTER 2

REVIEW OF THE LITERATURE

In this chapter self efficacy as a construct and its sources, literature on teachers' sense of efficacy and its sources, factors associated with teachers' sense of efficacy and its measures will be covered as well as relationship with mentor teacher during school experience and attitude towards teaching as a part of the teachers' sense of efficacy literature.

2.1 Self-efficacy

The concept of self-efficacy was first introduced by Albert Bandura who defined it as “a generative capability in which cognitive, social, emotional, and behavioral sub skills must be organized and effectively orchestrated to serve innumerable purposes”(Bandura, 1982).“People’s level of motivation, affective states, and actions are based more on what they believe than on what is objectively true” says Bandura (1997) and indicates that belief in one’s power to produce results will give them the courage to attempt to do that specific task. Having the required skills to perform a task does not mean that people can perform it well. The belief in what you can do with your skills determines the quality of your performance. The circumstances under which you operate are important too.

These beliefs influence the way people think, their choice of pursuit, the goals they set and how much effort they put forth in given endeavors as well as the amount of stress and depression they experience in coping with

environmental demands and the accomplishments they realize. Difficult tasks are challenges to be mastered rather than threats to be avoided for people with high self-efficacy; and in the face of failure they heighten and sustain their efforts. Also, they are quick to take advantage of opportunity structures and drive back or change the limitations they face. On the contrary, people with low self-efficacy view difficult tasks as threats and they have little commitment to the goals they choose to chase. As their aspirations are low, when they encounter a difficulty they are likely to give up quickly. It is difficult for them to recover their self-efficacy beliefs and regain their faith in their capabilities (Bandura, 1997).

As Bandura (1989) stated “because judgments and actions are partly self-determined, people can effect change in themselves and their situations through their own effort” (p. 1175) via four major psychological processes the first one of which is cognitive processes. There are many forms by which self-efficacy beliefs affect cognitive processes. Most behavior and action are preplanned in thought with personal goals embodied in them. People visualize anticipatory scenarios before performing a specific action and the strength of the self-efficacy beliefs determines the scenario’s being a success story or a failure one. If one has self-doubts it is difficult to achieve success. On the other hand, people rehearsing success scenarios in mind set challenging goals to themselves which they are strongly committed to thus they are more likely to achieve success. The major function of thought is that it gives people the chance to predict events that affect their daily lives and find ways to cope with potential problems and control them.

As for the motivational processes, the level of motivation is determined by one’s belief of self-efficacy. Life is full of difficulties, impediments, frustrations, setbacks and inequities and that is why one needs a strong sense of personal efficacy to sustain the effort in a stubborn way that is needed to succeed. Motivation is cognitively generated and there are three different theories- attribution theory, expectancy-value theory and goal theory- from

which three forms of cognitive motivators- causal attribution, outcome expectancies and cognized goals- can be named. As for the first theory, motivation, performance and affective reactions are affected by causal attribution through self-efficacy beliefs. People who have higher self-efficacy beliefs attribute their failures to insufficient effort whereas the ones with low self-efficacy attribute their failure to lack of ability. According to expectancy-value theory, people motivate themselves by the expected outcomes - consequences of a behavior- of a given course of behavior and the attractiveness of those outcomes is the determinant of the strength of motivation. Self-efficacy beliefs partly govern the motivating power of outcome expectancies in the judgment process. Often people don't pursue the most attractive options as they believe they lack the ability to accomplish them. And as proposed by the goal theory, the motivational mechanism works through how challenging goals people set for themselves and their evaluation of their own performances according to their personal standards. Perceived self-efficacy is one of the most important self-influences by which personal standards create powerful motivational effects. Evidence from a large body of studies shows motivation is enhanced by explicit and challenging goals. People try to satisfy their personal standards and via this process they give direction to their actions and feel the power to stick to their goals to catch up with those standards (Bandura, 1997).

Affective processes are about how people develop ways to cope with and control the aversive events and situations in their lives. Peoples' beliefs in their capabilities are influential on the amount of stress and depression they experience in threatening situations as well as on their level of motivation. The emotional reactions they give in such situations may affect the action directly or indirectly by altering the nature and course of thinking. People with strong coping self-efficacy beliefs think they can cope with and control the potential threats and they don't bring negative cognitions to their minds. However, inefficacious people believe they cannot manage the potential threats and they experience high level of anxiety and stress. Perceived self-

efficacy controls avoidance behavior and anxiety arousal. Perceived efficacy to control disturbing thoughts is as important as the efficacy to cope. It is normal to have many negative thoughts in mind but if one has the power to turn them off then thought produced stress and depression can be managed.

Lastly, through selection processes people shape the environment they live in by the choices they make. Self-efficacy is put into use in the selection of activities and situations. People chose not to do the activities which they think exceed their capabilities but instead they pursue the ones that they believe are manageable. This process helps people create and develop social networks, interests and different competencies throughout their lives. Career choice and development is one of the examples that shows how the power of self-efficacy beliefs affects the course of life paths through the selection processes. A person with a high self-efficacy level considers a variety of career options seriously before deciding on one of them, they prepare themselves educationally to achieve the career goal they set and they are generally very successful in the occupational parts of their lives which provide them with a major source of personal growth (Bandura, 1993).

To sum up, self efficacy beliefs play a significant role in the ongoing self-regulation of motivation, human accomplishments and personal well-being by means of the mediating processes through which these beliefs affect the way people feel, think, motivate themselves and act.

2.1.1 Sources of self-efficacy

Four sources of self-efficacy information were introduced by Bandura (1997) the first and the most powerful of which are enactive mastery experiences. They are related to performance accomplishment and they refer to the fact that successes and failures when performing a task may play a crucial role in the construction of efficacy beliefs of individuals. One's sense of competence is normally strengthened by success, whereas a sense that one's teaching has failed usually lowers teacher efficacy beliefs (Hoy & Spero, 2005). Efficacy

beliefs rise with success but the failures especially the ones that occurs in the early stages of events when a sense of efficacy is hardly established weakens them. Being successful in specific tasks especially the ones achieved under arduous circumstances strengthens ones beliefs in his capabilities. By the help of the positive previous experiences one can achieve success in spite of some obstacles, whereas repeated failures may turn even potential obstacles into a reason to give up.

The second source of information is vicarious experiences in which modeling serves as an effective tool for fostering a sense of personal efficacy. As there are no standard measures of achievement for most of the activities people can only assess their skills by making referential comparisons with other individuals who engaged in similar tasks or are in similar situations. Doing better than the chosen subjects of comparison raises efficacy beliefs whereas being surpassed by them lowers them (Weinberg, Gould & Jackson, 1979). These experiences are considered particularly influential for the development of prospective teachers' efficacy beliefs, given that these teachers have limited prior personal experiences in teaching (Labone, 2004).

Verbal persuasion is the third source of self-efficacy information which can be defined as the feedback taken from the others persuading one that s/he is capable enough to perform a specific task successfully. Its effectiveness depends on the persuader's being one of the significant others for the recipient and his being reliable and realistic. People who are persuaded verbally that they are capable of mastering the given tasks are likely to put more effort in the task and sustain it. However, unrealistic appraisals may lead to failures which will lower the recipient's belief in his own skills as well as the persuader's credibility for him.

Lastly, people assess their capabilities by considering their physiological and affective states in activities that involves strength and stamina. When they feel doubtful about their performance then they tend to feel distressed, which

will lead to dysfunctions and failure. Mood also has an influence on people's judgments of their efficacy. Positive mood amends perceived self-efficacy while feelings of hopelessness diminish it (Bandura, 1997).

2.1.2 Teacher efficacy and its sources

Teacher efficacy has been found to be one of the important factors which has influence on both teaching behavior and student outcomes. For over two decades, research has been done on teachers' beliefs (Ashton et al. , 1984; Coladarci, 1992; Gibson and Dembo, 1984; Soodak & Podell, 1997; Woolfolk & Hoy, 1990) which are vital in order to understand and interpret their actions and how they design and understand instruction. Numerous definitions were worded for teacher efficacy such as "the extent to which the teacher believes he or she has the capacity to affect students' performance" (Berman, McLaughlin, Bass, Pauly, & Zellman, 1977); "the extent to which teachers believe they can affect students learning" (Dembo & Gibson, 1985:173); " teachers' belief or conviction that they can influence how well students learn, even those that may be difficult or unmotivated"(Guskey & Passaro, 1994).

Tschannen-Moran et al. (1998) defined teacher efficacy as "the teacher's belief in his or her capability to organize and execute courses of action required to successfully accomplish a specific teaching task in a particular context". They believe that the power of teacher efficacy stems from its cyclical nature. The greater the efficacy beliefs the better the performance; therefore at the end of the teaching task it leads greater efficacy beliefs. This is the same for the opposite situation where the efficacy is low. Low self-efficacy influences the performance negatively leading to less effort and giving up easily that ends up with a poor teaching performance, which lowers the efficacy. When a teacher sees a task as a routine that has been handled successfully many times then there is little active analysis of the task and efficacy is based on memories. That is why experienced teachers have a

relatively stable sense of efficacy which is difficult to change. However, teachers who are inexperienced rely on their analysis of the task and on vicarious experience forming their efficacy beliefs and that is why prospective teachers are the focus of many efficacy studies.

According to Bandura (1977) the way teachers structure academic activities in their classrooms and shape students' evaluations of their intellectual capacities are partly determined by their instructional efficacy. Teachers who believe strongly in their ability to promote learning create mastery experiences for their students but those who have self-doubts about their instructional self-efficacy create classrooms environments that are likely to undermine students' judgments of their abilities and their cognitive development. Teachers' efficacy beliefs are also influential on their general orientation toward the educational process as well as their specific instructional activities. The ones who have a low sense of instructional efficacy are likely to adopt a custodial orientation that takes a pessimistic view of students' motivation, emphasizes the strict control of the classroom behavior and relies on extrinsic inducements and negative sanctions to get students to study (Woolfolk & Hoy, 1990; Woolfolk, Rosoff, & Hoy, 1990).

Coladarci (1992) found that level of professional commitment of inservice elementary and middle school teachers are linked to self-efficacy. The same relation was confirmed in Evans and Tribble's (1986) study with pre-service teachers. Evidence for the relationship between efficacy and student achievement was also found using the Gibson and Dembo (1984) instrument.

In most studies teachers' sense of efficacy has been assessed with two factors as general teaching efficacy (GTE) which is associated with teachers' beliefs in the ability of teachers in general to influence student's outcomes, and personal teacher efficacy (PTE) referring to teachers' beliefs about their own ability to affect student outcomes. It is obvious that the former one is much more related to teachers' general attitudes and beliefs in education, whereas

the latter one is directly related to teachers' personal sense of success referring their own teaching skills and capacities. It is found that teachers with higher sense of efficacy that is who has high scores on PTE and GTA factors were less likely to criticize a student after an incorrect response and more likely to persist with a student in a failure situation. They are more likely to form small groups for instruction rather than instructing the class as a whole (Gibson & Dembo, 1984). Allinder (1994) found that PTE was linked to instructional experimentation, including willingness to try a variety of materials and approaches, the desire to find better ways of teaching, and implementation of progressive and innovative methods. The level of organization, planning and fairness a teacher displayed as well as clarity and enthusiasm in teaching was also related to PTE. GTE was found to be linked to clarity and enthusiasm in teaching. (Tschannen-Moran et.al. 1998)

Woolfolk, Rosoff and Hoy (1990), concluded that teacher efficacy also was influential on students' attitudes towards school, the subject matter being taught. The stronger the general teaching efficacy of a teacher, the greater a student's interest in school and the more students perceived that what they were learning was important. Students of teachers with a stronger sense of personal efficacy gave more positive evaluations of the teacher.

In his study to investigate teachers' sense of efficacy among Korean teachers of English and its relatedness on the following variables: teaching satisfaction, role preparedness, classroom management, school stress, peer relationships, academic emphasis, listening, reading, speaking and writing skills, Shim (2001) found that Korean EFL teachers had two dimensions of efficacy beliefs, which were PTE and GTE . The important point in this study was that there was not any correlation between these two dimensions, which refers to the fact that a teacher may have low general teaching efficacy and high personal teaching efficacy at the same time. Therefore, these two efficacy types cannot be presented as two associated factors in efficacy

studies as they are defined as two independent dimensions of self-efficacy in the study by Gibson and Dembo (1984).

Ghaith and Shaaban (1999) investigated how teaching experience, gender, and grade level taught correlate with personal and general teacher efficacy and perceptions of teaching concerns among 292 Lebanese teachers from different school backgrounds. Gibson and Dembo's (1984) 16-item teaching efficacy scale, in addition to a 28-item measure that addressed teaching concerns (Ghaith & Yaghi, 1997) was adopted. Results of the study revealed that personal teaching efficacy and general teaching efficacy were not internally related and represented two distinct indices.

It is stated by Bandura (1997) that beliefs about one's own teaching competence and the task of teaching are shaped in the early years of teaching and it is difficult to change them once they are stabilized and that is why prospective teachers, how they develop and heighten their efficacy beliefs and the sources of these beliefs are the focus of many efficacy studies. Most of the studies on teacher efficacy are conducted with prospective teachers in the very first years of teaching when student teachers start to school experience courses in which they have field experiences, observations of the school and classroom environment and some teaching experience under the supervision of a mentor teacher. These experiences are the opportunities which provide the prospective teachers with the sources of efficacy. They have real mastery experiences while they are teaching to a class; they can observe their peers and their mentor teachers who are the very basic sources of vicarious experiences. Their perception and interpretation of their physical and emotional states are also very important at that stage as well as the support or discouragement provided by the significant others as the other sources of efficacy belief. The factors associated with preservice teachers' efficacy beliefs are the main question the answer of which has been sought for in many studies. As Woolfolk Hoy and Bruke-Spero (2005) suggested mastery experiences during student teaching and the very first years of

teaching are very influential on the development of teacher efficacy. Also observations of other teachers during these periods serve as vicarious experience that is also effective in forming efficacy beliefs. In their longitudinal case study Mulholland and Wallace (2001) found that successful mastery experiences and verbal persuasions were the primary sources of information for building teacher's efficacy. In their study Yeung and Watkins (2000) investigated how a sample of 27 student teachers in Hong Kong developed a personal sense of teaching efficacy using repertory grid technique. The analysis indicated that experiences of teaching practice, electives, pupils, and teaching practice supervisors were the major sources of a sense of teaching efficacy.

2.1.3 Factors associated with teacher efficacy

There are certain factors associated with teachers' sense of efficacy, including student achievement, teachers' commitment, innovations, and experience and classroom management (Chacon, 2005). It is clear that teacher's sense of efficacy directly affects student achievement, learning and motivation. Besides, teachers with high self-confidence with a great personal responsibility are better in motivating students and their teaching experiences. Lastly, more efficacious teachers are generally better at controlling the class with their effective strategies and techniques. When all these factors are taken into consideration, it is necessary to handle efficacy from different perspectives. Bandura (1997) suggests that teacher efficacy should comprise seven categories which are efficacy in influencing decision-making, efficacy in influencing the acquisition and use of school resources, teaching efficacy, and efficacy in disciplinary matters, efficacy in enlisting parental assistance, efficacy in involving the community, and efficacy in generating an open school climate. Although teacher's main role can be observed explicitly in classroom settings, there is, in fact, an organization, and the classroom is just the part of it. While examining teacher efficacy, all these components should be considered. To sum up, there is a direct relationship between teachers'

efficacy beliefs and their behaviors as a whole, both in and beyond the classroom setting.

Shim (2001) mentions three important aspects or sources of efficacy beliefs, which are sex, culture and contextual effects. He claims that there is a general assumption as female teachers have higher efficacy beliefs than male teachers. However, it is just because of the association between feminine act and school teaching. Besides, different cultural contexts play a crucial role in the efficacy ratings of language teachers. Society and the role of schooling in certain regions may also be sources for high or low self-efficacy ratings. For instance, while Americans report high efficacy levels of general teaching efficacy as there is an individualistic society; Chinese or Swedish teachers report high personal efficacy levels as in collectivist contexts.

Apart from these, teachers` sense of efficacy is associated with stress variables of language teachers. Especially, management problems and tolerance of ambiguity, mistakes, and unpreparedness play a crucial role in the development of low-self-efficacy and high levels of stress.

In a study conducted by Rizvi and Elliot (2005), the professionalism perceptions of language teachers were examined in relation with teacher efficacy, teacher practice, teacher leadership and teacher collaboration. The researchers used a questionnaire to measure teachers` self-efficacy ratings and they found that the teachers in the study perceived themselves as professionals and they also revealed that successful application of administrative and teaching responsibilities such as helping children learn was important for enhancing their own professionalism. Besides, the ability of applying professional knowledge to student learning was an important component of an effective teacher for them.

Another significant factor that is effective on the development of efficacy beliefs is the relationship of the student teacher with the “mentor” teacher.

Fourth-year teacher education programs can be considered as the formative period in which prospective teachers are shaping their attitudes towards and beliefs about teaching. During this period- a series of school experiences- they had to carry out some classroom tasks like observations, and teach under the supervision of a mentor teacher. This is their first confrontation with a real classroom and they discover their capabilities or weaknesses and most important of all, they are equipped to become part of the teaching profession throughout this period (Laker, Laker & Lea, 2008) and turn their first teaching experiences into mastery experiences as they are influential on the rest of their careers (Bandura, 1993). That is why student teaching is considered to be the most crucial part of the preparation for the teaching and in practice, the mentor teacher plays the most vital role in supervision and is perceived as the most significant person in the student teacher's experiences (Booth, 1993); often student teachers move closer to the attitudes and behaviors of their mentor teachers (Zeichner, 1980). With respect to the influence of mentor teachers on pre-service teachers, Li and Zhang (2000) found that pre-service teachers who perceived their cooperating teachers' to be highly efficacious had significantly higher general teaching efficacy than their counterparts. Also, Fieldman and Kent (2006) states that “increased clinical field experiences coupled with exemplary mentor teachers, a university/school system liaison and university faculty will likely produce better prepared teachers thus having a positive impact on student achievement”(p.227).

A. Laker et al. (2008) use the concept “teacher tutor” instead of mentor teacher in the study which they studied the sources of support for pre-service teachers during the school experience and the practical and immediate knowledge offered by the teacher tutors were found very beneficial as well as the relationships that formed over the course of school experience. In a similar way, Rajuan, Beijaard and Verloop (2007) found that student teachers need a collaborative and personally supportive relationship with their mentor

teachers as a basis for developing the confidence to find their own expression in the classroom through experimentation and risk-taking.

When the importance of the mentoring and the influence of it on the pre-service teacher development are considered studying the mentor teacher - student teacher relationship becomes more valuable for the teacher training faculties to develop ways of constructing a robust relationship between student teachers and their mentors and organizing school experiences in the way which teacher candidates will benefit the most. There is empirical evidence that mentors may have a positive influence over the student teachers or the opposite depending on their rapport (Mewborn, 1999; Lowery, 2002). Since mentoring as a professional development tool has a direct effect on teacher efficacy (Yost, 2002; Hoy, 2005; Atay, 2007) the mentors should be chosen among exemplary teachers who are good models for the candidates in terms of professionalism, self-beliefs and attitudes towards teaching.

Like self- efficacy, attitude is a concept which helps us to understand and interpret human behavior as there is a strong link between attitude and behavior; and in the formation of attitudes beliefs people hold about the object of attitude play a crucial role (Ajzen, 1991). It is well known that people's attitudes towards their professions directly affect their performances and this is also true for teaching which requires the orchestration of many skills like management of the classroom, motivating the students, making decisions and developing relationships with the students. There is empirical evidence that teachers' attitude towards teaching is one of the most powerful characteristics which is influential on the student learning and development (Küçükahmet, 2003). Teachers' attitudes towards teaching reflect the way they perceive teaching as a profession as well as their approaches and philosophies (Çeliköz & Çetin, 2004). Although there are some studies done to determine the attitudes of student teachers towards teaching as a profession (Terzi & Tezci, 2007; Çapa & Çil, 2000; Oral, 2004; Üstün et al., 2004) none of them looked for the predictive power of these attitudes on teacher efficacy.

To sum up, there are certain factors associated with efficacy beliefs of teachers, including motivation, stress, student achievement, teaching experience, preparedness, mentoring, attitudes towards teaching and so on. These all should be taken into consideration in order to get a clearer image related to self-efficacy rating or beliefs of teachers.

2.1.4 Teacher efficacy and its measures

In the literature on the teachers sense of efficacy there are two main dimensions discussed. One of them is Personal Teaching Efficacy (PTE) and the other one is General Teaching Efficacy (GTE) (Coladarci, 1992; Soodak & Podell, 1997; Woolfolk & Hoy, 1990; Tschannen-Moran & Woolfolk Hoy, 2001). Personal Teaching Efficacy refers to teachers' beliefs about their own ability to make a difference in their students' learning, whereas General Teaching Efficacy comprises teachers' beliefs about the power of factors outside of the school and teacher's control in affecting student performance. In the earliest teacher efficacy studies by Rand researchers (1976) both GTE and PTE were measured. In these studies the teachers were asked to rate their responses to two statements based on a five-point Likert scale:

- (a) "When it comes right down to it, a teacher really can't do much because most of a student's motivation and performance depends on his or her home environment," (GTE)
- (b) "If I try really hard, I can get through to even the most difficult or unmotivated students" (PTE).

On the other hand, other researchers have treated teacher efficacy as a one-dimensional construct (Evans & Tribble, 1986; Guskey, 1988). Yet another group of researchers have argued that teacher efficacy is multidimensional and should be examined differently according to specific situations and tasks (Tschannen-Moran & Woolfolk Hoy, 2001; Tschannen-Moran, Woolfolk Hoy & Hoy, 1998).

2.2 Research on self-efficacy

In this part the studies done abroad and in Turkey will be presented in a chronological order.

2.2.1 The efficacy studies done abroad

In her study, Chacon (2005), explored self-efficacy beliefs among 100 English as Foreign Language teachers in selected schools in Venezuela, using the short version of the TSES by adapting it to the EFL context. The results of the descriptive and correlational analyses as well as interviews with a purposeful sample showed that teachers' perceived efficacy was correlated with self-reported English proficiency as well as indicating that teachers' efficacy for instructional strategies was higher than efficacy for management and engagement.

Çapa and Hoy (2005) investigated student teachers' sources of self-efficacy in their descriptive survey study using TSES short form. They used simultaneous regression and predicted student teachers' sense of efficacy using their relationship with mentors, amount of field experiences, and teaching support. Data analysis yielded that the relationship with mentor, the support received from environment, and the number of field experiences were significant predictors of student teachers' sense of efficacy. The regression equation accounted for 27% of the variance in efficacy scores. Highly efficacious student teachers tend to have less teaching experience, but a more positive relationship with their mentors and more teaching support.

Hoy and Spero's (2005) study was a longitudinal investigation that assessed the efficacy of prospective and novice teachers at the beginning of their preparation program, at the end of student teaching, and after their first year of employment as a teacher. Participants were 55 prospective teachers and a scale consisting of four PTE, four GTE items and two original Rand items

was used along with the Bandura's Teacher Efficacy Scale. The results of the repeated measures analysis indicated significant increases in efficacy during student teaching, but significant declines during the first year of teaching. These changes during the first year of teaching were related to the level of support received.

In the study by Poulou (2007), the factors that precede Greek student teachers' beliefs of teaching efficacy and determine their conviction that they can influence instructional strategies, classroom management and student's engagement were explored using Teaching Efficacy Sources Inventory and TSES long form Greek version. It was found that self-perceptions of teaching competence, personal characteristics, and motivation for teaching were contributory factors to teaching efficacy. It also revealed that student teachers' efficacy ratings of their student's engagement received the highest scores, whereas, students' efficacy ratings of instructional strategies and classroom management received similar scores.

Eslami and Fatahi (2008) examined the efficacy beliefs of nonnative English speaking Iranian EFL teachers in their study. EFL teachers' perceptions of their teaching efficacy in terms of personal capabilities to teach English as a foreign language and their perceived English language proficiency were examined through a modified version of TSES. The results of descriptive and correlational analysis showed that teachers' perceived efficacy was positively correlated with self-reported English proficiency. Also, ELT teachers in Iran rated themselves as more efficacious in instructional strategies than in managing the class and engaging students interactively.

2.2.2 The efficacy studies done in Turkey

Morgil, Seçken and Yücel (2004), developed an instrument to measure the chemistry teaching efficacy and they studied with 200 participants from the Chemistry Department of Hacettepe University to test the validity of their

instrument as well as to see the influence of gender, attitude towards chemistry and the preference ranks of the students of their departments on their efficacy beliefs. According to the factor and item analysis results, the instrument was found to be reliable and valid and the findings of the study showed that males are more efficacious compared to females and their attitude towards chemistry was significantly correlated with their efficacy beliefs. However, there was no significant relation between the preference rank and efficacy belief.

Çakıroğlu (2005), in her study compared the American and Turkish preservice elementary teachers' efficacy beliefs regarding science teaching. The data for this study were collected by utilizing Enochs and Riggs' (1990) Science Teaching Efficacy Belief Instrument (STEBI-B). In the Turkish sample there were 100 preservice elementary teachers (48 female and 52 male) and in the American sample there were 79 preservice elementary teachers (65 female and 14 male). A descriptive analysis of student data indicates generally positive self-efficacy beliefs regarding science teaching in both countries and ANOVA results indicated that preservice elementary teachers of the American sample had a significantly higher personal science teaching efficacy measure than the preservice teachers in Turkey.

In their study, Aktağ and Walter (2005) studied with 1145 teacher candidates studying at the different departments in the Education Faculty of Abant İzzet Baysal University. The purpose of this study was to identify the preservice teachers' efficacy levels and to see whether these beliefs changed depending on the participants' grades, genders and the level they were planning to teach. Data collected through the TSES were analyzed using MANOVA revealing that pre-service teachers were quite a bit efficacious ($M=7.118$). There was a significant difference between female and male pre-service teachers. However, there was no significant difference between first year and last year as well as between middle school and elementary school pre-service teachers.

Akbulut (2006) in his descriptive study aimed to find out if there were significant differences between the self-efficacy beliefs of the students of the Department of Music Education with respect to grade level and gender concerning student participation teaching strategies and classroom management efficacy. The participants were 87 freshmen and 73 seniors from the departments of music education of Dokuz Eylül University, Pamukkale University, Süleyman Demirel University and Muğla University. In the analysis of the data collected through TSES, Mann Whitney U-Test was applied to observe the differences between the genders and between the grade levels regarding the dimensions of student participation, teaching strategies and classroom management efficacy. The data analysis showed no significant difference in the self-efficacy beliefs of potential music teachers with regard to gender and grade level concerning those dimensions.

Atay (2007), investigated the change in efficacy beliefs of Turkish preservice teachers of English through the practicum period and also focused on the factors that might have an effect on their efficacy beliefs during this period. Data collected through the TSES showed that at the end of the practicum the efficacy scores for instructional strategies decreased at a statistically significant level, whereas the classroom management and student engagement efficacy scores increased, the latter being a significant level. Also, prospective teachers' awareness of their own teaching competence, their beliefs about teaching and learning, practices of their cooperating teacher, established classroom practices and the practicum school were the factors found to be contributing to the prospective teachers' self-efficacy during the practicum.

In the study conducted by Kahyaoğlu and Yangın (2007) the participants were 330 prospective elementary school teachers in Siirt Education Faculty of Dicle University. The purpose of the study was to find out how efficacious the preservice teachers were and also to reveal if the departments they are in, their gender, the high school they graduated from, their grade level and

whether they are regular or evening class students have any influence over their efficacy beliefs. The data was collected through an instrument developed by the researchers and the results of the t-tests yielded that gender, high school type and grade level have no significant effect on efficacy level. However, prospective teachers in the department of science teaching have significantly high ratings for teacher efficacy. Also, evening class participants were found to be more efficacious compared to the regular ones.

2.3 Summary

Both the concepts in the literature and the findings in the research showed that teacher efficacy which helps us to interpret and understand the behaviors of teachers is directly influential on student achievement, learning and motivation as well as on teachers' behavior such as performance in class and outside, commitment to job, the attitude towards adapting new methods and applications and classroom management strategies. There is evidence that these beliefs are easy to shape in the early periods of teaching before it is too late, and that is the reason why in most of the studies the focus group is the pre-service teachers who are at the very beginning of their teaching careers.

Specifically discussed factors of teacher efficacy are student achievement, learning and motivation, classroom management, commitment to teaching, teacher behavior in and beyond the classroom setting, cultural and contextual effects, stress variables, the relationship with mentor teacher and attitude towards teaching. Also, the measures of teacher efficacy are presented based on the two strands in which these measures were grounded.

The literature revealed that teacher-efficacy is a mutual issue for many contexts- in Turkey and the other countries - and a remarkable area of interest in educational settings. Reviewing the studies abroad and country-wide research it is seen that there is a lack of efficacy studies done with the student teachers of ELT departments; the studies in this field which are very few in number generally measured the efficacy levels of student teachers and

studied the correlates of this belief. However none of them studied the predictors with the factors which are mentor teacher-student teacher relationship, attitude towards teaching, competency in subject matter and being a graduate of Anatolian Teacher High Schools and this study will contribute to the field with its findings and provide us with important data.

CHAPTER 3

METHOD

In this chapter the method used while conducting the present research study is presented. It includes overall design of the study, participants, data collection instruments, data collection procedure, data analysis procedure and assumptions and limitations of the study respectively.

3.1 Overall design of the study

The overall design of this study is correlational. This type of research looks for the relationships between a set of variables and is carried out either to help explain important human behavior or to predict likely outcomes (Frankel & Wallen, 2006). This study have a correlational design since it was designed to explore the relationship between the self-efficacy of prospective teachers and variables described below, and to figure out whether these variables could predict the self-efficacy of prospective teachers.

In this study, there existed 5 variables; one criterion and 4 predictors; 1dichotomous and 3 continuous. The dependent / criterion variable was self efficacy of prospective teachers which was a total score of classroom management, instructional strategies, and student engagement self-efficacy scores of prospective teachers. Predictors were determined as high school

type of students which was a dichotomous variable (Anatolian Teachers High School/Others); attitude towards teaching, mentor teacher relationship, and competency in subject matter which are continuous variables.

The major goal of this study was to examine the teacher self-efficacy beliefs of FLE prospective teachers, in other words the 4th grade students at the FLE departments of state universities, and to inspect to what extent the chosen variables predict the teacher self-efficacy beliefs regarding classroom management, instructional strategies and student engagement. Instruments to be used in this study were chosen after reviewing the relevant literature on teacher education, English language teaching, teacher self-efficacy. The dimensions mentioned above were also examined through databases, books, and other studies interested in the same issues as in this study and the most appropriate questionnaires were detected to serve the purpose of this study. Previously existing instruments were preferred since developing an instrument has its problems; it is time and energy consuming and also it needs expertise and a considerable amount of skill. Therefore, selecting an already developed instrument when appropriate is preferred (Frankel & Wallen, 2006).

The participants of the study were 179 fourth year prospective English teachers having education in FLE departments in state universities in Ankara. These universities were Middle East Technical University, Hacettepe University and Gazi University. The questionnaires were administered to all 4th year FLE students in all sections in these universities, who were present during the administration of the instruments. The data collected by the instruments were analyzed by the help of statistical program, SPSS for Windows- version 15.0 software. Descriptive statistics were conducted to analyze the quantitative data through means, standard deviations, percentages and graphs. The regression analyses were conducted with N=121 participants as some of the participants had not reported their scores of KPDS, TOEFL or

an equivalent English proficiency examination. In spite of this loss in data, the cases-to-predictors ratio (N/k) was considered as adequate based on procedures suggested by Tabachnick and Fidell (2007), with 121 cases and 4 predictors, the number of cases is well above the required sample size of $82(N \geq 50 + 8k)$ for testing the multiple correlation and the required sample size of 108 ($N \geq 104 + k$) for testing the individual predictors.

3.2 Participants

The participants of the current study were all 4th year prospective English teachers in state universities in Ankara. The scope of this study was limited to only three universities which were Middle East Technical University, Gazi University and Hacettepe University as they are the ones that have FLE departments. The institutions chosen are considered to be respectable and deeply rooted as well as being convenient in terms of location and the population number. The reason why 4th graders were chosen is that they had completed most of the courses offered, especially the school experience courses. During the administration of instruments, the participants were attending their last classes and they were considered to have established their relationship with their mentor teachers as well as developed a sense of teacher identity.

It is important to mention that at Gazi University the ELT department has also evening classes and the students attending to these classes were not included in this study since we didn't have enough information about their attendance to the lessons.

The total number of 4th graders at the FLE departments of these three universities, that is the total number of the students, was approximately 330. The participants of this study were 179 prospective teachers; 29% ($n = 52$) of

them were studying at the Middle East Technical University, 31.3 % (n= 56) of them were at Gazi University and 39.7 % (n=71) of them were at Hacettepe University. 73.2% (n=131) of the participants were females while 26.8% (n= 48) of them were males, as expected female students at FLE departments are dominant in number compared to males. The distribution of participants according to gender and university is presented in Table 3.1.

The ages of the participants ranged between 20 and 22. 47.5% of them are 22 and 33.3% of them are 23 years old. As for the type of high school, according to Table 3.2, 82.1% (n= 147) of the participants were graduates of Anatolian Teachers High School and the remaining 17.9% were graduates of different types of high schools. The high school types of the participants can be seen in Table 3.2.

Table 3.1

The Distribution of Participants According to Gender and University

University	Male	Female	f	%
METU	18	34	52	29
Hacettepe	23	48	71	39.7
Gazi	7	49	56	31.3

Table 3.2

The Distribution of Participants According to High School Type

Type of High School	f	%
Public High School	3	1.7
Anatolian Teachers High School	147	82.1
Anatolian High School	17	9.5
Others	12	6.7

Among the 179 participants involved in the study, 121 of them responded to the item related to the competency in subject matter which was measured by a standard English proficiency examination score as KPDS, TOEFL, IELTS or an equivalent one. 89.2% (n=108) of the respondents got KPDS, 5% (n= 6) of them got TOEFL and 5.8 % (n=7) of them got an equivalent exam of English proficiency. All the scores were calculated over 100 using a conversion table obtained from METU Preparatory School. The scores of the participants ranged between 48 and 98. While analyzing the data, the scores were recoded into 4 variables; the scores between 48 and 69 were recoded as “not competent enough”; the scores between 70 and 79 were recoded as “a bit competent”; the scores between 80 and 89 were recoded as “competent” and the scores between 90 and 100 were recoded as “highly competent”. In this case, 5% (n=6) of the respondents were not competent enough, 2.4% (n=3) were a bit competent, 49.6% (n=60) were competent and 43% (n=52) were highly competent. Table 3.3 shows the competency levels of the participants.

Table 3.3

The Competency Levels of Participants

Competency level (score range)	f	%
Not competent enough (48-69)	6	5
A bit competent (70-79)	3	2.4
Competent (80-89)	60	49.6
Highly Competent (90-100)	52	43

All 179 participants responded to the item asking for the CGPAs. The data were analyzed by recoding the CGPAs into three variables; they were ranked as “ between 1.00 and 1.99 ”, “between 2.00 and 2.99 ” and “ between 3.00 and 3.99 ”. Only 0.6% (n=1) of them had a CGPA between 1.00 and 1.99, 26.8% (n= 48) of them had CGPAs between 2.00 and 2.99 and the remaining 72.6% got CGPAs between 3.00 and 4.00.

3.3 Data collection instruments

Data was collected through (1) Teachers’ Sense of Efficacy Scale (Tschannen-Moran & Hoy, 2001), (2) Relationship with Your Mentor Scale (Capa & Loadman, 2004), (3) Scale for Students’ Attitudes Towards the Teaching Profession (Semerci, 1999). Also for the demographic data there were six questions asking for personal information including the high school they graduated from, KPDS, TOEFL, or an equivalent exam score and their CGPA scores.

3.3.1 Teachers' sense of efficacy scale

Many forms of measures have been used to investigate teachers' sense of efficacy in a valid and reliable way. As stated by Tschannen-Moran et. al. (1998) the research and the measures designed were grounded in two strands one of which is based on the Rotter's (1966) locus of control theory and the other is based on Bandura's (1997) social cognitive theory and his construct of self-efficacy. The first strand of studies which were grounded in Rotter's locus of control theory were conducted by Rand Corporation with a direct measure consisting of only two items in which teachers were asked to indicate whether they believe student motivation and learning were in their control or linked to the home environment. The items are as follows.

- Item 1: "When it comes right down to it, a teacher really can't do much because most of a student's motivation and performance depends on his or her home environment."
- Item 2: "If I really try hard, I can get through to even the most difficult or unmotivated students."

Later, in their study for a new measure based on these two items Gibson and Dembo (1984) would argue that the Rand items respectively corresponded to Bandura's outcome expectancy and self-efficacy concepts making the distinction between personal teaching efficacy and general teaching efficacy. A teacher who agrees with the first item believes the power of external factors rather than the influence of teachers and school and this belief was labeled as general teaching efficacy (GTE). A teacher who agrees with the second item holds the belief that s/he can overcome the factors hindering student learning and this belief was labeled as personal teaching efficacy (PTE).

Responsibility for Student Achievement (Guskey, 1981), Teacher Locus of Control (TLC) (Rose & Medway, 1981), and Webb Scale (Ashton, Olejnik,

Crocjer & McAuliffe, 1982) are the other measures of efficacy in the Rand/Rotter tradition.

In the second strand there are measures based on Bandura's theory including a series of vignettes developed by Ashton and his colleagues (Ashton, Buhr, & Crocker, 1984), Gibson and Dembo's Teacher Efficacy Scale (TES) (1984), Bandura's unpublished teacher self- efficacy scale, Riggs and Enochs's (1990) Science Teaching Efficacy instrument based on the Gibson and Dembo approach and some other subject, domain and context specific scales.

Tschannen-Moran et al. (1998) introduced a new integrated model of teacher efficacy that "weaves together both conceptual strands and suggests new areas for research" in the article that they reviewed the instruments which had been used to measure teacher efficacy with different foci and theoretical basis. They assume four sources of efficacy information described by Bandura (1986, 1997) are the main influences on efficacy beliefs and state that teacher efficacy is context-specific. This means a teacher may have high efficacy in one class with some specific group of students but one hour later with another class of students s/he might have lower efficacy. The teaching task and the context should be considered before making a judgment about the efficacy belief of a teacher. As well as these four sources which play a vital role in the formation of efficacy beliefs and the analysis of the teaching task and context, cognitive processes are given a great deal of importance in this model. The way the information from these sources is perceived is also very crucial in the formation of efficacy belief process.

In 2001 the Teachers' Sense of Efficacy Scale (TSES), which is sometimes referred to as the Ohio State Teacher Efficacy Scale (OSTES), was developed by Tschannen-Moran and Hoy, which "represents an important advancement in the area" (Henson, 2002). It consisted of three dimensions: efficacy for instructional strategies; efficacy for classroom management and efficacy for

student engagement; and by such a measure, efficacy was measured not only in the instruction dimension, but also on beyond the classroom dimensions. As stated by the researchers themselves the “development of the OSTES is a step forward in capturing what has been an elusive construct”. “It is superior to the previous measures of teacher efficacy as it has a unified and stable factor structure and assesses a broad range of capabilities that teachers consider important to good teaching.” That is why the scale has been widely used in many studies (Hoy, 2005; Chacon, 2005; Atay, 2007; Poulou, 2007).

In this study teachers’ self-efficacy beliefs were measured using the TSES long form translated into and adapted to Turkish by Yeşim Çapa, Jale Çakıroğlu and Hilal Sarıkaya. This measure consists of 24 items, assessed along a 9-point continuum with anchors at 1—Nothing, 3—Very Little, 5—Some Influence, 7—Quite A Bit, and 9—A Great Deal. The instructions direct the teacher to, “Please respond to each of the questions by considering the combination of your *current* ability, resources, and opportunity to do each of the following in your present position.” The scale includes three 8-item subscales: *Efficacy for Instructional Strategies*, *Efficacy for Classroom Management*, and *Efficacy for Student Engagement*. The coefficient alpha values for Turkish preservice teachers were found to be .82 for student engagement, .86 for instructional strategies and .84 for classroom management. For the whole scale, the reliability of efficacy scores was .93. Sample items include:

Efficacy for Instructional Strategies

- To what extent can you provide an alternative explanation or example when students are confused?
- How well can you implement alternative teaching strategies in your classroom?

Efficacy for Classroom Management

- How much can you do to control disruptive behavior in the classroom?

- How much can you do to calm a student who is disruptive or noisy?

Efficacy for Student Engagement

- How much can you do to motivate students who show low interest in schoolwork?
- How much can you do to get students to believe they can do well in school work?

3.3.2 Relationship with your mentor scale

After reviewing the literature on mentoring using educational databases, related journals and books, it was seen that the most appropriate instrument to assess mentor teacher- student teacher relationship was the one developed by Çapa and Loadman (2004). Actually, most of the studies on mentor-student teacher relationships were qualitative (Stanulis & Russel, 2000; Graham, 1997; Bradbury & Koballa Jr., 2008) and there were hardly any appropriate alternative instruments to chose among to serve the purpose of this study. Since the instrument was developed just for the same purpose as this study's and also it is appropriate in terms of item number and reliability it was used in this study.

The instrument that was used in this study was the translation of one part of a questionnaire which was developed by Çapa and Loadman (2004) for the purpose of assessing mentor-student teacher relationship. The researchers reviewed the mentoring literature to select the important characteristics of mentor teachers and mentoring practices during field experiences to be included in the scale. The researchers' statements in the scale were related to studies of Gibb and Welch (1998), Jonson (2002), Podsen and Denmark (2000), Reiman and Edelfelt (1991), Rowley (1999), and Sprague and Hostinsky (2002). Fifteen relationship characteristics were put in the form of statements. These statements included "Meet regularly with the student

teachers to address ongoing needs and concerns,” “Share her/his own struggles and frustrations and how she/he overcome them,” and “Develop a trusting relationship with the student teacher in that she/he can be honest with her/his needs.” Participants were asked to provide their level of agreement on a five-point scale ranging from *strongly disagree* (1) to *strongly agree* (5). The alpha reliability of .95 was found satisfactory. For this study “Relationship with Your Mentor” instrument developed by Çapa and Loadman was translated into Turkish.

The translation procedure was as follows: First of all 5 English teachers working as instructors at three different universities were asked to translate the instrument items into Turkish. It was seen that the statements were translated similarly so there were no problems like meaning changes or misinterpretations at first look; so the clearest and best-stated ones are chosen by the researcher under the guidance of supervisor to be included in the scale. Then, in order to examine the translation’s validity, linguistic parallelism was checked by independent back-translation. The results were examined by the help of supervisor and found satisfying as the translated items were quite like the originals in terms of meaning. Lastly, the final version of the instrument was sent to one of the developers of the scale to have her confirmation. She proposed some small changes so some of the items are reworded. For example, she proposed a different translation for the word “role-model” to make it more clear for the participants. After making the small changes in wording she proposed the instrument was photocopied to be pilot-studied.

In November 2008, the pilot study was conducted at Abant İzzet Baysal University with Foreign Language Education Department, FLE students after getting the required permissions from the department administration. The instrument was applied to the students who were at the fourth grade. There were 52 participants and the alpha reliability was found .94 for this translated version of the instrument.

3.3.3 Scale for the students' attitudes towards teaching profession

This attitude scale is developed by Çetin Semerci (1999) for the purpose of measuring the attitudes of students towards teaching profession at the technical and vocational education departments of the universities. This instrument consists of 30 likert-type items with five possible alternatives as: strongly disagree, disagree, uncertain, partly agree, strongly agree. Semerci applied this scale to 719 student teachers at Technical Education Faculty, Fırat University and the KMO (Kaiser-Meyer- Olkin) value was found to be .88, Barlett test value was 8980.25 and Cronbach alpha mean was .68.

This instrument was developed based on the 10-item instrument developed by Aşkar and Erden (1987) which was used in many studies to measure attitudes of teachers towards teaching profession (Erden, 1995; Kazu, 1996; Sözer,1996). In this study, the scale by Semerci was used as it was more appropriate in terms of item number and comprehensiveness.

Before the application of the instrument the researcher got in touch with Mr. Semerci to get his consent to apply it in her study.

3.4 Data collection procedure

As for the application of the instruments, the first step was to take the necessary permissions from the Applied Ethics Research Center (UEAM) and the rectorates of the universities from which the data would be collected. After the required permissions were taken from the universities- Hacettepe University, METU and Gazi University- that are chosen for this study, the researcher got in touch with the administration and instructors teaching the selected sections to get information about the schedules of 4th grade students at each university to arrange the time for administering the instruments.

The instruments were applied at the appointed date and collected immediately after completed by the participants in order not to lose any data. The administration was done through the end of the spring semester of 2008-2009 academic year in 4-weeks time as this study was interested in the relationship of student teachers with their mentor teachers. It was believed that the more the time they spent with their mentors the more reliable their answers to the survey questions would be. Also, the instruments were applied to the students who were present at the delivery time in a single session by either the researcher or the instructors at the faculty. It took about 15 minutes to complete the survey. All the information provided by the subjects remained confidential and anonymous.

3.5. Data analysis procedure

Data was analyzed using SPSS 15.0 statistical program. First of all, appropriate descriptive statistics were conducted and then, as this was a prediction study conducted with 4 predictor variables, multiple regression analyses, which is “one of the correlational techniques that enables researchers to determine a correlation between a criterion variable and the best combination of two or more predictor variables” (Frankel & Wallen, 2006), were carried out to answer the research questions. A researcher has to make crucial decisions on which method to apply to get the best results. The predictors included and the way in which they are entered into the regression model have deterministic roles on the method selection. The predictors are supposed to be selected based on the past research “in an ideal world” but if the researcher adds new predictors, they should be added according to their theoretical importance. There are three methods of multiple regression: Hierarchical, forced entry and stepwise. In forced entry method all predictors are entered into the model simultaneously, which does not allow the researcher to decide on the order of the variables. As for the stepwise methods, they rely on the computer selecting variables based on the

mathematical criteria and it is argued by many writers that it takes many important methodological decisions out of the hands of the researcher. In this study hierarchical regression was utilized in which predictors are selected based on past work and the researcher decides in which order to enter the predictors into the model. (Field, 2005)

Table 3.4

Order and name of the variables entered into regression

Variables Entered		
Blocks	Number of Variables	Name of these variables
1	3	Competency in Subject Matter, Attitude towards Teaching, Mentor Teacher – Student Relationship
2	1	High School Type

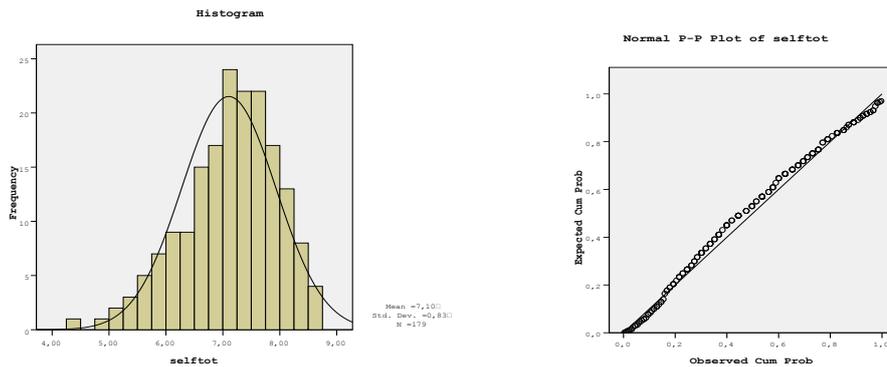
In this study hierarchical regression was conducted with four predictors in blocks. In Block 1, competency in subject matter, attitude towards teaching and mentor teacher – student teacher relationship were entered into regression; and in Block 2, high school type was entered into the regression analysis. Table 3.4 indicates the order and the name of the variables entered into the regression.

3.6 Assumptions and limitations of the study

3.6.1 Assumptions of the study

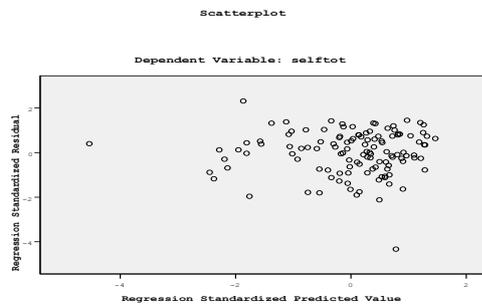
According to the shapes of histogram and P-P plot, the normality assumption was met. However, the Kolmogorov-Smirnov and Shapiro-Wilk's test results were significant and this violated the assumption, but the skewness and kurtosis values and the shapes of histogram and P-P plots were not violated the normality assumption.

Figure 3.1 The histogram of the standardized residuals and the normal probability plot



According to the figure 2 there was not an apparent pattern in the scatter plot of predicted value and residual.

Figure 3.2 Residuals scatter plots



The Durbin-Watson coefficient test for autocorrelation was applied. The test value was 1.80 which was appropriate for the criterion of being between 1.5 and 2.5 to indicate independence of observation.

Prior to analysis, data were screened through SPSS program for accuracy of data entry and outliers and examined for the assumptions of multiple linear regressions for hierarchical regression analysis.

In order to diagnose the multicollinearity, correlations among the predictors were checked from the correlation matrix (Table 3.5). Correlation matrix represents that the correlation among the predictors does not exceed the critical value of .80 for multicollinearity (Stevens, 2002). Furthermore, the VIF values in the coefficient table are less than 10 which show that it most likely will not cause a problem (Field, 2005).

Table 3.5
Bivariate Correlations for Total Self-efficacy Scores and Predictor Variables

	Mentor				
	Self-eff.	rel.	Attitude	Competency	High school
Self-eff.	1.000				
Mentor rel.	.231	1.000			
Attitude	.516	.252	1.000		
Competency	.224	.082	.010	1.000	
High school	.043	-.054	-.084	-.130	1.000

3.6.2 Limitations of the study

The extent to which the results of a study can be generalized determines the external validity (Fraenkel & Wallen, 2003). That is, the sample selected from the population should be representative in the best way to make

generalizations from sample to population. In this study, convenient sampling was used to determine the representative sample for the population. From each university, 4th grade students who were there on the day of application were applied the instrument. Since the study was conducted with just 4th grade prospective English teachers in Ankara the findings of the study cannot be generalized for the lower graders.

CHAPTER 4

RESULTS

The primary purpose of the present study was to examine the predictors of self-efficacy beliefs hold by prospective teachers of English. The participants of the study were the 4th graders studying at the Education Faculties' FLE Departments in Ankara. They were given an instrument including four parts one of which is asking for demographic information. The others were aimed at measuring teacher self-efficacy with three subscales – self efficacy for classroom management, self-efficacy for student engagement and self-efficacy for instructional strategies – attitude towards teaching and mentor teacher-student teacher relationship.

The participants of this study were 179 prospective teachers of English (131 female, 48 male) aged between 20 and 25 (M= 22.22; SD= .81; Mode= 22). The scope of this study was three state universities in Ankara; Hacettepe University (HU), Middle East Technical University (METU) and Gazi University (GU). 29% of the participants were from METU, 31.3% of them were from Gazi University and the remaining 39.7% were from Hacettepe University. Most of the participants (82.1%) were graduates of Anatolian Teacher High Schools (ATHS). Participants' Demographic characteristics were shown in Table 4.1.

Table 4.1

Demographic Characteristics of the Sample

	f	%
University		
METU	52	29
HU	71	39.7
GU	56	31.3
High School		
ATHS	147	82.1
Others	32	17.9
Gender		
Female	131	73.2
Male	48	26.8
Age		
20	2	1.1
21	28	15.6
22	85	47.5
23	56	31.3
24	7	3.9
25	1	0.6
Exam		
KPDS	108	89.2
TOEFL	6	5
Others	7	5.8

To measure competency in subject matter the participants were asked to report a standard exam score (KPDS, TOEFL or an equivalent exam of English Proficiency). 67.2% of them (N=121) reported their exam scores and types which means mortality. However, in spite of this data loss N=121 was

quite adequate to test multiple correlation as well as to test the individual predictors, as explained in the third chapter, design of the study part. As for the exam type, majority of the prospective teachers (89.2%) got KPDS, 5% of them got TOEFL and 5.8 % of them got an equivalent exam of English proficiency. All the scores were converted to 100; the scores the students got from TOEFL-IBT, TOEFL-CBT and IELTS were converted by the help of the conversion table that METU Preparatory School uses. The reported exam scores were quite high ranging between 48 and 98 (M= 87.26; SD= 7.71; Mode=92), which means the sample group was competent in subject matter. Also, in terms of CGPAs, a great amount of participants can be said to be pretty successful (M= 3.17; SD= 0.32; Mode= 3.30).

According to Table 4.1, a great number of participants have very positive attitudes towards teaching (M= 4.33; SD= .60; Mode= 4.87). When it comes to their relationship with their mentor teachers, the results shows they generally have a moderately positive relationship (M= 3.88; SD= .88; Mode= 4.27).

In this chapter, the analyses and the findings of these analyses were reported. First, the self- efficacy levels of prospective teachers were presented. Following that, the results of the regression analyses that were conducted to find the predictive power of the variables chosen were reported in respect to the research questions. The demographic characteristics of the participants and the descriptive analyses were conducted with N=179 participants. However the regression analyses that were done to answer the second and third research questions were calculated with N=121 participants since there was a loss of data in the standard English proficiency exam scores that participants reported.

As mentioned in the first chapter the research questions which were answered in the result section were: (1) What is the level of the pre-service teachers' self-efficacy beliefs regarding classroom management, instructional strategies

and student engagement? (2) To what extent do the relationship between the mentor teacher and student teacher, competency in subject matter, attitudes of pre-service teachers towards teaching and being a graduate of Teacher's Anatolian High Schools predict pre-service teachers' self-efficacy belief composite scores? (3) To what extent do the relationship between the mentor teacher and student teacher, competency in subject matter, attitudes of pre-service teachers towards teaching and being a graduate of Teacher's Anatolian High School predict pre-service teachers' self-efficacy beliefs regarding classroom management, instructional strategies and student engagement?

4.1 Self-efficacy levels of prospective teachers

The first research question of this study which was sought an answer for was: What is the level of the pre-service teachers' self-efficacy beliefs regarding classroom management, instructional strategies and student engagement? In order to analyze the respondents' composite scores on the TSES, descriptive analyses were utilized and as for the three subscales, subsequent analyses were done separately on each dimension. Item scores of each subscale were summed up to create three separate scale scores for each participant. Consequently, an efficacy score for each subscale was computed by taking the mean of the responses to the items retained in each factor. Each of the subscales had 8 items and the possible minimum score for them was 8 (the least efficacious) and the maximum score was 72 (the most efficacious) since the scale had a 9 category response scale.

In this context, according to the reported self-efficacy beliefs on the three dimensions, self efficacy for classroom management raw scores ranged between 19 and 72 with a mean score of 55.82 and a standard deviation of 8.15. For the student engagement subscale, raw scores ranged between 27 and 69 with a mean score of 56.28 and a standard deviation of 7.00. The raw

scores of the third subscale, instructional strategies, ranged between 34 and 72 with a mean of 58.38 and a standard deviation of 7.37.

In this study, percentages for each item of responses were categorized into three groups negative, moderate and positive. The responses to the items from “nothing” to “very little”, that is from 1 to 3, were summed up as percentages and categorized as negative. Likewise, the responses from 4 to 6 are categorized as moderate and the responses from 7 to 9 are categorized as positive. Table 4.3, 4.4 and 4.5 display percentages of responses to each item that fell into three collapsed categories for student engagement self-efficacy, classroom management self-efficacy and instructional management self-efficacy respectively. Also, Table 4.2 shows the descriptive statistics for the three subscales as well as for the composite scores of teacher self- efficacy.

Table 4.2

Descriptive Statistics for Teacher Self-efficacy

	N	Min.	Max.	Mean	Standard Deviation
Self-efficacy total	179	4.42	8.67	7.10	0.82
Instructional strategies	179	4.25	9.00	7.29	0.92
Classroom management	179	2.38	9.00	6.97	1.01
Student engagement	179	3.38	8.63	7.03	0.87

The prospective English teachers’ scores on student engagement subscale of TSES showed that they had positive beliefs about student engagement and their efficacy was quite high (M= 7.03; SD= .87). About 58.7 % of the participants believe that they can get through to the most difficult students while 65.9% of them believe they can foster critical thinking skills of their students. Moreover, 69.3% thought they would be able to motivate the students who are indifferent to the school work, 83.2% claimed that they can help the students to believe in themselves that they could be successful at

school and 73.2% of them agreed that they can help their students value learning. 72.6 % of them believed that they could encourage their students to be creative and about the same percentage of respondents thought they could be successful improving the understanding of a student who was failing. About 69.3% stated that they were able to help the families of the students to assist their children to do well at school.(See Table 4.3)

Table 4.3

Student Engagement Subscale of TSES

Item Num.	Item Description	M	SD	Negative %	Moderate %	Positive %
1	How much can you do to get through the most difficult students?	6.40	1.32	2.2	39.1	58.7
2	How much can you do to help your students think critically?	6.86	1.26	0.6	33.5	65.9
4	How much can you do to motivate students who show low interest in school work?	7.00	1.40	2.2	28.5	69.3
6	How much can you do to get students to believe they can do well at school work?	7.55	1.29	1.2	15.7	83.2
9	How much can you do to help your students value learning?	7.16	1.22	0.6	26.2	73.2

Table 4.3 (Continued)

Item Num.	Item Description	M	SD	Negative %	Moderate %	Positive %
12	How much can you do to foster student creativity?	7.15	1.33	1.1	26.3	72.6
14	How much can you do to improve the understanding of a student who is failing?	7.06	1.23	1.7	25.7	72.6
22	How much can you assist families in helping their children do well in school?	7.06	1.33	1.1	29.6	69.3

Self-efficacy for classroom management was the one which got the lowest scores among these three subscales, which indeed was not negative at all looking at the mean and standard deviation ($M= 6.97$; $SD= 1.01$). Only 59.2% of the participants believed that they could control disruptive behavior in the classroom and about 86.6% thought they could make their expectations clear about student behavior. 76.5% stated they could establish routines to keep the activities run smoothly and 75.6% claimed they would be successful in making the students follow the classroom rules. 67.6% of them believed they could calm a disruptive and noisy student and about 64.8 % thought they would set up a classroom management system with each group of students. About 68.2% of the respondents asserted that they could successfully keep a few problem students from ruining the entire lesson and 65.9 % believed they could deal with defiant students well enough. (See Table 4.4)

Table 4.4

Classroom Management Subscale of TSES

Item Num.	Item Description	M	SD	Negative %	Moderate %	Positive %
3	How much can you do to control disruptive behavior in the classroom?	6.66	1.53	3.9	36.9	59.2
5	To what extent can you make your expectations clear about student behavior?	7.54	1.43	1.7	11.7	86.6
8	How well can you establish routines to keep activities running smoothly?	7.13	1.22	1.7	21.8	76.5
13	How much can you do to get children to follow classroom rules?	7.12	1.34	1.1	26.3	75.6
15	How much can you do to calm a student who is disruptive and noisy?	6.91	1.49	2.2	30.2	67.6
16	How well can you establish a classroom management system with each group of students?	6.73	1.32	2.2	33	64.8

Table 4.4 (Continued)

Item Num.	Item Description	M	SD	Negative %	Moderate %	Positive %
19	How well can you keep a few problem students from ruining an entire lesson?	6.85	1.52	4.5	27.3	68.2
21	How well can you respond to defiant students?	6.84	1.58	3.4	30.7	65.9

Prospective teachers reported to have the strongest beliefs of efficacy for instructional strategies ($M= 7.29$; $SD= .92$). About 75.4% of the participants indicated that they could answer the difficult questions their students asked. Most of them (82.1) believed they could evaluate student comprehension of what they had taught. 75.4% claimed to be skillful enough to prepare good questions for their students and only 58.7% of them believed that they could adjust their lessons according to the level of individual students. The percentage of participants who thought they could use a variety of assessment strategies was 70.9%. Majority of the prospective English teachers (87.2) stated that they were ready to provide alternative explanations and examples when their students were confused. 78.2% of them asserted they could implement alternative strategies in their classroom and the same percentage of participants claimed that they could provide appropriate challenges for very capable students.

Table 4.5

Instructional Strategies Subscale of TSES

Item Num.	Item Description	M	SD	Negative %	Moderate %	Positive %
7	How well can you respond to difficult questions from your students?	7.28	1.24	0	24.6	75.4
10	How much can you gauge student comprehension of what you have taught ?	7.49	1.24	0.6	17.3	82.1
11	To what extent can you craft good questions for your students?	7.35	1.39	1.7	22.9	75.4
17	How much can you do to adjust your lessons to the proper level for individual students?	6.69	1.47	1.7	39.6	58.7
18	How much can you use a variety of assessment strategies?	7.16	1.33	1.6	28.5	70.9
20	To what extent can you provide an alternative explanation or example when students are confused?	7.57	1.17	1.1	11.7	87.2

Table 4.5 (Continued)

Item Num.	Item Description	M	SD	Negative %	Moderate %	Positive %
23	How well can you implement alternative strategies in your classroom?	7.39	1.36	0.6	21.2	78.2
24	How well can you provide appropriate challenges for very capable students?	7.42	1.30	0	21.2	78.8

4.2 Predictors of self-efficacy composite scores

The main purpose of this study is to predict the self efficacy beliefs of prospective teachers by competency in subject matter, attitude towards teaching, relationship with their mentor teachers, and high school type indicating if any of these variables (predictors) and combination of these variables, is significantly correlated with the dependent variable. For that reason, the following two research questions were asked;

1. How well do competency in subject matter, attitude towards teaching and mentor teacher relationship predict teachers' self-efficacy belief composite scores?
2. How much additional variability is achieved by including high school type in a model that already contains demographic (competency in subject matter) and motivational (attitude towards teaching and mentor teacher relationship) variables?

A hierarchical regression was applied in order to determine if addition of information regarding high school type would be achieved in the prediction of teachers' self-efficacy belief composite scores beyond that afforded by competency in subject matter, attitude towards teaching and mentor teacher relationship. Table 4.6 displays the unstandardized regression coefficients (B) and intercept, the standardized regression coefficients (β), F changes, R^2 and adjusted R^2 .

Table 4.6

Hierarchical Regression Analysis Summary for Self-Efficacy Composite Scores

	B	SE B	β	sr^2	R	R^2	ΔR^2	ΔF
Model 1					.567	.321	.304	18.451
Competency in Subject matter	.023	.008	.211	.044				
Attitude Towards Teaching	.687	.110	.491	.225				
Mentor Relationship	.084	.074	.090	.007				
Model 2					.579	.335	.312	2.448
Competency in Subject Matter	.025	.008	.227	.050				
Attitude Towards Teaching	.699	.110	.500	.233				
Mentor Relationship	.087	.074	.093	.008				
High School	.291	.186	.120	.013				

According to the Table 4.6, Model 1 significantly predicted self efficacy composite scores, $F(3, 117) = 18.451$, $p < .05$ with $R^2 = .321$, and 95% confidence limits from .026 to 3.471. The $R^2 = .321$ indicated that 32 % of the variability in self efficacy composite scores was predicted by competency in subject matter, attitude towards teaching and mentor teacher relationship. In this model, inconsequential contribution of mentor teacher relationship to the variance in total self efficacy ($sr^2 = .020$) was negligible with insignificant result of $t(117) = 1.139$, $p > .05$. Therefore, mentor teacher relationship only itself was not a predictor for total self efficacy since it was not significant ($p = .321$). On the other hand, competency in subject matter variable uniquely accounted for 4% ($sr^2 = .044$) of the variation having significant contribution to prediction equation $t(117) = 2.767$, $p < .05$, and attitude towards teaching variable uniquely accounted for 22 % ($sr^2 = .225$) of the variation in total self efficacy having significant contribution to prediction equation $t(117) = 6.236$, $p < .05$.

According to standardized coefficients (β), there are positive relationships with all these variables and self efficacy composite scores. Attitude toward teaching variable ($\beta = .687$) has more impact on self efficacy composite scores than competency in subject matter variable ($\beta = .023$). Furthermore, Model 2 does not significantly predict total self efficacy, $F(1, 116) = 2.448$, $p > .05$.

4.3 Self-efficacy for classroom management

The main purpose of this study is to predict the classroom management self-efficacy of prospective teachers by competency in subject matter, attitude towards teaching, mentor teacher relationship, and high school type indicating if any of these variables (predictors) and combination of these variables is significantly correlated with the dependent variable. For that reason, following two research questions were asked;

1. How well do competency in subject matter, attitude towards teaching and mentor predict teachers' classroom management self-efficacy scores?
2. How much additional variability is achieved by including high school type in a model that already contains demographic (competency in subject matter) and motivational (attitude towards teaching and mentor) variables?

A hierarchical regression was applied in order to determine if addition of information regarding high school type would be achieved in the prediction of classroom management self-efficacy beyond that afforded by competency in subject matter, attitude towards teaching and mentor teacher relationship. Table 4.7 displays the descriptive statistics of classroom management self-efficacy.

Table 4.7

Descriptive Statistics for Classroom Management Self-efficacy

	Mean	Std. Deviation	N
Classroom m.	6,9535	1,08699	121
Competency	87,2645	7,71256	121
Attitude	4,3388	,60621	121
Mentor Rel.	3,8755	,90402	121
High School	1,8595	,34895	121

The results of the analyses indicated that Model 1 significantly predicted classroom management self-efficacy, $F(3, 117) = 8.424, p < .05$ with $R^2 = .178$, and 95% confidence limits from $-.609$ to 4.252 . The $R^2 = .178$ indicated that 18 % of the variability in classroom management self-efficacy is predicted by competency in subject matter, attitude towards teaching and mentor teacher relationship. In this model, inconsequential contribution of competency in subject matter ($sr^2 = .025$) and mentor teacher relationship to the variance in

classroom management self-efficacy ($sr^2 = .009$) was negligible with insignificant results of $t(117) = 1.894$, $p > .05$ and $t(117) = 1.155$, $p > .05$. Therefore, competency in subject matter and mentor teacher relationship were not predictors for classroom management self efficacy since they were not significant ($p = .061$ and $p = .251$). On the other hand, attitude toward teaching variable uniquely accounted for 11 % ($sr^2 = .112$) of the variation having significant contribution to prediction equation $t(117) = 4.013$, $p < .05$. (See Table 4.8)

Table 4.8

Hierarchical Regression Analysis Summary for Classroom Management Self-Efficacy

	B	SE B	β	sr^2	R	R^2	ΔR^2	ΔF
Model 1					.421	.178	.157	8.424
Competency in Subject matter	.022	.012	.159	.025				
Attitude Towards Teaching	.623	.155	.348	.112				
Mentor Relationship	.121	.105	.100	.009				
Model 2					.437	.191	.163	1.851
Competency in Subject Matter	.025	.012	.174	.029				
Attitude Towards Teaching	.639	.155	.357	.118				
Mentor Relationship	.358	.263	.115	.012				
High School	.358	.263	.115	.012				

According to standardized coefficients (β), there are positive relationships with all these variables and classroom management self efficacy. Attitude toward teaching variable ($\beta = .623$) has impact on classroom management self-efficacy by itself. Furthermore, Model 2 does not significantly predict classroom management self- efficacy, $F(1,116) = 1.851, p > .05$.

4.4 Self-efficacy for Instructional Strategies

The main purpose of this study was to predict the self efficacy beliefs of prospective teachers by competency in subject matter, attitude towards teaching, relationship with their mentor, and high school type indicating if any of these variables (predictors) and combination of these variables, was significantly correlated with the dependent variable. For that reason, following two research questions were asked;

1. How well do competency in subject matter, attitude towards teaching and mentor teacher relationship predict teachers' instructional strategies self-efficacy scores?
2. How much additional variability is achieved by including high school type in a model that already contains demographic (competency in subject matter) and motivational (attitude towards teaching and mentor teacher relationship) variables?

A hierarchical regression was applied in order to determine if addition of information regarding high school type would be achieved in the prediction of teachers' instructional strategies self-efficacy scores beyond that afforded by competency in subject matter, attitude towards teaching and mentor teacher relationship. Table 4.9 presents the descriptive statistics for instructional strategies self-efficacy.

Table 4.9

Descriptive Statistics for Instructional Strategies Self-efficacy

	Mean	Std. Deviation	N
Instructional Strategies	7,2851	,92312	121
Competency	87,2645	7,71256	121
Attitude	4,3388	,60621	121
Mentor Rel.	3,8755	,90402	121
High School	1,8595	,34895	121

Table 4.10 displays the unstandardized regression coefficients (B) and intercept, the standardized regression coefficients (β), F changes, R^2 and adjusted R^2 . According to this table, Model 1 significantly predicted instructional strategies self efficacy, $F(3, 117) = 11.124$, $p < .05$ with $R^2 = .222$, and 95% confidence limits from -0.268 to 3.748 . The $R^2 = .222$ indicated that 22% of the variability in instructional strategies self-efficacy is predicted by competency in subject matter, mentor teacher relationship and attitude towards teaching. In this model, inconsequential contribution of mentor teacher relationship to the variance in instructional strategies self efficacy ($sr^2 = .000$) was negligible with insignificant result of $t(117) = -.311$, $p > .05$. Therefore, mentor only itself was not a predictor for instructional strategies self efficacy since it was not significant ($p = .756$). On the other hand, competency in subject matter variable uniquely accounted for 12% ($sr^2 = .117$) of the variation having significant contribution to prediction equation $t(117) = 3.892$, $p < .05$, and attitude towards teaching variable uniquely accounted for 12% ($sr^2 = .115$) of the variation in instructional strategies self efficacy having significant contribution to prediction equation $t(117) = 4.172$, $p < .05$.

Table 4.10

Hierarchical Regression Analysis Summary for Instructional Strategies Self-Efficacy

	B	SE B	β	sr^2	R	R^2	ΔR^2	ΔF
Model 1					.471	.222	.202	11.124
Competency in Subject matter	.038	.010	.318	.117				
Attitude Towards Teaching	.535	.128	.352	.115				
Mentor Relationship	-.027	.086	-.026	.000				
Model 2					.493	.243	.217	3.225
Competency in Subject Matter	.040	.010	.337	.110				
Attitude Towards Teaching	.553	.127	.363	.122				
Mentor Relationship	-.023	.086	-.023	.021				
High School	.389	.216	.147	.021				

According to standardized coefficients (β), there are positive relationships with all these variables and instructional strategies self-efficacy. Attitude toward teaching variable ($\beta = .535$) has more impact on instructional strategies self efficacy than competency in subject matter variable ($\beta = .038$). Furthermore, Model 2 does not significantly predicted instructional strategies self efficacy, $F(1,116) = 3.225$, $p > .05$.

4.5 Self-efficacy for Student Engagement

The main purpose of this study was to predict the self efficacy beliefs of prospective teachers by competency in subject matter, attitude towards

teaching, relationship with their mentor, and high school type indicating if any of these variables (predictors) and combination of these variables, was significantly correlated with the dependent variable. For that reason, following two research questions were asked;

1. How well do competency in subject matter, attitude towards teaching and mentor teacher relationship predict teachers' student engagement self-efficacy scores?
2. How much additional variability is achieved by including high school type in a model that already contains demographic (competency in subject matter) and motivational (attitude towards teaching and mentor teacher relationship) variables?

A hierarchical regression was applied in order to determine if addition of information regarding high school type would be achieved in the prediction of teachers' student engagement self-efficacy scores beyond that afforded by competency in subject matter, attitude towards teaching and mentor teacher relationship. In Table 4.11 descriptive statistics for student engagement self-efficacy were presented.

Table 4.11

Descriptive Statistics for Student Engagement Self-efficacy

	Mean	Std. Deviation	N
Student Engagement	7,0103	,91737	121
Competency	87,2645	7,71256	121
Attitude	4,3388	,60621	121
Mentor Rel.	3,8755	,90402	121
High School	1,8595	,34895	121

Table 4.12 displays the unstandardized regression coefficients (B) and intercept, the standardized regression coefficients (β), F changes, R^2 and

adjusted R^2 . According to Table 4.12, Model 1 significantly predicted student engagement self- efficacy, $F(3, 117) = 30.019$, $p < .05$ with $R^2 = .435$, and 95% confidence limits from $-.016$ to 3.384 . The $R^2 = .435$ indicated that 44 % of the variability in student engagement self-efficacy is predicted by attitude towards teaching and mentor teacher relationship. In this model, inconsequential contribution of competency in subject matter to the variance in student engagement self efficacy ($sr^2 = .005$) was negligible with insignificant result of $t(117) = 1.106$, $p > .05$. Therefore, competency in subject matter only itself was not a predictor for student engagement self efficacy since it was not significant ($p = .271$). On the other hand, attitude towards teaching variable uniquely accounted for 33% ($sr^2 = .331$) of the variation having significant contribution to prediction equation $t(117) = 8.291$, $p < .05$, and mentor variable uniquely accounted for 2 % ($sr^2 = .022$) of the variation in student engagement self efficacy having significant contribution to prediction equation $t(117) = 2.177$, $p < .05$.

Table 4.12

Hierarchical Regression Analysis Summary for Student Engagement Self-Efficacy

	B	SE B	β	sr^2	R	R^2	ΔR^2	ΔF
Model 1					.659	.435	.420	30.019
Competency in Subject matter	.009	.008	.077	.005				
Attitude Towards Teaching	.901	.109	.595	.331				
Mentor Relationship	.159	.073	.157	.022				

Table 4.12 (Continued)

	B	SE B	β	sr^2	R	R^2	ΔR^2	ΔF
Model 2					.661	.437	.418	.472
Competency in Subject Matter	.010	.008	.083	.006				
Attitude Towards Teaching	.907	.109	.599	.334				
Mentor Relationship	.160	.073	.158	.023				
High School	.127	.185	.048	.002				

According to standardized coefficients (β), there are positive relationships with all these variables and student engagement self-efficacy. Attitude toward teaching variable ($\beta=.901$) has more impact on student engagement self-efficacy than mentor teacher relationship variable ($\beta=.159$). Furthermore, Model 2 does not significantly predict student engagement self-efficacy, $F(1,116)=.472, p>.05$.

CHAPTER 5

DISCUSSION AND IMPLICATIONS

In the previous chapter the results were presented and in this chapter the results were discussed and their implications for practice and further study were presented.

5.1 Discussion

This part presents the discussions on the findings, recommendations and the implications parallel with the relevant literature. The results and the probable reasons behind these findings were discussed by comparing them with the other studies on the same subject. The discussion will be presented under two main headings: The efficacy levels of prospective teachers and the predictors of prospective teachers' efficacy beliefs.

5.1.1 The efficacy levels of prospective teachers

The aim of this present study was to investigate preservice English teachers' efficacy beliefs regarding teaching and to explore if attitude towards teaching, competency in subject matter, mentor teacher-student teacher relationship and being a graduate of Anatolian Teacher High Schools (ATHS) have any significant predictive power on their efficacy beliefs. The study was conducted with 179 participants from three state universities in Ankara, Hacettepe University, Middle East Technical University and Gazi University, and the participants were all 4th grade students at Foreign Language

Education Departments of these universities. Most of the participants were females and they were aged between 20 and 22. They are generally successful students, most of them with high CGPAs as 72.6% of the participants got CGPAs between 3.00 and 4.00 ; and competent in their subject matter as 81.4% of the participants got scores above 80 over 100 points from the standard English proficiency exams. They are mostly graduates of Anatolian Teachers High Schools.

Many studies were conducted on the beliefs of teachers for about two decades and findings from research on teachers' perceptions and beliefs indicate that these perceptions and beliefs not only have considerable influence on their instructional practices and classroom behavior but also are related to their students' achievement (Morine-Dersheimer, 1983; Prawat & Anderson, 1988). Thus, knowing the perceptions and beliefs of teachers enables one to make predictions about teaching and assessment practices in classrooms. Teachers' beliefs about their own effectiveness, known as teacher efficacy, underlie many important instructional decisions which ultimately shape students' educational experiences (Soodak & Podell, 1997). Teacher efficacy is believed to be strongly linked to teaching practices and student learning outcomes.

Since there is a strong relationship between teachers' beliefs and their behaviors and attitudes, teacher training programs should target increasing self-efficacy beliefs of teacher candidates. During preservice programs prospective teachers develop their beliefs and characteristics related to teaching and once they are settled it is difficult to change them. It is important to know about self-efficacy beliefs of prospective teachers to set up the goals on the way to effective teaching.

In the current study, as for the self-efficacy composite scores, it was found that the prospective teachers of English feel quite positive about teaching and they believe they have influence over student learning and achievement. The

participants of this study were all studying at reputable universities in Turkey which accept students who are academically successful according to University Entrance Examination (UEE). We also know that they generally have high CGPAs implying they are also successful in their field. It is known that there is a strong correlation between academic success and self-efficacy; the students with high self-efficacy are academically competent. Bandura (1993) posits that self-efficacy beliefs affect college outcomes by increasing students' motivation and persistence to master challenging academic tasks and by fostering the efficient use of acquired knowledge and skills. Therefore the high self-efficacy beliefs of these prospective teachers for teaching can be traced back to their successful academic backgrounds which were proved by their UEE scores.

In relation to the self efficacy levels of prospective teachers regarding classroom management, student engagement and instructional strategies, the results of this study show that pre-service teachers of English believe that they are more efficacious in applying instructional strategies than they are in engaging students and they are found to be the least efficacious in managing the classroom. Similarly, Chacon (2005), in her study with Venezuelan English teachers, found that teachers' efficacy for instructional strategies was higher than efficacy for management and engagement. Also, the findings of the study conducted by Eslami and Fatahi (2008) show that novice Iranian EFL teachers feel more efficacious in applying instructional strategies than in managing an EFL class. Efficacy for instructional strategies got the highest scores and from this finding it can be concluded that the students feel themselves competent enough in their knowledge of the subject as well as theoretical background. This shows they are content with the education they get from their universities. Their CGPAs and Proficiency exam results also confirm this finding. Efficacy for classroom management's having lower scores can imply that the students need more experience in the classroom setting under the supervision of their mentor teachers to see and observe more

cases. Another reason can be the crowded classes which seem to be difficult to manage.

5.1.2 The predictors of prospective teachers' efficacy beliefs

The results for predictors of self-efficacy composite scores, self-efficacy for student engagement scores, self-efficacy for classroom management scores and self-efficacy for instructional strategies scores were attained through hierarchical regression analyses. The analyses were conducted to see if competency in subject matter, attitude towards teaching, mentor teacher-student teacher relationship and being a graduate of ATHSs predict self-efficacy beliefs of teacher candidates.

According to the findings, attitude towards teaching variable significantly predicted self-efficacy composite scores, efficacy scores for student engagement, classroom management and instructional strategies. Attitude towards teaching variable accounted for 22% of the variation in self-efficacy composite scores; 33% of the variation in student engagement efficacy scores; 18% of the variability in classroom management efficacy scores and 12 % of the variation in instructional strategies efficacy scores having significant contribution to the prediction equations.

It is apparent from these findings that attitude towards teaching is the strongest predictor of self-efficacy beliefs of teachers' composite scores as well as the subscales' scores. A number of studies in literature explored efficacy beliefs of teachers and attitude relations. For instance, Caprara, Barbaranelli, Borgogni and Steca (2003) found that teacher efficacy was considered a critical element affecting teachers' attitudes and efforts in their daily work with children. Also, Collins (1982) in his study with mathematics teachers concluded that self-efficacy was a better predictor of positive attitudes toward mathematics than actual ability. Kobolla and Crawley (1985) stated that there was an interrelationship among beliefs, attitude and behavior.

However, there is a gap in literature in terms of studies exploring the predictive power of attitudes towards teaching on the prospective teachers' efficacy beliefs. In this study a great number of the participants have very positive attitudes towards teaching and attitude as a strong predictor suggests that these prospective teachers have high self- efficacy for teaching in general, and also for classroom management, student engagement and instructional strategies.

Self-efficacy composite scores and efficacy for instructional strategies were significantly predicted by the competency in subject matter variable. Competency in subject matter variable accounted for 4% of the variation in self efficacy composite scores and 12 % of the variation in efficacy for instructional strategies having significant contribution to the prediction equation. However, efficacy for classroom management and student engagement were not predicted by competency in subject matter variable as they were not significant.

Competency in subject matter, in other words, subject matter knowledge is one of the crucial components of effective teaching and its significance was worded by Ball and McDiarmid (1990) as : “if teaching entails helping others learn, then understanding what is to be taught is a central requirement of teaching”. It was also stated by Muijs and Reynolds (2001) that, subject matter knowledge is one of the sources of self-efficacy for teachers. In this study the competency of prospective teachers in subject matter is measured by their scores in standard English proficiency examinations and it was found that they were mostly competent in their subject matter with a mean score of 87out of 100. These high scores predicted their efficacy for teaching in general and for instructional strategies which also got high scores. We can conclude that teachers equipped with the subject matter knowledge required to teach effectively are also efficacious in instructional strategies believing that they can respond to difficult questions from their students as well as crafting good questions for them. They also believe they can provide

alternative explanations when their students are confused and they can gauge their comprehension of what they have thought.

In the current study, efficacy for student engagement and classroom management were not significantly predicted by competency in subject matter. According to Shulman (1999) effective teaching cannot be acquired only with competency but it requires other knowledge bases like general pedagogical knowledge, curriculum knowledge, pedagogical content knowledge, knowledge of learners and their characteristics. Also, he states that effective teaching principles deal with making classrooms places where pupils attend to instructional tasks, orient themselves toward learning with a minimum of disruption and distraction, and receive a fair and adequate opportunity to learn. Dealing with the difficult students, helping them think critically, motivating them; that is, engaging students is possible with a true motivating style the teacher adopts. In the study by Reeve, Jang, Carrell, Jeon, and Barch (2004), they suggest that unlike veteran teachers, preservice teachers possess relatively tentative motivating styles (Hoy & Woolfolk, 1990), because they typically have not yet gained sufficient classroom experience and because they have not yet adjusted to structural constraints within the profession. This lack of experience of prospective teachers may explain the reason why efficacy for classroom management and student engagement were not predicted by competency in subject matter.

Mentor teacher-student teacher relationship variable predicted only the efficacy for student engagement scores. Mentor teacher- student teacher relationship variable uniquely accounted for 2 % of the variation in student engagement self efficacy having significant contribution to prediction equation. On the other hand, self-efficacy composite scores, efficacy for classroom management and instructional strategies were not predicted by mentor teacher – student teacher relationship variable.

Mentor teacher- student teacher relationship variable was regarded as a predictor for self-efficacy for teaching in this study. There are a number of studies in literature stating the importance of mentoring on student teacher development (Zeichner, 1980; Booth, 1993; Li & Zhang, 2000; Fieldman & Kent, 2006). It is suggested by Yost (2002) that mentor teacher has a vital role on the development of teacher efficacy beliefs and effective mentors may become 'sources of advice, and sounding boards for concerns about teaching' who challenge beginning teachers' to think more broadly about their practice (Fairbanks, Freedman & Kahn, 2000). However, the findings of this study indicated that only student engagement efficacy was predicted by mentor teacher-student teacher relationship. Knowing the critical role mentor teachers have on prospective teachers we can conclude that the participants of present study couldn't benefit from their mentors as expected.

The last variable of this study was being a graduate of Anatolian Teacher High Schools (ATHS) which was chosen as a predictor to see whether ATHSs can achieve their purposes in preparing students for a teaching career in terms of values, interests and beliefs. Most of the graduates of these schools choose teaching as a career and it was important to see whether high school type had an effect on the prospective teachers' efficacy beliefs. However, the findings indicated that being a graduate of ATHSs was a significant predictor for neither efficacy belief composite scores nor the subscales. This may show us ATHSs make no contribution at all to the efficacy beliefs of student teachers.

To sum up, the findings of the study revealed that prospective English teachers hold positive beliefs about teaching. Their self-efficacy composite scores for teaching and for the three subscales were quite high. The participants of this study felt themselves efficacious in managing the classroom, engaging their students and applying instructional strategies.

The prediction analysis indicated that self efficacy composite scores were predicted by competency in subject matter and attitude towards teaching. As for the efficacy for student engagement the predictors were attitude and mentor teacher-student teacher relationship. For classroom management efficacy, only attitude was a predictor and lastly for the instructional strategies efficacy the predictors were attitude and competency in subject matter as measured by the participants' reported scores of standard English proficiency exams.

5.2 Implications for practice

In this section, in the light of the research findings some implications for practice are put forward.

Many crucial instructional decisions are influenced by teacher efficacy such as time management, classroom management strategies and questioning techniques (Gibson & Dembo, 1984; Woolfolk *et al.*, 1990). Also, teachers' control orientations and behaviors, how they respond to difficult learners, the level of stress they experience and their satisfaction with their profession, their use of classroom discussions and being innovative in adopting teaching practices were affected by the beliefs they hold about teaching (Soodak & Podell, 1993; Bandura, 1997; Tschannen-Moran *et al.*, 1998). Teaching efficacy is also influential on the student achievement and motivation and students' own sense of efficacy (Ashton *et al.*, 1982; Ross, 1992; Goddard *et al.*, 2004).

The efficacy beliefs' being significant for prospective teachers is also confirmed by several studies (Woolfolk, Rosoff & Hoy, 1990; Wertheim and Leyser, 2002). It is apparent from the literature that high teaching efficacy results in effective teaching. Therefore, it is important to know the self-efficacy levels of the prospective teachers so as to find ways to increase them.

Knowing this relationship between effective teaching and efficacy beliefs of teachers, the teacher training programs should evaluate the efficacy levels of the student teachers and find effective strategies to enhance their efficacy for teaching. This study has the following implications to enhance efficacy beliefs:

- Teacher educators should design existing or any new courses to include experiences to raise preservice elementary teachers' awareness of the efficacy construct and the implications of this construct for their professional growth. Bandura (1981) suggested that self-efficacy can be enhanced through field experiences. This suggestion can be integrated in methods and practice courses in the training program to help prospective English teachers increase their self-efficacy beliefs regarding teaching.
- Also, in the field experiences the role of the mentor teachers cannot be ignored as one of their roles is to serve as models for the student teachers while forming their efficacy beliefs for teaching. As stated by Gist and Mitchell (1992) modeling appears to be a particularly effective means of providing information for the development of efficacy beliefs on correct performance strategies as it may not be available otherwise. Therefore, to help the teacher candidates develop positive beliefs about their teaching skills, field experiences can be increased and the prospective teachers should be assigned supervisors who are capable in mentoring with skills to provide feedback to the candidates to help them develop positive beliefs for teaching.
- Competency in subject matter appears to be a factor in teacher efficacy. It is apparent that teachers need to know their subject matter well to feel efficacious in teaching. The undergraduate teaching programs should be efficient in providing these students with qualified courses that help them be proficient in their subject matter knowledge.

- As attitude towards teaching appears to be a strong factor in teacher efficacy, the teacher training programs should find ways to help the students develop positive attitudes towards their future profession.

5.3 Implications for further research

Recommendations for further research are put forward in this part.

1. In this study only the prospective teachers of English in Ankara were included. A nation-wide study can be conducted to detect and have a broader view of the efficacy levels of prospective teachers of English in Turkey.
2. Since the participants of this current study were only 4th grade prospective teachers, a study can be conducted with the 1st, 2nd and 3rd grade prospective teachers to follow the variation in efficacy beliefs across grades.
3. Effects of similar variables on teacher efficacy can be examined in another study.
4. The variables in this study can be taken as separate variables in further studies so as to get more detailed findings that will provide information on teacher efficacy.
5. In the present study, correlational design was utilized, therefore causation cannot be inferred. In the further studies experimental design can be used to explore the cause-effect relation between self-efficacy and the chosen variables.
6. Efficacy for teaching skills can be explored by developing an instrument to measure efficacy for teaching reading, speaking, listening and writing.

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APPENDICES

APPENDIX A

ÖĞRETMEN ÖZYETERLİK ÖLÇEĞİ

Öğretmen Özyeterlik Ölçeği									
	Çok yeterli	Oldukça yeterli	Biraz yeterli	Çok az yeterli	Yetersiz				
1. Çalışması zor öğrencilere ulaşmayı ne kadar başarabilirsiniz?	9	8	7	6	5	4	3	2	1
2. Öğrencilerin eleştirel düşüncelerini ne kadar sağlayabilirsiniz?	9	8	7	6	5	4	3	2	1
3. Sınıfta dersi olumsuz yönde etkileyen davranışları kontrol etmeyi ne kadar sağlayabilirsiniz?	9	8	7	6	5	4	3	2	1
4. Derslere az ilgi gösteren öğrencileri motive etmeyi ne kadar sağlayabilirsiniz?	9	8	7	6	5	4	3	2	1
5. Öğrenci davranışlarıyla ilgili beklentilerinizi ne kadar açık ortaya koyabilirsiniz?	9	8	7	6	5	4	3	2	1
6. Öğrencileri okulda başarılı olabileceklerine inandırmayı ne kadar sağlayabilirsiniz?	9	8	7	6	5	4	3	2	1
7. Öğrencilerin zor sorularına ne kadar iyi cevap verebilirsiniz?	9	8	7	6	5	4	3	2	1
8. Sınıfta yapılan etkinliklerin düzenli yürütmesini ne kadar iyi sağlayabilirsiniz?	9	8	7	6	5	4	3	2	1
9. Öğrencilerin öğrenmeye değer vermelerini ne kadar sağlayabilirsiniz?	9	8	7	6	5	4	3	2	1
10. Öğrettiklerinizin öğrenciler tarafından kavranıp kavranmadığını ne kadar iyi değerlendirebilirsiniz?	9	8	7	6	5	4	3	2	1
11. Öğrencilerinizi iyi bir şekilde değerlendirmesine olanak sağlayacak soruları ne ölçüde hazırlayabilirsiniz?	9	8	7	6	5	4	3	2	1
12. Öğrencilerin yaratıcılığının gelişmesine ne kadar yardımcı olabilirsiniz?	9	8	7	6	5	4	3	2	1

13. Öğrencilerin sınıf kurallarına uymalarını ne kadar sağlayabilirsiniz?	9	8	7	6	5	4	3	2	1
14. Başarısız bir öğrencinin dersi daha iyi anlamasını ne kadar sağlayabilirsiniz?	9	8	7	6	5	4	3	2	1
15. Dersi olumsuz yönde etkileyen ya da derste gürültü yapan öğrencileri ne kadar yatıştırabilirsiniz?	9	8	7	6	5	4	3	2	1
16. Farklı öğrenci gruplarına uygun sınıf yönetim sistemi ne kadar iyi oluşturabilirsiniz?	9	8	7	6	5	4	3	2	1
17. Derslerin her bir öğrencinin seviyesine uygun olmasını ne kadar sağlayabilirsiniz?	9	8	7	6	5	4	3	2	1
18. Farklı değerlendirme yöntemlerini ne kadar kullanabilirsiniz?	9	8	7	6	5	4	3	2	
19. Birkaç problemlili öğrencinin derse zarar vermesini ne kadar iyi engelleyebilirsiniz?	9	8	7	6	5	4	3	2	1
20. Öğrencilerin kafası karıştığında ne kadar alternatif açıklama ya da örnek sağlayabilirsiniz?	9	8	7	6	5	4	3	2	1
21. Sizi hiçe sayan davranışlar gösteren öğrencilerle ne kadar iyi baş edebilirsiniz?	9	8	7	6	5	4	3	2	1
22. Çocuklarının okulda başarılı olmalarına yardımcı olmaları için ailelere ne kadar destek olabilirsiniz?	9	8	7	6	5	4	3	2	1
23. Sınıfta farklı öğretim yöntemlerini ne kadar iyi uygulayabilirsiniz?	9	8	7	6	5	4	3	2	1
24. Çok yetenekli öğrencilere uygun öğrenme ortamını ne kadar iyi sağlayabilirsiniz?	9	8	7	6	5	4	3	2	1

TEACHERS' SENSE OF EFFICACY SCALE

Please indicate your opinion about each of the statements below. Your answers are confidential.	A great deal	Quite a bit	Some Influence	Very little	Nothing				
1. How much can you do to get through the most difficult students?	9	8	7	6	5	4	3	2	1
2. How much can you do to help your students think critically?	9	8	7	6	5	4	3	2	1
3. How much can you do to control disruptive behavior in the classroom?	9	8	7	6	5	4	3	2	1
4. How much can you do to motivate students who show low interest in school work?	9	8	7	6	5	4	3	2	1
5. To what extent can you make your expectations clear about student behavior?	9	8	7	6	5	4	3	2	1
6. How much can you do to get students to believe they can do well in school work?	9	8	7	6	5	4	3	2	1
7. How well can you respond to difficult questions from your students?	9	8	7	6	5	4	3	2	1
8. How well can you establish routines to keep activities running smoothly?	9	8	7	6	5	4	3	2	1
9. How much can you do to help your students value learning?	9	8	7	6	5	4	3	2	1
10. How much can you gauge student comprehension of what you have thought?	9	8	7	6	5	4	3	2	1
11. To what extent can you craft good questions for your students?	9	8	7	6	5	4	3	2	1
12. How much can you do to foster student creativity?	9	8	7	6	5	4	3	2	1
13. How much can you do to get children to follow classroom rules?	9	8	7	6	5	4	3	2	1
14. How much can you do to improve the understanding of a student who is failing?	9	8	7	6	5	4	3	2	1
15. How much can you do to calm a student who is disruptive or noisy?	9	8	7	6	5	4	3	2	1
16. How well can you establish a classroom management system with each group of students?	9	8	7	6	5	4	3	2	1
17. How much can you do to adjust your lessons to the proper level for individual students?	9	8	7	6	5	4	3	2	1

18. How much can you use a variety of assessment strategies?	9	8	7	6	5	4	3	2	
19. How well can you keep a few problem students from ruining the entire lesson?	9	8	7	6	5	4	3	2	1
20. To what extent can you provide an alternative explanation or example when students are confused?	9	8	7	6	5	4	3	2	1
21. How well can you respond to defiant students?	9	8	7	6	5	4	3	2	1
22. How much can you assist families in helping their children do well in school?	9	8	7	6	5	4	3	2	1
23. How well can you implement alternative strategies in your classroom?	9	8	7	6	5	4	3	2	1
24. How well can you provide appropriate challenges for very capable students?	9	8	7	6	5	4	3	2	1

APPENDIX B

ÖĞRENCİLERİN ÖĞRETMENLİK MESLEĞİNE YÖNELİK TUTUM ÖLÇEĞİ

Bu ölçek öğretmenlik mesleğine yönelik tutumunuzu belirlemek amacıyla hazırlanmıştır. Lütfen aşağıda yer alan ifadeleri öğretmenlik mesleğine yönelik tutumunuzu belirtecek biçimde daire içine alarak işaretleyin.

5= Tamamen katılıyorum 4= Kısmen Katılıyorum 3= Kararsızım 2= Katılmıyorum
1= Şiddetle reddediyorum

	Tamamen katılıyorum	Kısmen katılıyorum	Kararsızım	Katılmıyorum	Şiddetle reddediyorum
1. Öğretmenlik zevkli bir meslektir.	5	4	3	2	1
2. Öğretmenlik saygın bir meslektir.	5	4	3	2	1
3. Öğretmenlik bir sorumluluktur.	5	4	3	2	1
4. Öğretmenlik yapmak istediğim son iştir.	5	4	3	2	1
5. Öğretmenlik ideal bir meslektir.	5	4	3	2	1
6. Öğretmenlik fedakârlık ister.	5	4	3	2	1
7. Öğretmenlik para ile ölçülemez.	5	4	3	2	1
8. Öğretmenlik kutsal bir meslektir.	5	4	3	2	1
9. Öğretmenlik mesleğini seviyorum.	5	4	3	2	1
10. Öğretmenlik mesleği ile ilgili kitapları okurum.	5	4	3	2	1
11. Öğretmenliğin adını bile duymak sınırlarımı bozuyor.	5	4	3	2	1
12. Öğretmenlik onurlu bir meslektir.	5	4	3	2	1
13. Öğretmen öğrenciye güven duygusu verir.	5	4	3	2	1
14. Öğretmen öğrenciyi derse karşı istekli kılar (motive eder).	5	4	3	2	1

15. Öğretmen öğrenciye kitap okumayı severdir.	5	4	3	2	1
16. Öğretmenler topluma örnek insanlardır.	5	4	3	2	1
17. Öğretmen kendisini sürekli yeniler.	5	4	3	2	1
18. Öğretmen günlük yayınları izler.	5	4	3	2	1
19. Öğretmenler dikkatli insanlardır.	5	4	3	2	1
20. Öğretmenlikten nefret ederim.	5	4	3	2	1
21. Öğretmenler yardımseverdir.	5	4	3	2	1
22. Öğretmenlik yapmak hoşuma gider.	5	4	3	2	1
23. Öğretmenliği zorunlu olmasam yapmam.	5	4	3	2	1
24. Öğretmenlik yapmak bana mutluluk verir.	5	4	3	2	1
25. Öğretmenlik bana zor gelir.	5	4	3	2	1
26. Konuşmayı sevmediğimden öğretmenliği istemem.	5	4	3	2	1
27. Kendimi öğretmen olarak düşünemiyorum.	5	4	3	2	1
28. Öğretmenlik sıkıcı bir meslektir.	5	4	3	2	1
29. Gazete ve dergilerdeki öğretmenlikle ilgili yazılar ilgimi çeker.	5	4	3	2	1
30. Öğretmenliği bana sevdiren öğretmenlerimdir.	5	4	3	2	1

SCALE FOR STUDENTS' ATTITUDES TOWARDS THE TEACHING PROFESSION

This scale was prepared to identify your attitude towards teaching as a profession. Please circle the statements below that are true for you.

5=Strongly agree 4= Partly agree 3= Undecided 2= Disagree
1= Strongly Disagree

	Strongly agree	Partly agree	Undecided	Disagree	Strongly disagree
1. Teaching is an enjoyable job.	5	4	3	2	1
2. Teaching is a respectable job.	5	4	3	2	1
3. Teaching is a responsibility.	5	4	3	2	1
4. Teaching is the last job I would like to do.	5	4	3	2	1
5. Teaching is an ideal job.	5	4	3	2	1
6. Teaching needs sacrifice.	5	4	3	2	1
7. Teaching is priceless.	5	4	3	2	1
8. Teaching is a sacred job.	5	4	3	2	1
9. I love teaching as a profession.	5	4	3	2	1
10. I read books related to teaching.	5	4	3	2	1
11. Even the word "teaching" drives me mad.	5	4	3	2	1
12. Teaching is an honorable job.	5	4	3	2	1
13. A teacher gives the feeling of safety to the student.	5	4	3	2	1
14. A teacher motivates the students.	5	4	3	2	1

15. A teacher makes the students love reading.	5	4	3	2	1
16. A teacher is exemplary person for the society.	5	4	3	2	1
17. A teacher always renews himself.	5	4	3	2	1
18. A teacher follows the daily publications.	5	4	3	2	1
19. Teachers are careful people.	5	4	3	2	1
20. I hate teaching.	5	4	3	2	1
21. Teachers are helpful.	5	4	3	2	1
22. I would be happy to teach.	5	4	3	2	1
23. If I don't have to I will not teach.	5	4	3	2	1
24. I would be happy to teach.	5	4	3	2	1
25. It is difficult for me to be a teacher.	5	4	3	2	1
26. As I don't like talking I don't want to be a teacher.	5	4	3	2	1
27. I can not think of myself as a teacher.	5	4	3	2	1
28. Teaching is a boring job.	5	4	3	2	1
29. I am interested in the articles about teaching in the magazines and newspapers.	5	4	3	2	1
30. My teachers made me love teaching.	5	4	3	2	1

APPENDIX C

DANIŞMAN ÖĞRETMEN-ADAY ÖĞRETMEN İLİŞKİ ÖLÇEĞİ

Lütfen aşağıda yer alan ifadeleri danışman öğretmeninizle aranızdaki ilişkiyi tanımlayacak biçimde daire içine alarak işaretleyiniz.

5= Kesinlikle katılıyorum 4= Katılıyorum 3= Kararsızım 2= Katılmıyorum
1= Kesinlikle katılmıyorum

Danışman öğretmen:	Kesinlikle katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle katılmıyorum
1. Süregelen ihtiyaç ve kaygılarını görüşmek için stajyer öğretmenle düzenli aralıklarla bir araya gelir.	5	4	3	2	1
2. İyi bir dinleme becerisine sahiptir	5	4	3	2	1
3. Sınıf yönetimi teknikleri konusunda yardımcı olur.	5	4	3	2	1
4. Stajyer öğretmene öğretim tekniklerini geliştirmede yardımcı olur.	5	4	3	2	1
5. Fikir ve yaklaşımını basit bir şekilde ve doğrudan ifade eder.	5	4	3	2	1
6. Gizlilik esaslarına dikkat eder; örneğin, stajyer öğretmenin problemlerini iş arkadaşlarıyla paylaşmaz.	5	4	3	2	1
7. Danışmanlık ilişkisini stajyer öğretmenin bireysel ihtiyaçları doğrultusunda biçimlendirir.	5	4	3	2	1
8. Yaşadığı zorlukları, hayal kırıklıklarını ve onların üstesinden nasıl geldiğini stajyer öğretmenle paylaşır.	5	4	3	2	1
9. Yargılamadan yapıcı eleştirisini yapar.	5	4	3	2	1
10. Stajyer öğretmenle güvene dayalı bir ilişki kurar böylece stajyer öğretmen ihtiyaçları konusunda açık ve dürüst davranabilir.	5	4	3	2	1
11. Stajyer öğretmenin sınıf içinde aldığı kararlara güvenmesine yardımcı olur.	5	4	3	2	1
12. Ders planı geliştirmede stajyer öğretmene onunla birlikte fikir üretmek yardımcı olur.	5	4	3	2	1

13. Stajyer öğretmenin yanlışlarını düzeltebilmesi için zamanında, açıklayıcı ve net geribildirim verir.	5	4	3	2	1
14. Stajyer öğretmene kişisel ve mesleki stres yaşadığında duygusal destek verir.	5	4	3	2	1
15. Profesyonellik konusunda her anlamda bir rol modelidir.	5	4	3	2	1

RELATIONSHIP WITH YOUR MENTOR

Instructions: Please indicate whether the statement describes your relationship with your mentor. (Circle the appropriate ratings)

5= Strongly agree 4= Agree 3= Undecided 2= Disagree 1= Strongly disagree

Statements	Kesinlikle katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle katılmıyorum
1. Meet regularly with the student teachers to address ongoing needs and concerns.	5	4	3	2	1
2. Have good listening skills.	5	4	3	2	1
3. Provide assistance with classroom management techniques.	5	4	3	2	1
4. Help the student teacher to develop a repertoire of teaching strategies.	5	4	3	2	1
5. Express her/his ideas and policies simply and directly.	5	4	3	2	1
6. Keep things confidential, i.e., not passing the student teacher's problems on other coworkers.	5	4	3	2	1
7. Adjust her/his mentoring communications to meet individual needs of the student teacher.	5	4	3	2	1
8. Share her /his own struggles and frustrations and how he/she overcame them.	5	4	3	2	1
9. Provide constructive criticism without appearing judgmental.	5	4	3	2	1
10. Develop a trusting relationship with the student teacher in that he/she can be open and honest with her/his needs.	5	4	3	2	1
11. Help the student teacher to trust her/his own judgments in classroom.	5	4	3	2	1
12. Brainstorm with the student teacher to help develop lesson plans.	5	4	3	2	1
13. Give timely, descriptive, and specific feedback to help the student teacher self-correct.	5	4	3	2	1

14. Provide emotional support during times of personal and career stress.	5	4	3	2	1
15. Be a role-model of all aspects of professionalism.	5	4	3	2	1