



Comparison of Pre-service Teachers and Teachers' Self-efficacy Beliefs

Öğretmen Adayları ve Öğretmenlerin Öz Yeterlik İnançlarının Karşılaştırılması

Metin ELKATMIŞ*

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ABSTRACT: The purpose of the present study is to investigate pre-service teachers and teachers' self-efficacy beliefs in relation to some variables. For this purpose, the present study was designed as a descriptive study employing a general survey model. The universe of the study consists of teachers working in a city of Anatolia in Turkey and fourth-year students from the departments of classroom teacher education, science and technology teacher education, Turkish language teaching and physical education teacher education of the education faculty at a university located in the same city in 2014-2015 academic year. The sampling of the study included 249 teachers and 105 pre-service teachers. The findings of the study revealed that the pre-service teachers' self-efficacy beliefs do not vary significantly depending on their gender and whether they attend day-time or evening-time classes; yet, their self-efficacy beliefs vary significantly depending on the department attended and reasons for professional preferences. On the other hand, on the teachers' self-efficacy beliefs, both gender and educational statuses do not have a significant impact; however, professional seniority significantly affects their self-efficacy beliefs. Moreover, it was found that the participants of both groups have same level of self-efficacy perceptions of their profession.

Keywords: teacher, pre-service teacher, self-efficacy belief.

ÖZ: Bu çalışmanın amacı öğretmen adayları ve öğretmenlerin öz yeterlilik inançlarının belirli değişkenlere göre karşılaştırılmasıdır. Bu amaç doğrultusunda yapılan çalışma genel anket modeli uygulanarak açıklayıcı bir şekilde oluşturulmuştur. Çalışmayı oluşturan grup Anadolu'nun bir şehrinde çalışan öğretmenlerden ve 2014-2015 akademik yılında aynı şehirde bulunan eğitim fakültesi 4.sınıf, Sınıf Öğretmenliği, Fen ve Teknoloji Öğretmenliği, Türkçe Öğretmenliği, Beden Eğitimi Öğretmenliğinde okuyan öğrencilerden oluşmuştur. Bu çalışmanın örneklemi 249 öğretmen ve 105 öğretmen adayını kapsamaktadır. Bu çalışmanın sonuçlarına göre, öğretmen adaylarının öz yeterlilik inançları cinsiyete ve birinci ya da ikinci öğretimde okumalarına göre çok büyük değişiklik göstermemiştir. Asıl büyük değişiklik devam ettikleri bölüme ve meslek seçimi nedenlerine göre olmuştur. Diğer taraftan görevde olan öğretmenlerin öz yeterlilik inançlarında cinsiyet ve eğitim statüsünün önemli etkisinin olmadığı ancak işteki kıdem büyük etkisi olduğu görülmüştür. Bununla birlikte her iki grubun katılımcılarının aynı seviyede mesleki öz yeterlilik inancına sahip olduğu görülmüştür.

Anahtar sözcükler: Öğretmen, öğretmen adayı, öz yeterlilik inancı.

1. INTRODUCTION

Since ancient times, the most general purpose of education is to help people to get to know themselves. While the sign at the door of Aristotle's school says "know yourself" (Kuçuradi ve Taşdelen, 2013) as a reflection of school culture, Yunus Emre expresses in a poetical manner the aim of education as knowing oneself (Tatçı, 2012). Knowing oneself may also mean the sum of the person's perceptions of himself/herself. Though this main objective of education dates back to ancient time, it was somehow forgotten until the second half of the 20th century.

One of the important concepts of social psychology, the concept of self-efficacy was proposed by Bandura in 1977 and since then, it has aroused a great deal of interest and become a popular field of study at both national and international levels. Self-efficacy perception is

* Yrd. Doç. Dr., Kırıkkale Üniversitesi, Eğitim Fakültesi, Temel Eğitim Bölümü, Sınıf Eğitimi A.B.D., Kırıkkale-TÜRKİYE. e-posta: metinelkatmis@hotmail.com (ORCID: 0000-0002-6132-8865)

usually defined as a person's knowledge about his/her competencies and limitations. There are some definitions of the concept provided in the literature;

According to Bandura, self-efficacy can be defined as one's belief in his/her capacity to improve the possessed knowledge and skills to the desired levels (Bandura, 1986; 1997). Pajares (2002) states that self-efficacy is based on the idea that individuals should have a self confidence in their capacity to use their knowledge and skills most effectively. Another definition argues that it is a person's self-belief and perception of the extent to which he/she can overcome difficult situations to be confronted with in the future (Senemoğlu, 1997). In short, it can be defined as a person's perception of his/her own competencies or knowing himself/herself. Bandura claims that self-efficacy belief is fed by four main sources and explains them as follows (Bandura, 1977; Senemoğlu, 1997);

1. Performance accomplishments: Knowledge gained as result of successful or unsuccessful activities performed directly by the person himself/herself.

2. Vicarious experience: Successful or unsuccessful activities of people similar to the individual reinforce the person's belief about whether he/she can succeed or not in doing the same activity.

3. Verbal persuasion: Incentives, recommendations and suggestions about whether a person can do or not, affect the person's self-efficacy belief.

4. Emotional arousal: A person's expectation about successful or unsuccessful completion of an activity affects his/her self-efficacy perception.

Self-efficacy shaped with the effects of these sources can be predictor of people's feelings, opinions, motivation and behaviors. Strong self-efficacy enables an individual to willingly select a field of study, to feel motivated to achieve, to invest effort, to spend time and not to feel frustrated in case of failure (Akkoyunlu and Kurbanoglu, 2004). In this respect, self-efficacy can affect the performance required to do a task and be important in overcoming the challenges encountered and is related to internal processes rather than external processes (Tuncer and Özü, 2012). In light of all these findings about self-efficacy, it can be defined as a source of internal motivation related to a person's knowing and believing in himself/herself.

Teaching that is as old as the human history has become a special field requiring expertise in today's world. The profession of teaching requires pedagogic knowledge, subject area knowledge, general culture and technical qualifications besides some personal characteristics such as predisposition to the profession, love for it and desire to be successful. Therefore, the profession of teaching is multi-dimensional, tough and arduous. Without doubt, success in this profession is more closely associated with internal factors such as love, fear, hatred, interest, attitude, motivation and self-efficacy than external factors such as opportunities provided, supports offered and climate created. According to Kavcar (2002), internal factors such as love for the profession, desire to serve, and professional spirit and motivation are of greater importance in the profession of teaching.

On the other hand, teachers' attitudes, beliefs, and in-class behaviors may have great influence on students' development and academic achievement. Research indicates that there is a close connection between self-efficacy belief and displayed behaviors (Bandura, 1977; Tschannen-Moran and Hoy, 2001; Taşkın Can, Cantürk Günhan and Öngel Erdal, 2005). It has been reported that teachers with high self-efficacy belief positively affect their students' academic achievement and motivation, create a student-centered classroom setting by considering their students' desires and needs, put forth effort to improve themselves by pursuing contemporary and new teaching methods, become competent in classroom management by preventing misbehaviors and have a positive attitude towards their profession (Bandura, 1997;

Brouwers and Tomic, 2000; Demirtaş, Cömert and Özer, 2011; Guskey, 1998; Pajares, 2002; Tschannen-Moran and Hoy, 2001). On the other hand, teachers having low self-efficacy belief follow traditional teaching methods with a teacher-centered perception, rely more on text books rather than alternative course materials and manage the class strictly not to lose the authority (Henson, 2001; Plourde, 2001; cited in Küçükylmaz and Duban, 2006;). When all these effects are considered, it can be argued that there is a close relationship between the concept of self-efficacy and teacher qualities. Moreover, self-efficacy affects not only the teacher's professional success and perception but also the academic achievement and personal development of students. As the self-efficacy beliefs of teachers affect their students both cognitively and emotionally, it has become a popular field of study and research (Guskey and Passaro, 1994; Tschannen-Moran and Woolfolk Hoy, 2001). In general, research in the literature focuses on some certain areas (performances). According to Pajares (1996), the research in the first group focuses on the effect of self-efficacy belief on selection of profession (particularly, in the fields of science and mathematics), the research in the second group focuses on the investigation of the effects of the teacher's self-efficacy belief on students' academic performance, achievement and other motivational structures (setting goals, developing models, problem solving, anxiety, reward, self-regulation, various academic performances). In the third group, the focus of the research is on various teaching-learning practices and learning outcomes (Cited in Çapri and Çelikkaleli, 2008).

In the context of Turkey, the research focuses on the same areas and there is a great deal of research conducted on the self-efficacy beliefs of both teachers (Ekici, 2006; Üstüner, Demirtaş, Cömert ve Özer, 2009; Güvenç, 2011) and pre-service teachers (Taşkın, Cantürk and Öngel, 2005; Çakır, Kan and Sünbül, 2006; Kahyaoğlu and Yangın, 2007; Çapri and Çelikkaleli, 2008; Özdemir, 2008; Azar, 2010; Demirtaş, Cömert and Özer, 2011).

On the other hand, when the related literature is examined, it is seen that while much of the self-efficacy belief research is on pre-service teachers, the amount of research on teachers is quite limited. However, it is known that one of the important factors affecting self-efficacy perception is experience (Bandura, 1997). In this regard, the comparison of self-efficacy belief of pre-service teachers who have not started their careers yet and that of teachers having years of experience in teaching is believed to be important. Moreover, the literature review indicated that there is no study directly addressing the comparison of pre-service teachers and teachers' self-efficacy beliefs. Within the framework of the present study, hence, the purpose is to determine the pre-service teachers and teachers' self-efficacy beliefs about their profession in relation to various variables.

The main purpose of the present study is to investigate the pre-service teachers and teachers' self-efficacy beliefs in relation to some variables. In this regard, answers to the following questions were sought:

1. Do the pre-service teachers' self-efficacy beliefs change depending on;
 - a) gender,
 - b) whether they attend day-time or evening-time classes,
 - c) reason for the selection of the profession,
 - d) department attended?
2. Do the teachers' self-efficacy beliefs change depending on;
 - a) gender,
 - b) educational status,
 - c) professional seniority?

3. Is there a significant difference between the pre-service teachers' self-efficacy beliefs and the teachers' self-efficacy beliefs?

2. METHOD

2.1. Research Model

In the present study, survey method was used to elicit the pre-service teachers and teachers' self-efficacy perceptions of their profession. Survey method is used to describe a past or present situation as it was or it is (Karasar, 1999).

2.2. Study Group

The universe of the study is comprised of teachers working in a city located in the central Anatolia and fourth-year students attending the education faculty of a university located in the same city in 2014-2015 academic year. The participants making up the sampling were randomly selected and some of their demographic features are given in table 1.

Table 1: Some demographic features of the teachers and pre-service teachers in the sampling

Pre-service Teachers			Teachers		
Gender	n	%	Gender	n	%
Female	156	62,7	Female	51	48,6
Male	93	37,3	Male	54	51,4
Total	249	100	Total	105	100

Day or evening classes			Length of Service		
Day class	149	59,6	1-5 Years	19	18,1
Evening class	100	40,4	6-10 Years	23	21,9
			11-16 Years	23	21,9
			17 Years and more	40	38,1
Total	249	100	Total	105	100

Department			Last Degree		
Classroom Teacher Education	52	20,9	Associate's degree	15	15,7
Turkish Teaching	42	16,9	Bachelor's degree	85	80,1
Physical Education Teaching	37	14,9	Master's degree	4	4,2
Science and Technology Teaching	62	24,9			
Computer and IT Teaching	56	22,5			
Total	249	100	Total	105	100

As can be seen in table 1, of the participating pre-service teachers, 156 females and 93 are males. When Table 1 is examined, it is seen that 149 of the students attend day classes and 100 attend evening classes. Moreover, of the participants, 52 are pre-service classroom teachers, 42 are pre-service Turkish language teachers, 37 are pre-service physical education teachers, 62 are pre-service science and technology teachers and 56 are computer and IT teachers. Of the participating 105 teachers, 51 are females and 54 are males. Of the teachers, 19 have teaching experience of 1-5 years, 23 have teaching experience of 6-10 years, 23 have teaching experience of 11-16 years and 40 have teaching experience of 17 years and more. When the data are evaluated in terms of the last degree held by the teachers, it is seen that 15 have an associate's degree, 85 have a bachelor's degree and 4 have a master's degree.

2.3. Data Collection Instrument

The data of the study were collected through “Teachers’ Self-efficacy Scale” developed by Tschannen–Moran and Woolfolk–Hoy (2001).

2.3.1. Teachers’ Self Efficacy Scale

In order to find answers to the questions of the study, “Teachers’ Self-efficacy Scale” developed by Tschannen–Moran and Woolfolk–Hoy (2001) and whose Turkish reliability and validity works were performed by Çapa, Çakıroğlu and Sarıkaya (2005) was employed. This 24-item scale consists of three sub-dimensions which are “student participation”, “teaching strategies”, “classroom management”. The reliability of the scale for total self-efficacy score was found to be .94, for student participation, it was found to be .87, for teaching strategies, it was found to be .91, for classroom management, it was found to be .90 (Tschannen-Moran & Woolffolk-Hoy, 2001). The first dimension of the scale constructed as “student participation” is made up of items related to the extent to which teachers persuade students that they will conduct classroom activities effectively. In the second sub-dimension of the scale constructed as “teaching strategies” include items aiming to evaluate the extent to which teachers can make use of different teaching strategies and evaluation methods. Another sub-dimension of the scale is “classroom management” including items to determine the extent to which teachers can control undesired behaviors in the class.

For the study conducted by Çapa, Çakıroğlu and Sarıkaya (2005) for the adaptation of the scale to Turkish, a total of 628 teachers from 6 different universities in 4 different cities were reached. They used confirmatory factor analysis and Rasch measurement model to establish the reliability of the scale and internal consistency coefficient was calculated for the reliability of the scale. As a result of the Rasch analysis, all the items were found to have acceptable goodness of fit values. The confirmatory factor analysis revealed goodness of fit values showing that the scale is retaining the factor structure in its original form. They found the reliability values of the scale as follows: .93 for total self-efficacy score, .82 for student participation, .86 for teaching strategies, .84 for classroom management. The original of the scale is a Likert-type scale and the items are organized according to nine-point grading system. In the current study; however, the number of the points was reduced to five ranging from (1) “inadequate”, (2) “very little adequate”, (3) “little adequate”, (4) “quite adequate” and (5) “highly adequate”. The lowest point to be taken from the scale is 24 and the highest point is 120. Thus, a low score taken from the scale refers to a low level of self-efficacy belief and a high score indicates a high level of self-efficacy belief.

It was decided to conduct a factor analysis to establish the reliability of the scale for the present study. First, in order to understand whether the scale is suitable for factor analysis, KMO and Barlett tests were conducted. KMO test result should be .50 or higher, Barlett test result should be statistically significant (Jeong, 2004). In the present study, KMO test result was found to be .92, Barlett test result was found to be significant ($P < 0.01$) and thus, it was concluded that factor analysis could be conducted on the scale.

As a result of the factor analysis, factor common variance was found to be between .31 and .60. Büyüköztürk (2002) stated that when the factor common variance of the items is close to 1 or higher than .66, this indicates that it is a good solution; yet, it is usually difficult to meet this in application. The scale consists of three sub-dimensions. The alpha value for the first sub-dimension was found to be .90, it was found to be .88 for the second sub-dimension and .85 for the third sub-dimension. The sum of factor dimensions of the scale account for 49.87% of the variance. Cronbach Alfa coefficients were calculated for the reliability of the scale and alfa value of the scale was found to be .90. In light of the findings, it can be told that the scale is both reliable and valid.

2.4. Data Analysis

Before the analysis of the data, questionnaires were given sequence numbers. The evaluations were performed on 354 questionnaires. In the analysis of the data, while calculating the scores of the pre-service teachers, the positive options in the scale were scored as follows: "extremely sufficient" 5 points, "quite sufficient" 4 points, "A little sufficient" 3 points, "hardly sufficient" 2 points, "Insufficient" 1 point.

Data related to the sub-problems were analyzed by using independent sample t test; Kruskal Wallis H test was used for the data not exhibiting a normal distribution; Mann Whitney-U test and Tukey HSD test were used to find the source of the difference and one way ANOVA was also run.

3. FINDINGS

The data concerning the pre-service teachers' self-efficacy beliefs about the profession of teaching were analyzed in relation to pre-determined variables and the findings of the analyses are presented below. The findings concerning the first sub-problem of the study are presented in tables 2, 3, 4 and 5.

Table 2: Independent samples t-test results concerning the pre-service teachers' self-efficacy beliefs in relation to gender.

Gender	n	\bar{x}	S	t	p
Female	156	3,76	,46	.683	.495
Male	93	3,81	,52		

When table 2 is examined, it is seen that the pre-service teachers' self-efficacy beliefs do not vary significantly depending on gender variable ($t(247) = .683$, $P > .05$). Hence, it can be argued that the pre-service teachers' professional self-efficacy beliefs are not affected by gender variable.

Table 3: Independent samples t-test results concerning the pre-service teachers' self-efficacy beliefs in relation to whether they attend day-time or evening-time classes.

Type of education	N	\bar{x}	s	t	P
Day-time classes	149	3,78	,49	.145	.885
Evening-time classes	100	3,77	,48		

As can be seen in table 3, the pre-service teachers' self-efficacy beliefs do not significantly vary depending on whether they attend day-time or evening-time classes ($t(247) = .145$, $P > .05$). That is, the pre-service teachers' self-efficacy beliefs are independent of whether they attend day-time and evening-time classes.

Table 4: Kruskal Wallis H test results concerning the relationship between the pre-service teachers' self-efficacy beliefs and reason for selecting the profession.

Reason	n	Sequence mean	χ^2	p	Source of the difference (MWU)
1- By chance	31	106,47	10,411	.034*	1-4 2-4 3-4
2- To have a secure job	187	130,92			
3- At his/her own discretion	17	122,41			
4- With the influence of people around	5	39,90			
5- With the influence of the family	9	118,06			

* $p < 0,05$

As can be seen in table 4, the pre-service teachers' self-efficacy beliefs vary significantly depending on their reasons for selecting the profession ($X^2_{(4)}=10,411;P<.05$). Mann Whitney-U test run to detect the source of the difference revealed that the significant difference stems from the differences between those selecting the profession by chance and those selecting it with influence of people around, between those selecting the profession to have a secure job and those selecting it by chance, between those selecting it by chance and those selecting it at their own discretion and in any case, it disfavors those selecting it by chance.

Table 5: One way ANOVA analysis results concerning the correlation between the pre-service teachers' self-efficacy beliefs and the department they attend.

Group	Sum of Squares	sd	Mean of Squares	\bar{x}	SS	F	P	Source of the difference (Tukey HSD)
Within-group	2,379	4	,595					
Between-groups	56,029	244	,230	3,78	,49	2.590	.037	Turkish Language teaching-BÖTE
Total	58,408	248						

When table 5 is examined, it is seen that the pre-service teachers' self-efficacy beliefs significantly vary depending on the department they attend ($F(4-244)= 2.590, P<.05$). The results of Tukey HSD test conducted to find the source of the difference revealed that the difference is between the Turkish Language teaching students and Computer and Teaching Technologies students and favors the Turkish Language teaching students.

Another research question of the study is related to the correlations between the teachers' self-efficacy beliefs and variables of gender, educational status and professional seniority. The findings obtained related to this question are presented in tables 6, 7 and 8 below.

Table 6: Independent samples t-test results concerning the teachers' self-efficacy beliefs in relation to gender.

Gender	n	\bar{x}	S	t	P
Female	51	3,78	,61		
Male	54	3,87	,72	.763	.447

As can be seen in table 6, the teachers' self-efficacy beliefs do not significantly vary depending on gender ($t(103)= .763, P>.05$). That is, the teachers' self-efficacy beliefs are not associated with their gender.

Table 7: One way ANOVA analysis results concerning the correlation between the teachers' self-efficacy beliefs and their educational status.

Group	Sum of squares	sd	Mean of squares	F	P
Within-group	,613	2	,306		
Between-groups	45,786	102	,449	.683	.508
Total	46,399	104			

It is clear from table 7 that the teachers' self-efficacy beliefs do not significantly vary depending on their educational status ($F_{(2-102)}= .683, P>.05$). Hence, it can be argued that the teachers' self-efficacy beliefs are not related to their educational status.

Table 8: One way ANOVA analysis results concerning the correlation between the teachers' self-efficacy beliefs and their professionally seniority.

Group	Sum of squares	sd	Mean of squares	\bar{x}	SS	F	P	Source of the difference (Tukey HSD)
Within-group	13,017	3	4,339					1-5 years / 6-10 years
Between-groups	46,796	101	,463	3,73	,76	9.365	.000	1-5 years / 11-16 years
Total	59,813	104						1-5 years / 17 years and more

When table 8 is examined, it is seen that the teachers' self-efficacy beliefs significantly vary depending on their professional seniority ($F_{(3-101)}= 9.365$, $P<.05$). Turkey HSD test conducted to determine the source of the difference revealed that the difference stems from the difference between 1-5 years and 6-10 years, between 1-5 years and 11-16 years and 1-5 and 17 years and more and it disfavors the teachers with 1-5 years of professional experience. Hence, it can be argued that the professional self-efficacy improves with increasing professional experience and it is low at the beginning of the professional life.

Finally, data related to the pre-service teachers and teachers' self-efficacy beliefs were analyzed through t-test and results are presented in Table 9.

Table 9: t-test results concerning the comparison of the pre-service teachers' self-efficacy beliefs and the teachers' self-efficacy beliefs.

Group	n	\bar{x}	S	t	p
Pre-service teachers	249	3,78	,49		
Teachers	105	3,73	,76	.757	.449

When table 9 is examined, it is seen that there is no significant difference between the pre-service teachers' self-efficacy beliefs and the teachers' self-efficacy beliefs ($t_{(352)}= .757$, $P>.05$). Hence, it can be argued that both of the groups have a similar level of professional self-efficacy.

4. DISCUSSION, RESULTS AND SUGGESTIONS

The results of the present study conducted to elicit the pre-service teachers and teachers' professional self-efficacy beliefs are as follows:

In the study, it was found that gender variable is not influential on the pre-service teachers' professional self-efficacy beliefs. That is, there is no difference between the male and female students in terms of their beliefs about their competencies to fulfill their instructional duties and responsibilities. Hence, it can be claimed that gender is a variable not affecting self-efficacy beliefs. This finding concurs with the findings of many studies (Azar, 2010; Kahyaoğlu and Yangın, 2007; Savran and Çakıroğlu, 2001). However, when the literature is reviewed, in some studies, male (Demirtaş, Cömert and Özer, 2011; Morgil, Seçken and Yücel, 2004) and in some studies, female (Çapri and Çelikkaleli, 2008; Özdemir, 2008) pre-service teachers perceive themselves as more competent. This may be because of the differences among the participants of different studies. On the other hand, for the relationship between gender and self-efficacy to be more objectively established, more comprehensive future studies are needed.

Another finding of the study is that whether the pre-service teachers attend day-time or evening-time classes does not affect their self-efficacy beliefs. The members of the both groups have similar professional self-efficacy beliefs. This finding is parallel to the findings reported by Özdemir (2008), Demirtaş Cömert and Özer (2011) and Ülper and Bağcı (2012). However, Kahyaoğlu and Yangın (2007) reported that the students attending evening classes find themselves more confident. Yet, Demirtaş et al. (2011) stated that education faculties should aim to have all of their students gain a similar perception of self-efficacy regardless of their

gender, whether they attend day-time or evening-time classes and their department; hence, their finding is in compliance with the expectations. In this regard, this finding of the present study is supported by the literature in general.

In the study, it was found that the reasons for the selection of the profession by the pre-service teachers have statistically significant impacts on their self-efficacy beliefs. The results of Mann Whitney-U test conducted to determine the source of the difference show that the difference stems from the difference between those selecting it by chance and those selecting it under the influence of people around, the difference between those selecting it to have a secure job and those selecting it by chance and the difference between those selecting it by chance and those selecting it at their own discretion. In this regard, it can be argued that the professional self-efficacy beliefs of the pre-service teachers selecting the profession by chance are lower than the others. On the other hand, a significant difference was found between the self-efficacy beliefs of the pre-service teachers selecting the profession at their own discretion than those of the others selecting the profession for other reasons (Gerçek, Yılmaz, Köseoğlu, and Soran, 2006; Özdemir, 2008). Accordingly, it can be argued that there is a strong link between the reason for selecting the profession and self-efficacy beliefs.

Furthermore, the strong correlation between the factor of selecting the profession of one's own volition and self-efficacy belief can be explained by one's expectation of accomplishing or not accomplishing a certain task, which is one of the four main areas proposed by Bandura (1997) as the main sources of one's competency perceptions. This competency perception conceptualized as affective state can be developed by controlling internal drives that negatively affect motivation such as fear, anxiety and excitement. In many studies, internal motives are pointed out as the main determiners of pre-service teachers' selection of the profession of teaching (Kartal and Afacan, 2012; Çermik, Doğan and Şahin 2010). In this regard, the prominent motives are said to be loving the profession of teaching and people and having interest in the profession and thinking that you are talented to teach. Thus, it can be argued that the reason for one's selecting the profession of teaching is closely associated with the senses of willingness and volition and on the basis of these senses lies self-belief. This is supported by the finding of the current study revealing a strong relationship between selecting the profession of one's own volition and self-efficacy belief. Yet, in order to determine the direction of this relationship, more comprehensive studies looking at different dimensions of the variable should be conducted.

On the other hand, a weak correlation was found between the environmental factors and self-efficacy in terms of selecting the profession of teaching. This does not decrease the strength of the relationship between the environmental factors and self-efficacy; in contrast, it can be viewed as an important feature to be focused on. In this regard, according to Bandura there is a close association between observations of others to explain one's own self-efficacy perception and environmental factors. Bandura (1977) argues that people observe others similar to themselves to make a judgment about their self-efficacy. Seen from this perspective, it becomes clear that in the formation of self-efficacy belief, besides internal factors, external factors can be influential. And one of the most prominent external factors is taking as a role model. In this connection, some studies (Boz and Boz, 2008; Tataroğlu, Özgen and Alkan, 2011) revealed that one of the most important reasons for pre-service teachers' selecting the profession of teaching is their love for their teachers and taking them as their role models. As a result, good teachers successful in their job and liked by students can be highly influential on the formation of occupational preferences of students and their self-efficacy beliefs.

One of the findings reported in the present study is that the pre-service teachers' self-efficacy beliefs vary significantly depending on their departments. Tukey HSD test conducted to determine the source of the difference revealed that it stems from the difference between the

students from the department of Turkish Language teaching and the students from the department of Computer and Teaching Technologies Education and favors the Turkish Language teaching department. Some studies also reported that pre-service teachers studying social sciences see themselves more competent than pre-service teachers studying natural sciences and mathematics (Çakır, Kan and Sünbül, 2006; Demirtaş et al., 2011). Moreover, Çapri and Çelikkaleli (2008) reported a finding concurring with this finding of the present study. In light of the findings reported in the literature and by the present study, it can be argued that there is a strong correlation between the department attended and self-efficacy beliefs.

The present study also reports that the teachers' self-efficacy beliefs do not significantly vary depending on gender and educational status. Similar finding has also been reported by many studies in the literature (Ekici, 2006; Derbedek, 2008; Gençtürk and Memiş, 2010; Tschannen-Moran and Woolfolk Hoy, 2007; Üstüner, Demirtaş, Cömert and Özer, 2009; Yılmaz and Çokluk-Bökeoğlu, 2008; Döş and Özdemir Doğan, 2016). However, there are few studies reporting that self-efficacy beliefs of male teachers are stronger (Korkut and Babaoğlu, 2012) and few studies reporting that self-efficacy beliefs of female teachers are stronger (Kurz, 2001). This finding can be interpreted that females are becoming more equal to men in Turkey. The present study also found that educational status of the teachers does not have a significant effect on their self-efficacy beliefs. Though limited, there are some research findings in the literature supporting this finding (Gençtürk and Memiş, 2010; Üstüner, Demirtaş, Cömert and Özer, 2009; Karahan and Uyanık Balat, 2011). Hence, it can be concluded that educational status does not affect self-efficacy beliefs. On the other hand, there are some studies reporting findings showing that with increasing educational status, self-efficacy belief also increases (Derbedek, 2008). As a result, it can be concluded that educational status is not a significant variable affecting self-efficacy but given different results reported in the literature, it should be investigated more deeply.

When the teachers' self-efficacy beliefs were investigated in relation to professional seniority, it was found that the professional seniority significantly affects self-efficacy beliefs. In this regard, it can be argued that with increasing professional experience, the self-efficacy beliefs improve and it is low at the beginning of the career. This finding is in contrast with the findings stating that there is no significant correlation between self-efficacy beliefs and professional experience (Gaith and Shaaban, 1999; Wallick, 2002; Chacon, 2005; Ekici, 2006; Howel, 2006; Korkut and Babaoğlu, 2012; Üstüner, Demirtaş, Cömert and Özer, 2009; Yılmaz and Çokluk-Bökeoğlu, 2008; Ayra and Kösterelioğlu, 2016). However, Rummel (2007) maintains that self-efficacy is shaped in the first five years of the career and during this period, teachers with low self-efficacy quit the job. Like teaching, self-efficacy belief improves with experience (Bandura, 1997). Because over time the teacher gains experiences about teaching-learning process, determines and develops his/her style and strategies and more importantly knows human better and all these enhance the teacher's self-confidence and self-efficacy. Hence, it can be argued that the finding of the study meets the expectation and participants evaluated themselves objectively. Moreover, when considered together with the research results supporting this finding (Derbedek, 2008; Daugherty, 2005; Howell, 2006; Gençtürk and Memiş, 2010; Tschannen-Moran and Woolfolk-Hoy, 2002) it can be argued that there is a strong and positive correlation between professional seniority and self-efficacy. Yet, as there are some conflicting findings reported in the literature, further research is needed to conduct a more comprehensive evaluation of the issue.

Finally, the pre-service teachers' self-efficacy beliefs were compared with the self-efficacy beliefs of the teachers and no statistically significant difference was found. That is, the members of the both groups have a similar level of self-efficacy beliefs. This is a promising finding for novice teachers. Moreover, the self-efficacy mean scores of the both groups are very close to each other (3.78 for the pre-service teachers and 3.73 for the teachers) and they indicate

a high level of competencies required to carry out the duties and responsibilities of the profession of teaching. This finding is quite remarkable in terms of demonstrating that the education taken by both the pre-service teachers and the teachers and professional and pedagogical knowledge and skills they have make positive contributions to their self-efficacy beliefs.

These findings are parallel to the relevant literature. When the relevant literature is reviewed, it is seen that there are many studies investigating the effects of teacher training programs on pre-service teachers' self-efficacy. These studies have showed that the programs used to train teachers in their pre-service training process have significant effects on pre-service teachers' self-efficacy beliefs (Morrel and Carol, 2003; Gerçek, Yılmaz, Köseoğlu, and Soran, 2006; Demirel and Akkoyunlu, 2010; Gürol, Altunbaş and Karaaslan, 2010; Kurtuldu, 2010; Uygur, 2010; Güvenç, 2011; Ülper and Bağcı, 2012; Kahyaoğlu, Yangın, 2007; Yeşilyurt, 2013). This is quite important and interesting in terms of reflecting the state of teacher training programs.

When seen from the perspective of teachers, this is not much different. Many research findings have revealed that teachers' self-efficacy perceptions of their professional knowledge and competences are high (Yılmaz and Çokluk-Bökeoğlu, 2008; Üstüner, Demirtaş, Cömert and Özer, 2009; Ayra and Kösterelioğlu, 2016; Döş and Özdemir Doğan, 2016). However, despite this high level perception of efficacy, Turkish students exhibit low performances in international exams, which is an important problem to be focused on. The math, science and reading comprehension mean scores taken by Turkish students from the PISA exams held in 2003, 2006, 2009, 2012 and 2015 remained quite below the desired levels. However, the research has demonstrated that there is a positive and strong correlation between teachers' high level of self-efficacy and student achievement (Bandura, 1997; Pajares, 2002). Yet, the findings of the current research and those of some other studies have revealed that though teachers' have high self-efficacy, students' general academic achievement seems to have not been positively affected from this. This situation contrasting with the arguments, opinions and research findings is worth being investigated by further research.

In light of the findings of the study, these suggestions can be made;

In the present study, the pre-service teachers and teachers' self-efficacy beliefs were investigated in relation to some variables. In order to be able to obtain more objective results, more comprehensive studies can be conducted with different variables and samples. Particularly the group of variables related to the reasons for selecting the profession should be expanded and they should be studied on both pre-service teachers and teachers. In doing so, important contributions can be made to the literature about the direction, scope and characteristics of the potential correlation.

One of the important elements having direct influence on effectiveness and efficiency of and beliefs and attitudes in the educational process is the educational status of teachers. However, the findings of the current study showed that the educational status of the teacher does not have any significant impacts on self-efficacy beliefs. Therefore, this correlation should be tested in larger samplings.

Besides this current study, many other studies show that professional self-efficacy increases with increasing length of service and at the beginning of the professional career, it is low in general. On the other hand, there are some research findings claiming that professional self-efficacy belief is shaped in the first years of the career. Thus, novice teachers should be encouraged to participate in seminars, conferences and in-service training programs to enhance their knowledge and experience. In addition, experienced teachers can be appointed as mentors of novice teachers. In this way, both knowledge and experience are shared and self-efficacy

perceptions can be developed. Moreover, during pre-service periods, credits of courses such as school practicum and teaching practice should be increased.

5. REFERENCES

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Extended Abstract

İnsanlık tarihiyle yaşıt olan öğretmenlik günümüzde uzmanlık gerektiren özel bir alan haline gelmiştir. Başta meslek bilgisi, genel kültür bilgisi, konu alanı bilgisi gibi teknik donanımın yanı sıra mesleğe yatkınlık, mesleği sevmeye, isteme ve başarma arzusu gibi bir takım kişisel özellikleri de gerektirmektedir. Bu yönüyle öğretmenlik çok boyutlu, zor ve zahmetli bir meslektir. Mesleğin gereklerini yerine getirerek başarıyı elde etmede kuşkusuz sunulan olanaklar, verilen destekler, oluşturulan iklim gibi dışsal faktörlerden daha çok sevgi, korku, nefret, ilgi, tutum, motivasyon ve öz yeterlik gibi içsel faktörler grubu etkilidir.

Sosyal psikolojinin önemli kavramlarından olan öz yeterlik kavramı 1977'de Bandura tarafından ortaya atılmasından bugüne araştırmacıların dikkatini çekmiş hem ulusal hem de uluslararası düzeyde güncel bir çalışma alanı haline gelmiştir. Öz yeterlik inancı genellikle kişinin kendi yeterlikleri ile sınırlıklarına ilişkin bilgisi olarak tarif edilmekte olup literatürde öz yeterlik inancı, öz yeterlik algısı, algılanan öz yeterlik gibi farklı terimlerle ifade edilmektedir.

Bandura'ya göre öz yeterlik, kişinin sahip olduğu bilgi ve becerileri istenilen seviyeye ulaştırmak için kendi kapasitesine olan inancı olarak tanımlanmaktadır (Bandura, 1986; 1997). Pajares'e (2001) göre ise öz-yeterlik, bireylerin sahip oldukları bilgi ve becerileri etkin biçimde kullanabilmeleri için, ilgili alanda kendi kapasitelerine güven duymaları gerektiği fikri üzerine kurulmuştur. Bir başka tanımda ise, bireyin gelecekte karşılaşılabileceği güç durumların üstesinden gelmede ne derecede başarılı olabileceğine ilişkin kendi hakkındaki yargısı ve inancıdır (Senemoğlu, 1997). Kısaca kişinin kendi yeterliklerine olan düşüncesi ya da kendini bilmesidir diyebiliriz.

Geleceğin bireylerinin yetişmesinde sorumlu olan öğretmenlerin öz yeterlik inançları öğrencileri hem zihinsel hem de ruhsal açıdan doğrudan etkilemesi nedeniyle oldukça önemlidir. Araştırmalarda öz yeterlik inancıyla, sergilenen davranışlar arasında güçlü bir ilişkinin olduğunu göstermektedir (Bandura,

1977; Tschannen-Moran ve Hoy, 2001; Taşkın Can, Cantürk Günhan ve Öngel Erdal, 2005). Nitekim öz yeterlik inancı yüksek olan öğretmenlerin başta öğrencilerin akademik başarı düzeylerini ve motivasyonlarını olumlu etkiledikleri, onların istek ve taleplerini dikkate alarak öğrenci merkezli bir sınıf ortamı oluşturdukları, çağdaş ve yeni olan öğretim yöntemlerini takip ederek kendilerini geliştirmeye çaba gösterdikleri, istenmeyen öğrenci davranışlarını önleyerek sınıf yönetiminde yetkin oldukları, mesleklerine bağlı ve olumlu bir tutum içinde oldukları rapor edilmiştir (Bandura, 1997; Brouwers ve Tomic, 2000; Demirtaş, Cömert ve Özer, 2011; Guskey, 1998; Pajares, 2002; Tschannen-Moran ve Hoy, 2001). Diğer taraftan düşük öz yeterlik inancına sahip olan öğretmenlerin ise, öğretmen merkezli bir anlayışla geleneksel yöntemleri takip ettikleri, alternatif ders materyalleri yerine ders kitaplarına bağlı kaldıkları, otoriteyi kaybetmemek için katı ve sert bir anlayışla sınıf yönettikleri görülmüştür (Henson, 2001; Plourde, 2001; Aktaran Küçükylmaz ve Duban, 2006). Tüm bu etkileri göz önünde bulundurulduğunda öz yeterlik kavramının öğretimin niteliğine doğrudan tesir ettiği söylenebilir. Ayrıca öz yeterlik inancı bir taraftan öğretmenin mesleki başarısı ve anlayışını doğrudan etkilerken diğer taraftan da öğrencinin akademik başarısını ve kişilik gelişimine tesir eden çift yönlü bir ilişki içermektedir denilebilir.

Ne var ki ilgili literatür incelendiğinde öz yeterlik inancına dönük çalışmaların büyük bir kısmı öğretmen adayları üzerinde gerçekleştirilirken öğretmenler üzerinde söz konusu araştırmaların son derece sınırlı olduğu göze çarpmaktadır. Buna karşın öz yeterlik algısı üzerinde önemli faktörlerden birinin de deneyim olduğu bilinmektedir (Bandura, 1997). Bu açıdan mesleğe henüz başlamamış öğretmen adayları ile meslekte belli kıdemlere sahip öğretmenler arasında öz yeterlik inançlarının incelenmesi önemli görülmüştür. Ayrıca yapılan alanyazın taramasında doğrudan öğretmen adayları ile öğretmenlerin öz yeterliklerinin belirlenmesini konu alan herhangi bir çalışmaya da rastlanmamıştır. Bu araştırmanın temel amacı da hem öğretmenlerin hem de öğretmen adaylarının mesleğe yönelik öz yeterlik inançlarının belirlenen değişkenler doğrultusunda incelemektir.

Bu amaca ulaşmak için araştırma tarama modeli kullanılarak gerçekleştirilmiştir. Araştırmanın evrenini, 2014-2015 eğitim-öğretim yılında, orta Anadolu'da bir il merkezinde görev yapmakta olan öğretmenleri ile yine aynı şehirde bulunan bir üniversitesinin Eğitim Fakültesi İlköğretim Bölümü Sınıf Öğretmenliği ile Fen ve Teknoloji Öğretmenliği, Türkçe Öğretmenliği ile Beden Eğitimi Öğretmenliği programlarının dördüncü sınıfına devam eden öğrencileri oluşturmaktadır. Buna göre araştırmaya 249 öğretmen adayı ile 105 öğretmen katılmıştır. Araştırmaya ilişkin veriler Tschannen-Moran ve Woolfolk-Hoy (2001) tarafından geliştirilen "Öğretmen Özyeterlik Ölçeği" (Teachers' Self Efficacy Scale) kullanılarak elde edilmiştir. Toplanan verilerin çözümlenmesine geçilmeden önce anketlere birer sıra numarası verilmiştir. Değerlendirmeler 354 ölçek üzerinden yapılmıştır. Verilerin çözümlenmesinde, öğretmen adaylarının verdikleri yanıtların puanlarını hesaplamak amacıyla da ölçekte yer alan olumlu maddelerde "Çok Yeterli" 5, "Oldukça Yeterli" 4, "Biraz Yeterli" 3, "Çok Az Yeterli" 2, "Yetersiz" 1 puan almaktadır. Alt problemlere ilişkin bulgular, bağımsız t testi (independent sample t test), Kruskal Wallis H testi ve tek yönlü varyans analizi (one way ANOVA) ile analiz edilmiştir.

Araştırma sonucuna göre, öğretmen adaylarının öz yeterlik inançları; cinsiyete ve öğretim türüne göre farklılık göstermezken öğrenim gördüğü bölümlere ve mesleği tercih sebeplerine göre değişmektedir. Öğretmenlerin öz yeterlik inançları üzerinde ise hem cinsiyetin hem de öğrenim durumunun bir etkisinin olmadığı buna karşın mesleki kıdemine ise anlamlı farklılık oluşturduğu tespit edilmiştir. Ayrıca her iki gruptaki katılımcıların öğretmenlik mesleğine ilişkin aynı düzeyde öz yeterlik inancına sahip oldukları da belirlemeler arasındadır.

Araştırma bulguları doğrultusunda ise şu önerilerde bulunulmuştur;

Bu çalışmada öğretmen adayları ile öğretmenlerin mesleki yeterlik inançları bazı değişkenler açısından ele alınmıştır. Daha nesnel sonuçlara ulaşabilmek için, değişken ve örneklem grupları artırılarak daha geniş çaplı araştırmalara ihtiyaç vardır.

Öğretmenliğin deneyimle birlikte geliştiği fikri eğitim çevrelerinde kabul gören genel bir yargıdır. Aynı şekilde öz yeterlik inancı da deneyime bağlı olarak artmaktadır. Eldeki araştırma bulgusundan hareketle mesleğin başındaki öğretmenlere bilgi ve deneyimlerini artırmak amacıyla seminerler ve hizmet içi kurslar düzenlenmelidir. Ayrıca hizmet öncesinde de okul deneyimi ve öğretmenlik uygulaması gibi derslerin kredileri artırılarak aday öğretmenlerin daha çok uygulamanın içinde kalmaları sağlanmalıdır.