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**INVESTIGATING NOVICE AND EXPERIENCED YOUNG LEARNER
TURKISH EFL TEACHERS' SELF-EFFICACY BELIEFS**

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DEDICATION



To my family

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I hereby declare that;

I prepared this master thesis in accordance with Çağ University Institute of Social Sciences Thesis Writing Directive,

I prepared this thesis within the framework of academic and ethics rules,

I presented all information, documents, evaluations and findings in accordance with scientific ethical and moral principles,

I cited all sources to which I made reference in my thesis,

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20/09/2019

Gülcan YOLDAŞ

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ABSTRACT**INVESTIGATING NOVICE AND EXPERIENCED YOUNG LEARNER
TURKISH EFL TEACHERS' SELF-EFFICACY BELIEFS****Gülcan YOLDAŞ****Master Thesis, Department of English Language Education****Supervisor: Assoc. Prof. Dr. Rana YILDIRIM****September 2019 84 Pages**

The purpose of the present study is to investigate both novice and experienced young learner Turkish EFL teachers' self-efficacy beliefs and to reveal whether there are any differences between their beliefs pertaining to three main areas of classroom practice, namely classroom management, instructional strategies, and student engagement. Drawing on this purpose, two data collection tools were utilised; the short version of the Teacher Self-efficacy Scale (TSES) with 12 items by Tschannen-Moran and Woolfolk Hoy (2001) and a semi-structured interview. The participants included 158 young learner Turkish EFL teachers in Turkey. 87 of the participants were experienced young learner EFL teachers, and 71 of them were novice young learner EFL teachers.

It was signified in the findings of the study that there was no statistically significant difference in novice and experienced young learner EFL teachers' self-efficacy beliefs concerning student engagement and instructional strategies. However, the Mann-Whitney U test results demonstrated that there was a statistically significant difference in their beliefs pertaining to classroom management. Furthermore, the teachers who were interviewed agreed that the number of years of teaching experience was an indicator of classroom management skills, for the reason that working for years with young learners might give experienced teachers the chance to handle different types of students and teaching situations. As a result, there are certain implications of the study for curriculum developers and young learner EFL teachers. Firstly, pre-service and in-service training sessions might give the teachers the opportunity of increasing their self-efficacy levels. Secondly, seminars, conferences or workshops provide an enriching professional experience to develop teachers' self-efficacy beliefs. Lastly,

experienced teachers can share their experiences with novice teachers via semi-structured, informal meetings for the reason that mastery experiences have a great contribution to teachers' self-efficacy for both novice and experienced young learner EFL teachers. In this process, possible issues that the novice might experience in the teaching profession, such as classroom management, could be addressed and dealt with. In this sharing practice, experienced teachers can mentor novice teachers so as to encourage their strengths and help them anticipate possible issues during their career.

Key words: Self-efficacy, novice young learner EFL teachers, experienced young learner EFL teachers, classroom management, student engagement, instructional strategies



ÖZET**MESLEĞE YENİ BAŞLAYAN VE DENEYİMLİ TÜRK İLKOKUL İNGİLİZCE
ÖĞRETMENLERİNİN ÖĞRETMEN ÖZ-YETERLİLİK İNANÇLARININ
ARAŞTIRILMASI****Gülcan YOLDAŞ****Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı****Tez Danışmanı: Doçent Doktor Rana YILDIRIM****Eylül 2019 84 Sayfa**

Bu çalışmanın amacı mesleğe yeni başlayan ve deneyimli ilkököl İngilizce öğretmenlerinin öğretmen öz-yeterlik inançlarının araştırılması ve sınıf uygulamalarının üç ana alanı olan sınıf yönetimi, öğretim stratejileri, ve öğrenci katılımı inançları arasında fark olup olmadığını ortaya koymaktır. Bu amaçla, iki veri toplama aracı kullanıldı; Tschannen-Moran and Woolfolk Hoy (2001) tarafından 12 maddeden oluşan Öğretmen Öz-yeterlilik Ölçeğinin 12 maddelik kısa versiyonu ve yarı yapılandırılmış görüşmeler. Çalışmanın katılımcıları, Türkiye'de çalışan 87 deneyimli ve 71 mesleğe yeni başlayan olmak üzere toplamda 158 ilkököl İngilizce öğretmenidir. Çalışmanın bulguları, mesleğe yeni başlayan ve deneyimli ilkököl İngilizce öğretmenlerinin öğrencilerin katılımı ve öğretim stratejileri konusundaki öz yeterlik inançları arasında istatistiksel olarak anlamlı bir fark olmadığını göstermiştir. Ancak, Mann-Whitney U test sonuçları, sınıf yönetimi ile ilgili inançları arasında istatistiksel olarak anlamlı bir fark olduğunu göstermiştir. Dahası, görüşülen öğretmenler, yıllarca ilkököl öğrencileriyle çalışmanın deneyimli öğretmenlere farklı öğrenci karakterleri ve eğitim seviyeleriyle başa çıkma şansı verebileceği için, öğretmenlik tecrübe yılının sınıf yönetimi becerilerinin bir belirleyicisi olabileceğine karar vermişlerdir. Sonuç olarak, bu çalışmanın sonuçlarının eğitim programcılar ve ilkököl öğretmenleri için bazı uygulama alanları vardır. İlk olarak, hizmet öncesi ve hizmet içi eğitim oturumları öğretmenlere öz yeterlilik seviyelerini artırma fırsatı verebilir. İkinci olarak, seminer, konferans veya uygulamalı çalışmalar öğretmenlerin öz yeterlik inançlarını geliştirmek için zenginleştirilmiş bir profesyonel deneyim sunabilir. Son olarak, ustalık deneyimlerinin, hem mesleğe yeni başlayan hem de deneyimli ilkököl İngilizce

öğretmenleri açısından öğretmen öz yeterliliklerine büyük bir katkısı olmasından dolayı, deneyimli öğretmenler yarı yapılandırılmış, gayri resmi toplantılarla tecrübelerini yeni başlayan öğretmenler ile paylaşabilir. Deneyimli öğretmenler mesleğe yeni başlayan öğretmenlerin güçlü yönlerini desteklemek ve kariyerleri boyunca karşılaştıkları olası problemleri öngörmeleri konusunda mentörlük yapabilirler.

Key words: Öz-yeterlilik, mesleğe yeni başlayan İngilizce öğretmenleri, deneyimli İngilizce öğretmenleri, sınıf yönetimi, öğrenci katılımı, öğretim stratejileri



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ABBREVIATIONS

EFL	: English as a Foreign Language
TSES	: Teacher Self-efficacy Scale
TESI	: Teaching Efficacy Sources Inventory
DASTT-C	: A Science Teacher Test Checklist
OSU	: Ohio State University
MOOC	: A Massive Open Online Course
ASD	: Autism Spectrum Disorder



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CHAPTER I

1. INTRODUCTION

This chapter introduces an overview of the study. The background, the statement of the problem, the purpose, the significance, research questions of the study, and definitions of the terms are presented.

1.1. Background to the Study

Cooper (1931) states that “human education is a process of individual growth and development, beginning with birth and ending with death, requiring at the outset much effort on the part of others in discovering, nourishing and directing inherent potentialities, but at every stage demanding increasing self-reliance and self-control” (p. 324). This helps individuals learn how to be aware of and sort out the habitat that they live in, to survive, and to be responsive to the goings-on. It also gives them an acquired skill of comprehension of the social environment; thus, they become conscious of their rights, freedoms, and social and economic liabilities. Learning is a lifelong process that formally begins in pre-school, continues through primary, secondary, and even extends far beyond third level education (Cropley, 1980). An essential part of this process begins in primary school. People acquire a vital part of their education during their primary school years. The skills we learn in primary school remain with us throughout our lives.

To equip individuals with the skills and qualifications required by society is one of the most important functions and difficulties of education. The accepted objective of educational attempts is to facilitate children and young people to grow up efficiently. Improvement of conditions in the education system bases on the quality of the curriculum, the engagement of the students in the class both psychologically and cognitively as well as the professional competencies of teachers.

Teachers are the most essential component of the education system between the student and the curriculum. They have more influence on students, especially on young learners, than other components in education, since they are involved in all stages of the education process. No matter how well the education components establish, no matter how well the teaching methods determine in the education system, it might not be expected to achieve good results from the education, unless teachers are successful. The

teachers' success is the most direct indicator of a successfully implemented curriculum (Papaioannou & Christodoulidis, 2007).

According to Kumaravadivelu (2003), there is not a specific method in language teaching. This is the juncture where language teaching is today. He states that "teachers' beliefs, teacher reasoning, and teacher cognition plays a crucial role in shaping and reshaping the content and character of the practice of everyday teaching"(p. 1). This shows that studies on language learning and language teaching should address teachers' perceptions and beliefs on how they perceive themselves as teachers. This is supported by Hoy, Hoy & Davis (2009) when they state that language teachers' self-efficacy beliefs can be examined to demonstrate the appropriate methods, techniques and teaching materials for maximum language learning to take place.

1.2. Statement of the Problem

Self-efficacy is the concept developed by Albert Bandura, and it is argued that it is an important indicator of one's behavior. This concept asserts that people need to be self-confident first in order to be able to use their skills effectively. According to Bandura, it is not adequate to have the required skills for success; success also requires the efficient use of those skills. Self-efficacy beliefs predicate as "judgments" about how well people "fulfill the given tasks" to deal with contingency situations (Bandura, 1977, p. 210). These judgments are considered to affect the decision making, performance, and planning of the individual. Moreover, teachers' self-efficacy beliefs are delineated as the teachers' beliefs in their competencies in practice and regulation to achieve specific goals in a particular setting (Tschannen-Moran & Hoy, 2001). Their belief in their skills is also an indicator of their teaching qualifications. In other words, teachers' self-efficacy belief relates to their attitude in the learning environment and research on teachers' self-efficacy show positive relationships with their beliefs and their teaching methods (Gibson & Dembo, 1984; Ashton & Webb, 1986). Teachers with high self-efficacy believe that they gain positive results with the learners due to sustained efforts, while teachers with low self-efficacy are low-motivated and they think that there is nothing to do for unsuccessful learners since the success of these learners is based on external factors in their case (Chacon, 2005). Teachers with high self-efficacy assume that students can learn by using appropriate teaching methods. To Henson (2001), the students of the teachers with high self-efficacy beliefs have a higher

performance in general. The teachers' "fulfillment of their professional responsibilities" is related to their educational background, their professional knowledge, as well as their beliefs in "fulfilling" these duties (Bandura, 1977, p. 193).

Since teachers' self-efficacy beliefs have a significant impact on the teaching and learning environment, students' achievement, and teachers' motivation, there are numerous research studies on teachers' self-efficacy beliefs in such fields of education as mathematics, science and agriculture (Gibson & Dembo, 1984; Riggs & Enochs, 1990; Schoon & Boone, 1998; Poulou, 2007; Chan, 2008; Robinson & Edwards, 2012; O' Neill & Stephenson, 2012). Likewise, Turkish researchers have conducted some studies on teachers' self-efficacy beliefs in different fields of education (Ekici, 2008; Bursal, 2008; Gürbüzürk & Şad, 2009).

It is essential to investigate young learner English teachers' self-efficacy beliefs about their professional competences. Teacher's educational needs can be determined by identifying the areas where teachers feel inadequate. As Opdenakker and Damme (2006) stated, it is meaningful to realize the relevance of improving classroom practices as well as characteristics of teachers in the implementation of these enhancements concerning the development of teacher education. As for the EFL context, the studies administered teachers' self-efficacy beliefs have focused on their attitudes in classroom practices (Shim, 2001; Chacon, 2005; Ghanizadeh and Moafian, 2011; Huangfu, 2012; Ghasemboland & Hashim, 2013; Babaei & Abednia, 2016) and particularly in Turkish EFL context (Göker, 2006; Atay, 2007; Şahin & Atay, 2010; Yüksel, 2014; Kavanoz, Yüksel & Özcan, 2015).

Research in the Turkish EFL context has put more emphasis on teachers in general and has been conducted on pre-service teachers (Egel, 2009; Ucar & Yazici Bozkaya, 2016; Memduhoğlu & Çelik, 2015) and novice EFL teachers (Ozder, 2011), but little attention has been given to some specific branches, such as young learner EFL teachers. At this point, the need to learn English as a foreign language at an early age makes it critical to investigate young learner EFL teachers' beliefs pertaining to self-efficacy. Another point is that there is a limited availability of research focusing on comparing novice and experienced young learner EFL teachers' self-efficacy beliefs. Drawing on this, the present study is an attempt to map out both novice and experienced young learner EFL teachers' self-efficacy beliefs with specific reference to classroom management, instructional strategies, and student engagement in classroom practice.

1.3. Purpose of the Study and Research Questions

The purpose of the study is to investigate novice and experienced young learner EFL teachers' self-efficacy beliefs and to reveal whether there are any differences between their beliefs concerning classroom management, instructional strategies, and student engagement.

Research Questions

The following are the research questions of the study:

1. What are the self-efficacy beliefs of experienced young learner EFL teachers?
2. What are the self-efficacy beliefs of novice young learner EFL teachers?
3. Is there a significant difference between novice and experienced young learner EFL teachers' self-efficacy beliefs with respect to their experience concerning their instructional strategies, classroom management, and student engagement?

1.4. Significance of the Study

Research on teachers' self-efficacy beliefs and perceptions has demonstrated that teachers have a definite impact on their practice and student outcomes (Ross & Bruce, 2007; Ghasemolani & Hashim, 2013; Skaalvik & Skaalvik, 2007). Teachers' attitudes and classroom practices are closely associated with their beliefs as teachers. As it is seen in the literature, the amount of research in other fields of education is higher when it is compared to the research in the language learning context, especially in the EFL context. Therefore, this study addresses to fill this gap. Moreover, the research is mostly focused on the language proficiency levels of language learners or pre-service and novice teachers' self-efficacy beliefs, whereas the emphasis is given to the comparison between novice and experienced EFL teachers' beliefs, especially young learner EFL teachers' self-efficacy beliefs in teaching. Thus, the present study is important in that it investigates both novice and experienced young learner EFL teachers' self-efficacy beliefs concerning classroom management, student engagement, and instructional strategies. Also, previous research on teachers' self-efficacy beliefs in EFL contexts have mostly been carried out through the use of quantitative research methods (Hoang, 2018). However, the study uses both quantitative and qualitative methods, namely a

scale and a semi-structured interview, to better understand of the concept of teachers' self-efficacy beliefs within the study's context under investigation.

The findings obtained from the study are supposed to help young learner EFL teachers to distinguish their teachers' self-efficacy beliefs, to make appropriate decisions about which methods to choose for instructional strategies, classroom management and student engagement in the learning and teaching process. Besides, it is expected to contribute to the development of teachers' professional competencies. Thus, the study is also significant in encouraging further research into what skills teachers can be made aware of in order to be more efficacious teachers in teacher training programs. Furthermore, administrators and teachers can benefit from the findings of the study to improve both teachers' self-efficacy beliefs and student learning processes. Therefore, it is assumed that the present study will require an extensive understanding of the Turkish EFL context.

1.5. Limitations of the Study

A primary limitation is the scope of the data collection tools used, including the research method and the available literature in the study. Another limitation that needs to be pointed out is the extensiveness of the study, which means the participants are the young learner EFL teachers working in the cities of southern Turkey. Also, the total amount of the participants would be a limitation decreasing the reliability of the study as it is challenging to assess such a large number of participants for the study. For that reason, young learner EFL teachers have been selected for the study. Therefore, it would be better for further studies to widen the population base to acquire an extensive generalization for analysis in the study. Despite the limitations mentioned above to the study, it can be assumed that the results will make significant contributions to the literature.

1.6. Definitions of the Terms

Young learners

The students whose ages are between 7 and 12 are young learners. (Slattery & Willis, 2001)

Novice EFL Teachers

Novice EFL teachers are those who teach English with zero to three years of teaching experience (Martin & Baldwin, 1993, p. 13).

Experienced EFL Teachers

Experienced EFL teachers are those who teach English with more than three years of teaching experience (Martin & Baldwin, 1993, p. 13).

Self-efficacy Beliefs

Self-efficacy beliefs predicate as judgments about how well people fulfill the given tasks to deal with contingency situations.

Teachers' Self-efficacy Beliefs

Teachers' self-efficacy beliefs are defined as the beliefs about their competencies in practice and regulations to achieve certain goals in a particular setting (Tschannen-Moran & Hoy, 2001).

CHAPTER II

2. LITERATURE REVIEW

In this part of the study, an outline of Bandura's Social Cognitive Theory on which self-efficacy belief theoretically is based is presented. Following this, the concept of self-efficacy beliefs and teacher's self-efficacy beliefs are discussed. Finally, this part is concluded with both local and global research on teacher's self-efficacy beliefs.

2.1. Bandura's Social Cognitive Theory

The theory of Bandura is fundamentally about how people cognitively manage their experiences in their social environment, and how this cognitive management affects their behavior and development. The theory argues that each person abstracts and integrates confronted information in many different social experiences. With the help of both abstraction and integration, people cognitively externalise the environment and themselves in the sense of outcome expectancies, self-efficacy beliefs and self-reactions and so on (Grusec, 1992, p. 781).

It is accepted in social cognitive theory that observation of the environment and experiences acquired from the environment affect human behavior, thoughts, and actions. People practice the patterns that they receive from the environment to decide their future actions, to analyze and to communicate with their environment. It is the capacity for the observation that allows people to obtain resolution more promptly, rather than gradually by trying out patterns. Observing the pleasant experiences of people or even unfortunate occurrences help emotional responses improve. Some behavioral restrictions can occur by witnessing others engaging in worrisome issues. Betz (2007) promoted Bandura's Social Cognitive Theory and pointed out that:

- Behavior is managed by distinct goals;
- Behavior is ultimately self-regulated;
- Cognition plays a crucial role in the learning process

Cognitive capacity, as well as observation capacity, creates a determination not only to benefit from others' current experiences but also to decide on people's future actions. People symbolize these external influences and apply them to their future

attitudes at another time. Thus, they find solutions to the problems they may confront in the future and assign their behaviors accordingly to manage the possible consequences of similar situations. Maintaining control over their own actions to some extent is another distinctive feature of human beings which means they can create self-regulative influences by conducting the stimulus and inferring to their own behaviors (Bandura, 1977, p. 2). According to Bandura's self-regulation theory, this is managed through some psychological sub-functions. The theory involves people's self-observation of their behavior, judgments directed to personal standards and environmental issues as well as self-reactions to all these circumstances. Intention or desire will not be compelling enough alone unless people are capable of regulating their own motivation and behaviors. The self-regulation chart is presented in Figure 1 below;

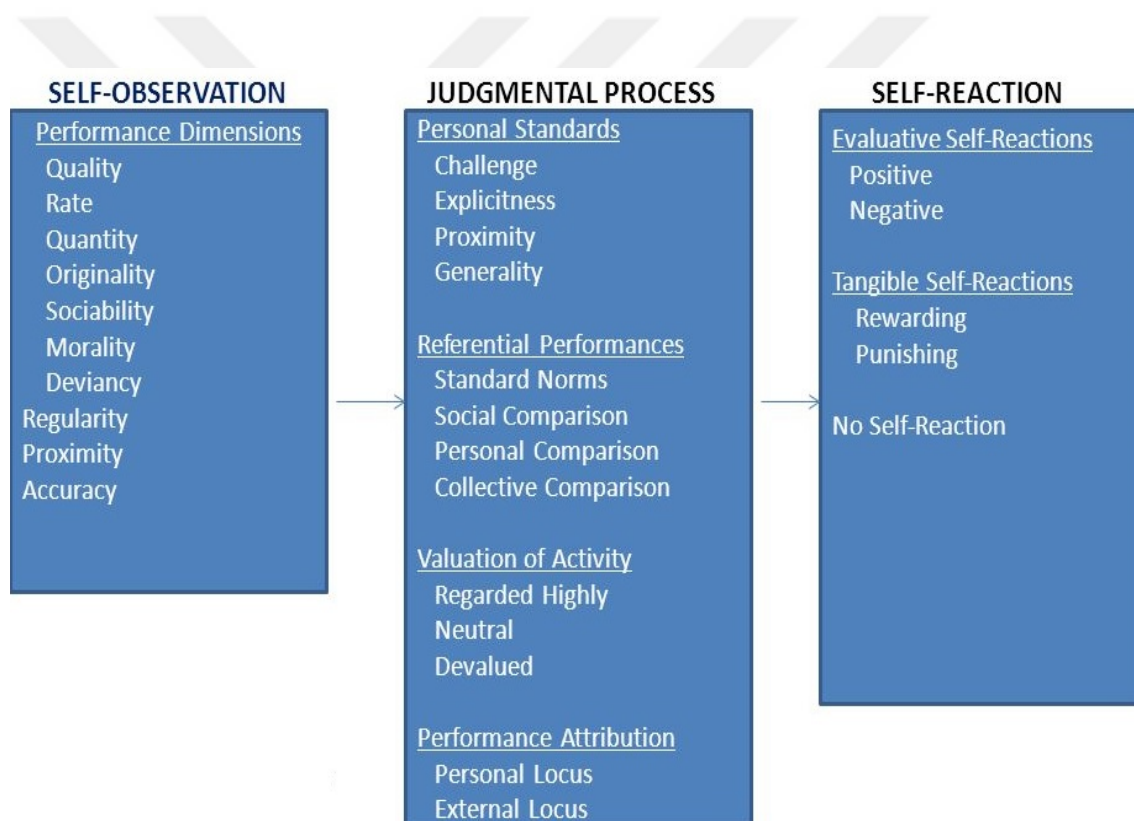


Figure 1. Self-Regulation Chart (Bandura, (1991, p. 249)

The interrelationship between environmental issues, cognition, and personal factors are continuously at play, determining human behavior via feedback and reciprocity (Bandura, 1986). Individuals are the decision-makers and creators of their own environments and social context. Controlling their actions, representing those actions in their behavior and beliefs and adjusting behavior and cognition according to

this are provided by self-regulatory and self-reflective mechanisms (Kihlstrom & Harackiewicz, 1990).

As mentioned in the literature, Bandura's social cognitive theory is established around the idea that people learn by interacting with others in their social environment. Moreover, they imitate those interactions by observing others' behavior and develop similar behavior. Depending on whether observational experiences are favorable or confirmed by others, they imitate and internalise this behavior (Nabavi, 2012). Observing and understanding the environment and predicting outcomes are the general principles of this theory. The study of McCormick and Martinko (2004) is formed on some principles of social cognitive theory;

- Learning can occur by observing the environment;
- Learning which is internal may or may not lead to a behavioral alteration;
- It can ensue without alteration in behavior.

Based on these basic principles, learning might not lead to alteration in human behavior. In other words, the theorists claim that learning achievement cannot necessarily be demonstrated in their performance; behaviorists, on the other hand, expect that learning must be reflected by a permanent alteration in human behavior. This is to say, learning based on experience may not result in alterations in behavior or beliefs and attitudes from new experiences, including learning and do not have to bring alterations in behavior.

2.2. The Concept of Self-efficacy

According to Bandura (1994), self-efficacy refers to people's feelings, motivation and actions; it may be delineated as people's beliefs in their ability to overcome the challenges or events that impact on their lives. People with high self-efficacy approach these challenges as tasks, rather than difficulties, so they negotiate a way through these tasks, instead of avoiding them. As an alternative to being deeply affected by failure, they sustain their efforts by making a considerable endeavor against it. They offer a strong stance against threatening factors, relying on their own ability to control forces. Such a practical perspective enables them to participate with high confidence in their activities. This means that they are successful individuals with low-

stress levels and robust defense mechanisms. Otherwise, people with low self-efficacy level focus on unfavorable outcomes instead of considering how to struggle against challenges, creating solutions, or turn difficulties into advantages. They would rather abstain from these threatening issues by perceiving difficult tasks as personal threats. Because they have a weak engagement to their chosen objectives, they expeditiously give up the challenges. Subsequently, it takes time to regenerate their beliefs as a consequence of pursuing setbacks.

In other words, self-efficacy beliefs are the beliefs of people in fulfilling a task rather than their beliefs in their ability or personality (Zimmerman, 2000). When people evaluate their own self-efficacy level, they consider their success in a particular given task, such as making a presentation in public, rather than assessing their own personalities or perspectives. Zimmerman (2000) demonstrated that with self-efficacy beliefs, people can be evaluated before fulfilling their future performance. This means that self-efficacy judgments, evaluate people before they perform activities, and attribute likely outcomes to related activities in the future which is an important fact for motivation in academic studies.

Schunk (1989) mentioned that achievements or failures are experienced at every stage of life. However, a strong self-efficacy belief would mean an increase in success and a reduction in failures; in addition, failures would not make much of an impact. It is hypothesized and tested that perceived self-efficacy beliefs affect actions achievements both directly and indirectly, due to its impacts on the targets that people identify for themselves (Bandura & Wood, 1989; Wood and Bandura, 1989).

2.3. Sources of Self-efficacy Beliefs

To Labone (2004), there is little information about the sources of teachers' self-efficacy beliefs. However, in the social cognitive theory of Bandura, some general information is provided about these beliefs. According to Bandura (1986), the sources of self-efficacy beliefs are categorized under four main headings: mastery experiences, which are admitted as the most potent source; verbal persuasion; vicarious experiences; and emotional arousal.

Schunk (1989) states that "one's own performances offer quite reliable guides for assessing self-efficacy." (p. 174). These words indicate the significance of mastery experiences in the best way. They are accepted as the most influential one because it is

based on personal experiences. Achievements by sticking it out through tough times increase mastery expectations, while repeated failures decrease them. Experiencing obstacles overcome by a determined effort even in the most challenging situations can make self-motivation permanent. Indeed, the impact of failures on self-efficacy depends on timing and the total of experiences (Bandura, 1977). Besides, mastery experiences are defined as experiencing self-efficacy first hand, with realistic but challenging targets. In this sense, a teacher needs to experience the feeling of satisfaction to reach the top of mastery. Secondly, vicarious experiences are obtained by observing someone else doing the target activity. The domain of the model depends on how much the model identifies with the observer (Tschannen-Moran & Hoy, 2007). The observer's good performance on a task links to the degree of the relationship between the model and the observer. The third of self-efficacy source is verbal persuasion, which concerns positive verbal feedback and encouragement that an individual receives about the performance of other people who are important for the individual (Bautista, 2011). Bandura (1994) notes that "positive mood enhances perceived self-efficacy; despondent mood diminishes it." Thus, during the practice of performance, verbal feedback influences self-efficacy beliefs due to the interrelation between mood and self-efficacy beliefs. The ultimate source of these beliefs is in association with the process and outcomes of the task (Pendergast, Garvis, & Keogh, 2011). Emotional arousals address how people respond to psychological states such as excitement and anxiety. While the feelings of stress and anxiety to avoid making mistakes while performing a task increases people's self-efficacy beliefs, people are delighted to be successful in a task (Tschannen-Moran & Hoy, 2007). To Bandura (1994), self-efficacy beliefs can reshape by reducing the level of stress and changing the negative emotional trends and misinterpretation of situations.

2.4. Teachers' Self-efficacy Beliefs

Studies on teachers' beliefs and their implications for learning and teaching have been a favored topic for educational research in recent times. Chacon (2005) noted, "teachers' actions and behaviors are tied to their beliefs, perceptions, assumptions, and motivation levels" (p. 257). Hence, the studies on teachers' beliefs are incredibly vital in internalizing and organizing the teaching process of teachers.

Self-efficacy beliefs are one of the most important types of teachers' beliefs. Self-efficacy beliefs identify one's behaviors, feelings, and motivation about themselves; it is about their capacity to create a performance that touches their lives (Bandura, 1994). When people have low self-efficacy beliefs, they may avoid accomplishing a task. However, people who believe they are able to do the task are more willing to participate in it. Therefore, having self-efficacy beliefs allows individuals to be more engaged, and thus more successful in their professional lives (Linnenbrink & Pintrich 2003).

Tschannen-Moran, Hoy, and Hoy (1998), as demonstrated in Figure 2, introduce a teachers' self-efficacy model to emphasize the cyclical nature of teachers' self-efficacy. This model, which explains teachers' self-efficacy, integrates the theoretical concepts related to the four sources of self-efficacy belief by Bandura (1997) mentioned earlier. According to the model, teachers' self-efficacy beliefs are the results of the interaction between self-perceptions about their teaching difficulties and the judgments about their personal teaching abilities. In order to establish these decisions, teachers benefit from those four sources; mastery experiences, vicarious experiences, social persuasion, and emotional arousals. The results of teachers' self-efficacy have been described as a triangle between exertion, continuity, and personal goals. This requires an efficacy belief which generates teachers' personal goals, the exertion to reach their goals and the continuity they need.

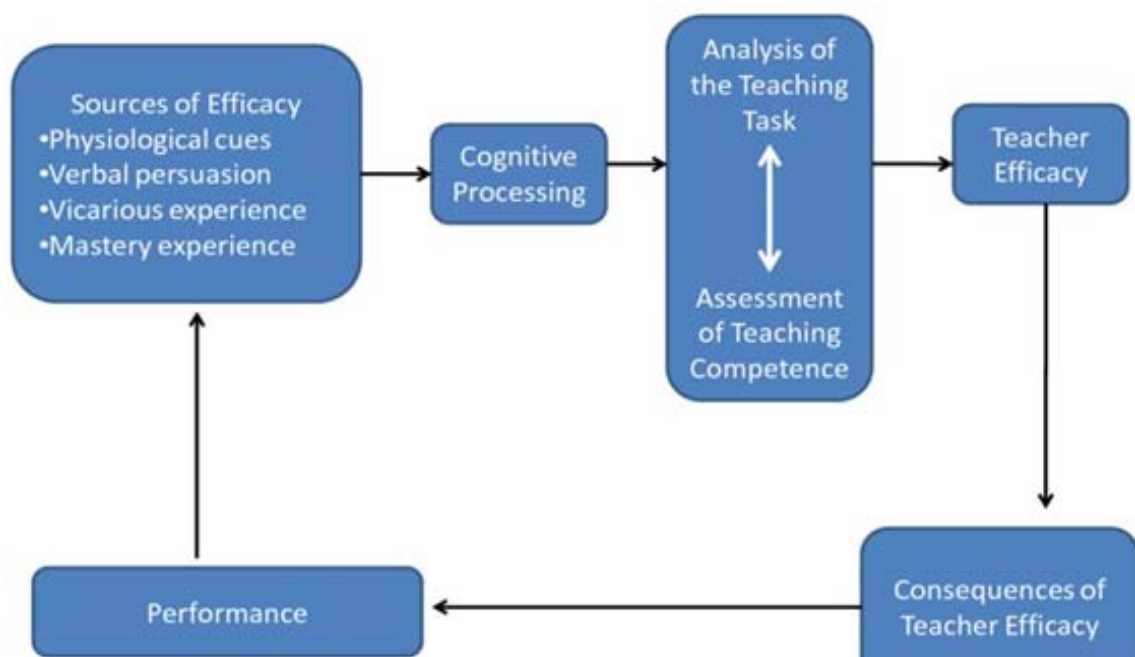


Figure 2. An Integrated Model for Teacher Efficacy (Tschannen-Moran, Hoy & Hoy, 1998)

As Henson (2001) states, the term of teacher self-efficacy as “a worthy variable” is simple but a powerful idea in education. Teachers’ self-efficacy beliefs are defined as “a teacher's individual beliefs in their capabilities to perform specific teaching tasks at a specified level of quality in a specified situation” (Dellinger, Bobbett, Olivier, & Ellett 2008, p. 753). In other words, they are teacher's beliefs in his or her ability both professionally and individually. A teacher with a high sense of self-efficacy can undoubtedly manage the difficulties faced in the classroom environment. Otherwise, a teacher with a low sense of self-efficacy can experience problems in the class, such as engaging unmotivated students in the class (Gibson & Dembo, 1984). Some research shows that cooperation with peers and control in decision-making can enable teachers to manage the challenges they faced (Guo, Justice, Sawyer, & Tompkins, 2011). In this way, they are able to advance their level of efficacy.

Teachers are the cornerstones in educational progress for identifying students’ needs and for deciding on what would be best for them. Thus, being aware of teachers’ beliefs is very crucial to making predictions about their teaching and practicing styles in their classrooms (Eslami & Fatahi, 2008).

2.5. Research on Teachers’ Self-efficacy Beliefs

The following sections report research on teachers’ self-efficacy beliefs implemented throughout the world.

2.5.1. Global Research

The studies on teachers’ self-efficacy differ from one another in terms of their focuses (Schoon & Boone, 1998; Ross, 1992; Knobloch & Whittington, 2003; Poulou, 2007; Gavora, 2011; O’Neill & Stephenson, 2012). For instance, Ross (1992) explored the relationship between teachers’ self-efficacy and the impacts of coaching on student success. 18 teachers who varied in demographic information such as gender, age, and teaching experience years and were also responsible for 36 history classes were the participants of the study. Six coaches who were chosen through their interest in teaching history and competence assisted the participants. Curriculum materials, three half-day workshops spread over the school year, and contacts with coaches face-to-face or on phones were employed to access the results of the research. The variables related to teacher and coach demographic information were not considerably associated with

achievement. All measures of teachers' self-efficacy beliefs still were discovered to be positively correlated with achievement. It was confirmed in the study that students of teachers with a high teacher sense of efficacy would have higher achievement in the class. Knobloch and Whittington (2003) also investigate the differences between novice teachers' sense of efficacy beliefs and levels of career commitment. The participants were 91 novice teachers in the first, second, and third years of teaching practice in Ohio, USA. Both the OSU Teacher Efficacy Scale (TSES) (Tschannen-Moran & Woolfolk Hoy, 2001) and Bandura's 9-point efficacy scale were administered in the study. Novice teachers generally had positive attitudes to career commitment, and there was a remarkable difference between low-career commitment teachers and high-career commitment teachers. Teachers with low career commitment were less efficacious than teachers with high career commitment. After the first 10 weeks in the school, teachers with high career commitment were better in persistence in facing difficulties. Moreover, Poulou (2007), looked into teaching beliefs of pre-service teachers in Greece. There were 198 students in primary education departments, 168 of whom were females and 30 were males in that research. All the participants were in their fourth and last year of teaching studies. They completed the teaching traineeship, which requires a 6-week teaching practice in public primary schools. The study explored the factors that determine student teachers' beliefs and affects in classroom practice. Pre-service teachers' motivation, particularly their sentiment behavior to the students and their wishes to develop their teaching skills, were emphasized in the results. University training, participation in class, teacher training programs, and the type of courses were significant sources of teacher self-efficacy beliefs. In spite of this fact, feedback from fellow workers was perceived as a less probable source for teachers' self-efficacy beliefs. Similarly, Gavora (2011) investigated teachers' self-efficacy beliefs within the Slovakian context by conducting a Slovakian version of Teacher Efficacy Scale. 217 teachers from five regions of Slovakia were the participants, with an average of 18.1 years of teaching experience. The Slovak version of the Teachers Efficacy Scale was administered with some additional questions to gather demographic information. The aims of the study were to explore Slovak teachers' efficacy beliefs, examine the relationships between scale and gender, school level and teaching experience, and the factors influencing the efficacy beliefs. The results illustrated that teachers had a firmer efficacy belief in their ability to ease student learning than in their power to defeat external factors. When exploring the relationship between gender and teachers' efficacy

beliefs, female teachers showed a higher score than male teachers in all aspects of efficacy beliefs.

Further, O'Neill and Stephenson (2012) explored final-year Australian pre-service primary teachers' sense of efficacy and the sources of their beliefs. The participants were 573 final-year primary program students, including 504 female primary teachers. The study aimed to find out how self-efficacious Australian pre-service primary teachers were, what sources of information led to efficacy in classroom management, and what sources would estimate how efficacious they felt. Two scales were used in the study: the 24-item Teachers' Sense of Efficacy Scale (TSES) (Tschannen-Moran and Woolfolk Hoy, 2001) and the Teaching Efficacy Sources Inventory (TESI) (Poulou, 2007). The results demonstrated that the Australian pre-service teachers had a great teachers' efficacy sense, and they believed they moderately impacted on student behavior and learning. According to the participants, classroom management items which get the highest scores were teacher-centered tasks. They thought these tasks were more manageable for teachers. However, there were not any significant differences between teachers' efficacy beliefs and gender.

There are also some examples of recent studies on teachers' self-efficacy (Kormos & Nijakowska, 2017; Rich, Jones, Belikov, Yoshikawa & Perkins, 2017; DelGreco, Bernadowski & Parker, 2018; De Smul, Heirweg, Van Keer, Devos & Vandeveld, 2018; Panaoura, 2018; Love, Toland, Usher, Campbell & Spriggs, 2019; Weber, Prilop & Kleinknecht, 2019). For example; Kormos et al. (2017) aimed to investigate the teachers' self-confidence, their self-efficacy, and attitudes to dyslexic students. They applied pre and post-course surveys to the participants and looked into the differences before and after participation in a massive open online course (MOOC). The findings of the study concluded that the teachers' self-efficacy levels were higher, and their attitudes to the students were more constructive than at the beginning of the course. It was also found that the more completed the tasks on the course were, the higher the teachers' self-efficacy levels were. Further, Rich et al. (2017) studied teachers' self-efficacy beliefs about teaching computing and engineering. They investigated the alteration in elementary school teachers' self-efficacy beliefs after attending modules of weekly professional development training during a year. The data was collected through a modified version of the Friday Institute for Educational Innovation's Teacher Efficacy and Attitudes toward STEM Survey (2012) and semi-

structured interviews. They discovered that the modules of training affected the teachers' self-efficacy beliefs.

Another study by DelGreco et al. (2018) explored teachers' self-efficacy beliefs in a university in the USA. The study was a qualitative case study which was conducted to see whether the pre-service teachers' self-efficacy level increased over the four-semester courses. A Science Teacher Test Checklist (DASTT-C) created by Thomas, Pederson, and Finson (2001) and drawings by students were used as the instruments. The study showed that the teachers' self-efficacy levels were increased through the inquiry-based instructions from a Social Constructivist Theoretical framework. Panaoura (2018) also examined the inquiry-based teaching approach, which was used by 73 prospective math teachers in Cyprus. The study aimed to investigate these teachers' beliefs after participating in a course about Basic Mathematical Concepts, their beliefs after participating in a session about Teaching Mathematics Methodology, and the challenges they confronted during their first years of teaching. The results demonstrated that they affirmed the worth of inquiry-based teaching. However, they had a low self-efficacy level in overcoming their students' misunderstandings and time management during their classes.

Moreover, a study which was conducted by Love et al. (2019) was impressive about teachers' self-efficacy beliefs. The study was conducted with the teachers of the learners with Autism Spectrum Disorder (ASD). The aim was developing an instrument to measure the self-efficacy level of teachers who worked with students with ASD. The study was bilateral because of being conducted both in the USA and Australia. In the USA, the aim was the evaluation of the new scale. However, the overall aim was the cross-validation of the evaluation of the scale with teachers in Australia. Therefore, the results showed that the scale presented a one-dimensional form in both studies. Lastly, Weber et al. (2019) explored the effect of an online and video-based learning environment on the pre-service teachers' self-efficacy level, their attitudes towards attending this environment, and the knowledge they acquired before and after the practicum. All of the pre-service teachers had a significant increase in their self-efficacy level concerning coping with problems in the classroom. They also developed their knowledge after the practicum.

2.5.2. Local Research

In the literature, it has been observed recently that the number of studies on teachers' self-efficacy beliefs has been increasing in Turkey. Significant research to measure the validity of the Teacher Efficacy Scale in Turkish was done by Çapa, Çakıroğlu, and Sarıkaya (2005). The aim of the study was to ensure reliability and validity of the whole scale, including the three subscales. The participants were 628 pre-service teachers (439 females, 189 males). The results demonstrated that the TSES in Turkish was reliable and valid. For instance, Bursal (2008) investigated personal science teaching efficacy and science anxiety during the Science Methods Course. Participants of the study were 154 Turkish pre-service teachers (87 males, 67 females) from three classrooms. The participants were registered for the course at the Anatolian University. Personal teaching efficacy scores of participants did not develop during the semester; there was contrarily a slight decline in the scores. It was also noticed that Turkish female pre-service elementary teachers had higher personal teaching science efficacy scores than their male peers.

There is a lot of research on teachers' self-efficacy beliefs and their relationships which show some variables. For example, Koçoğlu (2011) looked into the relationship of teachers' self-efficacy beliefs with the emotional intelligence of 90 pre-service teachers in Turkey. Tschannen-Moran and Woolfolk-Hoy's TSES and Reuven Bar-On's Emotional Quotient Inventory was used to find out the results in the study. It was indicated that pre-service EFL teachers had higher efficacy beliefs in classroom management than student engagement. They showed the highest scores in tolerating stress and assertiveness competencies concerning emotional intelligence.

Further, Merç (2015) investigated the relationship between language teaching anxiety levels and language teaching self-efficacy beliefs experienced by pre-service EFL teachers, while they were doing the practicum at Anadolu University. The instruments of the study were namely, a Self Efficacy Questionnaire, a Foreign Language Student-Teacher Anxiety Scale, and semi-structured interviews. The results demonstrated that pre-service teachers generally experienced a low level of anxiety, and their teaching beliefs were high. It was found that there were certain correlations between anxiety and teachers' self-efficacy beliefs.

Some research conducted on teaching self-efficacy concerning instructional strategies, classroom management, and student engagement. For instance, Atay (2007)

applied a study to observe the alteration of the self-efficacy of prospective teachers, over the student teaching period and the factors contributing to the alteration. Teachers' Sense of Efficacy Scale (TSES) (Tschannen-Moran & Woolfolk Hoy, 2001) was adapted for the study to collect the data. Results demonstrated that while the efficacy on instructional strategies diminished, classroom management and student engagement scores were raised at the end of the practicum. Moreover, Şahin and Atay (2010) conducted a longitudinal study using the same questionnaire just as Atay (2007) to examine the teachers' self-efficacy levels of prospective Turkish teachers from their teaching training period to their induction year. Teachers' Sense of Efficacy Scale (TSES) (Tschannen-Moran & Woolfolk Hoy, 2001) and open-ended questions were used to gather the data concerning classroom management, instructional strategies, and student engagement. The total efficacy scores showed an increase from before the student teaching period to after the student teaching period. There was not a significant alteration at the end of their induction year.

2.5.3. Research on the Relationship between Teaching Experience and Teachers' Self-efficacy Beliefs

Since teachers are considered to have had many successful and unsuccessful experiences during their career, numerous studies have been conducted on how teachers perceive their sense of self-efficacy (Guskey, 1987; Weinstein, 1988; Woolfolk & Hoy, 1990; Hoy & Woolfolk, 1993; Gorrell & Dharmadasa, 1994; Soodak & Podell, 1996; Özerkan, 2007; Tschannen-Moran & Hoy, 2007; Wolters & Daugherty, 2007; Fives & Looney, 2009; Kotaman, 2010; Ghanizadeh & Moafian, 2011).

In addition to the studies, investigating teachers' self-efficacy beliefs, some research has looked into the relationship between these beliefs and teaching experience. Regarding a positive correlation between these two, Akbari and Moradkhani (2010), for example, found a statistically significant difference between experienced teachers' self-efficacy level (with more than three years of teaching experience) and novice teachers' self-efficacy level. It was revealed at the end of the study that experienced teachers have a higher level of efficacy than novice teachers. Also, it was reported in the study with 1,024 teachers that teachers who have more teaching experience have higher self-efficacy for managing their classrooms and the strategies of giving instructions than teachers in their first year of teaching (Wolters & Daugherty, 2007). Similarly, Ghanizadeh and Moafian (2011) investigated the relationship between EFL teachers'

self-efficacy and the role of teachers' years of teaching experience. 89 EFL teachers were selected from different language institutes in Mashhad, a city in the Northeast of Iran, as participants. In the study, significant correlations were found between the level of their beliefs and teaching experience.

On the other hand, some studies present contrary results to the studies mentioned above. Weinstein (1988) and Woolfolk and Hoy (1990) concluded that novice teachers showed high personal and high professional efficacy level. In the study by Weinstein (1988), the participants were 118 students (105 females, 13 males) registered in the elementary teacher education program at the University of Arizona. These students completed formal education, and they were about to commence student teaching. Veenman's Expectations about the First Year of Teaching questionnaire which are separated into three categories (instruction, organization and management, and interpersonal relationships) were used in the study. The results were statistically significant and showed that for novice teachers, teaching tasks were less problematic than for experienced teachers. Those results were akin to the study of Woolfolk and Hoy (1990). Participants were 182 liberal arts majors registered in the teacher preparation program at a state university on the East Coast of America. 78 participants were in secondary certification, and 104 were in the elementary certification program. The Teacher Efficacy Scale was conducted using two-factor analytic procedures by Gibson and Dembo (1984) and Guskey's (1988) to provide the best solution. The regression results also showed that the teachers with high personal efficacy were more humanistic than those with low personal efficacy, and as can be predicted, teachers with low teaching efficacy are less sensitive towards professional improvement and students' engagement in classes.

Conversely, Soodak, and Podell (1997) observed that experienced teachers are more resistive to change than novice teachers due to their low efficacy beliefs. There were 384 general and 384 special education elementary and middle school teachers from the New York metropolitan area including, both novice and experienced teachers in the study. Teachers' predictions of student success were compared, and the interactions of teachers' and students' characteristics, and teachers' implications for the classroom were discussed. The results also indicated that teaching experience is involved in an interaction with student behavior, excluding the reading accomplishment and student attentiveness. Some studies showed mixed results about the relationship between teachers' efficacy beliefs and teaching experience years. For instance, Gorrell

and Dharmadasa (1994) indicated that even though experienced teachers were capable of managing the classroom and organizing the instructions, pre-service teachers had higher efficacy to implement new strategies and instructional methods.

Moreover, Tschannen-Moran and Hoy (2007) explored some sources of teachers' self-efficacy beliefs to discover whether any differences might be determined between experienced and novice teachers. Volunteer teachers from elementary schools, middle schools, and high schools in Ohio and Virginia, and teachers who graduated from those same states were a total of 255 participants in the study. It was indicated in the t-tests that experienced teachers have significantly higher teachers' efficacy than novice teachers in two of the three subscales called Instructional Strategies and Classroom Management. However, there was no significant difference between the two groups of teachers on the Student Engagement subscale. It means there was no difference between the two groups in teachers' self-efficacy beliefs for student engagement. Furthermore, Özerkan (2007) found that there was no significant alteration in teachers' self-efficacy beliefs in terms of teaching experience.

Similarly, in a study in which 120 elementary and secondary school teachers participated, it was also found that there is no significant difference between teaching experiences and teachers' self-efficacy beliefs (Guskey, 1986). The average experience of the participants was 11 years. It was found in the study that years of teaching experience are not significantly associated with any of the other variables, such as teachers' efficacy beliefs. However, experienced teachers in the study did not hold themselves responsible for the students' failures. These teachers noticed that it was difficult to positively address students' learning problems with their own efforts and pedagogical knowledge.

CHAPTER III

3. METHOD OF THE STUDY

This chapter deals with the research design, participants of the study, data collection tools, and the procedure of analysing the data.

3.1. Research Design

This is a descriptive study that employs both qualitative and quantitative data collection tools, namely, a scale and semi-structured interviews with a greater emphasis on quantitative data followed by qualitative component to fill in gaps in the quantitative data. To obtain teachers' beliefs would contribute to the teachers' future professional developments. According to Kuper, Reeves, and Levinson (2008), "qualitative research allows for the generation of rich data and the exploration of real-life behavior, enabling research participants to speak for themselves." A qualitative descriptive research method is identified as a research method to "describe the existing phenomena as accurately as possible" (Atmowardoyo, 2018). Liaw (2012) noted that descriptive qualitative studies describe the existing phenomena and also reveal the future research areas and the connections overlooked by previous researches. On the other hand, as Yılmaz (2013) notes, "quantitative research can be defined as research that explains phenomena according to numerical data which are analysed by means of mathematically-based methods, especially statistics" (p. 311). This research aims to develop and analyses the data within causal relationships by statistically measuring it. Consequently, the interpretation of the data was based on both qualitative and quantitative results.

3.2. Participants

The participants of the study were 158 young learner EFL teachers who worked in primary schools. 87 of the total participants were experienced young learner EFL teachers and 71 of them were novice young learner EFL teachers. If the EFL teachers have the experience of teaching young learners not more than three years, they are considered as novice teachers. The experienced teachers are those who have been teaching young learners more than three years. They were selected through a purposive

sampling basis. The purpose of choosing these participants was that they served the aim of the study. As a nonrandom technique, the researcher designates what needs to be investigated and sets out to find the participants who can provide the data for the study and who are willing to participate in the study in a purposive sampling method (Etikan, Musa, & Alkassim, 2016). As the purpose of the study is to investigate the young learner EFL language teachers' self-efficacy beliefs, two main criteria were used in selecting the participants. First, the participant teachers need to be EFL teachers, second, they need to be teaching young learners at the age between 7 and 12 years old. According to Slatterly and Willis (2001), young learners are the children whose ages are between 7 and 12 years old. Five novices and five experienced young learner EFL teachers were chosen from those who answered the scale were interviewed. At the end of the scale, those who wanted to be interviewed were asked to share their e-mail address. 5 of the participants gave their e-mail addresses for the interviews.

3.3. Data Collection Instruments

In the study, a scale (see Appendix A) and semi-structured interviews (see Appendix B) were the instruments of the study.

The quantitative data were gathered utilizing the TSES by Tschannen-Moran and Woolfolk Hoy (2001) in the study. The scale was formed with two sections, including both the short version with 12 items and the long version with 24 items. The short one was used as an instrument in the study. Some words on the original scale have been altered due to the relevance to the study. As the participants of the study were young learner EFL teachers, some words in the questions have been adapted accordingly. For instance, the word "attendance" in the second item has been changed to the word "participation," and the "assignment" in the fourth item has been changed to "homework". In the first section, the participants were asked for their consent to confirm whether they were willing to take part in the study.

Additionally, the young learner EFL teachers' demographic information was collected in the second section of the scale like age, gender, and teaching experience year. Lastly, in the third section, teachers were asked to rate their self-efficacy levels in terms of instructional strategies (item 3, 6, 9, 12), student engagement (item 1, 4, 7, 10), and classroom management (item 2, 5, 8, 11). An additional section had been included

for the teachers' additional comments to the end of the original scale. It was used a 5-point rating scale, with 1 indicating 'Nothing' and 5 indicating 'A great deal.'

According to Bryman (2016), “the calculation of the correlation will yield a figure, known as a coefficient, that varies between 0 (no correlation and therefore no internal consistency) to 1 (perfect correlation and therefore complete internal consistency)” (p. 170). The reliability score of the instrument was measured by conducting Cronbach Alpha (see Table 1 below).

Table 1.

Cronbach Alpha Statistics

	A	N of Items	N
Total Value	0.85	12	158
Classroom Management	0.66	4	158
Student Engagement	0.70	4	158
Instructional Strategies	0.67	4	158

As seen in the table, the result was $\alpha = 0.85$ for the whole scale with 12 items. Further, Cronbach-alpha coefficients of each subscale were also measured to assign the reliability and validity check. Cronbach-alpha value for instructional strategies subscale was $\alpha = 0.67$, the value for student engagement subscale was $\alpha = 0.70$, and the value for classroom management subscale was $\alpha = 0.66$. This proves that the instrument of the study is acceptable to collect data based on the aim of the study.

The questions about the subscales were randomly ordered on the scale. Four questions were asked about the instructional strategies to identify teachers' self-efficacy in using certain instructional methods. There were also four questions about student engagement to specify teachers' methods to motivate and engage their students. Lastly, four questions about teachers' self-efficacy regarding classroom management skills were included in the scale.

In addition, the qualitative data to gather more in-depth information on the teachers' beliefs were accumulated through semi-structured interviews. The questions consisted of some general and some specific questions to identify the beliefs clearly. They were prepared in accordance with the findings obtained from the TSES. For example, both the experienced and novice teachers were invited to speak about their

efficacy beliefs with regard to classroom management because there was a statistically significant difference between the beliefs of the two groups concerning classroom management. Moreover, the interview coding reliability was applied in independent-coder reliability method (Scott, 1955). The same qualitative data were coded independently by a naive coder who was not aware of the primary purpose of the research and by a professional coder. To ensure the findings, both the professional coder and the naive coder rephrased each sentence. Then the two sets of analysis produced by the coders were compared. In conclusion, the results demonstrated that the interview coding was reliable and valid.

3.4. Data Collection Procedure

First of all, the scale used in the research was prepared through Google Forms (it can be found on https://docs.google.com/forms/d/e/1FAIpQLScEmcoCmIv44cLt-bK5Z0SH8x1iNCaXZgBnqtx3YQMaRxE8gg/viewform?usp=sf_link). Then, for the purpose of easy access, the online form of the scale was submitted to the young learner EFL teachers on Facebook groups of young learner EFL teachers, Whatsapp, or e-mail. Young learner EFL teachers were notified about the purpose of the study. They were also assured that their participation in the TSES would be on a voluntary basis. Since the participants were English teachers, it was not deemed necessary to translate the items in the scale into Turkish.

The semi-structured interviews guided with nine pre-established questions served as a qualitative means of exploring both novice and experienced young learner EFL teachers' self-efficacy beliefs as employed in the TSES. However, on the basis of the teachers' responses to the questions, some additional questions were asked to gain more insights into the teachers' beliefs. Upon completion of the study, the participants were given the option to indicate their willingness to participate in the follow-up interviews at the beginning of the research. They were given a written and informed consent form which provided a thorough explanation of the study (see Appendix C). Four of the teachers who volunteered to participate in the interviews were interviewed face to face in their schools; the remaining six were interviewed through skype. The interviews lasted for approximately an hour and were audio-recorded with the participants' consent for data analysis purposes.

3.5. Data Analysis Procedure

After collecting the required data from the TSES, the requested statistical analyses were performed using the statistical analysis program of the Statistical Package for the Social Sciences (SPSS, Version 23). The data were transferred from Qualtrics (online tool) to SPSS to conduct further analysis. First, the report was examined, and then the responses were exported into SPSS to analyze the data.

The descriptive analysis of the items for both novice and experienced young learner EFL teachers was done to answer the research questions. The finding acquired from the descriptive analysis was presented in the form of frequency tables with the mean scores and standard deviation.

Before deciding on the test to be used to reveal if there is a statistically significant difference, the data normality test was applied to find out whether data were parametric or non-parametric. Statistical tests results are divided into "parametric tests" and "nonparametric tests" in general. A normality test is performed to determine which of these tests is appropriate to a given data set. If the data has a normal distribution, then parametric tests are appropriate to use. However, if the data is not normally distributed, then non-parametric tests are applicable to analyze the data. Kolmogorov-Smirnov test is one of the most powerful tests to detect whether a sample comes from a non-normal distribution. Whether the sample size is greater than 35, the Kolmogorov-Smirnov test is applied to measure the normality of the data (Mckillup, 2011). If the significance level is high at the level of $p < .05$, the hypothesis is refused, and it is decided that the distribution is not normal. According to the Kolmogorov-Smirnov test, the data of the study were not normally distributed ($p = .000$). The results of the normality test can be found in Table 2.

Table 2.
Data Normality Test Results

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
1-How much can you do to motivate students who show low interest in learning English?	.228	158	.000	.871	158	.000
2- How much can you do to maintain high attendance in your English class?	.232	158	.000	.851	158	.000
3- How much can you use a variety of assessment strategies in your English class?	.206	158	.000	.879	158	.000
4- How much can you do to make the English class enjoyable for all students?	.225	158	.000	.818	158	.000
5- How much can you do to get students to turn in homework promptly?	.223	158	.000	.870	158	.000
6- To what extent can you provide an alternative explanation or example when your students are confused?	.311	158	.000	.759	158	.000
7- How much can you do to make students believe that they can do well in English?	.259	158	.000	.826	158	.000
8- How much can you do to calm down who is noisy and uncooperative in your English class?	.209	158	.000	.850	158	.000
9- To what extent can you craft good questions for your students?	.216	158	.000	.838	158	.000
10- How much can you do to make students appreciate the potential benefits associated with learning English?	.250	158	.000	.835	158	.000
11- How well can you establish a classroom management system with each group of students?	.218	158	.000	.848	158	.000
12- How well can you implement alternative instructional strategies when a certain strategy does not work?	.244	158	.000	.858	158	.000

According to Larson-Hall (2015), The Mann-Whitney U test is applied instead of the independent-sample t-test as a non-parametric test when the distribution is not normal. It was administered to reveal whether there are any differences between novice and experienced teachers' beliefs. The test was conducted to analyze 3 subscales of the scale. Therefore, it was applied to each variable separately to investigate teachers' beliefs concerning student engagement, classroom management, and instructional strategies.

The analysis of the qualitative data consisted of data collected from semi-structured interviews and the additional comments section at the end of the scale. The frequency of participants' responses to each question was collected, transcribed, and grouped into general categories to provide information and background regarding teachers' self-efficacy. Themes in the participants' answers to the questions were then classified and controlled for the accuracy of data collected from the interviews and the additional comments through content analysis method. This scientific method aims to gather similar data within the context and themes and to interpret them so that the reader can comprehend; it allows the study of verbal, written and other materials in an objective and systematic way (Bengtsson, 2016).

CHAPTER IV

4. FINDINGS

This chapter introduces the findings acquired from the data collection tools, namely the TSES and semi-structured interviews as well as the additional comments that the participating teachers put on the scale are presented within the framework of the research questions that guided the study as presented below:

1. What are the self-efficacy beliefs of experienced young learner EFL teachers?
2. What are the self-efficacy beliefs of novice young learner EFL teachers?
3. Is there a significant difference between novice and experienced young learner EFL teachers' self-efficacy beliefs with respect to their experience concerning their instructional strategies, student engagement, and classroom management?

4.1. What are the self-efficacy beliefs of experienced young learner EFL teachers?

This section presents the findings pertaining to experienced young learner EFL teachers' self-efficacy beliefs. The findings obtained from the TSES are presented in Table 4. To interpret the teachers' self-efficacy level, the mean scores of each item are taken into consideration. The closer the mean score is to 5, the higher the teachers' self-efficacy level is. Accordingly, teachers' self-efficacy levels are interpreted, as stated in *Table 3*.

Table 3.

The Evaluation Diagram of Teachers' Self-efficacy Score Intervals

Teachers' Self-efficacy Level	Mean Score
Nothing (Very low self-efficacy level)	1.00 – 1.80
Very little (Low self-efficacy level)	1.81 – 2.60
Some influence (Moderate self-efficacy level)	2.61 – 3.40
Quite a bit (High self-efficacy level)	3.41 – 4.20
A Great deal (Very high self-efficacy level)	4.21 – 5.00

The abbreviations included in the findings are E for the experienced young learner EFL teachers, followed with a number. For example; (ET4) means the fourth experienced young learner EFL teacher who participated in the interviews.



Table 4.
Experienced Young Learner EFL Teachers' Self-efficacy Beliefs

Statements	1 Nothing		2 Very Little		3 Some Influence		4 Quite a Bit		5 A Great Deal		Mean	SD
	f	%	f	%	f	%	f	%	f	%		
SE 1. How much can you do to motivate students who show low interest in learning English?	0	0	4	4.6	21	24.1	32	36.8	30	34.5	4.01	.88
CM 2. How much can you do to maintain high participation in your English class?	0	0	3	3.4	15	17.2	40	46.0	29	33.3	4.09	.80
IS 3. How much can you use a variety of assessment strategies in your English class?	1	1.1	3	3.4	30	34.5	33	37.9	20	23.0	3.78	.88
SE 4. How much can you do to make the English class enjoyable for all students?	0	0	1	1.1	15	17.2	40	46.0	31	35.6	4.16	.74
CM 5. How much can you do to get students to turn in homework promptly?	1	1.1	8	9.2	19	21.8	31	35.6	28	32.2	3.88	1.00
IS 6. To what extent can you provide an alternative explanation or example when your students are confused?	0	0	0	0	8	9.2	30	34.5	49	56.3	4.47	.66
SE 7. How much can you do to make students believe that they can do well in English?	2	2.3	3	3.4	13	14.9	37	42.5	32	36.8	4.08	.93
CM 8. How much can you do to calm down who is noisy and uncooperative in your English class?	0	0	3	3.4	24	27.6	26	29.9	34	39.1	4.04	.90
IS 9. To what extent can you craft good questions for your students?	0	0	2	2.3	21	24.1	34	39.1	30	34.5	4.05	.82
SE 10. How much can you do to make students appreciate the potential benefits associated with learning English?	0	0	2	2.3	16	18.4	44	50.6	25	28.7	4.05	.75
CM 11. How well can you establish a classroom management system with each group of students?	0	0	5	5.7	17	19.5	38	43.7	27	31.0	4.00	.86
IS 12. How well can you implement alternative instructional strategies when a certain strategy does not work?	1	1.1	1	1.1	20	23.0	42	48.3	23	26.4	3.97	.80

SE: Student Engagement □

CM: Classroom Management

IS: Instructional Strategies

When the responses given to *Quite a bit*, and *A great deal* are taken into consideration, it can be claimed that experienced young learner EFL teachers believe that they are self-efficacious in all aspects of classroom practice included in the TSES.

As it is seen in the experienced teachers' beliefs about *instructional strategies* in Table 4, the sixth item related to the one particular aspect of instructional strategies has the highest mean score ($M = 4.47$, $SD = .66$). This demonstrates that the majority of experienced young learner EFL teachers identify themselves very highly efficacious in *providing an alternative explanation or examples when their students are confused*. Furthermore, the item with the second-highest score related to instructional strategies subscale is the ninth item ($M = 4.05$, $SD = .82$). They also feel high efficacious in *crafting good questions for their students*. Likewise, the twelfth item has the third-highest mean score in instructional strategies subscale ($M = 3.97$, $SD = .80$). They highly believe that they can *implement alternative instructional strategies when a certain strategy does not work in their English classes* ($M = 3.78$, $SD = .88$). Lastly, the third item has the lowest mean score not only in instructional strategies subscale, but also all three subscales of the TSES. When the responses given to *Some influence* are considered, 34.5 % of experienced young learner EFL teachers believe that their self-efficacy level is moderate in *using a variety of assessment strategies in their English class*.

The items related to *student engagement* subscale are, respectively, the fourth item about *making the English class enjoyable for all students* ($M = 4.16$, $S = .74$), the seventh item about *making students believe that they do well in English* ($M = 4.08$, $S = .93$), the tenth item about *making students appreciate the potential benefits associated with learning English* ($M = 4.05$, $S = .75$) and the first item about *motivating students who show low interest in learning English* ($M = 4.01$, $S = .88$). According to Table 3, it can be argued that experienced young learner EFL teachers' self-efficacy level is high in all aspects of student engagement in the TSES. Besides, the findings obtained from the interviews seem to support the findings acquired from the responses of experienced teachers' self-efficacy beliefs to the TSES concerning student engagement presented in Table 4. In the interviews, experienced teachers were asked whether they have problems to engage their students in the class practice. Almost all participating experienced teachers responded that they had no problems in engaging their students. They also reported that they use some strategies to engage their young learners in the class to make their lessons enjoyable and meaningful. The most frequently cited strategy they

apply is *using motivational materials* (10 citations). This is followed by another strategy, namely *giving students responsibilities* (2 citations). The following extracts illustrate what teachers claimed about the strategies they used:

“I take my students interests and needs into consideration. I try to update myself and utilize Edtechs...I like making jokes or telling anecdotes about myself, which attracts my students’ attention so much.” (ET4)

“Students’ continuous participation ... always make me feel strong as an experienced teacher. I motivate them by employing visual material, a song, and a piece of context taken from other disciplines provides motivation.” (ET2)

“I use Class Dojo and a reward system to encourage students.” (ET18)

“... I make my lessons attractive by using games and multimedia.” (ET3)

“We usually play words, games, and puppets. I also give extra responsibility to the class which young learner students like to do very much.” (ET1)

“... I also provide my students with the opportunity to choose the type of activities or materials during the class. When doing activities in the class or give projects, I want them to choose...” (ET4)

In the items related to experienced young learner EFL teachers’ self-efficacy beliefs about *classroom management*, they reported high self-efficacy level in all aspects of classroom management. As seen in Table 4, the second item has the highest mean score in terms of the teachers’ classroom management efficacy ($M = 4.09$, $S = .80$). This shows that they perceive themselves as highly efficient in *maintaining high participation in their English class*. In the eighth item, they also report a high self-efficacy level which is about *calming down who is noisy and uncooperative in their English class*. ($M = 4.04$, $S = .90$). The following item with the third-highest mean score is the eleventh item which is about *establishing a classroom management system with each group of students* ($M = 4.00$, $S = .86$).

Moreover, they feel highly efficacious in the fifth item related to *getting students to turn in homework promptly* ($M = 3.88$, $S = 1.00$). Furthermore, in parallel with the findings in Table 4, experienced young learner EFL teachers reported they feel highly efficacious in classroom management. The following extracts from the interviews show their feelings:

“I am good at classroom management, using a wide range of teaching strategies and methods, making use of different materials appealing to students with different learning styles, and using technology” (ET15)

“I feel strong in classroom management; I make use of plenty of materials in my classes especially the ones which are related to technology.” (ET12)

To clarify the way of their classroom management, experienced young learners EFL teachers were asked about what types of classroom strategies they use in managing the classroom. In Table 5, their responses are seen about the items related to classroom management strategies.

Table 5.

Experienced Young Learner EFL Teachers’ Responses Concerning Classroom Management Strategies

Theme	Codes	Number of Citations
Classroom Management	Using audio and visual materials	14
	Rewarding	8
	Employing activities suitable for student needs	8
	Modeling	6
	Establishing clear expectations and consequences	6
	Non-verbal warning	6
	Verbal warning	5
	Punishment	5
	Immediate feedback	4
	Homework follow-up	3
	Consistency	3
	Giving responsibility	3
	Setting up rules with students	2
	Asking pertinent questions	2
	Creating a peaceful atmosphere	2
	Using time effectively	2
Being fair	1	
Avoiding punishment	1	
Total		81

As they shared in the interviews, they conduct different types of strategies to manage the students during the learning process such as *using audio and visual materials* (14 citations), *rewarding* (8 citations), *employing activities suitable for student needs* (8 citations), *modeling* (6 citations), *establishing clear expectations and consequences* (6 citations), *non-verbal warning* (6 citations) and *verbal warning* (5 citations), *punishment* (4 citations), *immediate feedback* (4 citations), *homework follow-up* (3 citations), *consistency* (3 citations), *giving responsibility* (3 citations), *setting up rules with students* (2 citations), *asking pertinent questions* (2 citations), *creating a peaceful atmosphere* (2 citations), *using time effectively* (2 citations), *being fair* (1 citation), *avoiding punishment* (1 citation). The teachers' extracts below illustrate these findings:

"I raise one of my hands to show I am ready for the lesson and cover my mouth with my other hand as a sign to say I am silent. That's one of the most popular signs I use in the class. I usually give them some promises, such as if they stay calm, they can watch English cartoons. By giving them responsibilities, their energies can canalize. I have got some rules for the class. I allow them to know these rules at the beginning of the year. For example; speaking in turn, speaking with friends politely." (ET1)

"I let them take part in classroom activities, ask them for some classroom jobs such as cleaning the board, helping technological materials. I also allow them to provide extracurricular content, such as a song, a poem, a joke, a real-life based event and so on. I employ visual and audial content ..." (ET2)

"If they get bored, I just stop teaching for 5 minutes and find a piece of music or something enjoyable and join them..." (ET3)

"As they are young learners, I say 'you made me feel sorry today, why do you do that?'" (ET4)

"I answer my students' questions immediately, give feedback on their assignments as soon as possible, ask questions on the handled-context when they get bored or lose their concentration, and employ visual and audial content...I also let them take part in classroom activities, ask them for some classroom tasks, such as cleaning the board, helping the use of technological materials. I also allow them to provide extracurricular content, such as a song, a poem, a joke, a real-life based event and so on." (ET2)

4.2. What are the self-efficacy beliefs of novice young learner EFL teachers?

In this section, the findings related to the self-efficacy beliefs of novice young learner EFL teachers are presented. Table 6 shows the frequency, percentage, mean, and standard deviation scores of the teachers' responses giving to the items in the TSES. To interpret novice young learner EFL teachers' self-efficacy level, the mean scores of each item are taken into consideration. The closer the mean score is to 5, the higher the teacher's self-efficacy level is. Novice teachers' self-efficacy levels also interpret on the basis of the mean scores, as stated in Table 3.

The abbreviations included in the findings are NT for the novice young learner EFL teachers, and followed with a number. For example; (NT2) means the second novice young learner EFL teacher who participated in the interviews.

Table 6.

Novice Young Learner EFL Teachers' Self-efficacy Beliefs

Statements	1		2		3		4		5		Mean	SD
	Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal			
	f	%	f	%	f	%	f	%	f	%		
SE 1. How much can you do to motivate students who show low interest in learning English?	0	0	3	4.2	21	29.6	36	50.7	11	15.5	3.77	.75
CM 2. How much can you do to maintain high participation in your English class?	1	1.4	7	9.9	18	25.4	22	31.0	23	32.4	3.83	1.04
IS 3. How much can you use a variety of assessment strategies in your English class?	2	2.8	7	9.9	22	31.0	24	33.8	16	22.5	3.63	1.03
SE 4. How much can you do to make the English class enjoyable for all students?	0	0	1	.6	35	22.2	67	42.4	55	34.8	4.05	.79
CM 5. How much can you do to get students to turn in homework promptly?	0	0	4	5.6	22	31.0	29	40.8	16	22.5	3.80	.85
IS 6. To what extent can you provide an alternative explanation or example when your students are confused?	0	0	0	0	14	19.7	28	39.4	29	40.8	4.21	.75
SE 7. How much can you do to make students believe that they can do well in English?	1	1.4	5	7.0	12	16.9	30	42.3	23	32.4	3.97	.95
CM 8. How much can you do to calm down who is noisy and uncooperative in your English class?	0	0	9	12.7	25	35.2	19	26.8	18	25.4	3.64	1.00
IS 9. To what extent can you craft good questions for your students?	0	0	2	2.8	17	23.9	30	42.3	22	31.0	4.01	.81
SE 10. How much can you do to make students appreciate the potential benefits associated with learning English?	0	0	3	4.2	14	19.7	30	42.3	24	33.8	4.05	.84
CM 11. How well can you establish a classroom management system with each group of students?	0	0	2	2.8	22	31.0	24	33.8	23	32.4	3.57	.86
IS 12. How well can you implement alternative instructional strategies when a certain strategy does not work?	0	0	6	8.5	18	25.4	27	38.0	20	28.2	3.85	.93

SE: Student Engagement

CM: Classroom Management

IS: Instructional Strategies

As it is seen in Table 6, concerning the teachers' self-efficacy beliefs about *instructional strategies*, the sixth item has the highest mean score not only in instructional strategies subscale, but also in all the aspects of classroom practice in the TSES (M = 4.21, S = .75). This demonstrates that novice young learner EFL teachers believe that their self-efficacy level is very high in *providing an alternative explanation or example when their students are confused*. According to their responses given to *Quite a bit* and *A great deal*, 81.2 % of novice teachers reported that their self-efficacy level is very high. The following item with the second highest mean score is the ninth item (M = 4.01, S = .81) which is about *crafting good questions for their students*. Also, the twelfth item (M = 3.85, S = .93) which is about *implementing alternative instructional strategies when a certain strategy does not work* is high. Notwithstanding that they reported high self-efficacy level in these of instructional strategies, novice young learner EFL teachers indicated in the third item that they have a lower self-efficacy level in *using a variety of assessment strategies in their English class* as compared to the other areas of instructional strategies (M = 3.63, S = 1.03).

The findings related to their beliefs about *student engagement* demonstrate that a majority of novice young learner EFL teachers feel that their efficacy level is high. When the responses given to *Quite a bit* consider, 42.3 % of novice teachers feel highly efficacious in *making students appreciate the potential benefits associated with learning English* (M = 4.05, S = .84) and *making the English class enjoyable for all students* (M = 4.05, S = .79). Moreover, when the responses given to *Quite a bit* take into consideration, 50.7 % of novice teachers also believe that they have a high self-efficacy level in *motivating students who show low interest in learning English* (M = 3.77, S = .75). However, 29.6 % of novice teachers believe that their efficacy level is moderate in motivating their students. Moreover, novice teachers were asked whether they have difficulties in engaging their young learners in their classrooms. Majority of them noted that they have no challenges in engaging their students. To respond to the question "In what ways do you feel strong as a novice teacher?", the most frequently cited area in which they feel strong is student engagement. The extract taken from the interview proves this fact:

"As a novice teacher, I feel strong in making my students feel happy and energetic and also engaging them in the class. Their reaction is very important to my struggle and desire" (NT4)

"... when they feel they are valuable and I love them they respect me more. It affects their attitudes toward learning English." (NT8)

The findings collected from the interviews' analysis also show that novice young learner EFL teachers engage their young learners by implementing different strategies such as *using motivational materials like songs, videos, stickers, and games* (5 citations), *verbal communication* (3 citations) and *creating a low-anxiety level environment* (2 citations). These findings are put forward in the following extracts:

"I motivate my students with warm-up activities like songs, videos or interesting subjects about the team." (NT3)

"I choose an activity or a game that I think they will love. This makes them participate so." (NT1)

"I always tell my students, "It is okay to make mistakes. You learn a language by making mistakes until you do not..." (NT5)

"I engage them in the class by using games, song, and simple presents in the class, for example, I always give stickers..." (NT4)

"Positive reinforcements, awards and being as a friend with them are some key factors in motivating my students." (NT2)

"I motivate them by using games, songs and simple presents in the lesson, for example, I always give stickers, and my students keep them..." (NT4)

Concerning the items related to *classroom management* efficacy, the items are, respectively: the second item (M = 3.83, S = 1.04) which is about *maintaining high participation in their English class*; the fifth item (M = 3.80, S = .85) which is about *getting students to turn in homework promptly*; the eighth item (M = 3.64, S = 1.00) which is about *calming down the noisy and uncooperative students in their English class*; and the eleventh item which (M = 3.57, S = .86) is about *establishing a classroom management system with each group of students*. Furthermore, novice teachers perceive themselves as highly efficacious in all aspects of classroom management. On the other hand, 12.7 % of novice teachers addressed that their self-efficacy level is low to *calm down noisy and disruptive students*. They were asked about their classroom management strategies in the interviews to reveal their beliefs. Table 7 represents novice young learner EFL teachers' classroom management strategies.

Table 7.

Novice Young Learner EFL Teachers' Responses Concerning Classroom Management Strategies

Theme	Codes	Number of Citations
Classroom Management	Punishment	12
	Verbal warning	11
	Establishing clear expectations and consequences	6
	Non-verbal warning	5
	Using audio and visual materials	5
	Modeling	4
	Rewarding	3
	Developing positive relationships with students	2
	Homework follow-up	2
	Giving clear instructions	2
Total		52

As it was analyzed from the interviews, they use different strategies to manage their students and all the components of the whole learning process such as *punishment* (12 citations), *verbal warning* (11 citations), *establishing clear expectations and consequences* (6 citations), *non-verbal warning* (5 citations), *using audio and visual materials* (5 citations), and *modeling* (4 citations), *rewarding* (3 citations), *developing positive relationships with students* (2 citations), *homework follow-up* (2 citations), *giving clear instructions* (2 citations). The below extracts are the good examples of these findings:

“I explain to them in private that their behavior is disruptive, and they should stop. If there is a reason for them to act like that, I listen to them and try to help them... I explain to them we will not tolerate this kind of behaviour, and they might have to face the consequences.” (NT5)

“I have a system to control the class. I draw a happy face to the board; when they become naughty and noisy, this face becomes sadder and sadder in 5 steps. The last step is the worst, and if they see the last face on the board, they get a small punishment. I use “no game, no break, no music” warnings.” (NT2)

“I am trying to deal with them individually and verbally. I am trying to solve the problems by allocating them special times... As a novice teacher, I think it is changeable depending on the situation. Students need and expect clear instructions...Especially I do this by using eye contact and using body language, with simple games and gifts they like...” (NT4)

“The first thing I care about is to be in the class on time. Since I believe that when a teacher is punctual, it will be effective in their students’ motivation... When the class is noisy, I wait silently for a short time, and then my students realize my silence, they stop being naughty. I think this system is very effective to calm down the students.” (NT3)

4.3. Is there a significant difference between novice and experienced young learner EFL teachers’ self-efficacy beliefs with respect to their experience concerning their instructional strategies, student engagement, and classroom management?

In this section of the study, it is intended to answer the third research question. The findings relevant to the third research question are offered and interpreted separately in consideration of each subscale.

Additionally, the Mann-Whitney U test applied three times for each subscale of the TSES to determine whether there is a significant difference between novice and experienced young learner EFL teachers' self-efficacy beliefs among these three subscales, namely efficacy in student engagement, efficacy in instructional strategies and efficacy in classroom management. Nachar (2008) mentioned that the Mann-Whitney U test could apply to find out the answers to research questions regarding the difference between the two groups.

4.3.1. Is there a significant difference between novice and experienced young learner EFL teachers' self-efficacy beliefs with respect to their experience concerning their instructional strategies?

To reveal whether there is a significant difference between novice and experienced young learner EFL teachers' self-efficacy beliefs in terms of their instructional strategies, the first Mann-Whitney U test was implemented in this section.

Table 8.

The Mann-Whitney U Test Results Concerning Instructional Strategies

Instructional Strategies	N	Mean Rank	Sum of Ranks	U	P
Novice Teachers	71	75.23	5270.50		
				2714.500	.188
Experienced Teachers	87	83.80	7290.50		

As it is seen in Table 8, while experienced teachers' mean rank is 83.80, novice teachers' mean rank is 75.23. According to this finding, it can allege that experienced teachers have a higher mean rank than novice teachers in terms of their self-efficacy beliefs in instructional strategies. However, according to the Mann-Whitney U test, it is revealed that there is no statistically significant difference between the two groups concerning instructional strategies ($U = 2714.500$, $P = .188 > .05$) respectively.

4.3.2. Is there a significant difference between novice and experienced young learner EFL teachers' self-efficacy beliefs with respect to their experience concerning their student engagement?

The second Mann-Whitney U test was conducted to indicate whether there is a statistically significant difference between novice and experienced young learner EFL teachers' self-efficacy beliefs concerning their student engagement.

Table 9.

The Mann-Whitney U Test Results Concerning Student Engagement

Student Engagement	N	Mean Rank	Sum of Ranks	U	P
Novice teachers	71	74.23	5341.00		
				2785.000	.284
Experienced Teachers	87	82.99	7220.00		

As it is seen in Table 9, novice teachers (mean rank = 74.23) have lower mean rank than experienced teachers (mean rank = 82.99). The p-value ($P = .284$) is still not smaller than the predetermined p of 0.05. Therefore, it is concluded that the two groups do not present statically significant differences concerning student engagement ($U = 2785.000$, $P = .284$).

4.3.3. Is there a significant difference between novice and experienced young learner EFL teachers' self-efficacy beliefs with respect to their experience concerning their classroom management?

In this section, the third Mann-Whitney U test applied to see whether there is a significant difference between novice and experienced young learner EFL teachers' self-efficacy beliefs with respect to their experience concerning their classroom management.

Table 10.

The Mann-Whitney U Test Results Concerning Classroom Management

Classroom Management	N	Mean Rank	Sum of Ranks	U	P
Novice teachers	71	71.56	5081.00		
				2525.000	.047
Experienced Teachers	87	85.98	7480.00		

As it is demonstrated in Table 10, experienced teachers (mean rank = 85.98) have higher mean rank than novice teachers (mean rank = 71.56). Moreover, the Mann-Whitney U test results indicated that there is a statistically significant difference between novice and experienced teachers' self-efficacy beliefs concerning classroom management ($U = 2525.000$, $P = .047$). Since the Mann-Whitney Test is ranked from the lowest to the highest, it can be claimed that while the group with the lowest mean rank has a smaller number of lower scores, the group with the highest mean rank has higher scores (Field, 2013). Consequently, this implies that experienced young learner EFL teachers' self-efficacy beliefs ($N = 87$), with the mean rank value of 85.98, are more likely to claim more efficacy in classroom management, compared to novice young learner EFL teachers' self-efficacy beliefs ($N = 71$), with the mean rank value of 71.56.

In line with the Mann-Whitney U outcomes above revealed, there is no statistically significant difference in young learner EFL teachers' beliefs both concerning student engagement and instructional strategies; whereas the results indicated that there is a statistically significant difference in their beliefs in terms of classroom management. Based on the findings acquired from Mann-Whitney U test results, it can be inferred that novice young learner EFL teachers have a moderate teachers' self-efficacy level with regards to classroom management compared to experienced young learner EFL teachers. However, when the findings of the study are

analyzed in detail, further analysis would contribute the above-mentioned findings. Furthermore, the qualitative part was applied to examine the findings of on a deeper level. For this reason, novice young learner EFL teachers were asked in what areas they feel they would need further improvement as novice teachers. The findings acquitted from the interviews with novice teachers seem to corroborate the Mann-Whitney U test results. Their responses demonstrate that most of them believe that they need further improvement in classroom management. The following extracts present novice teachers' beliefs in what ways they need further improvement:

"I do not feel strong in class control." (NT6)

"Rarely, I feel that I am too strict to my students and I feel that I have to gain more experience to find the balance between friendliness and strictness." (NT5)

"I am not good at outdoor activities." (NT10)

"Language teaching is ever-changing and dynamic, in every point we need to improve by conducting professional development strategies especially in managing; attending seminars and we are in the era of life-long learning." (NT2)

"I think I need further improvement in managing slow learners." (NT9)

As demonstrated by the findings of the TSES and the Mann-Whitney U test, the data obtained from the interviews confirm that the participant novice young learner EFL teachers do not find themselves sufficiently efficacious in terms of classroom management, compared to the participant experienced young learner EFL teachers, since they reported the issue of classroom management in which they feel they need further improvement.

On the other hand, the same question was asked experienced young learner EFL teachers, and they notified that they need further improvement most in student engagement. The experienced teachers' extracts mentioned below are the evidence of the fact;

"To further improvement in students' participation, I need to attend different workshops, seminar, and conference in ELT." (ET6)

"I need improvement in using more teaching techniques and materials in the classroom." (ET8)

“I don’t know exactly with how to participate the students with special education need because I have never learned anything about this during pre-service education.” (ET4)

It can be confirmed from the content analysis of the interviews and additional comments that experienced young learner EFL teachers feel quite effective concerning engagement of the students, strategies of giving instructions, and classroom management. It can also be determined that they feel they need further improvement, specifically in engaging the students.

Moreover, both novice and experienced young learner EFL teachers were informed about the findings acquired from the quantitative part that experienced teachers’ beliefs have a statistically significant difference concerning their beliefs in classroom management compared to novice teachers’ self-efficacy beliefs. Then, they were asked immediately after briefing whether they acknowledge the efficacy in classroom management is related to teaching experience. They expressed that they all believe in the relationship between the efficacy in classroom management and the teaching experience. The following extracts obtained from the interviews exemplify what teachers’ beliefs are:

“Of course, I do. Because almost nothing is the same in the class as in the books written for young learner teaching. The practice is different from the theory. As you become an experienced teacher, you find new ways of dealing with the problems. This way you can create your way.” (ET5)

“The more a teacher experiences, the easier the classroom management gets a teacher acquire self-produced strategies for dealing with noisy and uncooperative students and for better teaching. Besides a teacher can have various students and classroom environment prototypes over time.” (ET2)

“Of course, yes. Knowing the next step of the students’ behaviors can help the problem stop at the very beginning. To manage this, the teaching experience is the most important factor. Because it makes you practice management and deals with the students.” (ET3)

“Yes, because experienced teachers are more patient as a consequence of reaching different students. They gain patience through practice and experience. I think having experience is the difference between experienced teachers and novice teachers.” (ET1)

“I think teaching experience is related to class management. Because teachers gain experiences and practices in their teaching process by facing with different students’ personalities and so they can analyse and deal with the situations easily.” (NT3)

“Of course, it is related to teaching experience. In my practicum years, I had no idea about managing the classroom, by time and getting to know students, I became better, and I developed certain strategies through gaining experience. As a novice teacher, I am still developing them.” (NT2)

“I think classroom management is indeed related to teaching experience because it is not something you can learn from the books. There is a line between friendliness and strictness, and a teacher has to find it. Therefore, experience definitely helps with this.” (NT5)

Even though all the teachers supported the relationship between classroom management and teaching experience, only three of them stated that teaching background is not the only determinant vis-à-vis classroom management efficacy. The teachers' extracts taken from the interviews clarify their beliefs as follow:

“Yes, I think so. I believe that every mischievous student is serving as a teacher for teachers. We learn a lot from this kind of students. As you work with different students with different characteristics, you become better at classroom management. But of course, this is not all about the experience. A teacher’s characteristics also play a crucial role in his way of classroom management.” (ET4)

“It is related to experience, but it is not enough. Because we have to improve our teaching skills in this modern teaching era. There are many new techniques that we can use in class. When a teacher is aware of the suitable teaching techniques, it is not only about the teaching experience.” (NT4)

“Not only about having teaching experience but also about the class characteristics because your way of acting is different in each class.” (NT1)

When the findings of both experienced and novice teachers' descriptive analyses are compared, it seems that they reported some major differences in mean scores between their statistics results. For instance; experienced teachers ($M = 4.04$, $SD = 0.90$) have somewhat higher scores than novice teachers ($M = 3.64$, $SD = 1.00$) in managing disruptive and uncooperative students in their English classes mentioned in the eighth item. As it is mentioned above, this item is related to teachers’ self-efficacy beliefs in classroom management. Furthermore, while almost half of the experienced

teachers feel quite efficacious ($M = 4.00$, $S = 0.86$), around 30 percent of novice teachers feel slightly efficacious ($M = 3.57$, $S = 0.86$) in establishing a class management system for each group of students.



CHAPTER V

5. DISCUSSION AND CONCLUSION

It is reported on the discussion of the findings of the study and conclusions derived from these findings along with the implications. The chapter also presents suggestions for further research.

The study was applied to examine the novice and experienced young learner EFL teachers' self-efficacy beliefs and to explore whether any statistically significant difference exists between their beliefs concerning giving instructions, managing the classroom, and student engagement. The study utilizes both quantitative and qualitative research methods (TSES and semi-structured interviews) to collect data with respect to the questions.

The first finding of the study is that both novice and experienced young learner EFL teachers' self-efficacy beliefs were found to be quite high in general concerning three subscales of the scale, namely instructional strategies, student engagement, and classroom management. It can be observed that Tschannen-Moran and Woolfolk Hoy's study in 2001 and their study in 2002 using the same scale, are parallel to the current study. In Tschannen-Moran and Woolfolk Hoy's study conducted with 410 teachers in 2001 and another study conducted with 255 teachers in 2002 by the same researchers, it was claimed that teachers feel highly efficacious in engagement, giving instructions and managing the classrooms. Another study was carried out by Çapa (2005) with teachers in the first year of profession using the same scale. The findings of that study are also consistent with the findings of the current study in terms of teachers' high-level of self-efficacy beliefs in managing their classrooms, student engagement, and instructional strategies.

The study also underlines another finding stating that no statistically significant difference has been found in novice and experienced young learner EFL teachers' beliefs regarding student engagement and instructional strategies. According to Bandura (1997), self-efficacy level depends on the task assigned and can be different according to the type of task. For instance, even though novice teachers' self-efficacy level is the highest in motivating the students, their efficacy level is the lowest in class management according to the findings acquired from the study. The reason for their high efficacy level in student engagement can be those novice teachers are well aware of how to

apply technology to their classes, and they also address the student participation techniques from the early years of teaching (Tschannen-Moran & Hoy, 2007). Additionally, the data gathered from the study contributes to an explicit understanding that novice young learner EFL teachers feel as efficacious as experienced young learner EFL teachers in student engagement. Both novice and experienced teachers use motivational material to engage their students in class. The results obtained by Chen and Chen (2009) and Safdarian (2012) showed that the use of materials that are suitable for students' interests increases their engagement in English classes and results in active learning. Furthermore, in the study, as per the Mann-Whitney U results, there is no statistically significant difference in novice and experienced young learner EFL teachers' self-efficacy beliefs concerning instructional strategies efficacy. This might be explained by both novice and experienced teachers' self-perception; according to this, teachers conduct appropriate instructional practices for their student levels and perceive themselves as efficacious in this respect. They need instructional strategies to gain insight into students' achievements and progress in learning English. According to Paquette and Rieg (2008), especially for young learners, the selection of appropriate materials is very crucial in this process.

Finally, the last and the most remarkable finding is the statistically significant difference as revealed by the Mann-Whitney U test results between novice and experienced young learner EFL teachers' self-efficacy beliefs in terms of efficacy in classroom management. This demonstrates that teaching experience might contribute to the teachers' self-efficacy beliefs concerning efficacy in classroom management. Considering the finding, it can be realized that experienced young learner EFL teachers have a higher teachers' self-efficacy level than novice young learner EFL teachers in managing their classrooms especially in dealing with noisy and disruptive students. As O'Brien & Goddard (2006) stated, teachers might not feel efficacious in classroom management in the first year of their profession and that they might need more knowledge of management. Concerning the findings showing a statistically meaningful discrepancy between the two groups in efficacy in classroom management, the study parallels with the study conducted by Tschannen-Moran and Hoy (2007) which concludes experienced teachers have higher teachers' self-efficacy levels in managing their classes. On the other hand, it contradicts with the findings of the current study in that experienced teachers' self-efficacy levels in instructional strategies were found to be higher than novice teachers. In the study conducted by Tschannen-Moran and Hoy

(2007), it was also discovered that there is no statistically significant difference between novice and experienced teachers' beliefs concerning student engagement. Moreover, as regards to findings acquired from the interviews, it was revealed that young learner EFL teachers believe in the link between teaching background and efficacy in classroom management. All the teachers interviewed agree that teaching experience would develop classroom management skills as working for years might give experienced teachers the chance to handle different types of students and teaching situations. Furthermore, most novice young learner EFL teachers reported in the interviews that they needed further improvement in classroom management. To support this, Campbell (1996) and Daugherty (2005) concluded that teachers' self-efficacy levels increase considerably with years of teaching experience. Tschannen-Moran and Hoy (2002) also stated that experienced teachers have found opportunities to develop practical classroom management skills over time. In contrast to these studies, some studies depicted no difference between teaching experience and teachers' self-efficacy beliefs (Chacon, 2005; Çimen, 2007; Celep, 2002). Novice teachers' low level of self-efficacy in managing as compared to experienced teachers might not be credited to the number of years they have spent in the profession, but rather their high expectations about their profession. It is also probable that experienced young learner EFL teachers have had significantly more mastery experiences than novice young learner EFL teachers (Bandura, 1997). Experienced teachers are, however, presumably aware of the challenges of classroom management. However, they believe they can manage to overcome the difficulties. Therefore, as remarkably productive teachers, they are likely to succeed in maintaining order in the classroom because of their positive beliefs (Henson, 2001).

Considering that teachers' self-efficacy beliefs are effective in shaping attitudes toward teaching (Bray-Clark & Bates, 2003), and that the study provided evidence indicating both novice and experienced teachers' beliefs about their high levels of self-efficacy, it can be claimed that the findings of the study are promising in terms of teachers' professional development as EFL teachers who perceive themselves efficacious in teaching and reflect these beliefs in their teaching strategies (Bandura, 1986).

5.1. Implications

The findings of the study provide several outcomes for curriculum developers and the young learner EFL teachers.

According to Henson (2001), teachers with a high level of self-efficacy have the potential to awaken their students' desire to learn English and also work more to provide the conditions for improvement of teachers' efficacy levels. Thus, the first implication of the study is the benefits of pre-service training (Loreman, Sharma, & Forlin, 2013; Christofferson & Sullivan, 2015) and in-service training (Kosko & Wilkins, 2009; Jahangir, Saheen, & Kazmi, 2012); these are the two ways to increase teachers' self-efficacy level, especially regarding classroom management efficacy. Moreover, the findings of the study conducted by Alan (2003) indicated that in-service training courses are generally perceived positively by novice teachers. The participants of Alan's study reported the in-service training programs as the most valuable training programs to develop their teaching methods. However, individual differences must be taken into account for the training process to be more productive.

Secondly, seminars, conferences, and workshops enriched with different activities can be provided in order to develop teachers' self-efficacy beliefs. Through these training sessions, teachers can be educated about the strategies to develop their efficacy. Oğuz and Kalkan (2011) reported in their study that these sessions would be useful regarding the increase of teachers' efficacy level.

Lastly, experienced teachers can share their experiences with novice teachers via semi-structured informal meetings, thereby shedding light on teachers' self-efficacy beliefs about instructional strategies, student engagement, and classroom management because possible issues the novice would experience in the teaching profession can be pointed out, and the ways of dealing with them can be deliberated, especially concerning classroom management. For instance, weekly discussions of their teaching practices might strengthen their self-efficacy level. In Fantilli and McDougall's study (2009), novice teachers claimed that experienced teachers have numerous resources and knowledge about teachers' self-efficacy to help novice teachers and that the process provides them with multifarious teaching practice and classroom experience. In this sharing practice, experienced teachers mentoring the novice, encourage their strengths, and help them anticipate possible issues.

5.2. Recommendations for Further Studies

The study was conducted entirely according to the self-reported data. However, more experimental research can be conducted to investigate the actual teachers' self-efficacy levels and how they are in their actual teaching practices. Besides, it is mainly based on the quantitative research method (scale) supported by qualitative data (semi-structured interviews). Thus, it would be beneficial to investigate young learner EFL teachers' self-efficacy beliefs conducting different research tools, (observation, for example), except for semi-structured interviews and scale, in a further study.

At the core of the study, the concentration was on teachers' self-efficacy beliefs concerning the classroom practices called instructional strategies, classroom management, and student engagement. Therefore, further studies could be conducted to investigate young learner EFL teachers' self-efficacy beliefs in terms of different variables.

Since the study was carried out only on a small group of young learner EFL teachers, it is suggested that more detailed studies should be implemented with language teachers, teaching at different levels and by increasing the number of the sample group.

Finally, a field survey could be administered to determine what needs to be done in order to enhance novice young learner EFL teachers' self-efficacy levels concerning classroom management. Subsequently, the study could be duplicated some years later to identify whether there is any measurable alteration in teachers' self-efficacy beliefs concerning classroom management.

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Appendix 2: Questionnaire

Dear participant,

The purpose of this study is to examine young learner EFL teachers' self-efficacy beliefs. Do NOT write your name on this questionnaire. Your responses will be anonymous and will never be linked to you personally. Your participation is entirely voluntarily. This survey will only take 5 to 10 MINUTES of your time. Your participation is very valuable. Thank you for your cooperation.

GülcanYoldaş

Graduate Student at Cag University



Section 1

In this section, you agree that you have answered the questions voluntarily.

1. Do you voluntarily consent to participate in this project? *

Yes

No

Section 2

The first section of the questionnaire asks you to provide some personal data.

1. What is your gender?

Female

Male

2. How old are you?

.....

3. How long have you been teaching young learners (from 7 to 12year-olds)?

.....

.....

Section 3

The questions in this section concern your self-efficacy beliefs as a young learner EFL teacher. Below, twelve questions about teachers' self-efficacy beliefs have been listed. Please indicate your opinion about each of the statements below. You have to assign a number to each question, and you can only assign each number once.

Response categories are as follows:

- (1) Nothing
- (2) Very little
- (3) Some influence
- (4) Quite a bit
- (5) A great deal

	(1)	(2)	(3)	(4)	(5)
1. How much can you do to motivate students who show low interest in learning English?					
2. How much can you do to maintain high participation in your English class?					
3. How much can you use a variety of assessment strategies in your English class?					
4. How much can you do to make the English class enjoyable for all students?					
5. How much can you do to get students to turn in homework promptly?					
6. To what extent can you provide an alternative explanation or example when your students are confused?					
7. How much can you do to make students believe that they can do well in English?					
8. How much can you do to calm down who is noisy and uncooperative in your English class?					
9. To what extent can you craft good questions for your students?					
10. How much can you do to make students appreciate the potential benefits associated with learning English?					
11. How well can you establish a classroom management system with each group of students?					
12. How well can you implement alternative instructional strategies when a certain strategy does not work?					

- 1- Additional comments about your self-efficacy as a young learner EFL teacher (you can write about in what area/s of classroom teaching, e.g., class control, motivating pupils, assessment, teaching methods/techniques) you feel strong and in what area/s you feel you need further improvement:

.....

If you would like to participate in an interview (maximum 15 minutes), which is the next step of this survey, please write your e-mail here. My e-mail address is gulcan_ylds@hotmail.com.

Appendix 3: Interview Questions

- 1- How do you think you motivate your students?
- 2- Do you maintain high participation of the students to the class? Why? Why not?
- 3- What kinds of assessment strategies do you employ the students? How?
- 4- Have you got any class management system for the students for example; on being punctual in returning homework? Why/Why not?
- 5- What kinds of management strategies do you apply to calm noisy and uncooperative students down?
- 6- Do you think the efficacy in classroom management is related to teaching experience? Why? Why not?
- 7- What types of classroom management strategies do you use in classroom practice as a novice/experienced teacher?
- 8- In what ways do you feel strong as a novice teacher/experienced teacher?
- 9- In what area/s do you feel you need further improvement as a novice/experienced teacher?

Appendix 4: Consent Form

Cag University

Project/Thesis: Young Learner EFL Teachers' Self-Efficacy Beliefs

Responsible Researcher: Gulcan Yoldas

Name of Participant:

1. I consent to participate in this project, the details of which have been explained to me, and I have been provided with a written plain language statement to keep.
2. I understand that the purpose of this research is to investigate what English language teachers' self-efficacy beliefs are.
3. I understand that my participation in this project is for research purposes only.
4. I acknowledge that the possible effects of participating in this research project have been explained to my satisfaction.
5. I understand that my interviews may be audio and/or videotaped and/or involve.
6. I understand that my participation is voluntary and that I am free to withdraw from this project anytime without explanation or prejudice and to withdraw any unprocessed data that I have provided.
7. I have been informed that the confidentiality of the information I provide will be safeguarded subject to any legal requirements; my data will be password protected and accessible only by the named researchers.
8. I understand that given the small number of participants involved in the study, it may not be possible to guarantee my anonymity.
9. I understand that after I sign and return this consent form, it will be retained by the researcher.

Participant Signature:

Date:

8. CURRICULUM VITAE

PERSONAL DETAILS

Name-Surname : Gülcan YOLDAŞ
Date of Birth : 20/11/1992
Place of Birth : Seyhan
Contact Information: E-mail : ttgce.c@gmail.com

EDUCATION

2018-2019: Çağ University, Institute of Social Sciences, Department of English Language Teaching, Mersin. (MA)

2013-2016: Çağ University, Institute of Social Sciences, Department of English Language Teaching, Mersin. (BA)

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2017 (September)- 2019(September): English Language Teacher, Private TED College, Adana.