REPUBLIC OF TURKEY
ÇAĞ UNIVERSITY
THE INSTITUTE OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE EDUCATION

ONLINE LEARNING SELF-EFFICACY PERCEPTIONS OF EFL LEARNERS AT A UNIVERSITY CONTEXT

THESIS BY
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MASTER THESIS

MERSIN / JANUARY 2022

APPROVAL

REPUBLIC OF TURKEY
ÇAĞ UNIVERSITY
DIRECTORSHIP OF THE INSTITUTE OF SOCIAL SCIENCES

We **certify** that thesis under the title of "…**Online Self-Efficacy Perceptions of EFL Learners at a University Context**" which was prepared by our student **Çağla YÜZER** with number **20198062** is satisfactory **consensus** for the award of the degree of **Master of Arts** in the Department of **English Language Education**.

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To my beloved family and my grandfather

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Çağla YÜZER

ACKNOWLEDGEMENTS

First, I would like to thank my parents and my brother, who have always been there to support me even for the days I thought I could not complete my thesis. Thank you for your encouragement and for believing in me no matter what. I owe every success of my life to you; without your help and love, I would not be the person who I am today. Thank you for being the family that everyone wants to have.

I also want to thank my husband, who always supported my academic career and the ideas he gave me for my thesis. My respect for your knowledge related to being a teacher is indescribable. Thank you for loving me and being such an amazing teacher as well as human being.

I owe special thanks to my supervisor Dr Semiha KAHYALAR GÜRSOY, for always being kind, helpful, patient and tolerant. Without your precious knowledge, guidance, continuous collaborations, and suggestions, I could not have completed my study.

I also want to thank my jury members, Dr Seden TUYAN and Dr Seda SIVACI, for their kind and valuable comments and suggestions on my thesis.

I am also thankful for all of the valuable master degree classes that Prof. Dr Şehnaz ŞAHİNKARAKAŞ, Dr Betül ALTAŞ and Dr Aysun DAĞTAŞ gave. Their contribution to my master degree knowledge is beyond words.

I owe massive thanks to my friends Cansu YANÇ and Emre ARTUT, who have always been there for me during my master degree journey. Thank you for your patience, friendships and ideas that you gave me. Without your help and encouragements, I could not have completed my thesis.

And lastly, I want to send my gratitude to my grandfather, who loved me and gave everything he could in my entire life. Explaining what you mean to me is an impossible task, considering how grateful I am for you. You have always been my mentor, friend, and my role model. Thank you for your guidance, support, love, and belief in me. Words are not enough to describe my love for you. You have always been and will always be my one and only hero. Thank you for just being you.

ABSTRACT

ONLINE LEARNING SELF-EFFICACY PERCEPTIONS OF EFL LEARNERS AT A UNIVERSITY CONTEXT

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Master Thesis, Department of English Language Education
Supervisor: Dr. Semiha KAHYALAR GÜRSOY
January 2022, 78 pages

This study was set out to research the OLSE competencies of college students during online education. Zimmerman and Kullikowich's (2016) "Online Learning Self-Efficacy Scale" (OLSES) was utilized to explore participants' OLSE competencies in the duration of online education. Also, this research investigated whether there is a relationship between participants' OLSE competencies and their age, English level, gender lastly, departments. In addition, the study also investigated the relationship between subscales of OLSES. The study consisted of 127 participants from the preparatory school of Çağ University. According to the results of the study, students' online self-efficacy levels are high. In addition, there is a significant positive correlation between the subscales of OLSES. However, there is no significant relationship between the OLSE competencies of the learners and their gender, age, English levels and departments. Furthermore, in order to obtain the online self-efficacy perceptions of the learners, a semi-structured interview was conducted among 11 volunteer students. The results of the interviews illustrated that motivation, self-confidence and infrastructural issues are three main themes that affect online self-efficacy levels of the learners.

Keywords: Online learning self-efficacy (OLSE), distance education

ÖZ

ÜNİVERSİTE BAĞLAMINDA İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRENEN ÖĞRENCİLERİN ÇEVRİMİÇİ ÖĞRENME ÖZ YETERLİLİK ALGILARI

Çağla YÜZER

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Ocak 2022, 78 sayfa

Bu çalışma, çevrimiçi eğitim sırasında üniversite öğrencilerinin OLSE yetkinliklerini araştırmak amacıyla yapılmıştır. Zimmerman ve Kullikowich'in (2016) "Çevrimiçi Öğrenme Öz Yeterlik Ölçeği" katılımcıların çevrimiçi eğitim süresince öz yeterlilik yetkinliklerini araştırmak için kullanılmıştır. Ayrıca bu araştırma katılımcıların çevrimiçi öz yeterlilik yeterlilikleri ile yaşları, ingilizce düzeyleri, cinsiyetleri ve bölümleri arasında bir ilişki olup olmadığını araştırmıştır. Ek olarak, çalışma aynı zamanda Çevrimiçi Öğrenme Öz Yeterlik Ölçeği'ne ilişkin alt ölçekler arasındaki ilişkiyi de kapsamaktadır. Çalışma, Çağ Üniversitesi Hazırlık Okulu'ndan katılan 127 katılımcıdan oluşmaktadır. Çalışmanın sonuçlarına göre öğrencilerin çevrimiçi öz yeterlik düzeyleri yüksektir. Ek olarak, alt ölçekler arasında anlamlı bir pozitif korelasyon olduğu ortaya çıkmıştır. Ancak öğrencilerin çevrimiçi öz yeterlilikleri ile cinsiyet, yaş, ingilizce düzeyleri ve bölümleri arasında anlamlı bir ilişki bulunmamaktadır. Ayrıca, öğrencilerin çevrimiçi öz yeterlik algılarını elde etmek amacıyla 11 gönüllü öğrenci arasında yarı yapılandırılmış bir röpörtaj gerçekleştirilmiştir. Röpörtaj sonuçları motivasyon, özgüven ve altyapı konularının öğrencilerin çevrimiçi öz yeterlik düzeylerini etkileyen üç ana tema olduğunu göstermiştir.

Anahtar Kelimeler: Çevrimiçi öğrenme ve öz yeterlik, uzaktan eğitim

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ABBREVIATIONS

EFL **:** English as a Foreign Language

OLSE **:** Online Learning Self-Efficacy

OLSEC **:** Online Learning Self-Efficacy Competency

OLSES **:** Online Learning Self-Efficacy Scale

SPSS **:** Statistical Package for the Social Sciences

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1. INTRODUCTION

Introduction

This section provides a broad overview of the research topic. It clarifies the aim as well as the significance of the perceptions of the university students' regarding learners' self-efficacy considering the online language learning courses. It also analyses the literature review related to the self-efficacy of the students, the brief history of online education and self-efficacy competencies in relation to distance learning education.

Background of the Study

The advancements and as well as the increment of the internet usage of both technology and technological devices have been uprising considering the deadly spreading disease called Coronavirus. Undoubtedly, the virus, which infects more people day by day, has shown its effects on the daily lives, duties of people. Considering the consequences of being infected by the virus, the governments have taken many precautions in all fields of the lives of the public. Since COVID-19 has been strengthening its effects from the crowd, the closeness of the citizens, people have been exposed to work via the internet, and students' education has been converted to distance learning in order to minimize gathering, socializing, and face to face interaction. By reason of the necessity of the separation of the learners from their classes, educators and friends, students have been led to benefit from the internet as well as the technological devices in order to maintain their education. In that respect, students are autonomous learners since there is no face-to-face interaction with both instructors and peer groups. The sudden alteration of the educational system and its effects on both students and instructors have been focal points of many researchers interested in learning and teaching concepts. To exemplify, Basilaia and Kvavadze (2020) state that the quick transition to distance learning goes successful, and by gaining more experience, it can be applied more in the future. Also, Delen and Liew (2016) support the idea of readjusting the teaching and learning methods according to distance learning.

According to Bergamin, Ziska, Werlen, and Siegenthaler (2012), distance learning allows students to exercise volitional control and a range of techniques while also promoting tenacity in the face of difficulties. By using technology for educational functions, students find themselves improving their social interactions through

technological devices. Damary et al. (2017) claim that social contact is crucial in distant learning. In face-to-face education, social interaction between learners and instructions, as well as among students, is fostered in the classroom. However, in online education, discussion boards, forums, and e-mails facilitate contact between students and educators. Moreover, the learners are able to communicate with both teachers and students in the duration of online sessions. Nonetheless, due to time constraints, social interaction may not be adequately developed in online classes. Furthermore, some factors in online learning, such as background sounds or lack of technological equipment such as microphones, cameras, might severely impact social interaction. In addition, some students might not have enough knowledge about technological apparatuses, which may have a negative impact on learners. At this point, the self-efficacy concept comes into prominence.

As Maddux and Stanley (1986) accentuate that subsequently the publication of Bandura's work in 1977, the word "self-efficacy" has become one of the most commonly used topics in the literature of social, clinical, and counselling psychology. As defined by Bandura (1977), self-efficacy is an individual's belief in his or her ability to do the necessary activities to deal with prospective situations that might happen. Individuals' perceptions about how successfully they will carry out the actions they need to undertake in order to achieve a specific goal are based on these self-efficacy definitions. In addition, as stated by Zimmerman (1995), self-efficacy refers to a person's assessment of his or her capacity to complete and succeed at a task. Naturally, self-efficacy is considered as a key indication of people's ability to do demanding jobs that they have never done before. Since it is obligatory for learners to maintain their education via online platforms such as Zoom, Microsoft Teams, etc., the majority of the students have experienced online learning and its outcomes in terms of their self-efficacy. In that respect, several academics, such as Hodges (2008), hypothesise that self-efficacy is a critical component of academic achievement in online learning.

To summarize, learners should be prepared with the essential abilities to overcome negative sentiments and make successful judgments while learning, given the advancement of technology and the relevance of distance education. Considering how significant self-efficacy is in order for students to get the necessary education, both students and instructors are obliged to follow ways to increase the self-efficacy of the learners.

Statement of the Problem

Rodriguez and Loos-Santana (2015) state that the definition of self-efficacy is the confidence that individuals have in themselves to attain the intended goal. As also stated by Alqurashi (2016), learners' self-efficacy beliefs influence how they feel, think, and are motivated, hence how they act and behave. The lack of confidence and beliefs related to not being able to achieve the aim in the duration of learning might cause the unwillingness to make efforts among students. If the students feel inefficacy in face-to-face learning and distance learning, they undoubtedly will lose interest towards the courses. By cause of the spreading virus called the COVID-19 pandemic, the need, as well as the usage of distance education via online platforms, have begun to increase. There is no doubt that the learning environment in online education differs from that of a traditional classroom. In that respect, the educators' integration of technology into their lessons is inevitable. Many Web 2.0 tools, such as blogs, podcasts, etc., are top-rated in the language learning process. Alexander (2006) states that because they foster interactive engagement, stimulate student involvement in knowledge building, and give possibilities for peer collaboration, Web 2.0 tools and technologies have the potential to change both the learning and teaching processes. In online education, interaction is one of the essential aspects that affect both the learning and teaching processes. Together with the help of the instructors and the integration of Web 2.0 tools into the language learning courses, the self-efficacy of the learners are affected positively (Alexander, 2006). The increment of self-efficacy among learners might reflect itself via the willingness to take part in the lessons and the feeling of being capable of learning the language. The results of self-efficacy beliefs as well as the usage of Web 2.0 tools are not only limited to the relation of teacher-student but also with student to student. The connectivity between them carries vital significance in distant learning in terms of feeling efficacious. The feeling of isolation and being dropped out might be the result of the lack of interaction (Sherry, 1996, as cited in Usluel & Mazman, 2009). As stated by Usluel and Mazman (2009), Web 2.0 tools reinforce the connection process, strengthen active participation and bolster collaborative learning.

The transition period from high school to higher education for learners is one of the most critical moments of students' life, especially considering being apart from the families or changing the city where they grow up. By cause of distance education, the responsibilities of the learners are heavier compared to the students of previous years.

The challenges of both learning a new language and distance learning might constitute low self-efficacy among learners. Many research studies related to self-efficacy in the duration of traditional learning have been published throughout the years. However, the studies related to the COVID-19 pandemic and, in this regard, the conversion of the education system to online learning as well as its consequences to the learners from self-efficacy aspects are quite scarce. Anxiety and poor self-esteem, for example, might have a detrimental influence on learning. Alqurashi (2016) states that people who are unsure of their skills attempt to avoid tough activities since they may be a threat to them are referred to as having low perceived efficacy. Specifically, English language learners with inadequate competence, according to Nihehaus and Adelson (2013), are inclined to internalize difficulties and have poorer interpersonal skills than their classmates. Concerns and classroom issues have a detrimental impact on academic success, according to Nihehaus and Adelson's (2014) study. Therefore, self-efficacy beliefs have a significant impact on the learners' learning new language processes via distance learning. From this perspective, implementing self-efficacious activities in online learning is essential for greater learning.

Regarding the challenges of distance learning, appraising the self-efficacy levels of the higher education learners and the self-efficacy perceptions of their own have started to gain importance. Along with that, the departure from their homes, as well as the sudden transition from face-to-face learning to online education because of the COVID-19 pandemic, might be able to affect the levels of self-efficacy of the students. On that account, the perceptions of the learners' related to self-efficacy and the levels of their self-efficacy in the duration of online learning will be examined in this study.

Purpose Statement

This mixed-method research study will be set out to scrutinize the perception of the EFL students related to their online self-efficacy while taking English courses via online education. Another goal of the study is to determine the effects of both low and high self-efficacy of the learners in learning English in distance learning. The study also aims to comprehend the online self-efficacy competencies of the learners and determine whether their gender, age, department or English level show differences in terms of the level of the students' online self-efficacy. With the help of the previous literature, these questions will be attempted to find answers.

1. What are the online self-efficacy levels of university students' considering online education?
    a. Is there a relationship between the subscales of the OLSES?
2. Are there any significant differences related to students' online self-efficacy in online learning based on their; Gender,Age ,English level,Department
3. What are the perceptions of university students' regarding their online self-efficacy beliefs in the duration of online language learning?

Significance of the Study

The researchers in the ELT field have endeavoured to explore new methods and approaches to get better outcomes during the learning process, mainly concerned with face-to-face education. However, the rise of technological devices and the consequences of Coronavirus' effects have directed education's aspects to online programs. The lack of studies related to the perceptions of the English language learners' self-efficacy in the duration of online education in Turkey has given this research study a chance. EFL learners' perceptions about self-efficacy in the duration of online learning at a university's preparatory school in Turkey will be examined in this research.

Literature Review

Self-Efficacy

According to Bandura (1986), faith in one's ability to coordinate and diminish the actions needed to produce provided attainments is what self-efficacy means. One of the hypotheses of Bandura's (1977, 1986) works related to self-efficacy is that the maker of the self-efficacy is the activity selections and persistence of the learners. Schunk (1996) gives an example of this issue. Schunk (1996) offers an example of a student with a low sense of self-efficacy and a learner with high self-efficacy. The first student might avoid the task that the teacher gives; however, the second student who believes himself that he is capable of doing the task accepts doing it without hesitation. Schunk (1996) supports the idea that students who believe they are able to perform well can work tougher and endure longer than those who question their abilities, particularly when faced with challenges. To him, students use their performances, observational interactions, persuasion techniques, and physiological responses to assess their self-efficacy. The self-efficacy of learners are able to be assessed using their own results as a reference.

Bandura (1986) reinforces his hypothesis by pointing out that the failures reduce self-efficacy; however, once students establish a good sense of efficacy, the loss will not have many effects. Schunk (1996) also states that when students get positive feedback regarding their tasks, an increasement in self-efficacy will be observed. However, if the efforts of students turn out poorly after the praises, then this increment will be temporary. Capacity, experience, abilities, the outcomes of the goals, importance of learning or other results are all critical factors that affect self-efficacy. In that respect, Bandura (1986) states that failures diminish self-efficacy, but if a strong feeling of efficacy is created, a failure may not have much of an influence. Furthermore, Schunk (1996) hypothesises that EFL learners can also gain self-efficacy information from other people's expertise by seeing models and making social comparisons. The greatest base for comparison is to observe others. Students who watch comparable peers do a task are more likely to feel effective because they believe they, too, are capable of completing it. As Heslin and Klehe (2006) clarify that self-efficacy is a powerful predictor of a person's effort, perseverance, planning, and eventual training and work success. On the other hand, there are lots of issues that affect one’s self-efficacy levels. Bandura (1997) claims that parents and caregivers provide experiences that impact children's self-efficacy in diverse ways. Self-efficacy is favourably influenced by home factors that help youngsters engage well with their surroundings. Also, Schunk and Pajares (2002) consider that when settings are rich in intriguing activities that engage children's curiosity and present challenges that may be addressed, children are encouraged to work on the activities and therefore learn new knowledge and abilities. They state that in terms of home surroundings, there is a lot of variation. Some contain resources that enhance children's thinking, such as computers, books, and puzzles, etc. Parents who are concerned about their children's cognitive development may devote time to learning with them. Other families may lack these resources, and adults may be unable to spend sufficient time on their children's education. Belsky (1981) states that children's academic development is accelerated by parents who create a loving, attentive, and supportive home environment, promote discovery and excite curiosity, and provide play and learning tools. In that respect, being efficacious begins with the family environment full of love and safety.

When parents prepare for a variety of mastery experiences, they are also important sources of self-efficacy knowledge (Bandura, 1997). Such experiences take place in homes that are full of activity and where youngsters are free to explore. In terms of

vicarious sources, parents who educate their children on how to cope with challenges and model perseverance and effort boost their children's self-efficacy. Peer groups become increasingly essential as kids get older (Steinberg, Brown, & Dornbusch, 1996). Persuasive information may also be found in the comfort of one's own home. Parents who embolden their children to attempt new things and support them in their endeavours help them grow into adults who are more capable of facing obstacles (Bandura, 1997).

To Schunk (1989), the acquired information, whether learned inside or outside of home, should be appraised. Learners consider such criteria as their judgments of their competence, task complexity, and effort exerted, external aid obtained, quantity and pattern of successes and failures, perceived likeness to models, and persuader credibility when evaluating efficacy (Schunk, 1989). Being self-efficacious is not the only impact on successful behaviour among the learners, but also the capability, knowledge, competence as well as the expected outcomes. When the required aptitude, knowledge, or capability is insufficient, high self-efficacy will not have resulted in competent performances (Schunk, 1996). Other scholars such as Creer and Wigal (1993) claim that perceptions are also significant for one’s self-efficacy levels since confidence is a vital element while doing the given task. Bandura (1977) showed pieces of evidence, including three effects of self-efficacy of one’s own. The first effect is the impact of self-efficacy level on individuals’ decisions. For instance, students mainly would rather engage with the things they feel they can master and evade the task when they feel incapable. The second effect, which was put forward by Bandura (1977), is the impact of motivation on the self-efficacy of the learners, which means that patients with a strong feeling of efficacy are more likely to put up a lot of effort in their activities and to persevere in the face of challenges. As for the third and the last effect, self-efficacy perception has an influence on thinking and intellectual processes. Creer and Wigal (1993) support the idea that patients with a strong feeling of efficacy focus their attention and cognitive talents on solving difficulties, whereas patients with low self-efficacy obsess about what may go wrong with their attempts.

To sum up, with Bandura’s work (1986), self-efficacy beliefs, social cognition theory influence people's decisions, effort, tenacity and perseverance in the face of adversity, and the level of anxiety or tranquillity they experience as they engage in the countless activities that make up their lives.

Self-Efficacy in Second Language Learning

Schunk (1995) states in his research that in order for learners to gain achievement in learning processes, self-efficacy carries out vital significance. According to research, students with high academic self-efficacy are more inclined to take on complex assignments (Bandura & Schunk, 1981). On the other hand, students with poor self-efficacy are hesitant to face obstacles and frequently avoid taking on challenging jobs (Schunk, 1990). By cause of the importance of self-efficacy of the learners, scholars have turned their interests to investigate the self-efficacy concept in second language acquisition (SLA) in recent years. For instance, researchers such as Chen and Lin (2009) have done research concerning the writing skills performance of higher education students and their self-efficacy in Taiwan. Likewise, Woodrow (2011) claims in his study that Self-efficacy appears to be a mediator between students' English proficiency and their learning apprehension. Other academics such as Pajares (1996) have recommended that language learners' self-efficacy be assessed using multilayered questionnaires rather than generic self-efficacy questions. To him, learners' English self-efficacy will be measured with specific questionnaires concerning their English proficiencies. Based on this information, Wang et al. (2014) describe English self-efficacy as students' perception of how great one is able to complete the task successfully in English. In that respect, they also have created a questionnaire to assess EFL students' confidence in their listening, speaking, reading, and writing abilities. Their research might be seen as an impactful effort to examine EFL self-efficacy as an individual concept, and the questionnaire can be used to assess EFL learners' English self-efficacy in various situations.

Raoofi et al. (2012) highlight in their research that in the field of foreign language training, there is a substantial corpus of study on individual variations. Personal characteristics, learning preferences, learners' views, tactics, competence, age, and motivation are examples of individual variances. Individual variations appear to influence language learning performance, according to research. Based on the study's findings, first, it has been determined in intervention research that it is feasible to influence the levels of learners' self-efficacy in the second language acquisition process. The intervention studies have revealed a substantial link between the researcher's treatment and the students' self-efficacy views. Second, in foreign language learning environments, learners' self-efficacy has emerged as one of the most powerful independent factors on students' performances and accomplishments.

Online Self-Efficacy and Language Learning

Specifically, in the online learning environments, the knowledge related to the usage of the internet and internet-based communication programs&web sites, as well as the ability to perform a task that is given, is one of the essential factors that affect one's self-efficacy level. As Eastin et al. (2000) state in their studies that internet self-efficacy is the belief in one's ability to plan and carry out Internet-related actions in order to complete online tasks or homework. In their previous studies, they state that they did not come up with a measurement of self-efficacy for all internet usage programs; they put forward to measure self-efficacy levels through some online specific programs such as using a browser, etc. The Internet self-efficacy scale, which was developed by Eastin et al. (2000), is a self-assessment tool that evaluates one's ability to apply Internet skills more broadly, including the comprehension of the Internet software, hardware, finding necessary information, as well as confidence in learning progressive Internet competencies. Previous Internet experience and Internet use are both favourably connected to Internet self-efficacy; however, Internet stress is adversely related (Eastin & LaRose, 2000). When compared to those who have unfavourable views about technology, individuals who have good attitudes toward technology are more likely to have higher Internet self-efficacy, especially considering the distance education that the world is facing nowadays. In addition to that, Torkzadeh et al. (2006) put forward that Internet training can assist increase learners' Internet self-efficacy, especially for those with favourable views toward technology and low computer anxiety.

As Shakarami et al. (2013) point out, social components and psychology are crucially significant in terms of enhancing students' online self-efficacy and their online language learning processes. Shakarami et al. (2013) highlight in their research that the analysis of online self-efficacy provides as an essential aspect for assessing its effect on interpersonal communication and connection necessary in the language learning process facilitated by virtual and internet-based devices. According to him, students with strong web-based self-efficacy would gain from group self-efficacy in their online language learning assignments and connections, in addition to their capability to use technological devices in their language learning activities. Shakarami et al. (2013) also state that learning is viewed as a collaborative activity that may be accomplished through practice, engagement, and knowledge exchange with classmates and other online participants rather than relying on instructors.

Considering that many students connect the courses via laptops, as Eastin et al. (2000) state in their studies, computers are a complicated and difficult technology that requires a great deal of talent and significant training to use properly. Self-efficacy is critical for overcoming the dread that many new users have. The factors that affect the self-efficacy levels of the learners can be seen in Figure 1.

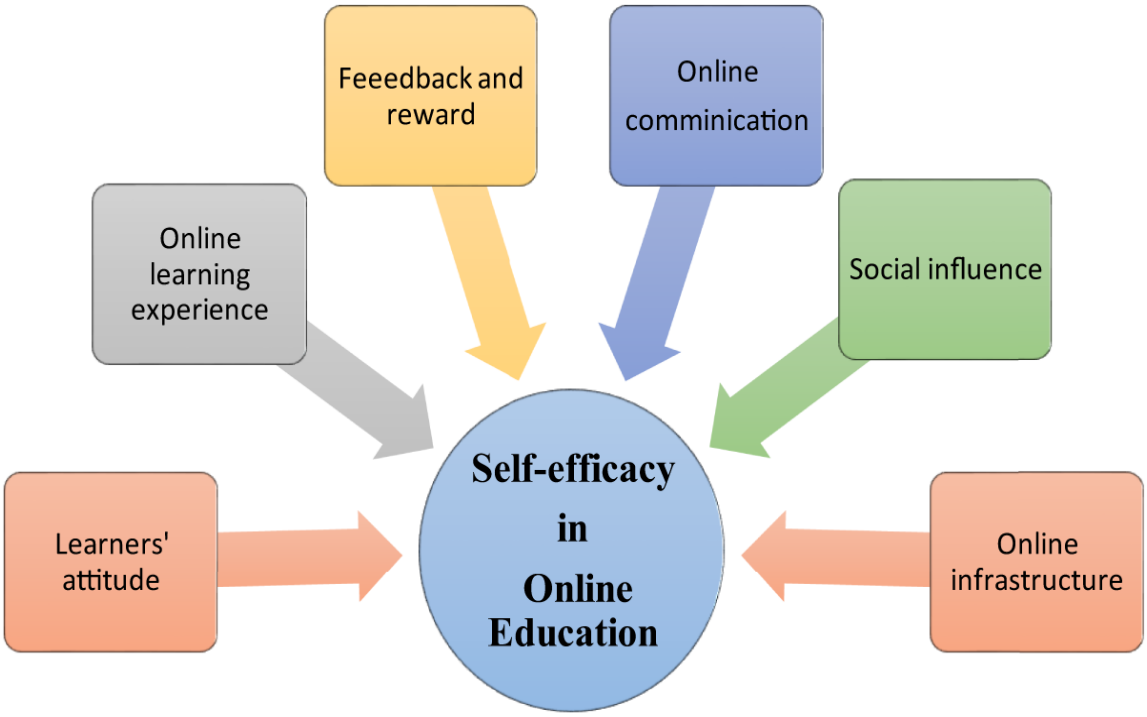

Figure 1. Factors influencing self-efficacy in online education

Note. This figure was produced by Kundu (2020).

According to Figure 1, which was put forward by Kundu (2020), there are some factors that affect the self-efficacy of the students. Kundu (2020) states that the learners' attitudes, such as positive self-talk, informal human interactions, uplifting messages by instructors, feedback and other factors, can help boost participants' self-efficacy. Many online courses might not allow for oral persuasion, but a feasible substitute is to employ a feedback mechanism to alter a student's self-esteem via WhatsApp messaging, phone conversations, Skype, or Zoom. As Kundu (2020) continues his argument by claiming that strong oral dialogue must be accompanied by appropriate actions. In that case, learners' attitudes carry vital importance too. Observing their attitudes to online learning determines the flow of online courses. If they believe that they are capable of online tasks, their motivation will be higher, and this situation will affect the learning

process. However, informing learners that they are capable but not giving them any actual work, for example, lessens both students' self-efficacy and the teachers' credibility. The past online learning experiences, as well as infrastructural knowledge, also have the potential to make students feel more comfortable and secure in terms of enhancing their self-efficacy levels. Suppose a learner has infrastructural experience in using technology or communicating with friends via online platforms. In that case, students' self-confidence, self-efficacy and feelings towards online courses will be observed. As Kundu (2020) states in his study, given the importance of self-efficacy in online learning, it is necessary to identify and comprehend the elements that influence users' self-efficacy. Figure 2 shows a quick representation of the components for simple comprehension.

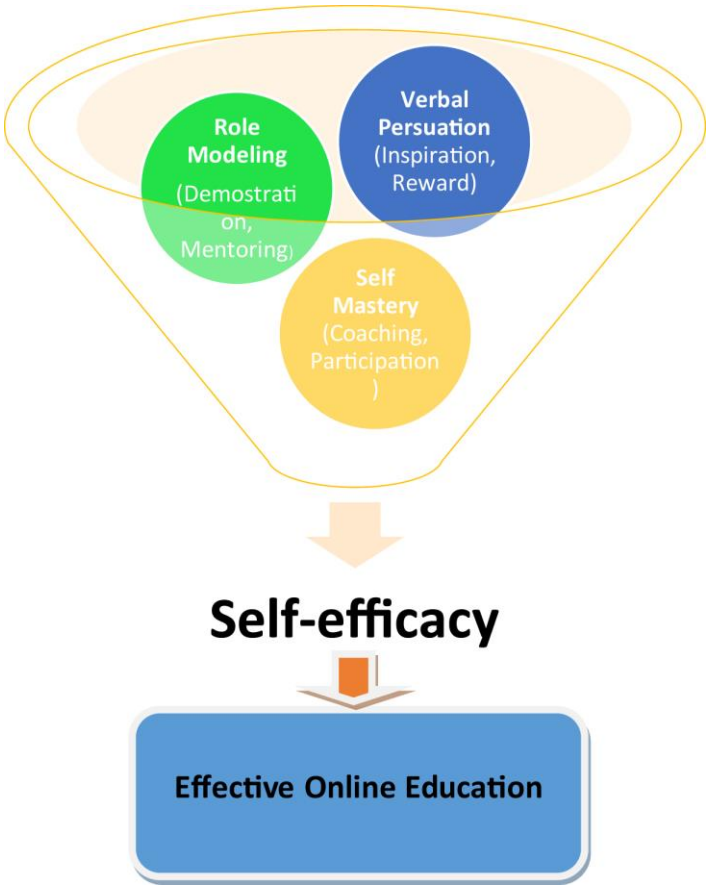

Figure 2. Framework for enhancing self-efficacy for online education

Note. This figure was produced by Kundu (2020).

As for Figure 2, role modelling takes its strength from by proxy experiences as well as models of social behaviours. Kundu (2020) thinks that social models and witnessing the achievements of peer groups in the duration of online education might help students

enhance their self-efficacy. In terms of giving feedback via online platforms, verbal persuasion is also beneficial for learners' acquiring online sessions (Kundu, 2020). Convincing students verbally that they are capable of achieving online courses will be helpful to enhance their online self-efficacy. As Lin et al. (2015) state in their work that presence in social situations is a key predictor of the learners' self-efficacy since peer groups help learners to engage with the tasks of the courses more effectively, as also shown in Figure 2. According to Jaspahara et al. (2011), social and role model observation in the previous studies has been studied and found crucial in establishing self-efficacy beliefs. In addition to role modelling, Figure 2 demonstrates that self-mastery, coaching as well as participation play significant roles in online learning as well. Other scholars such as Cunanan et al. (2015) highlight the importance of the meaning of self-mastery, which is the acquisition of abilities such as considering, interacting, feeling that are required for academic success and are seen as the ultimate learning objective. To Kundu (2020), in Figure 2, self-mastery is particularly important in online education for boosting students' self-efficacy, which is fostered through appropriate coaching, practice, and involvement. In order to be more efficacious in online courses, the exposure of technological devices and online lessons are vital elements for self-mastery. If learners enhance self-mastery, this increment will automatically affect their self-efficacy levels as well as beliefs.

According to Lee and Mendlinger (2011), self-efficacy is the description of a crucial mechanism that provides for the interaction between dependent and independent variables that influence human behaviour. To them, individuals who believe that they are highly self-efficacious are more likely to put up a great effort that will result in achieved outcomes, whereas those who believe they are weakly self-efficacious are more likely to give up too soon and fail the job. They continue by highlighting that online self-efficacy is a situation-specific variant that relates to people's assessments of their ability to use online learning tools. Online learning tools are based on computers, the internet, learning-based platforms. Johnson and Marakas (2000) state in their research that students with high technology self-efficacious are more likely to express greater judgments of utility and ease of use. Lee and Menglinger (2011) consider that even highly self-efficacious students might have the potential to have a lack of knowledge about task-specific self-efficacy. To them, as a result, it appears that prior experience with technology is necessary while taking an online course. By boosting contact between students and teachers, technology can improve the distance learning

experience. Lee and Menglinger (2011) state that students should be more receptive to online learning after they get more comfortable with the technology. Insufficient or incomplete skills and information ultimately results in unsatisfactory learning experiences. The motivation of the learners, as well as their preparedness in online sessions, are critical for the achievement of any online education.

Distance Education

The establishment of distance education goes back to approximately 300 years ago, as Clark (2020) states in his study. This type of education was first offered by Caleb Philips from Boston, and it included education through US mail (Clark, 2020). Distance learning establishment in terms of degrees began in 1858 at one of the universities in London. According to the claims of Clark (2020) in his research, one of the benefits of this style of education was that it helped students from lower socioeconomic backgrounds. Furthermore, Open Universities were founded to facilitate this type of education. As Clark (2020) continues, beginning in the 1920s, the digital forms of remote learning were conducted through radio frequencies. Face-to-face educational systems and institutions in the United States began to employ radio programs for educational purposes. When television became a widely utilized technology, it was also employed for educational purposes (Clark, 2020).

The explosion of the utmost usage of distance education, however, started in 2019 undoubtedly. Subsequently 31st of December in 2019, the whole world had to confront with the virus, which was first started to infect people in Wuhan, China (Balaman, Tiryaki 2021). The virus, which was named COVID-19, has many similar symptoms to pneumonitis, such as fever, coughing etc. Coronavirus affects many people in many different ways, but its impact on both elderly people as well as those who have chronic diseases might have resulted in deathly. Unfortunately, the transition of the virus from person to person is quite simple. In that respect, infected people are able to transform the virus simply by touching anywhere. This situation gave birth to take precautions by governments among people in order to minimize face-to-face communications. The leading precaution for many countries has been to convert traditional learning systems into online education. Because of the worldwide diversion of the educational system, online learning, also known as distance education, has been the focal point of both educators and students.

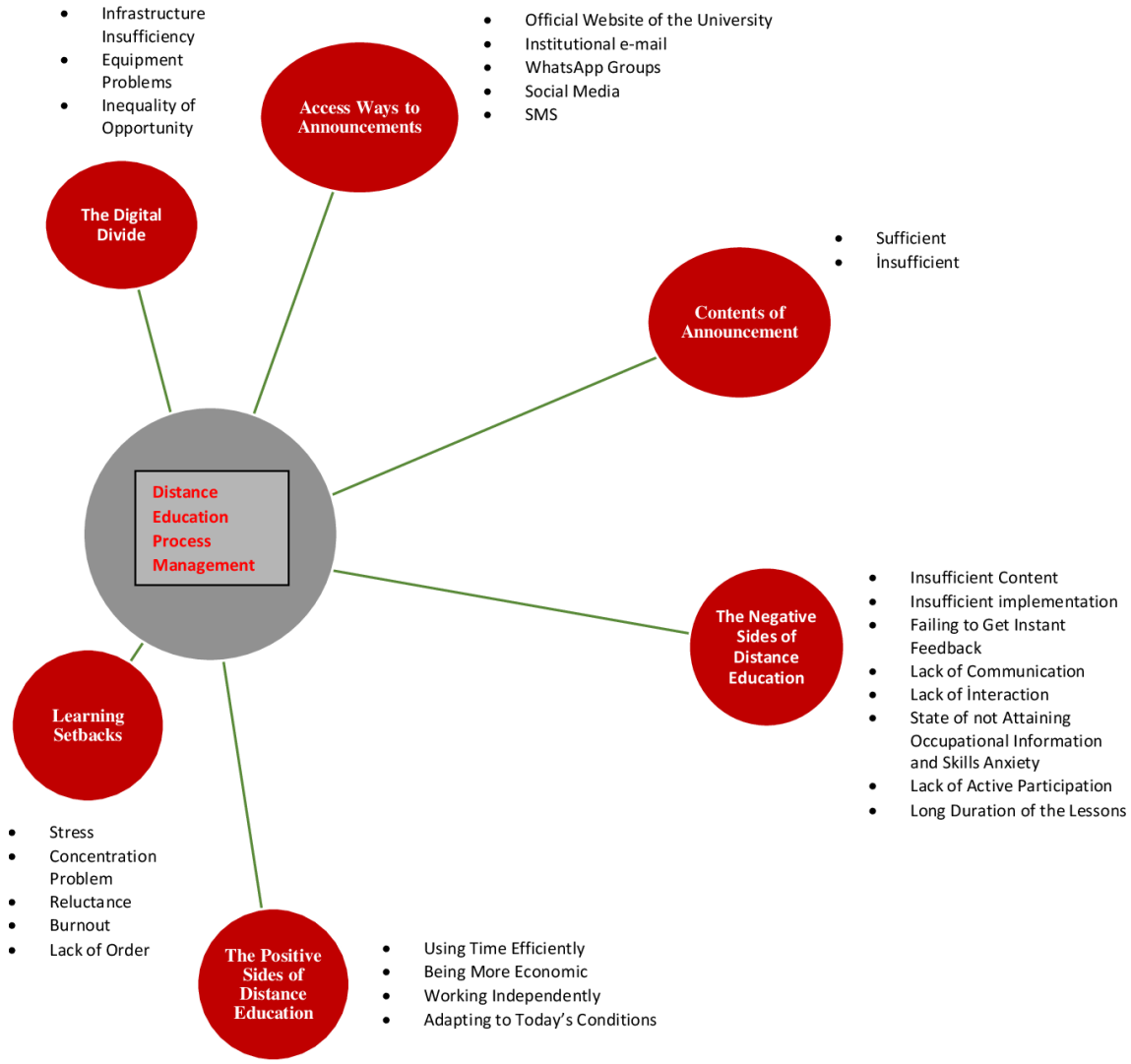

Figure 3. Distance Education Process Management

Note. This figure was produced by Türkan et al. in 2020

As shown in Figure 3, which was produced by Türkan et al. in 2020, distance education has both advantages and disadvantages in terms of its impacts on the students and teachers. For instance, learners have had the chance to use time more effectively compared to the traditional learning system. Since they attend the courses individually, apart from their peers physically, they discover their sense of independent learning. Mostly, students are responsible for their learning processes by cause of lack of face-to-face interaction. In addition, learners are able to join sessions from their homes and considering the families whose financial status are insufficient, this situation was beneficial for them.

Figure 3 also indicates the adverse effects of online learning, which consist of lack of interaction, communication, active participation, etc. Since learners are far from their

peers and their teachers, they do not have the chance to get feedback instantly or get into contact in time of need. Some students might not have enough knowledge about both the usage of the internet and technological devices, and sadly, this negative impact might be resulted in low self-efficacy and unwillingness to participate in online classes. The combination of the absence of infrastructural knowledge and inequality among learners in terms of lack of technological apparatuses such as cameras, microphones etc., are some of the obstacles that learners face in the duration of distance learning. In addition, learning setbacks such as students' stress, consolidation problems, unwillingness as well as untidiness might affect students' self-efficacy levels negatively. If the learner has concentration issues in the duration of online sessions, s/he has the potential to demonstrate low self-efficacious behaviours. This situation is also for the learners who are stressed about online courses as well. Stress is a strong feeling among learners which affect the learning processes negatively. This feeling might have resulted in reluctance and burnout of the trainees. If the students show reluctance, burnout, stressed attitudes, the course of events of online lessons will have resulted in failure.

According to Dilmaç (2020), distance education endeavours to minimize the problems regarding interaction considering the learners who come from distant places and also reaching larger masses who have financial obstacles related to not being able to participate in the courses physically. In other words, as Eygü et al. (2013) explain, distance education is an internet-based teaching approach in which students engage with educators from a central location in circumstances when classroom education is not possible owing to constraints in public education and training duration. To sum up, as Eygü et al. (2013) state, no matter how many obstacles students may face in the online learning period, it might be a beneficial tool to maintain the education among learners under challenging times.

Studies Related to Online Self-Efficacy

As Bandura (1988) clarifies in his studies that self-efficacy perceptions influence motivation, as seen by the amount of effort put forth in a task and the length of time spent persevering in a challenging scenario. In that respect, the significance of one's self-efficacy in learning processes cannot be unseen. Many studies, researches, investigations related to self-efficacy have been put forward by scholars. For instance, Shen et al. (2013) have conducted research concerning online learning self-efficacy and

perceptions of higher education students. They have investigated the dimensions of online self-efficacy of the learners by using three characteristics of dynamic online learning settings – technology, learning, and social interaction. Furthermore, the research shows that researchers investigating online learning self-efficacy should take into account numerous dimensions of self-efficacy in online settings. In addition, Schen et al. (2013) claim that they have discovered the disparities in online self-efficacy between men and women. Also, their research shows that self-efficacy to finish an online class explains the biggest differences in satisfaction. The research indicates that gender, web-based experiences, academic level are associated with e-learning self-efficacy. Another finding that the research has come up with is that two self-efficacy beliefs had been significantly predicted by online experience, as defined by the number of online courses taken: self-efficacy to fill out an online course and self-efficacy to communicate with peers for academic objectives.

Other scholars such as Su et al. (2018) have investigated the relationship between EFL students' online self-regulation and their self-efficacy. The findings of the research demonstrate that the most crucial component explaining students' perception of self-efficacy in English listening, talking, and reading is self-assessment. Furthermore, although decision making can only forecast learners' English self-efficacy in writing, setting construction is a strong predictor of acquired English self-efficacy in language skills. Their study also indicates that the creators of online language learning systems must incorporate technology advancements that allow students to get continuous and timely assessment feedback on their learning progress. Su et al. (2018) have also added their studies that learners who have good self-regulatory abilities in setting construction have stronger self-efficacy in speaking and writing. Besides online self-efficacy, there are also scholars who have investigated both self-efficacy and the usage of online learning systems. Bates et al. (2007) have examined higher education learners' self-efficacy as well as their perceptions and the usage of online training tools. They state that the findings support the conclusion of a partly moderated model in which the preceding obstacle had an immediate effect on self-efficacy, a direct impact on the result measures, and an indirect impact on the results via their influence on self-efficacy. The findings are one of the few attempts to more clearly assess the nature of self-mediation efficacy's function in students' usage of online learning systems. They claim that the linkages between self-efficacy, its origins, and critical outcomes

connected to the use of web-based learning technologies are more complicated than previously thought.

For the final words and summary, some researches have been carried out concerning self-efficacy and its integration with distance learning, online self-efficacy regarding the usage of online learning tools and the perceptions of the learners etc. The outcomes of the studies reveal the importance of the levels of self-efficacy of the learners as well as its relationship with distance learning. By cause of that, with the integration of online self-efficacy and online education, learners' competencies and skills are able to be observed for better outcomes in learning processes.

2. METHODOLOGY

2.1. Introduction

This section will consist of research design, context and participants, data collection, the procedure, ethical considerations, as well as data analysis. This study is set out to examine the perceptions of the students who are in English Language Preparatory classes of higher education about online learning self-efficacy beliefs.

2.2. Research Design

The research was conducted via mixed-method approach. In order to balance the data gathering, both qualitative and quantitative research techniques were used. According to Karakaya (2010), applying both qualitative and quantitative methods gives the researcher an opportunity to achieve more consistent results. The descriptive research design was used in this research in order to explore the levels of online self-efficacy of the students. As stated by Dulock (1993), the research design is constructed to find out the claim of the research question and control variance. By cause of that, inferential statistics were also used in order to make assumptions about the data. In addition, Pearson's Correlation was also used to see if the subscales of the questionnaire had any correlation. The descriptive, inferential, and correlational research designs and statistics measured the participants' online learning self-efficacy competencies. The relationship between learners' gender, age, English levels and departments were explored through these methods. The dependent variables of the research were OLSE competencies, whereas independent variables consisted of learners' gender, age, English levels as well as departments.

2.3. The Context and the Participants of the Study

The study was conducted in the semester of Fall 2021-2022 at the Preparatory School of a foundation higher education in Mersin, Turkey. The aim of the Preparatory School is to provide English language education to students who are in the departments of Applied English & Translation, International Business Management, International Relations, International Trade & Logistics, International Finance & Banking, English Translation & Interpreting, and Psychology. The learning processes levels comprise of A1, A2 and B1 levels. The language of the education of these departments are English, and students' English level is measured by proficiency assessments. The English courses

focus on the skills of listening, reading, writing and speaking. Foreign instructors are in charge of teaching each skill; however, non-native educators are responsible for only coursebooks, writing and reading skills.

The participants of the research in total was 127 students who take their English courses both via online and face-to-face education. The demographic information of the learners is demonstrated in Table 1.

Table 1

Demographic Background of Participants

	F	%
Gender		
Male	42	67,5
Female	85	33,1
Age		
18-20	112	88,2
21-22	9	7,1
23 and above	6	4,
English Level		
A1	50	39,4
A2	60	47,2
B1	17	13,4
Department		
Applied English and Translation	17	13,4
International Relations	3	2,4
International Trade and Logistics	5	3,9
Law	67	52,6
English Translation and Interpreting	11	8,7
Psychology	24	18,9

2.4. Data Collection

The data collection part consists of both qualitative and quantitative data collection tools. Questionnaire items will be used in order to receive quantitative data from the learners. The OLSES (Online Learning Self-Efficacy Scale) questionnaire, which was developed by Zimmerman and Kulikowich (2016), was used in order to gather quantitative data. The translated version of the questionnaire was taken from the research of Bahçıvan and Yavuzalp (2019). The necessary permissions for the usage of the questionnaires were taken from researchers. The scale was designed in order for researchers to identify the levels of the learners' online self-efficacy levels. It consists of 22 items with three sub-categories, which are online learning, time management and lastly, technology levels. The language of the sent questionnaire was Turkish. Students rated 22 questionnaires (Appendix A) according to 5 points Likert scale, which is comprised from ''strongly agree'' to ''strongly disagree.''

Participants' gender, age, English levels as well as their departments were also asked to be filled for demographic information. The questionnaires start with demographic information and continue with OLSES. To be able to send questionnaires to the participants, the link that leads to questionnaires was shared with the Vice-Principal of the Preparatory School. With her help, the link was delivered to participants. Data gathering lasted five days, and it was kept for future researches.

2.5. Semi-Structured Interview

Subsequently, the quantitative data gathering part, semi-structured interview was conducted among 11 volunteer students. Interview questions were formed as five open-ended questions. Before the interview, signing the consent form was kindly asked from the participants. The questions were prepared by the researcher herself and the advisor. The learners were asked to evaluate their self-confidence, their relationship with technology and the effects of their technological knowledge on their English courses, their time management, the description of how well they do compared to face-to-face learning and what motivates them to their online courses in the duration of online English courses. The interviews were conducted via both face-to-face and Zoom programmes as scheduled meetings. The language of the interview was held as Turkish for the reliability of the conversations. At the end of the interviews, the researcher transcribed the recordings into Word documents, then translated the recordings into English.

2.6. Online Learning Self-Efficacy Scale

The scale which was put forward by Zimmerman and Kullikowich (2016) was used in this study. The measurement was created so that researchers could determine the degrees of participants' online self-efficacy levels. It has 22 topics divided into three classifications: online learning, time management, and technological levels. The given questionnaire was written in Turkish. Students assessed 22 questions (See Appendix A) on a five-point Likert scale ranging from "strongly agree" to "strongly disagree."

2.7. Data Analysis

The gathered data, which was obtained from OLSES, was evaluated via IBM Statistical Package for the Social Sciences (SPSS). In order to analyze the data, inferential statistics, descriptive statistics, as well as correlational statistics were used. OLSE competencies of the learners were obtained, and the link between dependent and independent variables of the research have been explored. The aim of the usage of descriptive statistics was to investigate learners' online self-efficacy levels in the duration of distance education. For the inferential statistics, learners' features such as their age, English levels, gender and departments were calculated. Moreover, an independent t-test was the measurement tool for gender differentiation. For the other variables such as; age, English levels, departments, one-way ANOVA was used. In order to explore the relationship between the subscales of OLSES (online learning levels, time management and technology levels), correlation statistics were used. For analyzing semi-structured interviews, the recorded data was transcribed to Word documents and analyzed with code-by-code through content analysis. Word repetition and patterns were found; as a result, the data was gathered.

2.8. Procedural Details

The official required permission for the questionnaires were taken from the university. By cause of COVID-19, the questionnaire was sent to learners via online platforms. The questionnaire included a detailed explanation of the study's purpose. The data was gathered with the help of the university's Preparatory Schools' Vice-Principal.

2.9. Validity and Reliability

According to the study of Zimmerman and Kullikowich (2016), the OLSES' validity and reliability were measured via Cronbach alpha. The OLSES consists of three

subscales which are *Online Learning Environment, Technology and Time Management*. In their study, for the learning subscale, the Cronbach alpha was calculated as .890 (N = 325), for the time management scale, it was .855 (N = 328), and lastly, the technology subscale was measured as .843 (N = 331). In this research, the findings of the online learning subscale were measured as 0.84, time management 0.76, technology 0.79. For the overall OLSES, it was measured as 0.91.

3. RESULTS

Quantitative Analysis Result

Introduction

This chapter analyses data obtained by the "Online Learning Self Efficacy Scale" (OLSES), which was developed by Zimmerman and Kulikowich (2016). OLSES is used to analyze preparatory students' self-efficacy levels in distance education at a university. OLSES consists of 22 items in total. The ten items in the scale measure online learning levels (Item 4, Item 6, Item 10, Item 11, Item 12, Item 15, Item 17, Item 18, Item 21, 2 Item 2). The five items measured time management levels (Item 8, Item 9, Item 16, Item 19, Item 20). Lastly, the five items measured technology levels (Item 1, Item 2, Item 3, Item 5, Item 7, Item 13, Item 14). The distribution of data was checked in the SPSS, and it was found out that data was normally distributed. Therefore, parametric analysis was utilized. The participants of this study were 127 preparatory students from a foundation university in Turkey. Quantitative analysis methods including descriptive statistics, independent t-test, one-way ANOVA, and Pearson correlation were used for the analyses.

Descriptive Statistics for the First Research Question

The participants' self-efficacy levels in distance education were investigated, and descriptive statistics were used for the first research question. The mean and standard deviation for each item was analyzed within the subscales of the OLSES. There were three dimensions in the OLSES, namely Learning Environment, Time Management, and Technology. In addition to dimensions of the OLSES, overall of the scale was added as a dependent variable.

Table 2

Descriptive Statistics for Subscales of OLSES

	N	M	SD
Online Learning Environment	127	3,74	0,57
Time Management	127	3,82	0,60
Technology	127	3,97	0,54
Overall OLSES	127	3,83	0,50

N=127

According to Table 1, participants had high levels of self-efficacy in terms of OLSES and subscales. The mean scores of technology are (M=3,97, SD = 0,54), the mean scores of time management are (M=3,82, SD=0,60), and the mean scores of Overall OLSES are (M=3,83, S=0,50). Moreover, the mean scores of the online learning environment are (M=3,74, SD=0,57). Results illustrated that participants showed higher self-efficacy levels in technology and time management and lower levels in learning environment self-efficacy levels compared to other subscales.

Table 3

Descriptive Statistics for Online Learning Environment Subscale

Items		Strongly ... Disagree	Neutral	Agree	Strongly Agree	M	SD
4. Communicate effectively with technical support via e-mail, telephone, or live online chat	*f*	2	6	29	67	23	3,81	0,84
	%	1,6	4,7	22,8	52,8	18,1		
6. Overcome technical difficulties on my own	*f*	11	16	54	32	14	3,17	1,07
	%	8,7	12,6	42,5	25,2	11,0		
10. Learn to use a new type of technology efficiently	*f*	1	4	23	70	29	3,96	0,78
	%	0,8	3,1	18,1	55,1	22,8		
11. Learn without being in the same room as the instructor	*f*	9	19	53	28	18	3,21	1,08
	%	7,1	15,0	41,7	22,0	14,2		
12. Learn without being in the same room as other students	*f*	5	11	30	57	24	3,66	1,01
	%	3,9	8,7	23,6	44,9	18,9		
15. Communicate using asynchronous technologies (discussion boards, e-mail, etc.)	*f*	1	7	19	76	24	3,91	0,79
	%	0,8	5,5	15,0	59,8	18,9		
17. Complete a group project entirely online	*f*	4	12	31	60	20	3,63	0,96
	%	3,1	9,4	24,4	47,2	15,7		
18. Use synchronous technology to communicate with others (such as Skype)	*f*	-	-	7	76	44	4,29	0,56
	%	-	-	5,5	59,8	34,6		
21. Use the library's online resources efficiently	*f*	2	7	43	52	23	3,69	0,88
	%	1,6	5,5	33,9	40,9	18,1		
22. When a problem arises, promptly ask questions in the appropriate forum (e-mail, discussion board, etc.)	*f*	-	1	16	78	32	4,11	0,63
	%	-	0,8	12,6	61,4	25,2		

N=127

Participants' self-efficacy and their online learning levels in distance education were analyzed according to the first research question of the study. Items related to Online Learning Environment and its analysis is shown in Table 2. According to the results, Item 18, "Use synchronous technology to communicate with others (such as Skype)" (M=4,29, SD=0,56) and Item 22 "When a problem arises, promptly ask questions in the appropriate forum (e-mail, discussion board, etc.)" (M=4,11, SD=0,63) had a higher mean score compared to other items in the online learning subscale. Moreover, Item 6, "Overcome technical difficulties on my own" (M=3,17 SD=1,07) and Item 11 ", Learn without being in the same room as the instructor" (M=3,21 SD=1,08), had the lowest mean score in the online learning subscale. Results illustrated that every item in the online learning had a 3.00 or higher mean score and indicated that participants had high levels in online learning in terms of self-efficacy in distance education.

Table 4

Descriptive Statistics for Time Management Subscale

Items		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	M	SD
8. Manage time effectively	*f*	1	7	31	66	22	3,80	0,82
	%	0,8	5,5	24,4	52,0	17,3		
9. Complete all assignments on time	*f*	1	4	15	74	33	4,06	0,75
	%	0,8	3,1	11,8	58,3	26,0		
16. Meet deadlines with very few reminders	*f*	4	3	23	66	31	3,92	0,89
	%	3,1	2,4	18,1	52,0	24,4		
19. Focus on schoolwork when faced with distractions	*f*	4	13	45	49	16	3,47	0,95
	%	3,1	10,2	35,4	38,6	12,6		
20. Develop and follow a plan for completing all required work on time	*f*	1	2	29	71	24	3,91	0,73
	%	0,8	1,6	22,8	55,9	18,9		

N=127

Participants' self-efficacy and their time management levels in distance education were analyzed according to the first research question of the study. Items related to time management and its analysis is shown in Table 3. According to the results, Item 9, "Complete all assignments on time" (M=4,06, SD=0,75), had a higher mean score

compared to other items in the time management subscale. Moreover, Item 19, "Focus on schoolwork when faced with distractions" (M=3,47 SD=0,95), had the lowest mean score in the time management subscale. Results illustrated that every item in the time management had a 3.00 or higher mean score and indicated that participants had high levels in time management in terms of self-efficacy in distance education.

Table 5

Descriptive Statistics for Technology Subscale

Items		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	M	SD
1. Navigate online course materials efficiently	*f*	2	3	23	68	31	3,97	0,81
	%	1,6	2,4	18,1	53,5	24,4		
2. Find the course syllabus online	*f*	2	2	18	80	25	3,98	0,74
	%	1,6	1,6	14,2	63,0	19,7		
3. Communicate effectively with my instructor via e-mail	*f*	3	7	20	69	28	3,88	0,89
	%	2,4	5,5	15,7	54,3	22,0		
5. Submit assignments to an online drop box	*f*	6	14	28	59	20	3,57	1,03
	%	4,7	11,0	22,0	46,5	15,7		
7. Navigate the online grade book	*f*	1	3	18	73	32	4,04	0,75
	%	0,8	2,4	14,2	57,5	25,2		
13. Search the Internet to find the answer to a course-related question	*f*	-	3	7	71	46	4,26	0,66
	%	-	2,4	5,5	55,9	36,2		
14. Search the online course materials	*f*	2	-	14	78	33	4,10	0,71
	%	1,6	-	11,0	61,4	26,0		

N=127

Participants' self-efficacy and their technology levels in distance education were analyzed according to the first research question of the study. Items related to technology and its analysis is shown in Table 4. According to the results, Item 13, "Search the Internet to find the answer to a course-related question" (M=4,26, SD=0,66)," had a higher mean score compared to other items in the technology subscale. Moreover, Item 5, "Submit assignments to an online dropbox" (M=3,57 SD=1,03), had the lowest mean score in the technology subscale. Thus, results

illustrated that every item in the technology had a 3.00 or higher mean score and indicated that participants had high levels in technology in terms of self-efficacy in distance education.

Inferential Statistics for the Second Research Question

In order to answer the second research question, "Are there any significant differences related to students online self-efficacy in online learning based on their; gender, age, English level, and department?", independent t-test and one-way ANOVA were used

Table 6

Independent Sample T-test Results for OLSES and Gender

	Gender	N	M	SD	T	P
Online Learning Environment	Female	85	3,71	0,54	0,87	0,38
	Male	42	3,80	0,62		
Time Management	Female	85	3,86	0,57	1,02	0,30
	Male	42	3,75	0,65		
Technology	Female	85	3,93	0,48	1,09	0,27
	Male	42	4,04	0,65		
Overall OLSES	Female	85	3,81	0,46	0,55	0,58
	Male	42	3,87	0,56		

First, an independent t-test was used to determine whether the online self-efficacy of participants differ according to gender. Table 5 indicates that there was no significant difference between online self-efficacy and participants' gender. Therefore, it can be observed that the participants' online self-efficacy did not differ according to participants' gender. ($p = 0,38$, $p = 0,30$, $p = 0,27$, $p = 0,58$, $p < 0.05$).

Table 7

ANOVA Results for OLSES and Age

	Age	N	M	SD	F	P
Online Learning Environment	18-20	112	3,73	0,58	0,50	0,60
	21-22	9	3,68	0,54		
	23 and above	6	3,96	0,54		
Time Management	18-20	112	3,80	0,60	1,28	0,28
	21-22	9	3,88	0,55		
	23 and above	6	4,20	0,43		
Technology	18-20	112	3,96	0,55	0,40	0,66
	21-22	9	3,93	0,54		
	23 and above	6	4,16	0,41		
Overall OLSES	18-20	112	3,82	0,51	0,76	0,46
	21-22	9	3,81	0,32		
	23 and above	6	4,08	0,47		

Besides t-test results, ANOVA was performed to determine whether the online self-efficacy of participants differ according to participants' age. Table 6 indicates that there was no significant difference between online self-efficacy and participants' age. Therefore, it can be observed that the participants' online self-efficacy did not differ according to participants' age. ($p = 0,60$, $p = 0,28$, $p = 0,66$, $p = 0,46$, $p < 0.05$).

Table 8

ANOVA Results for OLSES and English Level

	English Level	N	M	SD	F	P
Online Learning Environment	A1	50	3,70	0,57	1,32	0,27
	A2	60	3,71	0,56		
	B1	17	3,95	0,56		
Time Management	A1	50	3,76	0,55	0,47	0,62
	A2	60	3,88	0,66		
	B1	17	3,83	0,48		
Technology	A1	50	3,86	0,61	2,60	0,08
	A2	60	4,00	0,49		
	B1	17	4,19	0,46		
Overall OLSES	A1	50	3,77	0,50	1,38	0,25
	A2	60	3,84	0,50		
	B1	17	4,00	0,48		

Moreover, ANOVA was performed to determine whether the online self-efficacy of participants differ according to participants' English level. Table 7 indicates that there was no significant difference between online self-efficacy and participants' English levels. Therefore, it can be observed that the participants' online self-efficacy did not differ according to participants' English level ($p = 0,60$, $p = 0,28$, $p = 0,66$, $p = 0,46$, $p < 0.05$).

Table 9

ANOVA Results for OLSES and Department

	Department	N	M	SD	F	P
Online Learning Environment	Law	67	3,63	0,54	2,03	0,08
	English Translation and Interpreting	11	4,17	0,53		
	Psychology	24	3,77	0,64		
	International Relations	3	4,00	0,30		
	International Trade & Logistics	5	3,74	0,78		
	Applied English and Translation	17	3,81	0,43		
Time Management	Law	67	3,83	0,64	0,34	0,88
	English Translation and Interpreting	11	3,94	0,41		
	Psychology	24	3,85	0,60		
	International Relations	3	3,80	0,34		
	International Trade & Logistics	5	3,52	0,80		
	Applied English and Translation	17	3,81	0,54		
Technology	Law	67	3,89	0,56	1,68	0,14
	English Translation and Interpreting	11	4,38	0,44		
	Psychology	24	4,01	0,49		
	International Relations	3	4,00	0,28		
	International Trade & Logistics	5	3,88	0,59		
	Applied English and Translation	17	3,97	0,57		
Overall OLSES	Law	67	3,75	0,50	1,54	0,18
	English Translation and Interpreting	11	4,19	0,43		
	Psychology	24	3,87	0,54		
	International Relations	3	3,95	0,29		
	International Trade & Logistics	5	3,73	0,67		
	Applied English and Translation	17	3,86	0,39		

Furthermore, ANOVA was performed to determine whether the online self-efficacy of participants differ according to participants' departments. Table 8 indicate that there was no significant difference between online self-efficacy and participants' department. Therefore, it can be observed that the participants' online self-efficacy did not differ according to participants' department ($p = 0,08$, $p = 0,88$, $p = 0,14$, $p = 0,18$, $p < 0.05$).

Table 10

Correlation Between Subscales of OLSES

		OLSES_OnlineLearningEnvironment	OLSES_TimeManagement	OLSES_Technology	OLSES_Overall
OLSES_OnlineLearningEnvironment	Pearson Correlation	1			
	Sig. (2-tailed)				
	N	127			
OLSES_TimeManagement	Pearson Correlation	,641**	1		
	Sig. (2-tailed)	,000			
	N	127	127		
OLSES_Technology	Pearson Correlation	,737**	,518**	1	
	Sig. (2-tailed)	,000	,000		
	N	127	127	127	
OLSES_Overall	Pearson Correlation	,945**	,782**	,867**	1
	Sig. (2-tailed)	,000	,000	,000	
	N	127	127	127	127

**. Correlation is significant at the 0.01 level (2-tailed).

Pearson r correlation was used to determine whether there is a relationship between the subscales of the OLSES. According to Table 9, Pearson correlation analysis indicated that there was a statistically meaningful relationship between the subscales of the OLSES and overall OLSE competency. Cohen (1992) indicates that the impact of correlation coefficient has different levels such as; small correlation, ($.10 \leq r < .30$), moderate correlation, ($.30 \leq r < .50$), and strong correlation ($.50 \leq r < 1.00$). A statistically positive strong relationship exists between Online Learning Environment and Time Management ($r= .64$, $p<.01$). Moreover, there is a statistically positive strong relationship between Online Learning Environment and Technology ($r= .73$, $p<.01$). An increase in Online Learning Self-efficacy will also increase Social Time Management self-efficacy levels and Technology self-efficacy levels. Furthermore, there is a statistically positive strong relationship between Time Management and Technology competency ($r= .51$, $p<.01$). It can be said that an increase in Time Management self-efficacy will

also increase Technology self-efficacy. Also, there is a statistically positive strong relationship between Online Learning Environment and Overall Self-efficacy (r= .94, p<.01). Moreover, there is a statistically positive strong relationship between Time Management and Overall Self-efficacy (r= .7, p<.01). Finally, there is a statistically positive strong relationship between Technology and Overall Self-efficacy (r= .86, p<.01). It can be said that an increase in Overall Self-efficacy will also increase Online Learning Self-efficacy levels, Time Management Self-efficacy levels, and Technology Self-efficacy levels. Results showed that all relationships are positive, strong, and significant. Moreover, results suggested that an increase in online-self efficacy will also increase subscales and overall Self-efficacy levels.

Qualitative Analysis Results

Themes from the Interview Data

In order to gather detailed data for better comprehension of the theme of the research, semi-structured interviews were conducted among volunteer students. With the help of semi-structured interviews, the third research question was endeavoured to be answered, which is, *What are the perceptions of university students' regarding their online self-efficacy beliefs in the duration of online language learning?* The analysis of the interviews was analysed through content analysis. As a result of that, three themes were found, which will be demonstrated in this chapter. Themes consist of infrastructural problems of the internet connection that learners encounter, the emergence of online self-confidence issues, motivation towards online English lessons.

Infrastructural Problems of the Internet Connection that Learners Encounter

The interviewees were asked whether their relationship with technology was good or not. Also, even though their relationship was good, they were asked whether they ever missed homework or the question that the instructor asked in the duration of online English lessons. As it is demonstrated in Table 10, seven of the learners out of eleven explained that they encounter internet connection problems from time to time, and the duration of disconnection may let them push to the point of missing the question or topic that they need to be following. The other four interviewees asserted that they had never encountered infrastructural problems or its consequences. Only one participant asserted that the website of the publishing house is too difficult for her to do homework.

She claims that the infrastructure of the publishing house's website is too complicated to comprehend for a student.

Table 11

Frequency Distribution of Infrastructural Problems of the Internet Connection

Themes	*Categories*	*f*
Infrastructural Problems	Internet disconnection	7
	No infrastructural problems	4

Participants explain that because of the internet disconnection, they face with lack of comprehension of the subject, topic, homework. Another interviewee explains this situation by saying:

…When we disconnect from the internet, we miss some information related to the topic, and we cannot write from the chat about our situation or request repetition from the instructor. I had to take the necessary notes or the answer of the question from my friends after the online sessions when I had disconnection problem. (P6)

There is also one participant who experienced infrastructural problems in the online English Proficiency exam of Preparatory School at the beginning of the semester. The interviewee also asserted that the disconnection problem made her/his feel distracted as well.

…When I have connection problems, the screen freezes, the sound of the class cuts off suddenly, and when it comes back, I cannot focus on the online course most of the time since I can be distracted so easily. A similar thing happened for the English Proficiency exam of Preparatory school. In the middle of my exam, the internet connection was cut off, and when I had it back, the system did not show me the last 30 questions. My exam was sent with lots of unanswered questions; that is why I did not begin my department directly. I had to start with Preparatory School instead. (P11)

As stated by Ginn and Hammond (2012), one point of contention is the effectiveness of digital learning and the efficacy of using technology as a teaching tool. Apart from the efficacy discussion, there have been ongoing problems about online education, spanning from technological challenges to institutional ones. In addition, technology and internet-related, teacher-related, and learner-related problems were highlighted by Alexander et al. (2002) as the three key kinds of solicitousness linked with online education. In that respect, the technological or internet disconnection has been the upfront concern of the interviewee.

The Emergence of Online Self-Confidence Issues

The participants were asked to define themselves with adjectives in the online English courses compared to face-to-face education. They were also asked to rate themselves in online sessions and explain the reasons behind the numbers they chose in terms of their self-confidence. One refers to low; five refers to highest self-confidence. As it is given in Table 11, four of the participants stated that being in front of a screen makes them feel uneasy. Seven of the interviewees asserted that their participation in online courses is higher compared to face-to-face education. However, their reasons might show variation. One participant emphasizes the comfort of the house environment in terms of his/her being more active student. Another participant stated that instead of forcing learners to talk just like in face-to-face education, the decision to participate in the class depends on them. This situation made him/her more confident. The rest of the learners stated that there was more silence compared to traditional learning and, they took advantage of this situation.

Table 12

Frequency Distribution of Online Self-Confidence Issues

Themes	*Categories*	*f*
Online Self-Confidence	Feeling uneasy in front of the screen	4
	Free will for participation in online courses because of the house environment	2
	Taking more time to think in online sessions	5

Four participants who feel uneasy in front of the screen state that being unable to see the reaction of their peers when they are talking or answering a question make them feel uncomfortable. The participant's quote is:

...From the first class of my English courses, everyone overreacts when someone mispronounces any word. Since I cannot see their reaction, I feel uncomfortable when it is my turn. I feel as if they were mocking with my pronunciation or sentences. That is why I do not want to talk at all in online courses. It makes me feel like I have lack of self-confidence. (P2)

Another participant also asserted that the disorder of picking any student from the class to answer the questions makes that student feel uneasy. The line of face-to-face classes are certain; each student knows when to speak, and, in that respect, they have time to prepare themselves. However, the order for speaking in online classes are ambiguous. The interviewee states that this situation lowers her self-confidence.

...My communication with teachers is better face-to-face. I can come up with better ideas in the classroom since I know when it will be my turn to answer. However, not knowing when the teacher will say my name in online lessons makes me feel uncomfortable. (P1)

Contrary to the low self-esteem construct due to feeling uneasy during turn-taking to speak, most of the participants also stated their pleasure about being more active during online courses and remarked the reasons as follow;

...Since hardly anyone is talking in online lessons, I can interact with teachers more easily. I take my notes, and I ask the teacher when I do not understand. In order for me not to lose my focus, I always turn my camera on. The silence of others and my camera make me feel more active in online courses. (P6)

Ginn and Hammond (2012) stated that, in conclusion, while there is still much debate over the efficacy of online learning in various areas of research and for diverse groups of learners, data suggests that distance learning performs quite well when compared to conventional face-to-face education. The fourth participant also supported this claim by saying;

…Since I study and repeat the things that I learn in all the courses before both online and face-to-face sessions, being in the online environment does not make me feel uncomfortable. I listen to the instructors carefully while I am in the lesson; it does not matter for me being in an online environment or face-to-face education. (P4)

Motivation Towards Online English Lessons

The participants were asked whether they motivate themselves to online English courses or not; if yes, how? Six of the interviewees asserted that watching native series, reading English books increase their motivation and affect their self-confidence as well as their ambition. Three of the interviewees stated that downloading applications which are about improving English language skills and meeting native people motivate them and increase their wills to learn the language more effectively. As it is demonstrated in Table 12, there are only two participants who claimed that they did not motivate themselves towards online English lessons.

Table 13

Frequency Distribution of Motivation towards Online English Lessons

Themes	*Categories*	*f*
Motivation to Online English Lessons	Watching foreign TV series and reading English books	6
	Downloading applications	3
	No motivation	2

Most participants motivate themselves by watching foreign series or reading books in English. One of the interviewees stated that s/he put mini-goals ahead of her and tried to complete them one by one by saying:

…To me, motivation should not be special for only face-to-face education. I watch foreign series and try to read books in English. When I do not understand what they are saying, I repeat to myself that I have to understand; to understand, I have to study. Sometimes I put mini-goals to complete because completing them makes me feel motivated. (P11)

…While I am watching foreign series and hearing their different pronunciation of the words, I motivate myself by saying I have to understand what they are saying without reading subtitles. (P9)

Another participant asserted that s/he does not motivate herself/himself in online lessons since the student considers that she does not comprehend the lesson in the online environment. She stated that she needed to be in the learning environment for his/her to understand the English courses with the following words:

…I do not motivate myself for online lessons. I have to be in the environment of learning, see it in order for me to understand. Since online education limits it, I cannot get efficiency and motivate myself. (P8)

As it can be observed from the quotation, the reason for the lack of motivation of the interviewee comes from suffering being in the online education environment. To conclude, it is crucially significant to motivate one's own for comprehending online English lessons. The higher motivation might end up with the achievement and excitement towards web-based English courses.

4. DISCUSSIONS, IMPLICATIONS AND RECOMMENDATIONS

Introduction

This part of the research includes summary of the study, discussions related to results, implications and lastly, limitations. In addition, necessary recommendations will be made at the end of the chapter.

Summary of the Study

The aim of the study is to investigate the online self-efficacy perceptions of university students in the duration of distance learning. In order to analyse the topic, the levels of online self-efficacy of the learners were measured via OLSES by using descriptive statistics. In addition, demographic info of the participants was analysed in order to find out whether there is a relationship between OLSEL and learners' gender, age, English level and departments by using one-way ANOVA as well as t-test. The subscales of OLSES was analysed through Pearson Correlation. In order to support quantitative data, semi-structured interviews were conducted among volunteer learners. The aim of the interviews was to obtain the perceptions of university students related to online self-efficacy in the duration of distance education. The interviews were conducted with 11 participants.

Discussion of the Results

Discussion of the First Research Question

This study aimed to investigate the levels of the university students' online self-efficacy in the duration of distance education with the help of OLSES, which was put forward by Zimmerman and Kulikowich (2016). OLSES is comprised of three subscales which are learning environment, time management and lastly, technology levels. According to the results of OLSES, learners' online self-efficacy levels are able to be interpreted as high levels. As stated by Eastin et al. (2000), the determiner factors of online self-efficacy levels are the ability to perform given activities, homework, tasks successfully in the online environment. In that respect, it is possible to come up with the idea that having background information regarding the internet or internet-related programs carries vital significance in terms of students' successes in distance education. According to Shakarami et al. (2013), learning is able to be seen as a group activity that may be resulted in success via practice, engagement, and knowledge exchange with

peers and other online learners rather than relying on instructors. Since the COVID-19 pandemic and the transition from face-to-face education to online education, all of a sudden, learners found themselves doing these three features. In that sense, they are obliged to practice technological tools for online classes and share necessary information among peers in need of help. As a result of this practising and sharing knowledge, students become engaged with distance education. The results of this research demonstrate that the participants seem to be engaged with the online learning process and are benefitting from using technological tools more. In addition, Blake (2011) stated that web-based, blended, or entirely digital classrooms are all options for online language study. The language field of study, in particular the discipline of computer-based language development, is recently gaining interest considering the outbreak of the COVID-19 pandemic. To Blake (2011), in many situations, distribution formats, as well as the mix of technical tools used in learning language, coincide, with the distinctions in naming having more to do with the quantity of information given online. In order for learners to achieve second language acquisition, learners' having some qualifications is important. One of the qualifications of online achievement is to feel efficacious undoubtedly. To previous literature reviews of online self-efficacy, some students might have problems of keeping up with the distance education necessities, and these students might have severe problems regarding the feeling of being efficacious. Other scholars such as Chang et al. (2014) also stated in their research that internet self-efficacy was discovered to have a considerable impact on assurance and applicability; that is, learners who had higher Internet self-efficacy were more self-assured and felt the course to be more pertinent than the ones who had lower Internet self-efficacy levels. The results of this study demonstrate that the participants of Preparatory School are able to give their attention to their necessary online English learning tasks since their online self-efficacy levels are high. The results of the subscales demonstrate slight differentiation among each other. For instance, the mean scores of technology were measured as (M=3,97, SD = 0,54), the mean scores of time management were as (M=3,82, SD=0,60), and lastly, the mean scores of the online learning environment were as (M=3,74, SD=0,57). No matter how challenging situations distance education includes, the study participants seem to have lived no insuperable problems in terms of their language learning processes.

As it can be observed from the results, participants' technological knowledge is slightly higher than the other subscales. The reason why their relationship with

technology is the highest among all subscales is that the participants seem to be digital native learners considering the world's new digital era. The term ''digital native'' was put forward by Prensky (2001) refers to the expanding number of children, teenagers, and early adulthood who have spent their whole lives engaged in digital technology. To him, the exposition to the internet and digital tools have given this increasing group with particular and even unique features that distinguish them from prior generations' children. By cause of that, no matter how hard the transition period from traditional learning system into online learning because of the COVID-19, the participants might be seen as digital natives since they were born into this digitalism. According to the results, Item 13, which is about *participants' searching the internet to find the answer to a course-related question*, is higher than the other items. It can be observed that the participants of this study are able to find course-related answers by searching the internet. The learners are knowledgeable in terms of the usage of internet browsers to look for the answers to the questions. However, Item 5, which is *submitting assignments to an online dropbox*, has the lowest mean score of other subscales. No matter how good participants are at using the web browser to find out the questions, their sending assignments and other tasks to instructors' dropbox is weak compared to other subscales. Perhaps, although they grew up in accordance with technology in the Internet age, the participants had limited skills related to technology (using search engines, etc.). Although the participants' technology levels in terms of using social media were high enough, their knowledge related to education-based online language learning tools was not sufficient enough to send homework or tasks.

To continue the digital nativism's effects on online self-efficacy levels, the participants' time management also takes its part. The participants are able to manage their usage of time efficiently while doing necessary tasks or given online homework. This situation was also supported by the interviews that were conducted with volunteer learners. The interviewees stated that apart from the internet connection problems or having difficulties regarding the website of the course books, they have not lived time management problems concerning the given online homework or the given online task at a specific time. According to the research of Song et al. (2004), time management strategies have positive effects on online learning because it gives learners a chance to participate in classes without concerning necessary time and space. Hill et al. (2004) state that learners may enhance their entire online learning experience by implementing simple time management practices. According to the results of Item 9, which is about

completing all assignments on time is measured as the highest compared to the other items. It can be concluded that most of the participants are able to finish and send their online homework and tasks on time without facing any difficulties. However, as the Item 19 indicates, *focusing on schoolwork when faced with distractions* is lower than the other items. Therefore, it means that when students are distracted because of their home environment or many other reasons, their management of time may become problematic compared to other subscales. When the participants are distracted, their main focus might shift from the online English course or homework task to something else. In order to prevent distraction, the learners might be directed to find suitable and quiet space for online courses where they can only concentrate on the online sessions.

Another subscale that belongs to OLSES is that the online learning environment, which has the lowest mean score compared to other subscales, although the difference is not high. Moore et al. (2011) describe online learning as providing learning activities through the usage of digital technology. To Moore et al. (2011), online learning is taking place in a specialized web-based location. In addition, they describe the learning environment as the phrases to pertain to both the instruments that may be utilized inside the environment and the sort of learning which will be provided inside the system. According to the analysis, the lowest mean scores belong to Item 6, *overcoming technical difficulties on my own* and Item 11, which is *about learning without being in the same room as the instructor*. It can be interpreted that most students may not have the potential to handle the technological crisis without the help of peers or instructors. Online Learning Environment has difficulties in terms of its internet connection and lack of face to face interaction. The interviews also support the claims. The four of the participants stated that having a lack of face to face communication and being in front of the screen makes them feel uneasy compared to traditional learning. The interviewees also stated that when everyone talks in the classroom, they can inspire each other in many different ways in terms of coming up with new different ideas related to the topic; however, the inspiration does not show itself in online English courses since most of the learners prefer being quiet. All in all, these two situations bring us to the point that having lack of face-to-face interactions as well as technological problems might be two features why online learning environment has the lowest mean scores of all subscales. Bohórquez et al. (2019) stated in their research that both peer tutoring and collaborative peer works through the internet is thought to promote self-directed learning.

The highest points of the items of the online learning environment belong to Item 18, which is about *using synchronous technology to communicate with others (such as Skype)* and Item 22, *when a problem arises, promptly ask questions in the appropriate forum (e-mail, discussion board, etc.)*. The results demonstrate that the participants are able to use technological tools for communication with both classmates and educators. They are able to use Zoom, Skype and other platforms for interaction successfully. In addition, if technical problems occur, their ability to use e-mail, discussion board and other applicable platforms for problem-solving are high. This hypothesis was supported by the interviews as well. The interviewees stated that their relationship with technology was good, and apart from the infrastructural problems, mostly they did not encounter with technological issues. However, the platform of the online book might be difficult to complete online homework, according to one of the interviewees. Since the participants of this study seem to be digital natives in the sense that they were born into the age of technology, their ability to use technological tools started from their early ages. This situation became beneficial for the transition of the education system because of the outbreak of COVID-19. Students were already familiar with the usage of the internet and the necessary technological tools for online courses. In that respect, it can be assumed that their background knowledge has positive effects on the participants' online self-efficacy levels in distance education.

Apart from the descriptive discussions, the findings part also illuminated the correlational relationships between the competencies of OLSES and overall OLSES. In the light of correlational analysis, it was explored that the relationship between them is statistically positive, meaningful as well as strong. The level of the relationship was determined by the work of Cohen (1992). Cohen (1992) indicates that the impact of correlation coefficient has different levels such as; small correlation, ($.10 \leq r < .30$), moderate correlation, ($.30 \leq r < .50$), and strong correlation ($.50 \leq r < 1.00$). It can be concluded that each subscale affects one another, and increment among them has an impact on Overall OLSES. If the participants focus on enhancing their time management and technology levels, the increment might be observed in learners' online self-efficacy levels. Bandura (1997) stated that the idea of self-efficacy has been investigated to assess difficulties linked to how learning occurs and whether or not they are willing to embrace the shift of assuming greater responsibility for their own learning. Also, it was stated by Bandura (1993), by educating learners on self-regulated learning practices, instructors encourage or enable increasing levels of self-efficacy

beliefs. Additionally, Puzziferro (2008) stated that the literature regarding distant learning reveals that self-efficacy, self-regulation, and student experience characteristics are all linked in some manner. Other scholars such as Schunk and Ertmer (2000) suggest in their research that advancing self-regulation strategies, as well as academic comprehension of the students, are able to be used in order to increase the self-efficacy beliefs of the learners. In addition, Zimmerman's (1995) research on self-regulated learning, self-efficacy, and academic improvement aims to uncover ways that may be utilized to generate and test self-efficacy beliefs and decide behavioural responses within the academic context. In that respect, self-efficacy, as well as self-regulation enhancement, go hand in hand in the context of education. By cause of that, the correlational results of this study demonstrate that the increment of each subscale might have resulted in the enhancement of online self-efficacy levels of the participants. For instance, in order for learners to deal with time management issues in the duration of distance education, the self-management and self-regulation strategies of the students gain importance. As stated by Zimmerman et al. (1996), time management is a technique that requires self-monitoring and has been incorporated in various programs connected to student progress and accomplishment. Another emphasis by Zimmerman et al. (1992) is that learners should create precise targets, relate outcomes to technique application, and become efficacious to master a task within the scheduled period or else students might encounter with self-regulatory problems. In that respect, in this study, the time management element is able to be used for the enhancement of online self-efficacy levels of the learners.

Technology level and online learning environment are also effective in the sense of online self-efficacy levels of the participants according to the correlational results of the study. As Eastin et al. (2000) stated in their research that computer knowledge is vital considering distance education. If the learners have enough background knowledge related to the internet and technological tools, the online learning environment will not become problematic. Since the generations of the participants of this study seem to be as digital natives, the levels of the subscales of the OLSES were measured as high. In that respect, technology, time management, online learning environments have strong statistically meaningful relationship between each subscale and overall OLSE competencies.

For the final words, OLSES and overall OLSES competencies, as well as the relationship between the subscales of OLSES, were explored and investigated in order

to determine the online self-efficacy levels of the participants in the duration of distance education. According to the results of the study, it can be concluded that the OLSE levels of the learners are high. Considering that students might be digital natives in our modern world, the quick transition from the traditional education system to online education due to COVID-19 seems that it does not affect learners' feeling of being efficacious in the era of distance education. Since students with low online self-efficacy might not be able to get efficiency from online lessons as previous literature proved, the learners might not capture success. In order for learners to achieve online lessons, they need to foster online self-efficacy of themselves in distance education. To enhance online self-efficacy level, communication, interaction with peers, as well as instructors via internet-based tools are significant as well.

Discussion of the Second Research Question

In the second research question of the study, the OLSE competencies of the learners were investigated concerning their genders, age, English levels and departments in the duration of distance education. The findings of the study demonstrate that there were no significant relationships between the participants' online self-efficacy levels and their gender, age, English levels and departments. Considering participants might be digital natives as well as their exposition to the internet and technology's both positive and negative consequences, it is not surprising to encounter that there is no gender differentiation in terms of being efficacious in distance education. Kirschner et al. (2017) define that the term "digital native" as anyone who was born after 1984, the year in which the first video game was released. According to them, digital natives are thought to have advanced technological virtual abilities. Since both male and female children were exposed to being digital natives without gender differentiation, the results of this study demonstrated that there was no relationship with online self-efficacy levels of the participants and their genders. Gerçek et al. (2017) also found that both age and gender did not have significant relationship regarding students' computer self-efficacy levels. This situation was explained in their research study by concluding that the age differentiation has not been at a level that would affect the computer self-efficacy of the learners. Gerçek et al. (2017) also stated that it might also have relationship with the results, which indicated that the computer self-efficacy beliefs of teacher candidates are low in contrast to this study. Another scholar who found no significant relationship between gender and the performances of the participants is that Papageorgiou et al.

(2014). They stated in their research that gender was no longer differentiation factor since both sexes have equal rights in our modern era.

The results of this study also exposed that the departments of the participants had no significant relationship with the online self-efficacy of the learners in the duration of distance education. Although the departments of the learners show variation from student to student, the participants have been taking the same lesson with each other, which is English course. Since the students are in the Preparatory Schools of the university, and they are not taking necessary classes from their own departments, which are different from each other, the variation of the departments has no significant relationship regarding their online self-efficacy. If the students took different courses related to different departments, it might have had a relationship with being efficacious in the duration of distance education. Apart from the departments of the participants, the age factor also did not have significant relationship with online self-efficacy either. When the literature or related studies were examined broadly, the researcher came across that the age factor did not affect the self-efficacy levels of the learners in many research. For instance, Papageorgiou et al. (2014) asserted in their research that age was also not a factor regarding participants' performances. In addition, the participants of this study consisted of 127 in total; however, 112 of the students were between the age of 18 and 20. Nine of the students were 21 and 22; the other six students were 23 and above years old. Because of the non-parametrical diversion of the age groups, the results showed no significant relationship between online self-efficacy and the age factor.

The same situation is valid for the participants' English levels as well. According to the results of this study, the English levels of the 50 learners out of 127 students are taking A1 level courses. On the other hand, 60 of them are taking A2; the rest of the 17 learners are the students of B1 level. Since the results of the English levels of the participants are non-parametrical, students' language levels are not variable factors in terms of their online self-efficacy levels in the duration of distance education.

Discussion of the Third Research Question

The third research question of the study was asked in order to explore the perceptions of the participants regarding their online self-efficacy beliefs in the duration of online language learning. In accordance with the correlational results of the study, parallelism has been emerged between the subscales of OLSES and the interview data analysis.

Therefore, students' enhancing technology level, online learning environment, and lastly time management will have resulted in the increment of the belief perceptions of the online self-efficacy levels of the participants. Peng et al. (2006) stated in their study that instructors and academics throughout the globe had praised Internet-based learning, believing that it can give learners online, interactive, customized, and investigation-based learning activities, as well as increase learners' knowledge development and effective learning. They also asserted that as the usage of Internet-based educative instruction becomes more widespread, many learners may enjoy more and greater Internet interactions in Internet-based online courses. Peng et al. (2006) continued that because the structure of students' Internet usage may have an impact on their educational outcomes in Internet-based learning settings, pupils' self-efficacy and attitudes about the Internet may consist of two major topics that require further investigation. In that respect, the significance of the online self-efficacy beliefs of the participants carries vital importance in distance education. If the perceptions of the learners are positive, there is no doubt that the reflection of this situation on the learning process will be beneficial. Peng et al. (2006) stated in their research that previous research had also revealed that participants' perceptions regarding the Internet might impact their motivation and interests in web-based learning. In relation to this information, the interviewees of this research were asked what motivated them to learn a second language in online learning. As stated in the analysis part of the research, six of the interviewees asserted that reading books and watching foreign series were the motivation resources for learning the English language in distance education.

For the answers to the interview question, which was about the motivation of the participants related to their online self-efficacy beliefs, it can be concluded that watching series in a foreign language, listening to songs in English increase their willingness to learn a new language in online learning. In that respect, the usage of technology increases students' tendency to learn English and to reach out to the right resources in accordance with their needs and their requests. Hough (1984) stated in his work that the education of adults is influenced by motivation, which determines the decision to participate in a training session and use effective learning tactics. In accordance with motivation, Lefcourt (1976) asserted that a term called ''locus of control''. More precisely, locus of control (LOC) was described as a generalized expectation of inner rather than external reinforcement control. As stated by Severino et al. (2011), this element is crucial for achieving learning objectives and staying

motivated. In that respect, the claims of the participants demonstrate that motivation was internalized by following their own interests. Accomplishment behaviours like endurance, difficulty, attention, curiosity, resistance to failure, and dedication to development have been linked to high self-perceived capability, with strong motivation at the inner end of the motivational process, according to Harter (1990) and Bandura (1997). With the help of enhancing motivation, the perceptions of the online self-efficacy beliefs of the participants were affected in a positive way in this research. Besides the questions regarding the motivation of the learners, interviewees were also asked questions concerning the time management topic. The participants were asked whether they sent online homework on time and completed the online tasks in online English courses or not. Nine out of eleven students asserted that they were able to complete the online homework and the tasks on time. Bandura (1993) linked time management and self-efficacy concepts to self-regulated learning strategies. To Bandura (1993), for the enhancement of self-efficacy beliefs, instructors play a significant role. By teaching learners self-regulated learning practices, Bandura (1993) suggests that instructors encourage or enable increasing levels of self-efficacy beliefs. In order for learners to improve self-regulation strategies, there is no doubt that the students have to organise the time management issue. Terry and Doolittle (2008) stated in their research that time management, a technique that requires self-monitoring and has been incorporated in various programs connected to learner progress and accomplishment, is one specific approach of efficiency control. According to Zimmerman and Martinez (1992), participants should create precise goals, relate results to time management, and feel efficient to master a work within the allocated time. In the light of the literature information and the responses of the interviewees, it can be concluded that the participants are able to manage their time effectively.

Managing time effectively also gives hints that participants' relationships with technology are good. If the relationship with the internet or technological tools of the participants were not sufficient enough, the learners would not be able to handle online homework or tasks. Interviewees were also asked regarding their relationships with the technology. Many of the participants stated their relations with both technology and the internet were good. However, students stated that they might have had infrastructural problems from time to time. Apart from the internet connection problem, many of the interviewees stated that they did not come across any technological problems. Peng et al. (2006) asserted that there was no denying that a greater comprehension of the

Internet, as well as a more acceptable attitude toward it, were required for successful Internet-based training. Furthermore, Peng et al. (2006) stated that as academics may utilize learners' self-efficacy to forecast their academic achievement in traditional learning contexts, participants' self-efficacy about the Internet and technology could have significant impacts on their learning outcomes. Additionally and lastly, the participants were asked to define their online studentship compared to traditional learning, such as more active, more passive etc. While six of the participants stated that they were more active in online English lessons, the other five asserted that they were more passive compared to face-to-face education. Although their online self-efficacy levels were high, five of them asserted that they preferred traditional education to distance education. Some of the participants asserted that being unable to see the reactions of the people behind the screen makes them feel nervous.

In the light of the response of the interviewee, it can be concluded that face-to-face interaction among the lecturers and peers is significant for her. The rest of the students who assumed that they were more passive complained about the lack of physical presence and interaction. Deture (2004) stated that interaction's value in learning contexts had been extensively researched, and it has been demonstrated that learners who perceive greater amounts of interaction have more favourable views regarding online education. Student-content, student-lecturer, and student-student communication are the three types of interactions in distance education identified by Moore (1989). Since the students did not go to school each weekday, they did not have enough time to get to know and knit up with each other as well as with their instructors. In that respect, due to lack of spending enough time, the participants have felt uneasiness and uncomfortable in the duration of online English lessons. In order for silent students to be more active in online learning, many scholars put forward many different ideas throughout the years. One of the ideas which are related to effective learning in distance education belonged to Philips (2005). To him, effective learning tactics may be used to improve web-based learning at any stage of the education process and can suit a wide range of learning styles. Peer, instructor, and digital-based feedback all have a significant impact on student engagement with online classes and must be used to deliver positive learning environments.

The participants who were more active stated that they got benefit from the silence of the online lessons and became more active than the face-to-face classroom environment.

The different approaches of the participants towards online education may come from various background experiences related to the technology levels of the learners. Peng et al. (2006) stated in their research that as students utilize the Internet, their views of it might differ, and these perspectives may impact their attitudes and, as a result, their online behaviours. In that respect, the classification of the participants' feelings, such as being comfortable or uneasy in online learning, might differ according to the students' background of the usage of the internet. As Vonderwell and Savery (2004) discussed in their study that learners must be ready for changes in lessons that are in the technological environment in terms of learning governance, learner-centred practice, and social roles as a result of online learning. In that case, participants' different feelings toward online English lessons might come from both technological backgrounds and learning management issues. Since students are autonomous learners in distance education, if they are able to enhance their technological knowledge and regulate their learning managements by using learning strategies, they might capture success and be more active in online English lessons. For the final words, Vonderwell and Savery (2004) also stated that efficient and effective online courses necessitate a methodology that facilitates and supports active and engaging learning possibilities for student interaction. To them, computer technology opens up a world of interactive, progressive, and peer interaction opportunities. In that respect, if the participants of this study are willing to enhance online self-efficacy levels, they might follow online self-regulation strategies and endeavour to engage with online English lessons.

Implications

The gathered data might be used to help the researchers with the OLSE competencies of university students in online education. By the help of OLSE, the technological competencies and their effects on students, the online learning environment, time management and their consequences are able to be found. The findings of the analysis might be utilized to help students to enhance their OLSE competencies in online education. Learners might manage the L2 learning process more effectively and overcome online education problems by getting help from the OLSES. Being conscious of the language learning process is able to have a beneficial impact and lead to more effective learning in the duration of distance education. In order for learners to enhance the levels of online self-efficacy, instructors also play significant roles. The lecturers' knowledge regarding the internet or online tools may have a positive impact on finding

solutions to learners' online problems. In that respect, teachers' enhancement of technological knowledge might affect students' online self-efficacy levels indirectly.

There is presently a scarcity of publications on OLSE competencies among university students and OLSE in second language learning over the course of online education. Nonetheless, it is expected that this research will be used as an example for future studies on OLSE competencies of EFL university students enrolled in distant learning.

By the cause of the outbreak of the COVID-19 pandemic, the relevance of online education has increased, and it is expected that once the pandemic is over, online education will continue to be utilized since it reduces distance, space and gives flexibility to participants. No matter how distance education helps learners to continue their education processes from their homes, the yields that come with online learning, such as the importance of having a technological background and many more, cannot be ignored. When looking through the past research studies, it was discovered that incorporating OLSE has a good influence on student achievement. As a result, the value of OLSE and its impacts on both learners and lecturers should not be unseen. Accordingly, research concentrating on enhancing college students' online self-regulation or self-regulation strategies while learning a second language through online learning or students' technological experiences and its effects on their self-efficacy levels are suggested. In order to pay students' attention to OLSE and to improve learners' OLSE proficiency, an optional class on OLSE might be planned and conducted. Lastly, OLSE competencies may be applied not only to students but also to instructors and principals.

Limitations

The obtained data was gathered from the college's preparatory school located in Turkey. The samples of the data for this study is limited, and the data was gathered via online sources. It may be more difficult to extrapolate conclusions if data is collected from only one university. However, a more in-depth qualitative and quantitative study with a larger sample size may be conducted to understand more about participants' perceptions of OLSE beliefs and OLSE competencies in online education.

Recommendations for Further Research

Investigations with bigger groups, including people of a variety of ages, may be evaluated whether OLSE abilities in online education are affected by age, English proficiency, gender and departments. This research was confined to only one Turkish college's preparatory school. Widening the population of learners with diverse age ranges, departments, and institutions might assist extrapolate the results of this research in future investigations. For the final words, teachers' opinions of OLSE might be investigated in order to have a better understanding of their perceptions and OLSE levels.

Conclusion

The outbreak of the COVID-19 virus had a profound impact on our lives. Online education has been an increasingly important feature of learners' life as a result of the pandemic. However, with the common usage of technological devices for online lessons, some topics have come front to be investigated among learners, such as online self-efficacy, technological background knowledge, online time management, online learning environment and so on. If one of the learners had lack of these features, the student might be affected in a negative way in terms of acquiring the online second language learning lessons. Therefore, online education has revealed the significance of being efficacious in distance education in order to capture the achievement. If the learners enhanced their online self-efficacy levels, then the online learning process would be more beneficial. Learners' capabilities and educational processes could be influenced by OLSE and OLSE competencies. Learners must overcome the difficulties of online classes. Collaborating with one another, controlling their active learning, regulating their time management, upgrading technological levels, and managing the online learning environment may all assist students in dealing with the challenges of online education.

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APPENDICES

Appendix A: Ethic Committee Approval of Çağ University

T.C ÇAĞ ÜNİVERSİTESİ SOSYAL BİLİMLER ENSTİTÜSÜ TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZNİ / ETİK KURULU İZİNİ TALEP FORMU VE ONAY TUTANAK FORMU	
ÖĞRENCİ BİLGİLERİ	
T.C. NO SU	..
ADI VE SOYADI	ÇAĞLA YÜZER
ÖĞRENCİ NO	20198062
TEL. NO.	
E-MAİL ADRESLERİ	
ANA BİLİM DALI	İNGİLİZ DİLİ EĞİTİMİ YÜKSEK LİSANS
HANGİ AŞAMADA OLDUĞU (DERS / TEZ)	TEZ
İSTEKDE BULUNDUĞU DÖNEM EAİT DÖNEMLİK KAYDININ YAPILIP-YAPILMADIĞI	2021..... /2022..... - BAHAR DÖNEMİ KAYDINI YENİLEDİM.
ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER	
TEZİN KONUSU	İngilizce'yi yabancı dil olarak öğrenen öğrencilerin üniversite bağlamında çevrimiçi öz-yeterlilik algıları
TEZİN AMACI	İngilizce'yi yabancı dil olarak öğrenen öğrencilerin çevrimiçi öz-yeterlilik algılarıyla ilgili görüşlerini öğrenmek
TEZİN TÜRKÇE ÖZETİ	Bu çalışma, çevrimiçi eğitim sırasında üniversite öğrencilerinin ÖZ-SE yeterliklerini araştırmak amacıyla yapılmıştır. Zimmerman ve Kulikowich'in (2016) "Çevrimiçi Öğrenme Öz Yeterlik Ölçeği" katılımcıların çevrimiçi eğitim süresince öz yeterlilik yetkinliklerini araştırmak için kullanılmıştır. Ayrıca bu araştırma katılımcıların çevrimiçi öz yeterlilik yeterlilikleri ile yaşları, ingilizce düzeyleri, cinsiyetleri ve bölümleri arasında bir ilişki olup olmadığını araştırmıştır. Ek olarak, anlama
ARAŞTIRMA YAPILACAK OLAN ŞEKTÖRLER/ KURUMLARIN ADLARI	ÇAĞ ÜNİVERSİTESİ HAZIRLIK OKULU
İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI- ŞUBESİ/ MÜDÜRLÜĞÜ - İLİ - İLÇESİ)	ÇAĞ ÜNİVERSİTESİ HAZIRLIK OKULU +90 324 651 48 00 MERSİN/TARSUS
YAPILMAK İSTENEN ÇALIŞMANIN İZİN ALINMAK İSTENEN KURUMUN HANGİ İLÇELERİNE/ HANGİ KURUMUNA/ HANGİ BÖLÜMÜNDE/ HANGİ ALANINA/ HANGİ KONULARDA/ HANGİ GRUBA/ KİMLERE/ NE UYGULANACAĞI GİBİ AYRINTILI BİLGİLER	VERSİTESİ HAZIRLIK OKULU MERSİN/TARSUS - HAZIRLIK OKULU İNGİLİZCE ÖĞRENCİLERİNE ANKET UYGULA
UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇEKLERİN UYGULANACAĞI	ONLINE LEARNING SELF-EFFICACY SCALE - DEMOGRAPHIC INFORMATION
EKLER (ANKETLER, ÖLÇEKLER, FORMLAR, ...V.B. GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADET/ SAYFA OLDUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAKTIR)	1) ... ONLINE LEARNING SELF-EFFICACY SCALE.. (.....2.....) Sayfa ..... Ölçeği. 2) ... DEMOGRAPHIC INFORMATION..... .. (.....1.....) Sayfa ..... Anketi. 3) .... (.....) Sayfa ..... Formları. 4) .... (.....) Sayfa .....

ÖĞRENCİNİN ADI - SOYADI: …ÇAĞLA YÜZER……	ÖĞRENCİNİN İMZASI: Enstitü Müdürlüğünde evrak aslı imzalıdır TARİH: …28… / …01…/ 2022….

TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU

1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.

2. Anılan konu İngiliz Dili Eğitimi faaliyet alanı içerisine girmektedir.

1.TEZ DANIŞMANININ ONAYI	2.TEZ DANIŞMANININ ONAYI (VARSA)	ANA BİLİM DALI BAŞKANININ ONAYI	SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI
Adı - Soyadı: …SEMİHA KAHYALAR	Adı - Soyadı: ……..….	Adı - Soyadı: ŞEHNAZ ŞAHİNKARAKAŞ	Adı - Soyadı: MURAT KOÇ
Unvanı:DR. ÖĞRT. ÜYESİ	Unvanı: ……..….	Unvanı: Prof. Dr.	Unvanı: Doç. Dr.
İmzası: Evrak onayı e-posta ile alınmıştır	İmzası: ……..….	İmzası:Evrak onayı e-posta ile alınmıştır	İmzası: Evrak onayı e-posta ile alınmıştır
… / ….. / 20....	…. / .... / 20....	..... / ..... / 20……	…. / .... / 20...

ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER

Adı - Soyadı: **Şehnaz ŞAHİNKARAKAŞ**	Adı - Soyadı: **Yücel ERTEKİN**	Adı - Soyadı: **Deniz Aynur GÜLER**	Adı - Soyadı: **Mustafa BAŞARAN**	Adı - Soyadı: **Mustafa Tevfik ODMAN**	Adı - Soyadı: **Hüseyin Mahir FİSUNOĞLU**	Adı - Soyadı: **Jülide İNÖZÜ**
Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı : Prof. Dr.
İmzası : ……	İmzası : …..……	İmzası : ….……	İmzası : …..……	İmzası : …..……	İmzası : ……	İmzası : ……
…… / ….. / 20.....	…… / ….. / 20.....	… / ….. / 20.....	….. / ….. / 20.....	… / ….. / 20.....	…… / ….. / 20.....	…… / ….. / 20.....
Etik Kurulu Jüri Başkanı - Asıl Üye	**Etik Kurulu Jüri Asıl Üyesi**	**Etik Kurulu Jüri Asıl Üyesi**	**Etik Kurulu Jüri Asıl Üyesi**	**Etik Kurulu Jüri Asıl Üyesi**	**Etik Kurulu Jüri Asıl Üyesi**	**Etik Kurulu Jüri Asıl Üyesi**

OY BİRLİĞİ İLE	X	**Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/Formları/Ölçekleri Çağ Üniversitesi Etik Kurulu Asıl Jüri Üyelerince İncelenmiş olup, ……01 / 10… / 2021 ve 15/11/2021verilmesi taraflarımızca uygundur.**
OY ÇOKLUĞU İLE		

AÇIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRLÜĞÜ SEKRETERLİĞİNE ONAYLAR ALINMAK ÜZERE TESLİM EDİLECEKTİR. AYRICA FORMDAKİ YAZI ON İKİ PUNTO OLACAK ŞEKİLDE YAZILACAKTIR.

Appendix B: Approval Request from the Institute of Social Sciences

T.C.
ÇAĞ ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü

Sayı : E-23867972-044-2100003589 19.05.2021
Konu : Çağla USUL'un Tez Anket İzni

DAĞITIM YERLERİNE

İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında kayıtlı Çağla USUL isimli öğrencimiz, **"Dil Öğrenme Stratejilerinin Uzaktan Eğitim Süresinde Üniversite Öğrencilerinin Öz-Etkinliğine Etkisi "** konulu tez çalışmasını Üniversitemiz öğretim üyesi **Dr. Öğr. Üyesi Semiha GÜRSOY** danışmanlığında halen yürütmektedir. Adı geçen öğrenci tez çalışmasında **Üniversitemiz Yabancı Diller Yüksekokulunda öğrenim gören öğrencileri** kapsamak üzere kopyası Ek'lerde sunulan anket uygulamasını yapmayı planlamaktadır. Üniversitemiz Etik Kurulunda yer alan üyelerin onayları alınmış olup, gerekli iznin verilmesi hususunu bilgilerinize sunarım.

Doç. Dr. Murat KOÇ
Sosyal Bilimler Enstitüsü Müdürü

Ek : Tez Etik Kurul Onay Dosyası

Dağıtım:
Gereği: Yabancı Diller Yüksekokulu Müdürlüğüne
Bilgi: Rektörlük Makamına

Appendix C: Approval Request from the Preparatory School

T.C.
ÇAĞ ÜNİVERSİTESİ
Yabancı Diller Yüksekokulu

Sayı : E-12345678-000-2100003711 25.05.2021
Konu : Tez Anket İzni

REKTÖRLÜK MAKAMINA

Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Bölümü Yüksek Lisans öğrencisi Çağla USUL'un uygulamak istediği anket uygulaması uygun görülmüş olup Müdür Yardımcısı Betül ÇOKBİLEN nezaretinde yürütülecektir.

Öğr. Gör. Hamdi ÖNAL
Yabancı Diller Yüksek Okulu Müdürü

T.C.
ÇAĞ ÜNİVERSİTESİ
Rektörlük

Sayı : E-81570533-044-2100003495 12.05.2021
Konu : Bilimsel Araştırma ve Yayın Etiği Kurul İzni Hk.

SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : 26.04.2021 tarih ve E-23867972- 050.01.04-2100003098 sayılı yazınız.

İlgi yazıda söz konusu edilen Başak KAPLAN, Cansu YANÇ, Çağla USUL, Deniz SOYCAN, Kubra BAYDAŞ, Özge SABAHOĞLU, Sinan OĞAN isimli öğrencilerin tez evrakları Bilimsel Araştırma ve Yayın Etiği Kurulunda incelenerek uygun görülmüştür.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Ünal AY
Rektör

Appendix D. Online Learning Self-Efficacy Scale

1. Cinsiyetiniz a. Kadın b. Erkek
2. Yaşınız a. 18-20 b. 21-22 c. 23 ve üzeri
3. Hangi seviyede İngilizce dersi alıyorsunuz? ……
4. Bölümünüz nedir? …….

Değerli katılımcı;
Bu ölçekler sizlerin Çevrimiçi Eğitimde Öz-Yeterlilik Algısı'na karşı olan bakış açılarınızı belirlemek üzere hazırlanmıştır. Anket iki kısımdan oluşmaktadır. İlk kısımdaki
sorular sizin demografik bilgilerinizi ölçmek için kullanılacaktır. İkinci kısım ise Çevrimiçi
Öğrenme Öz-Yeterlilik Ölçeği'nden oluşmaktadır. Cümleleri dikkatlice **okurken pandemi**
dönemindeki çevrimiçi İngilizce derslerinizi düşünüp, size en yakın olan seçeneği işaretleyiniz. Verdiğiniz cevaplar sadece bu çalışma içinde kullanılacak olup hiçbir kişi, kurum veya kuruluş ile paylaşılmayacaktır.

Çalışmaya katılımınız için teşekkür ederim,
Çağla USUL

		Hic Katilmiyorum	Katilmiyorum	Kararsizim	Katiliyorum	Tamamen Katiliyorum
1.	Cevrimici (online) ders materyalleri arasinda etkili bir sekilde gezinebilirim.					
2.	Cevrimici (online) ders izlencesini bulabilirim.					
3.	E-posta yoluyla dersin ogretim elemani ile etkili iletisim kurabilirim.					
4.	Teknik destek ile e-posta, telefon veya canli cevrimici (online) sohbet yoluyla etkili bir sekilde iletisim kurabilirim.					
5.	Odevleri cevrimici (online) bir depolama alanina (Dropbox, Google Drive, Yandex Disk, One Drive vb.) yukleyebilirim.					
6.	Kendi kendime teknik sorunlarin ustesinden gelebilirim.					
7.	Cevrimici (online) olarak yayimlanan notlarimi (odev, sinav vb.) ogrenebilirim.					
8.	Zamani etkili bir sekilde kullanabilirim.					
9.	Tum odevlerimi zamaninda tamamlayabilirim.					
10.	Yeni bir teknolojiyi etkili bir sekilde kullanmayi ogrenebilirim.					
11.	Ogretim elemani ile ayni sinif ortaminda olmadan ogrenebilirim.					
12.	Siniftaki diger ogrenciler ile ayni sinif ortaminda olmadan ogrenebilirim.					
13.	Ders ile ilgili bir sorunun cevabini bulmak icin internet'te arama yapabilirim.					
14.	Ders ile ilgili materyalleri internete arayabilirim.					
15.	Eszamansiz teknolojiler (tartisma grubu, mesaj panosu, e-posta vb.) kullanarak iletisim kurabilirim.					
16.	Cok az hatirlatici ile cevrimici (online) gorevlerin son teslim zamanina uyabilirim.					
17.	Bir grup projesini internet uzerinden cevrimici (online) olarak tamamlayabilirim.					
18.	Baskalariyla iletisim kurmak icin eszamanli teknolojileri (Skype, WhatsApp, Messenger vb.) kullanabilirim.					
19.	Dikkat dagitici bir sey ile karsilastigim zaman okul calismalarina odaklanabilirim.					
20.	Gerekli calismalarin tumunu zamaninda tamamlamak icin bir plan gelistirebilir ve uygulayabilirim.					
21.	Kutuphanenin cevrimici (online) kaynaklarini verimli bir sekilde kullanabilirim.					
22.	Bir problem ortaya ciktiginda, uygun bir cevrimici (online) tartisma grubunda (e-posta, tartisma panosu, WhatsApp grup, Facebook grup vb.) problemi sorabilirim.					

Appendix E: Semi-structured interview questions

Interview Questions

1. Online eğitimde alıyor olduğunuz İngilizce derslerinde kendinize olan güveninizi değerlendirmenizi istesem 1(en düşük) 5 (en yüksek) puanlardan kaç verirsiniz? Neden?

2. Teknoloji yeterliliğinizin online eğitimde İngilizce derslerinizdeki katılımınızı olumlu veya olumsuz etkilediğini düşünüyor musunuz? Cevabınıza örnek verebilir misiniz?

3. Online eğitim sürecinde aldığınız İngilizce derslerindeki verilen aktiviteleri veya dersten sonra gönderilen online ödevleri zamanında tamamlayabiliyor musunuz? Bu aktiviteleri zamanında tamamlıyorsanız/tamamlayamıyorsanız bunun geçmişteki teknolojik bilgilerinizle bağlantınız olduğunu düşünüyor musunuz?

4. Kendinizi online eğitim süresindeki İngilizce derslerinde nasıl bir öğrenci olarak tanımlarsınız? (Girişken, çekingen…)

5. Kendinizi online eğitimde dil öğrenmeye motive ediyor musunuz? Evetse/Hayırsa neden