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SELF-EFFICACY BELIEFS OF EFL TEACHERS DURING THE COVID-19 PANDEMIC IN TURKEY

<u>**THESIS BY**</u>

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We **certify** that thesis under the title of "**Self-efficacy Beliefs of EFL Teachers During the COVID-19 Pandemic in Turkey**" which was prepared by our student **Zeliha Dilek ACET** with number **20198063** is satisfactory consensus for the award of the degree of **Master of Arts** in the Department of **English Language Education**.

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DEDICATION

I could not have completed this study without the support of my supervisor, Dr. Seden Tuyan. Dr. Seden Tuyan, your patience, and guidance made this study possible. To my family, Ahmet Acet, Aden Acet, and Mehmet Selim Acet; thank you all for your unwavering support, and for reminding me to take breaks and have fun when I have been stressed out. To my friend, Meryem Yıldız, this would have been a difficult feat without you…

ETHICS DECLARATION

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THESIS TITLE: Self-Efficacy Beliefs of English Foreign Language Teachers During the COVID-19 Pandemic in Turkey.

I now proclaim that;

This master thesis was written in compliance with the Çag University Institute of Social Science Thesis Writing Directive.

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ABSTRACT

SELF-EFFICACY BELIEFS OF ENGLISH FOREIGN LANGUAGE TEACHERS' DURING COVID-19 PANDEMIC IN TURKEY

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Department of English Language Education, Master Thesis
Supervisor: Dr. SEDEN TUYAN
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This quantitative research examined the self-efficacy beliefs of EFL teachers in Turkey within the framework of the COVID-19 process. The research population includes 187 teachers, 81 males, and 106 females, who work in Adiyaman during the 2021–2022 academic year. In this study, Moran and Hoy's (2001) "Teachers' Sense of Effectiveness Scale" (TSES) was utilized as a data-gathering tool. In this study, the Turkish form of the scale, as adapted by Capa et al. (2005), was also used. The measure consists of three aspects to assess EFL teachers' self-efficacy in communication with students, classroom management, and teaching strategies during the COVID-19 pandemic. The scale reveals self-efficacy beliefs in the COVID-19 pandemic process based on the demographic data provided by the teachers: a) gender, b) marital status, c) grade of students, d) type of school, e) professional seniority, f) the number of students, g) the number of weekly classes hours, and h) professional publications, and books read. According to the study, in both overall self-efficacy and its subdimensions, the results indicate that teachers' self-efficacy beliefs were about average. Throughout the COVID-19 epidemic, the self-efficacy levels of single EFL teachers participating in the research were statistically significantly higher than those of married EFL teachers. All measures of self-efficacy, including self-efficacy teaching methods, classroom management, and total self-efficacy, were statistically significantly higher among EFL teachers in the private school who participated in the research than among teachers of EFL in the public school. Also, it was discovered that the self-efficacy levels and total self-efficacy of

EFL educators who read 3-4 or 4+ more publications/books about ELT were significantly higher than those who do not read regularly or read 1-2 books per month.

ÖZ

PANDEMİ SÜRECİNDE, TÜRKİYE'DE İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRETEN ÖĞRETMENLERİN ÖZYETERLİK İNANÇLARI ANALİZİ

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İngiliz Dili Eğitimi Anabilim Dalı, Yüksek Lisans Tezi
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Haziran/2022, 71 sayfa

Bu çalışma, korona virüs (Kovid-19) sürecinde İngilizce öğretmenlerinin öz-yeterlik algılarını, Türkiye bağlamında incelemek amacıyla, nicel araştırma yöntemi kullanılarak yapılmıştır. Araştırmanın evrenini 2021-2022 eğitim öğretim yılında Adıyaman ilinde görev yapan 81 erkek ve 106 kadın olmak üzere 187 öğretmen oluşturmaktadır. Bu araştırmada Moran ve Hoy (2001) tarafından geliştirilen Öğretmenlerin Etkinlik Duygusu Ölçeği (TSES)'nin Çapa ve arkadaşları (2005) tarafından Türkçeye çevrilen versiyonu veri toplama aracı olarak kullanılmıştır. Ölçek, korona virüs (Kovid-19) pandemi sürecinde, EFL öğretmenlerinin öz yeterlik inançlarını; a) öğrencilerle iletişim kurmada, b) öğretim stratejilerinde ve c) sınıf yönetiminde incelemek üzere üç boyuttan oluşmaktadır. Ayrıca ölçek, katılımcıların verdikleri demografik bilgiler sonucunda, Kovid-19 pandemi sürecinde öz yeterlik algısı inançlarını; a) cinsiyet, b) medeni durum, c) eğitim verdiği sınıf, d) görev yaptığı okul türü okul türü, e) mesleki kıdem, f) sınıftaki öğrenci sayısı, g) haftalık verdiği ders saati ve h) mesleki yayın ve kitap sayısı gibi değişkenlere bağlı olarak incelemiştir. Araştırmaya göre sonuçlar, hem toplam öz yeterlik hem de alt boyutlarında, öğretmenlerin öz yeterlik inançlarının orta seviyede olduğunu göstermektedir. Araştırmaya katılan bekar öğretmenlerin, Kovid-19 pandemi sürecinde öz yeterlik düzeylerinin evli öğretmenlere göre istatistiksel bakımdan anlamlı derecede daha yüksek olduğu farkedilmiştir. Araştırmaya katılan özel okuldaki öğretmenlerin, öğrenciyle iletişimde, öğretim stratejilerinde, sınıf yönetiminde ve toplam öz yeterlik düzeylerinin devlet okulundaki öğretmenlere göre istatistiksel bakımdan anlamlı derecede daha yüksek olduğu farkedilmiştir. Buna ek olarak,

İngilizce öğretiminde 3-4 veya 4+ yayın/kitap okuyan öğretmenlerin öz yeterlilik düzeylerinin ve toplam öz yeterliklerinin düzenli okumayan veya ayda 1-2 kitap okuyan öğretmenlere göre anlamlı derecede yüksek olduğu görülmektedir.

Anahtar Kelimeler: *Öz yeterlik, kovid-19 pandemi, İngilizce öğretmeni*

TABLE OF CONTENTS

ABBREVIATIONS

EFL	**:** English as a Foreign Language
ELT	**:** English Language Teaching
SPSS	**:** Statistical Package for the Social Sciences
M	**:** Mean
N	**:** Total Score
SD	**:** Standard Deviation
TSES	**:** Teacher Self-Efficacy Scale
COVID-19	**:** Coronavirus Pandemic Disease

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APPENDICES

1. INTRODUCTION

Self-efficacy beliefs and the intensity of a person's struggle, when confronted with unfavorable events are indicative of their ability to deal with these issues for an extended period. In other words, a person who lacks confidence in their capabilities will give up on facing challenges, whereas someone self-assured will be able to confront problems and work harder to find a solution. From these views, this wouldnot be inaccurate to assert that educators should have strong levels of self-efficacy, which affects the teaching and learning quality. With the beginning of pandemic, significance of online courses has been evident, as has the superiority of alternate learning methods over traditional schooling during emergencies such as pandemics. Regarding the productivity of distant educations, analyzing teachers' experiences and needs in this process may boost education. This section includes the purpose of the research, background study, problem situation, questions of research, the study's limitation, and literature review.

Background of the Study

Albert Bandura developed the notion of self-efficacy and used it to explain behavioral changes. In his 1977 book "Self-efficacy: Toward a Unifying Theory of Behavioral Change," Bandura was the first to use the concept. Bandura's self efficacy theory states that an individual needs to demonstrate a particular performance in his ability to control and execute activities. Self-efficacy is a dynamic, neither precise nor fixed, concept. A person's self-efficacy to adapt to ever-changing circumstances comprises multiple subskills collaborating. The concept of self-efficacy reflects various perspectives on the process of behavior change. It often sheds light on dysfunctional obstacles. Explaining how self-efficacy is reflected in his professional performance can perceive his competence in the field. The teacher with low self-efficacy deficiency reassures his students that the students can succeed and cannot be expected to have firm beliefs. The teacher makes a judgment about himself; it also gives him a chance to do his self-criticism. People's ability to develop their talents, potential and hidden powers depends on a solid belief in self efficacy.

Along with the spread of the COVID19 in 2019, transfer to distant education became crucial in the educational system. This situation has led to new and different

experiences for all teachers. Concerning the professional development of teachers in Turkey even during the COVID19 pandemic, there is a paucity of studies focused on strengthening teachers' beliefs of self efficacy.

Due to unpredictable global spread of the COVID19 pandemic, all schools have been compelled to cancel face- to -face instruction. For the first time in Turkey, it has become mandatory for all public and private schools to switch to online education. Students and teachers have never been exposed to online education before, so a great unknown has emerged. Ultimately, future research will show how much teachers believe in themselves and how safe they are during the pandemic. In Turkey, further research should be done on the self efficacy of ELF teachers concerning their experiences during the pandemic. To enhance the quality of teaching, it is essential to stress teachers' emotions in challenging situations.

Statement of the Problem

The belief of the EFL teachers' self efficacy is fundamental regarding the quality of the instructions. Teachers' self efficacy can indicate their beliefs in their capacity to do their profession effectively. Teachers will feel better about themselves if they begin their careers with good education and stay current with advances in their field. Teachers who believe in their own abilities are capable of carrying out their roles and duties. So that, teachers' self efficacy can be used to demonstrate how certain individuals are in their abilities to do their duties properly. Especially measuring teacher self-efficacy will assist in its development by encouraging teachers to identify areas in which they are insufficient.

Teaching strategies and classroom management, as well as the communication skills with students, should all be considered in determining a teacher's self-efficacy. An effective teacher considers the needs of students and organizes the teaching and learning process appropriately. Changing educational settings requires reevaluating the concept of self-efficacy in challenging COVID19 procedure in the world. The availability of the distance education method, which started due to the COVID-19 pandemic, under normal conditions is still unfamiliar. Given this information, teachers with high sense of self efficacy beliefs in management of classroom, strategies of teaching, and communication with students are crucial for distance education efficiency. EFL

teachers' beliefs regarding self-efficacy while performing their duties under extraordinary circumstances will guide their future experiences.

Aim of the Study and Research Questions

Few studies have examined how the COVID19 process affects the psychology of teachers. This study intends to analyze teachers ' self efficacy attitudes and beliefs who were teaching English as a foreign language during the COVID 19 pandemic. This study also looked at the relationship between EFL teachers' self-efficacy views and their demographic characteristics and determine whether there's a statistically significant difference between teachers' self-efficacy beliefs regarding communicating with students, teaching strategies, and classroom management. Therefore, it aims to provide answers to the following research questions:

1. What perceptions do the Turkish EFL teachers have of self-efficacy during the COVID-19 pandemic?
2. During the COVID-19 pandemic process, are the following items among the influential factors related to the self-efficacy of EFL teachers?
   a) gender
   b) marital status
   c) grade of classrooms
   d) type of school
   e) professional seniority
   f) number of students
   g) number of weekly course hours
   h) professional publications and books they read
3. Considering the three dimensions of the teacher self-efficacy scale, is there a statistically significant difference in teachers' perceived self-efficacy beliefs:
   a) communication with students
   b) teaching strategies
   c) classroom management during the COVID-19 pandemic process?

Significance of the Study

Various perspectives have been expressed on the concept of competence. According to Bandura (2001), efficacy is a term in which one's thoughts converge in one direction.

Also, Bandura defines the behavior required to achieve the desired output types in another way. The individual must raise the quality and consistency of their work to acquire the desired degree of experience and skill. An individual's self-efficacy is confidence in their ability to excel at using their powers (Phillips, 1984; Marquotte & Bouffard, 2003: Galand & Vanlede, 2004). During the COVID 19 epidemic, monitoring teachers' self efficacy views and perspectives on their emotions can help teachers monitor themselves and improve their overall professional effectiveness.

Literature Review

Self-efficacy, particularly in recent years, has been an important variable in teacher education; it is one of the sensory variables on which the majority of research focuses. Self efficacy is a key notion in Constructivism. The term "self-efficacy" and its definition will be reviewed first to better comprehend the research topic. Then, views on teachers' self-efficacy beliefs in education will be reviewed. Finally, there will be opinions on the effects of the COVID-19 epidemic on teaching and educators' self efficacy beliefs.

Self- Efficacy

According to a widely accepted definition in the literature, self-efficacy is a quality that is effective in building habits, organizing, and successfully performing the necessary actions to perform self-evaluation of ability (Bandura, 1997; Ashkar & Umay, 2001). Self efficacy is an individiual realization of themselves. Self efficacy is comparing performance to abilities and acting on a case-by-case basis. It is how a person sees himself and how well he thinks he can handle problems he has already faced (Korkmaz, 2009, p. 229).

Self efficacy theory according to Bandura, refers to personal skills that have the potential to be activated and what an individual can achieve with their skills based on the relevance of self-belief (Coulibaly & Karsenti, 2013, p. 386). Alternatively, the extent to which a person's self-efficacy utilizes his skills is based on his confidence in his ability to accomplish. According to research, an individual's success does not depend just on their goals; rather, the degree to which they self-fulfill depends on their faith and belief. (Bouffard, 2003; Phillips, 1984; Galand & Marquotte & Vanlede, 2004). When confronted with challenges for an extended period, a belief in one's self-efficacy reveals the individual's ability to overcome them. People who rely on their skills to address difficulties cannot stop perceiving and solving challenges. People who

believe in their abilities have a self-developing personality, which allows them to find solutions to problems they confront (Pajares & Urdan, 2005). Like self-concept, self-efficacy belief is a frequently utilized variable in studies on motivation. Self-efficacy a major term in Bandura's Theory of Social Learning (social cognitive theory). Bandura first proposed "Self-efficacy: Toward a Unifying Theory of Behavioral Change" in 1977. In the past few decades, theory of social learning and the idea of "competence belief" in particular have become important parts of many fields of study. According to Bandura, Self-efficacy theory deals with personal skills concerning the potential to activate and what an individual can do with their skills based on the importance of self-belief (Coulibaly & Karsenti, 2013, p. 386). On the other side, even if a someone is capable of performing a task, he may be unable to complete it or may lose if he feels insecure (Gawith, 1995). In other words, a person with a low sense of self efficacy should not be anticipated to achieve great success, but rather a one with a high level of self-efficacy.

The individual's level of success should not be considered below. Self-efficacy, according to Bandura, is an individual's belief in their abilities;

a) individual's preferred activity
b) obstacles affected his determination
c) the magnitude of his efforts
d) his accomplishment has been the topic of much research.

Albert Bandura's study indicated that people who believe in their own abilities in a given situation are persistent and patient when they face problems. In this regard, it is necessary to emphasize perception of self efficacy in education (Ashkar & Umay, 2001). Bandura says that a person's self-efficacy reflects their current behaviors and ability to learn new ones. People act depending on what they believe would assist them complete a task, which points to situations that have to do with their self-efficacy. Two dimensions of behavior emerge at this time. These include outcome and self-efficacy expectations. Bandura (1995) stressed four sources of self-efficacy, which are highly significant to an individual's conduct:

a) having direct exposure to comparable conduct (complete and accurate experiences)

b) the ability to observe comparable patterns of behavior in others (social aspects)

c) being convinced by an expert (persuasion through speech)

d) an individual's perspective of their mental and physiological features (physiological and emotional aspects).

The Importance of Teacher Self-Efficacy Belief in Education

Zimmerman (1995) stated that self-efficacy is not a person's physical or mental characteristics; instead, it is how they think they can do a task. It is believed that efficacy is multidimensional and related to various domains. Therefore, the belief in mathematical self-sufficiency differs from the conviction in English self-adequacy. The findings of self-efficacy measurements may differ depending on the situation. For example, in a student-competing classroom, if you have a lower proficiency than the class where teamwork is emphasized, you may exhibit a lower proficiency. The necessary performance criteria are required for self-proficiency metrics. Different standards and norms may not be considered in comparison.

Bandura's self efficacy belief prescription, which may describe how people behave, can also predict how people will behave. In other words, self efficacy relates to a person's perception of their ability to overcome barriers. So that this situation can affect how people grow and change, as well as give important information for understanding and improving classroom behavior.

Self-efficacy, especially in recent years, has become one of the most researched sensory variables in teacher education. Therefore, teacher candidates are directed to any field (e.g., teaching, mathematics, problem-solving, and problem-solving for computer use, etc.) related to self-sufficiency beliefs. It is essential to conduct studies. "Teacher self-sufficiency" has been in progress for nearly 25 years. Teachers' self efficacy belief (perception) is typified by their conviction that they will exhibit necessary behavior to perform the teaching function successfully (Pitcher, 2000). Teachers with the desired degree of self efficacy belief, high satisfaction with their work, greater attention about their profession, and teaching based on students' capacities can perform the teaching function more effectively, which influences effective learning. Additionally, teachers with strong self-efficacy can persist for a long time and provide varied feedback to students.

According to Bandura (2001), efficient classroom outcomes are influenced by a teacher's view of self efficacy in the classroom. Teacher autonomy has a major impact on student outputs. Due to the fact that the self efficacy views of teachers, can have a substantial influence on student success, are strengthened when they are guided by educational concepts and theories in the collaborative learning-teaching process (Eker, 2014).

Bandura (1977) stated that People have certain assumptions regarding their abilities to cope based on their experiences throughout their lives and that as self-esteem beliefs grew, so did behavioral change. So, in the successful execution of behavior, the person's belief in their competence is affected and directed. Research on teacher and student behavior regarding self-sufficiency beliefs, which can be used to explain, continues with the development of multiple scales.

Saracaloglu and Aydogdu (2012) asserted that teachers who believe in their efficacy have a decent education and are confident in their capacity to do their tasks and obligations. Understanding perceptions and attitudes of teachers is essential because as educational concept practitioners and hypotheses, they are intimately involved in various teaching and learning processes. (Dellinger, Bobbett, Olivier, & Ellet, 2008).

The teacher's perception of competency is connected with the actions exhibited within the classroom. In other words, the teacher's substantial self-efficacy impacts, educational effort, and goals established are related to their level of motivation (Allinder, 1994; Tschannen-Moran & Hoy, 2001). Educators who strongly believe in their abilities and are committed to working with even the most challenging students are more likely to put up the effort and have confidence in their abilities to help their students achieve their goals. Teachers and administration put a lot of value on students' academic and administrative problems being solved well and teachers being able to solve their problems when the administration helps them (Duy, 2014, p. 519). In addition, according to Guvenc (2011), knowing teachers' thoughts and perceptions allows one to predict classroom teaching and evaluation procedures. The sense of efficacy of the teachers appears to significantly impact the outcomes for both teachers and students. Also, according to Billheimer (2006), educator's self efficacy is linked with more parental enthusiasm in school, and the school has a better atmosphere. Self-efficacy is about how the teacher in overcoming barriers and persevering confronted with setbacks (& Hoy, 2004; Goddard, Hoy). Strongly self-efficacious teachers demonstrate definite and noticeable behaviour such as diligence, persistence, and

exertion. These teachers devote extra time to teaching their students and are primarily responsible and sincere with low-ability students (Lewandowski, 2005).

According to research, instructors' self efficacy beliefs are a powerful predictor of future performance (Korkut, 2009;Guskey & Passora, 1994; Walker, & Solberg, 1994 Morisson, Wakefield,). Teachers with low self efficacy beliefs rely on external motivation, such as disciplinary punishments and other forms of punishment, to control undesirable behavior in the classroom and motivate their students. Teachers with high levels of independence provide their students with opportunities for success. However, teachers with inadequate self-efficacy can impair their capacity-related judgment.

Throughout the COVID-19 Pandemic

The pandemic disease's first case Coronavirus was reported in Wuhan, China (World Health Organization WHO, 2020). On January 7, 2020, the cause was identified as COVID19 and was not reported in humans. On the 11th of March, 2020, first case of COVID19 has been detected in Turkey. (Ministry of Health, 2020). International Health Organization (WHO) also said that illness wave had been called a pandemic (WHO, 2020a). After a short time, COVID19 was transmitted rapidly and easily from person to person (T.C. Ministry of Health, 2020). As a result, the use of personal protective equipment like insulation, masks, and gloves and methods that limit people's contact with each other, like keeping a safe distance, has become an important part of preventing the spread of disease (WHO, 2020b).

The global coronavirus (COVID19) pandemic has triggered a global crisis in field of education, including in health, economy, and tourism. In almost 190 countries, all schools are closed, and formal education has been canceled in certain local, regional, and national institutions. As a result, alternatives have been sought to continue their activities in countries where education has been interrupted. When the decisions and procedures of interest are examined in the education sector of all countries, the applications are broadly similar, but there have been distinct points. For instance, shortly after the outbreak, face-to-face suspension of education was similar in almost every country due to the pandemic. Due to the closure of schools, educational activities were conducted at home via distance and online education.

Numerous definitions of distance education have been developed. Distance education system in European Union Distance Education operation plan is defined as "Education using the Internet and multimedia technologies to contribute to the enhancement of their

enterprises, access to resources, information exchange, and cooperation" (Yalcinkaya, 2006).

In the context of distance education, the California Distance Learning Project (CDLP) as the link between a learner in a distance education program and educational resources (Hom, 1994). One of Aslantas's (2020) definitions of distance education is the use of digital communication or print publications as an approach to teaching in different environments between the teacher and the learner. Distance education; alters educational environments by utilizing information and internet resources (Fever, 2010). For the NSC (2006), the source of knowledge and the people who get it are kept apart by remote education applications that can be changed and added to. Although the training decisions are nearly identical in all nations, the application of remote teams, the size and composition of student populations, teacher capacities, and technological infrastructure vary according to the available resources. Some countries continue the education of their students by utilizing vehicles such as television, radio, and the internet. In contrast, others use educational infrastructure and systems to continue the education of their students. In March, when the first case was discovered in Turkey and the outbreak began to spread, like in other nations, distance education was passed in a short period. Information and communication technology has the capacity to help, develop, and facilitate, particularly in crises.

How crucial is digitization in education to all nations once more? Access to technology tools by students has been explored in numerous nations worldwide. In the period during which remote education has been operationalized, the significance of internet infrastructure has become increasingly appreciated. If you possessed technological instruments, you would face pupils who cannot complete their coursework due to a lack of internet infrastructure. Countries may have conducted research to combat this circumstance. Education for students using mobile phone companies in Turkey Internet identification, which can be utilized in the Information Network (EBA), enables South Africa to access Rine, which provides free internet service to students in the United States. Internet port configuration is an example of these investigations. Education is essential for personal growth and social advancement. Every advancement in knowledge and growth has allowed society to progress and grow. Technology development for use in education, adaptation of educational programs to technology, and investment in education (Isman, 2011).

In addition to the rapid technological shift, the emergency produced by the Covid-19 pandemic remote learning experience demonstrates the significance of digital learning-teaching skills. Due to emergencies, emergency distance education is typically a temporary option for blended instruction (Grifoni & Guzzo, Ferri,2020; Hodge, Lockee, Bond& Trust, Moore, 2020). In this sense, the applications constitute emergency remote learning.

Regarding quality of distance teaching services, the knowledge, abilities, and experience linked to distance learning-teaching settings are of great importance (Sae-Khow, 2014; Baker, 2004; Cabi, 2018; Yilmazsoy& Kahraman, , Ozdinc, 2018). Also, the vast majority of teachers feel incompetent when it comes to teaching in distance education situations (He, 2014; Sprague, Kopfman, & Dorsey, 1998).

Hung (2016) suggests that a big part of figuring out their condition is how self-efficacy and ready instructors are for online teaching. Self-efficacy belief in the adaptation of teachers to distance education contexts, as well as their knowledge, abilities, and experiences linked to distance education and the perceived benefit, have a significant impact. The results of a study conducted by Ertmer, Ottenbreit-Leftwich, Sadik, and Sendurur (2012) indicate that teachers' knowledge and abilities are the other major barriers to the use of technology. Star and Virtue (2018) emphasized its necessity by emphasizing the significance of self-efficacy and benefit perceptions of teachers in education, thus enhancing teachers' beliefs by broadening their understanding of education. According to Iron and Dormitory (2015), there are varying levels of faith in how proficient teachers are at using online learning teaching environments. This belief can influence how they use online learning teaching environments. By focusing on improving teachers' competencies and knowledge, and Leftwich Ottenbreit, Ertmer (2010) suggest that teachers' anxieties about the use of technology can be reduced. Supporting the emergency distance education process is critical in current research by educators and technological components in distance education (Dolmaci&Dolmaci, 2020; Erkut, 2020; Bozkurt et al., 2020; Huang, Liu, Tlili, Yang & Wang, 2020; & Nyanjom, Naylor 2020). Also, Nyanjom and Naylor (2020) emphasize that difficulties in distance teaching produce the feeling of discomfort such as worry and that corporate assistance is essential for reducing negative emotions. Erkut (2020), having expertise in the emergency distance education process, will need to undertake rigorous training and perform necessary reorganizations to provide online education efficiently in the future.

Within the scope of these projections, developing strategies is of utmost importance in terms of preparing for the future. This is due to the importance of experience sharing and effective distance education with lessons to be gained from these experiences.

2. METHODOLOGY

2.1 . Introduction

This study's principal objective is to examine the self efficacy beliefs of EFL teachers who converted to distance teaching even during the COVID19 illness. In this chapter, study design, the context and participants, data collection, and sections on data analysis are included to outline the study's methodological procedure.

2.2. Research Design

Findings for study "Analysis of self efficacy beliefs of EFL teachers throughout COVID19 pandemic outbreak in the Turkey" were obtained using a quantitative method. It was completed as during spring term of the 2020–2021 school year, with 187 EFL teachers from public and private schools participating. This study used a correlational design of research to examine the link between teacher self efficacy level and other factors, such a status of marital, professional experience level, gender, school form, number of students, professional introduction, and weekly course hours of reading books. According to Dornyei (2003, p.14), quantitative analysis "uses definitions, viewpoints, and models that the researcher has carefully specified, and numerical or explicitly measurable data is collected to evaluate research hypotheses and develop relationships within these categories." In this paper, an analysis of correlational was utilized to explore the link between numerous parameters while maintaining the accuracy of linear variables whose design did not account for group differences (Gall et al., 2006). The "Teachers ' Senses of Effectiveness Scale" originated by Tschannen Moran and Woolfolk Hoy in 2001 was used to examine teachers' self-efficacy when teaching foreign language of English

2. 3 . Participants and Settings

This analysis was conducted out in Adiyaman, Turkey, during the 2020-2021 school year's spring semester. Research examined EFL educators in Turkish commercial and government schools 187 EFL educators from Adiyaman have chosen randomly for participate in this study, and their professional experiences were between 1-25 years. 106 female and 81 male participants were working in Primary, Secondary, and High School. Participants were required to respond to the questions in light of the pandemic

conditions. Conforming to ethical standards, the identities of all participants have been concealed. Before responding to the survey questions, the participants in this study voluntarily filled out the consent form. (see Appendix B).

As outlined in Table 1. below, of the teachers taking part in the study, 56.7% of are female, 43.3% of are male, 60.4% are married, 39.6% are single, 35.3% work at primary schools, 23.5% of them employment at secondary schools, 41.2% of them work at high schools, 43.9% of them working in private schools, and 56.1% of them working in public schools. 25% of teachers who took part in the study have 1-5 years of professional experience, 25% have 6- 10 years, 26% have 11- 15 years, 15% have 16-20 years, and 8% have 21- 25 years. While 23.5 percent of the teachers who were involved in the survey have 1-20 students, %76,5 have 21- 40 students in the classroom. The weekly class hours provided by 9.6% of the ELF teachers participating in the study are 1–15 hours, 29.9% are 16–20 hours, 37.4% are 21–25 hours, and 23% are 26–30 hours. While 21.4% of the teachers involved in this study do not routinely read professional publications/books, 33.7% read 1-2 publications/books, 21.4% read 3-4 publications/books, and 23.5% read more than four publications/books for each month.

Table 1.

Distributions of Demographic Data on Frequency and Percentage for EFL Teachers in Turkey

Variable	Subvariable	f	%
Gender	Female	106	56,7
	Male	81	43,3
Marital status	Married	113	60,4
	Single	74	39,6
Grade of class	Primary school	66	35,3
	Secondary school	44	23,5
	High school	77	41,2
The type of school	Private school	82	43,9
	Public school	105	56,1
Professional seniority	1/5 years	47	25,1
	6/10 years	48	25,7
	11/15 years	49	26,2
	16/20 years	28	15,0
	21/25 years	15	8,0
Number of students in the class	1-20	44	23,5
	21-40	143	76,5
Weekly course hours	1-15	18	9,6
	16-20	56	29,9
	21-25	70	37,4
	26-30	43	23,0

Number of	I don't read regularly	40	21,4
professional	1-2 pcs	63	33,7
publications or	3-4 pcs	40	21,4
books read in a			
month	4+ pcs	44	23,5

N=187

2.4. Data Collection

In this study, the "Teachers' Senses of Efficacy Scale" (TSES) which was designed by Tschannen Moran and Hoy Woolfolk (2001), was utilized to examine the beliefs of self efficacy of EFL teachers who were working at all levels of private-public schools. The "Teachers' Sense of Efficacy Scale" (TSES), which had been translated into Turkish by Sarikaya Capa, and Cakiroglu (2005), was used after collecting the needed permissions. The final version of the scale includes three dimensions. Participants were instructed to consider their experiences during the COVID-19 pandemic when responding to the self-efficacy scale questions. In the extended version of the scale, each division consists of 8 questions, for a total of 24. Subscales involve beliefs of self efficacy of EFL educators; in communicating with students, teaching strategies, and in management of classrooms. Here are samples of questions for each subdivision:

Item no-9: How much assistance you may provide your students to value education? (Communicating with students subscale)

Item no-6: To what extent you can give alternative explanations or examples when the students were confused? (Teaching techniques subscale)

Item no-15: How effectively can you quiet a troublesome and boisterous student?? (Classroom management subscale)

Additionally, the items were prepared according to the 9-point grading system and

"1-2=Insufficient; 3-4=Too little is enough; 5-6= A little is enough; 7-8= Sufficient; 9 = Quite sufficient" rated.

The following are the items with subdivisions;

● Self efficacy regarding communicating with students: 1..2..4…6…9…12…14…22
● Self efficacy regarding teaching strategies: 7…10…11...17…18…20…23…24
● Self efficacy regarding classroom management: 3…5...8…13…15…16…19…21

While evaluating total score of ELF teachers' beliefs of self efficacy, the statistical means of the answers given are checked for each question. The greater the proximity of the mean to the "9" means, the greater the standard deviation for stronger the teacher senses of selfefficacy. As part of the examination of the subscales, the averages of the questions within each subscale are compared to 9 to determine their proximity to this value. The score ranges in Table 2. are used to evaluate the selfefficacy beliefs of EFL educators based on mean scores in the relevant items.

Table 2.

Score Ranges for the Teacher Self Efficacy Scale (TSES)

1,00 – 2,59	2,60 – 4,19	4,20 – 5,79	5,80 – 7,39	7,40 – 9,00
Insufficient	Too Little is Enough	A Little Enough	Sufficient	Quite sufficient

Turkish adaptation of the Teacher Selfefficacy of Scale (TSES) had been created by Capa, Cakiroglu, and Sarikaya (2005) and named the "Turkish Version of the Teachers' Senses in Efficacy Scale" (TTSES). The researchers discovered reliability values of 0.93 for total self-efficacy, 00.82 for selfefficacy in communicating with students, 0.86 for selfefficacy in teaching strategy, and 0.84 for self-efficacy in management of classroom after conducting a study on 628 Turkish teachers.

As Yildirim (1999) suggests, it is challenging to determine the validity and high accuracy of the minimum permissible values for the reliability coefficients. According to Alpar (2001, p. 284), the alpha of the constructed scale is between 0.80 and 1.00, meaning that the scale has a high degree of validity. Also, Cebeci (1997) emphasizes the importance of a high degree of reliability as much as possible. In accordance with these measures, Capa et al. (2005) " Version of Turkish for the Teachers' Senses of Efficacy Scale" determined that reliability of research is sufficient for use at the sample group level. The validity and reliability were determined by applying the measure to 628 teachers from the same research group. Based on the statistical analyses, it has been concluded that the test was three-dimensional. These factors consist of instructional methodologies, classroom management, and student motivating communication. The correlation coefficients between these dimensions were 0.75, 0.74, and 0.66. All results were determined to be quantitatively significant at the 0.01 levels of significance.

Coefficients of reliability for these factors were found to be 0.82 for students' motivation, 00.86 for methods of teaching, and 00.84 for managing the classrooms. In addition, the Tucker-Lewis Index (TLI) factor analysis coefficient had been found to be 0.09, and the Square Mean Root Error for Confirmatory Factor Analysis (RMSEA) had been 0.97. Consequently, these analyses, the published scale becomes trustworthy and valid instrument for Turkish teachers.

Due to the use of instrumentation of the scales, additional permission had been received from the Adiyaman Department of Education Policy for data collection, as well as from research committee on ethics of the University Institution of Social Science, head of the ELT department, and director of the institute.

2.5. Analysis of Data

Results of sample research on the data collection were converted to digital format. SPSS was used to analyze the statistics. Normality and reliability analyses were conducted in beginning phases of the examination procedure. In data analysis, the frequencies, data mean values and standard deviations were extracted using SPSS 16.0 software, and the results of the t test, analysis of variance (one way), and Tukey HSD tests had been translated into tables and analyzed. Additionally, Cronbachs alpha was calculated to assess the item's reliability. Non-parametric analysis techniques were utilized when the data did not match a normality test. The scale scores were compared by gender, marital status, school type, and class size using a Mann-Whitney U analysis. For scale Kruskal Wallis H method is used to compare scores, analysis based on the grade of the class, professional seniority, weekly course hours, and the number of professional publications/books read per month. The Spearman Correlation analysis was conducted to analyze the correlation among the subscales results. Normality and reliability analyses were applied in the first stage of the analysis process (see Table.3).

Table 3.

Reliability of Teacher Self-efficacy Scale and its Subscales

Scale	Cronbach's Alpha ()α	K-S (p)
Self-efficacy in communicating with students (=,954)α		
s1	,947	
p2	,948	
p4	,946	
p6	,949	,000***
p9	,947	
p12	,949	
p14	,946	
p22	,948	
Self-efficacy in teaching strategies (=,963)α		
p7	p7	
p10	p10	
p11	p11	
p17	p17	,000***
p18	p18	
s20	s20	
p23	p23	
p24	p24	
Self-efficacy in classroom management (=,958)α		
p3	,951	
p5	,957	
p8	,953	
p13	,952	,000***
p15	,950	
p16	,956	
p19	,949	
s21	,950	
Total self-efficacy (=,983)α		,000

N=187; *** p<0,001

Analyzing Table 3. reveals that the data for all subscales and the overall perception of teacher self efficacy scale were reliable (a>.80) but inadequate for normality (p<0.05). Then, since the data didnot fit a normality test, nonparametric analysis techniques were utilized.

To compare scale scores, the Mann – analysis was performed by gender, marital status, type of school, and the number of students in the classroom. Kruskal Wallis H analysis was used to compare scale scores according to the grade of class, professional seniority, weekly course hours, and the number of professional publications/books read in one month. Spearman Rank correlation analysis was utilized to investigate the association among subscale results.

3. RESULTS

This section provides details the quantitative analyzis results. Mean score and subscale results were formerly used to represent the whole and item scores on the TSES. In addition, the three research questions of this research were analyzed methodically. The analysis of data collected within framework of this study was carried out with the SPSS program.

Descriptive Analysis Results of TSES Scale

In this part of the study, frequency analysis of tables for every subscale was provided below. The descriptive statistical analysis of subscales results was intended to convey information about Turkish ELF teachers' self-efficacy beliefs.

Results of the First Research Question

This section's objective is to respond to study's first research question, investigating the selfefficacy beliefs of, Turkish EFL teachers during COVID19 outbreak. According to the collected data, the participants' levels of self-efficacy beliefs were above the median. These statistics indicated that Turkish ELF teachers who participated in online education did not describe themselves as inefficient. The results obtained are shown in Table 4 below.

Table 4.

Teacher Self Efficacy Scale Score(TSES): A Descriptive Statistic

Scale	M	SD
Total Self-Efficacy	6,88	1,71

N=187

Table 4. shows the participants' selfefficacy beliefs during the COVID19 pandemic. As shown in table, self-efficacy beliefs were above average among ELF teachers who took part in study (M=6,88 SD=1.71).

Table 5.

Descriptive Statistics for Teacher Self Efficacy Scale (TSES)of Subscale Score in Communicating with Students

Scale items		1	2	3	4	5	6	7	8	9	M	SD
1. To what extent you can reach students who are difficult to study?	f	7	4	16	3	34	28	21	33	41	6,20	2,20
	%	3,7	2,1	8,6	1,6	18,2	15,0	11,2	17,6	21,9		
2. To what extent you can make students think critically?	f	4	3	11	7	16	25	26	38	57	6,75	2,06
	%	2,1	1,6	5,9	3,7	8,6	13,4	13,9	20,3	30,5		
4. To what extent you can motivate students who are unmotivated in lessons?	f	4	8	13	12	18	8	21	44	59	6,73	2,16
	%	2,1	4,3	7,0	6,4	9,6	4,3	11,2	23,5	31,6		
6. To what extent you can convince students that they can succeed in school?	f	2	1	7	14	5	11	35	48	64	7,22	1,77
	%	1,1	0,5	3,7	7,5	2,7	5,9	18,7	25,7	34,2		
9. To what extent you can make students value learning?	f	2	2	7	1	37	9	33	49	56	7,03	1,82
	%	1,1	1,1	3,7	0,5	19,8	4,8	17,6	26,2	29,9		
12. To what extent you can help students develop their creativity?	f	2	1	11	16	8	17	22	47	63	6,99	1,95
	%	1,1	0,5	5,9	8,6	4,3	9,1	11,8	25,1	33,7		
14. To what extent you can make a failed student understand the course better?	f	9	7	14	19	6	15	31	36	50	6,45	2,29
	%	4,8	3,7	7,5	10,2	3,2	8,0	16,6	19,3	26,7		
22. To what extent you can support parents to help their children succeed?	f	8	5	16	25	4	10	29	36	54	6,55	2,29
	%	4,3	2,7	8,6	13,4	2,1	5,3	15,5	19,3	28,9		
Self-efficacy in student participation											6,74	1,81

Scale Responses Are Between "1: Insufficient – 9: Quite Sufficient"

According to Table 5., It can be demonstrated that selfefficacy beliefs of Turkish ELF teachers' for communication with students during the COVID-19 pandemic are above the intermediate level (M=6,74/ SD=1,81). While the educators believed they were efficient in motivating their students to succeed (M=7,22/ SD=1,77), the participants did not feel efficiently equipped to encourage students' parents (M=6,55/SD=2,29). Also, teachers considered themselves efficient at the lowest level while teaching difficult-to-learn students in distance education (M=6,20/ SD=2,20).

Table 6.

Descriptive Statistics for Teacher Self Efficacy Scale (TSES) of Subscale Score in Teaching Strategies

Scale items		1	2	3	4	5	6	7	8	9	M	SD
7. To what extent you can answer students' difficult questions?	f	2	2	4	7	13	39	26	35	59	7,33	1,62
	%	1,1	1,1	2,1	3,7	7,0	20,9	13,9	18,7	31,6		
10. How well can you assess whether what you teach is understood by students?	f	2	5	4	11	14	27	21	39	64	7,26	1,78
	%	1,1	2,7	2,1	5,9	7,5	14,4	11,2	20,9	34,2		
11. To what extent can you prepare questions that will allow your students to be evaluated well?	f	4	3	4	14	18	30	29	21	64	7,16	1,87
	%	2,1	1,6	2,1	7,5	9,6	16,0	15,5	11,2	34,2		
17. To what extent you can ensure that the courses are suitable for each student's level?	f	3	5	7	10	24	26	23	34	55	6,98	1,91
	%	1,6	2,7	3,7	5,3	12,8	13,9	12,3	18,2	29,4		
18. To what extent you can use different evaluation methods?	f	4	2	8	16	25	22	21	27	62	6,96	1,98
	%	2,1	1,1	4,3	8,6	13,4	11,8	11,2	14,4	33,2		
20. How many alternative explanations or examples can you provide when students are confused?	f	2	3	6	5	16	29	26	33	67	7,31	1,76
	%	1,1	1,6	3,2	2,7	8,6	15,5	13,9	17,6	35,8		
23. How well can you apply different teaching methods?	f	2	2	5	16	22	26	24	37	53	7,05	1,76
	%	1,1	1,1	2,7	8,6	11,8	13,9	12,8	19,8	28,3		
24. To what extent you can provide a suitable learning environment for highly skilled students?	f	3	7	11	9	22	24	19	26	66	6,96	2,07
	%	1,6	3,7	5,9	4,8	11,8	12,8	10,2	13,9	35,3		
Self-efficacy in teaching strategies											7,13	1,65

Scale Responses Are Between "1: Insufficient – 9: Quite Sufficient"

According to Table 6., it is observed that selfefficacy belief levels of Turkish EFL teachers' in teaching strategies are exceed the intermediate level, (M =7,13/ SD =1,65/9). Responders claimed they could answer difficult questions (M=7,33/ SD=1,62). As shown in the table, teachers did not feel efficient themselves in the distance education process, in evaluating their students (M=6,96/ SD=198), and in providing an efficient learning environment for highly skilled students (M=6,96/ SD=2.07).

Table 7.

Descriptive Statistics for Teachers Self Efficacy Scale (TSES)of Subscale Scores in Classrooms Management

Scale items		1	2	3	4	5	6	7	8	9	M	SD
3. To what extent you can control the behaviors that negatively affect the course in the classroom?	f	7	6	11	11	24	23	27	21	57	6,74	2,21
	%	3,7	3,2	5,9	5,9	12,8	12,3	14,4	11,2	30,5		
5. To what extent you can set out your expectations regarding student behavior?	f	4	3	3	15	17	29	24	29	63	7,18	1,85
	%	2,1	1,6	1,6	8,0	9,1	15,5	12,8	15,5	33,7		
8. To what extent you can ensure the normal execution of activities in the 8th grade?	f	2	6	3	13	20	25	34	27	57	7,07	1,79
	%	1,1	3,2	1,6	7,0	10,7	13,4	18,2	14,4	30,5		
13. To what extent you can ensure that students follow the class rules?	f	2	4	8	16	11	42	26	25	53	7,06	1,80
	%	1,1	2,1	4,3	8,6	5,9	22,5	13,9	13,4	28,3		
15. To what extent you can appease students who negatively affect the course or make noise in the course?	f	12	6	10	18	17	27	19	28	50	6,51	2,32
	%	6,4	3,2	5,3	9,6	9,1	14,4	10,2	15,0	26,7		
16. To what extent you can create a classroom management system suitable for different groups of students?	f	3	9	6	19	15	29	32	22	52	6,84	1,94
	%	1,6	4,8	3,2	10,2	8,0	15,5	17,1	11,8	27,8		
19. To what extent you can prevent a few problem students from harming the course?	f	15	6	9	12	28	23	26	20	48	6,39	2,41
	%	8,0	3,2	4,8	6,4	15,0	12,3	13,9	10,7	25,7		
21. To what extent you can deal with students who show behaviors that disregard you?	f	14	5	14	11	19	21	21	27	55	6,50	2,46
	%	7,5	2,7	7,5	5,9	10,2	11,2	11,2	14,4	29,4		
Self-efficacy in classroom management											6,79	1,86

Scale Responses Are Between "1: Insufficient – 9: Quite Sufficient"

According to Table 7., it is demonstrated that selfefficacy belief levels of responders participating in study are exceed the intermediate level, (M, =6,79/ SD, =1,86/9). The table demonstrates that teachers believed they could determine their expectations for student behaviors (M=7,18/ SD=1,85). However, the participants did not feel sufficient enough to deal with the few students that disrupted the online class (M=6,50/ SD=2,46).

Results of the Second Question of Research

Aim of second question of study is in order to understand the association among EFL teachers selfefficacy belief during the pandemic process and the demographic information they have given. The demographical information provided by the participants, the scale indicated self-efficacy beliefs in the COVID-19 pandemic process: a) Gender, b) Marital Status, c) Student Grade, d) School Type, e) Professional Seniority, f) Number of Students, g) Weekly Class Hours, and h) Professional Publications and Books Read. The scale scores were compared by gender, marital status, type of school, and class size using a Whitney Mann U analysis. The KruskalWallis H test was apllied to analyse scale scores based on grades of the classes, professional seniority, weekly course hours, and the number of professional publications or books read per month. In addition, an independent t test was used to analyze the relationship between the demographic information of participants and the sub-divisions of self-efficacy belief, a) communication with students, b) teaching strategy, and c) classrooms management. Participants were given the twenty-four items included in Appendix D to represent their self-efficacy as EFL teachers. Each item was graded on a nine point scale by respondents. Some items were positively phrased, meaning a "Quite Sufficient" response indicates the highest level of self-efficacy views among EFL teachers. Other replies were unfavorable, so a '' Insufficient" score shows EFL teachers' minimal amount of self-efficacy.

Table 8

Independent T test Results for Gender

Scale	Gender	N	M	SD	U	p
Self-efficacy belief in communicating with students	Woman	106	6,54	1,82	3617,5	,065
	Male	81	7,00	1,76		
Self-efficacy belief in teaching strategies	Woman	106	6,97	1,74	3744,5	,133
	Male	81	7,33	1,50		
Self-efficacy belief in classroom management	Woman	106	6,58	1,92	3697,0	,103
	Male	81	7,05	1,75		
Total self-efficacy belief	Woman	106	6,70	1,76	3623,5	,067
	Male	81	7,13	1,61		

N=187

The second question addressed by study was if there would be differences in selfefficacy beliefs, of ELF teacher according to gender. According to Table 8. it is seen from outcomes of independent sample of the t test, selfefficacy belief in communicating

with students, teaching strategy, classrooms management, and overall selfefficacy beliefs level of the teachers' who were participating in the study did not vary statistically significantly regarding to their gender ($p > 0.05$).

Table 9.

Independent T test Results for Marital Status

Scale	Marital status	N	M	SD	U	p
Self-efficacy belief in communicating with students	Married	113	6,50	1,62	3181,5	,006**
	Single	74	7,10	2,02		
Self-efficacy belief - in teaching strategies	Married	113	6,90	1,59	3128,0	,003**
	Single	74	7,47	1,69		
Self-efficacy belief in classroom management	Married	113	6,59	1,65	3136,5	,004**
	Single	74	7,09	2,12		
Total self-efficacy belief	Married	113	6,66	1,54	3149,0	,004**
	Single	74	7,22	1,89		

N=187; **p<0,01

The second question investigated by this study was whether there would be differences due to marital status in EFL teachers' self-efficacy beliefs during the coronavirus pandemic. According to Table 9., it was demonstrated that selfefficacy beliefs in communicating with students, teaching strategies, classroom management, and total self-efficacy levels of single teachers' who were participating in the study are statistically substantially greater than married instructors ($p < 0.05$).

Table 10.

Independent T test results for Grade of Class

Scale	Class	N	M	SD	x2	p	Difference between groups
Self-efficacy belief in communicating with students	Primary school	66	7,20	1,76			
	Secondary school	44	6,57	2,01	7,9	,020*	1>3
	High school	77	6,44	1,66			
Self-efficacy belief in teaching strategies	Primary school	66	7,50	1,63			
	Secondary school	44	6,85	1,86	7,4	,024*	1>2, 1>3
	High school	77	6,96	1,49			
Self-efficacy belief in classroom management	Primary school	66	7,11	1,88			
	Secondary school	44	6,65	2,12	5,4	,068*	-
	High school	77	6,59	1,66			
Total self-efficacy belief	Primary school	66	7,27	1,71			
	Secondary school	44	6,69	1,95	7,0	,030*	1>3
	High school	77	6,66	1,51			

N=187; *p<0,05

According to Table 10, it was demonstrated that efficacy belief levels of teachers in classroom management were not significantly different in terms of grade of classes (p>0.05). However, it was shown that the levels of selfefficacy in terms of communicating with students, teaching strategies, and total selfefficacy levels differ statistically significantly according to the grade of the classes (p < 0.05).

Based on the findings of the Mann-Whitney U analyzis, which is used in binary comparisons between groups to determine which groups the differences are between, in terms of communicating with students and total selfefficacy beliefs, school of primary teachers' sense of selfefficacy is significantly stronger (M=7,20 SD=1,76) than that of the high school teachers (M=6,44 SD=1,66) (p<0.05). Similarly, in terms of teaching strategies, teachers in primary schools have a deeper sense of selfefficacy. (M=7,50 SD=1,63) than their secondary and high school colleagues (p < 0.05).

Table 11.

Independent T test Results for Type of School

Scale	School type	N	M	SD	U	p
Self-efficacy belief in communicating with students	Private school	82	7,41	1,79	2477,0	,000***
	Public school	105	6,22	1,65		
Self-efficacy belief in teaching strategies	Private school	82	7,63	1,72	2545,5	,000***
	Public school	105	6,74	1,48		
Self-efficacy belief in classroom management	Private school	82	7,25	1,97	2860,5	,000***
	Public school	105	6,43	1,69		
Total self-efficacy belief	Private school	82	7,43	1,78	2638,5	,000***
	Public school	105	6,46	1,52		

N=187; ***p<0,001

Table 11. shows the participants' senses of selfefficacy according to type of school to investigate study's second research question. It is seen that teachers at private schools had considerably deeper levels of self-efficacy in communicating with students, teaching strategies, classroom management, and overall than teachers in public schools (p < 0.05).

Table 12.

Independent T test Result for Professional Seniority

Scale	Professional seniority	N	M	SD	x^2	p	Difference between groups
Self-efficacy belief in communicating with students	1/5 years	47	6,87	1,78	22,2	,000***	1<2, 1>4, 2>3, 2>4, 2>5
	6/10 years	48	7,49	1,84			
	11/15 years	49	6,58	1,71			
	16/20 years	28	5,88	1,63			
	21/25 years	15	6,07	1,52			
Self-efficacy belief in teaching strategies	1/5 years	47	7,13	1,77	17,9	,00**1	2>3, 2>4, 2>5
	6/10 years	48	7,69	1,66			
	11/15 years	49	7,07	1,59			
	16/20 years	28	6,49	1,54			
	21/25 years	15	6,65	1,08			
Self-efficacy belief in classroom management	1/5 years	47	6,84	1,88	16,9	,002**	2>3, 2>4, 2>5
	6/10 years	48	7,40	1,98			
	11/15 years	49	6,73	1,63			
	16/20 years	28	6,07	1,80			
	21/25 years	15	6,15	1,74			
Total Self-efficacy belief	1/5 years	47	6,95	1,75	19,1	,001**	1<2, 1>4, 2>3, 2>4, 2>5
	6/10 years	48	7,53	1,77			
	11/15 years	49	6,80	1,58			
	16/20 years	28	6,15	1,55			
	21/25 years	15	6,29	1,38			

N=187; ***p<0,001; **p<0,01

According to Table 12., it was demonstrated that selfefficacy beliefs in communicating with students, teaching strategy, classrooms management, and overall selfefficacy belief degrees of teachers who were participating in study differed statistically significantly regarding to their professional seniority (p<0.05). Mann Whitney U analysis method was utilized for pairwise group comparisons. Based on to the results of the analyzis, selfefficacy level of teachers with 6,10 of years of professional experience in terms of communicating with students and total self-efficacy beliefs is considerably higher than that of teachers with 1,5 of years, 11,15 of years, 16,20 years, and 21,25 years of professional experience. (p<0.05). In addition, the self-efficacy belief levels of teacher with 1,5 years of professional experience are considerably greater than those of teacher with 16,20 years of professional experiences, (regarding communicating with students and totally) (p<0.05). In the same way, it was found that teachers with 6–10 years of experience are much more efficious in their teaching methods and classroom management than teachers with 11–15 years, 16–20 years, and 21–25 years of experience (p<0.05).

Table 13.

Independent T test Result for Number of Students

Scale	Number of students	N	M	SD	U	p
Self-efficacy belief in communicating with students	1-20	44	6,72	1,50	3007,5	,000***
	21-40	143	6,75	1,89		
Self-efficacy belief in teaching strategies	1-20	44	7,07	1,63	3068,5	,000***
	21-40	143	7,14	1,66		
Self-efficacy belief in classroom management	1-20	44	6,82	1,61	3055,0	,000***
	21-40	143	6,78	1,93		
Total self-efficacy belief	1-20	44	6,87	1,51	3055,0	,000***
	21-40	143	6,89	1,77		

N=187; ***p<0,001

Table 13 shows that selfefficacy belief levels of teacher with 1-20 students in terms of classrooms management are statistically significantly deeper than those of teacher with 21-40 students (p < 0.05).In contrast, selfefficacy beliefs of the levels of teachers' with 21-40 students in terms of communicating with students, teaching strategy, and total selfefficacy belief are statistically significantly higher (p<0.05) than the teachers with 1-20 students in the classroom.

Table 14.

Independent T-test results for Weekly Course Hours

Scale	Class time	N	M	SD	x^2	p
Self-efficacy belief in student participation	1-15	18	6,78	1,38		
	16-20	56	6,81	2,03	4,9	,180
	21-25	70	6,90	1,93		
	26-30	43	6,37	1,41		
Self-efficacy belief in teaching strategies	1-15	18	7,12	1,27		
	16-20	56	7,04	1,99	5,9	,119
	21-25	70	7,40	1,56		
	26-30	43	6,78	1,39		
Self-efficacy belief in classroom management	1-15	18	6,76	1,46		
	16-20	56	6,69	2,17	1,9	,597
	21-25	70	6,90	1,99		
	26-30	43	6,74	1,33		
Total self-efficacy belief	1-15	18	6,89	1,26		
	16-20	56	6,85	2,01	3,7	,294
	21-25	70	7,07	1,77		
	26-30	43	6,63	1,30		

N=187

Participants' selfefficacy views were examined based on the number of class hours they attended each week, as determined by their demographic information. As shown in Table 14., it was shown that selfefficacy perception levels of participants interms of communicating with students, teaching strategies, classroom management, and total did not vary significantly regarding to weekly course ($p > 0.05$).

Table 15.

Independent T-test results for Number of Professional Publications or Books

Scale	Number of publications/books reads	N	M	SD	x^2	p	Difference between groups
Self-efficacy belief in communicating with students	I do not read regularly	40	5,87	1,92	38,5	,000***	1<3, 1<4, 2<3, 2<4
	1-2 pieces	63	6,19	1,46			
	3-4 pieces	40	7,27	1,78			
	4+ pieces	44	7,84	1,46			
Self-efficacy belief in teaching strategies	I do not read regularly	40	6,26	1,86	37,9	,000***	1<3, 1<4, 2<3, 2<4
	1-2 pieces	63	6,64	1,59			
	3-4 pieces	40	7,72	1,28			
	4+ pieces	44	8,06	1,12			
Self-efficacy belief in classroom management	I do not read regularly	40	6,15	2,01	27,7	,000***	1<3, 1<4, 2<3, 2<4
	1-2 pieces	63	6,34	1,57			
	3-4 pieces	40	7,15	1,93			
	4+ pieces	44	7,67	1,66			
Total self-efficacy belief	I do not read regularly	40	6,09	1,86	34,7	,000***	1<3, 1<4, 2<3, 2<4
	1-2 pieces	63	6,39	1,47			
	3-4 pieces	40	7,38	1,60			
	4+ pieces	44	7,86	1,37			

N=187; ***p<0,001

According to Table 15., it is clear that the teachers' levels of selfefficacy belief interms of communicating with students, teaching strategy, classrooms management, and in total, differed statistically significantly according to the number of professional publications/books they read monthly ($p < 0,05$). Based on results of the Mann-Whitney U analzysis, which is used in binary comparisons between groups to determine differences between the groups. It was seen that selfefficacy belief level of teachers' who read 3-4 or 4+ publications/ books per month in all sub-divisions (communicating with students, teaching strategy, and classrooms management) and in overall selfefficacy belief is significantly higher than that of teachers who do not read regularly or read 1-2 books per month ($p < 0,05$).

Results of Third Research Question

Considering three subscales' of teacher self-efficacy scale, is there a significant difference was noted in the self-efficacy beliefs of teachers:

    a) communication with students

    b) teaching strategies

    c) classroom management throughout COVID19 pandemic?

Spearman using correlation analysis, the link between the subscale scores was examined.

Table 16.

Correlation Analysis of the Spearman Correlation for the TSES Subscale Scores

		Self-efficacy in student participation	Self-efficacy in teaching strategies	Self-efficacy in classroom management	Total self-efficacy
Self-efficacy in communicating with students	r	-			
	p				
Self-efficacy in teaching strategies	r	,901	-		
	p	,000***			
Self- efficacy in classroom management	r	,939	,866	-	
	p	,000***	,000***		
Total self- efficacy	r	,982	,941	,971	-
	p	,000***	,000***	,000***	

N=187;***p<0,001

In accordance with Table 16., there was a strong and significant strong correlation between the selfefficacy beliefs level of the Turkish EFL teacher in communicating with students and the self-efficacy belief levels in teaching strategies (r=,901; p<006), the selfefficacy levels in classroom management (r=,939; p<006), and total selfefficacy levels (r=,982; p<006). Also, there was favorable and high levels of significant correlations between selfefficacy belief levels of the Turkish ELF teachers in teaching strategies (r=866; p<006), selfefficacy levels in classroom management (r=866; p<006), and total self-efficacy belief levels (r=,941; p<006). Finally, there is a positive and highly significant correlations between selfefficacy, the belief levels of ELF teachers in classroom management, and overall selfefficacy belief levels (r =,971; p <006).

4. DISCUSSION AND CONCLUSION

İntroduction

This chapter of research discusses the findings of study. Following, the sections including implications, possible directions for future research, constraints of study, and conclusion were involved. The discussion was designed to respond to the three research questions. First, the self-efficacy perceptions of Turkish EFL teachers' throughout COVID19 crisis were reviewed. Then the perspectives of Turkish EFL teachers on self-efficacy were discussed in the context of their demographic data (gender, marital status, grade of classes, types of school, professional seniority, number of students, number of weekly course hours, and number of professional publications or books they read in a month). Finally, the results of the participants' self-efficacy perceptions were discussed, taking the three subscales of the TSES scale into account.

Discussion First Question of Research

Throughout pandemic, based on findings of research, the participants' total self-efficacy levels were above the mid-range. It may be revealed that teachers were capable of overcoming this challenging process. While teachers believed they efficiently interacted with students throughout the pandemic, they were challenged to motivate students' families. This could be due to families lacking knowledge and technology about distance education techniques. Furthermore, students with learning difficulties were the most challenging for teachers to communicate with. This may be because teachers' curricula did not offer additional instructional time and strategies. While the teachers felt efficient in answering difficult questions, they were challenged to provide appropriate teaching techniques to their high-skilled students. This could indicate that, while the teachers were satisfied with their qualifications, they realized that, in an unusual circumstance, they could not achieve the proper method and technique for the student level. Despite the challenging circumstances, teachers have positive attitudes toward themselves. Additionally, they should be supported in areas where they feel insufficient, lonely, isolated, and anxious.

Discussion Second Question of Research

Second question of study examined impacts of some demographic information (gender, marital status, level of professional experience, type of school, number of

students, number of lessons per week) on participants' selfefficacy beliefs. This study revealed that the gender factor did not influence teachers' self-efficacy beliefs during the COVID-19 pandemic. Finding that it does not differ by gender contradicts Bandura's research findings (,Schunk, Bandura, 1981; Wheatley, Jones & 1990; Morgil, Yucel, Secken & 2004; Uredi & Uredi, 2006; Pajares, & Britner 2006) that there was a vary in gender selfefficacy beliefs. However, this study supports prior research (Yaman, Altuncekic & Cansungu, 2004; Altuncekic, Koray, Yaman & 2005) that found gender had almost noeffect on selfefficacy perceptions. In process of our country's transformation from a traditional to modern culture, the roles attributed to women have also changed. Because the teaching profession is selected by women who can express themselves and also have achieved self-confidence, it was reasonable for them feeling efficious at their professional life.

Also, the participants' marital status had an effect on their selfefficacy beliefs throughout COVID19 pandemic. İn accordance with participants' responses, single teachers felt more confident. On the contrary to this result, Dunlop, Beatty & Beauchhamp (2011) stated that if the person trusts the competence of the other person, there is a great increase in their performance compared to the situation when they do not trust the competence of the other person. It might be argued that married couples, particularly those with children, work at the same time and also that married people have more responsibilities than single people in general, resulting in a decrease in teachers' selfefficacy belief in distance education.

During pandemic, teachers' selfefficacy beliefs did not significantly differ by grade level for classroom management. However, according to the findings, primary school educators had significantly deeper levels of selfefficacy in terms of communicating with students and total selfefficacy than school teachers of highschool. Also, regarding of self-efficacy in teaching strategies, it was founded that level of selfefficacy among primary school teachers was higher significantly than among high and secondary school teachers. There are studies in literature that achieve similar results to those in this study. For instance, Woolfolk Hoy, and Milner (2002) compared the selfefficacy beliefs of the primary, secondary, and higher school teachers working near a New Orleans suburb. The research data was gathered from 126 teachers over five months by observing them from morning to evening and conducting interviews with them outside of class time. The interviews were taped. As findings of study revealed, the selfefficacy

perceptions of primary school instructors were found to be stronger than those of high school and middle school teachers.

It was revealed in this study that teachers who were working in private schools during online education process had greater senses of selfefficacy than who were working in public schools. Private schools providing all levels of education in Turkey establish a healthy educational competition. Some differences in educational knowledge, particularly in private schools, play a critical role for families and students today and in the future (Ciftci, 2003, p.3).

Tschannen Moran and Woolfolk Hoy (2002, p. 6) say that teachers were experienced found ways to improve their teaching and classroom management skills over time. In contrast, study claimed that teachers selfefficacy in the online education process did not improve when they had more years of professional experience. When all sub-scales are considered, teachers with 6,10 years of professional seniority had higher significantly selfefficacy than teachers with 11,15 years, 16,20 years, and 21,25 years of professional work experience. The fact that teachers with 6,10 years of professional seniority are familiar in current technological education approaches as a generation may have contributed to their increased self-efficacy beliefs. The teachers who were experienced over ten years may have also acquired their undergraduate education using traditional methods and techniques while neglecting innovative methods and techniques. As a result, it is the responsibility of the government to support teachers who graduated a long time ago in perspective of innovative methods and techniques.

Teachers selfefficacy level vary regarding to population of students in classrooms. Teachers with fewer students reported strong selfefficacy belief in their classrooms management skills. However, teachers who work with high number of students reported greater confidence in communicating with students, and applying various teaching strategies than those with a small number of students. Based on this data, we can conclude that as that number of online students increased, so did the level of interaction and cooperation between students and teachers. Therefore, as interaction improved, so did the teacher's senses of selfefficacy. The reason for the increasing teachers' self-efficacy beliefs regarding method and technique in crowded classrooms is to reach large numbers of students and large numbers of teaching techniques and methods in a short time practically. In the 1992 study of 315 teachers in Michigan and California conducted by Raudenbush et al., the researchers aimed to discover the teachers' stages of education, the school's working atmosphere, and how they felt about

their competence based on certain personal and professional characteristics. According to the research's findings, teachers in crowded classrooms had very highly level of self-efficacy. In addition, researchers underlined that, as a result, the inequalities between teachers should have been categorized rather than categorizing them into "high" or "low" competence groups in terms of understanding their competence.

According to the participants' responses, the number of weekly lesson hours had no impacts on a teachers sense of selfefficacy in communicating with students, applying teaching methods, or managing the classroom. According to this, teachers could reflect on the effort they spent under normal conditions on distance education and were not affected in terms of the lesson hours they taught. The following conclusion can also be obtained: if the teacher feels productive even though the lesson hours are increased, distance education is more practical and efficient according to teachers' opinions.

Predictably, teachers selfefficacy belief varied based on number of publications that read about their profession. In all subscales and total selfefficacy, the selfefficacy beliefs level of teachers who read 3–4 or more publications/books per month is considerably greater than that of teachers who do not regularly read or who read only 1-2 publications/books per month. As with any other profession, it is essential that teachers continuously read and search to progress in their professions. In their study, Akkoyunlu and Kurbanoglu (2003) identified a positively correlations between reading and computer self-efficacy attitudes of teachers. According to the collected data, reading and computing self-efficacy perception increased simultaneously.

Discussion of Third Research Question

TSES scale used in this study has three subscales regarding EFL teachers' selfefficacy belief levels in communicating with students, teaching strategy, and classrooms management. The relationship of these three subscales with teacher self-efficacy, considering the epidemic process, was one of aims of this study. As a result of this research, a positively and highly relationship was found between teacher selfefficacy belief and three subscales.

Based to results, teachers had lowest selfefficacy belief regarding communicating with students, whereas teachers had the highest self-efficacy beliefs regarding teaching strategies. It appears that the EFL teachers' self-efficacy beliefs might be increased after the pandemic. Even if teachers adapt to online education quickly and with some difficulty, it is crucial to instill as much enthusiasm in them as possible through in-

service education. Geer, White, and Barr (1998) argued that educators must be able to efficiently utilize computers and underlined that they must feel competent and safe. In addition, while the factors that threatened equality of opportunity in education were socio-economic, socio-cultural, and geographical differences, now, in addition to these, the digital gap between technology access and technology use competencies has become a threatening factor in equality of opportunity (Sezgin and Fırat, 2020). It is vital to analyze the digital gap regarding to access to technology and teachers' preparedness for online instruction (Bozkurt et al., 2020; Sezgin and Firat, 2020). Therefore, giving attention to training teachers in distance education and providing institutional support can also contribute to providing teachers with a similar opportunity to be prepared for online teaching.

The Implications of This Study

Communicating with students, teaching strategies, and classroom management, which are crucial to the education system, are all components of teachers' feelings of self-efficacy. To increase teacher effectiveness, it is crucial to determine the association among teachers' enthusiasm for their profession and their self-efficacy beliefs for some variables. The findings of this study might assist in realizing the psychological consequences of distance online education on teachers. İn accordance to research results, teachers expressed their self-efficacy beliefs during the pandemic with average scores. This study might also demonstrate the need for a rapid increase in the medium-level teacher's view of selfefficacy. Findings of study indicate that; it is essential to support emotional development of all teachers who participate in distance education. This research examined the correlations between the demographics of teachers and their self-efficacy beliefs to make them feel more efficient in online education. This study examined the aspects that influence instructors' selfefficacy. Studies on demographic information, which are highly correlated with teachers' self-efficacy beliefs, contribute to distance education and teachers' professional development.

Suggestions for Further Research

Numerous prior studies have highlighted impact of teacher selfefficacy beliefs on efficacy of distance online education. Similar studies may be undertaken to examining selfefficacy views of all teachers, who involved in the online school system, taking inspiration from self-efficacy studies conducted under normal living conditions. This

study was conducted specifically to investigate the pandemic process that affected the Turkish EFL teachers' self-efficacy beliefs. A comparable study with pre-service educators and other types of instructors might be done to supplement existing research. In addition, in future studies, action research with EFL teachers on online classes may be conducted to assist teachers in being as productive as feasible. Also, further studies may be structured with using the face to face interview research method during the post-epidemic stabilization process. Consequently, teachers may be more candid about their experiences with online education.

Limitations of Study

Current study includes the following restrictions:

- Idea that this research would occur during a pandemic, a rapidly spreading disease, made it difficult to enlist more participants.
- Due to social distancing, face-to-face meetings could not be held, so more sincere and comprehensive answers could not be obtained.
- The research was held just during the school year of 2020-2021.
- Because there have been few previous studies on the pandemic and online teaching, a limited number of studies have been reviewed.

Conclusion

Globe has transitioned to new world order as a result of a highly infectious epidemic. This process has significant impacts in the area of education. Caused by social isolation, distance education has emerged. Teachers are one of the professions that have the most difficulty in this process. Teachers were forced to face this challenging procedure without any prior preparation. According to this study, Turkish EFL teachers do not feel highly competent in online education. It is critical to assist all teachers in our country in developing a more positive attitude toward distance teaching, a feature of the new worldview. Following that, the concept of distance education will be among the most important educational concepts. To help teachers get more effective, it is essential to analyze all of their features and the factors that affect them. This study was conducted with the aim that it might contribute in some measure to the development of the modern educational system.

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APPENDICES

Appendix A. Ethics Committee Approval of Çag University

T.C	
ÇAĞ ÜNİVERSİTESİ	
SOSYAL BİLİMLER ENSTİTÜSÜ	
TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZNİ / ETİK KURUL İZİN TALEP VE ONAY TUTANAK FORMU	
ÖĞRENCİ BİLGİLERİ	
T.C. NOSU	-
ADI VE SOYADI	Zeliha Dilek ACET
ÖĞRENCİ NO	20198063
TEL. NO.	-
E - MAİL ADRESLERİ	-
ANA BİLİM DALI	İngiliz Dili ve Eğitimi
HANGİ AŞAMADA OLDUĞU (DERS / TEZ)	Tez
İSTEKDE BULUNDUĞU DÖNEME AİT DÖNEMLİK KAYDININ YAPILIP-YAPILMADIĞI	2020 / 2021 BAHAR DÖNEMİ KAYDINI YENİLEDİM.
ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER	
TEZİN KONUSU	Kovid-19 Pandemi Sürecinde Türkiye'de İngilizceyi Yabancı Dil Olarak Öğreten Öğretmenlerin Özyeterlik İnançları Analizi
TEZİN AMACI	Bu çalışma Kovid-19 Pandemi Sürecinde Uzaktan Eğitimi Deneyimleyen İngilizce Öğretmenlerinin Özyeterlik İnançlarının Nasıl Etkilendiğini Nedenleri ve Sonuçlarıyla Analiz Edilmesini Amaçlamaktadır.

TEZİN TÜRKÇE ÖZETİ	Bu çalışma, Covid-19 sürecinde EFL öğretmenlerinin öz-yeterlik algılarını, Türkiye bağlamında incelemek amacıyla, nitel araştırma yöntemi kullanılarak yapılmıştır. Araştırmanın evrenini 2021-2022 eğitim öğretim yılında Adıyaman ilinde görev yapan 81 erkek ve 106 kadın olmak üzere 187 öğretmen oluşturmaktadır. Bu araştırmada veri toplama aracı olarak Tschannen-Moran ve Woolfolk Hoy (2001) tarafından geliştirilen "Öğretmenlerin Etkinlik Duygusu Ölçeği" (TSES-Öğretmen Öz-Yeterlik Ölçeği) kullanılmıştır. Ayrıca ölçek, Doç. Dr. Yeşim Çapa Aydın tarafından Türkçe'ye çevrilmiştir ve bu versiyonun çalışmada kullanılması için gerekli izinler alınmıştır. Ölçek, EFL öğretmenlerinin, Kovid-19 pandemi sürecinde, öğrencilerle iletişim kurmada öz-yeterliklerini, öğretim stratejilerinde öz-yeterliklerini ve sınıf yönetiminde özyeterliklerini incelemek üzere üç boyuttan oluşmaktadır. Ölçek, katılımcıların verdikleri demografik bilgiler sonucunda, Kovid-19 pandemi sürecinde özyeterlilik algısı inançlarını; cinsiyet, medeni durum, yaş, mesleki deneyim düzeyi, okul türü, öğrenci sayısı, haftalık ders saati sayısı, okudukları profesyonel yayınlar ve kitaplar gibi değişkenlere bağlı olarak incelemiştir. Araştırmaya göre sonuçlar, hem toplam öz-yeterlik hem de alt boyutlarında, öğretmenlerin öz-yeterlik inançlarının ortalamanın üzerinde olduğunu göstermektedir. Araştırmaya katılan bekar öğretmenlerin, Kovid-19 pandemi sürecinde özyeterlik düzeylerinin evli öğretmenlere göre istatistiksel olarak anlamlı derecede yüksek olduğu görülmektedir. Araştırmaya katılan özel okuldaki öğretmenlerin, öğrenciyle iletişimde özyeterlik, öğretim stratejilerinde özyeterlik, sınıf yönetiminde özyeterlik ve toplam özyeterlik düzeylerinin devlet okulundaki öğretmenlere göre istatistiksel olarak anlamlı derecede yüksek olduğu görülmektedir. Ayrıca, 3-4 veya 4+ yayın/kitap okuyan öğretmenlerin öz yeterlilik düzeylerinin ve toplam özyeterliklerinin düzenli okumayan veya ayda 1-2 kitap okuyan öğretmenlere göre anlamlı derecede yüksek olduğu görülmektedir.
ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER/ KURUMLARIN ADLARI	ADIYAMAN İL MİLLİ EĞİTİM MÜDÜRLÜĞÜ
İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI- ŞUBESİ/ MÜDÜRLÜĞÜ - İLİ - İLÇESİ)	ÇAĞ ÜNİVERİSYESİ- SOSYAL BİLİMLER ENSTİTÜSÜ TARSUS/MERSİN

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	Bu çalışma 2020/2021 Akademi Yılı Bahar Döneminde Adıyaman İl ve İlçe Müdürlüklerine Bağlı Devlet ve Özel Okullarında Görev Yapan 187 İngilizce Öğretmeninin Katılımlarıyla Yapılmıştır. Çalışmanın Tüm İzinleri Adıyaman İl Müdürlüğünden Alınmıştır. Katılımcılar e- mail Adresleri Aracılığıyla Yapılan Ankete Katılmışlardır.
UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇELERİN UYGULANACAĞI	Bu araştırmada veri toplama aracı olarak Tschannen-Moran ve Woolfolk Hoy (2001) tarafından geliştirilen "Öğretmenlerin Etkinlik Duygusu Ölçeği" (TSES-Öğretmen Öz-Yeterlik Ölçeği) kullanılmıştır. Ayrıca ölçek, Doç. Dr. Yeşim Çapa Aydın tarafından Türkçe'ye çevrilmiştir ve bu versiyonun çalışmada kullanılması için gerekli izinler alınmıştır.
EKLER (ANKETLER, ÖLÇEKLER, FORMLAR, …. V.B. GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADET/SAYFA OLDUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAKTIR)	1) ……….. (1) Sayfa Öğretmenlerin Etkinlik Duygusu Ölçeği (TSES-Öğretmen Öz-Yeterlik Ölçeği) Ölçeği. 2) ……….. (1) Sayfa Araştırma Onay Formları.

ÖĞRENCİNİN ADI - SOYADI: ZELİHA DİLEK ACET	**ÖĞRENCİNİN İMZASI:** Enstitü Müdürlüğünde evrak aslı imzalıdır **TARİH:** 01 / 04/ 2021		
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: SEDEN TUYAN	Adı - Soyadı: ………………...…	Adı - Soyadı: Şehnaz ŞAHİNKARAKAŞ	Adı - Soyadı: Murat KOÇ
Unvanı: Dr. Öğr. Üyesi …	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
12.04.2021	.… / .... / 20....		
ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER						

Adı - Soyadı: **Şehnaz ŞAHİNK ARAKAŞ**	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 : Evrak onayı e-posta ile alınmıştır	İmzası : Evrak onayı e-posta ile alınmıştır	İmzası : Evrak onayı e-posta ile alınmıştır	İmzası : Evrak onayı e-posta ile alınmıştır	İmzası : Evrak onayı e-posta ile alınmıştır	İmzası : Evrak onayı e-posta ile alınmıştır	İmzası : Evrak onayı e-posta ile alınmıştır
.… / ….. / 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, 20/ 04 / 2021 - 01 / 06 / 2021 tarihleri arasında uygulanmak üzere gerekli iznin verilmesi 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. Consent Form

EFL ÖĞRETMENLERİNİN COVİD-19 PANDEMİ SÜRECİNDE ÖZ-YETERLİK ALGISI İNANÇLARI ANALİZİ RIZA FORMU

Sayın Katılımcı

Yüksek lisans kapsamında olan bu araştırmanın amacı; tüm dünyayı etkisi altına altına alan Covid-19 pandemi sürecinde EFL öğretmenlerinin özyeterlik inançlarını çeşitli değişkenlerle birlikte analiz etmektir. Lütfen aşağıdaki maddeleri rıza dikkatlice okuyunuz. Soru sormak veya ekstra bilgi edinmek isterseniz lütfen araştırmacıya aşağıda belirtilen adresten ulaşınız.

1. Bu rıza formunu ibraz ederek çalışmaya gönüllü olarak katılmayı kabul ediyorum.
2. Bu çalışmaya katılımın, sadece araştırma amaçlı olduğunu anladım.
3. Araştırma için sorulan sorulara vermiş olduğum tüm cevapların ve bilgilerin saklı tutulacağını anladım.

   Eğer çalışma için gerekli olabilecek röportajlara gönüllü olarak dahil olmak isterseniz, lütfen araştırmacıya iletişim bilgilerinizi belirtiniz.

   Bu araştırmaya sunduğunuz değerli katkılarınız için teşekkür ederim.

GÖNÜLLÜ ONAY(İMZA)

ARAŞTIRMACI: Zeliha Dilek ACET

Appendix C. Teachers Self-Efficacy Scale

1. **PART 1**

Demographer Profile Questions:

Gender: Famele ☐   Male ☐

Grade of Class: Primary School ☐ Secondary School ☐   High School ☐

Type of school: Private School ☐   Public School ☐

Professional Seniority:

1-5 ☐   6-10 ☐ 11-15 ☐ 16-20 ☐ 21-25 ☐   26+ ☐

1. Part 2

Teacher Beliefs - TSES

This questionnaire is designed to help us gain a better understanding of the kinds of things that create challenges for teachers. Your answers are confidential.

Directions: Please indicate your opinion about each of the questions below by marking any one of the nine responses in the columns on the right side, ranging from (1) "None at all" to (9) "A Great Deal" as each represents a degree on the continuum.

Please respond to each of the questions by considering the combination of your _current_ ability, resources, and opportunity to do each of the following in your present position.

Response scale: None at all — Very Little — Some Degree — Quite A Bit — A Great Deal (1 to 9)

1. How much can you do to get through to the most difficult students?
2. How much can you do to help your students think critically?
3. How much can you do to control disruptive behavior in the classroom?
4. How much can you do to motivate students who show low interest in school work?
5. To what extent can you make your expectations clear about student behavior?
6. How much can you do to get students to believe they can do well in school work?
7. How well can you respond to difficult questions from your students?
8. How well can you establish routines to keep activities running smoothly?
9. How much can you do to help your students value learning?
10. How much can you gauge student comprehension of what you have taught?
11. To what extent can you craft good questions for your students?
12. How much can you do to foster student creativity?
13. How much can you do to get children to follow classroom rules?
14. How much can you do to improve the understanding of a student who is failing?
15. How much can you do to calm a student who is disruptive or noisy?
16. How well can you establish a classroom management system with each group of students?
17. How much can you do to adjust your lessons to the proper level for individual students?
18. How much can you use a variety of assessment strategies?
19. How well can you keep a few problem students from ruining an entire lesson?
20. To what extent can you provide an alternative explanation or example when students are confused?
21. How well can you respond to defiant students?
22. How much can you assist families in helping their children do well in school?
23. How well can you implement alternative strategies in your classroom?
24. How well can you provide appropriate challenges for very capable students?

1.BÖLÜM Demografı Profil Soruları:

Genel Bilgiler:

Cinsiyet: Kadın ☐ Erkek ☐

Sınıf: İlköğretim ☐ Ortaöğretim ☐ Lise ☐

Okul: Özel kurum ☐ Devlet okulu ☐

Öğretmenlik mesleğinde deneyim süresi:

1-5 ☐ 6-10 ☐ 11-15 ☐ 16-20 ☐ 21-25 ☐ 26+ ☐

2.BÖLÜM

Madde No	OGRETMEN OZ-YETERLIK OLÇEGI	Yetersiz		Çok az Yeterli		Biraz Yeterli		Oldukça Yeterli		Çok Yeterli
1	Çalışması zor öğrencilere ulaşmayı ne kadar başarabilirsiniz?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
2	Öğrencilerin eleştirel düşünmelerini ne kadar sağlayabilirsiniz?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
3	Sınıfta dersi olumsuz yönde etkileyen davranışları kontrol etmeyi ne kadar sağlayabilirsiniz?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
4	Derslere az ilgi gösteren öğrencileri motive etmeyi ne kadar sağlayabilirsiniz?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
5	Öğrenci davranışlarıyla ilgili beklentilerinizi ne kadar açık ortaya koyabilirsiniz?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
6	Öğrencileri okulda başarılı olabileceklerine inandırmayı ne kadar sağlayabilirsiniz?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
7	Öğrencilerin zor sorularına ne kadar iyi cevap verebilirsiniz?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
8	Sınıfta yapılan etkinliklerin düzenli yürütülmesini ne kadar iyi sağlayabilirsiniz?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
9	Öğrencilerin öğrenmeye değer vermelerini ne kadar sağlayabilirsiniz?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
10	Öğrettiklerinizin öğrenciler tarafından kavranıp kavranmadığını ne kadar iyi değerlendirebilirsiniz?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
11	Öğrencilerinizi iyi bir şekilde değerlendirilmesine olanak sağlayacak soruları ne ölçüde hazırlayabilirsiniz?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
12	Öğrencilerin yaratıcılığının gelişmesine ne kadar yardımcı olabilirsiniz?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
13	Öğrencilerin sınıf kurallarına uymalarını ne kadar sağlayabilirsiniz?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
14	Başarısız bir öğrencinin dersi daha iyi anlayabilmesini ne kadar sağlayabilirsiniz?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
15	Dersi olumsuz yönde etkileyen yada derste gürültü yapan öğrencileri ne kadar yatıştırabilirsiniz?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
16	Farklı öğrenci gruplarına uygun sınıf yönetim sistemi ne kadar iyi oluşturabilirsiniz?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)

17	Derslerin her bir öğrencinin seviyesine uygun olmasını ne kadar sağlayabilirsiniz?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
18	Farklı değerlendirme yöntemlerini ne kadar kullanabilirsiniz?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
19	Bir kaç problemli öğrencinin derse zarar vermesini ne kadar iyi engelleyebilirsiniz?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
20	Öğrencilerin kafası karıştığında ne kadar alternatif açıklama yada örnek sağlayabilirsiniz?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
21	Sizi hiçe sayan davranışlar gösteren öğrencilerle ne kadar iyi başa çıkabilirsiniz?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
22	Çocuklarının başarılı olmalarına yardımcı olmaları için ailelere ne kadar destek olabilirsiniz?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
23	Farklı öğretim yöntemlerini ne kadar iyi uygulayabilirsiniz?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
24	Çok yetenekli öğrencilere uygun öğrenme ortamını ne kadar sağlayabilirsiniz?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
25	Kalabalık sınıf ortamında kendinizi ne kadar başarılı hissedersiniz?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
26	Haftalık katıldığınız ders saatleri mesleki açıdan sizin için ne kadar yeterli?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
27	Mesleki yayınları veya kitapları ne sıklıkla okursunuz?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)

Appendix D. Permission from Rectorate of Çag University

T.C.
ÇAĞ ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü

Sayı : E-23867972-050.01.04-2100002906   19.04.2021
Konu : Bilimsel Araştırma ve Yayın Etiği
       Kurulu Kararı Alınması Hakkında

REKTÖRLÜK MAKAMINA

İlgi: 09.03.2021 tarih ve E-81570533-050.01.01-2100001828 sayılı Bilimsel Araştırma ve Yayın Etiği Kurulu konulu yazınız.

İlgi tarihli yazınız kapsamında Üniversitemiz Sosyal Bilimler Enstitüsü bünyesindeki Lisansüstü Programlarda halen tez aşamasında kayıtlı olan **Ayzıt Asena Meydan, Ezgi Aytok, Merve Çopur, Meryem Aslan, Zeliha Dilek Acet** isimli öğrencilerimize ait tez evraklarının "Üniversitemiz Bilimsel Araştırma ve Yayın Etiği Kurulu Onayları" alınmak üzere Ek'lerde sunulmuş olduğunu arz ederim.

Doç. Dr. Murat KOÇ
Sosyal Bilimler Enstitüsü Müdürü

Ek : 5 Adet öğrenciye ait tez evrakları listesi.

Appendix E. Ethics Committee Approval

T.C.
ÇAĞ ÜNİVERSİTESİ
Rektörlük

Sayı : E-81570533-044-2100003294   01.05.2021
Konu : Bilimsel Araştırma ve Yayın Etiği
Kurul İzni Hk.

SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi   :   19.04.2021 tarih ve E-23867972- 050.01.04-2100002906 sayılı yazınız.

İlgi yazıda söz konusu edilen Ayzıt Asena MEYDAN, Ezgi AYTOK, Merve ÇOPUR, Meryem ASLAN, Zeliha Dilek ACET isimli öğrencilerin tez evrakları Bilimsel Araştırma ve Yayın Etiği Kurulunda incelenerek uygun görülmüştür.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Ünal AY
Rektör

Appendix F. Permission Request Form of Çag University

T.C.
ÇAĞ ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü

Sayı : E-23867972-044-2100003342   04.05.2021
Konu : Zeliha Dilek ACET'in Tez Anket
        İzni

ADIYAMAN İL MİLLİ EĞİTİM MÜDÜRLÜĞÜNE

İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında kayıtlı Zeliha Dilek ACET isimli öğrencimiz, **"Kovid-19 Pandemi SürecindeTürkiye'de İngilizce Öğretmenlerinin Özyeterlilik Algısı İnançlarının Analizi"** konulu tez çalışmasını Üniversitemiz öğretim üyesi **Dr. Öğr. Üyesi Seden TUYAN** danışmanlığında halen yürütmektedir. Adı geçen öğrenci tez çalışmasında **Müdürlüğünüze bağlı tüm devlet okullarında görev yapan ingilizce öğretmenlerini** 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.

Prof. Dr. Ünal AY
Rektör

Ek : Tez Etik Kurul Onay Dosyası

Appendix G. Permission Form of Adiyaman MEM

T.C.
ADIYAMAN VALİLİĞİ
İl Milli Eğitim Müdürlüğü

Sayı : E-67610468-774.99-26302612   10.06.2021
Konu : Uygulama izin İsteği.

ÇAĞ ÜNİVERSİTESİNE
(Sosyal Bilimler Enstitüsü Müdürlüğü)

İ l g i : a) Çağ Üniversitesi Sosyal Bilimler Enstitüsü Müdürlüğünün 04.05.2021 tarih ve
             2100003342 sayılı yazısı.
         b) Valilik Makamının 09.06.2021 tarih ve sayılı Onayı

        Çağ Üniversitesi Rektörlüğünüzün ilgi (a) yazısına istinaden, Çağ Üniversitesi Sosyal Bilimler
Enstitüsü İngiliz Dili Eğitimi Tezli Yüksek Lisans öğrencisi Zeliha Dilek ACET'in Dr. Öğretim Üyesi
Seden TUYAN danışmanlığında İlimiz Merkez ve İlçelerde görev yapan tüm İngilizce Öğretmenlerine
yönelik "Kovid-19 Pandemi Sürecinde Türkiye'de İngilizce Öğretmenlerinin Özyeterlilik Algısı
İnançlarının Analizi" konulu araştırma-anket uygulamasını uygulamasını okul müdürünün sorumluluğu
ve gözetiminde eğitim öğretimi aksatmayacak şekilde yapması ile ilgili Valilik Makamının ilgi (b) Oluru
yazımız ekinde gönderilmiştir.

        Bilgilerinizi ve gereğini arz ederim.

                                                    Ahmet ALAGÖZ
                                                    İl Milli Eğitim Müdürü

Ek:
-1 Adet Valilik Makam Oluru ve ekleri