

## A Regression Study: English Language Teachers' General and Professional Sense of Self-Efficacy

### Bir Yordama Çalışması: İngilizce Öğretmenlerinin Genel ve Mesleki Özyeterlik Algıları

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#### *Abstract*

The aim of this study is to explore whether the level of primary school English language teachers' general sense of self-efficacy (GSE) predicts the English language teaching (ELT) sense of self-efficacy levels. A reliable and valid "English Language Teachers' Sense of Self-Efficacy Scale-ELTSES" was developed by the researchers. A total of 345 English language teachers in Mersin completed the ELTSES and Turkish General Self Efficacy Scale (Çelikkaleli & Çapri, 2008). Descriptive statistics, factor analysis, correlation and regression analysis were applied. A positive meaningful correlation was designated within all dimensions of ELT Sense of Self-Efficacy and also with GSE. It has been explored that GSE has a high level prediction of all ELT self-efficacy dimensions.

*Keywords:* sense of self efficacy, general, professional, primary school English language teachers

#### *Öz*

Bu çalışmanın amacı, ilköğretim İngilizce öğretmenlerinin genel özyeterlik algısı düzeylerinin İngiliz Dili Öğretimi (İDÖ) alanına özgün mesleki özyeterlik algılarını yordayıcı bir faktör olup olmadığını araştırmaktır. Araştırmacılar tarafından güvenilir ve geçerli bir "İngilizce Öğretmenlerinin Özyeterlik Algısı Ölçeği" geliştirilmiştir. Geliştirilen ölçeğin yanı sıra İngilizce öğretmenlerinin genel özyeterlik algısı düzeyini belirlemek amacıyla Çelikkaleli ve Çapri (2008) tarafından Türkçeye uyarlanan "Genel Yetkinlik İnancı Ölçeği" Mersin' de görev yapan 345 öğretmene uygulanmıştır. Faktör analizi, betimleyici istatistikler, korelasyon ve regresyon analizleri kullanılmıştır. İDÖ alanına özgün mesleki özyeterlik algısının dört boyutunun birbirleri ile ve genel özyeterlik algısı ile aralarında anlamlı bir ilişki bulunmuştur. Genel özyeterlik algısı düzeyinin İDÖ alanına özgün öz-yeterliğin dört boyutunu farklı düzeylerde yordayabildiği belirlenmiştir.

*Anahtar Sözcükler:* Özyeterlik, genel, mesleki, ilköğretim İngilizce öğretmenleri

#### Introduction

Perceived self-efficacy (SE) is identified as "beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments" (Bandura, 1997 cited in Dellinger et al., 2008: 752). Bandura, the pioneer of Social Cognitive Theory (1986, 1993, 1996, 1997) emphasized that self-efficacy beliefs affect the thought processes and emotions providing actions in which people make effort in achieving goals, resist the encountered adversity, rebound from temporary failures or obstacles and exercise some control over events that influence their

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lives (cited in Tschannen-Moran, Hoy & Hoy, 1998).

From a more global point of view, self-efficacy has been conceptualized as a more general sense by some researchers (Schwarzer & Jerusalem, 1995; Sherer et al., 1982) which refers to “a global confidence in one’s coping ability across a wide range of demanding or novel situations” (cited in Luszczynska et al., 2005: 81). Through several studies (Bandura, 1997; Maddux, 1995; Schwarzer, 1992, 1994) high general self efficacy (GSE), providing a stable and broad sense of personal competence in order to handle various stressful situations encountered in life, has been proved to have positive relations with higher achievement, more social integration and healthier life (Bandura, 1997; Schwarzer, 1992 cited in Erci, 2006). People who have a high sense of SE rely on much more in their capabilities to experience various types of environmental situations. That’s why they can perceive the tasks and problems as challenges not threats or uncontrollable events and face stressful events. On the other hand, the ones with generally low sense of self efficacy tend to experience self-doubts, anxiety arousal, threat appraisals and coping deficiencies (Bandura, 1997). Thus this generalized sense is asserted to be (Bandura, 1995; 1997; Maddux, 1995; Schwarzer, 1992; 1994) a potential key factor clinical, educational, social, developmental, health, and personality psychology (cited in Erci, 2006). It can be inferred that GSE may have implications also for professional life and success in specific tasks.

Chen et al. (1999) highlighted that an illuminating result that GSE is strongly and positively related to specific self-efficacy (SSE) for different types of tasks in diverse settings (cited in Chen et al., 2000). Many studies with similar evidences have asserted the same idea that GSE and task-specific SE are positively correlated and some researchers have advocated that GSE is a determinant of task specific SE (e.g; Imam, 2007; Ignat & Clipa, 2010). It is commented that specific SE is one outcome of GSE and they share similar sources such as vicarious experience, verbal persuasion (Bandura, 1997; Eden 1988). In the light of foregoing studies and results SE has a key role in education, professional life and intellectual growth which are shaped by a person’s belief in own ability to master various subjects and regulate self-learning to some degree (Schunk, 1989 cited in Imam, 2007). Following those positive traces of the GSE construct, the role of GSE in the teachers’ professional sense of SE has been a key concern.

Teachers’ judgemental perspectives, behaviours, actions are connected with the cognitive factors like their beliefs, perceptions, assumptions and motivation (Cerit, 2010; Yüksel Tunç, 2010). That’s why; the “self-efficacy” concept has been a focus concern in educational context recently. Teacher self-efficacy (TSE) is defined (Armor et al.; Bandura, 1977) as “a judgment of his or her capabilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated” (cited in Moran & Hoy, 2001: 783). Having consistent relationship with characteristics of teachers and the behaviour or learning of students, TSE is an exceptional concept (Woolfolk & Hoy, 1990 cited in Henson 2001). TSE lies behind critical instructional behaviours (Gibson & Dembo, 1984; Woolfolk et al., 1990; Wheatley, 2002) such as involving use of time, behaviours in classroom, innovative teaching practices, and reaction to the learners who are difficult to learn and questioning techniques (cited in Atay, 2007). Potential of shaping many factors in the classroom atmosphere has taken sense of SE concept to the centre of English language teaching (ELT) domain which is related to individual beliefs and interaction.

English language teachers have been expected to be equipped with some competencies, knowledge and skills. En-Chong (2004: 1) keynoted the uniqueness of language teaching by saying, “Language teaching possesses a unique characteristic that differentiates itself from teaching other subjects. ...Teachers of other subjects claim their authority by what they know, that is proficiency in the subject matter, but not by who they are”. As an English Language Teacher may reflect her/his self beliefs on her/his teaching view, instruction, assessment, self-evaluation. Especially primary school English language teachers are supposed to have many roles such as observer, modal, learner, organizer, guide, actor, designer, and writer. Organizing a class with an appropriate methodology and providing an anxiety-free, motivating atmosphere for young

learners requires not only knowledge or skills but also teachers' beliefs in their competencies (Güven & Çakır, 2012). Hence TSE of English language teachers, gains importance particularly at the primary school stage of language education.

There have been many studies showing the notable difference between low and high efficacious teacher in instructional practices, student achievement, and professional development disadvantageous to the low efficacious teachers in ELT field. (e.g.; Chacon, 2005; Ghaith & Yaghu 1997; Huangfu, 2012; Karimi, 2011). To embody, some studies can be shown as illuminative source of data in different contexts. Akbari and Allvar (2010) explored that three teacher-related variables—teaching styles, teachers' SE, and teacher reflectivity are significant predictors of student achievement.

It can be reworded that both their general and professional efficacy beliefs may have critical attributions to language teaching context and the role of teachers' GSE in their TSE is worth of research. Wherefore having the professional and general SE portrait of primary school English language teachers may have possible implications for improving language teaching and learning process. Especially in the developing countries such as Turkey, there have been big attempts to define "effective teacher" and design a "constructivist approach in the national education system (Kavanoz Hatipoğlu, 2006; Yüksel Tunç, 2010).

In Turkey, there has been a new wave of concern with English language teachers' sense of self efficacy levels in last decades, propounding its irreplaceable positive attributions to language teaching profession (e.g; Pekkanlı Egel, 2009; Ulusoy, 2008). However, handling both English language teachers' general and teacher sense of self efficacy has been neglected. Considering the need and possible contributions, the current study investigates English language teachers' general and professional sense of self-efficacy. The current research has been basically dwelled upon constructing a general and professional sense of SE profile of primary school English language teachers and thus investigating the probable reflections of GSE on TSE concept in Turkey circumstance via a pilot study in Mersin. In the present study, it is sought to find answer to the research questions defined below;

1. Does the level of Primary School English Language Teachers' General Sense of Self-Efficacy predict the English Language Teaching Sense of Self-Efficacy level?
2. Is the "İngilizce Öğretmenlerinin Özyeterlik Algısı Ölçeği" reliable and valid?

The first research question constitutes the main concern of the present study. In order to find an answer to the main problem, as a complementary part of the current study, developing a reliable and valid "İngilizce Öğretmenlerinin Özyeterlik Algısı Ölçeği" forms the sub research problem.

## Methodology

### *Participants*

The present study included two groups of participants. A voluntary group of primary school English language teachers (500) from different cities of Turkey (330 F, 170 M) took place in the study to develop a reliable English Language Teachers' Sense of Self-Efficacy Scale. All participants were reached via a specially organized webpage of a university and also via sending by post. The webpage address was just accessible for those teachers' the researcher guided. The second group of primary school English language teachers (345) from Mersin (246 F, 99 M) has been applied to reveal the validity of the ELTSES scale and to propound a profile of teachers' professional sense of self efficacy and general self-efficacy. 345 teachers' years of experience designated within four groups; 1-5 years (38 participants), 6-10 years (97 participants), 11-15 years (151participants) and 16-above (59 participants). For the profile and validity study, the scales were delivered by hand to the 345 primary school English language teachers. 2011 Mersin Provincial Directorate for National Education statistical data have proved that there have been

471 primary school English language teachers who work in four providences in Mersin which means nearly all teachers have taken place in the study to gain a clear picture of teachers' profile. No other variables except for teachers' GSE and TSE level have been taken into consideration in the present study. Data collection has been conducted over a two-month period, from November through late December, 2011.

#### *Data Collection Tools*

Turkish General Self Efficacy Scale (Çelikkaleli & Çapri, 2008) has been applied to reach data about the English Language Teachers' GSE level. The GSE scale was found to have .87 internal consistency, and .92 test-retest reliability coefficients (Çelikkaleli & Çapri, 2008). Through criterion-related validity study, correlation between GSE scale was found by the researchers as .46, and item-total correlation of the scale changed between .47-.66 ( $p < .01$ ) which revealed that the scale is a valid tool (Çelikkaleli & Çapri, 2008). The scale has 10 items which was adopted from the General Self-Efficacy scale by Jerusalem and Schwarzer (1981) and each item is evaluated between 1-4 points. It is interpreted that the more points participants get, the higher level of GSE they have.

As the second search tool a 5 point Likert type scale; English Language Teachers' Sense of Self-Efficacy Scale (ELTSES), was developed by the researchers. Having a culture and field specific basis, the scale has a framework in line with the determined ELT Field Specific competencies by Ministry of National Education (MONE) (ÖYEGM, 2008). The Likert type scale was formed and reorganized with 82 items by teacher and expert feedbacks and applied. In consequence of factor analysis process, The items whose item total correlation is below .40 and loading more than one factor were eliminated and 22 items under four components formed the scale. After analysis step, it was designated that the scale measures a construct with four components.

The sub factors were rearranged and renamed depending on the data provided by the participant teachers' view pursuant to the main competency fields determined by MONE (ÖYEGM, 2008) and factor analysis as; "Observing and Assessing the Language Development", "Cooperating with the School Personnel, Colleagues, Family and Society" "Organizing Appropriate Methods and Techniques for a Suitable Classroom Atmosphere" and "Professional Development" (see Table 1). The first component of the scale has been composed of 7 items whose factor loadings are between .55 and .77. The second component with 8 items has factor loadings between .50 and .70. Besides, 3 items has formed component 3 whose factor loadings are between .78 and .88. Lastly, the fourth component has been composed of three items with factor loadings changing between .66. and .79

Table 1

*Some Item Examples from the İngilizce Öğretmenlerinin Özyeterlik Algısı Ölçeği (English Language Teachers' Sense of Self-Efficacy Scale -ELTSES)*

*Component 1: Observing and Assessing the Language Development (Dil Gelişimini İzleme ve Değerlendirme)*

Öğrencilerin gelişim sürecindeki eksikliklere yönelik önlem alabilmek amacıyla ölçme-değerlendirme yapabilirim. (Item 9)

Öğrencilerin dil becerilerini izleme ve değerlendirme sonuçlarına göre ölçme araçlarının verimliliğini değerlendirebilirim. (Item 16)

*Component 2: Cooperating with the School Personnel, Colleagues, Family and Society (Meslektaş, Okul, Aile ve Toplumla İşbirliği Yapma)*

Öğrencilerin dil becerilerinin gelişiminin izlenmesi konusunda ailelerle iş birliği yapabilirim. (Item 6)

Öğrencilerin öğrenme güçlüklerini belirleyerek gelişimlerini izlemek amacıyla rehber öğretmen, aile ve alan uzmanları ile işbirliği yapabilirim. (Item 10)

*Component 3: Organizing Appropriate Methods and Techniques for a Suitable Classroom Atmosphere (Uygun Eğitim Ortamı için Materyal Kullanımı ve Yöntem Seçimi)*

Öğrencilerin dil gelişimlerine uygun yöntem ve teknikleri öğrencilerin ilgi ve ihtiyaçları doğrultusunda çeşitlendirebilirim. (Item 17)

Öğrenmenin daha etkin gerçekleşmesi için teknolojik kaynaklardan yararlanabilirim.. (Item 22)

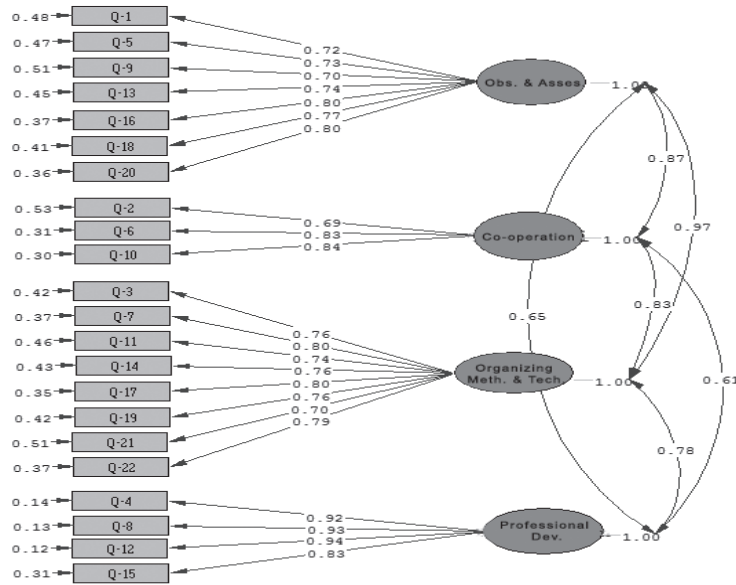
*Component 4: Professional Development (İngilizce Öğretimi Alanında Mesleki Gelişimi Sağlama)*

Bilimsel kriterlere uygun hazırlanmış İngilizce öğretimine yönelik proje ve makale gibi çalışmalar yapabilirim. (Item 4)

Uygulamalarımındaki iyi örnekleri paylaşmak amacıyla bilimsel çalışmalara (konferans, açık oturum, seminer) bildiriyle, posterle veya konuşmacı olarak katılabilirim. (Item 8)

The reliability coefficient of scale and scale components were calculated by using Cronbach alpha coefficient. The reliability analysis resulted with 0,92 Cronbach alpha which is a high level of reliability. The reliability analysis was used for each four components to understand the internal consistency. The scale provided highly acceptable internal consistency. Component 1 *Observing and Assessing the Language Development* .86, Component 2 *Cooperating with the School Personnel, Colleagues, Family and Society* .76, Component 3 *Organizing Appropriate Methods and Techniques for a Suitable Classroom Atmosphere* .84, and Component 4 *Professional Development* .91.

For the validity step, the scale items were examined by the field experts and a group of English language teachers. Applied exploratory factor analysis and Confirmatory Factor Analysis (CFA) was applied for the construct validity. The criterion for GFI, CFI, NFI, RFI and IFI is > .90, and for RMSEA and RMR it is < .05 (Hu & Bentler, 1999 cited in Akin et al., 2007).



Chi-Square=1037.55, df=203, P-value=0.00000, RMSEA=0.109

Chi-Square= 1037,55, df= 203, \*p<0,01, RMSEA=0.109

*Figure. Path Diagram and Factor Loadings of the ELTSES Scale*

After the CFA analysis, the fit index were analyzed and it was concluded that the Chi-Square value was meaningful ( $\chi^2 = 1037.55$ , N= 345, df= 203, p= 0,001). Fit index values also explored to be meaningful (RMSEA= .109, NFI= .96, CFI= .97, IFI= .97, RFI=.96 and RMR= .048). Those fix

indexes highlighted that the scale provided a good fit index. Based on all reliability and validity findings it can be interpreted that the ELTSES scale is a reliable and valid tool.

#### *Data Analysis*

In the current study, factor analysis was conducted to see the validity of the ELTSES scale. Furthermore the correlation between English language teachers' domain specific TSE and their GSE level was investigated through Pearson's correlation coefficient analysis. Lastly, the multiple regression analysis was applied to clarify whether English Language Teachers' domain specific TSE level in regard to the 4 dimensions can be predicted by their GSE level.

### Results and Discussion

#### *Correlation results related to English language teachers' professional sense of SE and GSE*

The correlation analysis of all ELTSES dimensions and GSE level has been tabulated to see clearly each dimension's correlation with each other and GSE level. When the Table 2 is examined, the positive meaningful correlation within all dimensions can be identified clearly.

Table 2

*Correlation results of English Language Teachers' Professional SE and their GSE Level*

	1	2	3	4	5	Mean	S
Observing and Assessing Language Development	1					28,66	3,276
Cooperating with the School Personnel, Colleagues, Family and Society	,785(**)	1				12,04	1,770
Organizing Appropriate Methods and Techniques for a Suitable Classroom Atmos.	,878(**)	,762(**)	1			31,53	4,635
Professional Development	,626(**)	,620(**)	,760(**)	1		12,72	4,025
General Self-Efficacy	,565(**)	,553(**)	,711(**)	,754(**)	1	33,15	7,679

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

The first component "Observing and Assessing the Language Development" has been explored to have a meaningful positive correlation with "Cooperating with the School Personnel, Colleagues, Family and Society" ( $r=.785$ ,  $p<.001$ ), "Organizing Appropriate Methods and Techniques for a Suitable Classroom Atmosphere" ( $r=.878$ ,  $p<.001$ ), and "Professional Development" ( $r=.626$ ,  $p<.001$ ) and lastly with GSE ( $r=.565$ ,  $p<.001$ ). The data in regard to the second component "Cooperating with the School Personnel, Colleagues, Family and Society" has indicated a significant positive correlation with "Organizing Appropriate Methods and Techniques for a Suitable Classroom Atmosphere" ( $r=.762$ ,  $p<.001$ ), "Professional Development" ( $r=.620$ ,  $p<.001$ ) and GSE ( $r=.553$ ,  $p<.001$ ). It has been found that the third component "Organizing Appropriate Methods and Techniques for a Suitable Classroom Atmosphere" has a positive meaningful correlation with "Professional Development" ( $r=.760$ ,  $p<.001$ ) and with GSE ( $r=.711$ ,  $p<.001$ ). Lastly, fourth component has been designated to have a positive meaningful correlation with GSE ( $r=.754$ ,  $p<.001$ ).

#### *Regression results related to English language teachers' professional sense of SE and GSE*

The regression analysis was applied to investigate the research question whether English Language Teachers' Professional SE level under 4 components can be predicted by the GSE level. All results have been provided in Table 3 according to each four different components.

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Table 3

*Regression Analyzes Results of English Language Teachers' Professional SE level by the GSE Level*

G S E	Observing and Assessing the Language Development				Cooperating with the School Personnel, Colleagues, Family and Society				Organizing Appropriate Meth. & Tech. for a Suitable Classroom Atmosphere				Professional Development			
	B	SE	$\beta$	T	B	SE	$\beta$	T	B	SE	$\beta$	T	B	SE	$\beta$	T
	R=.565 R <sup>2</sup> =.319				R=.553 R <sup>2</sup> =.306				R=.711 R <sup>2</sup> =.506				R=.754 R <sup>2</sup> =.569			
	F <sub>(1-345)</sub> = 160,595, p<.000				F <sub>(1-345)</sub> = 150,914, p<.000				F <sub>(1-345)</sub> = 352,97, p<.000				F <sub>(1-345)</sub> = 452,998, p<.000			

\*\*  $p < 0.01$ , \*  $p < 0.05$

*Observing and Assessing the Language Development*

In table 3 it is obvious that GSE level predicted "observing and assessing the language development" in a significant way ( $R = .565$ ,  $R^2 = .319$ ,  $p < .01$ ) explaining the 31% of the variance in the component scores. Observing and assessing the language development also means following each student's learning process systematically. Thus brings so many teacher competencies together such as finding spontaneous and practical solutions for the learning problems, determining weaknesses and strengths, always having an optional way of teaching, organizing the course in the face of any sudden problematic situation. At this juncture, a high level of GSE can be an irreplaceable personal source for the TSE level of a teacher who needs to handle all classroom experiences with a balanced and productive manner. It is suggested that GSE can be a kind of personal factor that may influence people's feelings, thoughts and actions (Jerusalem 1993, Schwarzer & Jerusalem 1995 cited in Erci, 2006). Thereby, it is conceivable that GSE level can explain 31% of the variance in the first component.

*Cooperating with the School Personnel, Colleagues, Family and Society*

In a similar way, the second component questioning the cooperation with the school Personnel, colleagues, family and society has indicated a statistically meaningful predictability by GSE ( $R = .553$ ,  $R^2 = .306$ ,  $p < .01$ ). GSE level can explain 30% of the variance in the second component.

"Cooperating with the school Personnel, colleagues, family and society" is a social relations-based dimension of TSE. GSE has been investigated in various domains of human functioning and found to have high relationship with personality, social-relations and some other domains (Luszczynska et al., 2005; Schwarzer, Hahn, & Jerusalem, 1993). Bandura (1997) emphasized that high GSE has a relation with having satisfying social relations that bring about life satisfaction. To this respect, with 30% explanation of the variance and statistically meaningful correlation result, GSE can be one of the factors which may explain social relations-based dimension of TSE. Another probable explanation may be the fact that people with high self-efficacy level can solve problems in a more positive and cooperative way in their work life (Bandura, 1997). Hence teachers with high GSE level may show more tendency to cooperate and work actively in their field solving the problems.

*Organizing Appropriate Methods & Techniques for a Suitable Classroom Atmosphere*

The GSE level has been designated to have a conspicuously high level of prediction in regard to the third component "organizing appropriate methods and techniques for a suitable classroom atmosphere" ( $R = .711$ ,  $R^2 = .506$ ,  $p < .01$ ). The present data can be interpreted as a remarkable result that GSE level can explain nearly 50% of the third component.

Another concept which was determined to have relation with GSE is future orientation. It is

described as a quality which enables people to make effort to reach their goals and be involved in daily planning of their activities, and have a problem solving approach (Strathman et al., 1994 cited in Luszczyńska et al., 2005). It is argued that in different settings, high level of self-efficacy assists information processing, decision-making and performance, and also achievement (Bandura, 1997 cited in Luszczyńska et al., 2005). Besides, the crucial role of self-efficacy in work performance has been proved by many studies (e.g; Stajkovic & Luthans, 1998; Grau et al., 2001; Salanova et al., 2011). It has been also supported that a person's choice of settings and activities, skill acquisition, and the existence of coping efforts against problems are all influenced by self-efficacy (Gist, & Mitchell, 1987). Teachers with higher GSE level may have a better perspective of decision making, problem solving or organization and so have a higher TSE level in organizing and designing an appropriate classroom atmosphere. That can be the reasonable explanation for that level of regression.

#### *Professional Development*

The most notable finding reached through the regression analysis has been about professional development. GSE level has been explored to predict the "professional development" in a significant way ( $R = .754$ ,  $R^2 = .569$ ,  $p < .01$ ) and explain %56 of the "professional development" component. Consequently, complementing the strong correlation findings between TSE and GSE of the present study, the regression analysis has presented that English language teachers' professional sense of SE can be predicted by the GSE level of the teachers.

The highest regression results were related with the professional development with 56% prediction level of GSE which nearly covers half of the explanatory factors. It can be explained via many traces of self-efficacy in work life. Self-efficacy is a mainstay concept in improving or diminishing the motivation which is the golden key for personal development and implementing new ideas and experiences in life (Schwarzer & Hallum, 2008). Thus, self efficacious individuals are more self consistent, tenacious about the tasks and have more optimistic future expectations and so prefer more challenging settings and explore new contexts (Schwarzer, 1992 cited in Schwarzer & Hallum, 2008; Heslin & Klehen, 2006). On the other hand low self efficacy creates self-doubts and decline in self motivation as they don't believe in themselves and regard it unnecessary to have a goal (Heslin & Klehen, 2006). Professional development is in line with those qualities; motivation, self-consistency, being open-minded which all strengthened by GSE. Therefore, the regression results of the current study implied that teachers with high level of GSE perform a better adjustment to their teaching career so have a higher SE in their professional life (Ignat & Clipa, 2010).

#### *Piecing Together: A General Evaluation*

The current study results have gone along with some other studies that have asserted the non-negligible role of GSE in specific self-efficacy across tasks and situations (Imam, 2007; Eden, 1988; Chen, et al. 2001). Shelton, (1990) and Sherer et al., (1982) who studied on constructing GSE concept and developing a scale also explored that GSE reflects on specific situations and due to this effect, "...individuals with high GSE expects to succeed across a variety of task domains" (cited in Chen et al., 2001: 64). Hence, a person who has high GSE is expected to succeed across a variety of task domains. The results also revealed the transferable nature of self-efficacy. Increasing GSE because of a successful experience can transfer to a different domain or repeated specific successes or failures in a domain can be generalized over time (Bandura, 1977 cited in Choi, 2004). Some conducted studies have proved the necessity of handling field specific sense of SE with GSE (Miyake & Matsuda, 2002; Topkaya 2010). Thus a plethora of studies supported that GSE may provide a basis for a person's evaluation of future performance for a new situation (Choi, 2004). Complying with the results of the present study, Yılmaz and Gürçay (2011) found out that as GSE and domain specific TSE can contribute significantly to determine the TSE beliefs. Thus, teachers' behaviours in the face of stressful, challenging tasks or to find an explanation for the different teacher performances and to reach a more active and successful teaching profile,



GSE and TSE can provide useful and enlightening information.

When the components of English language teachers' sense of SE are examined carefully, all point the underlying concepts as intellectual growth, more social integration, higher achievement or motivational traits. Thus, the role of GSE in the English Language teachers' professional sense of SE via strengthening those concepts can be seen clearly. Hence, their not only professional but also GSE is needed to be considered as great values contributing to each other in their professional development. SE is a kind of "energy source for teachers to devote themselves to teaching career" (Hong-ying, 2009: 907) so the inclusion of GSE and TSE into the teacher education is a necessity (Jie-ying, 2011).

### Conclusion and Suggestions

The present study has aimed to explore whether the level of Primary School English Language Teachers' GSE predict the English Language Teaching Sense of SE level. In order to investigate the possible reflections of GSE on TSE concept in Turkey circumstance a profile study in Mersin was conducted. In order to find answer to the main problem, a reliable and valid English Language Teachers' Sense of Self-Efficacy Scale (ELTSES) was developed. After collecting data through the ELTSES and Turkish GSE Scale (Çapri & Çelikkaleli, 2008), and the regression analysis, GSE has been found to have a remarkable regression level of four domains in English language teaching sense of SE. The results have asserted the non-negligible role of GSE in specific SE across tasks and situations.

Providing a clear-cut and specific suggestion or formula just for English Language Teachers at primary school to improve their GSE and TSE is not very possible at this stage. However, in the light of literature, there have been different suggestions by different researchers to strengthen pre-service English language teachers' SE via providing sources to implementing and contributing four sources of self efficacy (mastery experiences, vicarious experiences, social persuasion, and physiological arousal) into training programs (Wertheim & Leyser 2002 cited in Jie-ying, 2011). As the pre-service stage is critical for professional development and shaping of teaching capabilities and personal beliefs, it is noteworthy to provide supportive, successful and planned learning-teaching experiences. Jie-Ying (2011) also presented invaluable suggestions about fostering English language teachers' sense of self-efficacy. An awareness need to be raised in ELT field as they should improve their sense of self-efficacy through engaging in four source of experiences and organizing productive in-service trainings and reflect on their teaching. That can be enriched with personal journals, observing other colleagues and cooperating on an academic basis, integrating new skills and techniques into their teaching and working for professional development (Jie-ying, 2011).

Those ways of how to foster to the self-efficacy concept can be summarized in five dimensions; strengthening professional training, enhancing self further education, cultivating scientific research ability, reducing the work stress and paying attention to mental and physical well-being (Hong-ying, 2009). To improve such an essential concept necessitates that teachers, school administrators, governments and researchers cooperate to develop their GSE and TSE in a way to explore and handle such learning processes.

There are some limitations of the current study. The ELTSES is limited with the English language teachers' competencies determined by MONE. Thus, it can be improved by using items related to general teacher competencies such as classroom management, communication with students. Besides, the developed scale can be improved via test-retest analysis on a wider population in Turkey to reach more reliable and enriched data about English language teachers' professional sense of SE. Thus, it enables to get the Turkey profile in a more detailed way.

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