

UNIVERSITY PREPARATORY SCHOOL INSTRUCTORS' SELF-EFFICACY  
BELIEFS

A THESIS SUBMITTED TO  
THE GRADUATE SCHOOL OF SOCIAL SCIENCES  
OF  
MIDDLE EAST TECHNICAL UNIVERSITY

BY

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IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR  
THE DEGREE OF DOCTOR OF PHILOSOPHY  
IN  
ENGLISH LANGUAGE TEACHING

JULY 2019



**I hereby declare that all the information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.**

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## **ABSTRACT**

### **UNIVERSITY PREPARATORY SCHOOL INSTRUCTORS' SELF-EFFICACY BELIEFS**

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July 2019, 103 pages

The purpose of this study is to investigate university preparatory school instructors' self-efficacy beliefs in teaching English and its interaction with their background characteristics, reported proficiency level in English and their perceived use of teaching strategies with a specific emphasis to three sub-dimensions of self-efficacy. To achieve these aims, the present study employed a mixed methods design which consisted of two main stages. In the first stage, a questionnaire consisting of four parts were distributed to 374 EFL instructors working at preparatory schools of 8 different universities in Turkey. In the second stage, interviews were conducted with 25 instructors from these universities in order to gain deeper insights regarding the issues explored in the questionnaire. The quantitative and qualitative findings of the study revealed that instructors have a rather high level of self-efficacy, especially in terms of classroom management and instructional strategies. Another important finding of the study was that there was a significant relationship between instructors' self-efficacy beliefs and their language proficiency. In addition, it was also found that there was a significant relationship between teaching experience and self- efficacy.

**Keywords:** Self-Efficacy, English Language Instructors, Language Proficiency, Instructional Strategies

## ÖZ

### ÜNİVERSİTE HAZIRLIK OKULLARINDA ÇALIŞAN ÖĞRETİM ELEMANLARININ ÖZYETERLİLİK İNANÇLARI

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Tez Yöneticisi: Prof. Dr. Ayşegül Daloğlu

Temmuz 2019, 103 sayfa

Bu çalışmanın amacı, üniversitede İngilizceyi yabancı dil olarak öğreten hazırlık okullarında çalışan öğretim elemanlarının özyeterlilik inançlarını ve bunun öğretim elemanlarının dil yeterliği, öğretim stratejisi ve kişisel özellikleriyle ilişkisini incelemektir. Bu amaca ulaşmak için, iki aşamadan oluşan çoklu araştırma yöntemi kullanılmıştır. İlk aşamada, dört bölümden oluşan 374 adet anket 8 ayrı üniversitede İngilizceyi yabancı dil olarak öğreten öğretim elemanlarına dağıtılmıştır. İkinci aşamada, anketteki maddelerle ilgili daha derin bir bakış açısı elde etmek için 25 öğretim elemanı ile mülakat yapılmıştır. Nicel ve nitel analizlerin sonucuna göre öğretim elemanlarının özyeterlilik inançlarının oldukça yüksek seviyede olduğu, özellikle de sınıf yönetimi ve öğretim stratejisi alanlarında kendilerini oldukça yeterli gördükleri ortaya çıkmıştır. Bu çalışmanın bir başka önemli bulgusu ise öğretim elemanlarının özyeterlilik inançları ile dil yeterliliği arasında önemli ilişki olmasıdır. Ayrıca, özyeterlilik ile öğretim tecrübesi arasında önemli bir ilişki olduğu görülmüştür.

**Anahtar Kelimeler:** Özyeterlilik, İngilizce Öğretim Elemanları, Dil Yeterliliği, Öğretim Stratejileri

*To my dad,  
I wish I could have finished my thesis earlier.  
I hope you see me from somewhere in the universe  
and you proud of me...  
And to my wife,  
It would not be possible without you...*

## ACKNOWLEDGEMENTS

First and foremost, I would like to wholeheartedly thank Prof. Dr. Ayşegül Dalođlu for her supervision throughout the research. I got lost a lot in this journey and would not be able to find my way without her help, encouragement and guidance. She will always be a true source of inspiration and motivation throughout

I would also like to thank Assoc. Prof.Dr. Nurdan Özbek Gürbüz and Assoc. Prof. Dr. Yeşim Çapa Aydın for their developmental suggestions and guidance throughout this process, which has greatly contributed to the final form of this dissertation.

I would like to extend my thanks to the examining committee members Prof. Dr. Abdulvahit Çakır and Prof. Dr. Paşa Tefik Cephe for their valuable comments and suggestions.

I also would like to extend my gratitude to Prof. Dr. Nalan Kızıltan for her tolerance, support and encouragement.

I wish to express my thanks to my family members and my mother for her unconditional love and support.

Last but not least, I would like to express my heartfelt appreciation to my dear wife, Şennur and my lovely children Berke and Defne. You were at every stage of this long process, suffered and lived every moment with me. Without your love and support, I could not have achieved.

## TABLE OF CONTENTS

PLAGIARISM.....	iii
ABSTRACT .....	iv
ÖZ.....	v
ACKNOWLEDGEMENTS .....	vii
TABLE OF CONTENTS .....	viii
LIST OF TABLES .....	xi
LIST OF FIGURES.....	xiii
CHAPTER .....	1
1. INTRODUCTION.....	1
1.1. Background.....	1
1.1.1. The Importance of English .....	1
1.1.2. The Role of Instructors .....	2
1.1.3. The Effect of Instructor’s Self Efficacy in Learning.....	3
1.2. Statement of the Problem.....	6
1.3. Purpose of the Study .....	8
1.4. Research Questions.....	9
1.5. Significance of the Study.....	9
1.6. Definition of Terms.....	11
2. REVIEW OF LITERATURE.....	12
2.1. Overview of the Chapter .....	12
2.2. Sense of Efficacy and Teaching.....	12
2.3. Bandura’s Social Cognitive Theory.....	13
2.4. Integrated Model and Teachers’ Sense of Efficacy Scale by Tschannen- Moran and Woolfolk-Hoy.....	14



2.5. Teachers' Sense of Efficacy .....	17
2.6. Teachers' Self-Efficacy Beliefs .....	18
2.6.1. Sources of Teachers' Self-Efficacy Beliefs.....	19
2.7. Studies on Teacher Efficacy on EFL Context .....	21
2.8. Studies on Teacher Efficacy in Turkey.....	23
2.9. Summary of the Chapter .....	26
3. METHODOLOGY .....	27
3.1. Introduction.....	27
3.2. Research Design .....	27
3.3. Participant Characteristics of Quantitative Stage .....	28
3.4. Participant Characteristics of Qualitative Stage .....	29
3.5. Research Context .....	29
3.6. Data Collection Instruments .....	30
3.6.1. Questionnaire.....	30
3.6.2. Interview as a Qualitative Data Collection Tool .....	35
3.7. Validity .....	36
3.8. Reliability.....	37
3.9. Data Collection and Analysis .....	39
4. RESULTS.....	41
4.1. Introduction.....	41
4.2. Instructors' Personal and Professional Background .....	41
4.2.1. Gender .....	42
4.2.2. Experience in Teaching English.....	42
4.3. Instructors' Sense of Efficacy in Teaching English.....	43
4.3.1. Level of English Teacher Efficacy Dimensions .....	45
4.3.2. Summary of Instructors' Sense of Efficacy in Teaching English.....	47
4.4. Language Proficiency Level Variables.....	48
4.4.1. Mean and Standard Deviation of the Language Skills .....	48
4.4.2. Correlation Coefficient on Each Language Skill Domain.....	50
4.4.3. Summary of Instructors' Proficiency Variables .....	52
4.4.4. Instructional Strategies Related Variables .....	52
4.4.5. Mean and Standard Deviation of Instructional Strategy Items.....	53
4.4.6. Correlation Coefficient of Teaching Strategy Items.....	56

4.4.7. Frequency and Percentage on Each Instructional Strategy Items.....	58
4.5. Relationship between Instructors' Background Language Proficiency Level and Their Self-Efficacy Level.....	60
4.6. Relationship Between Instructors' Teaching Strategies and Their Self- Efficacy .....	62
5. DISCUSSION AND IMPLICATIONS.....	64
5.1. Introduction.....	64
5.2. Summary of the Findings and Discussion .....	64
5.3. Research Question 1 .....	65
5.3.1. Instructors' Evaluation on their Current Level of Self Efficacy Beliefs .....	65
5.3.2. Instructors' Evaluation on their Proficiency Level .....	67
5.3.3. Instructors' Evaluation on their Using Teaching Strategies.....	69
5.4. Research Question 2 .....	69
5.4.1. Instructors' Self-Efficacy and Their Language Proficiency Level...	70
5.4.2. Instructors' Self-Efficacy and Their Use of Teaching Strategies.....	70
5.4.3. Instructors' Self-Efficacy and Their Background Characteristics....	71
5.5. Implications of the Study .....	72
5.6. Limitations and Recommendations for Future Studies.....	73
REFERENCES .....	76
APPENDICES	
A. INSTRUCTOR QUESTIONNAIRE.....	86
B. INTERVIEW QUESTIONS .....	90
C. CURRICULUM VITAE.....	91
D. TURKISH SUMMARY / TÜRKÇE ÖZET .....	92
E. TEZ İZİN FORMU / THESIS PERMISSION FORM .....	105

## LIST OF TABLES

Table 1. Participants' Demographic Information in Quantitative Stage .....	28
Table 2. Participants' Demographic Information in Qualitative Stage .....	29
Table 3. Questionnaire Part 1- Instructors' Personal Background .....	30
Table 4. Questionnaire Part 2- Instructors' Sense of Efficacy .....	31
Table 5. Questionnaire Part 3: Instructors' Self-reported Language Proficiency Level - Adapted Version of the Self-Reported English Proficiency .....	32
Table 6. Questionnaire Part 4- Instructors' use of Teaching Strategies Adapted Version of the Self-Reported Strategy Scale .....	33
Table 7. Composition of Quantitative Data Collection Tool .....	35
Table 8. Item-Total Statistics of Language Skills .....	38
Table 9. Distribution of Participants .....	41
Table 10. Participants by Gender .....	42
Table 11. Participants by Teaching Experience .....	43
Table 12. Mean and Standard Deviation of the Self-Efficacy Items .....	44
Table 13. Correlation Matrix of the Self-Efficacy Items .....	45
Table 14. Means and Standard Deviation of Teacher Efficacy in Teaching English .....	45
Table 15. Inter-Item Correlation Matrix of Self-Efficacy Dimensions .....	46
Table 16. Reliability Statistics of Self-Efficacy Beliefs .....	47
Table 17. Correlations among Dimensions of Self-Efficacy .....	47
Table 18. Mean and Standard Deviation of English Proficiency Items .....	48
Table 19. Mean and Standard Deviation of English Language Proficiency .....	49
Table 20. Inter- Item Correlation Matrix of Language Skills .....	51
Table 21. Reliability Statistics of English Language Proficiency Skills .....	52

Table 22. Inter-Item Correlation Matrix of Language Skills .....	52
Table 23. Mechanical Instructional Strategies .....	53
Table 24. Communicative Instructional Strategies .....	54
Table 25. Paired Samples t-Test.....	56
Table 26. Inter-Item Correlation Matrix of Mechanical Instructional Strategies .....	57
Table 27. Reliability Statistics.....	57
Table 28. Correlations between Mechanical and Communicative Teaching Strategies .....	58
Table 29. Frequencies and Percentage on Each Item of Mechanical Instructional Strategies .....	58
Table 30. Frequencies and Percentage on Each Item of Communicative Instructional Strategies .....	59
Table 31. Inter-Relationships Among the Variables of the Study .....	62
Table 32. Inter-Relationships among the Variables of the Study.....	63

## LIST OF FIGURES

Figure 1. Triadic Reciprocal Causation Model .....	14
Figure 2. The Cyclical Nature of Teachers' Sense of Efficacy Beliefs.....	15
Figure 3. Scree Plot Self Efficacy Dimensions .....	37
Figure 4. Canonical Analysis of the Relationship between Instructors' Self- Efficacy and Their Language Proficiency and Background .....	60
Figure 5. Relationship Between Self-Efficacy and Teaching Strategies .....	62