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Sense of Professional Self-efficacy Beliefs and Learner Autonomy Support Behaviour of Middle School Teachers

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ABSTRACT This study investigated whether middle school teachers' professional self-efficacy beliefs predicted their learner autonomy support behaviors. The study was conducted with the participation of 306 subject matter teachers employed in middle schools in Alanya District of Antalya Province. Data were collected via "Learner Autonomy Support Scale" and "Teachers' Sense of Efficacy Scale". Results show that teachers' self-efficacy beliefs predict learner autonomy support behaviors.