

Analysis of Teachers' Efficacy

Gizem Saygili¹ and Havva Sumeyra Pektas²

¹*Suleyman Demirel University, Faculty of Education, Department of Primary Education, Isparta, Turkey*

²*Mugla Sitki Kocman University, Institute of Educational Sciences, Department of English Language Teaching, Mugla, Turkey*

E-mail: ¹<gizemsaygili@sdu.edu.tr>, ²<pektas.sumeyra@gmail.com>

KEYWORDS Teacher Efficacy. Teaching Profession. Teacher's Role. Classroom Environment. Teaching and Learning Process

ABSTRACT This study was conducted to determine the parameters that affect a teacher's self-efficacy and to discover which teacher efficacies are better in terms of characteristics. Four hundred sixty-seven teachers from different branches of study participated voluntarily. As a data-collection tool, the Teachers' Efficacy Scale was used. In the statistical analysis of the data obtained from the study, a One-Sample Kolmogorov-Smirnov test, a Mann-Whitney U test and a Kruskal-Wallis H test were employed. To determine the relationship between the sub-dimensions, a Spearman correlation analysis was applied. As a result of this study, it has been identified that teaching-strategy scores differ significantly in terms of gender, age groups and educational status ($p < 0.05$). A significant difference was found between teacher efficacy and recognition of students in terms of gender and educational status ($p < 0.05$). It was observed that there is no significant difference between professional seniority and the teachers' branches of study in terms of these three sub-dimensions ($p < 0.05$). Additionally, environmental factors did not differ in terms of any demographic variables ($p < 0.05$). An important finding of this research is the linear relationship between the sub-dimensions ($p < 0.05$). That is, a decrease in a feature of efficacy will reduce the other factors.