

Pre-service Teachers' Self-efficacy Beliefs in the Context of Teacher Education Program

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KEYWORDS Student Teacher. Pre-service Teacher. Self-efficacy Belief. Teacher Candidate. Teacher Education Program

ABSTRACT This research's objective is to investigate self-efficacy beliefs of student teachers within the context of the teacher education program and in terms of certain variables anthropologically. The population of the research constitutes 965 student teachers studying in the Faculty of Education under Celal Bayar University in the academic year of 2014-2015. A descriptive survey model was used in this research. In order to collect necessary data for the research, the Self-efficacy Belief Scale was developed by researchers and used in this research. Results demonstrated that significant differences were found between the answers of pre-service teachers to the Self-efficacy Belief Scale according to demographic variables of gender, type of program and average academic achievement, but a significant difference was not found between the answers of pre-service teachers with respect to the demographic variable of class level in terms of self-efficacy belief.

INTRODUCTION

Anthropology is a discipline, which investigates living creatures' lives, ways of life, living spaces, cultures, and progresses (Yuca 2015). Social anthropology, the one of sub-branches of anthropology, is a discipline investigating living creatures' all social and vital activities from birth till death (Oguz 2011; Simsek and Akhan 2015). One of the concepts of social anthropology is interested in and emphasizes on an individual's self-efficacy that differs according to the individual's character and capacity. Self-efficacy is a concept effective on the individual's development anthropologically (Sengir 2015). According to social anthropology, cultures and behaviors of individuals change in the process of socialization, and their perspectives on events are developed, and they start to think critically, and establish cause-effect relationships between events by reasoning their abilities (Guclu 2014; Tekin 2015). Individual's immanent efficacies and all factors that affect these efficacies are in social anthropology's field of interest (Demirel 2011).

Bandura (1997), acknowledges self-efficacy belief that is in social anthropology's field of interest and that has an important role in forming the life of an individual, as a quality effective on formation of behaviors, and that in order to show a certain performance an individual organizes necessary activities and continues suc-

cessfully, and judges himself/herself about own capacity. According to Senemoglu (2012: 228), self-efficacy belief is the judgment of an individual about himself/herself concerning to what extent individual is successful in overcoming difficulties one can encounter. Self-efficacy belief is an attitude affecting individual's effectiveness, movements and behaviors positively or negatively. To Otacioglu (2008: 149), perceived self-efficacy is the extent of persistence and of determination personal shows or the extent of effort and of struggle individual faces in order to solve a problem when s/he encounters it.

Individuals might think about self-efficacy beliefs are at a low, middle, or high level. It was determined that when individuals perceive their capacities with lower level than real, they become unsuccessful at work in general, but when they perceive their capacities with higher level than real, their performances increase positively and they become more successful at work (Tschannen et al. 1998: 211). Bikmaz (2004) determined in his research that when individuals determine own purposes, they get their environments under control at first by benefitting from their self-efficacy beliefs generally. According to Varol (2007), individuals that have self-efficacy with high level, set high goals for themselves relating their fields, and become insistent on overcoming difficulties, and more conscious of making decisions, and produce more solutions, and become insistent on solving problems, and have a positive mentality about the future.

Bandura (1977) mentions about two basic expectations effective on individuals' behaviors and attaining their desires. The first of these expectations is the expectation of personal self-efficacy assumption, and the second expectation is the expectation of result. In his opinion (1977: 79), it is important that personal judgment about whether individual shows behavior successfully or not, and also, these judgments present precise results in time. According to Yilmaz (2004), teachers should receive a good education at first, and then, they should have self-efficacy beliefs to fulfill their duties and responsibilities in order that they become successful in their careers. To Goddard (2004), teacher's self-efficacy is an answer given by a teacher to a question, that is, *'In order to fulfill my duties, can I plan and implement necessary ideas and acts?'* According to Atici (2000), teacher's self-efficacy anticipation is self-belief of teacher about behaving accordingly in order to successfully fulfill his/her duties related to education and training.

According to Akbas and Celikkaleli (2006), teacher's self-efficacy belief affects educational quality, procedure and techniques used, student's attendance in learning, and student's apprehension, and because of that, it makes a difference in student's success rate. The teachers with high self-efficacy belief are more patient and willing even if they give a lesson to the students who have learning disability or various problems, and also, when they give the students new knowledge, they become so enthusiastic and devoted to their professions (Allinder 1994; Coladarc 1992). When the teachers with a high sense of efficacy belief apply education programs, they are more flexible than other teachers. In addition to that, they can apply new education approaches and motivate own students much more to learn (Gibbs 2002). On the other hand, it was determined that the teachers with a high sense of efficacy belief display favorable behavior in class, and affect student success positively, and are open to new thoughts and more willing to teach (Yilmaz et al. 2004). To Bikmaz (2004), the teachers with high self-efficacy belief consistently tend to create more sincere learning environment.

When the researches connected with teacher's self-efficacy belief are investigated, it is regarded that perceived self-efficacy influences the efforts teachers make in class, in-class performance, and the level of professional goals (Hoy and Spero 2005). Some research results reveal

the effectiveness of teacher's self-efficacy on student success (Caprara et al. 2003; Goddard et al. 2000). In the researches about teacher's self-efficacy belief, it was determined that there are distinctions between teachers with high perceived self-efficacy and teachers with low perceived self-efficacy in terms of maintaining order in classroom, using new methods, being open to new ideas, critical thinking, looking at objectively and forms of attitude development toward student. Therefore, the researches done propound that self-efficacy belief directly affects student success (Gibson and Dembo 1984; Tschannen et al. 1998).

Problem Sentence

At what levels are the self-efficacy beliefs of teacher candidates in the 3rd and 4th grades studying in Faculty of Education under Celal Bayar University in the context of Teacher Education Program?

Objective of the Research

This research's objective is to determine self-efficacy beliefs of the pre-service teachers in the 3rd and 4th grades studying in Faculty of Education under Celal Bayar University by considering certain demographic variables (gender, class level, the type of program and academic average). In the research, several suggestions are made concerning self-efficacy beliefs by benefiting from the pre-service teachers' ideas.

Importance of the Research

It is so important to be determined in teacher education that how self-efficacy develops, which components it consists of, which factors make contribution to powerful and positive teacher's efficacy, which education programs and how they are developed toward developing teacher's efficacy with high level (Pajares 1992). It is thought that this research will be guidance for all students, academicians, educators and teachers, and that those with low self-efficacy beliefs will get help or make efforts to increase own self-efficacy beliefs due to this research. Since there is no extensive research on this subject done in faculties of education yet, it is expected that this research will be a resource for future researches.

METHODOLOGY

Population

The population of the research constitutes 965 pre-service teachers in the 3rd and 4th grades studying in programs of Turkish Language Teaching, Science Teaching, Social Sciences Teaching, and Primary School Teaching in Faculty of Education under Celal Bayar University in the academic year of 2014-2015.

Research Model

This research was done to determine the self-efficacy beliefs of the students studying at the Faculty of Education by considering demographic variables of gender, class level, the type of program, and academic average. For this purpose, earlier researches on the subject were scanned by the researchers, and also, the '*Self-efficacy Belief Scale*' consisting of four sub-dimensions was developed by the researchers. The sub-dimensions of the scale were determined as *Relations between School, Family, and Society, Teaching and Learning Process, Observation and Evaluation of Learning Process, and Personal Development and Professional Values*.

Validity and reliability studies of Self-efficacy Belief Scale used in the research were re-conducted and Cronbach's alpha internal reliability coefficient of a 43-item scale was calculated as 0.96. Moreover, the reliability coefficient for the first factor loading was calculated as 0.91, the reliability coefficient for the second factor loading was calculated as 0.89, the reliability coefficient for the third factor loading was calculated as 0.89, and the reliability coefficient for the fourth factor loading was calculated as 0.83. According to Buyukozturk (2006), reliability coefficient calculated for a test should be 0.70 and over in order that it is enough for reliability of test scores. According to the results obtained, it can be said that the scale is reliable as a whole and in terms of its sub-dimensions.

The answers of the teacher candidates who participated in the study to the scale depending on the demographic variables were calculated by using the ANOVA test, which is an F test and t-test using the SPSS 17 program. The Self-efficacy Belief Scale used in the research consists of a five point Likert-type with 43 items including, (1) Inadequate, (2) Barely adequate, (3) Some-

what adequate, (4) Quite adequate, and (5) Very adequate. Ranges of options and overall assessment of the scale items used in the research were calculated and determined as below (Cengiz et al. 2015; Sarigoz 2016; Sarigoz and Demiralay 2015):

$$RO = \frac{HV - LV}{NO} = \frac{5 - 1}{5} = 0.8$$

RO: Range of Options

HV: The Highest Value

LV: The Lowest Value

NO: Number of Options

1.00 – 1.80: Inadequate

1.81 – 2.60: Barely adequate

2.61 – 3.40: Somewhat adequate

3.41 – 4.20: Quite adequate

4.21 – 5.00: Very adequate

Analysis of the Data

The answers of the students participating in the research to the data collection tool were calculated with the help of the SPSS 17 statistical software package. In the analysis of data, from descriptive statistics, percentage and frequency were used, and also, t-test and one-way variance analysis were utilized in the comparisons made in terms of independent variable for each survey item. In the inferential analysis, significance level was determined as $p < .05$.

FINDINGS

In this part of the study, demographic data about the participants, the data from the scale and its sub-dimensions, and the statistical findings and observations about this data are offered.

In Table 1, there is some information about prospective teachers voluntarily giving answers to self-efficacy scale. When the data in Table 1 was examined, it was determined that from among 965 of student teachers participating in the research, 548 of them (56.8%) are female and 417 of them (43.2%) are male, 297 of them (30.8%) are in the 3rd grade and 668 of them (69.2%) are in the 4th grade, and from among the pre-service teachers, 231 of them (23.9%) are studying in the Department of Turkish Language Teaching, 231 of them (23.9%) are studying in the Department of Science Teaching, 243 of them (25.2%) are studying in the Department of Social Sciences Teaching, and 260 of them (26.9%) are studying in the

Department of Primary School Teaching. Also, it is seen that when looking at academic averages of 965 pre-service teachers participating in the research, 150 of them (15.5%) arrive at academic averages between 2.01-2.50, 433 of them (44.9%) between 2.51-3.00, 326 of them (33.8%) between 3.01-3.50, and 56 of them (5.8%) between 3.51-4.00.

Table 1: Descriptive statistics of the students participating in the research

Variable	Feature	N	%
Gender	Female	548	56.81
	Male	417	43.19
	Total	965	100.0
Class	Third grade	297	30.82
	Fourth grade	668	69.18
	Total	965	100.0
Program	Turkish language teaching	231	23.91
	Science teaching	231	23.93
	Social sciences teaching	243	25.22
	Primary school teaching	260	26.94
	Total	965	100.0
Academic Average	Between 2.01-2.50	150	15.54
	Between 2.51-3.00	433	44.92
	Between 3.01-3.50	326	33.71
	Between 3.51-4.00	56	5.83
	Total	965	100.0

There are analysis results of the answers of the pre-service teachers participating in the research to self-efficacy scale depending on the demographic variable of gender in Table 2. When the data in Table 2 was examined, it was determined that there is a significant difference ($p < .05$) according to the gender variable between the student teachers in the sub-dimensions of *Relations between School, Family, and Society*,

Teaching and Learning Process, Observation and Evaluation of Learning Process, and Personal Development and Professional Values, and General Self-efficacy Beliefs in the scale. However, a significant difference could not be found ($p > .05$) in the sub-dimension of *Observation and Evaluation of Learning Process* in the scale. When the answers of the student teachers to sub-dimensions of *Relations between School, Family, and Society, and Teaching and Learning Process, and Personal Development and Professional Values, and General Self-Efficacy Beliefs* were examined, it was determined that there is a significant difference between female and male teacher candidates in favor of female teacher candidates.

There are analysis results of the answers of the prospective teachers participating in the research to self-efficacy scale subject to the demographic variable of class level in Table 3. When the data in Table 3 was investigated, it was determined that there is not a significant difference ($p > .05$) according to class level variable between the pre-service teachers in the 3rd and 4th grades in the sub-dimensions of *Relations between School, Family, and Society, Teaching and Learning Process, Observation and Evaluation of Learning Process, and Personal Development and Professional Values, and General Self-Efficacy Beliefs*. However, when the arithmetic averages of the answers to self-efficacy scale were examined, it was determined that there are the sub-dimensions of *Teaching and Learning Process* with the highest arithmetic average, and of *Personal Development and Professional Values* with the lowest arithmetic average in the scale.

There are analysis results of the answers of the pre-service teachers participating in the re-

Table 2: t-test analysis results of the pre-service teachers' answers to the Self-Efficacy Belief Scale (SEBS) according to gender variable

Dimensions	Gender	N	\bar{X}	Ss	t	p
Self-efficacy belief	Female	548	192.3139	20.93203	3.22	0.00
	Male	417	188.0048	20.09138		
Relations between school, family, and society	Female	548	53.2391	5.79316	4.08	0.00
	Male	417	51.6930	5.89220		
Teaching and learning process	Female	548	62.8832	7.77336	2.46	0.01
	Male	417	61.6739	7.25127		
Observation and evaluation of learning process	Female	548	36.4635	5.62351	1.27	0.20
	Male	417	36.0072	5.36436		
Personal development and professional values	Female	548	31.0091	3.26383	3.60	0.00
	Male	417	30.2374	3.34603		

Table 3: t-test analysis results of the pre-service teachers' answers to the Self-Efficacy Belief Scale (SEBS) according to class level

Dimensions	Class	N	X	Ss	t	p
Self-efficacy Belief	3 rd Grade	297	189.2088	19.87555	1.25	0.21
	4 th Grade	668	191.0045	21.00885		
Relations between School, Family, and Society	3 rd Grade	297	52.1751	5.68809	1.40	0.16
	4 th Grade	668	52.7470	5.96369		
Teaching and Learning Process	3 rd Grade	297	62.0909	7.09219	0.74	0.46
	4 th Grade	668	62.4805	7.77810		
Observation and Evaluation of Learning Process	3 rd Grade	297	35.7609	5.61129	1.90	0.06
	4 th Grade	668	36.4910	5.46063		
Personal Development and Professional Values	3 rd Grade	297	30.6902	3.21919	0.09	0.93
	4 th Grade	668	30.6692	3.36618		

search to self-efficacy scale depending on the demographic variable of the type of programming Table 4. When the data in Table 4 was examined, it was determined that there is a significant difference ($p < .05$) according to the type of the program variable between the pre-service teachers in the sub-dimensions of *Relations between School, Family, and Society*, *Teaching and Learning Process*, *Personal Development and Professional Values*, and *General Self-efficacy Beliefs* in the scale, but there is not a significant difference ($p > .05$) between self-efficacy beliefs of the pre-service teachers in the sub-dimension of *Observation and Evaluation of Learning Process* in the scale.

There are analysis results of the answers of the pre-service teachers participating in the research to self-efficacy scale depending on the demographic variable of academic average in Table 5. When the data in Table 5 was examined,

from the analysis of the answers of the pre-service teachers to scale items depending on the demographic variable of academic average, it was determined that there is a significant difference ($p < .05$) between the pre-service teachers in the sub-dimensions of *Personal Development and Professional Values*, *Observation and Evaluation of Learning Process*, *Teaching and Learning Process*, and *General Self-efficacy Beliefs*, but there is not a significant difference ($p > .05$) between the pre-service teachers in the sub-dimension of *Relations between School, Family and Society* in the scale.

DISCUSSION

In this research, perceived self-efficacy assumption of the teacher candidates were examined within the context of the teacher education program in terms of certain demographic vari-

Table 4: Anova test analysis results of the pre-service teachers' answers to the Self-Efficacy Belief Scale (SEBS) according to the type of program variable

Dimensions	Variance source	Sum of squares	Sd	Mean square	F	p
Self-efficacy Belief	Btw. gr.	5243.895	3	1747.965	4.130	.006
	Wit. gr.	406745.114	961	423.252		
	Total	411989.009	964			
Relations between School, Family, and Society	Btw. gr.	589.716	3	196.572	5.763	.001
	Wit. gr.	32776.671	961	34.107		
	Total	33366.388	964			
Teaching and Learning Process	Btw. gr.	485.948	3	161.983	2.841	.037
	Wit. gr.	54786.555	961	57.010		
	Total	55272.504	964			
Observation and Evaluation of Learning Process	Btw. gr.	147.313	3	49.104	1.618	.184
	Wit. gr.	29171.242	961	30.355		
	Total	29318.555	964			
Personal Development and Professional Values	Btw. gr.	218.984	3	72.995	6.741	.000
	Wit. gr.	10406.494	961	10.829		
	Total	10625.478	964			

Table 5: Anova test analysis results of the pre-service teachers' answers to the Self-Efficacy Belief Scale (SEBS) according to the variable of academic average

<i>Dimensions</i>	<i>Variance source</i>	<i>Sum of squares</i>	<i>Sd</i>	<i>Mean square</i>	<i>F</i>	<i>p</i>
<i>Self-efficacy Belief</i>	Btw. gr.	6229.172	3	2076.391	4.918	.002
	Wit. gr.	405759.837	961	422.227		
	Total	411989.009	964			
<i>Relations between School, Family, and Society</i>	Btw. gr.	128.274	3	42.758	1.236	.295
	Wit. gr.	33238.113	961	34.587		
	Total	33366.388	964			
<i>Teaching and Learning Process</i>	Btw. gr.	824.758	3	274.919	4.852	.002
	Wit. gr.	54447.745	961	56.657		
	Total	55272.504	964			
<i>Observation and Evaluation of Learning Process</i>	Btw. gr.	593.366	3	197.789	6.617	.000
	Wit. gr.	28725.189	961	29.891		
	Total	29318.555	964			
<i>Personal Development and Professional Values</i>	Btw. gr.	164.051	3	54.684	5.023	.002
	Wit. gr.	10461.427	961	10.886		
	Total	10625.478	964			

ables anthropologically, and self-efficacy beliefs of the students studying at Faculty of Education have tried to be determined. In the research, it was concluded that self-efficacy beliefs of the pre-service teachers do not differ according to gender in the sub-dimension of *Observation and Evaluation of Learning Process*, whereas on the other hand, there is a significant difference between *Relations between School, Family and Society*, *Teaching and Learning Process*, *Personal Development and Professional Values*, and *General Self-efficacy Beliefs* in favor of female pre-service teachers.

The points given to scale items by female pre-service teachers are higher than the points given by male pre-service teachers. This result can be interpreted as the scores of female pre-service teachers in *Relations between School, Family and Society*, *Teaching and Learning Process*, and *Personal Development and Professional Values*, the sub-dimensions in the scale, and *General Self-efficacy Beliefs* are higher than male pre-service teachers. The cause of this stems from active roles of females in social life, and especially in work life rather than males in recent years.

When earlier researches on the subject were examined, it was determined that there is a statistically significant difference between teachers' self-efficacy beliefs and genders in favor of female teachers in the researches generally (Demiralay 2014; Demirtas et al. 2011; Evans and Tribble 1986; Oguz and Topkaya 2008; Romi and Levser 2006; Shahid and Thompson 2001; Zen-

gin 2003). However, it was determined that self-efficacy beliefs of male student teachers are higher than female student teachers in some researches (Bong 1999; Morgil et al. 2004). Also, the researchers indicate that self-efficacy beliefs do not differ pursuant to gender, and that there is not a significant relationship between self-efficacy belief and gender (Akbas and Celikkaleli 2006; Altuncekcic et al. 2005; Arsal 2006; Azar 2010; Chao 2001; Cetin 2007; Demiralay 2007; Ekici 2008; Ender et al. 2001; Gencturk and Memis 2011; Gurol et al. 2011; Guvenc 2011; Hacicaferoglu 2015; Isikal and Askar 2003; Kahyaoglu and Yangin 2007; Milner and Woolfolk 2003; Oguz and Topkaya 2008; Saracaloglu et al. 2010; Saracaloglu and Dincer 2009; Sarigoz 2014; Sarikaya 2004; Seferoglu and Akbiyik 2005; Sensoy and Aydogdu 2008; Tschannen and Woolfolk 2007; Yenice 2012; Yildirim and Ilhan 2010). When all researches are examined, it can be said that the relation between perceived self-efficacy and gender differs according to teachers' or pre-service teachers' family structures, environments, social relations, lives and schools they were graduated from.

It was concluded that self-efficacy beliefs of student teachers do not differ according to demographic variable of class level in the research. However, it was determined that point averages of the pre-service teachers in the 4th grade are higher than the point averages of the pre-service teachers in the 3rd grade. This result can be interpreted as that self-confidence of pre-service teachers' increases as the class level rises, and

also that the level of their self-efficacy beliefs rises in the senior year due to their experiences gained from the teacher education program. Also, it was concluded in some researches that as much as class level rises, self-efficacy belief rises (Altuncekic et al. 2005; Bumen and Ozaydin 2013; Cevik 2011; Gorrell and Hwang 1995; Housego 1992; Kahyaoglu and Yangin 2007; Kozcu and Senler 2007; Romi and Leyser 2006; Sahin and Hacıomeroglu 2010; Uredi and Uredi 2006). However, it was determined in some researches that there is not a significant relation between class level and self-efficacy belief (Lin and Gorrell 2001; Romi and Daniel 1999; Uysal and Kosemen 2013; Yenice 2012). On the other hand, there are the researches indicating that as much as class level rises, self-efficacy belief falls (Akbulut 2006; Oguz 2009).

In the research, a significant difference could not be found in the sub-dimension of *Observation and Evaluation of Learning Process* in the scale depending on the demographic variable of the type of program. However, the self-efficacy belief points of the pre-service teachers studying at the program of Science Teaching are lower than the points of the pre-service teachers studying at the programs of Primary School Teaching, Turkish Language Teaching, Social Sciences Teaching in the sub-dimensions of *Relations between School, Family, and Society*, *Teaching and Learning Process*, *Personal Development and Professional Values*, and *General Self-efficacy Beliefs* in the scale according to the type of program variable.

When earlier researches on the subject were examined, it was determined that the researches are available indicating that there is a significant difference between self-efficacy assumption of the student teachers and the type of program variable (Altuncekic et al. 2005; Demirtas et al. 2011; Gencturk and Memis 2011; Gurol et al. 2010; Guvenc 2011; Kozcu and Senler 2007; Oguz 2009; Oguz and Topkaya 2008; Ozkartal 2015). However, there are also researches indicating that there is no significant difference between self-efficacy belief and the type of program (Uysal and Kosemen 2013; Yenice 2012). Thus, the relation between self-efficacy belief and the type of program differs according to the types of departments in the fields of quantitative, verbal and equally weighted or vocational.

In the study, a significant difference could not be found between the pre-service teachers

depending on the demographic variable of academic average in the sub-dimension of *Relations between School, Family, and Society*, but a significant difference was found in the total points of *Teaching and Learning Process*, *Personal Development and Professional Values*, *Observation and Evaluation of Learning Process*, and *General Self-efficacy Beliefs* in the scale. In a research done by Oguz (2009), a significant difference was not found between academic average and self-efficacy belief. According to Coutinho (2008), successful students believe in their own met cognitive skills, abilities and performances so much. The reason of the student success stems from self-confidences of students, and so, stems from high self-efficacy beliefs of them.

CONCLUSION

In the study, self-efficacy of the teacher candidates were examined within the context of teacher education program in terms of some variables anthropologically, and self-efficacy beliefs of the students studying at Faculty of Education have been determined.

In the research, the conclusion was reached that self-efficacy beliefs of the student teachers do not differ pursuant to *gender* in the sub-dimension of *Observation and Evaluation of Learning Process*, and also, there is a significant difference between *Relations between School, Family and Society*, *Teaching and Learning Process*, *Personal Development and Professional Values*, and *General Self-efficacy Beliefs* in favor of female teacher candidates.

In the research, the conclusion was reached that self-efficacy beliefs of the pre-service teachers do not differ pursuant to the demographic variable of *class level*. However, it was determined that the point averages of student teachers in the 4th grade are higher than the point averages of student teachers in the 3rd grade.

In the research, a significant difference could not be found in the sub-dimension of *Observation and Evaluation of Learning Process* in the scale depending on demographic variable of the *type of program*. However, the self-efficacy belief points of the pre-service teachers studying at the program of Science Teaching are lower than the points of the student teachers studying at the programs of Primary School Teaching, Turkish Language Teaching, Social Sciences Teaching in the sub-dimensions of *Relations*

between School, Family, and Society, Teaching and Learning Process, Personal Development and Professional Values, and General Self-efficacy Beliefs in the scale according to the type of program variable.

In the study, a significant difference could not be found between the pre-service teachers depending on the demographic variable of academic average in the sub-dimension of Relations between School, Family and Society, but a significant difference was found in the entire points of Personal Development and Professional Values, Observation and Evaluation of Learning Process, Teaching and Learning Process, and General Self-efficacy Beliefs in the scale.

RECOMMENDATIONS

Self-efficacy belief is an important feature for success in life that every individual should have. For this reason, all individuals should be imbued with self-efficacy belief throughout school life and outside of school, and all kinds of supports should be provided to individuals by relevant institutions and organizations.

In order to raise awareness in individuals about self-efficacy belief, support should be received from all institutions and organizations and also through media organs, it should be raised the public awareness of self-efficacy belief, self-confidence, courage to be successful in life.

From the results obtained from the research, it is seen that there is a significant difference between the point averages of student teachers in General Self-efficacy Beliefs, and the sub-divisions of Relations between School, Family and Society, Teaching and Learning Process, and Personal Development and Professional Values in favor of female pre-service teachers. As a consequence, the reasons of this difference should be investigated deeply in future researches.

To improve performance or success of all teachers and student teachers, their self-efficacy beliefs should be developed by providing training to pre-service teachers at schools and in-service training to teachers working, and studies for teachers and pre-service teachers should be extended, and increased in number.

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