

Teachers' Self-Efficacy Levels in Terms of Various Variables

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The aim of this study is to examine the self-efficacy perceptions of teachers serving in primary, secondary and high schools in terms of various variables. For this purpose meaning of the self-efficacy is tried to be defiened in accordance to different authors in the introduction part of the study. The study group of this research consists of 457 teachers working in Malatya Province, Yeşilyurt, and Battalgazi Districts in the 2024-2025 academic years. The "General self-efficacy Scale" which was developed by Schwarz and Jerusalem (1995) and adapted into Turkish by Aypay (2010) was used as a data collection tool. SSPS 26.0 package program was used in the statistical analysis of data. Unpaired t-test, one way ANOVA, Kruskal Wallis test, Mann Whitney U-test, and Pearson Product- Moment Correlation Coefficient was used. As a result of the research; it is determined that participants evaluated that their self-efficacy levels perceived in all dimensions of 'Self-efficacy Scale' at a high level, that there is no significant difference between teachers' gender, marital status, branch, working time at the same school, professional seniority and age variables and general self-efficacy perceptions, that there is a positive connection between 'General Self-efficacy' perception and both 'Effort and Resistance' perception and 'Ability and Confidence' perception.

Keywords: Teacher, Self-efficacy, Effort and Resistance, Ability and Confidence

1. INTRODUCTION

It can be said that occupational self-efficacy is one of the most important factors affecting the success of people in their business life. In recent years, it is seen that studies on the concept of self-efficacy have been carried out in many professions and there are also results showing that there are differences and similarities in terms of various variables.

Self-efficacy stems from social cognitive theory that explained as the relation between individual's behavior, environment, and individual factors (Bandura, 1997; Mc Gee and Wang, 2014; Prabhu, McGuire, Drost and Kwong, 2012; Wood and Bandura, 1989). While the theory is important for understanding, predicting, and changing of human behaviors, it also explains how certain behaviors are acquired and maintained (Akar, 2011). When the studies in literature are examined, it is seen that there are different definitions of self-efficacy. According to these definitions, self-efficacy; expressed in various ways such as the individual's belief in what they can do about a task that enables them to manage the situation expected from them (Bandura, 1995; Mitchell, Hopper, Daniels, George-Falyy and James, 1994), the individual's having the skills needed to do a job (Temiz, 2009), the individual's awareness of their own knowledge, skill, ability and capacity (Bozbaş, 2015), and the individual's judgement and belief about themselves about how successful they will be in overcoming difficult situations that they may

encounter in the future (Yardımcı and Başbakkal, 2010). Individual's beliefs that they will be successful and their previous performance results, affects their behaviors, and while they tend to do tasks that they believe they will be successful, they don't want to do the tasks that they do not believe they will be successful (Krämer and Winter, 2008; Tarkin and Uzuntiryaki, 2012).

There are four source of self-sufficiency belief. These are lined up as direct experiences, indirect observation, verbal persuasion, and psychological states (Bandura, 1997; Scholz, Gutierrez- Dona, Sud and Schwarzer, 2002; Wood and Bandura, 1989). Direct experiences are experiences that arise from the work individual's themselves accomplished or the mistakes they have made, and they enable the formation of a strong belief in sufficiency (Yurdakul and Bostancı, 2016). Indirect observation is when individuals develop self-efficacy beliefs by not only evaluating the results of their own actions (Bandura, 1997); but also, by observing others around them and benefiting from their experiences (Toy, 2015). Verbal persuasion is important in the formation or increase of self-sufficiency belief. The fact that the persuasive individual is reliable and has sufficient knowledge about the subject affects the persuasion process. In psychological states, mental state of individual can affect personal efficacy beliefs; while positive state of mind makes personal efficacy perception stronger, negative state of mind can make it weaker (Akbulut, 2015; Sakiz, 2007; Toy, 2015).

One of the most important features in distinguishing low or high self-efficacy perceptions in individuals is the reaction against to failures. Because self-efficacy determines how long the individual will continue to show those behaviors despite unsuccessful experiences in certain subjects. According to that, while individuals with high self-efficacy prefer to not give up and be persistent on their decisions despite unsuccessful experiences, individuals with low self-efficacy may give up taking action by frustration easily as a result of the unsuccessful experiences (Bandura, 2000;).

Self-efficacy relates to the individual's belief in these abilities rather than their abilities (Akkoyunlu, Orhan and Umay, 2005). It is also possible to say that self-efficacy is nourished by situations such as previous experiences, indirect experiences, and positive feedbacks (Yıldırım and İlhan, 2010). Also, it is seen that self-efficacy focuses on selection of activities, dealing with difficulties, endeavoring and performance (Aşkar and Umay, 2001). Self-efficacy belief points out the strength of the individual's struggle when faced with situations that they do not like and how long they can face these problems. In other words, a person who is not confident in their abilities will stop struggling with problems, while a person who fully believes in their abilities will be able to face problems and fight more to solve the problem. When considered from this point of view it would not be wrong to say that teachers' self-efficacy levels should be high, and this will ensure the effectiveness of teaching (Azar, 2010).

According to Korkmaz (2004), "Self-efficacy beliefs affect the goals people set for themselves, how much effort they will spend to reach these goals, how long they can face with these struggles that they encountered to reach their goals, and their reactions to unsuccessfulness" (Narrator Aksu, 2008). In general, we can say that self-efficacy belief affects individual's motivation, feelings, thoughts, and behaviors. Self-efficacy belief is affected by the individual's successes in the same way. Individual's previous successes are one of the most

important factors that raise self-efficacy belief (Akkoyunlu and oth., 2005). In recent years, the concept of general self-efficacy, which is a type of self-efficacy, has been developed (Scherbaum and oth., 2006). We can say that general self-efficacy is an individual's ability to cope with a wide range of stressful and challenging situations (Luszczynska, Scholz&Schwarzer, 2005). It is also possible to make an explanation as general self-efficacy is the belief that an individual can find the necessary resources to cope with difficult situations. Briefly, general self-efficacy is an individual's belief in their abilities (Scherbaum and oth., 2006). The general self-efficacy concept has also been studied by several researchers (Brink, Alsen, Herlitz, Kjellgren&Cliffordson, 2012; Chen, Gully& Eden, 2004; Endler, Speer, Johnson &Flett, 2001; Luszczynska, Gutierrez-Dona &Schwarzer, 2005; Matsuo, Murotake, Kim, Akiba, Shimojo, Kim &Tanaka, 2010; Scholz, Dona, Sud&Schwarzer, 2002; Skaret, Kvale&Raadal, 2003).

Teacher Self-efficacy Perception

Teacher self-efficacy perception expresses in general, the teacher's judgment about whether she can create the desired results in the student with the skills she has (Tschannen-Moran&Woolfolk Hoy, 2001), and their beliefs on their own ability about subjects such as planning, arrangement, event preparation for reaching the education goals (Skaalvik & Skaalvik, 2010).

Teachers with a high sense of self-efficacy are more open to new ideas and willing to try new methods to better meet their students' needs (Tschannen-Moran, Woolfolk Hoy, 2001).

One of the most important concepts related to the concept of self-efficacy is the perception of teacher self-efficacy (Ekici, 2008). The situation of teachers and teacher candidates feeling professionally competent is one of the issues that has been emphasized a lot lately, and the concepts of "self-efficacy belief or self-efficacy perception" are used for this. Tschannen-Moran and Woolfolk-Hoy (2001; Akt: Çapri & Kan, 2006) define teachers' self-efficacy beliefs as "a teacher's belief about the capacity or ability of their students to produce desired learning outcomes".

At the teacher self-efficacy model that improved by Tschannen-Moran and others (2001), it is indicated that teacher self-efficacy judgment is an outcome of interaction between (a) personal estimate of the factors that make it easier or harder to accomplish a particular teaching job (contextual analysis of teaching work) and (b) self-assessment of personal teaching skills and limitations specific to the teaching job. Self-efficacy judgments as a result of this affect the teachers' goals that they determine for themselves, the effort that they will make to reach these goals, and the patience showed against to difficulties they will faced. These decisions and behaviors shape the products that will form the basis for teachers' future self-efficacy judgments (Woolfolk Hoy, Hoy & Davis, 2009).

Ross (1994, 1998) has examined the teacher self-efficacy research and detected that teachers with high self-efficacy perception have these features: (1) they learn and use new approaches and strategies for teaching, (2) they use the management techniques which increase students' autonomy and they decrease student control, (3) they offer special help to students with underachievement, (4) they form students' self-perceptions about their academic skills, (5) they set achievable goals, (6) they are patient in the face of student failures (Akt. Woolfolk

Hoy & BurkeSpero, 2005). Studies have shown that teacher self-efficacy perception has an effect on student's success (Tschannen-Moran & Johnson, 2011; Caprara, Barbaranelli, Steca & Malone, 2006; Woolfolk Hoy & BurkeSpero, 2005; Guo, Piasta, Justice ve Kadarevek, 2010), motivation (Caprara and oth., 2006), participation (Guo, Justice, Sawyer & Tompkins, 2011).

Teacher self-efficacy has a place in students' success. Because self-efficacy belief of teachers who are directing the learning-teaching process, carrying out education principles and theories, contributing to the academic and social development of students, thus affecting students' success, has a great importance (Eker, 2014). The studies have shown that individuals' success is not only related to the goals that they aimed for but also related to how much individuals trust and believe in themselves (Marquotte and Bouffard, from 2003 akt: Galand and Vanlede, 2004).

According to the self-efficacy concept, teachers with high self-efficacy perception work hard even if there are difficult and learning-resistant students, and trust both themselves and their students by being determined about teaching (Duy, 2014). People with low self-efficacy belief give up more quickly and are easily persuaded when faced with difficulties. People with high self-efficacy beliefs can find solutions to the problems they encounter more easily because they have a self-improving feature (Pajares and Urdan, 2005). Also, according to Milner and Woolfolk (2003; Akt. Özdemir, 2008), it is seen that teachers with efficacy satisfaction tend to show strong planning, organization, and effort.

There are many studies to determine the self-efficacy perceptions of teachers and prospective teachers about a certain field. It is also seen that there are many studies on teacher self-efficacy in Turkey on teachers and teacher candidates. Some of those are researches done by (Aypay, 2010; Bozdoğan & Öztürk, 2008; Camadan, 2012; Cerit, 2010; Çapri& Kan, 2006; Hacıfazlıoğlu, Karadeniz & Dalgıç, 2011; Kılınç, 2011), professional efficacy (Çapri&Çelikkaleli, 2008), teacher self-efficacy belief (Ekici, 2006), öz-yeterliğin çeşitli değişkenlerle ilişkisi self-efficacy's relation with various variables (Ağgöl Yalçın, 2011; Gürten, 2011; Kafkas, Açak, Çoban & Karademir, 2010; Saracaloğlu& Aydoğdu, 2012; Yavuz & Memiş, 2010; Yenice, 2012; Yücel & Yalçın, 2009), self-efficacy belief in various courses, especially in computer, mathematics, physics, chemistry and biology courses (Akkoyunlu & Orhan, 2003; Gerçek, Yılmaz, Köseoğlu & Soran, 2006; Harurluoğlu& Kaya, 2009; Karadeniz, 2011; Kiremit, 2006; Maskan, 2010; Orhan, 2005; Tekinarslan, 2011).

When the studies conducted abroad on the subject of self-efficacy are examined, it is seen that there is a similar situation to the one in Turkey. Some of the studies are studies that deal with only the concept of self-efficacy. Some of those are researches are done by Woolfolk-Hoy and Spero (2005), Tugun and Fezile (2012), Vieluf, Kunter and Vijver (2013), Moulding, Stewart and Dunmeyer (2014). Some of the studies dealt with the relationship between the concept of self-efficacy and different variables. Some of these are researches done by Jiayi and Ling (2012), Singh (2013), Singh and Arora (2014), Skaalvik and Skaalvik (2014), Grissom, Loeb and Nakashima (2014), Shilingford and Karlin (2014). As far as can be reached, it is seen that most of the studies conducted abroad are generally studies that deal with teacher self-efficacy alone or examine relationships with different variables other than job satisfaction.

The aim of this study; is to examine the self-efficacy perceptions of teachers working in primary, secondary, and high schools in terms of some variables. For this purpose, answers were sought to the following questions:

1. At what level are teachers' perceptions of **'Effort and Resistance'**, **'Ability and Confidence'** and **'General self-efficacy'**?
2. Is there a significant difference between the **genders, marital status, and branches** of the teachers and their **'General self-efficacy'** perceptions?
3. Is there a significant difference between teachers' **working time in the same school, their professional seniority, school types and ages** and their **'General self-efficacy'** perceptions?
4. Is there a significant relationship between teachers' perceptions of **'Effort and Resistance'** and **'Ability and Confidence'** and **'General self-efficacy'**?

2. METHOD

In the study, a survey model was used to determine the general self-efficacy beliefs of teachers, which aims to describe a situation as well as possible. Since it is necessary to work on a sample that is thought to represent a universe consisting of many individuals, general screening models were used. Also, the use of the relational screening model was deemed appropriate since the co-variance and existence of two or more variables were examined in the study.

Working Group

The study group of the research consists of 457 teachers working in Malatya Province, Yeşilyurt and Battalgazi Districts in the 2024-2025 academic year.

Table 1: Descriptive Statistics on Sampling

Variables	Categories	N	%
Gender	Male	249	54,5
	Female	208	44,5
	Total	457	100,0
Marital Status	Married	346	75,7
	Single	111	24,3
	Total	457	100,0
Age	20 to 30 years old	92	20,1
	31 to 40 years old	206	45,1
	41 to 50 years old	128	28,0
	51 to 60 years old	30	6,6
	At the age of 61 and over	1	,2
	Total	457	100,0
Years of Professional Service	1 to 10 years	187	40,9
	11 to 20 years	163	35,7
	21 to 30 years	89	19,5

	31 years and above	18	3,9
	Total	457	100,0
Working Time in the Same School	1 to 5 years	290	63,5
	6 to 10 years	99	21,7
	11 to 15 years	45	9,8
	16 to 20 years	19	4,2
	21 years and above	4	,9
	Total	457	100,0
Branch	Class Teacher	89	19,5
	Other Branches	368	80,5
	Total	457	100,0
Type of School	Primary School	87	19
	Secondary School	211	46,2
	High School	159	34,8
	Total	457	100,0

According to the gender variable of the teachers, 249 (%54,5) are male and 208 (%44,5) are female. According to the marital status variable, 346 (%75,7) of them are married and 111 (%24,3) of them are single teachers. According to the age variable it is seen that 92 (%20,1) of them are 20-30, 206 (%45, 1) of them are 31-40, 144 (%26,7) of them are 41-50, 35 (%6,5) of them are 51-60 and, 1 (%0,2) of them are at the age of 61 and over, teachers. According to the years of professional service variable, 187 (%40,9) of them are 1- 10 years, 163 (%35,7) of them are 11-20, 89 (%19,5) of them are 21-30 and, 18 (%3,9) of them are 31 years and above teachers who have professional seniority. According to the working time in the same school variable, 290 (%63,5) of them are 1-5 years, 99 (%21,7) of them are 6-10 years, 45 (%9,8) of them are 11-15 years, 19 (%4,2) of them are 16-20 years, 4 (%0,9) of them are 21 years and above teachers. According to the teachers' branch variable, 89 (%19,5) of them are class teachers and 368 (%80,5) of them are other branches teachers. According to the school type variable of teachers it is seen that, 87 (%19) of them are primary school teachers, 211 (%46,2) of them are secondary school teachers and, 159 (%34,8) of them are high school teachers.

Data Collection Tools

Information Collection Form: It was developed by the researchers to determine some demographic characteristics of the teachers participating in the study. In this form, there are questions about age, gender, years of service, marital status, working time in the same school and school type.

General Self-Efficacy Scale: The general-self-efficacy scale was developed by Schwarz and Jerusalem (1995) as 10 items. “**General Self-Efficacy Scale**” which was adapted into Turkish by Aypay (2010) was used. When the scale was adapted, a two-factor structure emerged. The first factor explains 26.4% of the total variance related to scale and the second 20.5% of the total variance. Total variance explained by the two factors is %47. After the rotation, it was determined that the first factor of the scale consisted of six items (3,4,5,7,8,10)

and the second factor consisted of four items (1,2,6,9). Factor loading values of the items in the first factor are between .45- .72. Factor loading values of the items in the second factor are between .56- .79. Since items in the first factor emphasize making efforts to cope with difficulties and being resistant, this factor was named as “**Effort and resistance**”. And since the items in the second factor emphasize ability and self-confidence in coping with difficulties, this factor is also named as “**Ability and confidence**”. Participants evaluated each item on a 5-point Likert-type scale ranging from "Never (0)" to "Very often (4)".

The evaluation criteria of the likerts of the questionnaire items used in the General Self-Efficacy Scale are shown in Table 2.

Table 2. Table of Evaluation Criteria for Likerts of Survey Items.

Value	Option	Range	Level
1	Never	1.00 -1.80	Very Low
2	Rarely	1.81-2,60	Low
3	Sometimes	2,61-3,40	Medium
4	Usually	3,41-4,20	High
5	Always	4,21-5,00	Very High

The scale used was scaled with a Likert-type five-point grading. The ranges of options rated according to the participation level determined at intervals of $4/5=0,80$ obtained by dividing the value difference of the five-point scale ($5-1=4$) to the value judgment (5) in the questionnaire are indicated. The averages of the General Self-Efficacy Scale dimensions in Table 4 were interpreted according to the criteria shown in Table 2.

Pearson correlation coefficient was used to investigate the relationships between the factors. The correlation relationships between the scales were evaluated according to the following criteria (Kalaycı, 2006).

Table 3. Level of Correlation Between Scales

r	Relation Level
0,00- 0,25	Very Low
0,26- 049	Low
0,50- 0.69	Medium
0,70- 0.89	High
0,90- 1,00	Very High

The findings were evaluated at the 95% confidence interval and at 5% significance level. Before proceeding to the analysis, collected data's incorrect entry detection, reverse coding, gap filling, and outlier cleaning were performed. The correlation levels of the mean of the General Self-Efficacy Scale dimensions in Table 8 were interpreted according to the criteria shown in Table 3.

Analysis of Data

In the statistical analysis of the data, t-test for independent samples, one-way ANOVA, Kruskal Wallis Test, Mann Whitney U-test, and Pearson Product-Moment Correlation Coefficient were used via the SPSS 26.0 package program.

3. FINDINGS

Findings Related to the First Sub-Problem of the Study

The descriptive statistics of the ‘General self-efficacy’ Scale, which was made about the level of teachers’ ‘Effort and Resistance’, ‘Ability and Confidence’ and ‘General self-efficacy’ perceptions, are given in table 4.

Table.4 Values for the dimensions of the ‘General self-efficacy’ scale.

Sub Dimensions	X	Std. Error	S.S.
Effort and Resistance	4,0881	,02377	,50819
Ability and Confidence	3,9573	,02439	,52130
Self-efficacy (General)	4,0227	,02118	,45274

When we look at Table 4, it is seen that the averages of all the dimensions of the Self-Efficacy Scale are in the range of 3,41-4,20 (Most of the time). Accordingly, it can be said that the participants evaluated perceived self-efficacy levels at a high level.

Findings Regarding the Second Sub-Problem of the Study

Table 5 shows the results of the t test conducted to determine whether there is a significant difference between the genders, marital status, and branches of the teachers and their ‘General self-efficacy’ perceptions.

Table 5. T-Test Results of Teachers' General Self-Efficacy Perceptions According to Gender, Marital Status and Branches.

	Variable / Gender	n	\bar{x}	ss	t	p	
Self-Efficacy (General)	Male	249	4,03	0,44	0,487	0,627	
	Female	208	4,01	0,45			
	Variable / Marital Status						
	Married	346	4,03	0,44	1,392	0,165	
	Single	111	3,97	0,46			
	Variable / Branch						
	Form Teacher	89	4,06	0,43	0,940	0,348	
	Other Branches	368	4,01	0,45			

p<0.05

As seen in the analysis results in Table 5, there is no significant difference was found between the teachers’ variables of gender (p=0,627>0,05), marital status (p=0,165>0,05), branch (p=0,348>0,05) and their General Self-Efficacy perceptions. However, in all variables, it is noteworthy that male teachers' self-efficacy perception levels are higher than their female colleagues.

Findings Regarding the Third Sub-Problem of the Study

The results of the Kruskal Wallis Test, which was conducted to determine whether there was a significant difference between the teachers' **working time at the same school, their professional seniority and age**, and their '**General self-efficacy**' perceptions, are given in Table 6.

Table 6. Kruskal Wallis Test Results of General Self-Efficacy Scale Scores According to Working Time in the Same School and Professional Seniority Groups.

Working Time in the Same School		n	Mean Rank	sd	X ²	p	Difference
Self-efficacy (General)	1-5 Years	290	233,37	0,893	2,382	0,66	-
	6-10 Years	99	229,63				
	11-15 Years	45	211,49				
	16-20 Years	19	196,34				
	21 Years and Above	4	248,88				
Professional Seniority		n	Mean Rank	sd	X ²	p	Difference
Self-efficacy (General)	1-10 Years	187	233,41	0,452	0,478	0,92	-
	11-20 Years	163	227,97				
	21-30 Years	89	223,80				
	31 Years and Above	18	218,28				
Age		n	Sıra Ort	sd	X ²	p	Difference
Self-efficacy (General)	20 to 30 years old	92	217,33	0,452	3,895	0,42	-
	31 to 40 years old	206	232,81				
	41 to 50 years old	128	224,46				
	51 to 60 years old	30	251,90				
	61 years and above	1	412,00				

p<0,05

When Table 6 is examined, it is seen that teachers' perceptions of General Self-Efficacy do not differ significantly according to the variables of working time at the same school (X² = 2,382, p=0,66>0,05), professional seniority (X² = 0,478, p=0,92>0,05) and age (X² = 3,895 p=0,42>0,05).

The results of the One-Way Analysis of Variance (one way ANOVA) to determine whether there is a significant difference between **the Type of School** the teachers work in and their perceptions of '**General self-efficacy**' are given in Table 7.

Table 7. One-Way Analysis of Variance (one way ANOVA) Results of General Self-Efficacy Scale Scores by School Type Groups.

Dimension	School Type	n	\bar{x}	ss	f	p	Significant Difference
Self-efficacy (General)	Primary School	87	4,09	0,436	1,386	0,25	-
	Secondary School	211	3,99	0,444			
	High School	159	4,01	0,470			
	Total	457	4,02	0,452			

*p<0,05 **p<0,01 ***p<0,001

As seen in Table 7, it is seen that there is no significant difference in teachers' self-efficacy perceptions according to the school type variable ($f = 1,386, p=0,25>0,05$).

Findings Regarding the Fourth Sub-Problem of the Study

Table 8 shows the results of the 'Correlation Analysis' conducted to determine whether there is a significant relationship between teachers' 'Effort and Resistance' perceptions and their 'Ability and Confidence' perceptions and 'General self-efficacy'.

Table 8. Correlation table of the sub-dimensions of the General Self-Efficacy Scale.

Variables	1. Effort and Resistance Perception	2. Ability and Confidence Perception	3. General Self Efficacy
1. Effort and Resistance	1		
2. Ability and Confidence	,547**	1	
3. General Self Efficacy	,876**	,883**	1

*p<0.05 **p<0.01 ***p<0.001

As a result of the correlation analysis; As can be seen in Table 8, a moderate positive correlation was found between the behavior of 'Effort and Resistance' perception and the behavior of 'Ability and Confidence' perception, which are sub-dimensions of the general self-efficacy scale. Since ($r=0,876; r^2=0,767$), 29.9% of 'Ability and Confidence' perception behavior can be explained by 'Effort and Resistance' perception behavior.

A high level of correlation was found between 'Effort and Resistance' perception behavior, which is one of the sub-dimensions of the general self-efficacy scale, and General Self-Efficacy behavior. Since ($r=0,876; r^2=0,767$), 76,7% of General self-efficacy perception can ben explained by 'Effort and Resistance' perception behavior.

A high level of correlation was found between the General Self-Efficacy Scale and the behavior of 'Ability and Confidence' perception. Since ($r=0,883; r^2=0,779$), 77,9% of General Self-efficacy perception can be explained by 'Ability and Confidence' perception behavior.

4. CONCLUSION

In this study, it was determined that the level of self-efficacy perceptions of teachers working in primary, secondary and high schools in Malatya Centre Yeşilyurt and Battalgazi Districts in the 2024-2025 academic year, whether there is a significant difference in terms of various variables, and how the dimensions of the self-efficacy scale affect general self-efficacy.

In the analyzes made to determine the level of teachers' perceptions about the general self-efficacy scale and its dimensions; It is seen that the averages of all the dimensions of the Self-Efficacy Scale are in the range of 3,41-4,20 'most of the time'. Accordingly, it can be said that the participants evaluated the self-efficacy levels at a high level. Looking at the items of the self-efficacy scale, it can be said that teachers have a high level of belief that they know what to do when they encounter a new situation, how to behave in unexpected situations, that they can overcome difficulties by making efforts even if the conditions are difficult, that it is not difficult for them to reach their goals, that they always trust their abilities, that they believe that they can overcome sudden events and that they think that they have a solution for every problem. Similar results supporting the results of the study in this direction were also found by some researchers (Buluç and Demir, 2015; Eker 2014; Gençtürk, 2008; Çimen, 2007; Tschannen-Moran and Hoy, 2001; Turcan, 2011). The results of these studies also support the results of this research. In various studies conducted on self-efficacy in teacher samples (Alev and Bozbayındır, 2018; Alev, 2018), it has been stated that teachers with high self-efficacy beliefs will take an active role in the activities carried out both in the classroom and in the school environment during educational activities, will exhibit determined behaviors and will not give up easily by struggling with difficulties. Goddard etc. (2004) emphasized the importance of self-efficacy by stating that teachers' high self-efficacy perceptions are effective in overcoming obstacles persistently and not giving up in the face of failure; Telef (2011) stated that teachers with strong self-efficacy perceptions are willing to exhibit specific and observable behaviors such as confidence, endeavor, persistence, and effort; Akbulut (2006) emphasized the importance of self-efficacy by stating that teachers with high self-efficacy beliefs will exhibit more decisive behaviors in their work. Tschannen-Moran etc. (1998) stated that teachers with high self-efficacy perceptions are open to new ideas, more willing to try new methods to meet the needs of their students, and better at planning and organizing than other teachers.

When the findings of the research on whether there is a significant difference between teachers' gender, marital status and branch and their perceptions of 'General Self-Efficacy' are examined; it is seen that there is no significant difference between teachers' gender ($p=0,627>0,05$), marital status ($p=0,165>0,05$), branch ($p=0,348>0,05$) variables and their perceptions of General Self-Efficacy. However, it is noteworthy that male teachers' self-efficacy perception levels are higher than their female colleagues in all variables. This shows that male teachers consider themselves more adequate. However, in many studies on the subject, it is seen that there is no significant relationship between demographic variables and self-efficacy perception. Tschannen-Moran and Woolfolk Hoy (2007) stated that demographic variables generally do not have a strong effect on the formation of teachers' efficacy beliefs. Similar results are noteworthy in this study.

It was determined that teacher self-efficacy did not show a significant difference in terms of "gender" variable. There are also different studies that support the results obtained in the study. (Akbaş and Çelikkaleli, 2006; Azar, 2010; Çimen, 2007; Denizoğlu, 2008; Duban, 2012; Ekinci etc., 2014; Ercan, 2007; Fettahlioğlu etc., 2011; Gençtürk and Memiş, 2010; Kahyaoğlu 2007; Karahan and Balat, 2011; Küçükyılmaz and Duban, 2009; Mudasiru, 2005; Nazri and Barrick, 1990; Özçelik and Kurt, 2007; Saracaloğlu and Yenice, 2009; Tschannen-Moran and Woolfolk-Hoy, 2002; Uysal, 2013). However, there are also studies with different results. There are studies showing that there is a significant difference in favor of female teachers (Arpacı and Birhanlı, 2013; Kurt and Ekici, 2012; Turalı, 2014; Yalçın, 2011) and a significant difference in favor of male teachers (Avcı, 2014; Morgil, Seçken, and Yücel, 2004; Riggs, 1991; Say, 2015).

It is seen that teachers' self-efficacy does not differ according to their branches. This shows that teachers have similar perceptions of self-efficacy even if they are from different branches. When the research on the subject is examined, it is seen that some studies have obtained similar results with the results of this research, while some different results have been reached. Sağlam (2007), Üstüner etc. (2009), Yılmaz and Çokluk-Bökeoğlu (2008) and Korkut and Babaoğlu (2012). On the other hand, in some of the studies on the subject (Yeşilyurt, 2013; Kahyaoğlu and Yangın, 2007), it was determined that teachers from mathematics and science branches perceived themselves as more competent. Again, when the results of Zararsız (2012), Benzer (2011), Gençtürk (2008) were examined, it was found that teachers' self-efficacy beliefs in total self-efficacy and its sub-dimensions showed a significant difference according to the branch variable and this contradicts the results of this study.

It is seen that teachers' self-efficacy perceptions do not differ according to age. This result can be interpreted as that age should not be seen as a factor in determining teachers' competence levels. When the body of literature is examined, similarly, it is seen that there is no significant relationship between the self-efficacy perceptions of various groups of teachers and the age variable. (Milner and Woolfolk Hoy, 2002; Yılmaz and Çokluk Bökeoğlu, 2008; Zararsız, 2012)

There has not been a significant difference between teachers' working time in the same school, professional seniority, school type and age and their perceptions of 'General self-efficacy'. When the studies investigating the relationship between the above variables and self-efficacy are examined, we see that there are both supportive and contradictory results. Looking at the results of the research, Zararsız (2012), Turcan (2011), Gençtürk (2008), Eskici (2013) found that teachers felt themselves more competent as their professional seniority increased. While these results contradict the results of this study, Korkut and Babaoğlu's (2012) study on "Self-Efficacy Beliefs of Classroom Teachers" and Gömleksiz and Serhatlıoğlu's (2013) study on "Self-Efficacy Beliefs of Preschool Teachers" concluded that teachers' self-efficacy beliefs did not differ significantly according to their professional seniority. These results support the results of this study.

In Aslan and Kalkan's (2018) study, it was stated that there was a significant difference in favor of high school teachers in terms of "school type" variable. This result contradicts the result of this study in this direction.

The findings of the study showed that teachers' general self-efficacy did not change depending on age. Yıldırım and İlhan (2010) and Brink etc. (2012) also found that general self-efficacy is independent of age, which supports the results of this study. On the other hand, we also see that there are studies that contradict the results of this research. Aypay (2010); Scholz etc. (2002) stated that general self-efficacy is related to age. The results of these studies contradict the results of this study.

As a result of the 'Correlation Analysis' conducted to determine whether there is a significant difference between teachers' perceptions of 'Effort and Resistance' and 'Ability and Confidence' and 'General self-efficacy'; it is seen that both 'Effort and Resistance' perception and 'Ability and Confidence' perception have a positive effect on 'General self-efficacy' perception. While 77.9% of the general self-efficacy perception behavior is explained by the 'Ability and Confidence' perception behavior, 76.7% is explained by the 'Effort and Resistance' perception behavior. From these findings, we can say that both the perception of ability and confidence and the perception of effort and resistance have a positive relationship with each other on the general self-efficacy perception.

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