

Teachers' Self-Efficacy in terms of Former Experience and Professional Development in the Turkish World Based on Talis 2018 Data: Sample of Turkey and Kazakhstan

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ABSTRACT

The purpose of this study is to determine the teachers' self-efficacy in terms of their former experience and professional development in the Turkish World (Turkey and Kazakhstan) based on TALIS 2018 Data. In this context, this study is conducted with the participation of 6.531 Kazakh and 3.828 Turkish teachers who teach at ISCED level 2. The data for this study are obtained from the official internet website of OECD. The results are obtained by utilizing three separate regression analyses by using IDB Analyzer program based on SPSS. According to the results, it is determined that the variance of teachers' former experience explains 2% of the variance in their self-efficacy in Turkey; 3% in Kazakhstan. On the other hand, the variance of teachers' former experience explains 3% of the variance in their professional development in Turkey; 4% in Kazakhstan. However, the variance of teachers' professional development explains 32% of the variance in their self-efficacy in Turkey; 23% in Kazakhstan. Moreover, there is a positive and significant relationship between both the self-efficacy and professional development of teachers (e.g. 'teaching practice', 'professional cooperation in lessons' and 'effective professional development') in Turkey and Kazakhstan. Therefore, it is important to support teachers' continuous professional development and empowerment to increase their self-efficacy through continuous professional development programs which focus on the practice, especially classroom practices. In addition, to prepare the qualified continuous professional development programs, faculties of education might strengthen their capacity to provide in-service training as well as pre-service training.

Keywords: Teacher competence, self-efficacy, professional development, former experience, quality of teacher

INTRODUCTION

Teachers are the most significant elements of the changes in education reforms in improving the education system (Villegas-Reimers, 2003). In order to keep up with the changes in the field of education, many factors related to teachers come to the fore (Buldu, 2004). Therefore, social change is the focus of current discussions on professional development (Krolak-Schwerdt, Glock & Böhmer, 2014). In this context, the importance of improving and strengthening teachers' competencies, especially self-efficacy, in terms of keeping pace with social changes and ensuring continuous developments in their profession emerges. It is also important to determine the factors that will affect the self-efficacy of the teacher and to carry out studies in this direction in order to have a positive effect on their perceptions such as taking responsibility and participating in studies for their profession. When the literature is examined, even though the knowledge acquired by teacher candidates in the pre-service period and further development of teachers in the in-service period are the prerequisites for becoming a qualified teacher, they need also former experiences on how to teach in order to be a successful teacher (Taşkın & Hacıömeroğlu, 2010). In this context, in this study, it is aimed to reveal the role between teachers' professional development and former experiences in the context of their self-efficacy in the Turkish World.

THE ROLE AND IMPORTANCE OF SELF-EFFICACY IN THE TEACHING PROFESSION

Teachers emerge as important actors in keeping pace with the changes in the education system and in solving of the problems they face up with in the classroom in today's conditions. Therefore, it is crucial to improve the professional competence of teachers. One of the significant components of teacher competencies is self-efficacy (Yılmaz & Çokluk Bökeoğlu, 2008). Self-efficacy is the internal belief of teachers about how well they can produce solutions to the problems they face in the education system and how well they can perform the activities they will perform (Kaçar & Beycioğlu, 2017). Teachers' perceptions of self-efficacy reflect their efforts (Aslan & Kalkan, 2018) and motivations (Arseven, 2016) for the profession. For this reason, in the learning-teaching process, teachers with high self-efficacy perceptions are needed (Baltaoğlu, Sucuoğlu & Yurdabakan, 2015). Teachers with high self-efficacy tend to make more qualified planning and organization in their professions (Koç & Deniz, 2020), and use student-centered approaches and various methods in the teaching process (Tekerek, Ercan, Udum & Saman, 2012). Therefore, in terms of the quality of the teaching process, teachers should have high level of self-efficacy for their profession and be able to develop this perception (Kaya, Polat & Karamüftüoğlu, 2014). In this way, teachers might provide the opportunity to increase student success (Arseven, 2016).

FORMER EXPERIENCES

Teachers should improve themselves well in their field in order to fulfill their responsibilities in the most efficient way in their profession (Gökyer, 2012). The quality of the teachers depends on their knowledge of the field, teaching profession and their skills, and general knowledge of culture before starting their profession, as well as the integrity of their knowledge and practices from their former experiences related to their profession (Özkan, Albayrak & Berber, 2005). One of the focal points for teachers to have stronger former experiences is the education they receive at the university. In this process, in addition to providing field courses in a qualified way, practice-based trainings (such as laboratory use, teaching technologies and material use) should also be included (Kavas & Bugay, 2009).

The more qualified pre-service education that the teacher candidates received, the higher the level of readiness when they started to work. No matter how good the pre-service training for teachers is, this training cannot be expected to prepare teachers for all the challenges they will face up with during their careers (OECD, 2009). Therefore, while teachers are performing their profession, they need to continue their personal and professional development in order to respond to the changes in the field of education. In addition, it is seen that former experiences are not sufficient to reveal all the skills of individuals and they discover their different skills after starting their profession (Taymaz, 1978). For this reason, teachers need the knowledge and skills they have acquired before teaching, as well as the knowledge and skills they will acquire in teaching. At this point, the significant of continuous professional development emerges.

CONTINUOUS PROFESSIONAL DEVELOPMENT

One of the key elements of the educational reforms is the professional development of teachers (Villegas-Reimers, 2003). Also, the factors affecting student learning in the education system is the quality of teachers and their professional development activities offered to them (İlğan, 2013). For this reason, the way to improve the educational outcomes of countries and to achieve the expected goals is to develop the teachers and increase their quality (Kesen & Öztürk, 2019).

The success of teachers in their profession is important for both individual and students' success (Can, 2019). However, although the crucial of professional development is accepted, the inadequacy of current professional development for teachers is also evident (Borko, 2004). In addition, teachers' professional development should be considered as a process rather than a situation or event (Patrinos, Velez & Wang, 2013). The continuous and sustainable professional development of teachers will contribute to the development of teachers both individually and professionally. In order to emphasize the continuity of professional development, the phrase 'Continuous Professional Development' is used in English. For this reason, the dissemination of continuous professional development programs in terms of both quantity and quality directly contributes to the development of teachers and indirectly contributes to the development of students.

When the related literature is examined, it is seen that there are many studies on teachers' self-efficacy (Koç & Deniz, 2020; Kaçar & Beycioğlu, 2017; Aslanve Kalkan, 2018; Baltaoğlu et al., 2015; Kaya et al., 2014) and teacher candidates' self-efficacy (Baltaoğlu, Sucuoğlu & Yurdabakan, 2015; Tekerek et al., 2012; Yokuş, 2014). It is also seen that studies have been conducted to reveal the effect of teachers' professional development (Bautista & Ortega-Ruiz, 2015; Karlberg & Bezzina, 2020; Opfer & Pedder, 2010) and teachers' former experiences on competence, especially self-efficacy (Özkan, et al., 2005; Gürbüz, Erdem & Gülburnu, 2013; Morgil & Yılmaz, 1999).

RESEARCH QUESTIONS

This study aims to determine the effect of professional development and former experiences of Turkish and Kazakh teachers on their self-efficacy based on TALIS (Teaching and Learning International Survey) 2018 data. For this purpose, the questions to be answered are as follows:

1. What is the role of former experience and professional development levels in predicting the self-efficacy of teachers working at ISCED-2 (secondary school) level in Turkey and Kazakhstan? What are the significant predictors of their self-efficacy?
2. What is the role of former experience level in predicting the professional development of teachers working at ISCED-2 (secondary school) level in Turkey and Kazakhstan? What are the significant predictors of their professional development?

RESEARCH METHODS AND DESIGN

In this large-scale research, the post-positive paradigm guides. The post-positive paradigm regards knowledge as a product of people's worlds of meaning and claims that it might be interpretable (İbrahimoğlu, 2011). Therefore, this paradigm is regarded as critical realists due to the assumption that objective realism exists (Longuira, 2016). The paradigm on which many quantitative researches are based is the post-positive paradigm (Shy, 2019). Relational research method, one of the survey models, which is one of the quantitative research methods, was used in this study. Through this method, researchers try to determine the change and degree between two or more variables (Adal and Yavuz, 2017).

RESEARCH SAMPLE

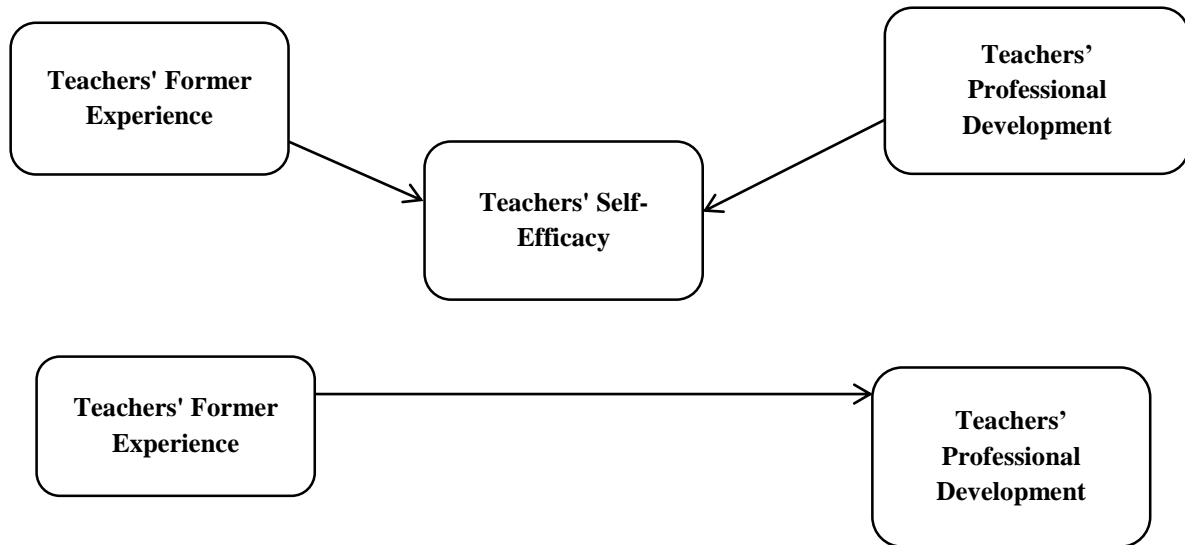
The research sample consists of 3.828 Turkish and 6.531 Kazakh Teachers teaching at ISCED 2 level. ISCED 2 level includes teachers who teach at the secondary school level.

DATA COLLECTION AND ANALYSIS

The research sample consisted of Turkish and Kazakh teachers who participated in TALIS 2018 research. The data were obtained from the OECD official website. SPSS-based IDB Analyzer program was used to analyze the data. As seen in Figure 1, three different regression models were created by using the IDB Analyzer-4 program and analyzes were performed. As the dependent variable, 'self-efficacy of the teacher' and 'effective professional development of the teacher' were used. Dependent and independent variables, items/indices obtained from TALIS 2018 teacher survey were used.

Model-I

Model-II



Model-III

Figure 1: Regression models created for research analysis

The findings were obtained by the regression analysis. The IDB Analyzer realizes its analyses with sample weights (Özkan, 2020). Missing data were extracted before the analyses. In the results obtained, when the t-value is greater than 1.96, the p-value ($p < .05$) shows that there are statistically significant differences at the 95 percent precision level. (OECD, 2019; Jung & Carstens, 2015).

FINDINGS

According to TALIS 2018 data, the first of the findings obtained by creating three different regression models is the results related to the predictors of the teachers' self-efficacy regarding their former (acquired during formal education) experiences (Table 1).

Table 1: Predictors of teacher's self-efficacy regarding their former experiences (acquired during formal education) based on TALIS 2018 data

Country	Variable	B	Standardized Coefficients (Beta)	Std. Error	t
TR	(CONSTANT)	12.19	-	0.07	163.25
	Content of some or all subject(s) I teach	0.14	0.04	0.09	1.66
	Pedagogy of some or all subject(s) I teach	0.10	0.03	0.07	1.39
	Classroom practice in some or all subject(s) I teach	0.12	0.04	0.06	1,89*
	Teaching cross-curricular skills (e.g. creativity, critical thinking, problem solving)	0.27	0.09	0.06	4,35**
	Use of ICT (information and communication technology) for teaching	0.07	0.03	0.05	1.50
KAZ	(CONSTANT)	12.17	-	0.10	125,71
	Content of some or all subject(s) I teach	0.06	0,01	0,08	0,78
	Pedagogy of some or all subject(s) I teach	0.12	0.03	0.06	1,96
	Classroom practice in some or all subject(s) I teach	0,23	0.06	0.07	3,50**
	Teaching cross-curricular skills (e.g. creativity, critical thinking, problem solving)	0,21	0.09	0.04	5,35**
	Use of ICT (information and communication technology) for teaching	0.12	0.05	0.04	3,28**
	R²		Corrected R²	Estimated Std. Error	
TR	,02		,02	,01	
KAZ	,03		,03	,01	

Note: TR: Turkey, KAZ: Kazakhstan, * p<.05, ** p<.01

The results of the regression analysis presented in Table 1 reveal that the teachers' former experiences explained 2% ($R^2 = .02$) of the variance in the teachers' self-efficacy in Turkey and 3% ($R^2 = .03$) in Kazakhstan. While 'classroom practice in subject(s) I teach' and 'teaching cross-curricular skills (such as creativity, critical thinking and problem solving)' have statistical meaning in Turkey, 'classroom practice in subject(s) I teach', 'teaching cross-curricular skills (such as creativity, critical thinking and problem solving)' and 'use of information and communication technology for teaching' are statistically significant in Kazakhstan.

Table 2 shows the results of the predictors of the teachers' self-efficacy regarding their professional development.

Table 2: Predictors of Teachers' Self-Efficacy for their Professional Development based on TALIS 2018 data

Country	Variable	B	Standardized Coefficients (Beta)	Std. Error	t
TR	(CONSTANT)	8.12	-	0.50	16.29
	Prof. Collaboration in lessons	0.10	0.12	0.02	5,56**
	Effective Prof. Development	0.05	0.05	0.02	2,47*
	Need Prof. Development for teaching for diversity	-0.07	-0.08	0.02	-3,27**
	Need Prof. Dev. in subject matter and pedagogy	-0,13	-0,13	0.03	-4,49**

KAZ	Teaching Practice	0,44	0,44	0,02	19,89**
	(CONSTANT)	4,91	-	0,33	15,06
	Prof. Collaboration in lessons	0,21	0,21	0,02	10,98**
	Effective Prof. Development	0,13	0,12	0,02	5,87**
	Need Prof. Development for teaching for diversity	0,04	0,04	0,02	1,95
	Need Prof. Development in subject matter and pedagogy	0,06	0,08	0,01	4,45**
	Teaching Practice	0,29	0,32	0,02	15,74**
	R²		Corrected R²	Estimated Std. Error	
	TR	,32	,32	,02	
	KAZ	,23	,23	,02	

Note: TR: Turkey, Kaz: Kazakhstan, * p<.05, ** p<.01

The results of the regression analysis presented in Table 2 reveal that teachers' professional development explains 32% ($R^2 = .32$) of the variance in their self-efficacy in Turkey and 23% ($R^2 = .23$) in Kazakhstan. All of the predictors selected in Turkey are statistically significant. 'Professional cooperation in lessons', 'effective professional development' and 'teaching practice' predictors have a positive effect and; 'need professional development for teaching for diversity' and 'need professional development in subject matter and pedagogy' have a negative effect. In Kazakhstan, four of the selected predictors ('professional cooperation in lessons', 'effective professional development', 'need professional development in subject matter and pedagogy' and 'teaching practice') have a statistically significant and positive effect.

Table 3 shows the predictors of teachers' professional development on their former (acquired during formal education) experiences.

Table 3: Predictors of teachers' professional development related to their former experiences (acquired during formal education).

Country	Variable	B	Standardized Coefficients (Beta)	Std. Error	t
TR	(CONSTANT)	12,42	-	0,13	95,68
	Content of some or all subject(s) I teach	-0,04	-0,01	0,11	-0,37
	Pedagogy of some or all subject(s) I teach	0,31	0,08	0,14	2,27*
	Classroom practice in some or all subject(s) I teach	0,23	0,07	0,11	2,17*
	Teaching cross-curricular skills (e.g. creativity, critical thinking, problem solving)	0,16	0,05	0,08	1,92
	Use of ICT (Information and Communication Technology) for teaching	0,15	0,06	0,07	2,21*
	(CONSTANT)	11,32	-	0,09	122,58
KAZ	Content of some or all subject(s) I teach	0,19	0,04	0,07	2,58*
	Pedagogy of some or all subject(s) I teach	0,21	0,06	0,08	2,63**
	Classroom practice in some or all subject(s) I teach	0,34	0,10	0,09	3,94**
	Teaching cross-curricular skills (e.g. creativity, critical thinking, problem solving)	0,20	0,10	0,05	4,27**

Use of ICT (Information and Communication Technology) for teaching	0.03	0.02	0.04	0,85
	R ²	Corrected R ²	Estimated Std. Error	
TR	,03	,03	,01	
KAZ	,04	,04	,01	

Note: TR: Turkey, Kaz: Kazakhstan, * p<.05, ** p<.01

The results of the regression analysis presented in Table 3 reveal that the teachers' former experiences accounted for 3% ($R^2 = .03$) of the variance in their professional development in Turkey and 4% ($R^2 = .04$) in Kazakhstan. While 'including pedagogy related to the taught lesson', 'including classroom practices related to the taught lesson' and 'use of information and communication technology for teaching' are statistically significant in Turkey, 'including the content of the taught lesson', 'including pedagogy related to the taught lesson', 'including classroom practices related to the taught lesson' and 'teaching cross-curricular skills (such as creativity, critical thinking and problem solving)' have a statistically significant and positive effect in Kazakhstan.

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

In this study, in the light of TALIS 2018 data, it was tried to reveal teachers' their self-efficacy based on their professional development and former experiences in the Turkish (Turkey and Kazakhstan) World.

This study reveals that teacher' former experiences explain 2% of the variance in their self-efficacy in Turkey and 3% in Kazakhstan. On the other hand, teachers' former experiences explain 3% of the variance in their professional development in Turkey and 4% in Kazakhstan. However, teachers' professional development explains 32% of the variance in their self-efficacy in Turkey and 23% in Kazakhstan. It was revealed that the training received in in-service period contributes to teachers' self-efficacy more than in the pre-service period. For this reason, it is necessary to give more importance to continuous professional development programs to strengthen teachers in the Turkish world. Teachers with increased self-efficacy may have the opportunity to be open to further development, to follow developments in their profession and to keep up with the change in the education system more easily.

There is a significant relationship between both the self-efficacy and professional development of teachers in Turkey and Kazakhstan and the inclusion of 'classroom practices related to the lesson taught' in their pre-service education. Therefore, the ties between "School-University Cooperation" should be further strengthened to increase the quality of the practices of teacher candidates (Morgil & Yılmaz, 1999). In this way, they might gain more experience in teaching practice, so that this might contribute to their perceptions concerning teaching profession (Özkan et al., 2005). In addition, there is a significant relationship between both self-efficacy and professional development of teachers in Kazakhstan and 'the use of information and communication technology for teaching' and 'teaching cross-curricular skills (e.g. creativity, critical thinking, problem solving)'. Similarly, Gürbüz and others (2013) concluded that the teachers' subject knowledge and pedagogical knowledge, pre-service education and professional experience affect mathematics competence. In this study, while there is a positive and significant relationship between the self-efficacy of teachers in Turkey and Kazakhstan and 'teaching practice', 'professional cooperation in lessons' and 'effective professional development', there is a significant negative relationship between the professional development of Turkish teachers and 'professional development needs related to field and pedagogy', while there is a positive relationship in Kazakhstan. Similarly, 2008 and 2013 TALIS results show that, teachers who received more vocational development training stated that they worked more effectively (OECD, 2016). In addition, in TALIS 2018 report, it is concluded that one of the most important factors that stand out in teachers' professional development practices is working together (Toker, 2019). Therefore, both working in collaboration with colleagues and considering different disciplines as a whole will enable teachers to develop their 21st century skills.

As a result, in order to increase teachers' self-efficacy, they might be supported and strengthened continuously in their profession. Continuous professional development programs might be prepared on a practical basis, especially in classrooms. Since the importance of information and communication technology has become more evident especially during the epidemic period, continuous professional development programs might be prepared for teachers to develop these skills related to information and communication technology. The quality of the continuous professional development programs might directly affect teachers' self-efficacy. It implicitly means that it affects sustainable development and the success of students. In addition, in this process, to prepare the qualified continuous professional development programs, faculties of education might strengthen their capacity to provide in-service training as well as pre-service training.

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