



Educational Beliefs and Academic Self-Efficacy of Students in Formation Training

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Abstract

The aim of the study was to examine the educational beliefs and academic self-efficacy of the students in formation training via various variables. The participants were selected using appropriate sampling method on voluntary basis among students who had received formation training in the faculties of education, in Turkey. A total of 668 formation students (519 women (77.7%) and 179 men (22.3%) took part in the study. The educational beliefs of the participants were collected through a personal information form, Yilmaz et al. (2011) and “Educational Beliefs Scale (EİÖ) developed by Yilmaz et al. (2007) adapted by the Turkish, developed by Jerusalem and Schwarzer (1981) “Academic Self-Efficacy Scale”. The data were analyzed using descriptive statistical methods, such as percentage and frequency were used to determine the distribution of participants' personal information, and the skew and kurtosis values of the data were checked by Kolmogorov-Smirnov test to determine whether the data showed normal distribution. T-test, Anova test, and Tukey HSD multiple comparison test were used to determine the group of significant differences ($\alpha = 0.05$). As a result, it was concluded that gender was an important variable in educational belief and academic self-efficacy perception and caused significant difference. In addition, a significant correlation between belief in education and academic self-efficacy was found.

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1. Introduction

Teacher training programs have a major impact on how candidate teachers teach after starting their careers. Therefore, the teaching profession requires a specific training and teachers to constantly develop themselves professionally (Taneri & Ok, 2014). The

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pedagogical education practiced today provides the opportunity to become a teacher for students who are trained in academic units outside the faculty of education during the teacher training process. However, this situation is a topic of discussion in many respects, from the competence and method of the implemented program up to the professional qualifications of the trainee teachers, to educational beliefs, attitudes towards the profession and academic self-qualifications (Eraslan & Çakıcı, 2011).

Educational beliefs are based on the philosophy of education (Altınkurt, Yılmaz, & Oğuz, 2012; Levin & Wadmany, 2006) and influence the perceptions, judgments, in-class behavior, teaching practices and how students learn (Tunca, Alkın-Şahin, & Oğuz, 2015). Therefore, it can be said that the educational beliefs adopted by teachers can cause them to exhibit a different kind of behavior in their teaching and learning processes (Yaralı, 2020). For this reason, it is emphasized that determining the belief structures of teachers is important in order to improve teacher preparation programs and teaching practices (M. F. Pajares, 1992). This situation guides the target/acquisition, content, education and test situations of the teaching programs in relation to educational philosophy. The philosophy of permanence and fundamentalism in the philosophy of education is traditional philosophy of education; The philosophy of progress, reconstruction, and existentialism are known as contemporary educational philosophies (Çetin, İlhan, & Arslan, 2012).

According to Bandura, the concept of self-sufficiency is based on two basic elements. These are; the personal belief in getting a job is self-sufficient and the expectation of results is related to the outcome of a job or event (Bandura, 1997). The concept of academic self-sufficiency; In general, the individual's trust in the self-determination of the individual is defined as academic self-sufficiency (Kazu & Özdemir, 2004), whether the academic self-adequacy covers our future plans or whether academic tasks can be successfully completed (Schunk, 2009). Bandura says that his belief in self-sufficiency is influenced by four sources of knowledge: complete/accurate experiences, indirect experiences, social belief, physiological and emotional state (Bandura, 1997). Some of the self-sufficiency research in this area is observed to examine students' general academic self-sufficiency beliefs, that is, the individual's self-sufficient beliefs in successfully completing an academic assignment (Bong, 2004; Cassidy & Eachus, 2000; Durdukoca, 2010; M. Yılmaz, Gürçay, & Ekici, 2007). In part of the research, students study self-sufficiency in a specific area such as biology, math, science (Akbaş & Çelikkaleli, 2006; Bıkmaz, 2004; Bong, 2004). In part, the teacher has carried out self-studies - sufficient convictions (Erdem, 2008; Yağci & Üstündağ, 2009; Yaman, Koray, & Altunçekiç, 2004; Yost, 2006). Research has shown that, academic self-sufficiency is linked to individual performance (Bong, 2004; Jackson, 2002). Academic self-sufficiency affects the application of the student's cognitive strategy and over-recognition strategy and, consequently, the self-regulatory process. There are relationships between in-class

studies, homework, exams, preparation of reports, motivation, academic success and academic self-sufficiency. In his research, academic self-sufficiency is one of the variables that stir up the dishonest academic behavior among university students (Marsden, Carroll, & Neill, 2005; F. Pajares & Schunk, 2003).

Today, there are various studies on how effectively pedagogical formation training is applied for a period of one year within the framework of a fast program. Evidence suggests that teachers who with a national teacher certificate educate more successful students than teachers who graduate from other certificate programs (Darling-Hammond, Berry, & Thoreson, 2001; Goldhaber & Brewer, 2000; Petty, Good, & Handler, 2016; Petty, Good, & Heafner, 2019; Stronge et al., 2007; Vandevort, Amrein-Beardsley, & Berliner, 2004). It is believed that examining the self-sufficient beliefs of teacher candidates receiving pedagogical formation training based on the literature findings, may provide some clues as to the effectiveness of pedagogical formation training (Bakaç & Raşit, 2017). Accordingly; based on the information given in the study, it was aimed to examine the educational beliefs of the university students studying formation and their academic self-qualifications in terms of different variables. The present study also aimed to examine the effects of age, gender, and welfare level on progressivism, re-constructivism, persistence, essentialism and existential education.

2. Method

2.1. Participants

The participants to be involved in the sampling in the study were drawn using the appropriate sampling method and the sample group; A total of 668 formation students, including 519 females and 149 males, took part on voluntary basis. The research was conducted as of the 2019-2020 academic year, with the participants, who received Formation training in Education Faculties at Necmettin Erbakan University and Nevşehir University, and who are entitled to receive formation training must meet the requirement to graduate from the departments determined by the Council of Higher Education (YÖK) or being a final year student. Those who do not meet these conditions, are not included in this study. As seen in Table 1; within the scope of the study, 77.7% of the participants were "Women", 60% were at the "Normal" income level and 49.3% were students in the "22-25" age range.

2.2. Sampling procedures

In this study, a study with a visual scanning model and the selection of the working group has adopted a non-selective, appropriate sampling method. The appropriate sampling method is defined as the selection of the sample from easily accessible and

applicable research units due to the existing restrictions such as time and workforce (Büyüköztürk, Çakmak, Akgün, Karadeniz, & Demirel, 2017).

In addition to the form for personal information in the research as a data collection tool; "Educational beliefs Scale (EBS)" developed by Yılmaz, Altınkurt and Çokluk (2011) was used. On the Educational Belief Scale, there are 40 Likert-type substances to determine the educational beliefs of teachers. EBS consists of 5 sub-dimensions: "Progressivism", "Existential Education", "Restoration", "Permanent" and "Fundamentalism". Items on the scale are rated in the range of "1-totally disagree" and "5-totally agree". "Academic Self-Proficiency Scale" was used for the academic qualifications of the participants. The scale was developed by Jerusalem and Schwarzer (1981) to determine students' academic self-proficiency levels. The original scale, which contains a single dimension, consists of 7 elements that have a meaningful structure for academic self-sufficiency. The Turkish-language adaptation of the scale was carried out by Yılmaz et al. (2007) on 672 candidate teachers from various fields. According to the results of the analysis, the one-dimensional structure of the original scale which consisted of 7 elements was also preserved on a Turkish scale. The reliability of the scale was recalculated on the data collected in this study and the coefficient of internal knowledge of Cronbach Alpha was calculated for the "Educational beliefs Scale (EBS)" with 0.69, with 0.61 for the "Progressivism", 0.64 for the "Existential Education", 0.55 for the "Restoration", 0.54 for the "Permanent" sub-dimensions. For the "Fundamentalism" sub-dimensions, it was calculated as 0.84. For the "Academic Self-Proficiency Scale" which consists of a single sub-dimension, the calculated internal Cronbach alpha knowledge coefficient was determined to be 0.69. The calculated interior design coefficients showed that the scale was reliable for this study.

2.2.1. Measures and covariates

In the analysis of the data obtained in the study, we checked the percent and frequency identification statistical methods to determine the distribution of participants' personal information, the bias and flattening values of the data to see if the data showed a normal distribution, and the Kolmogorov Smirnov test was carried out. As a result of the investigations, it was found that the data had a normal distribution. According to Jondeau and Rockinger, the lower dimensions are variable between +3 and -3 of the distortion and flattening coefficients, which indicates that they have conditions in their lower dimensions that correspond to the normal distribution parameters. In statistical analysis of data, identifying statistical models, as well as t-test, Anova test analysis and Tukey HSD multi-comparison testing methods were used in groups that differed significantly ($\alpha = 0.05$).

3. Results

Table1: Demographic Information of Participants in Terms of Age, Gender and Welfare Level

Variables		f	%
Gender	Female	519	77.7
	Male	149	22.3
	Total	668	100
Welfare Level	Very bad	30	4.5
	Bad	101	15.1
	Normal	401	60
	Good	116	17.4
	Very Good	20	3.0
	Total	668	100
Age	18-21	282	42.2
	22-25	329	49.3
	26 and above	57	8.5
	Total	668	100

As shown in Table 1, it was found that 77.7% of the participants in the study were "Female", 60% at the "normal" income level and 49.3% in the age group "22-25 .

Table2: Distribution of Scale Points by Gender Variable

Sub dimensions	Variables	Mean	Ss	t	p
Progressivism	Female	4.423	.468	.208	.835
	Male	4.414	.466		
Existential Education	Female	4.568	.467	-.533	.595
	Male	4.591	.470		
Re-construction	Female	4.125	.613	-2.24	.025*
	Male	4.252	.584		
Permanence	Female	4.084	.585	-1.40	.160
	Male	4.159	.538		
Essentialism	Female	2.860	.947	-1.43	.152
	Male	2.986	.939		
Academic Self-Efficacy	Female	2.250	.511	2.10	.036*
	Male	2.148	.552		

According to the results of the T Test on the Educational Belief Scale the separate dimensions of the participants' educational belief scale were subsidized by gender variable and academic self-competence scale. It was found that there was a significant difference between the lower dimensions of the educational belief scale and the

perceptions of academic self-suffice by gender of participants ($p < 0.05$). It was found that there was no significant difference in gender varied in other sub-dimensions ($p > 0.05$).

Table3: ANOVA Test Results by Age of Participants

Sub dimensions	Variables	Mean	Ss	F	p	Tukey
Progressivism	18-21	4.398	.466	.696	.499	
	22-25	4.433	.453			
	26+	4.466	.554			
Existential Education	18-21	4.557	.476	.885	.413	
	22-25	4.573	.434			
	26+	4.648	.591			
Re-construction	18-21	4.120	.617	.727	.484	
	22-25	4.176	.587			
	26+	4.187	.689			
Permanence	18-21	4.073	.584	17.44	.434	
	22-25	4.112	.554			
	26+	4.172	.657			
Essentialism	18-21	2.891	.967	1.04	.352	
	22-25	2.915	.949			
	26+	2.719	.815			
Academic Self-Efficacy	18-21	2.260	.517	3.39	.034	1-2*
	22-25	2.228	.531			
	26+	2.063	.468			

According to the results of the Anova test of skeptical perception of educational belief based on the age of the participants, it was concluded that the age of the participants was not a variable that changed significantly in the perception of educational belief, but that age was a variable that changed significantly changed in academic self-care ($p < 0.05$). According to Tukey HSD multi-comparison test results to determine which age groups are significant, it was found that participants "18-21" and "26 and above" were responsible for the significant difference.

Table4: ANOVA Test Results by Participants' Welfare Levels

Sub dimensions	Variables	Mean	Ss	F	p	Tukey
Progressivism	Very bad	4.487	.488	1.30	.266	
	Bad	4.404	.499			
	Normal	4.396	.469			
	Good	4.500	.379			
	Very Good	4.446	.657			
Existential Education	Very bad	4.707	.437	.885	.473	
	Bad	4.590	.422			
	Normal	4.560	.470			
	Good	4.582	.422			
	Very Good	4.492	.812			
Re-construction	Very bad	4.225	.608	2.14	.074	
	Bad	4.113	.613			
	Normal	4.117	.618			
	Good	4.293	.535			
	Very Good	4.197	.726			
Permanence	Very bad	4.026	.653	2.01	.091	
	Bad	4.061	.581			
	Normal	4.074	.587			
	Good	4.224	.492			
	Very Good	4.223	.600			
Essentialism	Very bad	2.742	1.13	1.84	.118	
	Bad	2.831	.962			
	Normal	2.848	.917			
	Good	3.075	.983			
	Very Good	3.105	.851			
Academic Self-Efficacy	Very bad	2.282	.668	2.66	.032	3-5*
	Bad	2.225	.535			
	Normal	2.256	.514			
	Good	2.173	.481			
	Very Good	1.902	.515			

According to the results of the Anova test on the skeptical perception of educational belief based on the well-being of the participants, it was concluded that the levels of wellbeing of the participants was not a variable that significantly changed the perception of educational belief, but in the well-being there was a significant difference in academic self-sufficiency ($p < 0.05$). According to tukey HSD multi-comparison test results for determining the significant age groups, it was found that the significant difference is due to participants whose welfare level is "Normal" and "Very Good".

Table 5: Correlation Table on Academic Self-Proficiency with Educational beliefs Scale

	EFS 1	EFS 2	EFS 3	EFS 4	EFS 5	ASP	
EFS1	R	1					
	p						
	N	668					
EFS 2	R	,703**	1				
	p	,000					
	N	668	668				
EFS 3	R	,610**	,590**	1			
	p	,000	,000				
	N	665	665	665			
EFS 4	R	,497**	,464**	,598**	1		
	p	,000	,000	,000			
	N	664	664	664	664		
EFS 5	R	,006	-,082*	,196**	,361**	1	
	p	,877	,034	,000	,000		
	N	664	664	664	664	664	
ASP	R	-,122**	-,080*	-,123**	-,169**	-,116**	1
	p	,002	,039	,002	,000	,003	
	N	663	663	663	663	663	663

0.01 -0.05

According to the correlation analysis between educational belief and academic self-efficacy, the two scales are the same. It was concluded that there was a relationship at the 0,01 and 0,05 significance level.

4. Discussion and Conclusion

By using various variables, this study examined the educational beliefs and academic self-qualifications of the university students studying formation. As a result of the study; variables for gender, age and welfare level affect the educational belief and academic self-sufficiency.

It was found that 77.7% of the participants in the study were "female", 60% in the "normal" income level and 49.3% in the age range "22-25"(Table1). In the T Test scores on the Educational Belief Scale and the Academic Self-Skill Scale by gender variable, it was found that there was a significant difference in favor of female in the perception of "Academic Self-Qualification" in favor of male in sub size "Reconstruction". This result shows that male candidates feel more educational responsibility for being more open to innovation, structuring society and creating an understanding of democracy. In addition, given the male-dominated view of society, it can be said that female candidates are better educated than male in terms of their desire to demonstrate their academic achievements. The study has shown that there is no significant difference in gender that varies across other sub-dimensions of the belief scale (Table2).

In the literature scan, there are studies that argue that gender has an impact on academic self-sufficiency (Durdukoca, 2010; G. Yılmaz, Yılmaz, & Türk, 2010) , as well as

studies that argue that this is not the case (Çuhandar, Gündüz, & Tanyeri, 2013; Shyu & Huang, 1999; Zeldin & Pajares, 2000). In particular, recent studies have shown that females are more self-sufficient than male (İlter & Köksalan, 2011; Koçer, 2014; Pehlivan, 2010; Pektaş & Kamer, 2011; Rao, 2012).

There are also studies that contradict our results. It was found that there is no statistically significant difference between the average academic self-proficiency points by gender of students studying in the Sports Management department (Pekel, 2016). In the results of the assessment of academic self-competence for the teaching profession, there were no differences between female and male students with regard to the teaching profession of physical education and sports teacher students (Varol, 2007). Similar studies reported that there was no significant difference in gender in the attitudes and academic self-qualifications of the class teacher candidates compared to the teaching profession (Kılıç & Bektaş, 2008). In the study on academic self-sufficiency perceptions of science teacher candidates, they found that there was no significant difference in gender (Yaman et al., 2004). These studies show that there are many examples in the literature that, there are no significant differences between academic self-sufficiency and gender variability. These different results show that the impact of gender on educational beliefs and academic self-sufficiency varies according to the branches and is influenced by other variables.

Studies on the impact of gender on educational beliefs have shown significant differences in the favor of female teachers in the sub-dimensions of existential education (Aslan, 2017; Oğuz, Altinkurt, Yılmaz, & Hatipoğlu, 2014). Beytekin and Kadı (2015) found that there was a difference in the educational beliefs of teacher candidates according to gender differences. In addition to permanent and fundamentalism scores of female teacher candidates, scores for Progressivism, Existentialism, Reconstruction and Values are higher than those of male teacher candidates (Beytekin & Kadı, 2015). Another study found that there was only a statistically significant difference in the sub dimensions of the "progressivism", "existential education" and "fundamentalism" of the educational beliefs according to the gender of the teacher candidates, and this difference was found to be in favor of female teacher candidates in the sub dimensions of "progressivism" and "existential education", and in favor of male teacher candidates in sub size "fundamentalism" (Yaralı, 2020). However, some studies have shown that there is no significant gender difference between educational beliefs (Berkant & Özaslan, 2019; Doganay & Sari, 2003).

In this study, it was found that participants ages 18-21 had higher levels of academic self-sufficiency. As a result, if we look at that in studies, examining the effects of gender on academic self-sufficiency, it is believed that students between the ages of 18 and 21 will continue their education and that students in this age group are more willing to

develop in the relevant field and prepare them for the future than other age groups if we look at that in studies, examining the effects of gender on academic self-sufficiency.

There are studies that find that self-adequacies differ significantly according to age variable. It has been found that the age variable in particular has an effect on success (Özbaş, 2012). In similar studies, there is a significant difference between teacher candidates between the ages of 19-21 and teacher candidates between the ages of 22 and 24 (Köksoy, 2017). It has been reported that the academic self-sufficiency expectations of class teacher candidates aged twenty-two years and older are significantly higher than their self-sufficiency assumptions (Oğuz, 2012). A statistically significant difference between the ages 18-20 and 21-23 among the academic self-sufficiency score averages of the participants compared to the age groups (Pekel, 2016). In another study, when examining academic self-sufficiency compared to age groups, it was found that those older than the students, perceive higher academic self-sufficiency (Alemdağ, 2015). As the age factor increases, it can be seen that the academic self-competence of the participants increases in the studies. However, our study shows that academic self-sufficiency decrease with age. The most important reason for this is that the persistence of knowledge decreases with each year that advances after graduation, and especially after graduation, formation training can lead to such perception in the candidates. With these findings, we can say how important it is, to keep the information up to date for teachers and candidates.

Based on literature research, it is available in studies that are not similar to our research results on academic self-sufficiency. It was found that academic self-adequacy does not differ significantly in terms of age variability (Yağcı & Aksoy, 2015) that the self-sufficiency of participants is not influenced by the age variable (Kaya & Dönmez, 2008). In similar study, he reported that the academic self-sufficiency of music teacher candidates was not a statistically significant age difference (Şeker, 2014).

Another scale included in the study is the wealth level. Following the results of the Anova Test of Skeptical Perception of Educational Beliefs based on Participants' Well-Being, it was concluded that the levels of wellbeing of the participants was not a variable that significantly changed the perceptions of educational beliefs, but that the level of wellbeing was a significant difference in academic self-sufficiency ($p < 0.05$). According to Tukey HSD multi-comparison test results to determine which groups of significant difference arose, it was found that the significant difference was due to participants whose welfare level was "Normal" and "Very Good" (Table4). It can be said that moderately wealthy students' progress academically in order to develop themselves and lead a more favorable and quality life in their future lives, while students with high quality of life and well-being are a little more behind in terms of academic proficiency because they do worry about the future.

It is important to determine academic self-adequacy in order to examine the level of academic self-qualification of teacher candidates who are trained in formation according

to variables such as the socio-economic status of their families, the number of family members, whether they have a work room of their own, and the family dwelling environment. The studies by Uluocak & Tufan (2011) also found that no statistical difference in terms of family income levels of the academic self-sufficiency level, related to music course (Uluocak & Tufan, 2011). Another study found that there was a significant difference in statistics in favor of students with high family income levels (Babacan, Babacan, & Pirgon, 2011). Another study of candidates for physical education and sports teacher candidates found that, the participants' academic self-proficiency levels differs significantly depending on the placement variable in which most of their life passes (Tekeli, 2017).

Another assessment examined perceptions of educational belief and academic self-sufficiency according to the age of the participants. According to the results of the Anova test on educational belief sceptics and academic self-sufficiency perceptions based on the age of the participants, it was concluded that the age of the participants does not represent a significant difference in educational perceptions of education, progression, existential education, restoration, permanence and fundamentalism. However, it was concluded that age is a variable that makes a significant difference in academic self-sufficiency ($p < 0.05$). According to the results of the Tukey HSD multiple comparison test to determine the significant age groups, it was found that the significant difference was due to participants in the age of "18-21" and "26 and above" (Table3).

Finally, correlation analysis between belief in education and academic self-sufficiency was carried out according to the correlation analysis, between two scales. It was concluded that there is a relationship at the significance level of 0.01 and 0.05. Looking at the relationship between educational beliefs and academic self-sufficiency, it was found that academic self-sufficiency is a withdrawn feature of the educational belief and that there is a meaningful relationship between the educational beliefs and academic self-sufficiency. As a result, it can be said that the students studying formations are productive in terms of teaching periods, and that the values of belief and academic self-sufficiency are high.

When we look the study examined the field, it can be seen that there is a small number of researches on educational beliefs in Turkey. In the study of primary school teachers and candidate teachers in Turkey, there is a moderately positive correlation between the candidate teachers' beliefs about the empowerment of individual factors and their beliefs of permanence in a moderately positive correlation between low progress, restoration and existentialism. The external factor of teacher candidates is low with permanence and reconstruction in self-sufficient perceptions. They concluded that there is a significant relationship with fundamentalism in a moderate negative direction (Çoban, 2007; Çuhandar et al., 2013; Doğanay & Sarı, 2003). Candidate teachers (Ekiz, 2007) and school rulers (Karadağ, Baloğlu, & Kaya, 2009) examined educational beliefs in four dimensions; the philosophy of education in progress and reconstruction is determined

that the philosophy of fundamentalism and permanent education is the least adopted philosophy of education. This is consistent with our study when these results are taken into account.

As a result of research done on candidate teachers, it is generally about progress and reconstruction (Ekiz, 2007) or, experimentalism seems to be the most widely adopted educational belief

(Doğanay & Sarı, 2003; Duman, 2008) and (Çoban, 2007) while experimentalism was the most preferred educational belief in their studies with teachers; (Altinkurt et al., 2012) and (Koçak, Ulusoy, & Önen, 2012) have emerged as the most widely accepted educational belief in their study. While the result are inconsistent with our study, both progress and reconstruction are based on pragmatism or experimentation in the writing the field. Pragmatism, experimentalism, progress and reconstruction are flourish from the same thinking, and it can be said that those involved in the educational system adopt the educational understanding of pragmatism that forms the infrastructure of the more contemporary understanding of education.

In conclusion, it can be stated that there is a meaningful relationship between the educational belief and academic self-sufficiency which was determined as a result of the correlation analysis. As a result, it is found that gender is an important variable in the educational belief and in the perception of academic self-sufficiency and causes significant differences; It was concluded that the level of age and wellbeing are only a significant difference in academic self-sufficiency. In addition, it can be said that female care more about academic self-efficacy and male have an innovative understanding in education. It is observed that academic self-efficacy reaches the highest level between the ages of 22-25 and, this situation decreases with the end of the education process. These results show that the information obtained in the education process of the students are not permanent. As a result of this, it can be said that academic self-efficacy decreases, especially together with the end of the educational process.

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