The impact of self-efficacy perceptions of Imam Hatip Secondary School teachers on students and educational environment

Ahmet KOÇ [a] *

[a] *Department of Religious Education, Faculty of Theology, Near East University, Near East Boulevard, Nicosia 99138, Turkish Republic of Northern Cyprus*

Abstract

This research was carried out to determine the self-efficacy perceptions of teachers working in Imam Hatip Secondary Schools and to examine the effect of teachers' competencies on students and education environment (relationships with students and teaching-learning processes). "Teacher self-efficacy scale" in the quantitative dimension of the research carried out by the mixed method; "semi-structured interview form" was used in its qualitative dimension. There were 357 teachers in the quantitative part and 86 students in the qualitative part of this research carried out in Istanbul in 2020. According to the results of the research, it was determined that teachers have a high level of self-efficacy. It was observed that gender, seniority and branch variables did not make a significant difference on teachers' self-efficacy perception. In qualitative part, it was concluded that the students confirmed the high efficacy of teachers. It has been determined that high self-efficacy of teachers affects the educational environment positively. As the factors that positively affect the teaching-learning processes; it was determined as giving responsibility, using different teaching methods, cooperating in classroom management, connecting with daily life, following homework outside of school and cooperating with their families. As the factors that negatively affect the teaching-learning processes; teaching the lesson with a single technique, addressing only the relevant students and communicating with the family only in a negative situation. For future research, comparative results can be obtained by evaluating teacher competencies from the eyes of other stakeholders in education, such as school administrators, colleagues, students and parents.

1. Introduction

High self-efficacy perceptions of teachers is important for students to receive a good education. A good education of students means that the country goes further and becomes stronger. It is thought that the teacher, who has a high self-efficacy perception,

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* Tel.: +90-548-850-3999

  E-mail address: ahmet.koc@neu.edu.tr

differentiates the course contents in accordance with the needs and expectations of the students, uses technology better and applies new education and training techniques more. Imam Hatip Secondary Schools (IHSS) are schools where the Holy Quran and Arabic lessons are taught in addition to the courses taught in other schools, and where different educational practices such as hafiz project are made. Parents who send their children to these schools expect an academic success along with a healthy religious education. Teachers' self-efficacy perceptions in these schools where both religious education and mathematics, science and social sciences education are given have a great effect on students, parents and school environment (relationships with students and teaching-learning processes). This effect on students and parents also plays a role in the continuation of the high school life of the student in IHSS, which is the same type of school. In this study, self-efficacy perceptions of teachers working in IHSS were examined in terms of various variables. Then, the effect of teachers' self-efficacy perception on the educational environment and students was investigated.

1.1. Literature Review

People think about whether they are sufficient at that job before performing a behavior. These thoughts have the power to affect the performance of the person. Therefore, in order to start a business and continue it successfully, it is important that beliefs about that business are high. The belief that one can achieve a job is expressed by the concept of self-efficacy. Bandura, who first introduced the theory of self-efficacy, defines self-efficacy as "*judgments about the capacity of individuals to carry out the actions necessary to perform a performance and organize these actions*" (Bandura, 1986). Bandura states that self-efficacy also affects four basic psychological processes, which are cognitive, motivational, emotional, and selective processes that have a vital place in human life (Bandura, 1997).

Teacher self-efficacy is defined as "*the judgment of a teacher about whether he / she can achieve the desired results with the skills he has, such as loyalty and learning*" (Tschannen-Moran & Hoy, 2001). Teachers' self-efficacy can be described as the confidence that the teachers themselves can bring their students to the expected level both in academic and social aspects (Ayra & Kosterelioglu, 2016). The profession of teaching is not only a specialization profession, but also a social responsibility in the form of leadership and being a role model. In order to be successful in this profession, the teacher must have both personal and professional competencies, attitudes and skills (Koc, 2009). In addition to having the expertise and skill set required by the teaching profession, another factor that affects a teacher's professional qualification is their belief that they can truly fulfill their duties and responsibilities (Capa, Cakiroglu & Sarikaya, 2005). This belief, which is explained with teacher self-efficacy, includes the teacher's capabilities and proficiencies of the teacher in classroom management, aptitude related

to their relations with students and expertise in using teaching strategies (Gokyer & Bakcak, 2018). Teachers' self-efficacy beliefs also affect how they motivate themselves during teaching and how they will struggle when faced with difficulties (Kacar & Beycioglu, 2017). Teachers who have a strong belief in self-efficacy support the development of students' interests and academic orientation. Those with low self-efficacy perception apply external support or negative sanctions to teach students (Deniz & Tican, 2017). The high self-efficacy perceptions of teachers are important in terms of students' having a good education. Because the teachers 'belief in high self-efficacy ensures that students' attitudes are positive (Gokyer & Bakcak, 2018) and their academic success increases (Aytac, 2018). Teachers, who have a high self-efficacy perception, differentiate the course content in accordance with the needs and expectations of the students (Saracaloglu, Certel, Varol & Bahadir, 2012), they apply the new education and training techniques that they use technology better (Ayra & Kosterelioglu, 2016) and a higher they experience job satisfaction (Arslan, 2019).

1.2. Purpose and importance of the research

It is possible to say that Imam Hatip schools are a unique experience for Turkey, which combines social, human and science with Islamic sciences in the same curriculum. These schools have an important place in Turkey in meeting the religious, moral and spiritual needs of the people besides general education (Aktas, 2017). Parents who send their children to these schools expect an academic success as well as a healthy religious education (Ciftci, 2019). It is possible to say that the self-efficacy perceptions of teachers in these schools, where both religious education and mathematics, science and social sciences are given, have a great impact on students, parents and school environment.

The aim of this research is to determine the self-efficacy levels of teachers working in IHSS, to determine whether their self-efficacy has changed in terms of various variables and to examine the effects of teachers' self-efficacy on the students and educational environment. Although many researches have been done on teachers' self-efficacy, no study has been found for teachers working at IHSS. Because, IHSS differs from other schools in terms of being both schools where culture lessons (mathematics, science, etc.) and religious lessons (the Holy Qur'an, Arabic, etc.) are taught together. As a result of the content and form of education provided in these schools, there is a school climate and school culture that is unique to these schools. Each of the Imam Hatip schools both created a distinctive school culture and ensured the formation of a common Imam Hatip culture throughout the country as a whole. It is important to compare the self-efficacy of the teachers of religious lessons and other branch teachers who have a share in the formation of this climate and culture that differentiates Imam Hatip schools. In addition, the fact that the effect of teachers' self-efficacy on student relations and teaching-

learning process will be analyzed with the mixed method used in this study makes the study important.

2. Method

2.1. Research design and data collection tools

The research was carried out with a mixed research model. Mixed method research, which is thought to help establish a bridge between qualitative and quantitative research methods, is defined as the researcher's unification of qualitative and quantitative methods within a study or successive studies (Creswell, 2019). Accordingly, in the current research process, quantitative data collection tool was used to determine the self-efficacy of teachers working at IHSS, and qualitative data collection tool was used to examine the effects of teachers' self-efficacy on student relations and teaching-learning processes. Because even if teachers are sufficient in terms of their field knowledge, if they lack a sense of self-efficacy towards the teaching profession, they cannot be expected to be efficient in their relationships with students and their teaching-learning processes (Sahin, 2010). The reason why this research method is preferred; it is primarily aimed to evaluate teachers' self-efficacy. Afterwards, it was aimed to explain the quantitative data obtained in the study, which are teachers' self-efficacy, by the qualitative interview method and to obtain in-depth results.

In the quantitative dimension of the research; "Teacher Self-Efficacy Scale", which was developed by Tschannen-Moran and Hoy (2001) and later adapted to Turkish by Capa et al. (2005), was used. The scale, which has a total of 24 items, is three sub-dimensions, each consisting of eight items: "competence in student participation", "proficiency in instructional strategies", "proficiency in classroom management". Cronbach Alpha coefficient for the whole scale is .91; for its sub-dimensions, it is .79, .81, .83, respectively. It can be stated that this scale, which has a reliability coefficient above 0.70, can be used as a valid and reliable measurement tool in the research (Buyukozturk, 2020). While evaluating the average scores of the scale prepared in nine-point Likert type, the score ranges used are as follows: 1.00-2.59 insufficient; 2.60-4.19 very little enough; 4.20-5.79 slightly enough; 5.80-7.39 quite enough; 7.40-9.00 very sufficient.

The semi-structured interview form was used in the qualitative dimension of the research. The form, which contains three open-ended questions, was prepared by taking the opinions of two faculty members who are experts in their fields. The four strategies required to ensure the validity and reliability of the qualitative dimension were applied to "*belief, transferability, reliability and verifiability*" (Yildirim & Simsek, 2016). For this purpose, good structuring of the data collection tool and maximum variety of participants were provided. Volunteering was taken as a basis and a pilot application was made. Some of the analyzed data was transferred unchanged in the research. Demographic characteristics of the participants were explained. All stages of the research have been

announced. Before and after the research, expert examination was made. Expert opinion was received while preparing the data collection form. In order to maintain social distance with the participants, recording and taking notes were carried out in a natural environment.

2.2. Working group and analysis of data

The study group of the research consists of 357 teachers and 86 students working in 13 IHSSs in Istanbul in 2019. The demographic characteristics of the teachers are as follows: According to their gender; female teachers (N=219, 61.4%) and male teachers (N=138, 38.6%). According to its branches; culture lessons teachers (N=234, 65.6%) and religious lessons teachers (N=123, 34.4%). According to their seniority; 1-5 years (N=164, 45.9%) 6-10 years (N=110, 30.8%), 11-15 years (N=42, 11.8%) and over 15 years (N=41, 11.5%). The demographic characteristics of the students are as follows: According to their gender; female students (N=49, 57.0%) and male students (N=37, 43.0%). According to their classes; 6th grade (N=23, 26.7%), 7th grade (N=27, 31.3%), 8th grade (N=36, 41.8%).

SSPS 25.0 program was used for statistical analysis. Arithmetic averages were calculated in determining teachers' self-efficacy. A t-test was used to determine the differences between the demographic factors, the number of which is two. For the demographic factors more than two, the Anova test was used to examine whether the difference between the groups was at the level of .05 significance. Qualitative data were evaluated using content analysis. Content analysis is a method that allows data to be systematically shaped within the framework of predetermined categories (Yildirim & Simsek, 2016).

3. Results

The results of the analysis carried out to determine teachers' self-efficacy and differences between groups are shown in tables. Teachers' self-efficacy levels are presented in Table 1:

Table 1. Teachers' self-efficacy levels

Factor	N	Minimum	Maximum	$\overline{X}$	SD	Value
Student Participation	357	3.88	9.00	7.02	.833	Quite enough
Instructional Strategies	357	3.60	9.00	7.32	.838	Quite enough
Classroom Management	357	3.88	9.00	7.41	.858	Very sufficient

According to the results in Table 1, teachers' self-efficacy is "quite sufficient" in the student participation factor with $\overline{X}$=7.02 points, "quite sufficient" in the teaching strategies factor with $\overline{X}$=7.32 points, and "very sufficient" in the classroom management factor with $\overline{X}$=7.41 points. These results show that teachers' self-efficacy levels are high.

3.1. Self-efficacy of teachers according to gender variable

Data showing the self-efficacy levels of the teachers according to their gender are presented in Table 2:

Table 2. Self-efficacy levels of teachers according to gender variable

Factor	Gender	N	$\overline{X}$	SD	t	P
Student Participation	Female	219	7.03	.849	1,498	.135
	Male	138	6.91	.804		
Instructional Strategies	Female	219	7.34	.862	.475	.635
	Male	138	7.30	.799		
Classroom Management	Female	219	7.38	.869	-.840	.401
	Male	138	7.45	.840		

When the self-efficacy of teachers according to the gender variable is examined, it is seen that there is no significant difference between the groups. However, female teachers have higher self-efficacy in student participation and teaching strategies, while male teachers have higher self-efficacy in classroom management factor. Female teachers gave $\overline{X}$=7.03 points and male teachers gave $\overline{X}$=6.91 points to the student participation factor. Female teachers gave $\overline{X}$=7.34 points and male teachers gave $\overline{X}$=7.30 points to the teaching strategies factor. In the classroom management factor, female teachers gave $\overline{X}$=7.38 points and male teachers gave $\overline{X}$=7.45 points. According to these results, it is seen that female teachers have a higher self-efficacy level than male in terms of student participation and teaching strategies, while male teachers have a higher level in classroom management factor than female.

3.2. Self-efficacy of teachers according to branch variable

In this research, teachers working in IHSS were evaluated in two different categories as culture lessons branch (mathematics, science, etc.) and religious lessons branch (the Holy Qur'an, Arabic etc.). Data showing the self-efficacy levels of teachers according to their branches are presented in Table 3:

Table 3. Self-efficacy levels of teachers according to branch variable

Factor	Branches	N	$\overline{X}$	SD	t	P
Student Participation	Culture lessons	234	6.96	.811	-.730	.466
	Religious lessons	123	7.03	.851		
Instructional Strategies	Culture lessons	234	7.32	.838	.121	.904
	Religious lessons	123	7.30	.836		
Classroom Management	Culture lessons	234	7.41	.831	.280	.779
	Religious lessons	123	7.39	.862		

When the self-efficacy of teachers according to the branch variable is examined, it is seen that there is no significant difference between the groups. However, while self-efficacy teachers of religious lessons are higher in student participation factor, culture lesson teachers have higher self-efficacy in teaching strategies and classroom management factors. Culture lesson teachers gave $\overline{X}$=6.96 points, and religious lessons teachers $\overline{X}$=7.03 points for student participation factor. Culture lessons teachers gave $\overline{X}$=7.32 points and religious lessons teachers $\overline{X}$=7.30 points for teaching strategies factor. Culture lessons teachers gave $\overline{X}$=7.41 points and religious lesson teachers $\overline{X}$=7.39 points for classroom management factor. According to these results, although it is not significant, it is seen that teachers of culture lessons have a higher level of self-efficacy than teachers of religious lessons in teaching strategies and classroom management factors. And teachers of religious lessons have higher level of self-efficacy than teachers of culture lessons in students' participation factor.

3.3. Self-efficacy of teachers according to seniority (1-5; 6-10; 10-15; 15+ years) variable

Data showing the self-efficacy levels according to the seniority of the teachers are presented in Table 4:

Table 4. Self-efficacy levels of teachers according to seniority variable

Factor	Levene		Anova	
	Statistic	P	F	P
Student Participation	2.212	.086	2,209	.087
Instructional Strategies	.941	.421	.981	.402
Classroom Management	.878	.453	2,002	.113

According to the seniority variable, Levene test was first applied to determine whether the teachers' self-efficacy levels have changed or not, and it was seen that all groups were homogeneously distributed. As a result of the Anova test applied later, there was no significant difference between the groups in any factor (F=2.209, P>.05; F=.981, P>.05; F=2.002, P>.05). According to these results, it can be said that the change in the working year of the teachers did not cause a significant difference in self-efficacy.

3.4. The effect of teachers' self-efficacy on students and the educational environment

The effects of teachers' self-efficacy can be seen on the educational environment. The findings of the in-depth research with students will reveal the causes and results of quantitative data in a healthier way. In this context, the effect of teachers' self-efficacy on students and the educational environment was tried to be determined through the semi-structured interview form applied to students.

Students in the study group were coded from S1 to S86. Codes were created according to the answers given by the students to the questions in the semi-structured interview form. Based on the findings, two themes were created. Then, the code frequencies are given and the opinions of the students are presented. The themes and codes created for the effect of teachers' self-efficacy on students and educational environment are presented in Table 5:

Table 5. The effect of teachers' self-efficacy levels on students and educational environment

Themes	Code	f
The positive effects of teacher attitudes and behaviours on the education environment and student (+)	Using technology	46
	Giving responsibility	40
	Encouragement	35
	Using instructional strategies	29
	Linking with daily life	22
	Collaborate	18
	Following	15
	Creating alternatives	14
Negative effects of teacher attitudes and behaviours on the educational environment and student (-)	Monotonicity	33
	Escape to convenience	24
	Getting external support	13
	Negative attitude	11

In order to examine the effects of teachers' self-efficacy on students and the educational environment, students were asked to share their learning environments. With the sharing of the students, it was tried to obtain information about the attitudes of the teachers towards the students, which disturbed the lesson flow, their attitudes towards difficult questions, their use of different teaching strategies, classroom management methods, motivation efforts for students. Codes and themes were created by finding similarities in students' answers.

Students stated that they use methods that can be evaluated positively about classroom management from teacher self-efficacy. These include giving student's responsibility, using different teaching methods and collaborating with them. However, it was also stated that they use the methods that are considered negative by the students, which can be described as receiving external support and exhibiting negative attitudes. S2: "*When we are distracted, they use different activities to attract attention, for example, they conduct lessons with smart board music.*" S3: "*By linking the lesson with daily life, they changes our interests.*" S7: "*When a friend speaks in the lesson, they tries to teach the lesson by referring to him. Thus, he attracts his curiosity and continues the course of the lesson.*" S19: "*If we have a friend who disrupts the lesson, he tries to ensure his participation in the lesson by asking questions that will not force them; he tries to adopt that lesson by loading some responsibilities related to the lesson. Although it doesn't*

always work, it usually works." S25: *"While teaching, he walks in the classroom and shows that he is dominating the class."* S8: *"It gives plus or minus. He says if you are silent, I will give the writing +5 points, and if you speak, I will give you -5 points."* S10: *"They use direct administration and discipline towards students."* S18: *"They complain to the administration."* S29: *"They inform our family, they call them to school."*

The students stated that they used methods that can be evaluated positively about using teaching strategies from teacher self-efficacy. These include using technology, diversifying teaching techniques, connecting with daily life, and collaborating with students. In addition, it has been stated that they use the methods that are considered negative by the students such as processing the lesson through one technique and turning towards only the students concerned. S1: *"Our teacher explains the subject first, then teaches the lesson with question-answer and then makes question solutions together. In this way, they teach the lesson in three stages, which is better for learning and keeping in memory."* S32: *"He uses different methods, for example, when our math teacher understands that we do not understand, he explains it to us with formulas or videos."* S47: *"My numerical teachers mostly go the same way of teaching. However, sometimes we use different techniques in verbal lessons. I can give the example of playing games and lectures by students."* S50: *"Before a science lesson teacher started to teach the lesson, he asked a question about the relationship between our topic and everyday life, he set up a focus on certain areas in the subject, then started the lesson and kept everyone's attention active."* S62: *"He uses different methods, sometimes he tells the lesson with the story, and sometimes he opens videos about the subject from the smart board."* S71: *"We sometimes learn the lessons by singing."* S75: "*He had prepared a puzzle, we all liked it, and even our most uninterested friends solved it.*" S33: *"Our lessons are generally taught by the teacher's expression. I don't remember a different method."* S42: *"Some of our teachers teach the lesson with our front row friends, we do not attend much*.*"*

The students stated that they use methods that can be evaluated positively regarding the participation of students from teacher self-efficacy. These include motivating the students of their teachers for the lesson, producing alternatives in the face of difficult questions, encouraging their future, collaborating with them, rewarding them, following their homework outside the school and collaborating with their families. However, it was also stated that they generally use methods that are considered negative by students, such as teaching lessons with the relevant student group, and communicating with the family only in a negative situation. S11: *"When I shared my high goals with my English teacher, he respected my view and said that he hoped I would reach those goals, and increased his interest in me."* S17: *"To me, a real teacher is actually the person who motivates the student well and encourages them to work. So of course my teachers are the biggest supporter especially in my LGS adventure."* S28: *"They want me to be more successful than me to achieve good performance in exams and lessons. Even I am not trying so hard."* S30: *"Some of my teachers explain what the famous names, known to*

almost all of the society, can achieve thanks to their efforts despite their difficulties in their school life.” S37: *“They sit like a friend with us, they chat with us, and they do their best to motivate us, and sometimes reward us with tiny rewards.”* S49: *“They say we can do anything if we work. They say we can ask them everything we do not understand. Even though we get bad results in exams, they give us morale by saying that this cannot affect our lives negatively.”* S54: *“It motivates us by saying 'you will be a good lawyer and a teacher' according to our personalities. He also talked and persuaded a friend who wanted to leave school.”* S64: *“It motivates us to participate in the lesson and receives gifts for those who attend more.”* S66: "*He talks to us, 'how do we process the lesson' and we decide together the way the lesson is delivered.*" S77: *“He provides questions and we interprets together even if we do not know the answer.”* S23: "*I was prepared in advance and once I asked my teacher a difficult question. My teacher thanked me for my question and then solved it. Later, he explained this to other teachers to praise me.*" S27: *“They answer the difficult or sometimes ridiculous questions we ask with great patience and respect.”* S41: *“When we ask a difficult question, he says that he will sometimes answer the next lesson and do some more research on the subject. He also wants us to investigate.”* S24: *“Our teachers come to our homes regularly. He also asks our mother about our daily plan from time to time via phone and WhatsApp.”* S4: "*He tells my mom and dad classic phrases such as 'your child is actually intelligent but he doesn't work.' So hopes them.*" S10: *“My teacher had contacted my family several times during the periods when my interest in the lesson decreased and my grades decreased, but no teacher called and congratulated my family during the periods when my interest increased and my grades increased.”*

4. Discussion and Conclusions

In this research, which examines the effect of teachers 'self-efficacy levels and teachers' self-efficacy on the education environment and students, the following results have been reached:

It has been determined that teachers' self-efficacy levels are high. The teachers evaluated the student participation factor of the scale as “quite sufficient” with $\overline{X}$=7.02 points, the teaching strategies factor as “quite sufficient” with $\overline{X}$=7.32 points and the classroom management factor as “very sufficient” with $\overline{X}$=7.41 points. The results seen in the previous studies support this finding. In different studies, it is stated that teachers' self-efficacy is at a “quite sufficient level” (Aslan & Kalkan, 2018; Gokyer & Bakcak, 2018). As a finding confirming the results of this research, Aytac (2018) states that teachers' self-efficacy is high and that the highest evaluated factor is the “classroom management” factor just as this study.

When the self-efficacy of teachers according to gender variable was examined, it was determined that there was no significant difference between the groups. Although there was no significant difference between the groups, it was observed that female teachers

'self-efficacy was higher in student participation and teaching strategies factors and male teachers' self-efficacy was higher in classroom management factor. In study conducted to determine the self-efficacy perceptions of teachers of Imam Hatip High School (IHHS), it was determined that the gender variable did not cause a significant difference between the groups (Koc, 2009). In a study conducted on Religious Culture and Moral Knowledge (RCMK) teachers, it is stated that female teachers' classroom management self-efficacy is higher than male teachers (Coskun, 2010). Various studies in other school types and with different branch teachers have also been found to confirm the results in this study (Aslan & Kalkan, 2018; Ayra & Kosterelioglu, 2016; Aytac, 2018; Gokyer & Bakcak, 2018).

In the research, teachers working in IHSS were evaluated in two different categories as the culture lessons branch (mathematics, science etc.) and religious lessons branch (the Holy Qur'an, Arabic etc.). When the self-efficacy of the teachers according to the branch variable was examined, it was found that there was no significant difference between the groups. Although there was not a significant difference between the groups, it was seen that the self-efficacy of the religious lesson teachers was higher in the student participation factor, and the self-efficacy of the culture lesson teachers in the teaching strategies and classroom management factors. The results seen in previous studies support this finding. In various studies examining the self-efficacy of secondary and high school teachers, it is stated that the branch variable does not make any difference between the groups (Aslan & Kalkan, 2018; Ayra & Kosterelioglu, 2016; Gokyer & Bakcak, 2018).

When the self-efficacy of teachers according to the seniority variable was examined, it was determined that there was no significant difference between the groups. In studies conducted to determine the self-efficacy perceptions of teachers at IHHS, it was determined that the variable of seniority did not cause a significant difference between the groups (Koc, 2009). Similar findings were seen in other types of school and in various studies with different branch teachers. In a study examining the self-efficacy of secondary and high school teachers, it is stated that the seniority variable does not make any difference between the groups (Aslan & Kalkan, 2018). In a research conducted for teachers of RCMK, it was found that self-efficacy perceptions decreased inversely proportional to the increase in the seniority of teachers and it was stated that this situation should be investigated specifically (Zengin, 2013).

According to the results of the qualitative section, where the effects of teachers' self-efficacy on students and the educational environment are examined; it has been determined that the methods that can be evaluated positively in the form of giving responsibility, using different teaching methods, and cooperating about classroom management are used by teachers. In addition, it has been determined that they use methods that are considered negative by students such as receiving external support and exhibiting negative attitudes. It is stated in the literature that resorting to external

incentives or negative sanctions can be considered as low self-efficacy (Deniz & Tican, 2017). In a study examining teachers 'self-efficacy and classroom management skills, it is stated that there is a significant relationship between teachers' classroom management skills and self-efficacy beliefs. In the same research, it is stated that teachers who plan and apply their lessons do more behaviors such as attracting attention, solving problems, acting democratically, following expectations and rules, and interacting with students (Kayabasi, Yeniceli, Ataman, Sahin & Nacar, 2017).

Related to using instructional strategies; it has been determined that the methods that can be evaluated positively in the form of using technology, diversifying teaching techniques, connecting with daily life and cooperating with students are used by teachers. In addition, it has been determined that they use the methods that are considered negative by the students such as processing the lesson through one technique and turning towards only the students concerned. In previous studies, it is stated that there is a relationship between teachers' self-efficacy and teaching styles (Saracaloglu, Aldan Karademir, Dincer & Dedebali, 2017). In a research conducted for teachers who attend religious classes, it was stated that the highest qualification dimension among teachers' qualification features was the use of materials in their classes (Kaya, 2019).

Regarding student participation; it has been determined that teachers use positive methods such as motivating their students for the lesson, producing alternatives in the face of difficult questions, encouraging their future, collaborating with them, rewarding them, following their homework outside of school and collaborating with their families. However, it was also determined that they generally use the methods that are considered negative by the students such as teaching lessons with the relevant student group and communicating with the family only in a negative situation. It is stated in the literature that high self-efficacy of teachers has an important role in motivating students (Ayra & Kosterelioglu, 2016). It is stated that teachers with low self-efficacy perceptions do look for ways to facilitate students' learning and avoid dealing with students who have difficulties in learning (Coskun, 2010). In a study conducted for high school teachers, it is stated that teachers' self-efficacy related to student participation is lower than other factors (Gokyer & Bakcak, 2018).

5. Recommendations

Based on these results, he can make the following suggestions:

In today's world, where technology use is a part of education, in-service trainings can be given to strengthen this competence of teachers and enable them to diversify their learning strategies. Considering the positive results of communicating with the families when the students are successful, the positive developments of the students in the education process can be shared with their families in the school or home environment.

With quantitative research, the effects of different variables on teachers' self-efficacy can examine. With qualitative research, the reasons and results of teachers' self-efficacy levels can be examined in depth. Although teachers' perceptions are important, it will not be sufficient to accept this as an evaluation criterion alone. Comparative results can be obtained by evaluating teacher competencies through the eyes of other stakeholders of education, such as school administrators, colleagues, students and parents.

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