PRESERVICE ELEMENTARY TEACHERS' SELF-EFFICACY AND ATTITUDES FOR TEACHING OF READING-WRITING

(Research article)

Kayhan Bozgün iD

Faculty of Education, Primary Education Department, Amasya, TURKEY

kayhanbozgun@gmail.com

Biodata: Kayhan Bozgün is a doctor at the Amasya University. His research interest is reading and writing.

PRESERVICE ELEMENTARY TEACHERS' SELF-EFFICACY AND ATTITUDES FOR TEACHING OF READING-WRITING

Kayhan Bozgün

kayhanbozgun@gmail.com

Abstract

Teaching of reading-writing is a basic course for preservice elementary teachers. Before starting their pedagogical professional life, preservice teachers are expected to have high self-efficacy and attitudes towards the course. This study aims to determine the relationship between self-efficacy and attitudes towards teaching of reading-writing. In the sub-objective of the study, the differences according to the variables of gender, grade level, amount of daily reading, and level of like to teach were examined. The sample of the study was determined by convenience sampling, one of the purposeful sampling methods. In this context, 224 preservice teachers participated study in the fall and spring semesters of the 2021-2022 academic year of the education faculty of a state university in the Central Black Sea Region. To collect the data, "Self-Efficacy Scale Towards Reading and Writing Teaching" and "Attitude Scale for Primary Reading and Writing Teaching" were used. In addition, some demographic information was included at the beginning of the data collection form. SPSS 24 program was used in the analysis of the data; independent samples t-test was used in bivariate groups and One-Way Analysis of Variance was used in triple groups. Relationships between dependent and independent variables were tested using multiple regression analysis. Pearson Correlation Coefficient analysis findings were examined to determine which sub-dimensions of the self-efficacy scale should be included in the multiple regression equation. The findings of the study revealed that the self-efficacy of preservice elementary teachers differs according to gender, class, and daily reading levels. A difference was determined in the attitude scores of the preservice teachers according to the variables of gender and like to teach. According to the results of multiple regression analysis, it was concluded that as the preservice teachers' self-efficacy for teaching reading-writing increased, their attitudes also increased.

Keywords: teaching of reading-writing, self-efficacy, attitude, preservice teachers.

1. Introduction

One of the basic criteria of contemporary development is that societies have high levels of literacy. Changing paradigms on literacy emphasize that literacy can start from early childhood and even from before birth. The beginning of reading and writing in formal education institutions takes place in the first grade of primary school. In this respect, teaching of reading-writing is a field that can be considered the beginning of literacy (Arslan & Aytaç, 2010; Delican & Adıyaman, 2021). The reading and writing skills that first-year primary school students will acquire form the basis of their achievements in the following years (Akyol, 2020).

Teaching reading-writing is defined as an educational activity in which the foundations of reading and writing skills, which begin in primary school and are frequently used by students in later education levels. Since the aim is to improve literacy, children are expected to gain intensive reading and writing skills when they start primary school (Gömleksiz, 2013; Şahin, 2010). Correct acquisition of reading and writing skills is also important in the formation of the infrastructure of other courses. One of the factors that provide this acquisition is

undoubtedly the preservice elementary teachers. Preservice elementary teachers, who differ from other branches in this aspect in education faculties, gain competence in this field by taking the teaching reading-writing course.

The fact that this course is taught in education faculties in an efficient and competent manner will contribute to the solid foundations of preservice elementary teachers in reading and writing when they start their profession (Arslan & Aytaç, 2010; Güneş, Uysal & Taç, 2016). The self-efficacy and attitudes of preservice elementary teachers towards teaching reading-writing are effective in the success of teaching process. It is necessary for the preservice elementary teachers to have a high belief that they are or will be enough to be successful in teaching reading-writing. At the same time, a similarly high level attitude towards teaching will improve the students' view of reading and writing in a positive way. Albert Bandura (1997) defines self-efficacy as having positive beliefs about one's self in achieving a goal or fulfilling a task. Self-efficacy is an important dimension in the center of the Social Learning Theory put forward by Bandura. In his study, he associated self-efficacy with determination, willingness and belief (Bandura, 1997). He also argues that in order to gain competence in a field, the motivation to learn that job should be high and performance should be displayed on that subject. Self-efficacy can be used in the Turkish literature as self-efficacy belief, self-efficacy expectation and self-efficacy perception (Nakip & Özcan, 2016). Teaching self-efficacy consists of the knowledge, skills and attitudes those necessary to take the responsibility of teaching (Demirtaş, Cömert, & Özer, 2011). Since the self-efficacy is correlated to different learning outcomes such as success, learning process, and motivation (Zimmerman, 2000), teaching self-efficacy is important in the classroom environment.

The differences that students have at the level of reading and writing are one of the biggest challenges faced by many teachers (Tschannen-Moran & Johnson, 2011). For example, Yıldırım and Demirtaş (2008) stated in their study that preservice elementary teachers may feel inadequate, considering that the theoretical framework and the practice of the teaching reading-writing course are unrelated. It is thought that a teacher or preservice teacher who thinks that he will not be sufficient in teaching reading-writing will make less effort to teach these skills (Delican & Adıyaman, 2021). Self-efficacy actually falls under the motivation created by these beliefs, desires and attitudes. In this respect, there is a relationship between self-efficacy and attitude in the theoretical framework. There are many studies examining the relationship between self-efficacy and attitude (Demirtaş et al., 2011; Nakip & Özcan, 2016; Polat & Karakuş, 2020; Savolainen, Malinenc, & Schwab, 2020). These studies reveal that low or high self-efficacy of preservice teachers affects their attitudes teaching reading-writing course.

Attitude was first measured by Thurstone (1929) and described as expressions reflecting positive and negative feelings about a situation. Senemoğlu (2009) defined attitude as an acquired internal emotional state that determines the choice in personal behavior towards any situation, event or individual. Kagitcibasi (2010) has made this definition as the tendencies that make up an individual's feelings, thoughts and behaviors on a subject. Since there is a strong link between the personal beliefs of individuals and their attitudes, if the level of belief about the quality of the education given by the teacher and its effect on preparing them for life is low, the probability of being beneficial to students decreases (Nakip & Özcan, 2016). The attitude of the teacher in the classroom is also reflected in his teaching process and practices (Demirtaş et al., 2011; Rimm-Kaufman & Sawyer, 2004). The competence and attitude of primary school teachers in teaching primary reading and writing can affect the development of students' literacy skills. Similarly, students can be affected by teachers' attitudes and perceptions in the teaching reading-writing process (Yılmaz & Turan, 2020).

Kartal (2018) states that preservice elementary teachers' success in the teaching reading-writing course is related to their attitudes towards the course.

Studies in the literature show that self-efficacy is determined by gender (Değirmenci Gündoğmuş, 2018), grade level (Polat & Karakuş, 2020; Wahyudiati, Rohaeti, Wiyarsi, and Sumardi, 2020), amount of daily reading (Kaya, 2019; Tschannen-Moran and Johnson, 2011) and like to teach (Çağırgan, Yavuz, & Deringöl, 2018) variables. Likewise, attitudes were determined by gender (Kızılaslan Tunçer, 2013; Wahyudiati et al., 2020), grade level (Polat & Karakuş, 2020; Wahyudiati et al., 2020; Tschannen-Moran and Johnson, 2011), amount of daily reading (Erdağı & Toksun, 2020) and like to teach variables. In this study, it is thought that it is important to examine preservice elementary teachers' self-efficacy and attitudes towards teaching reading-writing according to some demographic variables. "What is the relationship between preservice teachers' attitudes towards teaching reading and writing and their self-efficacy?" is the main problem of the research. In the light of this problem, the research aims to examine the relationship between preservice elementary teachers' self-efficacy and attitudes towards teaching reading-writing. The sub-purpose of the study is to determine whether the two variables differ according to the variables of gender, grade level, amount of daily reading, and the level of like to teach. Within the scope of this purpose, answers to the following sub-problems were sought:

1. Do the attitudes and self-efficacy scores of preservice elementary teachers towards teaching reading-writing differ significantly according to the variables of gender, grade level, amount of daily reading, and level of like to teach?
2. How is the average level of attitude scores and self-efficacy scores of preservice elementary teachers towards teaching reading-writing distributed?
3. Is there a relationship between preservice elementary teachers' attitude scores towards teaching reading-writing and their self-efficacy scores?
4. Do preservice elementary teachers' self-efficacy scores for teaching reading-writing predict their attitudes towards teaching?

2. Method

2.1. Research Design

This study was carried out with the correlational research design, which is one of the quantitative research methods. This model was used since the study aimed to examine the relationship between teaching reading-writing self-efficacy and attitudes of preservice elementary teachers. In the study, the differences of the two variables according to some demographic variables were also examined. Correlational research models are a research model that aims to determine the existence, direction and degree of change between two or more variables (Cohen, Manion, & Morrison, 2018).

2.2. Study group

The sample of the research consists of 224 preservice elementary teachers studying at the faculty of education in a state university in the Central Black Sea Region. Since the study is related to the teaching reading-writing course, the study group consisted of the preservice elementary teachers who have taken this course. Sample was determined with the convenience sampling method. There are 53 (23.7%) preservice teachers in the 2nd grade; 81 (36.2%) in the 3rd grade, and 90 (40.1%) in the 4th grade. It was determined that the age range of preservice teachers was between 18 and 25 ($\bar{X}$: 20.91; *Sd:* 1.46).

2.3. Data Collection and Instruments

Teaching reading-writing course is included in the third semester of the Elementary Education Programme. For this reason, after taking this course data were collected from 2nd grade preservice teachers. This research was found ethically appropriate and approved by the Social Sciences Ethics Committee of Amasya University (21/03/2022-62939). It was attentioned to all participants in the study had taken this course. Data collection took approximately 15 minutes. Participants were informed during the data collection process that participation in the study was voluntary. The data of the research were collected with "Self-Efficacy Scale for Primary Reading and Writing Teaching" and "Attitude Scale for Primary Reading and Writing Teaching Course". To examine the changes in the scores of preservice teachers from these two scales according to demographic characteristics, questions consisting of gender, grade level, amount of daily reading and like to teach were included in the form.

Self-Efficacy Scale for Primary Reading and Writing Teaching: It is a measurement tool developed by Delican (2016) to determine preservice teachers' self-efficacy levels for teaching reading-writing. The scale consists of 25 items and three sub-dimensions. The sub-dimensions of the scale are defined as preparation, application and assessment. There are 9 items in the preparation sub-dimension, 12 items in the application sub-dimension, and 4 items in the assessment sub-dimension. A 5-point Likert-type was used to answer the scale. Preservice teachers are asked to answer the statements from 1 to 5. The construct validity of the scale was examined with Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA). The KMO value of the scale was .90; The Bartlett test was significant at the .05 level and it explained 62.74% of the variance. As a result of the CFA analysis, the chi-square degrees of freedom ratio was 1.55; CFI was determined as .98, NFI .94 and RMSEA .05, and it was understood that the fit indices have excellent and good values. In the reliability analysis, the Cronbach alpha internal consistency coefficient was calculated as .90; it was determined that the item-total correlations took values between .49 and .68, and the power to distinguish individuals was high. The Cronbach's alpha coefficient of the scale calculated for this study as .92.

Attitude Scale for Primary Reading and Writing Teaching Course: It was developed by Arslan and Aytaç (2017) to determine the attitudes of preservice elementary teachers and elementary teachers towards teaching reading-writing. EFA and CFA analyzes were performed to examine the construct validity. As a result of EFA analysis, a measurement tool consisting of three dimensions and 19 items was obtained. KMO coefficient as .90; the total variance was explained approximately 60%. The scale has sub-dimensions of desire, interest and necessity. While the Cronbach alpha coefficient of the scale was found as .92 for the original study; and was found as .91 for this study. Corrected item-total correlations were range from .47 to .79. Validity and reliability analyzes show that the scale can be used to measure attitudes towards teaching reading-writing.

2.4 Data Analysis

The data in this study were analyzed using the SPSS 24 statistical program. In order to examine the accuracy of the data, minimum-maximum values, missing values and extreme values were examined. As a result of this examination, the data of 13 participants, who were determined to mark all of the scale items as 1 or 5, were removed from the data set. Normality assumptions were tested in order to examine the normality of the data (Tabachnick & Fidell, 2014). It was determined that the skewness-kurtosis coefficients of the data took values in the range of ±1 and according to the results obtained from the histogram graphics, the data were normally distributed.

The correlational relationships between the variables were examined with Pearson moments product correlation coefficients. Before testing the multiple regression analysis, scatter diagrams were checked for the assumptions of normality, linearity, normality of regression errors, multiple linearity and covariance, and it was seen that the data showed linear relationships (Tabachnick & Fidell, 2014). It was determined that the regression errors were close to the normal distribution and the covariance was met. The changes in the self-efficacy scores and attitude points of preservice elementary teachers for teaching reading-writing according to gender were examined by independent samples t-test. One-way analysis of variance (ANOVA) was used to examine the changes in self-efficacy and attitude scores according to grade level, amount of daily reading and like to teach. In ANOVA analysis, Levene's test was used to determine that the variances were homogeneous. Tukey's post-hoc test was used after the procedure to determine in which groups the difference occurred in the variables with a significant difference. The level of significance in the statistical analyzes was evaluated at the p < .05 level.

3. Findings

3.1. Examination of Teaching Reading-Writing Self-Efficacy and Attitude Scores According to Demographic Variables

Independent samples t-test and one-way analysis of variance (ANOVA) were used to test the changes in teaching reading-writing self-efficacy and attitude scores of preservice elementary teachers according to gender, grade level, amount of daily reading, and like of teaching. Analysis results are given in Table 1.

Table 1. Findings of t-test and ANOVA for independent samples according to demographic variables

Dependent	Variable	$\bar{X}$	Sd	df	t	F	p	Post-hoc
	Gender							
	Woman	78.25	13.49	222	4.35		.001***	
	Man	70.07	13.92					
	Grade							
	2	72.89	13.42					
	3	73.77	14.30	2, 221		2.56	.08	-
	4	77.71	14.29					
Attitude	**Amount of daily reading**							
	a) none	72.85	13.22					
	b) a little	77.71	14.65	2, 221		2.64	.074	-
	c) completely	76.06	14.93					
	Like to teach							
	a) none	70.46	14.88					
	b) a little	73.63	13.84	2, 221		4.09	.018*	c-a
	c) completely	77.12	13.75					
	Gender							
	Woman	82.62	15.08	222	3.23		.001***	
Self-efficacy	Man	76.14	13.74					
	Grade							
	2	82.23	18.98	2		3.47	.03*	4-3

3	79.94	16.66	221				
4	86.92	17.65					
Amount of daily reading							
a) none	79.49	18.46	2		4.37	.014*	b-a
b) a little	86.85	17.17	221				
c) completely	85.78	16.18					
Like to teach							
a) none	81.65	19.02	2		1.03	.358	-
b) a little	80.70	17.48	221				
c) completely	84.63	17.52					

Note: $p < .05*$; $p < .001***$ ($N = 224$).

According to Table 1 it was found that preservice elementary teachers' attitude scores towards teaching reading-writing ($t_{(222)} = 4.35$, $p < .001$) and self-efficacy scores ($t_{(222)} = 3.23$, $p < .001$) were in favor of female preservice teachers according to gender. This difference was significant. No difference was found in the attitude scores of preservice teachers towards teaching reading-writing according to grade level ($F_{(2, 221)} = 2.56$, $p > .05$). However, it was found that there was a significant difference in the self-efficacy scores of preservice teachers for teaching reading-writing according to grade level ($F_{(2, 221)} = 3.47$, $p < .05$). To determine this difference, the Tukey post-hoc test was applied after the first analysis, and it was found that there was a difference in favor of the 4th graders between the 4th and 3rd grade preservice teachers.

It was found that there was no change in the attitude scores of preservice teachers according to their amount of daily reading ($F_{(2, 221)} = 2.64$, $p > .05$). On the other hand, it was found that the self-efficacy scores of preservice teachers for teaching reading-writing differed according to their amount of daily reading ($F_{(2, 221)} = 4.37$, $p < .05$). Post-hoc analyzes were examined to determine which groups differed. Accordingly, a significant difference was found between the preservice teachers who read a little daily and who stated that they did not read at all. According to the variable of like to teach, it was determined that there was no significant difference in the self-efficacy scores of preservice teachers for teaching reading-writing ($F_{(2, 221)} = 1.03$, $p > .05$). However, it was determined that the attitude scores towards teaching reading-writing differed significantly according to the level of like to teach ($F_{(2, 221)} = 4.09$, $p < .05$). To determine between which groups has a difference, post-hoc tests were applied. It was found that the preservice teachers who stated that they like to teach, attitudes for teaching reading-writing were higher than those who not like to teach.

3.2. The Relationship Between Teaching Reading-Writing Self-Efficacy and Attitude

Pearson moment correlation coefficient analysis was conducted to determine whether there were significant relationships between preservice teachers' attitudes towards teaching reading-writing and the sub-dimensions of preparation, application and assessment of the self-efficacy scale, and which variables would be included in the multiple regression equation. Analysis results are given in Table 2.

Table 2. Correlation Values Between Variables

Variables	1	2	3	4	5
1. Attitudes of teaching reading-writing	-				
2. Preparation	.65**	-			
3. Application	.76**	.71**	-		
4. Assessment	.60**	.56**	.67**	-	
5. Self-efficacy total	.74**	.82	.82	.66	-
$\bar{X}$	75.14	32.10	40.29	13.78	83.29
Sd	14.19	7.82	10.21	3.65	17.82

Note: $p < .01$** ($N = 224$).

As can be seen in Table 2, there were significant relationships between the preservice elementary teachers' attitudes towards teaching reading-writing, which is the dependent variable, and the sub-dimensions of the self-efficacy scale. There was a positive and high significant correlation between attitude scores and preparation self-efficacy ($r = .65$, $p < .01$), implementation self-efficacy ($r = .76$, $p < .01$), and evaluation self-efficacy scores ($r = .59$, $p < .01$). In addition, it was determined that there was a highly significant positive correlation between attitude scores and total self-efficacy scores ($r = .74$, $p < .01$). These findings showed that as teaching reading-writing self-efficacy of preservice teachers increase, their attitudes also increase. It was found that the mean attitude scores of the preservice teachers were at the level of $\bar{X} = 75.14$. It was determined that the self-efficacy scale mean scores in the preparation sub-dimension $\bar{X} = 32.10$, application sub-dimension $\bar{X} = 40.29$, and assessment sub-dimension $\bar{X} = 13.72$, while the total self-efficacy score average was at $\bar{X} = 83.29$. Multiple regression analysis was tested to determine whether the preservice teachers' scores for the sub-dimensions of the related self-efficacy scale were related to their teaching reading-writing attitude scores. Table 3 shows the multiple regression analysis findings.

3.3. Prediction of Teaching Reading-Writing Attitudes by Self-Efficacy–Multiple Regression Analysis

Table 3. Multiple regression analysis

Variable	B	S.E.	β	t	p	Zero-order	Partial r
Constant	26.57	2.77	-	9.60	.001***	-	-
Preparation	.39	.11	.21	3.53	.001***	.65	.23
Application	.72	.09	.52	7.61	.001***	.76	.46
Assessment	.53	.22	.14	2.40	.01**	.60	.16
R^2	.61						
Adj. R^2	.60						
SE	8.90						
$F_{(3, 220)}$	115.66						

Note: SE: Standard Error, $p < .001$***.

According to Table 3, it was found that the variables of preparation, application and assessment, which are the sub-dimensions of self-efficacy, had a highly significant relationship with the preservice elementary teachers' attitude scores towards teaching reading-writing ($R=.78$, $R^2 =.61$, $p < .001$). Self-efficacy, which is formed by the scores of preservice teachers' preparation, application and assessment sub-dimensions, explains approximately 60% of the total variance in attitudes towards teaching reading-writing. According to the results of the analysis, when the *t* values of the variables and the standardized regression coefficient (*β*) values are examined according to their relative

importance, it can be said that the preparation, application and assessment scores, respectively, are significant predictors of preservice teachers' attitudes.

4. Discussion and Conclusion

This study was conducted with correlational research model that examines the relationship between preservice elementary teachers' attitudes towards teaching reading-writing and their self-efficacy. In line with the purpose of the research, the difference of attitude and self-efficacy according to the variables of gender, grade level, amount of daily reading, and liking to teach was also examined. There are three main sub-problems to be answered in the research. In this section, the findings obtained are compared and discussed with the related literature.

According to the first sub-problem, "Do the attitudes and self-efficacy scores of preservice elementary teachers towards teaching reading-writing differ significantly according to the variables of gender, grade level, daily reading level and level of like to teach?", it was found that the attitudes and self-efficacy scores of the preservice teachers differed according to gender in favor of women. To support this finding, Değirmenci Gündoğmuş (2018) determined that preservice elementary teachers' self-efficacy in teaching reading-writing was higher in females. Similarly, Kızılaslan Tunçer (2013) determined that the attitudes of preservice elementary teachers towards teaching reading-writing differed in favor of women. Wahyudiati et al. (2020) found that attitudes differ by gender; while self-efficacy did not differ. Besides, Kaplan and Çerçi (2021) found that self efficacy of preservice teachers did not differ by gender. These results show that women are more willing to teaching reading-writing. The fact that men's attitudes towards teaching reading-writing are lower than women can be interpreted as women like the teaching profession more or taking more responsibility. However Arslan (2022) found that' attitudes differ by gender in favor of men preservice teachers. While the attitudes of preservice teachers towards teaching reading-writing do not differ according to the grade level; it was determined that the 4th grade students were higher in their self-efficacy than the other grades. In support of this finding in the literature, it has been determined that the self-efficacy of preservice teachers differed in favor of 4th graders (Polat & Karakuş, 2020). In the same study, a difference was found between attitude and grade level in favor of 4th graders, and results were opposite to this study. Wahyudiati et al. (2020) determined that attitude and self-efficacy differ according to grade level. Tschannen-Moran and Johnson (2011) also determined that self-efficacy varies according to grade level. As the grade level rises, the preservice teacher is expected to train himself and increase his/her knowledge. It is thought that the 4th grade preservice teachers are more equipped thanks to the pedagogical teaching courses they take in the third grade. This can be explained by the fact that 4th grade preservice teachers have higher self-efficacy compared to other grades in this study.

It was determined that preservice teachers who read a little daily had higher self-efficacy level than those who stated that no read daily. Similar to this result, Kaya (2019) determined that as the reading levels of preservice teachers increase, their self-efficacy perceptions increase. Tschannen-Moran and Johnson (2011) also found that students' teaching reading-writing self-efficacy are higher. However, it was found that the amount of daily reading did not show any difference in attitude scores. Adıgüzel and Dolmacı (2018) also stated that the general attitudes of preservice teachers did not change according to their reading level, which supports this finding. Contrary to the findings of this study, Erdağı and Toksun (2020) determined that as the reading level increases, the attitudes of preservice teachers increase. Reading not only improves the horizons of preservice teachers, but is also important for their

professional development. The fact that the they read about their lessons may have led to their high self-efficacy beliefs in teaching reading-writing, as in this study. Since the teaching reading-writing self-efficacy and attitudes of preservice teachers were examined, the variable of liking to teach was also used. It has been determined that the attitudes of the preservice teachers who like to teach more are higher. Çağırgan, Yavuz, and Deringöl (2018) also determined that as preservice teachers' like teaching increases, their attitudes increase. In the same study, contrary to the findings of this study, it was determined that as the level of liking to teach increases, their self-efficacy also increases. Preservice teachers who take teaching courses are expected to be equipped with the motivation to teach as inherent in their profession. Because they have a role in the success of each individual they will raise. In this respect, it is an expected result that the attitudes of those who have a high teaching level in the research are also high.

According to the second sub-problem "How are the scores of the preservice teachers' attitude scores towards teaching reading-writing and the average level of their self-efficacy scores?" it has been determined that the attitudes and self-efficacy of the preservice teachers towards teaching reading-writing are above the medium level. There are studies in the literature that reach results consistent with these findings (Çağırgan et al., 2018; Delican & Adıyaman, 2021). Kızılaslan Tunçer (2013) determined that preservice teachers have high attitudes towards teaching reading-writing and reached similar results. In the context of these results, it can be deduced that preservice teachers have positive attitudes towards teaching reading-writing, and their belief that they can teach is high. Teaching reading-writing is one of the first courses that preservice teachers will experience when they start their profession. In this respect, it is expected that the meaning they attribute to this course is high.

According to the findings of the third sub-problem "Is there a relationship between preservice classroom teachers' attitude scores towards teaching reading-writing and their self-efficacy scores?", it was determined that there were positive and highly significant relationships between the attitudes and the self-efficacy total score and sub-dimensions. These results indicate that as the self-efficacy towards teaching reading-writing increases, their attitudes also increase. Likewise, it can be said that as their attitudes increase, their self-efficacy also increases. There are studies in the literature that found a significant relationship between self-efficacy and attitudes in the same direction as the findings in this study (Nakip & Özcan, 2016; Polat & Karakuş, 2020; Savolainen et al., 2020). In a similar study (Demirtaş et al., 2011), it was found that preservice teachers' self-efficacy and attitudes had a positive; but low level relationship.

The question of "Do the self-efficacy scores of preservice teachers for teaching reading-writing predict their attitudes towards teaching?" According to the findings of the fourth sub-problem, the predictor of self-efficacy in the attitudes of preservice teachers was determined. Accordingly, it has been determined that there are strong relationships between the preparation, application and assessment sub-dimensions of self-efficacy and attitudes. Smit (2002) states that self-efficacy is an important predictor of attitudes. Savolainen et al. (2020) determined that teachers' self-efficacy is a predictor of their attitudes and obtained similar results with the findings of this study. There are many studies in the literature that determine that there are significant relationships between self-efficacy and attitude (Demirtaş et al., 2011; Huang, Lee, & Yang, 2019; Nakip & Özcan, 2016; Sardegna , Lee, and Kusey, 2018). Self-efficacy plays an important role in the acquisition of many skills by preservice teachers, in becoming competent instructors in their field and in the effective realization of instructional process. Considering this situation, it is thought that the high self-efficacy of preservice teachers towards teaching reading-writing may lead to a positive development of their attitudes. From this point of view, it can be said that preservice elementary teachers who

have high teaching reading-writing attitudes may be more effective in developing their students' reading and writing skills in the future.

As a result, in this study, the attitudes and self-efficacy of preservice elementary teachers towards teaching reading-writing, which is one of the most important responsibilities in their profession, were examined. It is assumed that the study is important in terms of presenting valuable findings to researchers who will work on self-efficacy and attitudes towards teaching reading-writing in the literature. If preservice elementary teachers have a high level of attitudes and self-efficacy towards teaching reading-writing, it will be possible for students to acquire reading and writing skills effectively and to use these skills with an interest. Preservice teachers and teachers can be raised awareness about the role of having high proficiency and positive attitude in teaching reading-writing in educating their students successfully.

5. Implications and recommendations

The results of the research have important implications in terms of revealing the effect of preservice teachers' proficiency when they start their profession on their attitudes towards teaching. It is important that they have teaching qualifications and competences, before they step into their professional lives. The teaching reading-writing self-efficacy and attitude score averages in the study were above the medium level. It should be increased the duration and application amount of teaching reading-writing courses in education faculties. Değirmenci Gündoğmuş (2018) stated that preservice teachers with high self-efficacy levels are more willing to participate actively in practices and studies. In this context, it is understood that the teaching reading-writing course should be taught as a whole theoretically and practically (Aytan, 2017; Yıldırım & Demirtaş, 2008). As a second implication, the reasons for the low attitudes and self-efficacy of male teacher candidates should be investigated. Besides, the fact that girls have higher mean scores in both variables should be examined.

In the third implications, the high self-efficacy levels of preservice elementary teachers with a high reading level reveal the contribution of reading in development and gaining competence. In this respect, courses that can help preservice elementary teachers gain reading habits can be included in the program. In addition, more practical activities can be carried out by increasing the course hours in teaching reading-writing. In Şahin's (2010) study with classroom teachers, it was stated that the practices were limited; the number of weekly lessons should be increased in order to gain competencies in teaching reading-writing. One of the limitations of this research is that it is carried out only with preservice elementary teachers. In addition, the research is limited to demographic variables such as gender, grade level, amount of daily reading, and the level of like to teach. In future studies, it is recommended to conduct studies according to department, age and academic achievement average.

References

Akyol, H. (2020). *Türkçe ilkokuma ve yazma öğretimi* (20. baskı). Ankara: Pegem Akademi.

Arslan, D., & Aytaç, A. (2010). İlkokuma Yazma Öğretimi Dersine İlişkin Tutum Ölçeğinin geliştirilmesi. *İlköğretim Online*, *9*(3), 841-850.

Arslan, K. (2022). Information technology (IT) teacher candidates' attitudes towards and opinions on online testing during COVID-19 pandemic. *International Online Journal of Education and Teaching (IOJET), 9*(1), 176-193.

Aytan, T. (2017). Sınıf öğretmeni adaylarının ilkokuma ve yazma öğretimi dersine ilişkin tutumları. *Ahi Evran Üniversitesi Kırşehir Eğitim Fakültesi Dergisi (KEFAD), 18*(2), 547-565.

Cohen, L., Manion, L. ve Morrison, K. (2018). *Research methods in education* (8th ed., p. 218). New York: Routledge.

Çağırgan, D., Yavuz, G., & Deringöl, Y. (2018). Matematik öğretmen adaylarının geometrik cisimler konusuna yönelik tutumları ve geometriye yönelik öz-yeterlikleri. *Ege Eğitim Dergisi*, *19*(2), 369-387.

Değirmenci Gündoğmuş, H. (2018). Self-efficacy of teacher candidates for teaching first reading and writing. *Educational Research and Reviews*, *13*(6), 224-229.

Delican, B. (2016). İlk Okuma Yazma Öğretimine Yönelik Öz Yeterlik Ölçeğinin geliştirilmesi. *Electronic Turkish Studies*, *11*(3), 861-878.

Delican, B., & Adıyaman, İ. (2021). Öğretmenlerin okuma ve yazma öğretimine yönelik öz yeterlik algıları. *Okuma Yazma Eğitimi Araştırmaları*, *9*(1), 21-33.

Demirtaş, H., Cömert, M., & Özer, N. (2011). Öğretmen adaylarının özyeterlik inançları ve öğretmenlik mesleğine ilişkin tutumları. *Eğitim ve Bilim*, *36*(159), 96-111.

Erdagı Toksun, S. (2020). An analysis on attitudes and opinions of candidate teachers of turkish language on free-writing. *International Online Journal of Educational Sciences*, *12*(5), 23-36.

Gömleksiz, M. N. (2013). Sınıf öğretmeni adaylarının ilkokuma ve yazma öğretimi dersine ilişkin tutumlarının değerlendirilmesi. *Electronic Turkish Studies*, *8*(3), 197-211.

Güneş, F., Uysal, H. ve İmra, T. A. Ç. (2016). İlkokuma yazma öğretimi süreci: öğretmenim bana okuma yazmayı öğretir misin? *Eğitim Kuram ve Uygulama Araştırmaları Dergisi, 2*(2), 23-33.

Huang, X., Lee, J. C. K., & Yang, X. (2019). What really counts? Investigating the effects of creative role identity and self-efficacy on teachers' attitudes towards the implementation of teaching for creativity. *Teaching and Teacher Education*, *84*, 57-65.

Kağıtçıbaşı, Ç. (2010). Günümüzde insan ve insanlar: Sosyal psikolojiye giriş (12. basım). İstanbul: Evrim Yayınevi.

Kaplan, K., & Çerçi, A. (2021). The relationship between Turkish teachers' self-efficacy and grammar self-efficacy perceptions. *International Online Journal of Education and Teaching (IOJET), 8*(4). 2851-2870.

Kartal, H. (2018). Factors affecting preservice primary teachers' attitudes towards primary read and write teaching. *Kastamonu Education Journal*, *26*(2), 509-521.

Kaya, U. (2019). Din Öğretmeni Adaylarının Öğretmenlik Mesleği Öz Yeterlik Algıları: Marmara Üniversitesi İlahiyat Fakültesi Örneği. *Van İlahiyat Dergisi*, *7*(10), 65-112.

Kızılaslan Tunçer, B. (2013). *Öğretmen adaylarının ilk okuma yazma öğretimi dersindeki akademik başarıları, biliş üstü farkındalık düzeyleri, düşünme stilleri ve tutumları arasındaki ilişkiler* (Doktora tezi). Çanakkale: Çanakkale Onsekiz Mart Üniversitesi Eğitim Bilimleri Enstitüsü.

Nakip, C., & Özcan, G. (2016). Öğretmen Adaylarının öğretmenlik mesleğine yönelik öz-yeterlik inançları ile öğretmenlik mesleğine yönelik tutumları arasındaki ilişki. *Mersin Üniversitesi Eğitim Fakültesi Dergisi*, *12*(3), 783-795.

Polat, K., & Karakuş, F. (2020). Öğretmen adaylarının bilgisayar destekli eğitime yönelik tutum ve öz yeterlik algılarının incelenmesi. *Cumhuriyet Uluslararası Eğitim Dergisi*, *9*(2), 579-592.

Sardegna, V. G., Lee, J., & Kusey, C. (2018). Self-efficacy, attitudes, and choice of strategies for English pronunciation learning. *Language Learning*, *68*(1), 83-114.

Savolainen, H., Malinen, O. P., & Schwab, S. (2020). Teacher efficacy predicts teachers' attitudes towards inclusion–a longitudinal cross-lagged analysis. *International Journal of Inclusive Education* (online first).

Senemoğlu, N. (2009). Gelişim Öğrenme ve Öğretim, Kuramdan Uygulamaya, Ankara: Pegem Akademi Yayınları.

Smit, U. (2002). The interaction of motivation and achievement in advanced EFL pronunciation learners. *International Review of Applied Linguistics, 40*, 89–116. https://doi.org/10.1515/iral.2002.009

Şahin, A. (2010). Kırsal kesimde görev yapan öğretmenlerin ilk okuma ve yazma öğretiminde karşılaştıkları problemler. *Education Sciences, 5*(4), 1738-1750.

Tabachnick, B. G. ve Fidell, L. S. (2014). *Using multivariate statistics* (6th ed.). Harlow: Pearson Education.

Tschannen-Moran, M., & Johnson, D. (2011). Exploring literacy teachers' self-efficacy beliefs: Potential sources at play. *Teaching and Teacher Education*, *27*(4), 751-761.

Wahyudiati, D., Rohaeti, E., Wiyarsi, A., & Sumardi, L. (2020). Attitudes toward chemistry, self-efficacy, and learning experiences of pre-service chemistry teachers: grade level and gender differences. *International Journal of Instruction*, *13*(1), 235-254.

Yıldırım, N. ve Demirtaş, Z. (2008). Öğrenci görüşlerine dayalı sınıf öğretmenliği bölümü ilk okuma ve yazma öğretimi dersine ilişkin bir öneri. *Gaziantep Üniversitesi Sosyal Bilimler Dergisi, 9*(3), 681-695.

Yilmaz, D., & Turan, H. (2020). Self-efficacy beliefs of pre-service teachers in teaching first reading and writing and mathematics. *Participatory Educational Research*, *7*(1), 257-270.

Zimmerman, B. J. (2000). Self-Efficacy: An essential motive to learn. *Contemporary Educational Psychology, 25*, 82–91. https://doi.org/10.1006/ceps.1999.1016