

*Full Length Research Paper*

# What are the teaching responsibilities of being a teacher?

Mevlut Gunduz

Suleyman Demirel University, Turkey.

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The aim of this paper is to find out what kind of learning responsibility has been formed on the learner when a teacher performs his/her responsibility. The paper uses mixed-method research design. In mixed-method, more reliable and pluralist data can be obtained by using both qualitative and quantitative methods. For the qualitative aspect, one of the experimental research models, pre-test-post-test one experimental group design was used in this research. The study was conducted on students preparing for Public Personnel Selection Examination (PPSE) in a private teaching institution in Isparta (Turkey) in 2013 to 2014 Academic Year. Paired-Sample T test was used to analyse qualitative data. On the other hand, descriptive analysis technique was used in the analysis of qualitative data. The results show that students need to trust their teacher in their professional approach (knowledge, personality, etc.). The result of this research indicates that students' trust in their teachers, increase their sense responsibilities for learning.

**Key words:** Lecture reliance, sense reliance, learner reliance, responsibility self efficiency, success, attitude, effect.

## INTRODUCTION

Sense of responsibility is a learnable ability. It can be acquired by children at a very early age by being assigned suitable responsibilities according to their age and abilities (Ministry of Education, 2006; Clouder, 2009; Ramos and Tolentino-Anonuevo, 2011; Yesil, 2012). In order to enhance responsibility, an individual should grow up in an environment in which he/she can take responsibility. The sense of responsibility cannot be developed unless the individual is given an opportunity to make decisions, and to be responsible for the consequences of the decisions. In this regard, teachers have quite an important role in taking responsibility

to teach well and instil it to the child the right knowledge (Perring, 2009; Macready, 2009; Abazaoglu et al., 2014).

According to Jensen and Kiley (2000), a teacher having the responsibility of educating a person who knows quite well how to teach has a wide spectrum of teaching abilities and skills to use these abilities in appropriate times. If a responsible teacher has a command of his/her subject area and is very confident, this will definitely be realized by the students. Thus, there will be an effective communication between students and teacher, and then students will trust their teacher more. There will be no questions in the students' minds, since the responsible

E-mail:mevlutgunduz1981@hotmail.com.

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**Table 1.** Participants' personal features.

<b>Gender</b>	<b>Number</b>
Male	8
Female	10
<b>Address</b>	
City Center	12
District	6
<b>Age</b>	
18-21	1
22-25	8
26-29	7
30 and older	2

teacher is efficient in the subject area. The less ambiguous the expressions the teachers use, the more successful the students will be (Ramos and Tolentino-Anonuevo, 2011; Perring, 2009; Cruickshank et al. 1995; Woolfolk, 1993).

Along with many definitions of responsibility in the literature (Gunduz, 2014), learning responsibility and responsibility of teaching are the bases for the types of responsibilities (Ramos and Tolentino-Anonuevo, 2011; Sierra, 2009; Carnell, 2005; Young, 2005). Responsibility of learning and teaching are essential for success since these are the two components which complement one another. If a teacher does not take the responsibility for teaching against his/her students, the teacher cannot expect the students to learn how to be responsible for learning, and cannot motivate them to be successful. However, a teacher who is aware of the teaching responsibility will be perceived as 'the trust factor' by his/her students and there will be no problems in communication.

Humane reactions and communication are significant in learning and teaching as they are in all subjects. If a teacher can convey to the students the message of 'I can teach you any subject in a lesson' and 'trust me', both the students' motivation for success will increase, and the sense of self-efficacy will enhance. According to Barr and Tagg (1995), people who take responsibility in their own learning are determiners for setting, organizing their goals and putting them into action, and also, these people can change their behaviours for their success when needed.

For a teacher who can build a trust in knowledge and communication for the students (Hoekstra and Korthagen, 2011; Perring, 2009), teaching will be easier after this process because success definitely will follow after the students have taken the responsibility of learning. In Sierra (2009)'s study conducted in Academia, positive relationships have been found among the perceptions of responsibility sharing for student learning, attitudes, and

their Academic success. Therefore, a teacher should take over the responsibility of teaching, and should develop responsibility of learning on learner.

The aim of this study is to find out how a person in teaching position can affect a person in learning position when he/she feels the responsibility of being able to teach in himself/herself. At the end of this study, rather than the general idea the learner should take responsibility. What kind of effects a teacher may have on the learner is the starting point, and with the help of the abilities the learner feels confident to himself/herself. Through this study, for success as well as the ideas such as preparedness of learners, motivation, a great deal of attention will be drawn to the fact that the teacher may also have significant effects.

## METHODOLOGY

### Research model

Mixed method research design is used in this study. In mixed-method, more reliable and pluralist data can be obtained by using both qualitative and quantitative methods together. In this study, qualitative method is adopted to see the differences of students' success more meaningfully while quantitative method is used to define the underlying reasons of students' success. In order to find out the effect of teaching activities planned by the teacher in this study, pre-test and post-test one experimental group model was used from the experimental research models (Karasar, 2008; Balci, 2005).

### Sample group

This paper was conducted on students taking Public Personnel Selection Examination (PPSE) in a private teaching institution in Isparta (Turkey) in 2013 to 2014 Academic Year. Sampling was done, since the target population is quite large. A volunteer group 18 students were chosen according to their genders, ages and addresses. In order to interpret quantitative findings more accurately, the gender, age, and addresses of the participants vary. According to Yildirim and Simsek (2005), defining participants sufficiently is a necessary precaution that enhances external reliability. Participants' personal information is given in Table 1.

Since the participants are composed of teacher-candidates preparing for PPSE in order to get them appointed to state schools, the lectures necessary for this exam were chosen and carried out by the researcher for 5 h per day and 120 h in total throughout the 6 months period. Also, the subjects (Learning Psychology, Learning Methods and Techniques, Developmental Psychology, Assessment and Evaluation, Guidance and Special Education, Program Development, Classroom Management, Instructional Technologies and Material Development) that are responsible for PPSE were divided into 6 months by the researcher and each month the teacher made a plan according to the characteristics of the lesson. A period of 120 h was considered to be sufficient for the PPSE, in which there are 80 questions in total covering all the subjects. The researcher carried out all the courses himself in order to show them that he has the teaching responsibility, and has full self-confidence. Moreover, the booklets, notes, tests, etc. used in the lessons were prepared by the researcher for the students to have trust in the teacher. The processes which are applied to the participants are shown in Table 2, and the same processes continued for the other

**Table 2.** Processes Administered to the participants.

Lesson	Month	Week	Activities
Learning psychology	1	1	<ol style="list-style-type: none"> <li>1. Meeting</li> <li>2. Informing</li> <li>3. Distributing the booklets related to the subject prepared by the researcher</li> <li>4. Planning activities with the students</li> <li>5. Lecturing the subject of that particular week</li> <li>6. Asking students to go over the booklet for the next week as homework</li> </ol>
		2	<ol style="list-style-type: none"> <li>1. Relieving students,</li> <li>2. Brainstorming the previous subject given as homework</li> <li>3. Lecturing the subject of that particular week</li> <li>4. Giving homework related to the next week's subject</li> </ol>
		3	<ol style="list-style-type: none"> <li>1. Relieving students,</li> <li>2. Brainstorming the previous subject given as homework</li> <li>3. Lecturing the subject of that particular week</li> <li>4. Giving homework related to the next week's subject</li> </ol>
		4	<ol style="list-style-type: none"> <li>1. Relieving students,</li> <li>2. Brainstorming the previous subject given as homework</li> <li>3. Lecturing the subject of that particular week</li> <li>3. Administering a test prepared by the researcher covering all the subjects of the lesson and setting the absolute success criterion as 80%.</li> <li>4. Doing 2-hour a general revision for the student reach the expected level,</li> <li>5. Giving feedback,</li> <li>6. Giving monthly homework (revision of previous lessons, solving questions given by the researcher, reading the new subject's booklet)</li> </ol>

months.

A monthly schedule for a subject matter (Learning Psychology) was summarized in Table 2. This schedule was applied to all subject matters throughout the 6 months period. Furthermore, revision homework for the previous lesson and questions including all the previous subjects were continued to be given to the students at the end of each lesson. The absolute success criterion of 80% was rigorously obeyed. The process was completed at the end of all the subjects by getting students to solve the questions in the classroom, and revising the subjects that are missing or not comprehended.

#### Data collection

Quantitative data were collected through achievement and parallel tests developed by the researcher. In this regard, an achievement test prepared by the researcher, whose questions are in parallel with the real PPSE exam, was used to measure students' levels at the beginning, and a parallel test was administered to find out the level that the students reached. The achievement tests consisted of 80 multiple choice items each with 5 options. A parallel test, formed by changing the examples in the questions, with a similar validity to the achievement test was also prepared by the researcher by paying attention to the content of the real PPSE. Literature was reviewed and opinions of the experts who are academics from Education Sciences Department in Suleyman Demirel University were consulted for the content validity, and some parts were

revised. Inter-rater reliability was found as 0.94 for this study. The inter-rater agreement was calculated using Miles and Huberman (1994)'s formula ( $\text{Agreement} / (\text{Agreement} + \text{Disagreement})$ ). According to Miles and Huberman (1994), inter-rater reliability level should be near 90% or more.

Item analysis was administered to find out the reliability and validity level of the test. Difficulty and discrimination levels of items were measured. Item difficulty has a value in between 0 to 1 and item gets more difficult when the value is closer to 0, while it gets easier when the value is closer to 1. Item difficulty level between 0.40 and 0.60 is agreed to be the best range for reliability (Cepni et al., 2008). Item difficulty analyses were done for both achievement and parallel tests. As a result of the analyses, 4 items from the achievement test and 3 items from the parallel test were removed because those items did not have the necessary qualifications. Item discrimination values can be between -1 and +1.

Having an item discrimination value closer to 0 means that item's super-group and sub-group discrimination is low, and having value closer to +1 means that the item discrimination level is high (Kubiszyn and Borich, 2003; Baykul, 2000). In item discrimination index, 0.40 means the item is very good, 0.30 to 0.40 means the item is good, 0.20 to 0.30 means the item can be used in compulsory situations or can be changed and below 0.20 means the item should not be used or should be reformed (Turgut, 1992). Item discrimination analysis was administered for both the achievement and the parallel tests in this study. As a result of the analyses, 2 items from the achievement test and 4 items from the parallel test were removed, and the tests took their final forms. By

**Table 3.** Pre- and post- test results of the participants.

Order	Student	Pre-test score	Post-test score	Difference
1	O.B	58.5	68.75	10,25
2	M.G	53.75	72.5	18.75
3	G.O	52	66.5	14.5
4	A.C	52.5	58.5	6
5	B.O	49	68.75	19.75
6	N.A	49.5	56	6.5
7	E.G	41	45	4
8	H.K	40.75	55.25	14.5
9	M.O	36.25	67.75	31.5
10	H.E.K	35	51.25	16.25
11	F.A	33.25	62.5	29.25
12	D.B	54.5	62.5	8
13	A.A	26.75	58.25	31.5
14	T.G	21.5	63.25	41.75
15	U.U	60	75	15
16	S.D	41.5	65	23.5
17	M.C	43.5	68	24.5
18	D.K	33.75	51.25	17.5

taking the results of item analyses into consideration, after removing the unnecessary items, parallel-tests analysis was computed using statistical package for the social sciences (SPSS) statistics program. The reliability level was found as 0.87 as a result of this analysis. In the literature, the data collection tool is considered to be sufficient to be used in research when the reliability is 0.70 and above (Ozguven, 1998; Burns and Grove, 1993). Given its final shape, the test was administered in the form of a practice exam in the course center where they were preparing for PPSE.

Qualitative data was obtained from "Semi-Structured Interview Form" consisting of open-ended questions developed by the researcher. In this study, Semi-Structured Interview Form was used in order to evaluate in a more detailed way the participants' views about the process (Ekiz, 2003). Before preparing the form, the literature consisting of essays on teacher effect was reviewed, and interview questions for pilot testing were constituted. Expert opinions were asked from four university lecturers and according to their feedbacks, 3 questions were revised and the others were removed. These 3 questions are as follows:

1. What feature of the instructor do you think increased your success?
2. How did you start trusting the instructor in terms of knowledge?
3. Realizing the teacher's responsibility of teaching, what kind of learning responsibility has your teacher generated for you?

After administering the pilot form on 10 participants, some revisions were done on the questions, and the interview form had its final shape. The Semi-Structured Interview Form consists of three questions in order to find out the views of the participants on the effect of teacher's responsibility on their own learning responsibility. The data obtained from the interviews were coded by the researcher and later, in order to enhance reliability, the results were reviewed by 4 experts. By using Miles and Huberman (1994)'s formula (Agreement / Agreement + Disagreement), inter-rater reliability was calculated. The inter-rater reliability rate was found as 94%. Given its final shape, the Semi-Structured Interview Form was

conducted in the form of a conversation in an environment where they felt comfortable with the awareness that the interview would not be used for any other purposes.

#### Data analysis

In the analysis of quantitative data, average, frequency, standard deviation and Paired-Sample T test were used. Paired-Sample T test was used in order to compare the pre-and post-test achievement scores of the experimental group. Qualitative data were transcribed on the computer and analysed through descriptive analysis. In descriptive analysis, in order to reflect the participants' views on the topic, direct quotations were included many times. The aim of applying a descriptive analysis is to interpret the data in an organized way and present them to the reader cohesively. The data obtained for this aim were first described logically and clearly, and then these descriptions were interpreted (Yildirim and Simsek, 2005).

#### FINDINGS

The pre- and post-test results of the participants before and after the lessons were presented in Table 3. Achievement levels, the difference between pre-test and post-test, of all the students in the experimental group have increased. In order to interpret these findings, Paired-Sample T test was applied to compare the pre- and post-test achievement scores of the participants. The results are given in Table 4. In the first part of this study, when the research question

*"Is there an effect of teacher's teaching responsibility on student's learning responsibility?"*

**Table 4.** Paired-sample T test scores of the participants' pre- and post-test averages.

Variable	X	S.S	t value	p
Pre-test	43.50	10.981	-7.637	0.000
Post-test	62.00	8.039		

was examined, according to the T test results, as stated in Table 4, while the average score of pre-test is 43.50 and standard deviation is 10.981, the average score of post-test is 62.00 and the standard deviation is 8.039. The T test result of the average scores has been found out as -7.637. According to these values, the difference between the groups is 0.05 ( $p < 0.05$ ) meaningful. In other words, teacher's taking over the responsibility of teaching and getting students to take over their own learning responsibility have increased the students' success significantly.

In the second part of this study, a semi-structured interview form was given to the participants. The aim of this interview form was to find out their opinions on teacher's responsibility and the effect of teacher on themselves. Firstly, the general views were put forward, and then more interesting opinions were presented as they were. When the students' answers to the question

*"Realizing the teacher's responsibility of teaching, what kind of learning responsibility has your teacher generated in you?"*

were analysed, the following frame can be constituted about teacher and learning responsibility:

The following expressions of the students show that there is a relationship between the students and the teacher, and that the learning responsibility has started:

(O.B.), "one of the students, stated that teacher's respecting us, making us feel that he is self-confident, and giving homework regularly motivated me". (M.G.) stated that "teacher's high self-confidence and sincerity made me feel responsible". (G.O.) stated that "teacher's saying 'trust me, I'll teach you this' made me feel that I also do it". (A.C.) stated that "teacher's being humorist, knowledgeable, and humane made me feel that if I won't study, I will be embarrassed". (B.O.) stated that "teacher's indicating that all the lessons will be covered by himself, made me surprised and curious". (N.A.) stated that "teacher's relieving the students psychologically and showing how knowledgeable he is, was a basis for everything". (E.G.) stated that "teacher's being sincere, friendly, humane and knowledgeable shows that he knows this job very well". (H.K.) stated that "teacher's being humane, respectful, spontaneous and knowledgeable made me trust him". (M.O.) stated that "teacher's telling me that my level was not important impressed me

a lot, and my self-confidence has increased". (H.E.K.) stated that "the teacher's most important effect that increased my learning responsibility was my trust in his personality and knowledge".

Furthermore, another student (T.G.)'s views are stated as follows:

*"When I came here first I had nothing, I didn't know anything. I did not have faith in myself. However, from the very first lesson, the teacher made us feel comfortable, which was really good for me. I liked the teacher's determined and knowledgeable speeches, and sincere and natural behaviours. I was like I was there to have fun not to study. Then I understood this: Getting rid of the first impression and prejudices increases success. In the following lessons, having an effective communication with the teacher, his giving us responsibilities, and his being concerned about us made me feel that I should take more responsibilities. I understood that if you love the teacher and respect him/her, there is nothing you cannot succeed in."*

Another student (M.C.) also answered the question as following:

*"I observed that when a teacher combines his/her humanistic features with knowledge and transfers them with a full effective teaching responsibility, all the students become more eager to learn. I even thought that I was not there for studying, but for having fun. We were having a very enjoyable lesson. However, while we were having fun, the teacher were giving real life examples and relating the lesson with us, which means that this provides permanent learning. What is important for me is not the deficiency of the student, but the ability of the teacher to be able to transfer what s/he knows to the student."*

Achievement levels, the difference between pre-test and post-test, of all the students in the experimental group have increased. In order to interpret these findings, Paired-Sample T test was applied to compare the pre- and post-test achievement scores of the participants

According to the answers of the students, it has been understood that the teacher should have some properties in terms of teaching responsibility. It has been found out as a result of the qualitative analyses that there are several personal and professional characteristics that

lead the teacher to have more teaching responsibility. In addition, in accordance with interview participants' views personal characteristics including humane behaviours, giving importance, respect, spontaneous behaviours, being sincere, honest and reliable makes them successful. Professional characteristics including mastery of the subject area, giving homework, giving responsibility to students, having personal class notes, ability to teach, having teaching strategies, being updated and being open to criticism are successful factors that can be used to argue (Hoekstra and Korthagen, 2011).

## DISCUSSION

Considering the fact that teacher's characteristics have a great effect on students (Pajares, 1996; Macready, 2009; Gunduz, 2014b; Aytan, 2015), as a result of both the achievement test and the answers to the interview questions, teacher's being aware of his/her responsibility of teaching and, believing that s/he can transfer his knowledge to the students, increase students' faith in learning (Gunduz, 2014c; Yesil, 2012; Clouder, 2009; Akbas, 2009; Karasu and Aktepe, 2009; Yurtaland Yontar, 2006; Astill et al. 2002). If a teacher can convey to the students the message of 'I can teach you any subject in a lesson' and 'trust me', both the students' motivation for success will increase and the sense of self-efficacy will enhance.

An increase in students' success or them reaching the desired level, starting to have self-efficacy and trust are not related to factors that result only from students. In addition, the abilities that teachers have such as being honest, reliable, having knowledgeable (Ozkan and Arslantas, 2013; Yesil, 2012), able to teach responsibly on the subject area, being a leader, to be open to criticism, respectful to students, updated, humourist and self-confident can increase students learning responsibility.

Another important perception is that the students' attitude towards the teacher can increase the perception of self-efficacy over time, in harmony with the answers given to the interview form. The perception of self-efficacy is one of the important predictors of success (Yesil, 2012; Ramos and Tolentino-Anonuevo, 2011; McCormick and McPherson, 2003). It has been found out from some students that their perception of self-efficacy increase when they see their teacher showing responsible behaviours in teaching (Demirel, 2011; Multon et al. 1991; Jinks and Morgan, 1999; Strelnieks, 2003; Andrew, 1998; Chemers et al. 2001). Also, these students take responsibility of learning as well (Perring, 2009; Aladag, 2009). This actually demonstrates that even though the student has low level of readiness and learning responsibility, the student can be positively motivated thanks to the teacher's abilities. Responsibility of learning and teaching are essential for success since these are the two components which complement one

another.

On the other hand, along with the teacher's personal and professional characteristics, the booklets, tests and homework prepared by the teacher have enabled the students to build trust and have increased sense of belonging because the students stated in the interview form that the documents had been prepared with an intimate language. The learners have stated that when the learner realized the teacher is devoted, they also try to take responsibility (Such and Walker, 2004), and their reliability on the teacher increase.

When the teacher provides the learners with the sense of reliability, she/he feels more responsible for them and maintains the thought of 'How can they be more successful?' In fact, the success and responsibility of the teacher relies on the trust of his/her students and the sense of devotion to knowledge. This paper has shown that when the teacher takes over the responsibility of teaching and combines it with his/her humane attitudes, students develop a sense of reliability on learning much more quickly. The trust that the learner feels for the teacher has contributed considerably to the increase of student success and responsibility of learning.

In the process of teaching, if teachers are able to combine their cognitive efficacy with students' affective competence, success can increase as a result of that. Also, before they start the lesson, teachers should maintain an emotion of trust by making students feel that they are knowledgeable.

## Conflict of interests

The author has not declared any conflicts of interest.

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