

T.C.
MARMARA ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
İNGİLİZCE İŞLETME ANABİLİM DALI
ORGANIZATIONAL BEHAVIOUR BİLİM DALI

**THE RELATIONSHIPS AMONG PUBLIC PRIMARY SCHOOL TEACHERS`
WORKING CONDITIONS, SELF-EFFICACY AND PROFESSIONAL
SELF-ESTEEM**

Yüksek Lisans Tezi

GÜLAY ÖZTÜRK

İstanbul, 2008

T.C.
MARMARA ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
İNGİLİZCE İŞLETME ANABİLİM DALI
ORGANIZATIONAL BEHAVIOUR BİLİM DALI

**THE RELATIONSHIPS AMONG PUBLIC PRIMARY SCHOOL TEACHERS'
WORKING CONDITIONS, SELF-EFFICACY AND PROFESSIONAL
SELF-ESTEEM**

Yüksek Lisans Tezi

GÜLAY ÖZTÜRK

Tez Danışmanı: DOÇ. DR. AYŞE ALEV TORUN

İstanbul, 2008

Marmara Üniversitesi
Sosyal Bilimler Enstitüsü Müdürlüğü

Tez Onay Belgesi

İŞLETME Anabilim Dalı ORGANIZATIONAL BEHAVIOUR Bilim Dalı
Yüksek Lisans öğrencisi GÜLAY ÖZTÜRK nin THE RELATIONSHIPS
AMONG PUBLIC PRIMARY SCHOOL TEACHERS' WORKING CONDITIONS, SELF -
EFFICACY AND PROFESSIONAL SELF - ESTEEM adlı tez çalışması ,Enstitümüz
Yönetim Kurulunun 18.12.2007 tarih ve 2007-15/23 sayılı kararıyla ile oluşturulan jüri
tarafından oy birliğiyle oy çokluğu ile Yüksek Lisans Tezi olarak kabul edilmiştir.

Öğretim Üyesi Adı Soyadı

İmzası

Tez Savunma Tarihi : 11.12.2008

1) Tez Danışmanı : DOÇ. DR. AYŞE ALEV TORUN

2) Jüri Üyesi : PROF. DR. SUNA TEVRUZ

3) Jüri Üyesi : YRD. DOÇ.DR. DİLEK TORUNOĞLU

.....
.....
.....
.....
.....

ACKNOWLEDGEMENT

I would like to thank my thesis adviser, Doç. Dr. Ayşe Alev Torun, for her support, encouragement, expertise, and guidance throughout my studies.

I am grateful for the support of my committee members, Prof. Dr. Suna Tevrüz, and Yrd. Doç. Dr. Dilek Torunoğlu. A special thank to Prof. Dr. Suna Tevrüz for her advices in statistical analyses.

I would also like to thank all my friends and colleagues for their support during my study, especially for their help in data collection process.

Above all, I wish to express many thanks to my family, my parents, brother and sisters for their unconditional love, support, and encouragement throughout my educational life. I love you all.

DEDICATION

Dedicated to my mother, Leylifer, to my brother, Erol, and to my sisters, Birgül and Gülsün. Above all, I dedicate this work to the memory of my dearest father, Kemal Öztürk.

GENEL BİLGİLER

İsim ve Soyadı	:Gülay Öztürk
Anabilim Dalı	:İngilizce İşletme
Programı	:Örgütsel Davranış
Tez Danışmanı	:Doç. Dr. Ayşe Alev Torun
Tez Türü ve Tarihi	:Yüksek Lisans – Mayıs 2008
Anahtar Kelimeler	:Çalışma Koşulları, Öz-Yeterlilik, Mesleki Benlik Saygısı, Öğretmen, İlköğretim

ÖZET

Devlet İlköğretim Okulu Öğretmenlerinin Çalışma Koşulları, Öz-Yeterlilikleri ve Mesleki Benlik Saygıları Arasındaki İlişkinin İncelenmesi

Bu araştırmada, öğretmenlerin çalışma koşulları ve öz-yeterlilikleri arasındaki ilişki ile öz-yeterlilikleri ve mesleki benlik saygıları arasındaki ilişki incelenmiştir. Bunun yanı sıra, öz-yeterlilik inancının öğretmenlerin çalışma koşulları ile mesleki benlik saygıları arasındaki ilişkide ara değişken olarak işleyip işlemediği araştırılmıştır. Öğretmenlerin demografik özellikleri ile mesleki benlik saygıları arasındaki ilişki de araştırmanın kapsamı içindedir. Öğretmenlerin çalışma koşulları, araştırmacı tarafından geliştirilen “Öğretmen Çalışma Koşulları Ölçeği” ile ölçülmüştür. Öğretmenlerin öz-yeterliliklerini incelemek için Tschannen-Moran & Woolfolk-Hoy’un (2001) geliştirdiği “Öğretmen Öz-Yeterlilik Ölçeği” kullanılmıştır. Bu anketin Türkçe çevirisi, geçerlilik ve güvenilirlik çalışması Çapa, Çakıroğlu & Sarıkaya (2004) tarafından yapılmıştır. Öğretmenlerin mesleki benlik saygılarını ölçmek için Arıca (1999) tarafından geliştirilen “Mesleki Benlik Saygısı Ölçeği” kullanılmıştır. Araştırma anketleri İstanbul ili, Eyüp ilçesindeki devlet ilköğretim okullarında çalışan 506 sınıf ve branş öğretmenine uygulanmıştır. Yapılan analizlere göre, öğretmenlerin çalışma koşulları ile öz-yeterlilikleri arasında ve öz-yeterlilikleri ile mesleki benlik saygıları arasında bazı boyutlar için pozitif ilişkiler bulunmuştur. Ancak, öz-yeterlilik inancının, öğretmenlerin çalışma koşulları ile mesleki benlik saygıları arasındaki ilişkide ara değişken olarak anlamlı bir etkisi bulunamamıştır.

GENERAL KNOWLEDGE

Name and Surname :Gülay Öztürk
Field :Business Administration
Program :Organizational Behaviour
Supervisor :Associate Professor Ayşe Alev Torun
Degree Awarded and Date :Master – May 2008
Keywords :Working Conditions, Self-Efficacy, Professional Self-Esteem, Teachers, Primary Education

ABSTRACT

The Relationships among Public Primary School Teachers' Working Conditions, Self-Efficacy and Professional Self-Esteem

The aim of this study was to investigate the relationship between teachers' working conditions and self-efficacy, and between teachers' self-efficacy and professional self-esteem. The mediating role of self-efficacy in the relationship between teachers' working conditions and professional self-esteem was also examined. Besides, the relationship between teachers' demographic characteristics and their professional self-esteem was explored. "Teachers' Working Conditions Scale", developed by the researcher, Tschannen-Moran & Woolfolk-Hoy's (2001) "Teachers' Sense of Efficacy Scale" (validated by Çapa, Çakıroğlu & Sarıkaya, 2004), and Arıca's (1999) "Professional Self-Esteem Scale" were used for measuring the variables of the study. The data was gathered from 506 public primary school class and branch teachers working in Eyüp, İstanbul. The results indicated positive relationships between some factors of teachers' working conditions and self-efficacy, and between some factors of self-efficacy and professional self-esteem. However, a significant mediating role of self-efficacy in the relationship between teachers' working conditions and professional self-esteem could not be revealed.

TABLE OF CONTENTS

	Page No
ACKNOWLEDGEMENT	i
DEDICATION	ii
ÖZET	iii
ABSTRACT	iv
TABLE OF CONTENTS	v
LIST OF TABLES	vii
LIST OF FIGURES	ix
1. INTRODUCTION	1
2. THEORETICAL FRAMEWORK	6
2 1. Working Conditions of Teachers	6
2.1.1. School Administration, Relationships, and Communication with Colleagues and Administrators	10
2.1.2. Changes in Educational Policies and New Responsibilities of Teachers	11
2.1.3. Physical Environment	12
2.1.4. Workload and Time Pressure	14
2.1.5. Factors Related to Students and Parents	15
2. 2. Self-Efficacy Belief	17
2. 2. 1. Teachers` Self-Efficacy Beliefs	22
2. 2. 2. Studies on Teachers` Self-Efficacy Beliefs	23
2. 2. 3. Antecedents of Teachers` Self-Efficacy Beliefs	23
2. 2. 4. Consequences of Teachers` Self-Efficacy Beliefs	25
2. 2. 5. Demographic Variables and Teacher Efficacy	27
2. 2. 6. Teachers with High-Low Efficacy Beliefs	29

2. 3. Professional Self-Esteem of Teachers	31
2. 4. The Theoretical Model, Hypotheses, and Research Question of the Study	38
2. 4. 1. The Relationship Between Teachers' Working Conditions and Self-Efficacy Belief	38
2. 4. 2. The Relationship Between Teachers' Self-Efficacy Belief and Professional Self-Esteem	39
2. 4. 3. The Mediating Effect of Self-Efficacy in the Relationship Between Teachers' Working Conditions and Professional Self-Esteem	39
3. METHOD	41
3. 1. Research Setting and Sample	41
3. 2. Instrument	43
3. 3. Procedure	45
3. 4. Data Analysis	46
4. FINDINGS	46
4. 1. Results of Factor and Reliability Analysis	46
4. 2. Means, Standard Deviations, and Correlations	51
4. 3. Multiple Regression Analyses	53
4. 4. Results of Research Question	59
5. CONCLUSION	62
5. 1. Discussion	62
5. 2. Limitations and Recommendations	68
REFERENCES	69
APPENDICES	91

LIST OF TABLES

	Page No
Table 1: Distribution of Gender, Age, Marital Status, Parental Status, Total Tenure, Present Tenure, Student Number, Position, Education Level	42
Table 2: The Results of First Factor and Reliability Analysis of Teachers' Working Conditions Scale	47
Table 3: The Results of Second-Order Factor and Reliability Analysis of Teachers' Working Conditions Scale	48
Table 4: The Results of Factor and Reliability Analysis of Teachers' Sense of Efficacy Scale	49
Table 5: The Results of Factor and Reliability Analysis of Professional Self-Esteem Scale	50
Table 6: Means, Standard Deviations, and Correlations for all Factors	52
Table 7: Results of Multiple Regression Analyses for Testing the Main Effects of Working Condition Dimensions on SEF1	53
Table 8: Results of Multiple Regression Analyses for Testing the Main Effects of Working Condition Dimensions on SEF2	54
Table 9: Results of Multiple Regression Analyses for Testing the Main Effects of Working Condition Dimensions on SEF3	54

Table 10: Results of Multiple Regression Analyses for Testing the Main Effects of Working Condition Dimensions on SEF4	54
Table 11: Results of Multiple Regression Analyses for Testing the Main Effects of Self-Efficacy Factors on PSE1	55
Table 12: Results of Multiple Regression Analyses for Testing the Main Effects of Self-Efficacy Factors on PSE2	56
Table 13: Results of Multiple Regression Analyses for Testing the Main Effects of Self-Efficacy Factors on PSE3	56
Table 14: Results of Multiple Regression Analyses for Testing the Main Effects of Self-Efficacy Factors on PSE4	56
Table 15: Results of Multiple Regression Analyses for Testing the Main Effects of Working Condition Dimensions on PSE1	58
Table 16: Results of Multiple Regression Analyses for Testing the Main Effects of Working Condition Dimensions on PSE2	58
Table 17: Results of Multiple Regression Analyses for Testing the Main Effects of Working Condition Dimensions on PSE3	58
Table 18: Results of Multiple Regression Analyses for Testing the Main Effects of Working Condition Dimensions on PSE4	59

LIST OF FIGURES

	Page No
Figure 1: Theoretical Model of the Triadic Reciprocal Interaction	19
Figure 2: The Theoretical Model of the Study	40

1. INTRODUCTION

Education is a very important factor for the economic, social, and national development of countries. Since teachers are the most crucial elements of the education process, they have significant roles in the development of countries. Teachers' performance in their profession is an important factor in the process of implementing educational objectives (Baloğlu, 2001; Ko, 2003; Nichols, 2002).

Schools are social organizations that directly and indirectly reflect the problems, attitudes, and behaviours observed in society. Primary education has a very significant role in the education process of people. Through primary education children gain the basic skills and knowledge, and teachers are the most important models for primary school students (Erdem, 1998, Velez-Arias, 1998).

There have been constant changes in educational, economic, cultural, and technological policies of many countries, and globalization and technological changes also had major influences on workers and organizations. These changes have affected workplaces and employee's working conditions which are very important, because they have direct impacts on physical and psychological well-being of individuals.

Turkey is one of the countries in which educational changes are being implemented in recent years, and these changes have influences on working conditions of teachers. In Turkey, teaching and working conditions of teachers are under the control of government. In recent years, numerous educational reforms have been initiated using a top-down approach by government, from Ministry of National Education to schools.

In Turkey, education is accepted as the most vital aspect of development in all fields, and it is considered as one of the most important reform area. The Turkish national education system aims to improve the thinking, perception, and problem-solving abilities of students, and educate them to be able to cope with the information age. In basic education,

which includes pre-school and primary education, it is aimed to provide students with basic skills and knowledge, and to implement student-oriented education so as to educate pupils to be creative, and think critically. Primary education lasts eight years, for children aged from six to fourteen; it is compulsory and free of charge in public schools. It has two stages: elementary education with grades one to five, and lower secondary education with grades six to eight. In primary education, teachers determine the teaching methods and implement the plans on the basis of curricula. Classroom teachers are individually responsible for grades one to five; branch teachers are responsible for grades six to eight, and also for some courses in grade four and five (Eurydice: http://www.eurydice.org/ressources/eurydice/pdf/047DN/047_TR_EN.pdf)

Working conditions are mostly defined as the physical and psychosocial aspects of the workplace. Working conditions at schools are deemed important, since they also generate students' learning conditions. Good working conditions create an environment more suitable to teaching and learning. Conditions such as class size, noise level, resources, relationships with administrators and colleagues, workload, physical environment, and school structure have effects on teachers' physiological and psychological well-being, self-esteem, self-efficacy, job satisfaction, work commitment, turnover intention, morale, attitudes, behaviours, and ability to do their job (Bradley, 1998; Coladarci, 1992; Dunham & Varma, 1998; Haggqvist, 2004; Hartnett, 1995; Lynch, 2007; Milbourne, 2006; Velez-Arias, 1998; Vogel, 2004; Younghusband, 2005; Zhao, 2007).

There should be desirable working conditions for teachers, because working environment in schools is a very important factor for the attraction, recruitment, and retention of teachers. Poor working conditions such as large class-size, excessive paper work, limited resources to satisfy the special needs of students, lack of parental support, unexpected changes in curriculum, time pressure, students' behavioural and motivational problems may cause teachers to quit their profession (Ko, 2003; Lee, 2001).

There have been changes in the role of teachers as a result of changes in educational policies. In the past, there was a standard curriculum, and courses were taught

to students in a routine way. Teaching involved imparting information to students, and students' role was to memorize that information and feed it back to their teachers during exams. But today, the role of teaching has changed, because of the new technology and increased globalization. Teachers must take into account both the development of other sources of information outside the school such as internet and television and students' changing relationship to information, culture, technology, and knowledge. They need to be aware of technological and pedagogical changes, and they have to consider providing both on-site education and lifelong learning (Greenglass & Burke, 2001; as quoted in Dollard, Winefield & Winefield, 2003).

Teachers are faced with competing demands from parents, students, and media, and schools are being challenged to meet the needs of the whole society. These pressures and changes in working conditions have influences on teachers' self-efficacy. According to research findings, aspects of teachers' working conditions such as resources have effects on their self-efficacy. Horng (2005) mentioned that school facilities made a significant difference in teachers' efficacy beliefs which had effects on their decisions to remain in teaching. Since teachers' self-efficacy has influences on students' learning, it is necessary to study working conditions in relation to teachers' perceived self-efficacy (Rosenholtz, 1989; Rosenholtz & Simpson, 1990).

Perceived self-efficacy is defined by Bandura (1997, p.3) as "beliefs in one's capabilities to organize, and execute the courses of action required to produce given attainments". According to him, self-efficacy belief of individuals depends on the context, and it is task or context specific. In recent years, teachers' self-efficacy has been an important research topic in education. There has been an increasing interest in studies about the school as an organization, and working conditions at schools. Educational researchers have been conducting studies about how working environments at schools may affect teachers' sense of efficacy.

Gibson & Dembo (1984) suggested that the relationship between teachers' efficacy belief, and schools' situational and organizational characteristics should be studied,

because teachers' self-efficacy is likely to be situation specific, and it may not be generalizable from one setting to another. Self-efficacy affects an individual's goals and behaviours and it is influenced by environmental conditions. It is proposed in the literature that external factors such as school climate, school leadership, class size, student ability, student age, and teacher workload influence teachers' self-efficacy (Ross, Cousins & Gadalla, 1996; Schunk, 1991; Vitali, 1994; Wertheim & Leyser, 2002; as quoted in Bryant, 2007).

Professional-self-esteem of teachers has also gained attention in educational research as a significant teacher characteristic. Lo Vette (1997; as quoted in Arıcak, 1999) has conducted some studies about teachers' self-esteem and self-concept. He claims that there is a positive relation between teachers' self-esteem and students' self-esteem on the one hand, and between students' self-esteem and their school achievement on the other hand. According to Lo Vette, teachers need to be respected by others so as to develop a strong professional self-esteem; low status, low salary, low prestige, and low respect for the profession cause teachers to have burnout, dissatisfaction, and low professional self-esteem. Also, hazardous psychosocial working conditions may cause reduced self-esteem (Dollard et al., 2003).

According to Arıcak (1999), professional self-esteem is an inference based on Super's (1963) theory of vocational self-concept. Super (1963) mentioned that throughout the development process of an individual, the profession has a different meaning for his/her self-concept, and this can be defined as the vocational self-concept. Arıcak (1999) defined professional self-esteem as an individual's judgment of worthiness related to his/her occupation, and it reflects how an individual accepts his/her occupation as important and worthy. In this study, Arıcak's definition is accepted as the operational definition of professional self-esteem which has the same meaning with vocational and occupational self-esteem.

Kunes-Connell (1991) conducted a study with psychiatric nurses, and the results showed that significance and respect were the essential components of occupational self-

esteem. She proposed that occupational self-esteem results from the relationship between interactions, events, situations in the workplace; the meaning applied to these elements by the psychiatric nurses, and the judgments about the self derived from those meanings.

Yeung & Watkins (1998a) developed a model of professional self-esteem which takes into account the self-perceived qualities of teacher efficacy, teacher-pupil relationships, and teaching commitment. They found that teacher efficacy, teacher-pupil relationships, and teaching commitment were very significant to the student teachers' professional self-esteem development.

The aim of this study is to find out the relationships among perceived working conditions, self-efficacy, and professional self-esteem of public primary school teachers. The study also aims to investigate the relationship between teachers' demographic characteristics and professional self-esteem. In the present study, it is expected to obtain a positive relationship between teachers' perceived working conditions and their self-efficacy belief, between teachers' self-efficacy belief and professional self-esteem perceptions, and a significant mediating role of self-efficacy in the relationship between teachers' perceptions of working conditions and professional self-esteem.

Studies have been conducted about the relationship between working conditions and self-efficacy of teachers, but the relationship between teachers' self-efficacy and professional self-esteem has not been studied too much. For that reason, studying this relationship will make contributions to the research in this area. The results of this research may be helpful for future studies, and can be used for the development of programs at schools for the improvement of schools' effectiveness, working conditions, and teachers' self-efficacy and professional self-esteem levels. This study would provide information to teachers, educational administrators, teacher training program developers, and educational policy makers. The outcomes of this study can provide a better understanding of and make a contribution to public primary school teachers' working conditions, self-efficacy, and professional self-esteem.

2. THEORETICAL FRAMEWORK

2.1. Working Conditions of Teachers

Work life has great importance for all individuals. It contributes to persons' well-being, helps them to form social relationships, and actualize their goals. Working can motivate people, give them opportunities to develop and use their skills, enhance their self-efficacy, and contribute to their identity. Work is considered to be a significant part of persons' lives. Humanist approach claims that work is the essence of humanity, through work individuals realize their potential, and they develop a sense of self-identity and self-worth by which they can meet their personal, social, and familial needs (Werner-Leonard, 2006).

The school as a workplace has crucial impacts on teachers, because teachers' professional performance, and effectiveness, mostly depend on the conditions in schools. Physical and psychosocial aspects of working conditions at schools are quite important for teachers' physical and psychological health. As a result, in educational literature, there has been an increasing interest in schools as an organization. Particular organizational characteristics such as adequate physical resources, administrative and collegial support, good relationship with students and parents are mostly cited as important features of successful schools, and the healthy school is defined as a place where teachers are valued as important resources, and their expertise, strengths, and competence are emphasized (Williams, 1995; Younghusband, 2005).

Working conditions can be regarded from different perspectives. Velez-Arias (1998) defined it as the circumstances at schools that intersect with and affect the capacity, ability, morale, behaviour and productivity of the teachers in their job performance. In general, working conditions can be defined as physical and psychosocial aspects of the workplace (Haggqvist, 2004). Some of the physical conditions of schools are class size, resources and facilities, noise level at school, light, thermal comforts, cleaning, humidity, ventilation, and classroom environments. Psychosocial aspects such as relationships and constant interactions with pupils, parents, colleagues, and administrators, organizational

climate, school policies, workload and time pressure, ability and motivation level of students, and responsibilities for students have influences on teachers' well-being. Hirsch (2004) stated that physical environment affects psychosocial environment.

Teachers' perception of their working conditions involves teachers' interpretations, evaluations and observations of their physical and psychosocial working situations, and it depends on the individual teacher and the individual school. Working condition factors perceived in one school by one teacher, may not be the same as perceived by another teacher in a different school (Zhao, 2007). Teachers' working condition is a vague concept, and it may be affected by many factors such as school size, student background, and school location. That is why, working circumstances are accepted as context and person specific, they can be perceived differently by teachers, and they can change from one school to another (Choy, 1996; as quoted in Ko, 2003; Skolverket, 2003).

Turkey has a centralized educational system which is established by the Ministry of National Education. Working conditions of teachers in Turkey are controlled by the government, and they are employed by Ministry of National Education, and they may have permanent, contracted or temporary status. At public schools, permanent teachers work as public officials whose service conditions are regulated by the Constitution and Civil Servants Law no 657. This law regulates the recruitment, in-service education, expected qualifications, promotion, social rights, salaries, and undertakings of public officials (Eurydice:http://www.eurydice.org/ressources/eurydice/pdf/047DN/047_TR_EN.pdf).

Working conditions are positively related with teachers' self-efficacy, and they have direct effects on teachers' effectiveness, morale, well-being, job satisfaction, attitudes, behaviours, productivity, and ability to do their job (Casserly, 1988; Cruz, 1993; Ginsberg, Schwartz, Olson & Bennet, 1987; Olson, 2003; Smyth, 1993; Solmon, Worthy & Carter, 1993; Stroot, Faucette & Schwarger, 1993; Williams & Williamson, 1993; as quoted in Velez-Arias, 1998; Bradley, 1998; Dunham & Varma, 1998; Hartnett, 1995; McLaughlin, Pfeifer, Swanson & Yee, 1986; Rosenholtz, 1989).

A good work environment, which is characterized by good relationships and a suitable workload, is a significant requirement for students' learning (Hirsch, 2004). There are many advantages of having better working conditions at schools, such as reducing teachers' absence, sickness, turnover, stress and increasing student achievement (Skolverket, 2003). Good conditions of teachers such as physical and psychological comforts, supportive administrators and colleagues have positive effects on teachers' attendance, enthusiasm, willingness to assume responsibility, cooperation, motivation, and effectiveness in classrooms (Reyes, 1990; Tye & O'Brien, 2002; Velez-Arias, 1998, Williams, 1995).

Bad working conditions such as lack of appropriate resources and facilities, work overload, time pressure, low parental support, low salary and status, poor physical working conditions, behavioural problems of students, colleagues and administrators who are not supportive, and excessive workload have negative effects on teachers such as stress, frustration, poor morale and effectiveness, low job satisfaction, increased absenteeism, negative attitudes towards administrators, students, and themselves (Corcoran, 1988; Ko, 2003; Lee, 2001; Vogel, 2004).

Erjem (2004) conducted a study with public high school teachers working in İstanbul, and found that a significant percent of teachers did not feel committed to their schools, because of the working condition factors. Most of the teachers were dissatisfied with their school's physical conditions, crowded classrooms, heavy course loads, and low level of student readiness. Teachers felt alienated due to management problems, economical problems, crowded classrooms, and long working hours.

Most of the studies conducted in educational sciences have revealed working conditions as important causes for teachers to leave the profession (Darling-Hammond, 2003; Harris, 2002; Ingersoll, 2001; Johnson, 1990; Lortie, 1975; Rosenholtz, 1989; Tye & O'Brien, 2002). Some of the mentioned factors related to teacher turnover include lack of administrative support, lack of competent colleagues, students' motivation and behaviour problems, work overload and time pressure, too large class size, no parental support, and

poor opportunities for professional development. It is claimed that schools with high attrition rates are characterized by a lack of administrative support and poor working conditions (Chapman, 1983; Howey, Yarger & Joyce, 1978; Johnson & Ryan, 1983; Sandfeur, 1982; Schlechty & Vance, 1981; as quoted in Szabo, 1990; Horng, 2005; Ko, 2003; Maniloff, 2004; McLaughlin et al., 1986; Vogel, 2004). Gabler (1987) contended that for attracting and keeping highly qualified teachers, working conditions at schools must be improved.

Teachers feel happy when their working conditions are pleasant (Nichols, 2002). There is a positive relationship between teacher wellness and the ambient conditions of the work environment. Research findings have shown that there is a direct relationship between adverse working conditions and poor health problems (Milbourne, 2006). Unpleasant working conditions can lead to poor mental well-being (Travers & Cooper, 1996; as quoted in Dunham & Varma, 1998).

Several studies have been conducted about the relationship between teachers' working conditions and job stress. Teaching has been identified as one of the most stressful profession in many countries (Hunter, 1977; as quoted in Lee, 2001; Kyriacou, 1997). According to a study implemented by Özdayı (1996) with Turkish secondary school teachers, the main causes of teachers' job stress were low salary and crowded classrooms; the other teacher stressors were: administrative problems, time pressure, centralized administration, relations with parents, instructional problems, curriculum, profession-related problems, no opportunities for involvement in educational decisions, bureaucracy, and lack of administration-teacher-student- parent cooperation.

In the present study, public primary school teachers' perceived working condition factors of school administration, relationships and communication between colleagues and administrators, and between colleagues themselves, changes in educational policies and new responsibilities of teachers, physical facilities, resources, and work environment, workload and time pressure, and factors related to students and parents are examined. The details of these factors are as follows:

2. 1. 1. School Administration, Relationships, and Communication with Colleagues and Administrators

In order to increase the efficiency in education, teachers should have a comfortable environment and an encouraging administration (Özdayı, 1996). Xin & MacMillan (1999; as quoted in Maniloff, 2004) found that for teachers, support of administration was the most important factor among workplace conditions. Support or lack of support of administration was a reason for teachers to leave the profession or to remain in teaching (Horng, 2005).

The school principal is the most significant factor for determining school climate. School administrators have a role in creating an environment that will contribute to the success of teachers and they also play a key role in teacher retention (Barth, 1990). Maniloff (2004) found that the school principal was the key element differentiating between a more or less satisfying work environment. According to a study of Chittom and Sistrunk (1990; as quoted in Maniloff, 2004), a significant positive correlation between teachers' satisfaction with the working conditions and teachers' perceptions of their principal's leadership behaviours was revealed. If teachers viewed their working conditions as less satisfactory, they tended to perceive their principal's leadership behaviours more negatively, and the reverse was valid too.

Administrators, who consider the opinions of teachers and students, set clear and reasonable expectations, promote instructional time, have good communication skills, engage in collaborative problem solving, involve teachers in decision-making process, and provide adequate resources, were stated as key factors in creating positive working conditions. Principals, who do not offer adequate encouragement and support for discipline issues, refrain from providing feedback and recognition, and are dictatorial and inaccessible, create a negative working environment (Younghusband, 2005). Şişman (1996; as quoted in Yılmaz, 2006) showed that in teachers' opinion, school principal was the most important factor of an effective school; after the school principal, school culture and environment, and colleagues followed respectively.

Teachers have high well-being when they can share questions, reflections, and plans with their colleagues (Dworkin, Haney, Dworkin, & Telscher, 1990; Farber, 2000; Speilberger, Vagg & Wasala, 2003). Greater colleague support was significantly correlated with lower levels of depression, and higher levels of morale. Social support from colleagues has been accepted to have beneficial effects on teachers' performance and professional development. Teachers who have good relationships with their colleagues feel highly satisfied with their profession. Poor interpersonal relationships between colleagues may create a negative work environment (Younghusband, 2005).

2. 1. 2. Changes in Educational Policies and New Responsibilities of Teachers

There have been changes in the workplaces, as a result of large-scale technological, socio-economic, and educational changes; globalization also has influences on policies of countries (Cox, Griffiths, & Rial-Gonzalez, 2000). Working conditions at schools have been influenced by all of those changes.

In recent years, schools have undergone a period of restructuring and educational reforms. Troman & Woods (2001) reported that the restructuring of schools caused changes in work patterns and relationships in schools, and as a result, teachers' roles and responsibilities also have changed. Teaching profession is now much more demanding than before, an increasing demand on teachers from parents, students, administrators, and media has occurred. Teaching profession has become more important, many-faceted, and teachers need to possess more cognitive, social, and didactic skills (Lee, 2001; Dollard et.al., 2003; Skolverket, 2003).

In the past, teachers were only responsible for transmitting knowledge to students, but today, they also inculcate correct values, morals, and attitudes to students (Lee, 2001). Teachers' role is described as being a mentor and a coach, helping students to develop their motivation and search for knowledge (Daun, 2003). They have to be aware of the technological, organizational and pedagogical changes, and they have to consider not only teaching but also the changes in students' relationship to information. They must take into account both the academic development of students and their social and psychological

well-being (Greenglass & Burke, 2001; as quoted in Dollard et.al., 2003). Teachers need to provide both on-site education and a life-long learning for students, and they have to motivate students for their own individual learning. As a result, teachers have to acquire new skills and responsibilities (Dunham & Varma, 1998).

Younghusband (2005) conducted a study to find out high school teachers' perceptions of their work environment, and she revealed that teachers felt pressures with the pace of educational change. In the past few years, most of the educational changes were considered to be the cause of the increase in teachers' workload.

In Turkey, there have been permanent and extensive educational reforms as a result of the accession process to European Union. Globalization and socio-economic demands also have affected educational policies which are initiated by the government and implemented as a top-down approach. Teachers' working conditions are affected by these educational changes, however, teachers mostly can not participate in the changes.

Some of the educational changes in Turkey are the new curriculum, the changes in the duration of primary and secondary education, extending primary education from five years to eight years and secondary education from three years to four years, changes in central examinations for secondary education, technology classes, and use of computers in education(Eurydice:<http://www.eurydice.org/ressources/eurydice/eurybase/pdf/0integral/TREN.pdf>). While these reforms are needed, much pressures and demands have been placed upon teachers such as work overload, and having to acquire new skills and knowledge.

2. 1. 3. Physical Environment

Physical working conditions of schools such as thermal comfort, noise, lighting, ventilation, class size, resources and facilities, size and shape of the school building have influences on teachers' performance, morale, job attitudes, and behavioural intentions (Buckley, Schneider & Shang, 2004; Lee, 2001; Milbourne, 2006).

Thermal conditions of schools such as the temperature, air movement, and air cleanliness are significant factors which provide a proper educational environment for both teachers and students. Knirk (1979; as quoted in Williams, 1995) stated that too cold classrooms cause students to be restless and too hot classrooms cause them to daydream. The classrooms' lighting is also an important factor of physical environment, it adds to greater desire for working, more concentration, and greater accuracy. Poor lighting has negative influences on task behaviour and health of teachers (Hathaway, 1983).

Earthman (2002; as quoted in Horng, 2005) found that poor school facilities such as poor thermal and acoustic quality, overcrowding, dirty bathrooms and classrooms, excessively hot or cold classrooms, and old buildings have influences on teachers' effectiveness, satisfaction, retention, and turnover. Teachers ranked classroom furnishings, classroom equipments, and ambient features as the most important environmental characteristics, and they were not pleased with acoustics, thermal conditions, equipments and relaxation areas in their schools (Overbaugh, 1990). If the physical conditions of schools are satisfying, teachers have a greater desire to work, have more concentration, higher job satisfaction, better job performance, less fatigue, and feel that they have a proper educational environment (Velez-Arias, 1998; Williams, 1995).

Long lasting noise has negative effects on students' learning, and it is accepted as a contributing factor for teachers' job stress. Teachers believe that noise level in classrooms impairs academic performance. Previous studies have revealed that external noise makes teachers feel discomforted and it lowers efficiency for teachers more than it does for students (Taylor & Grousie, 1988; Milbourne, 2006). It was also concluded that a quiet environment increases efficiency and alertness, excessive noise, however, defeats the aims of schools (Williams, 1995).

The environment in classrooms affects students and teachers both physically and psychologically. What distracts students in the environment also distracts teachers. Studies indicated that in crowded classrooms, teachers increase their control over students and behave less friendly to them, students, on the other hand, show less interest and

involvement in lessons, and pay less attention to teachers (Becker, 1981; Johnson & Landman, 1997).

Griffith, Steptone & Cropley (1999) claim that large class sizes cause higher levels of stress for teachers than small class sizes. It is found that large class size is a barrier to effective teaching, and it limits the ability of teachers to perform professionally. Crowded classroom is a reason for teachers' turnover, and decision to leave the profession (Dibbon, 2004; Horng, 2005). The researchers assert that both teachers and students agree that overcrowded classroom negatively affects teachers' instructional techniques and classroom activities, and the amount of time the teacher can spend on teaching methods (Velez-Arias, 1998). It is indicated that in small classes, student participation was greater and teachers spent less time for disciplining students, and for teachers it was easier to keep order and have innovative instructional time (Rice, 1999; Holloway, 2002).

Teachers claim for smaller groups of pupils and lower pupil-teacher ratios. Glass (1986) asserts that teachers want larger and more flexible classrooms. Too large groups of students are cited as a factor of poor working conditions (Skolverket, 2003). Crowded classrooms make students more aggressive and possessive (Toepfer, Becknell, Fox, Kirk & Sayre, 1972; as quoted in Williams, 1995). Teachers all over the world have problems because of large class sizes, inadequate resources, and inadequate time (Mohapatra, 2005).

The schools' facilities and resources are teachers' tools which influence the quality of their work. It has been found that effective teaching is hard to accomplish when there are not enough resources and facilities. Adequate physical conditions are cited as one of the most important conditions for an effective teaching environment (Velez-Arias, 1998; Williams, 1995).

2. 1. 4. Workload and Time Pressure

Teachers' roles have changed over the years, their work has increased too much, they have to work more in a less time (Jackson, 2001a; as quoted in Younghusband, 2005).

According to several studies conducted in Sweden by Swedish Teachers' Union, teachers have a heavy workload (Regeringskansliet, 2003).

Students with emotional, social, intellectual and physical needs, students with above or below average capabilities, lack of time to spend with individual students, excessive paper work, covering lessons for absent teachers, new educational policies such as curriculum changes, restructuring, and having to teach courses which are not within their specialization have been found as main causes of the increase in teachers' workload (Blase, 1986; Dibbon, 2004; Evers, Brouwers & Tomic, 2002; Lee, 2001; Nieto, 2003; Wilson & Hall, 2002; Younghusband, 2005). Corcoran (1988) found that large class size, and extra duties have increased teachers' workload. Too many students in classrooms are cited as a reason of teachers' workload, that is why, decreasing class size is accepted as a way of reducing the workload of teachers (Lee, Dedrick & Smith, 1991).

Research in educational sciences indicates that heavy workload and increasing time pressures have negative effects on teachers; work overload of teachers is related to poor motivation, lower self-esteem, absenteeism, and alcohol use; and it has been accepted as a major source of teacher stress (Black, 2003; Geelan, 2002; Montalvo, Bair, & Boor, 1995; Naylor, 2001a; Pierce & Molloy, 1990; Taris, Peeters, LeBlanc, Schreurs, & Schaufel, 2001; Van Der Klink, Blonk, Schene, & Van Dijk, 2001; as quoted in Younghusband, 2005). Stress has to do with little time or little control over time (Adelman, Walking Eagle, & Hargieaves, 1997; as quoted in Maniloff, 2004). According to a study conducted in Turkey (Özdayı, 1991), teachers had problems with their working hours, and insufficient time for reading exams. Therefore, time pressure may be assumed as a source of stress for Turkish teachers.

2. 1. 5. Factors Related to Students and Parents

Teachers do not only transmit information to students, but also transmit correct attitudes and values which makes their work more challenging. Teachers need to focus on students' individual needs, their psychological and pedagogical needs, and they have to consider students with special needs. Teachers are the key persons in both academical and

psychosocial development of students. Graham (2003) states that teachers' working conditions are students' learning conditions.

Johnson (1990) claimed that students' abilities affect teachers' beliefs in their effectiveness to work with those students. Poor attitudes of students about courses, noisy pupils, poorly motivated students and their behavioural and disciplinary problems have negative effects on teachers. According to a study conducted by Ko (2003) with teachers in Hong Kong, the student element is the second factor of teachers' major source of job dissatisfaction after poor salary.

Wisniewski & Gargiulo (1997) claim that students with emotional and behavioural problems may cause teachers to leave the profession, and students with such problems have been linked to negative school environments and teachers' job stress. Some examples of students' misbehaviours that place more demands on teachers are: disruptive-aggressive-emotional-behavioural problems, arriving late, missing lessons, fighting with others in class, throwing pencil across classrooms, asking to go to the toilet repeatedly, talking while the teacher is lecturing, taking pupils' property, failing to bring homework, and damaging classroom fittings (Blase, 1986; Borg, Riding, & Falzon, 1991; Englebrecht, Oswald, Swart, & Eloff, 2003; Friedman, 1995; Ingersoll, 2003; Naylor, 2001a; as quoted in Younghusband, 2005).

Parental support is an important aspect of teachers' work, because students' attitudes and behaviours are mostly affected by the attitudes of their parents. According to research findings, the willingness of parents to be involved in their child's education is below than what teachers expect. Parents' cooperation with administrators and teachers, and their involvement in school activities have vital impacts on teachers' job performance, and commitment (Bradley, 1998). Özdayı (1996) conducted a study with secondary school teachers and she concluded that some teachers had poor communication with parents, and parent-school cooperation was poor. Parents demand too much from teachers who are often to be blamed when students have problems with their lessons (Lee, 2001).

2. 2. Self-Efficacy Belief

The self is generally accepted as the individuals' way of defining and categorizing themselves. Some theorists accept self as a product of an individual's interactions and experiences with other people. Work life which creates opportunities for such encounters is significant for people, since under certain situations it may improve or weaken the concept of self (Locke, Federick, Lee, & Bobko, 1984).

James (1950; as quoted in Tinsley, 2002) stated that feelings of self worth or self-esteem are derived from self-perceptions in relation to others with similar skills and abilities. He pointed out that personal expectations are intrinsic in nature, but they are affected by extrinsic forces, and he claimed that self-esteem of individuals can be modified by extrinsic forces such as opinions of others.

It is stated that the concept of self is both complex and multidimensional (Coopersmith, 1967; Rosenberg, 1979). Coopersmith (1967) claimed that the self is composed of four factors: competence, peer interactions, family, and knowledge of self. Coopersmith defined self-esteem as the personal judgment of worthiness that is expressed in the attitude the individual holds towards himself or herself. It plays a significant role in understanding the "why's" of behaviours (Branden, 1987; Shavelson & Bolus, 1982; Wylie, 1974; as quoted in Zieff, 1995).

Rosenberg (1979) defined self as the totality of an individual's thoughts and feelings with reference to his/her self as an object. For Rosenberg, self-esteem is an individual's feeling that he or she is good or worthy in the views of others, and it is a general sense of self-worth that combines self-efficacy, self-esteem, and personal integrity. Self-esteem and self-efficacy are related to the individual's professional satisfaction, attitudes, commitment, and performance (Pierce, Gardner, Cummings, & Dunham, 1989; as quoted in Van Meter, 2000).

Terms such as attitudes, perceptions, judgments, and conceptions are related to a sense of belief (Pajares, 1992). The constructs of self-concept, self-esteem, teacher self-

efficacy, and professional self-concept are also related to a sense of belief; and these terms can be used to understand the attitudes of a teacher about himself/herself as a teacher.

Bandura (1997) claimed that self-efficacy is different from all other self-constructs such as self-concept, and self-esteem. Self-efficacy involves judgments of capabilities that are specific to a particular task, and it is highly predictive of individuals' behaviours, but thoughts of self-concept or self-image are not. Schunk (1987; as quoted in Varon, 2003) also mentioned that self-efficacy is a context-specific assessment of abilities to implement a specific task. Self-concept judgments, on the other hand, are more general and less susceptible to the context (Pajares, 1996).

According to Rosenberg (1979), self-confidence is closely related to Bandura's (1977) self-efficacy concept. He accepted self-confidence as the expectation of meeting challenges and overcoming obstacles, and having a general control of the self and the environment.

Rotter's (1966) locus of control concept, sometimes mentioned as sharing similar meaning with Bandura's (1977) self-efficacy concept, refers to the degree to which an individual feels in control over his/her life events, and it determines the persons' expectations. Self-efficacy firstly mentioned by Bandura (1977) within his social cognitive theory, is defined as the "beliefs in one's capabilities to organize, and execute the courses of action required to produce given attainments; an individual's belief about his/her capability to produce designated levels of performance that exercise influence over events that affect his/her life" (Bandura, 1997, p.3). Unlike locus of control theory, self-efficacy is a situation-specific concept, and Bandura emphasizes that these two concepts are entirely different.

The studies about self-efficacy beliefs are grounded in Bandura's (1977, 1986, 1997) social cognitive theory, and self-efficacy is at the core of this theory. Bandura (1977) gave the details of social cognitive theory in his publication of "Self-Efficacy: Toward a Unifying Theory of Behavioral Change". Social cognitive theory, which underlined the mediating role of cognitive processes as determinants of individuals'

behaviours, consists of three elements: human agency, outcome expectancy, and self-efficacy belief.

a-Human Agency: The basis of human agency is the power to produce actions for given purposes under certain conditions. Social cognitive theory explains human behaviours as operating within a continuous reciprocal relationship among personal, behavioural, and environmental factors. This triadic interaction of environment, personal factors, and behaviour, which is the key factor in social cognitive theory, is displayed in Figure 1.

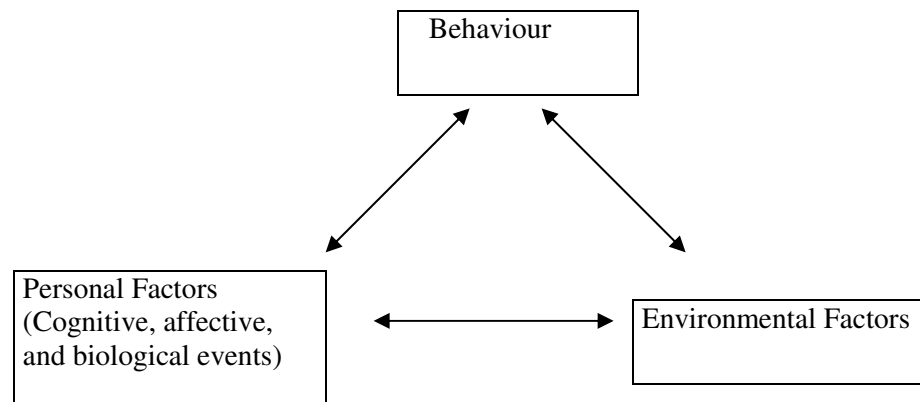


Figure 1: Theoretical Model of the Triadic Reciprocal Interaction (Bandura, 1997, p.6; as quoted in Çapa, 2005).

1-The Person-Behaviour Reciprocal Relationship: It proposes that individuals' behaviours are affected by their personal characteristics, and behaviors also affect individual's personal characteristics. While persons' beliefs and expectations shape their behavior, the consequences of their behavior will affect their personal characteristics in turn. For example, an individual with a high self-efficacy perception (personal characteristic) for a given task will show more effort and persistence in accomplishing that task (behaviour). If the outcome of that behavior meets the individual's expectations, then he/she develops a stronger self-efficacy. Thus, behaviors can also impact cognitive processes.

2-The Environment-Person Relationship: It asserts that the social and physical environment influences personal characteristics. It includes that not only individual's beliefs and expectations are developed and changed by his/her environment, but also those beliefs and expectations affect his/her environment. For example, a small child, who observes his/her brother riding a bike, will gain efficacy for riding a bike, and he/she will likely ride the bike as his/her brother does. Here, the environment (observing the brother) affects personal characteristics (self-efficacy).

3-The Behaviour-Environment Interaction: It suggests that individuals are both producers and products of their environment. The environment -physical or social- affects the behaviours of people within it. For example, teachers working within a certain school may behave differently than teachers working in another school.

b-Outcome Expectancy: It is related to anticipated results which are based on an individual's actions, and it is the degree to which the individual believes that the environment can be controlled. Outcome expectancy refers to an individual's estimate that a given action will lead to a certain outcome.

c-Self-Efficacy: It is an important contributor to human agency and is concerned with what persons believe they can do with what they have under various conditions rather than the number of abilities that they have. Shaimemanya (2006) argues that self-efficacy focuses on an individual's self-perception of competency rather than one's actual level of competency.

Bandura's (1986) reciprocal determinism model claims that individuals do not perform in isolation, they are both products and producers of their environments. In line with this claim, Bandura (1982; 1997) asserted that perceived self-efficacy is a situation-specific determinant of behaviour, it is not a global personality trait, and he proposed that self-efficacy studies must be based on an analysis of the situational determinants of self-efficacy. According to him, self-efficacy beliefs change with circumstances and events. A strong self-efficacy belief in one realm is not necessarily accompanied by a strong self-

efficacy belief in other realms. He does not support theories which explain self-efficacy as a trait-based construct.

Like Bandura, most of the theorists proposed that the perception of self-efficacy is likely to be situational and contextual, and it may be accepted as a context-based trait (Baron, 1990; Cevrone & Peake, 1986; Pajares, 1996; Raudenbush, Rowan, & Cheong, 1992; Tschannen-Moran, Hoy & Hoy, 1998). Perceived self-efficacy is not a static personality trait that people have, rather it is a dynamic cognitive appraisal process that people use; persons may have different self-efficacy perceptions related to various appointments in different situations (Pajares, 2002; Smylie, 1998).

Bandura (1997) stated that self-efficacy beliefs affect an individual's functioning through affective, motivational, cognitive, and selection processes and he suggests four sources of self efficacy information: enactive mastery experiences, vicarious experiences, verbal or social persuasion, and emotional-physical states. These sources are:

1-Enactive Mastery Experiences: It is the most effective source of self-efficacy belief. Experiences convince individuals that they possess what it takes to overcome difficulty. Mastery experiences provide people with authentic information about their capability in a particular context. Self-efficacy may be raised with success, on the other hand, failure may lower it. For example, when a novice teacher tries to discipline a noisy student and fails, he/she will avoid disciplining other students in subsequent situations.

2-Vicarious Experiences: Modeling, seeing or visualizing other persons while they perform tasks successfully raises the observers' efficacy beliefs. As an individual observes the purposive performance of specific others, his/her self-efficacy is influenced positively. If an individual identifies with the model more closely, its impact on his/her self-efficacy will be greater.

3-Social Persuasion: It refers to being told by other persons that an individual can be capable of carrying out a specific behaviour. Verbal judgments from other people have impacts on individuals' self-efficacy perceptions; positive feedback, encouragement, and

praise from significant others may raise the efficacy beliefs of an individual, whereas, negative comments, and expressions of doubts may undermine an individual's self-efficacy perceptions.

4-Emotional-Physical Arousal: This source implies that an individual's mood may influence his/her personal efficacy judgments. Stress, tension, fatigue, joy, excitement, etc. have effects on individuals. An individual's vulnerability to physiological and emotional states may be influential on his/her self-efficacy belief. A positive mood may activate thoughts of past success which will enhance self-efficacy, but a negative mood may activate thoughts of past failures which may lower self-efficacy.

2. 2. 1. Teachers' Self-Efficacy Beliefs

After Bandura's social cognitive theory, self-efficacy concept has been studied in various disciplines such as psychology, human resources management, and education, and it is accepted as an important construct, because of its organizational implications (Işık, 2002). Educational researchers have been interested in the nature of teachers' work, attitudes, and perceptions of their work. Many studies cited organizational characteristics of a school as important determinants of an effective school, besides personal characteristics of the people within it.

Perceived self-efficacy takes the form of teacher efficacy when applied to an educational setting, and teacher efficacy has been mentioned as a significant teacher characteristic (Bryant, 2007). Teachers' sense of efficacy is defined as a teacher's expectation about his/her ability to instruct and meet the needs of all of his/her students (Gibson & Dembo, 1984). Ashton (1985, p.142) defined teacher efficacy as "a teacher's belief in his/her ability to have a positive effect on student learning". Hoy & Woolfolk (1993, p.393) defined teacher efficacy belief as "a teacher's belief that he/she can reach even the most difficult students, and help them learn". According to Tschannen-Moran, et al. (1998, p. 233), teacher's perceived self-efficacy is "the teacher's belief in his/her capability to organize and execute courses of action required to successfully accomplish a specific teaching task in a particular context".

Educational researchers agree that teaching is a contextually situated profession (Putnam & Borko, 2000), and teacher efficacy is a type of self-efficacy which is a multi-dimensional and a context-specific construct; it is not a global, and not a fixed variable (Applebaum & Hare, 1996; Ashton & Webb, 1986; Bandura, 1997; Friedman & Kass, 2002; Raudenbush et al., 1992; Tschannen-Moran et al., 1998; Tschannen-Moran & Woolfolk-Hoy, 2001; Zimmerman & Cleary, 2006). Goddard, Hoy & Woolfolk-Hoy (2004) revealed that teachers' sense of efficacy may be specific to a particular context, and a teacher's level of efficacy may change depending on the subject, the students, and the setting. Bandura (1997) underlined that teacher efficacy belief is a situation-specific and task-specific expectation, and teacher efficacy changes across the context and from subject to subject that teachers teach.

2. 2. 2. Studies on Teachers' Self-Efficacy Beliefs

Gibson & Dembo (1984) recommended that the main issue to be studied is the relationship between teachers' efficacy belief, and the situational and organizational variables related to schools, because teachers' efficacy belief is likely to be situation specific, and it may not be generalizable from one setting to another. In line with this suggestion, many researchers have been studying how schools as organizations may influence teachers' sense of efficacy. Schools have been accepted as work organizations which facilitate professionalism, create relationships among colleagues, and involve teachers in decision-making about student learning (Sleegers, 1999). Teachers' perceptions of environmental conditions such as restrictions or opportunities in a specific school influence their self-perceptions. Antecedents and consequences of teachers' self-efficacy belief in a school setting can be summarized as follows:

2. 2. 3. Antecedents of Teachers' Self-Efficacy Beliefs

It is found that organizational characteristics of a school are significantly correlated to the improvement of teachers' efficacy beliefs (Fuller, Wood, Rapport, & Dornbusch, 1982; Zhao, 2007). Teachers had higher self-efficacy levels in schools that have a positive school environment (Moore & Esselman, 1994; as quoted in Çapa, 2005).

It was demonstrated that conditions prevalent in schools such as administration, workload, class size, pupils' achievement and age level, school climate, school effectiveness, and colleague support affect teachers' self-efficacy belief (Ashton, 1984; Goddard, 2001; Ross, 1995; Tarter & Hoy, 1988). Lee et al. (1991) found that four school characteristics are related to teacher efficacy belief, which are teacher control, sense of community, student misbehaviour, and principal leadership. It is also revealed that teachers' involvement in school and classroom decisions influence their self-efficacy belief (Moore & Esselman, 1994; as quoted in Çapa, 2005; Raudenbush et al., 1992).

Lee et al. (1991) stated that teachers' efficacy belief was higher in better socio-economic conditions. Leithwood (1992; as quoted in Lewandowski, 2005) reported that teachers who had comfortable working environments, and obtained support from administration tended to have higher self-efficacy beliefs.

Hoy & Woolfolk (1993) conducted a study to investigate the relationship between elementary school teachers' efficacy beliefs and healthy school climate variables which included factors such as principal influence, consideration, resource support, morale, institutional integrity, and academic emphasis. They found that principal influence, academic emphasis, and institutional integrity were significantly related to teachers' efficacy beliefs.

Large class size may negatively influence teachers' interactions with students, and it may reduce teachers' individual cooperation with their students. When the class is crowded, it may be difficult for teachers to implement effective instructional techniques. In overcrowded classes, teachers have little time for each student, and this may cause them to feel as inefficient, and that feeling can affect teachers' self-efficacy belief (Smylie, 1998). In classes with few students, teachers have more opportunities to work with each student, and they are more efficient and productive. Smaller classes may also have positive impacts on the learning process of students (Bain & Achilles, 1986). An increase in class size and pupils' academic heterogeneity may cause an increase in classroom complexity which may reduce teachers' expectations about their abilities to meet their students' needs (Çapa,

2005; Goddard, Hoy, & Woolfolk-Hoy, 2004; Newmann, Rutter & Smith, 1989; Ross, et al., 1996; Smylie, 1998; Wertheim & Leyser, 2002).

Teachers' self-efficacy can be improved with supportive administrators and colleagues (Ramey-Gassert, Shroyer & Staver, 1996; as quoted in Zhao, 2007). Some studies revealed that teachers' efficacy beliefs were higher when they had more collaborative and supportive colleagues. It seems that there is a reciprocal relationship, since teacher self-efficacy beliefs also affect teacher collaboration (Chester & Beaudin, 1996; Lee et al., 1991; Newmann et al., 1989; Raudenbush et al., 1992; Taylor, 1997). Also, teachers who perceived that they had good relationships with their colleagues had higher self-efficacy levels for problem solving (Kruger, 1997).

Besides the positive relationship between teachers' self-efficacy belief levels, and supportive colleagues, a positive correlation between principal leadership behaviours and teacher self-efficacy was also found (Bandura, 1997; Coladarci, 1992; Ebmeier, 2003; Franklin, 1989; Hartnett, 1995; Hoy & Woolfolk, 1993; Lee et al., 1991; Rosenholtz, 1989). Hoy & Woolfolk (1993) stated that principal influence was the most important leadership characteristic that affect teachers' efficacy perceptions, and Newmann et al. (1989) reported that principal's responsiveness to teachers' concerns were important predictors of teachers' efficacy beliefs. A Turkish study (Çapa, 2005) also found that first year teachers' efficacy beliefs were positively related to principal support.

2. 2. 4. Consequences of Teachers' Self-Efficacy Beliefs

Teacher efficacy beliefs are investigated and identified firstly by Armor et al. (1976) in Rand corporation studies which were federally funded educational programs in eighteen American school districts. Those studies were developed from Rotter's (1966) locus of control theory. The researchers found a significant relationship between student achievement and teacher efficacy, and also claimed that certain factors in the school environment caused difficulties for teachers so as to prevent them from developing a strong sense of efficacy.

Ashton & Webb (1986) provided that there was a positive relationship between teacher efficacy level and student achievement. Bandura (1977,1997) confirmed the relationship between teachers' self-efficacy and student achievement, and he also stated that teachers' efficacy beliefs affect their general attitude toward the educational process and their instructional activities. Generally, positive attitudes of teachers influenced students in a positive way such that in addition to achievement, students' sense of efficacy, motivation, and engagement also improved (Anderson, Greene, & Lowean, 1988; Ashton, 1984; Eccles & Wigfield, 2002; Hartnett, 1995). These findings have also been supported by others who have reported that teachers' classroom interactions change according to their self-efficacy belief levels. Teachers who have high self-efficacy levels tend to implement new instructional techniques, use more democratic classroom control techniques, and have more positive attitudes towards work (Özkan, Tekkaya, & Çakıroğlu, 2002; as quoted in Ay, 2007; Lynch, 2007).

Teachers' efficacy belief has been related to teacher behaviours and attitudes (Bandura, 1997; Campbell, 1996; Raudenbush et al., 1992; Tschannen-Moran et al., 1998). Ay (2007) found that teachers' self-efficacy levels had direct influence on their organizational citizenship behaviours. Some studies revealed that there was a strong relationship between teacher self-efficacy belief and teacher commitment to the profession (Coladarci, 1992; Lynch, 2007; Short, 1994; Zhao, 2007). Teachers' self-efficacy beliefs have impacts on their career decisions, for instance, teachers who drop-out from the profession may have done so, due to their lower self-efficacy belief. Others who remain in the profession, on the other hand, probably have higher self-efficacy belief (Glickman & Tamashiro, 1982; as quoted in Zhao, 2007; Burley, Hall, Villieme, & Brockmeier, 1991; as quoted in Lynch, 2007; Allinder, 1995; as quoted in Bryant, 2007; Evans & Tribble, 1986). Professional development is another variable that is related with teachers' efficacy perceptions; the higher the efficacy the higher the professional development (Fritz & Miller-Heyl, 1995; as quoted in Zhao, 2007; Henson, 2001a; Yost, 2002; as quoted in Egger, 2006).

Teacher well-being has also been investigated in this context. Teachers' self-efficacy beliefs are negatively correlated with burnout, stress, and absenteeism (Brissie, Hoover-Dempsey & Brassie, 1988; Erdwins, Mellinger & Tyer, 1981; Imants & Van Zoolen, 1995; Skaalvik & Skaalvik, 2007). Some studies found a negative relationship between elementary school teachers' burnout and self-efficacy perceptions (Chwalisz, Altmaier & Russell, 1992; Friedman & Farber, 1992).

Tschannen-Moran & Woolfolk-Hoy (2002) conducted a study with 255 in-service teachers and they found that availability of resources and support from parents were related to teachers' efficacy belief. The studies showed that there was a positive relationship between teachers' efficacy belief and parent involvement in schools; teachers with higher self-efficacy levels were the strongest predictor of parent involvement in schools (Hoover-Dempsey, Bassler & Brissie, 1987; Parkay, Greenwood, Olejnik & Proller, 1988). Hartnett (1995) indicated that teachers' self-efficacy was related to effective teaching performance, and also a positive correlation was found between teachers' self-efficacy and parental involvement.

2. 2. 5. Demographic Variables and Teacher Efficacy

Franklin (1989) suggested that demographic variables should be studied in the context of teachers' efficacy beliefs. Developers of Turkish teachers' sense of efficacy scale (Çapa, Çakıroğlu & Sarıkaya, 2004) also recommended to investigate the relationship between teachers' characteristics and their efficacy judgments. However, as will be seen in the following paragraphs, the results obtained about demographic variables appear to be inconsistent.

Some researchers found a significant relationship between teachers' gender and self-efficacy levels. Several studies revealed that female teachers had higher self-efficacy beliefs than male teachers (Franklin, 1989; Howard, 1996; Ross et al., 1996; Branden, 2000; Bryant, 2007). Hoy & Woolfolk (1993) reported a statistically significant but a weak relationship between gender and efficacy perceptions, which indicated that female teachers had higher self-efficacy perceptions. Kurz (2001; as quoted in Egger, 2006) found that

female secondary school teachers had higher self-efficacy beliefs than male secondary school teachers. It is also found that female elementary school teachers tended to have higher self-efficacy levels than male elementary school teachers (Coladarci & Breton, 1991; Evans & Tribble, 1986; Greenwood, Olejnik & Parkay, 1990; Harnett, 1995; Lynch, 2007). However, Lee et al. (1991) found that sex of the teachers did not influence their sense of efficacy.

Özkan, et al. (2002; as quoted in Ay, 2007) investigated the efficacy levels of preservice chemistry teachers with respect to demographic variables such as gender. Their study revealed that teachers' gender was significantly related to teachers' self-efficacy beliefs; male preservice chemistry teachers had higher efficacy levels. Say (2005) conducted a study to investigate the self-efficacy beliefs of science teachers, and found that male science teachers had higher self-efficacy beliefs than female science teachers. Say did not find a significant relationship between science teachers self-efficacy beliefs and the departments they graduated from. Çimen (2007) indicated that class teachers had higher self-efficacy beliefs than branch teachers.

Although there are studies which failed to indicate age as a significant factor in efficacy perceptions (Franklin, 1989; Lynch, 2007), Bryant (2007) revealed that teachers in the 20 to 39 age group reported the highest efficacy level.

Wolters & Daugherty (2007) claimed that developmental changes among students may influence teachers' self-efficacy beliefs. Teachers who taught younger pupils had higher self-efficacy levels (Ashton, 1984; Daugherty, 2005). This finding is parallel with results which show that elementary school teachers had higher levels of self-efficacy than middle and high school teachers (Coladarci, 1992; Çapa, 2005; Daugherty, 2005; Friedman & Kass, 2002; Fuller & Izu, 1986; Guskey, 1987; Parkay et al., 1988; Ross et al., 1996; Woolfolk-Hoy & Spero, 2005). However, Howard (1996) revealed no significant relationship between grade level taught, and teachers' self-efficacy beliefs.

Teachers' educational level was found to predict their self-efficacy levels. Elementary school teachers who had graduate degrees were more likely to have high self-

efficacy perceptions (Denham & Michael, 1981; Hoy & Woolfolk, 1993; Raudenbush et al. 1992). On the contrary, some researchers revealed that teachers' education level had no significant effect on their self-efficacy (Franklin, 1989; Guyton, Fox & Sisk, 1991; Lynch, 2007).

It is found that a positive relationship between elementary school teachers' teaching experience and their self-efficacy beliefs exists (Hoy & Woolfolk, 1993; Shaimemanya, 2006). Longer teaching experience has been linked to higher levels of teacher self-efficacy in some studies (Bryant, 2007; Campbell, 1996; Daugherty, 2005; Egger, 2006; Hoy & Woolfolk, 1993; Ross et al., 1996; Say, 2005). But, Lee et al. (1991) and Howard (1996) reported that teachers' years of experience did not impact their self-efficacy perceptions. Aside from these findings, some researchers revealed that there was a negative relationship between teachers' sense of efficacy and teaching experience, which may be due to teachers' beliefs that students' learning can be affected by factors beyond their control (Ghaith & Yaghi, 1997). Çapa & Woolfolk (2005) also found that student teachers with more teaching experience had lower efficacy scores.

2. 2. 6. Teachers with High-Low Efficacy Beliefs

The literature demonstrates that efficacious teachers tend to be more humanistic in controlling their students, encourage more student autonomy, show a more positive attitude to underachieving students, and are more willing to work with them in their regular class, accept responsibility for the success and failure of their students, are reluctant about needlessly referring a pupil to special education services, and have more commitment to teaching (Ashton & Webb, 1986; Coladarci & Breton, 1997; Guskey, 1987; Guskey & Passaro, 1994; Mejner & Foster, 1988; Ross, 1995; Soodak & Podell, 1993).

High efficacy teachers feel personal responsibility for student learning; set goals for themselves and their students and identify ways to achieve them; they feel good about teaching, about their students, and about themselves; they involve students in decision making about strategies for achieving goals, spend more time on academic activities, are

likely to guide unsuccessful students, be less critical, and more encouraging of students' accomplishments (Woolfolk, Rosoff & Hoy, 1990).

According to researchers, teachers with high self-efficacy levels are more happier, more productive, and more effective in the classroom (Purkey, 1970; as quoted in Schumann, 1991; Thomas; 1977; as quoted in Gasper, 1980). It is found that teachers with strong self-efficacy beliefs had higher readiness to implement new instructional practices and methods, were less prone to stress, and were more likely to set up a positive learning environment compared to teachers with weak self-efficacy beliefs (Evers, et al., 2002; Ghaith & Yaghi, 1997).

Teachers who have high self-efficacy beliefs may display specific observable behaviours such as effort, enthusiasm, confidence, warmth, and responsiveness to all students (Lewandowski, 2005). It is stated that high efficacy teachers had fewer student misbehaviour, and had more positive relationships with both administration and parents. Teachers with higher efficacy levels are also more likely to cooperate with parents (Hoover-Dempsey et al., 1992; Parkay et al., 1988).

Low efficacy teachers feel frustrated and discouraged about teaching, they react negatively to misbehaviour of students, place responsibility for learning on students, and do not set specific goals for students. They are more likely to provide responses or allow other students to give the correct answers; they have negative feelings about their work with students, and they do not involve students in decision making process (Franklin, 1989; Hartnett, 1995). Czerniak (1989; as quoted in Shaimemanya, 2006) stated that teachers who have low self-efficacy beliefs may use more teacher-directed methods such as reading from the text. Friedman & Farber (1992) reported that teachers who felt less competent in classroom management and discipline had higher burnout levels than teachers with higher self-efficacy levels.

2. 3. Professional Self-Esteem of Teachers

Self-concept is an important term in understanding the concept of professional self-esteem. Self-concept is defined as the set of conceptualizations about different aspects of the self (Markus & Wurf, 1987), and it describes an individual's perceptions. Self-esteem, on the other hand, interprets these perceptions (Lee, 1992). Self-esteem is considered to be the evaluative component of the self-concept (Coopersmith, 1967; Shavelson, Hubner & Stanton, 1976).

Self-concept of individuals is affected by their interactions with the environment, and it is developed by persons' interactions with others. Coopersmith (1967) mentioned that self-concept was a multidimensional concept, and one of those dimensions was self-esteem. Coopersmith defined self-concept as the totality of perceptions that individuals have about themselves. McLaughlin, et al. (1986) stated that self-concept is multidimensional, structured, multifaceted, hierarchical, and stable. It has been found that teachers' self-concept and their attitudes and behaviours towards students impact students' self-concept (Hartnett, 1995).

Humanistic approach defines self-esteem as an integrated system of attitudes about "who one is" in relation to the environment. An individual's self-esteem shapes the environment and the environment shapes the self-esteem of individuals (Kunes-Connell, 1991). Some researchers stated that self-esteem plays an important role in an individual's interactions with the environment (Coopersmith, 1959; Ebstein, 1973; Stanwyck, 1983; Sullivan, 1953; Wylie, 1961; as quoted in Kunes-Connell, 1991), and some others mentioned that self-esteem changes according to persons' experiences, and it is affected by context (Greene & Reed, 1992; Palladino, 1989). Doherty (1980) claimed that self-esteem is a significant dimension in teaching performance. There is a direct relationship between the perceptions of teachers about themselves as individuals and themselves as meeting the necessities of their profession (Schumann, 1991).

Bandura (1997) claims that self-efficacy and self-esteem are two different psychological phenomena. Self-esteem refers to the evaluation of an individual's own self-

worth; self-efficacy refers to the idea of an individual's perceived capability or competence. Self-esteem is likely to be a generalized, and a stable trait, but self-efficacy is always a situation-specific trait (Robbins, 1986; as quoted in Hartley, 1997; Schunk, 1991; as quoted in Bryant, 2007). Simpson & Boyle (1975) stated three kinds of self-esteem:

1-Global Self-Esteem: It is an overall evaluation of an individual's self-worth. It is stable and trait-like (Gist & Mitchell, 1992; Hollenback & Brief, 1987;). It is constant across all situations for each individual, and it reflects the appraisals of significant others over an individual's lifetime.

2-Professional Self-Esteem (Role Self-Esteem): It is an individual's self-evaluation that originates from his/her roles such as being an employee or a parent. It is a career-related sense of self worth, it is particular to role-specific self-esteem, and it combines self-efficacy with self-respect. Professional self-esteem is shaped by experiences and environments, and it includes a personal evaluation of an individual's performance, capacity, and values (Schumann, 1991). Brightman (1984, as quoted in Zieff, 1995) was the only author found to have specifically used the term professional self-esteem in psychology.

3-Task or Situation-Specific Self-Esteem: It is the self-evaluation that stems from behaviours in a specific situation. It is conceptually similar to self-efficacy (Gecas & Schwalbe, 1986).

According to Rosenberg (1990; as quoted in Arıcak, 1999), choosing a profession and performing in that profession is a result of transforming the self-concept into a behaviour. Occupation as a component of the self-concept was studied in 1950's. Organizational and multidimensional properties of the self-concept was studied by Bugental and Zelen (1950; as quoted in Kunes-Connell, 1991). They conducted a study about the characteristics which were frequently cited by individuals for describing themselves. The results indicated that name, sex, and occupation were the most cited dimensions of self-descriptions, and as a result, they hypothesized that occupation was an important dimension of the adults' self-concept.

Super (1963) pointed out that self-esteem is the metadimension of the self-concept, and the consistency between self-concept and vocational choices is significantly related to self-esteem. He defined self-concept as the organization of an individual's perceptions. He stated that the formation of self begins in infancy when the child tries to develop a sense of identity. This is an exploratory process which is continuous. The second phase in the self-concept development is the self-differentiation. In this phase, the infant realizes that he/she is different from others. Identification is the third phase in self-concept development, in which, the child begins to observe other persons who are important for him/her. Role playing is the fourth phase that starts when the child imitates the person with whom he/she identifies oneself, for example, the child tries to play football as his/her father does or imitates his/her mother's occupation such as trying to be a doctor while playing with his/her friends. Reality testing is the last phase in which the individual begins to test the things that he/she imitated before. After these processes, the self-concept translates into occupational terms. A person enters an occupation to implement a concept of self, and the occupation involves playing a role that is suitable for the person's self-concept.

According to Super (1963), a profession directly affects an individual's life satisfaction, and makes a significant contribution to his/her life. He accepts the profession as the inseparable part of the self-concept, and has pointed out to the construct of "vocational self-concept" in his theory. Super mentioned that in the development process of an individual, the profession has a different meaning for his/her self-concept, and this can be defined as the vocational self-concept which is an important dimension of the self-concept.

Arıcak (1999) stated that Super (1963) may have used the term "vocational self-concept" instead of "vocational self-esteem", since the term "vocational self-concept" may define the professional choice well enough. According to Arıcak (1999), professional self-esteem is an inference based on Super's (1963) construct of vocational self-concept. Arıcak (1999) defines professional self-esteem as an individual's judgment of worthiness related to his/her occupation; it reflects how an individual accepts his/her occupation as important and worthy. In the present study, Arıcak's (1999) definition of professional self-

esteem is accepted as the operational definition, and the terms of professional, vocational, and occupational are used interchangeably.

Professional self-esteem is an individual's judgment of worthiness towards his/her profession; it is a specific attitude and totally individual (Baloğlu et al., 2006). Self-concept, self-efficacy, and self-confidence are closely related constructs to the professional self-esteem concept.

Fleming and Courtney (1984) emphasized the need to develop a model for defining occupational self-esteem, and they defined it as the feelings about the self in relation to successful task accomplishment and relationship capabilities in a work setting. They stated that occupational self-esteem may be important for individuals' performance in the work setting.

According to Kunes-Connell (1991), occupational self-esteem is an organized view of one's worth in the work role based on an evaluation of self-worth in that role. It must be studied from the perspectives of the individuals and the meaning placed on interactions and experiences in the environment. Her study with psychiatric nurses showed that significance and respect were the essential components of occupational self-esteem.

Zieff (1995) conducted a study to examine the key experiences in graduate psychology training that may positively or negatively affect a clinician's sense of professional self-esteem. For the purposes of his study, Zieff defined professional self-esteem as "an individual's sense of value and competency in relation to his/her clinical working". Zieff found that collegial, supervisory, and mentor relationships had significant impacts on professional self-esteem of students in doctoral training.

Zieff (1995) hypothesized that Bandura's (1977) self-efficacy concept is a factor that promotes a healthy sense of professional self-esteem, and he made a distinction between personal and professional self-esteem. According to his study, personal self-esteem may be more private and largely unknown to others, whereas professional self-esteem may be a more public self, and a strong professional self-esteem could help raise the

persons' personal self-esteem. An individual's professional self-esteem may be more fluid and changeable in comparison to personal self-esteem, and personal self-esteem may be a more multi-faceted construct that is more stable and less subject to change. He stated that professional self-esteem is a valid term that deserves a place amongst other aspects of the self.

Many studies viewed the progress of professional self from a developmental framework, accepting the self as progressing through stages (Hill, Charles, Reed, 1981; Kaslow, McCarty, Roger, & Summerville, 1992). According to Zieff's study (1995), professional self-esteem does not progress in discrete stages, it is more fluid and it can change positively or negatively in response to experiences in a training process. His research revealed that one's professional self-esteem is never static, experiences and relationships will always have a role in professional development and self-esteem formation of individuals.

Yeung & Watkins (1998a, p.4) defined professional self-esteem as "the manner in which novice teachers see their own worth and capability in becoming a teacher" and they stated that professional self-esteem of teachers' corresponds to their evaluation about their suitability and worth as a teacher. According to them, student teachers' professional self-concept is related to feelings, thoughts, and attitudes about oneself as a teacher and it includes self-evaluation and self-description.

According to Van Meter (2000), professional self-esteem is the basis of the teaching profession. Kulaksızoğlu (1995; as quoted in Arıcak, 1999) mentioned that a teacher should have a positive professional self-concept. Besides, several researchers indicated that there is a relationship between teachers' self-esteem and students' self-esteem. It is found that teachers' self-esteem beliefs were related to their classroom interaction, and to their ability to ensure an effective classroom environment (Beane, Lipka & Ludewig, 1980; Canfield, 1990; Gorrell, 1990; Henjum, 1983; Jaquish & Ripple, 1981; Silvernail, 1985; Tonelson, 1981). According to LoVette (1997; as quoted in Arıcak,

1999), low prestige, low status, poor recognition of the teaching profession, cause teachers to have low self-esteem.

Yeung & Watkins (1998b) stated that there are multiple factors which may affect professional self-esteem such as school characteristics, curriculum, pupil characteristics, ecological environment of the classroom, school principals, and co-operating teachers. They developed a model of professional self-esteem which takes into account the self-perceived qualities of teacher efficacy, teacher-pupil relationships, and teaching commitment.

Some researchers pointed out that the reason of choosing the teaching profession affects individuals' attitudes towards their profession. The people who chose their profession voluntarily had more positive views about teaching profession (Üstün, Erkan & Akman, 2004; Üstün, 2005; Zembat & Bilgin, 1996). It was indicated that the reason of choosing the teaching profession affected student teachers' professional self-esteem (Arıcak, 2001; Işık, 2006; Sayın, 2003). Altıntaş (1989; as quoted in Arıcak, 1999) reported that for student teachers who voluntarily chose their profession, the relationship between their self-concept and professional self-concept was higher.

Akyol & Aslan (2006) stated that teachers' attitudes towards their profession and professional self-esteem is an important factor for teachers' success and efficiency in their occupation. They conducted a study to evaluate preschool novice teachers' attitudes towards teaching profession and professional self-esteem in relation with the variables of their grade level, program type, the reason of choosing occupation, and whether there is a teacher in the family. They found that the reason of choosing the occupation and having a teacher in the family made significant differences for preschool novice teachers' attitudes towards their profession and professional self-esteem. Preschool novice teachers who chose the profession voluntarily had higher professional self-esteem levels than the ones who chose the profession because of parental demands or employment issues. They also revealed that preschool novice teachers who had a teacher in the family had higher professional self-esteem levels than the ones who did not have.

Ünal & Şimşek (2008) conducted a study to investigate whether student teachers' professional self-esteem varies in terms of their gender, and reason for choosing the profession. The results indicated that female student teachers had higher points in professional self-esteem than male student teachers which has been confirmed by other researchers (Arıcak,1999; Arıcak & Dilmaç, 2003; Işık, 2006) as well. Ünal & Şimşek (2008) also found a significant relationship between the reason of choosing the teaching profession and professional self-esteem; the student teachers who chose the teaching profession voluntarily had higher levels of professional self-esteem. Arıcak & Dilmaç (2003) showed that graduate students had higher professional self-esteem than undergraduate students, and student teachers who were satisfied with their departments had higher levels of professional self-esteem than student teachers who were not. There was also a significant relationship between student teachers' self-esteem and professional self-esteem.

Başaran (1996; as quoted in Arıcak, 1999) stated that for individuals to be successful in their occupation and to be satisfied with their job, they should believe in the requirements of their occupation. When teachers believe in the necessities of their profession, they may have a positive attitude towards it. Teachers' attitudes towards themselves and their profession are as important as their professional knowledge and qualifications. Arıcak & Onur (1997) found that student teachers who viewed teaching profession as a valuable occupation had higher self-esteem levels.

Baloğlu et al. (2006) conducted a study to find out the relationship between professional self-esteem and job satisfaction of primary school teachers, and they indicated that there was a strong negative relationship between primary school teachers' professional self-esteem and job satisfaction. Primary school teachers had a moderate level of professional self-esteem, but they had a low level of job satisfaction. They concluded that as the primary school teachers' professional self-esteem level increases, their internal and external job satisfaction decreases. The teachers were satisfied with the recognition of their profession, but they were dissatisfied with the conditions of performing their occupation. Smylie (1998) on the other hand emphasized the importance of participation, and stated

that when teachers were not allowed to participate in teaching-related issues, there may be a decline in their morale, job satisfaction and professional self-esteem.

2. 4. The Theoretical Model, Hypotheses, and Research Question of the Study

2. 4. 1. The Relationship between Teachers' Working Conditions and Self-Efficacy Belief

Efficacy expectations reflect the person's subjective estimation that he/she has the capacity to cope successfully with different situations, and it is a purely subjective judgment (Jorde, 1984; as quoted in Bradley, 1998). People develop beliefs about their abilities to face with certain situations, and these self-efficacy beliefs are influenced by environmental factors (Lynch, 2007).

The determinants of self-efficacy are not just personal factors such as emotional states, but also external factors such as working environment, leadership style, group dynamics, and task variety contribute to efficacy beliefs. Environmental conditions such as resources, facilities, colleagues, and organizational structure affect self-efficacy beliefs of people (Schunk & Meece, 2006; as quoted in Skaalvik & Skaalvik, 2007; Gist & Mitchell, 1992; Lewandowski, 2005).

Bandura (1977, 1997) stated that teachers' beliefs in their skills and outside factors such as teaching resources impact their self-efficacy, and mentioned that efficacy beliefs determine how environmental chances and obstacles are perceived by individuals. Bandura (1984) pointed out that teachers' efficacy belief influences their feelings, behaviours, thoughts, and it is influenced by environmental conditions, in turn. Teachers' self-efficacy perception is important, since it affects their decisions about classroom management, teaching, and organizing courses (Cantrell, 2003; as quoted in Erdem & Demirel, 2007).

Following from these arguments, the expected relationship between teachers' working conditions and self-efficacy is stated as follows:

H₁: Perceptions of working conditions of teachers are positively related with their self-efficacy.

2. 4. 2. The Relationship between Teachers' Self-Efficacy Belief and Professional Self-Esteem

There have been studies on teachers' self-efficacy beliefs and attitudes towards their profession. Hartnett (1995) showed that teachers' self-efficacy was related to a positive attitude towards work. Kahyaoğlu & Yangın (2007) found that preservice elementary teachers' science knowledge and attitude towards science teaching significantly contributed to their self-efficacy belief, implying that there may be reciprocal relationship between these two constructs.

Kunes-Connell (1991) proposed that occupational self-esteem results from the relationships among interactions, events, and situations in the workplace, the meaning applied to these situations by individuals, and the judgments about the self derived from those meanings. When people have good relationships at their workplaces, they may have higher professional self-esteem.

In this study, in order to make a contribution to the previous literature, the second hypothesis is developed as:

H₂: Self-efficacy of teachers is positively related with their professional self-esteem.

2. 4. 3. The Mediating Effect of Self-Efficacy in the Relationship between Teachers' Working Conditions and Professional Self-Esteem

There have been some studies on professional self-esteem such as the relationships among professional self-esteem, job satisfaction, attitudes towards profession, collegial relationships, teacher commitment and teacher-pupil relationship. Some researchers such as Fenstermacher (1980; as quoted in Lynch, 2007) studied the relationship between teachers' attitudes towards their profession, and institutional characteristics of their schools,

and the results indicated that teachers' experiences with the aspects of their schools are the strongest estimator of teachers' perceptions toward their profession. Teachers' self-efficacy beliefs on the other hand, were mostly investigated in relation with student and teacher outcomes.

Up to now, however, no study has been recorded that explores the influence of working conditions on professional self-esteem through efficacy beliefs. As mentioned above, organizational characteristics seem to be influential on how teachers view their profession. But, since environmental variables are strong predictors of efficacy beliefs, it is probably by means of these beliefs that teachers develop a respectful attitude towards their profession. Thus, the third hypothesis is stated as:

H₃: Self-efficacy mediates the relationship between perceptions of working conditions and professional self-esteem of teachers.

All of the hypothesized relationships are displayed in Figure 2:

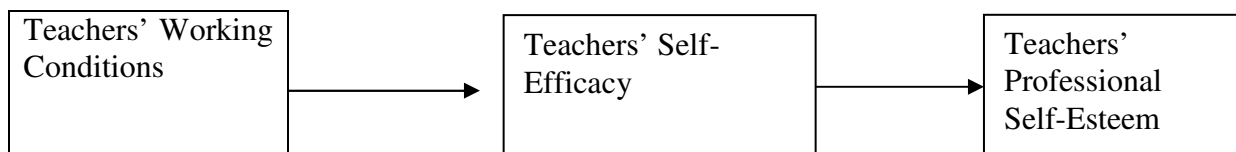


Figure 2: The Theoretical Model of the Study

This study also investigated the relationship between demographic variables (gender, age, marital and parental status, total and present tenure, student number per class, position, and education level) and teachers' professional self-esteem. The research question of the study is stated as:

Q₁- Is there a statistically significant relationship between teachers' demographic characteristics and their professional self-esteem?

3. METHOD

3.1. Research Setting and Sample

The population of this study was all public primary school teachers working in Eyüp, İstanbul. The sample taken from this population was a total of 506 public primary school teachers working at 40 schools. The sampling method used was the convenience sampling, and the participation was voluntary. Of the 1120 questionnaires distributed, 613 were returned, and 506 of them were convenient for analysis. The response rate was 45% (n=506).

This study was conducted with the permanent and contracted classes and branch teachers who taught students from grade one to grade eight. The guidance counsellors, special education teachers, temporary teachers, school principals, and vice principals were not included in the research, since they had different working conditions.

The present research has been implemented at public primary schools in Eyüp, İstanbul, because it was convenient for the researcher of this study to carry out the study in that region. The last updated total population is 346.850 in Eyüp, where unemployment is a basic problem as it is in Turkey, in general; and people have low income level. According to a research conducted in Eyüp in 2005, 72% of the people had a monthly income which was under 1000 new Turkish liras. In Eyüp, there are 63 educational institutions with 55.081 students, and 1.637 teachers; three of them have doctoral degrees, 75 of them have graduate degrees, 1393 of them have undergraduate degrees, and 166 of the teachers are graduates of two-year higher education institutes. In public primary schools, the number of students is around 60 per classroom (Municipality of Eyüp - Strategic Plan, 2007-2008, www.sp.gov.tr/documents/planlar/Istanbul/EyupSP0711.pdf).

The details of sample descriptive statistics are displayed in Table 1.

Table 1: Distribution of Gender, Age, Marital Status, Parental Status, Total Tenure, Present Tenure, Student Number per Class, Position, Education Level

Variable	Group	N	Percentage
Gender	Female	273	54.0
	Male	226	44.7
	Missing	7	1.4
	TOTAL	506	100.0
Age	21-30	194	38.3
	31-40	182	36.0
	41-50	90	17.8
	51 and over	37	7.3
	Missing	3	.6
	TOTAL	506	100.0
Marital Status	Married	361	71.3
	Single	144	28.5
	Missing	1	.2
	TOTAL	506	100.0
Parental Status	Yes	270	53.4
	No	227	44.9
	Missing	9	1.8
	TOTAL	506	100.0
Total Tenure	1-5 years	120	23.7
	6-10 years	182	36.0
	11-15 years	88	17.4
	16 years and over	114	22.5
	Missing	2	.4
	TOTAL	506	100.0
Present Tenure	6-10 years	115	22.7
	11-15 years	43	8.5
	16 years and over	28	5.5
	Missing	4	.8
	TOTAL	506	100.0
Student Number per Class	20-30	37	7.3
	31-40	189	37.4
	41-50	206	40.7
	51-60	71	14.0
	61 and more	2	.4
	Missing	1	.2
	TOTAL	506	100.0
Position	Class Teacher	298	58.9
	Branch Teacher	208	41.1
	TOTAL	506	100.0
Education Level	Undergraduate	399	78.9
	Graduate	18	3.6
	Vocational School	88	17.4
	Missing	1	.2
	TOTAL	506	100.0

3. 2. Instrument

The survey used in this study contains four parts: demographic scale, teachers' working conditions scale, teachers' sense of efficacy scale, and professional self-esteem scale (See Appendix 1).

Demographic Scale: This scale consists of nine demographic items pertaining to participants' gender, age, marital status, parental status, total tenure, present tenure, student number per class, position, and education level (Appendix 1, section 1).

Teachers' Working Conditions Scale: This scale is developed by the researcher in several stages. First, the researcher reviewed a vast amount of literature on working conditions of teachers. Second, two focus group studies with 6 and 7 teachers in each group were conducted by the researcher, and an open-ended questionnaire was applied to 25 public primary school teachers working in Eyüp. By combining what was found in the literature and the common themes of the focus groups and open-ended questionnaire, a prototype scale was created. Then, a pilot study was conducted using the prototype scale with 35 teachers. After the necessary corrections and getting feedback from the academic staff of Marmara University Organizational Behaviour Department, the last form of the scale items was generated.

The researcher developed this instrument for the present study to assess the working conditions of public primary school teachers. It has 49 items which are rated by a 5-point scale, ranging from 1=strongly disagree, to 5=strongly agree. Higher scores indicate a positive perception of the working conditions. Fifteen of the items are reversed, which are 2, 3, 9, 10, 11, 16, 19, 20, 21, 23, 26, 29, 34, 38, 47. Before the statistical analysis, these reverse items were converted (Appendix 1, section 2).

Teachers' Sense of Efficacy Scale: The Turkish version of teachers' sense of efficacy scale developed by Tschannen-Moran & Woolfolk-Hoy (2001) was used in this study. Teachers' sense of efficacy scale is sometimes referred to as the Ohio State Teacher Efficacy Scale, because it was developed at the Ohio State University. There are two

versions of the scale, a short form with 12 questions, and a long form with 24 questions, neither form has reverse items. Higher scores indicate a higher sense of efficacy.

In this study, the long form of the scale is used. Tschannen-Moran & Woolfolk-Hoy's (2001) study revealed three factors with an overall reliability of .94. In the long version of the scale, the factors' names, items, and reliabilities were as follows:

Factor1: "Efficacy in student engagement", 1-2-4-6-9-12-14-22, (.87),

Factor2: "Efficacy in instructional strategies", 7-10-11-17-18-20-23-24, (.91),

Factor3: "Efficacy in classroom management", 3-5-8-13-15-16-19-21, (.90).

The development and validation of the Turkish version of teachers' sense of efficacy scale is conducted by Çapa, Çakıroğlu & Sarıkaya (2004). Their study revealed the same factors as the original scale, but with different reliabilities. The reliabilities of the factors were .82, .86, and .82 respectively. The overall reliability was .93.

In both the original and Turkish version of the scale, the responses were rated on a 9-point Likert-type scale, ranging from 1=nothing, 3= very little, 5= some influence, 7= quite a bit, and 9= a great deal, and the items had a question format. In the present study, the question format of the Turkish version of the survey was converted into a statement format, and the participants responded to this instrument using a 5 point Likert-type scale. Response options were 1=strongly disagree, 2= slightly agree, 3=somewhat agree, 4=mostly agree, 5=strongly agree. This adaptation was done in order to use a standard response format for all scales (Appendix 1, section 3).

Professional Self-Esteem Scale: This scale is developed by Arıcak (1999) to measure the professional self-esteem of individuals. It has 30 items, 16 of which are reversed (1, 3, 4, 6, 8, 10, 12, 15, 17, 19, 21, 22, 23, 25, 27, 29). The higher the score, the higher the professional self-esteem of the participants.

Arıcak (1999) conducted a factor analysis which revealed three factors for the scale. Factor 1, labeled “recognition of the profession”, had a reliability of .90. The items are 1, 3, 6, 7, 8, 10, 12, 16, 17, 19, 21, 24, 27, 30. Factor 2, named “significance of the profession”, had a reliability of .80. The items are 2, 4, 9, 13, 15, 23, 25, 26, 28, 29. Finally, “belief in the functionality of the profession”, the third factor of the scale, had a reliability of .65. The items are 5, 11, 14, 18, 20, 22. The overall reliability of the scale was .93.

The responses were rated on a 5-point Likert-type scale as 1=totally disagree, 2=do not agree, 3=undecided, 4=agree, 5=totally agree. In the present study, the participants replied on a 5-point Likert-type scale, but with different answering terms of 1=strongly disagree, 2= slightly agree, 3=somewhat agree, 4=mostly agree, 5=strongly agree. As mentioned previously, this adaptation was done in order to achieve a standard response format (Appendix 1, section 4).

3.3. Procedure

The researcher obtained a written permission from the Ministry of National Education in order to conduct this study at public primary schools in Eyüp, İstanbul. Written permissions from the developers of teachers’ sense of efficacy scale (Turkish version), and professional self-esteem scale were also received for using their instruments in this study.

After getting the necessary permissions, the researcher distributed 1120 questionnaires to public primary school teachers working in 40 different schools, and collected 613 of them after around a week, 506 of which were used in the study. The data was collected during the school year of 2007-2008, from December 2007 to February 2008. The questionnaire consisted of a cover letter to inform the participants that their responses would be kept strictly in confidence, and the information would only be used for scientific purposes. The participants were also informed that they did not need to write their names on questionnaire forms.

3. 4. Data Analysis

Descriptive statistics including frequency distributions were conducted to describe teachers' demographic characteristics. The factorial structure of the scales were analyzed by principal components analysis using varimax rotation, and scale reliabilities were determined by using Cronbach Alpha.

The correlations among the variables were calculated by Pearson's Product Moment Correlation. Multiple regression analyses were conducted to test study hypotheses. Independent sample t-test and one-way ANOVA tests followed by Scheffe were used to analyze the relation between teachers' demographic characteristics and professional self-esteem. The SPSS (Statistical Program for Social Sciences) 16.00 for Windows was used in all data analysis.

4. FINDINGS

4. 1. Results of Factor and Reliability Analysis: Principal component analysis method of factor analysis with varimax rotation was used so as to reveal the factor structures of teachers' working conditions, self-efficacy, and professional self-esteem scales. In each step, items with a factor loading lower than .40 or which loaded on more than one factor with a .10 or less difference or which singly loaded on one factor were excluded on a one-item-at-a-time basis. Factors with Eigenvalues 1.00 or more were taken into consideration in terms of the total variance explained. The internal consistencies of the instruments were calculated by Cronbach Alpha reliability, and the factors with alpha values of .60 or more were accepted as having a sufficient reliability.

Teachers' Working Conditions Scale: The first factor analysis of working conditions scale yielded 12 factors. Since three of them had a reliability level lower than .60, they were excluded from the analysis. In order to reduce the factors' number, a second-order factor analysis was carried out, and it revealed three dimensions. This scale has 49 items, after factors analysis, the items (16, 17, 22, 23, 26, 30, 31, 32, 47, 48, 49) were excluded, because of low factor loading. The details of the analyses are shown in tables 2,3.

Table 2: The Results of First Factor and Reliability Analysis of Teachers' Working Conditions Scale

Teachers' Working Conditions	Total Variance (%)	Factor Loading	Cronbach Alpha
F1. Administration/Relationships between Teachers and Principals 42. Okul yöneticileri tüm öğretmenlere eşit davranırlar. 41. Okul yöneticileri göreve ilişkin konularda (ders programı, nöbet günleri vb.) öğretmenler arasındaki işbölümünü adil şekilde yaparlar. 44. Okul yöneticileri öğretmenlerin işlerine ilişkin konularda (ders programı, nöbet günleri vb.) karar alırken onların gereksinimlerini, istek ve düşüncelerini dikkate alırlar. 40. Okul yöneticileri yönetmeliklere yönelik değişiklikleri zamanında ve doğru şekilde duyururlar. 45. Okulda yönetmeliklere ve kurallara bağlı kalınır. 37. Okul yöneticileri ve öğretmenler rahat iletişim kurmaktadırlar. 39. Öğretmenler isteklerini ve ihtiyaçlarını kolaylıkla okul yöneticilerine ifade ederler. 43. Okul yöneticileri öğretmenlere ihtiyaç duydukları konularda yardımcı olurlar. 38. Okul yöneticileri ile öğretmenler arasında çatışma ve uyumsuzluk bulunmaktadır (R). 46. Öğretmenler işleriyle ilgili sorunlarda kendileri karar verebilirler.	13.400	.820 .803 .777 .756 .727 .723 .709 .659 .622 .602	.908
F2. Physical Facilities/Resources 7. Okul, müfredatı uygulamayı sağlayacak olanaklara (tiyatro salonu, laboratuvar , atölyeler vb.) sahiptir. 8. Sınıflardaki fiziksel ortam (sıra düzeni, pano yerleri vb.) etkili eğitim-öğretim için yeterlidir. 5. Okulun tüm bölümlerinde (öğretmenler odası, sınıflar vb.) rahat bir ortam vardır. 6. Eğitim-öğretim için gerekli araç-gereçler (bilgisayar, fotokopi vb.) nitelik ve nicelik açısından yeterlidir. 1. Çalışma ortamı fiziksel açıdan (ısı, ışık, havalandırma, temizlik vb.) yeterlidir. 4. Okuldaki derslik sayısı yeterlidir.	7.693	.777 .759 .707 .706 .644 .504	.815
F3. Relationships among Colleagues 33. Öğretmenler arasında samimi bir iletişim vardır. 35. Öğretmenler arasında işbirliği ve dayanışma vardır. 36. Öğretmenler birbirleriyle kişisel sorunlarını paylaşırlar. 34. Öğretmenler arasında çatışma ve uyumsuzluk bulunmaktadır (R).	6.079	.836 .828 .734 .627	.814
F4. Implementation of Educational Policies 13. Eğitim sisteminde yapılan değişiklikler (yeni müfredat vb.) öğretmenlere hizmet-içi eğitim ve seminerlerle zamanında ve doğru şekilde duyurulur. 15. Değişikliklerle ilgili bilgi vermek için düzenlenen hizmet-içi eğitim ve seminerler yeterli ve etkili şekilde yapılmaktadır. 12. Eğitim sisteminde yapılan değişikliklerde öğretmenlerin görüşleri, istek ve ihtiyaçları göz önüne alınır. 14. Öğretmenlerin, eğitim sistemindeki değişikliklerin gerektirdiği bilgi ve becerileri kazanmaları, hizmet-içi eğitim, seminer vb. yöntemlerle sağlanır.	5.773	.768 .722 .716 .706	.774
F5. Relations with Students 19. Davranış sorunu olan öğrenciler nedeniyle sınıfta ders yapmak zordur (R). 29. Öğretmenler, davranış sorunu olan öğrencilere rehberlik etmekte zorlanmaktadırlar (R). 20. Sınıfta disiplini sağlamak güçtür. 21. Öğrencilere yönelik uygun ödül ve ceza sistemi yoktur (R).	5.153	.740 .692 .688 .491	.677
F6. Workload/Time Pressure 10. Mesleki gelişmeleri izlemek için yeterli zaman yoktur (R). 11. İş yükünden dolayı aile hayatına/kişisel hayata zaman ayırmak mümkün değildir (R). 9. Zaman zaman iş yükü artar (R).	4.297	.785 .753 .545	.677
F7. Relations with Parents 28. Velilerin öğretmenlere yönelik tutum ve davranışları olumludur. 27. Veliler okuldaki çalışmalara (veli toplantısı vb.) düzenli şekilde katılmaktadır. 18. Öğrenciler derslere karşı istekli ve ilgilidirler.	4.228	.692 .687 .594	.616
F8. Attitudes of Parents 24. Veliler çocuklarının eğitimiyle yeterince ilgilenmektedirler. 25. Veli-öğretmen-okul işbirliği yeterli şekilde sağlanmaktadır.	3.540	.843 .693	.633
F9. Work Environment 3. Sınıflarda fazla sayıda öğrenci vardır (R). 2. Çalışma ortamı gürültülüdür (R).	3.412	.754 .691	.596

The first factor analysis of teachers' working conditions scale revealed a total variance of 53.574 %, Kaiser-Meyer-Olkin Measure of Sampling Adequacy was .858, and Bartlett's Test of Sphericity was significant (Approx.Chi-Square is 7577.837; df=946; sig=.000). Overall reliability was .883, and reverse items are displayed with R in paranthesis (Table 2).

Table 3: The Results of Second-Order Factor and Reliability Analysis of Teachers' Working Conditions Scale

Teachers' Working Conditions	Total Variance %	Factor Loading	Cronbach Alpha
WCD1. Administration/Relationships/Communication Factor1 (42, 41, 44, 40, 45, 37, 39, 43, 38, 46) Facto3 (33, 35, 36, 34) Factor4 (13, 15, 12, 14) Factor2 (7, 8, 5, 6, 1, 4)	16.835	.811 .785 .542 .465	.899
WCD2. Work Easiness Factor5 (19, 29, 20, 21) Factor6 (10, 11, 9) Factor9 (3, 2)	15.082	.797 .765 .547	.725
WCD3. Attitudes of Students&Parents Factor7 (28, 27, 18) Factor8 (24, 25)	14.343	.753 .668	.631

Total Variance Explained: 46.260

Kaiser-Meyer-Olkin Measure of Sampling Adequacy= .709

Bartlett's Test of Sphericity: Approx.Chi-Square= 694.036; df=55; sig= .000

Overall Reliability: .606

Teachers' Sense of Efficacy Scale:

The developers of teachers' sense of efficacy scale (Tschannen-Moran & Woolfolk-Hoy, 2001) strongly recommended that the researchers should conduct factor analysis to find out how participants in a particular study reply to the survey. The

developers of Turkish teachers' sense of efficacy scale (Çapa, Çakıroğlu & Sarıkaya, 2004), which is translated from teachers' sense of efficacy scale, suggested further studies on the validation of the Turkish version of teachers' sense of efficacy scale. As a result, a factor analysis was conducted, and four factors were revealed. Five items (5, 8, 12, 16, 18) were excluded from the study because of low factor loading and/or loading under more than one factor. The details are distributed in Table 4.

Table 4: The Results of Factor and Reliability Analysis of Teachers' Sense of Efficacy Scale

Teachers' Self-Efficacy	Total Variance %	Factor Loading	Cronbach Alpha
F1. Efficacy in Student Engagement 4. Derslere az ilgi gösteren öğrencileri motive etmeyi sağlayabilirim. 1. Çalışması zor öğrencilere ulaşmayı başarabilirim. 9. Öğrencilerin öğrenmeye değer vermelerini sağlayabilirim. 2. Öğrencilerin eleştirel düşüncelerini sağlayabilirim. 6. Öğrencileri okulda başarılı olabileceklerine inandırabilirim. 14. Başarısız bir öğrencinin dersi daha iyi anlamasını sağlayabilirim.	17.128	.697 .686 .628 .596 .589 .557	.781
F2. Efficacy in Classroom Management 15. Dersi olumsuz yönde etkileyen ya da derste gürültü yapan öğrencileri yatıştırabilirim. 19. Birkaç problemlili öğrencinin derse zarar vermesini engelleyebilirim. 3. Sınıfta dersi olumsuz yönde etkileyen davranışları kontrol etmeyi başarabilirim. 21. Bana karşı saygısız davranışlarda bulunan öğrencilerle baş edebilirim. 13. Öğrencilerin sınıf kurallarına uymalarını sağlayabilirim.	14.972	.733 .715 .680 .662 .600	.839
F3. Efficacy in Student Assessment 11. Öğrencileri iyi bir şekilde değerlendirmeme olanak sağlayacak soruları hazırlayabilirim. 10. Öğrettiklerimin öğrenciler tarafından kavranıp kavranmadığını değerlendirebilirim. 20. Öğrenciler konuyu anlama güçlüğü çektiklerinde alternatif açıklama ya da örnek sunabilirim. 7. Öğrencilerin zor sorularına cevap verebilirim.	14.471	.810 .745 .693 .551	.788
F4. Efficacy in Instructional Strategies 22. Çocuklarının okulda başarılı olmalarına yardımcı olmaları için ailelere destek olabilirim. 24. Çok yetenekli öğrencilere uygun öğrenme ortamı oluşturabilirim. 23. Farklı öğretim yöntemlerini sınıfta uygulayabilirim. 17. Derslerin her öğrencinin seviyesine uygun olmasını sağlayabilirim.	12.442	.773 .691 .683 .510	.751

Total Variance Explained: 59.014, Kaiser-Meyer-Olkin Measure of Sampling Adequacy= .926

Bartlett's Test of Sphericity: Approx.Chi-Square= 3854.238; df=171; sig= .000

Overall Reliability: .913

Professional Self-Esteem Scale: The factor analysis for professional self-esteem scale revealed 5 factors, but since the fifth factor had a reliability level below .60, it was excluded from the analysis. Eight of the items (3, 4, 8, 13, 19, 26, 27, 30) were eliminated due to low loading and/or loading under more than one factor. The detailed results are indicated in Table 5.

Table 5: The Results of Factor and Reliability Analysis of Professional Self-Esteem Scale

Teachers' Professional Self-Esteem	Total Variance %	Factor Loading	Cronbach Alpha
F1. Identification with the Profession 6. Mesleğimi istemeyerek seçtim (R). 21. Mesleğimi değiştirmeyi düşünüyorum (R). 17. Bu mesleği seçtiğim için kendi içimde çatışma yaşadığım olur (R). 22. Mesleğimin benim ihtiyaçlarımı karşılayamadığını düşünüyorum (R). 10. Tercih hatası yüzünden şu anda istemediğim bir meslek alanındayım (R). 1. Kendimi sahip olduğum mesleğimden daha iyi mesleklere layık görüyorum (R). 24. Mesleğimi kendim istediğim için yapıyorum.	14.108	.662 .660 .643 .621 .616 .577 .574	.808
F2. Significance of the Profession 5. Mesleğimde üretken ve verimli olabileceğimi düşünüyorum. 9. Mesleğime çok saygı duyuyorum. 16. Mesleğime duygusal olarak kendimi verebiliyorum. 2. Mesleğim benim için önemlidir. 7. Mesleğim benim benliğimin bir parçasıdır. 18. Mesleğim vasıtasıyla insanlık için önemli ve faydalı işler başarabilirim.	12.622	.702 .637 .619 .616 .614 .575	.781
F3. Attitudes Towards Profession 15. Mesleğimi küçümsüyorum (R). 25. Mesleğime ilişkin olumsuz bir eleştiri aldığımda mesleğimi değersiz görme eğilimine giriyorum (R). 12. Mesleğimin değerlerini hala benimseyebilmiş değilim (R). 29. Gerçekte zevk almadığım halde, mesleğimden zevk alıyormuş gibi görünürüm (R). 23. Onur duyarak söyleyebileceğim bir mesleğim olmasını isterdim (R).	10.619	.740 .666 .629 .626	.697
F4. Belief in the Functionality of the Profession 20. Mesleğimin parlak bir geleceği olduğunu düşünüyorum. 11. Mesleğimin aranan ve istenilen bir meslek olduğunu düşünüyorum. 28. Mesleğimin itibarlı olduğunu düşünüyorum. 14. Mesleğim insanlar üzerinde etki bırakabilecek niteliklere sahiptir.	9.008	.475 .735 .711 .681 .497	.705

Total Variance Explained: 46.358

Kaiser-Meyer-Olkin Measure of Sampling Adequacy= .903

Bartlett's Test of Sphericity: Approx.Chi-Square= 3792.741; df=300; sig= .000

Overall Reliability: .885

(R) Reversed Item

4. 2. Means, Standard Deviations, and Correlations

The means, standard deviations, and correlations for all variables of the study are displayed in Table 6. All significant correlation coefficients have low to moderate values, ranging from .08 ($p < .05$) to .63 ($p < .01$), and they are all in the expected direction.

Some of the variables of the study are not significantly correlated with each other, but most of them have significant correlations. The significant correlations between working condition dimensions and self-efficacy are as follows: SEF1: Efficacy in student engagement, SEF2: Efficacy in classroom management, and SEF4: Efficacy in instructional strategies are positively correlated with all dimensions of working conditions. However, SEF3: Efficacy in student assessment is only correlated with WCD1: Administration, relationships and communication.

SEF1: Efficacy in student engagement, and SEF2: Efficacy in classroom management are positively correlated with all dimensions of professional self-esteem. SEF3: Efficacy in student assessment is correlated with PSE2: Significance of the profession, PSE3: Attitudes towards profession, and PSE4: Belief in the functionality of the profession. SEF4: Efficacy in instructional strategies is positively correlated with PSE1: Identification with the profession, PSE2: Significance of the profession, and PSE4: Belief in the functionality of the profession.

It is revealed that all variables of the research had mean scores from moderate to high, ranging from 2.6335 to 4.4961.

Table 6: Means, Standard Deviations, and Correlations for all Factors

Variable	N	Mean	SD	1 WCD1	2 WCD2	3 WCD3	4 SEF1	5 SEF2	6 SEF3	7 SEF4	8 PSE1	9 PSE2	10 PSE3	11 PSE4
1	481	3,1744	,65233	1										
2	486	2,6335	,67448	,257(**)	1									
3	497	2,7988	,70739	,283(**)	,211(**)	1								
4	502	3,7072	,54729	,164(**)	,134(**)	,255(**)	1							
5	497	4,0201	,58302	,175(**)	,246(**)	,181(**)	,631(**)	1						
6	502	4,2415	,55041	,165(**)	,011	,065	,569(**)	,596(**)	1					
7	500	3,7340	,65334	,175(**)	,180(**)	,266(**)	,595(**)	,559(**)	,502(**)	1				
8	491	4,0483	,80905	,157(**)	,188(**)	,112(*)	,121(**)	,122(**)	,078	,090(*)	1			
9	495	4,3320	,58249	,170(**)	,090	,067	,370(**)	,277(**)	,336(**)	,309(**)	,550(**)	1		
10	491	4,4961	,68312	,078	,147(**)	,089(*)	,147(**)	,096(*)	,198(**)	,081	,581(**)	,462(**)	1	
11	499	3,7149	,85098	,220(**)	,126(**)	,132(**)	,234(**)	,139(**)	,108(*)	,217(**)	,368(**)	,483(**)	,335(**)	1

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Note: All variables are scored on a scale of 1 to 5. The higher the score, the higher the perceived experience of the variables.

N: 506

All factors in the table are represented by the following symbols: WCD1:Administration, Relationships&Communication, WCD2: Work Easiness, WCD3: Attitudes of Students&Parents, SEF1:Efficacy in Student Engagement, SEF2:Efficacy in Classroom Management, SEF3:Efficacy in Student Assessment, SEF4:Efficacy in Instructional Strategies, PSE1:Identification with the Profession, PSE2:Significance of the Profession, PSE3:Attitudes towards Profession, PSE4: Belief in the Functionality of the Profession.

4. 3. Multiple Regression Analyses

Multiple regression analyses are conducted to test study hypotheses. Results of the analysis, related to H_1 stating that “Perceptions of working conditions of teachers are positively related with their self-efficacy”, revealed that all dimensions of working conditions explained 9% of the variance in SEF1: Efficacy in student engagement, 9% of the variance in SEF2: Efficacy in classroom management, 3% of the variance in SEF3: Efficacy in student assessment, and 9% of the variance in SEF4: Efficacy in instructional strategies.

It is seen that administration, relationships, and communication (WCD1) has a significant ($p = .002$) contribution ($\beta = .152$) on only teachers’ efficacy in student assessment (SEF3). Work easiness (WCD2) makes significant ($p = .000$, $p = .019$) contributions ($\beta = .206$, $\beta = .110$) to teachers’ efficacy in classroom management (SEF2) and teachers’ efficacy in instructional strategies (SEF4). Attitudes of students and parents (WCD3) has significant ($p = .000$, $p = .012$, $p = .000$) contributions ($\beta = .226$, $\beta = .102$, $\beta = .220$) on teachers’ efficacy in student engagement (SEF1), teachers’ efficacy in classroom management (SEF2), and teachers’ efficacy in instructional strategies (SEF4). Thus, H_1 is partially supported. The detailed results of the multiple regression analyses for H_1 are displayed in tables 7, 8, 9, 10.

Table 7: Results of Multiple Regression Analyses for Testing the Main Effects of Working Condition Dimensions on SEF1: Efficacy in Student Engagement

Dependent Variable:SEF1:Efficacy in Student Engagement			
Independent Variables	β	t	p
WCD1:Administration/Relationships/ Communication	.071	1.483	.139
WCD2: Work Easiness	.063	1.343	.180
WCD3: Attitudes of Students and Parents	.226	4.789	.000

R^2 : .094 $AdjR^2$: .088 F :15.673 P : .000

Table 8: Results of Multiple Regression Analyses for Testing the Main Effects of Working Condition Dimensions on SEF2: Efficacy in Classroom Management

Dependent Variable:SEF2: Efficacy in Classroom Management			
Independent Variables	β	t	p
WCD1:Administration/Relationships/ Communication	.084	1.745	.082
WCD2: Work Easiness	.206	4.396	.000
WCD3: Attitudes of Students and Parents	.102	2.533	.012
R²: .088 AdjR²: .082 F: 14.608 P: .000			

Table 9: Results of Multiple Regression Analyses for Testing the Main Effects of Working Condition Dimensions on SEF3: Efficacy in Student Assessment

Dependent Variable: SEF3: Efficacy in Student Assessment			
Independent Variables	β	t	p
WCD1:Administration/Relationships/ Communication	.152	3.087	.002
WCD2: Work Easiness	-.032	-.655	.512
WCD3: Attitudes of Students and Parents	.028	.582	.561
R²: .025 AdjR²: .018 F: 3.836 P: .010			

Table 10: Results of Multiple Regression Analyses for Testing the Main Effects of Working Condition Dimensions on SEF4: Efficacy in Instructional Strategies

Dependent Variable: SEF4: Efficacy in Instructional Strategies			
Independent Variables	β	t	p
WCD1:Administration/Relationships/ Communication	.088	1.840	.066
WCD2: Work Easiness	.110	2.361	.019
WCD3: Attitudes of Students and Parents	.220	4.676	.000
R²: .094 AdjR²: .088 F: 15.673 P: .000			

Multiple regression analysis results for H₂, stating that “Self-efficacy of teachers is positively related with their professional self-esteem”, indicated that contributions of the factors of self-efficacy to PSE1: Identification with the profession were not significant. But, significant contributions were obtained for other professional self-esteem factors: 17% of the variance in PSE2: Significance of the profession, 5% of the variance in PSE3: Attitudes towards profession, and 7% of the variance in PSE4: Belief in the functionality of the profession were explained.

Teachers’ efficacy in student engagement (SEF1) and student assessment (SEF3) made significant ($p = .000$, $p = .001$) contributions ($\beta = .231$, $\beta = .183$) on their PSE2: Significance of the profession. Teachers’ efficacy in student assessment (SEF3) had a significant ($p = .000$) contribution ($\beta = .219$) on their PSE3: Attitudes towards profession. Teachers’ efficacy in student engagement (SEF1) and in instructional strategies (SEF4) made significant ($p = .003$, $p = .015$) contributions ($\beta = .192$, $\beta = .142$) on their PSE4: Belief in the functionality of the profession. According to these findings, H₂ is partially supported. The details of the findings are shown in tables 11, 12, 13, 14.

Table 11: Results of Multiple Regression Analyses for Testing the Main Effects of Self-Efficacy Factors on PSE1: Identification with the Profession

Dependent Variable: PSE1: Identification with the Profession			
Independent Variables	β	t	p
SEF1: Efficacy in Student Engagement	.059	.902	.367
SEF2: Efficacy in Classroom Management	.090	1.395	.164
SEF3: Efficacy in Student Assessment	-.016	-.265	.791
SEF4: Efficacy in Instructional Strategies	.013	.210	.834

R^2 : .018 $AdjR^2$: .009 F : 2.133 P : .076

Table 12: Results of Multiple Regression Analyses for Testing the Main Effects of Self-Efficacy Factors on PSE2: Significance of the Profession

Dependent Variable: PSE2: Significance of the Profession			
Independent Variables	β	t	p
SEF1: Efficacy in Student Engagement	.231	3.839	.000
SEF2: Efficacy in Classroom Management	-.034	-.572	.567
SEF3: Efficacy in Student Assessment	.183	3.278	.001
SEF4: Efficacy in Instructional Strategies	.096	1.731	.084
R²: .169 AdjR²: .162 F: 24.240 P: .000			

Table 13: Results of Multiple Regression Analyses for Testing the Main Effects of Self-Efficacy Factors on PSE3: Attitudes towards Profession

Dependent Variable: PSE3: Attitudes towards Profession			
Independent Variables	β	t	p
SEF1: Efficacy in Student Engagement	.083	1.295	.196
SEF2: Efficacy in Classroom Management	-.059	-.931	.352
SEF3: Efficacy in Student Assessment	.219	3.681	.000
SEF4: Efficacy in Instructional Strategies	-.055	-.926	.356
R²: .047 AdjR²: .038 F: 5.759 P: .000			

Table 14: Results of Multiple Regression Analyses for Testing the Main Effects of Self-Efficacy Factors on PSE4: Belief in the Functionality of the Profession

Dependent Variable: PSE4: Belief in the Functionality of the Profession			
Independent Variables	β	t	p
SEF1: Efficacy in Student Engagement	.192	3.029	.003
SEF2: Efficacy in Classroom Management	-.022	-.344	.731
SEF3: Efficacy in Student Assessment	-.058	-.988	.324
SEF4: Efficacy in Instructional Strategies	.142	2.439	.015
R²: 0.65 AdjR²: .057 F: 8.318 P: .000			

For testing H₃, which states that “Self-efficacy mediates the relationship between working conditions and professional self-esteem of teachers”, a three-step multiple regression analysis was conducted. Thus, the mediating role of teachers’ self-efficacy between teachers’ working conditions and professional self-esteem was investigated. First step of the analysis included teachers’ working condition dimensions as predictors of their self-efficacy. This step has already been covered for testing H₁ (tables 7, 8, 9, 10). In order to proceed to the second step, significant results have to be obtained between the independent variable and the mediating variable in the first step. Significant relationships have been found for the following variables: WCD1: Administration, relationships&communication and SEF3: Efficacy in student assessment; between WCD2: Work easiness and both SEF2: Efficacy in classroom management and SEF4: Efficacy in instructional strategies; between WCD3: Attitudes of students and parents and SEF1: Efficacy in student engagement, SEF2: Efficacy in classroom management, and SEF4: Efficacy in instructional strategies.

In the second step, the independent variable of teachers’ working conditions and the dependent variable of teachers’ professional self-esteem were tested by multiple regression analyses. The results revealed that working condition factors have an explanatory power of 5% on PSE1: Identification with the profession, 3% on PSE2: Significance of the profession, 3% on PSE3: Attitudes towards profession, and 6% on PSE4: Belief in the functionality of the profession.

WCD1: Administration, relationships&communication, and WCD2: Work easiness made significant ($p = .042$, $p = .002$) contributions ($\beta = .100$, $\beta = .149$) on teachers’ PSE1: Identification with the profession. WCD1: Administration, relationships&communication had a significant ($p = .002$) contribution ($\beta = .154$) on teachers’ PSE2: Significance of the profession. WCD2: Work easiness had a significant ($p = .010$) contribution ($\beta = .126$) on teachers’ PSE3: Attitudes towards profession. WCD1: Administration, relationships&communication also made a significant ($p = .000$)

contribution ($\beta = .201$) on teachers' PSE4: Belief in the functionality of the profession. The results are displayed in tables 15, 16, 17, 18.

Table 15: Results of Multiple Regression Analyses for Testing the Main Effects of Working Condition Dimensions on PSE1: Identification with the Profession

Dependent Variable: PSE1: Identification with the Profession			
Independent Variables	β	t	p
WCD1:Administration/Relationships/ Communication	.100	2.042	.042
WCD2: Work Easiness	.149	3.103	.002
WCD3: Attitudes of Students and Parents	.067	1.385	.167
R^2 : .053 $AdjR^2$: .046 F: 8.362 P: .000			

Table 16: Results of Multiple Regression Analyses for Testing the Main Effects of Working Condition Dimensions on PSE2: Significance of the Profession

Dependent Variable: PSE2: Significance of the Profession			
Independent Variables	β	t	p
WCD1:Administration/Relationships/ Communication	.154	3.116	.002
WCD2: Work Easiness	.038	.781	.435
WCD3: Attitudes of Students and Parents	.025	.507	.612
R^2 : .031 $AdjR^2$: .025 F: 4.840 P: .003			

Table 17: Results of Multiple Regression Analyses for Testing the Main Effects of Working Condition Dimensions on PSE3: Attitudes towards Profession

Dependent Variable: PSE3: Attitudes towards Profession			
Independent Variables	β	t	p
WCD1:Administration/Relationships/ Communication	.024	.487	.627
WCD2: Work Easiness	.126	2.590	.010
WCD3: Attitudes of Students and Parents	.055	1.117	.265
R^2 : .025 $AdjR^2$: .018 F: 3.823 P: .010			

Table 18: Results of Multiple Regression Analyses for Testing the Main Effects of Working Condition Dimensions on PSE4: Belief in the Functionality of the Profession

Dependent Variable: PSE4: Belief in the Functionality of the Profession			
Independent Variables	β	t	p
WCD1:Administration/Relationships/ Communication	.201	4.138	.000
WCD2: Work Easiness	.052	1.094	.274
WCD3: Attitudes of Students and Parents	.067	1.403	.161
R^2 : .062 $AdjR^2$: .056 F : 10.059 P : .000			

In the third step of the analysis, regressions were computed for only those variables which displayed significant relationships in the first and second steps. Since none of the regressions were significant, the mediating role of self-efficacy between working conditions and professional self-esteem could not be demonstrated. Thus, H_3 was rejected.

4. 4. Results of Research Question: The research question of the study is: Is there a statistically significant relationship between teachers' demographic characteristics and their professional self-esteem?

Each demographic characteristic was analyzed in relation with each factor of professional self-esteem so as to investigate the research question. Independent sample t-test was performed for teachers' gender, marital status, parental status, and position. One way ANOVA followed by Scheffe Post Hoc Multiple Comparisons was conducted for teachers' age, total tenure, present tenure, student number per class, and education level.

Gender and Professional Self-Esteem

Gender was significantly related to PSE1: Identification with the profession ($t=3.252$, $p=.001$), PSE2: Significance of the profession ($t=3.911$, $p=.000$), and PSE3:

Attitudes towards profession ($t = 5.677$, $p = .000$). Female teachers reported higher scores ($\text{mean}_{\text{PSE1}} = 4.1585$, $\text{mean}_{\text{PSE2}} = 4.4211$, $\text{mean}_{\text{PSE3}} = 4.6515$) than male teachers ($\text{mean}_{\text{PSE1}} = 3.9227$, $\text{mean}_{\text{PSE2}} = 4.2162$, $\text{mean}_{\text{PSE3}} = 4.3077$).

Marital Status and Professional Self-Esteem

Marital status had a significant relation with PSE1: Identification with the profession ($t = 2.017$, $p = .044$) and PSE2: Significance of the profession ($t = 3.128$, $p = .002$). Married teachers had higher scores ($\text{mean}_{\text{PSE1}} = 4.0928$, $\text{mean}_{\text{PSE2}} = 4.3820$) than single teachers ($\text{mean}_{\text{PSE1}} = 3.9286$, $\text{mean}_{\text{PSE2}} = 4.2021$).

Parental Status and Professional Self-Esteem

A significant relationship between parental status and PSE2: Significance of the profession ($t = 1.744$, $p = .005$), and PSE4: Belief in the functionality of the profession ($t = 2.468$, $p = .014$) was found. Teachers who have children reported higher scores ($\text{mean}_{\text{PSE2}} = 4.3919$, $\text{mean}_{\text{PSE4}} = 3.7884$) than teachers who do not have children ($\text{mean}_{\text{PSE2}} = 4.2448$, $\text{mean}_{\text{PSE4}} = 3.5993$).

Position and Professional Self-Esteem

Position of teachers, that is, being a class or branch teacher, did not have a significant relationship with any factors of professional self-esteem.

Age and Professional Self-Esteem

Age was significantly related with PSE1: Identification with the profession ($F = 5.097$, $p = .002$), with PSE2: Significance of the profession ($F = 6.687$, $p = .000$), and with PSE4: Belief in the functionality of the profession ($F = 10.622$, $p = .000$). Teachers who are 51 and more years old had higher scores ($\text{mean}_{\text{PSE1}} = 4.4981$, $\text{mean}_{\text{PSE2}} = 4.6952$,

mean_{PSE4}= 4.2635) than teachers who are 21-30 years old (mean_{PSE1}= 4.0684, mean_{PSE2}= 4.2835, mean_{PSE4}= 3.9370); than teachers who are 31-40 years old (mean_{PSE1}= 3.9370, mean_{PSE2}= 4.2637, mean_{PSE4}= 3.7565); and than teachers who are 41-50 years old (mean_{PSE1}= 4.0279, mean_{PSE2}= 4.4225, mean_{PSE4}= 3.8343).

Total Tenure and Professional Self-Esteem

It is found that there was a significant relationship between total tenure and PSE1: Identification with the profession ($F= 3.609$, $p= .013$), PSE2: Significance of the profession ($F= 5.640$, $p= .001$), and with PSE4: Belief in the functionality of the profession ($F= 6.075$, $p= .000$). Participants' with 16 years and more teaching experience had higher scores in PSE1, PSE2, and PSE4. Teachers with 16 years and more total tenure had higher levels of PSE1: Identification with the profession (mean_{PSE1}= 4.2270) than teachers with 11-15 years of total tenure (mean_{PSE1}= 3.8503). Teachers with 16 years and more total tenure had higher levels of PSE2: Significance of the profession (mean_{PSE2}= 4.5291) than teachers with 1-5 years of total tenure (mean_{PSE2}= 4.3025), than the teachers with 6-10 years of total tenure (mean_{PSE2}= 4.2607), and than teachers with 11-15 years of total tenure (mean_{PSE2}= 4.2674). For PSE4: Belief in the functionality of the profession, teachers with 16 years and more total tenure had higher scores (mean_{PSE4}= 3.9889) than teachers with 6-10 years of total tenure (mean_{PSE4}= 3.6473) and than teachers with 11-15 years of total tenure (mean_{PSE4}= 3.5174).

Present Tenure and Professional Self-Esteem

It is found that present tenure was significantly related only with PSE4: Belief in the functionality of the profession ($F= 6.272$, $p= .000$). Participants who had been working for 16 years and more at their present school had higher scores (mean_{PSE4}= 4.2222) than the teachers with 1-5 years of present tenure (mean_{PSE4}= 3.6238) and than teachers with 6-10 years of present tenure (mean_{PSE4}= 3.7031).

Student Number per Class and Professional Self-Esteem

Student number per class is not significantly related with any factor of professional self-esteem.

Education Level and Professional Self-Esteem

Education level was significantly related with PSE1: Identification with the profession ($F= 4.699$, $p= .010$), PSE2: Significance of the profession ($F= 12.081$, $p= .000$), and with PSE4: Belief in the functionality of the profession ($F= 11.005$, $p= .000$). For PSE1, teachers with vocational degree had higher scores ($\text{mean}_{\text{PSE1}}= 4.2791$) than teachers with undergraduate degree ($\text{mean}_{\text{PSE1}}= 4.0059$). For PSE2, teachers with vocational degree had higher scores ($\text{mean}_{\text{PSE2}}= 4.6091$) than teachers who have undergraduate degree ($\text{mean}_{\text{PSE2}}= 4.2725$). For PSE4, teachers with vocational degree had higher scores ($\text{mean}_{\text{PSE4}}= 4.0833$) than teachers with undergraduate degree ($\text{mean}_{\text{PSE4}}= 3.6475$) and than teachers with graduate degree ($\text{mean}_{\text{PSE4}}= 3.3971$).

5. CONCLUSION

5.1. Discussion

The purpose of this study was to find out the relationships between teachers' working conditions and self-efficacy, and between teachers' self-efficacy and professional self-esteem. The mediating role of self-efficacy in the relationship between teachers' working conditions and professional self-esteem was also investigated. The results showed positive relationships between some dimensions of teachers' working conditions and self-efficacy, and between some dimensions of teachers' self-efficacy and professional self-esteem. This study did not find a significant mediating role of self-efficacy in the relationship between teachers' working conditions and professional self-esteem.

The results of first hypothesis revealed that some dimensions of teachers' working conditions are positively related with their self-efficacy. As the teachers have more positive perceptions about the attitudes of parents and students (WCD3), they have higher efficacy in student engagement (SEF1), classroom management (SEF2), and instructional strategies (SEF4). A possible explanation for this may be that when parents are more involved in their child's education and in school activities, teachers may have more information about their students, and they may have better skills in controlling classrooms, and using more effective and creative instructional techniques. The present study's findings about the significant relationship between parents' attitude towards their child's education and parents' involvement in school activities, and teacher efficacy are consistent with previous studies which revealed that there was a positive relationship between parent involvement in schools and teachers' self-efficacy (Hartnett, 1995; Hoover-Dempsey et al., 1987; Parkay et al., 1988; Tschannen-Moran & Woolfolk-Hoy, 2002).

Working condition factors of school administration, communication and relationships with colleagues and administrators, physical environment in schools, and changes in educational policies (WCD1) made a significant contribution to teachers' efficacy in student assessment (SEF3). This finding is an expected result, since self-efficacy belief is accepted as a situation-specific trait. Theorists claim that perceived self-efficacy is not a static personality trait, it changes with circumstances and events (Bandura, 1982, 1997; Baron, 1990; Cevrone & Peake, 1986; Pajares, 1996; Pajares, 2002; Raudenbush et al., 1992; Smylie, 1998; Tschannen-Moran, et al., 1998). Researchers in educational sciences agree that teaching is a contextually situated profession. Teachers' self-efficacy perception is not a fixed variable, it may change according to the subject they teach, and school setting they work in (Applebaum & Hare, 1996; Ashton & Webb, 1986; Bandura, 1977, 1997; Friedman & Kass, 2002; Goddard, Hoy & Hoy, 2004; Putnam & Borko, 2000; Raudenbush et al., 1992; Tschannen-Moran et al. 1998; Tschannen-Moran & Woolfolk-Hoy, 2001; Zimmerman & Cleary, 2006).

The finding about positive relationship between working condition factors of school administration, relationships with colleagues and administrators, physical

environment in schools, changes in educational policies (WCD1) and teachers' efficacy in student assessment (SEF3) is consistent with previous results in literature which revealed that environmental factors in schools such as administrators' responsiveness to teachers, resources and facilities of the schools, supportive relationships among colleagues, administrators, and students, comfortable working environment, and organizational structure of the schools are positively related with teachers' self-efficacy (Bandura, 1997; Coladarci, 1992; Çapa, 2005; Ebmeier, 2003; Franklin, 1989; Fuller et al., 1982; Gist & Mitchell, 1992; Hartnett, 1995; Hoy & Woolfolk, 1993; Kruger, 1997; Lee, Dedrick et al., 1991; Lewandowski, 2005; Newmann et al., 1989; Ramey-Gassert et al., 1996; Raudenbush et al., 1992; Rosenholtz, 1989; Tschannen-Moran & Woolfolk-Hoy, 2002).

In the present study, it is found that teachers have high self-efficacy in both classroom management (SEF2) and instructional strategies (SEF4), when they have positive perceptions about the work easiness dimension of working conditions (WCD2) which include workload, time pressure, relationships with students, and working environment aspects such as class size, and noise. For this finding a plausible explanation may be that when teachers do not have overcrowded classrooms, and when they do not have students with behavioural problems, it may be easier for teachers to control students and implement new instructional techniques. This finding is similar to the previous results in educational literature. Dibbon (2004) and Horng (2005) revealed that class size is an important factor of effective teaching. Velez-Arias (1998) demonstrated that overcrowded classrooms are negatively related with teachers' efficacy in instructional techniques and activities. When the class is crowded, it may be difficult for teachers to implement effective instructional techniques and have enough time for each student which may cause teachers to feel inefficient, and this feeling may negatively influence teachers' self-efficacy beliefs (Çapa, 2005; Goddard, Hoy & Woolfolk-Hoy, 2004; Newmann et al., 1989; Ross, et al., 1996; Smylie, 1998; Wertheim & Leyser, 2002). Lee et al., (1991) revealed that, student misbehaviour has negative effects on teachers' self-efficacy levels. Rice (1999) and Holloway (2002) indicated that in less crowded classrooms teachers spent less time for disciplining students, because it was easier for them to keep order in small size classrooms.

The result of second hypothesis indicated that teachers' efficacy in student engagement (SEF1) is positively related with their belief in the functionality of their profession (PSE4), and significance of their profession (PSE2). This is an expected finding since teaching profession means having a constant relationship with students so as to encourage them to be successful, involve them in education process, and motivate them to be more interested in their lessons. Such an accomplishment on the part of teachers appears to increase the importance of the profession for them.

Teachers' efficacy in student assessment (SEF3) makes significant contribution on their attitudes towards profession (PSE3) and on their opinions about the significance of their profession (PSE2). Teaching profession aims to improve students' academic level and help them gain the necessary knowledge and skills. As a result, teachers' attitudes towards their profession and their opinions about its significance seem to improve when they feel competent in terms of evaluating student strengths and weaknesses. This finding is supported by the previous literature. Kahyaoğlu & Yangın (2007) found a significant relationship between preservice elementary teachers' attitude towards teaching and their self-efficacy beliefs. Hartnett (1995) and Akyol & Aslan (2006) indicated that teachers' self-efficacy was related to a positive attitude towards their profession.

Another result of the present study is that the teachers who had high efficacy in instructional strategies (SEF4) had higher scores in the belief in the functionality of their profession (PSE4). It is possible to claim that when teachers believe they are successful in providing a suitable learning environment for students with varying abilities, they may conclude that their profession may be instrumental in meeting the needs of the society.

The third hypothesis, which states that self-efficacy mediates the relationship between working conditions and professional self-esteem of teachers, was rejected. However, the statistical analysis revealed that some dimensions of working conditions were significantly related with professional self-esteem. Working condition factors of school administration, communication and relationships with colleagues and administrators, physical environment in schools, and changes in educational policies (WCD1), made a

significant contribution to teachers' identification with the profession (PSE1), significance of the profession (PSE2), and belief in the functionality of the profession (PSE4). Work easiness dimension of working conditions (WCD2) which includes workload, time pressure, relationships with students, and working environment aspects such as class size, and noise makes significant contributions to both teachers' identification with the profession (PSE1), and attitudes towards profession (PSE3). This result may be interpreted as that perceptions of teachers' working conditions may have a direct relationship with their professional self-esteem instead of an indirect relationship through self-efficacy. Yeung & Watkins's (1998a) study also revealed that some of the working condition factors such as teacher-pupil relationships loaded more highly on professional self-esteem of student teachers than teacher efficacy did.

The present study investigated the relationships between teachers' demographic characteristics of gender, age, marital and parental status, total and present tenure, student number per class, position of teachers (being a class or branch teacher) and professional self-esteem levels. It was revealed that gender is positively related with teachers' professional self-esteem. Female teachers had higher scores in identification with the profession (PSE1), significance of the profession (PSE2), and attitudes towards profession (PSE3) than male teachers. This result may be due to the perception that teaching is a female-oriented profession which involves traditional female roles such as caring and nurturing. This finding is consistent with previous studies which found that female student teachers had higher levels of professional self-esteem than male student teachers (Arıcak, 1999; Işık, 2006; Ünal & Şimsek, 2008). Arıcak & Dilmaç (2003) revealed that female counseling and guidance students had higher professional self-esteem levels than male counseling and guidance students.

It is found that teachers who were 51 and over, had higher professional self-esteem scores in identification with the profession (PSE1), significance of the profession (PSE2), and belief in the functionality of the profession (PSE4). Also, teachers with a total tenure of 16 years and over had higher scores in identification with the profession (PSE1), significance of the profession (PSE2) and belief in the functionality of the profession

(PSE4). This result indicates that the longer the years of teaching experience, the higher the professional self-esteem levels of teachers. Teachers' present tenure is significantly related with only the professional-self esteem factor of belief in the functionality of the profession (PSE4); teachers with 16 years and more present tenure had higher scores. These findings imply that as teachers approach to middle age, the experience accumulated changes their perception about their profession in a positive way.

This study found a positive contribution of teachers' education level on their professional self-esteem perceptions. Teachers with "vocational degree" had higher scores in identification with the profession (PSE1), significance of the profession (PSE2) and belief in the functionality of the profession (PSE4). Teachers who have vocational degree have longer teaching experience, this may be the reason that they had higher professional self-esteem levels than teachers with undergraduate and graduate degrees.

Married teachers had higher scores in the professional self-esteem factors of identification with the profession (PSE1) and significance of the profession (PSE2). Teachers who have children had higher scores in significance of the profession (PSE2) and belief in the functionality of the profession (PSE4). A plausible reason for these findings may be that teachers who are married and teachers who have children may have more social support which may help them be more interested in their profession.

The findings of this study have implications for schools, teachers, educational policy makers, and teacher training program developers. The results show that teachers' working condition dimensions such as adequate resources, supportive colleagues, adequate lighting, cleaning, involvement in decision making have significant effects on their self-efficacy belief. As a result, teachers should have a working environment which improves their self-efficacy levels. This study also revealed that teachers' self-efficacy belief is significantly related with their professional self-esteem; when teachers have high self-efficacy levels, they also have high professional self-esteem levels. Therefore, for a more positive attitude towards profession, teachers' skills need to be improved. The developers of educational policies and teacher training programs may consider these interrelationships

and suggest plans accordingly, and they also should focus on improving the working conditions of teachers, because working conditions affect both self-efficacy and professional self-esteem levels of teachers.

5. 2. Limitations and Recommendations

In this study, the concepts of working conditions, self-efficacy, and professional self-esteem are limited to the perceptions of public primary school teachers working in Eyüp, İstanbul, therefore, the findings can not be generalized to other settings. There is also a time limitation. The duration of the data collection of the present study is restricted to the school year of 2007-2008. This research is conducted with permanent, and contracted public primary school teachers.

Since this study has been implemented only in schools which are located in Eyüp/İstanbul, it may be suggested to use more heterogeneous samples including educators working in other regions of İstanbul and/or other cities of Turkey. This study should also be conducted with high school teachers in order to make a comparison between primary and high school teachers' working conditions, self-efficacy, and professional self-esteem. There should also be studies with teachers working at private schools so as to find out whether there is a difference between public and private school teachers in terms of the variables investigated in this research.

The sample of this study did not include school principals, vice principals, special education teachers, and guidance and psychological counselors, there should be further studies with those professionals. Besides, future studies should examine the opinions of students and parents in order to conduct a more comprehensive analysis.

The participants willingness to provide information may influence the collected data. An important constraint for this research is the potential for social desirability concerns to be influential on self-efficacy scores of teachers. It would be better in future studies to apply self-efficacy scale along with a social desirability scale.

REFERENCES

- Adelman, N. E., Walking Eagle, K. P., & Hargreaves, A. (1997). Racing with the Clock: Making Time for Teaching and Learning in School Reform. New York: Teachers College Press. As quoted in Maniloff, A. E. (2004).
- Akyol, A. K., & Aslan, D. (2006). "Okul Öncesi Öğretmen Adaylarının Öğretmenlik Mesleğine Yönelik Tutumları ve Mesleki Benlik Saygılarının İncelenmesi." Çukurova Üniversitesi, Sosyal Bilimler Enstitüsü Dergisi, 15, 2, 51-60.
- Allinder, R. (1995). "An Examination of the Relationship Between Teacher Efficacy and Curriculum-Based Measurement and Student Achievement." Remedial and Special Education, 16, 4, 247-253. As quoted in Bryant, L. R. (2007).
- Altıntaş, E. (1989). Öğretmen Yetiştiren Fakülte Öğrencilerinin Benlik ve Mesleki Benlik Kavramları Arasındaki Bağdaşım Düzeylerini Etkileyen Bazı Faktörler. Unpublished Doctoral Dissertation, Hacettepe University. As quoted in Arıca, O. T. (1999).
- Anderson, R., Greene, M., & Lowen, P. (1988). "Relationships among Teachers' and Students' Thinking Skills, Sense of Efficacy, and Student Achievement." Alberta Journal of Educational Research, 34, 148-165.
- Applebaum, S., & Hare, A. (1996). "Self-Efficacy as a Moderator of Goal Setting and Performance: Some Human Resource Applications." Journal of Managerial Psychology, 11, 3, 33-44.
- Arıca, O. T., & Onur, V. (1997). "Sınıf Öğretmeni Adayı Üniversite Öğrencilerinin Öğretmenlik Mesleğine İlişkin Görüşleri ve Çeşitli Değişkenler Açısından Benlik Saygısı Düzeyleri Arasındaki Farkın İncelenmesi." IV. Ulusal Eğitim Bilimleri Kongresi. Eskişehir Anadolu Üniversitesi,
- Arıca, O. T. (1999). Grupla Psikolojik Danışma Yoluyla Benlik ve Mesleki Benlik Saygısının Geliştirilmesi. Unpublished Doctoral Dissertation, Marmara University.
- Arıca O. T. (2001). "Mesleki Benlik Saygısı Ölçeğinin Geliştirilmesi, Güvenilirlik ve Geçerlik Çalışmaları." 6. Ulusal Psikolojik Danışma ve Rehberlik Kongresi. 5-7 Eylül 2001, ODTÜ, Ankara.
- Arıca, O. T., & Dilmaç, B. (2003). "Psikolojik Danışma ve Rehberlik Öğrencilerinin Bir Takım Değişkenler Açısından Benlik Saygısı ile Mesleki Benlik Saygısı Düzeylerinin İncelenmesi." Trakya Üniversitesi, Sosyal Bilimler Dergisi, 3, 1, 1-7.

Armor, D., Conroy- Osequera, P., Cox, M., King, N., McDonnell, L., Pascal, A., Pauly, E., Zellman, G. (1976). Analysis of the School Preferred Reading Programs in Selected Los Angeles Minority Schools. Santa Monica, CA: Rand Corporation.

Ashton, P. T. (1984). "Teacher Efficacy: A Motivational Paradigm for Effective Teacher Education." Journal of Teacher Education, 35, 5, 28-32.

Ashton, P.T. (1985). "Motivation and the Teacher's Sense of Efficacy." In Ames, C and Ames, R. (Ed.). Research on Motivation in Education: The Classroom Milieu, 141-171. New York: Academic Press.

Ashton, P. T., & Webb, R. B. (1986). Making a Difference: Teachers' Sense of Efficacy and Student Achievement. New York: Longman.

Ay, B. (2007). Öğretmenlerin Öz-Yeterlikleri ve Örgütsel Vatandaşlık Davranışı. Unpublished Master's Thesis, Afyon Kocatepe University.

Bain, H. P., & Achilles, C. M. S. (1986). "Interesting Developments on Class Size." Phi Delta Kappa, 67, 662-665.

Baloğlu, N. (2001). Etkili Sınıf Yönetimi. Ankara: Baran Ofset.

Baloğlu, N., Karadağ, E., Çalışkan, N., & Korkmaz, T. (2006). "İlköğretim Öğretmenlerinin Mesleki Benlik Saygısı ve İş Doyumları Arasındaki İlişkinin Değerlendirilmesi." Ahi Evran Üniversitesi, Kırşehir Eğitim Fakültesi Dergisi, 7, 2, 345–358.

Bandura, A. (1977). "Self-Efficacy: Toward a Unifying Theory of Behavioral Change." Psychological Review, 84, 191-215.

Bandura, A. (1982). "Self-Efficacy Mechanism in Human Agency." American Psychologist, 37, 122-147.

Bandura, A. (1984). "Self-Efficacy Determinants of Anticipated Fears and Calamities." Journal of Personality and Social Psychology, 45, 464-469.

Bandura, A. (1986). Social Foundations of Thought and Action: A Social Cognitive Theory. Englewood Cliffs, NJ: Prentice Hall.

Bandura, A. (1997). Self-Efficacy: The Exercise of Control. New York: W. H. Freeman and Company.

Baron, R. A. (1990). "Environmentally Induced Positive Effects: Its Impact on Self-Efficacy, Task Performance, Negotiation, and Conflict." Journal of Applied Social Psychology, 20, 5, 368-384.

Barth, R. (1990). Improving Schools From Within: Teachers, Parents, and Principals can Make a Difference. San Francisco, CA: Jossey-Bass.

Başaran, İ. E. (1996). Türkiye Eğitim Sistemi. Ankara. As quoted in Arıcak, O. T. (1999).

Beane, J. A., Lipka, R. P. & Ludewig, J. W. (1980). "Synthesis of Research on Self-Concept." Educational Leadership, 38, 1, 84-893.

Becker, F. D. (1981). Workplace: Creating Environments in Organizations. New York: Praeger Publishers.

Black, S. (2003). "Stressed out in the Classroom." American School Board Journal, October, 36-38. As quoted in Younghusband, L. J. (2005).

Blase, J. (1986). "A Qualitative Analysis of Sources of Teacher Stress: Consequences for Performance." American Educational Research Journal, 23, 1, 13-40. As quoted in Younghusband, L. J. (2005).

Borg, M. G., Riding, R. J., & Falzon, J. M. (1991). "A Structural Model of the Dimensions of Teachers Stress." British Journal of Educational Psychology, 65, 49-67. As quoted in Younghusband, L. J. (2005).

Bradley, D. W. (1998). Teacher Satisfaction Factors among American Curriculum Teachers in Saudi Arabia. Unpublished Doctoral Dissertation, University of Minnesota.

Branden, N. (1987). How to Raise your Self-Esteem. New York, NY: Bantam Books. As quoted in Zieff, H. E. (1995).

Branden, D. P. (2000). "Self-Efficacy: Gender Differences of Prospective Primary Teachers in Botswana." Research in Education, 64, 36-43.

Brightman, B. K. (1984). Narcissistic Issues in the Training Experience of the Psychotherapist. International Journal of Psychoanalytic Psychotherapy, 10, 293-317. As quoted in Zieff, E. H. (1995).

Brissie, J., Hoover-Dempsey, K., & Bassler, O. (1988). "Individual, Situational Contributors to Teacher Burnout." Journal of Educational Research, 82, 2, 106-112.

Bryant, L. R. (2007). The Relationship Between Urban Teachers' Self-Efficacy Beliefs and Adequate Yearly Progress. Unpublished Doctoral Dissertation, Indiana University of Pennsylvania.

Buckley, J., Schneider, M., & Shang, Y. (2004). "Fix it and They might Stay: School Facility Quality and Teacher Retention in Washington, D. C." Teachers College Record, 107, 5, 1107-1123.

Bugental, J. F. T. & Zelen, S. L. (1950). "Investigations into the Self-Concept: The W-A-Y Techniques." Journal of Personality, 18, 483-498. As quoted in Kunes-Connell, M. V. (1991).

Burley, W. W., Hall, B. W., Villeme, M. G., & Brockmeier, L. L. (1991). "A Path Analysis of the Mediating Role of Efficacy in First-Year Teacher's Experiences, Reactions, and Plans." Paper Presented at the Annual Meeting of the American Education Research Association, Chiago, IL. As quoted in Lynch, C. S. (2007).

Campbell, J. (1996). "A Comparison of Teacher Efficacy for Pre and In-Service Teachers in Scotland and America." Education, 77,2-11

Canfield, J. (1990). "Improving Students' Self-Esteem." Educational Leadership, 48, 1, 48-50.

Cantrell, P. (2003). "Traditional vs. Retrospective Pretests for Measuring Science Teaching Efficacy Beliefs in Preservice Teachers". School Science and Mathematics, 103, 4, 177. As quoted in Erdem, E., & Demirel, Ö. (2007).

Casserly, M. (1988). Teaching and Learning in the Great City Schools: A Report of the Council of Inner City Schools. Washington, D. C. As quoted in Velez-Arias, H. O. (1998).

Cevrone, D., & Peake, P. K. (1986). "Anchoring Efficacy and Action: The Influence of Judgmental Heuristics on Self-Efficacy Judgments and Behavior." Journal of Personality and Psychology, 50, 3, 492-501.

Chapman, D. W. (1983). "A Model of Influences on Teacher Retention." Journal of Teacher Education, 34, 5, 43-49. As quoted in Szabo, M. A. (1990).

Chester, M. D., & Beaudin, B. Q. (1996). "Efficacy Beliefs of Newly Hired Teachers in Urban Schools." American Educational Research Journal, 33, 233-257.

Chittom, S. A., & Sistrunk, W. E. (1990). "The Relationship Between Secondary Teachers' Job Satisfaction and Their Perceptions". Paper Presented at the Annual Meeting of the Mid-South Educational Research Association, New Orleans, LA. As quoted in Maniloff, A. H. (2004).

Choy, S. P. (1996). "Teachers' Working Conditions. Findings from the Condition of Education". No.7. Berkeley, CA: MPR Associates. As quoted in Ko, W. (2003).

Chwalisz, K., Altmaier, E. M., & Russell, D. W. (1992). "Causal Attributions, Self-Efficacy Cognitions, and Coping with Stress." Journal of Social and Clinical Psychology, 11, 377-400.

Coladarci, T. (1992). "Teachers' Sense of Efficacy and Commitment to Teaching." Journal of Experimental Education, 60, 323-337.

Coladarci, T., & Breton, K. (1997). "Teacher Efficacy, Supervision, and the Special Education Resource-Room Teacher." Journal of Education Research, 90, 4, 230-239.

Coopersmith, S. (1959). "A Method for Determining Types of Self-Esteem." Journal of Abnormal and Social Psychology, 59, 87-94. As quoted in Kunes-Connell, M. V. (1991).

Coopersmith, S. (1967). The Antecedents of Self-Esteem. San-Francisco: Freeman.

Corcoran, T. B. (1988). Working in Urban Schools. Institute for Educational Leadership, Washington D. C.

Cox, T., Griffiths, A., & Rial-Gonzalez, E. (2000). Research on Work-Related Stress. Belgium: European Agency for Safety and Health at Work.

Crary, W. G. (1969). "Note on the Nature of Self-Regard." Psychological Reports, 24, 487-490. As quoted in Kunes-Connell, M. V. (1991).

Czerniak, C. M. (1989). Investigation of the Relationships among Science Teaching Anxiety, Self-Efficacy, Teacher Education Variables, and Instructional Strategies. (Doctoral Dissertation, Ohio State University. As quoted in Shaimemanya, C. N. S. (2006).

Çapa, Y. (2005). Factors Influencing First-Year Teachers' Sense of Efficacy. Unpublished Doctoral Dissertation, Ohio State University.

Çapa, Y., Çakıroğlu, J., & Sarıkaya, H. (2004). "Development and Validation of Turkish Version of Teachers' Sense of Efficacy Scale." Education and Science, 30, 137, 74-81

Çapa, Y., & Woolfolk, H. A. E. (2005). "What Predicts Student Teacher Self-Efficacy." Academic Exchange Quarterly, 9, 4, 1-6,

Çimen, S. (2007). İlköğretim Öğretmenlerinin Tükenmişlik Yaşantıları ve Yeterlik Algıları. Unpublished Master's Thesis, Kocaeli University.

Darling-Hammond, L. (2003). "Keeping Good Teachers: Why It Matters Most." Educational Leadership, 60, 8, 7-13.

Daugherty, S. G. (2005). "Teacher Efficacy and Its Relation to Teachers' Behaviours in the Classroom." The Elementary School Journal, 86, 2, 173-184.

Daun, H. (2003). "Market Forces and Decentralization in Sweden: A Threat to Comprehensiveness and Equity and an Impetus for School Development." In Plank, D. & Sykes, G. (Ed.). The Emerging Market for Schooling: Global Trend, National Variations. New York: Teachers College Press.

Denham, C. H., & Michael, J. J. (1981). "Teacher Sense of Efficacy: A Definition of the Construct and Model for Further Research." Educational Research Quarterly, 5, 39-63.

Dibbon, D. (2004). It's About Time: A Report on the Impact of Workload on Teachers and Students. Commissioned by NLTA.

Doherty, J. (1980). "An Exploratory Investigation into the Relationship Between Self-Esteem and Teaching Performance in a Group of Student Teachers." Educational Review, 32(1), 21-35.

Dollard, M. F., Winefield, A. H., & Winefield, H. R. (Ed.). (2003). Occupational Stress in the Service Professions. London: Taylor & Francis.

Dunham, J., & Varma, V. (1998). Stress in Teachers: Past, Present and Future. London: Whurr Publishers Ltd.

Dworkin, A., Haney, C., Dworkin, R., & Telscher, R. (1990). "Stress and Illness Behavior among Urban Public School Teachers." Educational Administration Quarterly, 26(1), 60-72.

Earthman, G. I. (2002). The Effect of the Condition of School Facilities on Student Achievement. Expert Report Prepared for Williams V. State of California. As quoted in Horng, E. L. (2005).

Ebmeier, H. (2003). "How Supervision Influences Teacher Efficacy and Commitment: An Investigation of a Path Model." Journal of Curriculum and Supervision, 18, 2, 110-141.

Ebstein, S. (1973). "The Self-Concept Revisited: Or a Theory of a Theory." American Psychologist, 28, 404-416. As quoted in Kunes-Connell, M. V. (1991).

Eccles, J.S. & Wigfield, A. (2002). "Motivational Beliefs, Values, and Goals: Learning and Performance in Educational Setting." Annual Review Psychology, 53, 109-132.

Egger, K. J. (2006). An Explanation of the Relationships among Teacher Efficacy, Collective Teacher Efficacy, and Teacher Demographic Characteristics in Conservative Christian Schools. Unpublished Doctoral Dissertation, University of North Texas.

Englebrecht, P., Oswald, M., Swart, E., & Eloff, I. (2003). "Including Learners with Intellectual Disabilities: Stressful for Teachers?" International Journal of Disability, Development and Education, 50, 3, 293, 308. As quoted in Younghusband, L. J. (2005).

Erdem, A. (1998). 21. Yüzyıla Girerken Nasıl Bir İnsan Modeli Yetiştirelim. Ankara: Anı Yayıncılık.

Erdem, E., & Demirel, Ö. (2007). "Teacher Self-Efficacy Belief." Social Behavior and Personality, 35, 5, 573-586.

Erdwins, C. J., Mellinger, J. C., & Tyler, Z. E. (1981). "A Comparison of Different Aspects of Self-Concept for Young, Middle-Aged, and Older Women." Journal of Clinical Psychology, 37, 3, 484-490.

Erjem, Y. (2004). Eğitimde Yabancılaşma Olgusu ve Öğretmen: Lise Öğretmenleri Üzerine Sosyolojik Bir Araştırma. Retrieved January 8, 2008, from http://www.tebd.gazi.edu.tr/arsiv/2005_cilt3/sayi_4/395-417.pdf.

Evans, E. D., & Tribble, M. S. (1986). "Perceived Teaching Problems, Self-Efficacy, and Commitment to Teaching among Preservice Teachers." Journal of Educational Research, 80, 2, 81-85,

Evers, W. J. G., Brouwers, A., & Tomic, W. (2002). "Burnout and Self-Efficacy: A Study on Teachers' Beliefs When Implementing an Innovative Educational System in the Netherlands." British Journal of Educational Psychology, 72, 227-243.

Eurydice: The Information Database on Education Systems in Europe: The Education System in Turkey (2006/07). Retrieved October 12, 2007, from http://www.eurydice.org/ressources/eurydice/eurybase/pdf/0_integral/TR_EN.pdf.

Eurydice. National Summary Sheets on Education System in Europe and Ongoing Reforms: Turkey (2007). Retrieved December 10, 2007 from http://www.eurydice.org/ressources/eurydice/pdf/047DN/047_TR_EN.pdf.

Farber, B. (2000). "Treatment Strategies for Different Types of Teacher Burnout." Journal of Clinical Psychology/In Session: Psychotherapy in Practice, 56, 675-689.

Fenstermacher, G. (1980). "On Learning to Teach from Research on Teacher Effectiveness." In C. Denham and A. Lieberman (Eds). Time to Learn (pp.127-137). Washington, D.C: U.S. Dept. Of Education. As quoted in Lynch, C. S. (2007).

Fleming, J. S., & Courtney, B. E. (1984). "The Dimensionality of Self-Esteem II: Hierarchical Facet Model for Revised Measurement Scales." Journal of Personality and Social Psychology, 46, 404-421.

- Franklin, V. (1989). Teacher Efficacy and Selected Organizational Climate Variables in Urban and Suburban School Setting. Unpublished Doctoral Dissertation, University of Bridgeport.
- Friedman, I. A., & Farber, B. A. (1992). "Professional Self-Concept as a Predictor of Teacher Burnout." Journal of Educational Research, 86, 28-35.
- Friedman, I. (1995). Student Behavior Patterns Contributing to Teacher Burnout. Journal of Educational Research, 88, 281-289. As quoted in Younghusband, L. J. (2005).
- Friedman, I. A., & Kass, E. (2002). "Teacher Self-Efficacy: A Classroom Organization Conceptualization." Teaching and Teacher Education, 18, 675-686
- Fritz, J., & Miller-Heyl, J. (1995). "Fostering Personal Teaching Efficacy Through Staff Development and Classroom Activities." Journal of Educational Research, 88, 4, 200-209. As quoted in Zhao, Y. (2007).
- Fuller, B., Wood, K., Rapport, T., & Dornbusch, S. (1982). "The Organizational Context of Individual Efficacy." Review of Educational Research, 52, 1, 7-30.
- Fuller, B., & Izu, J. A. (1986). "Explaining School Cohesion: What Shapes the Organizational Beliefs of Teachers?" American Journal of Education, 94, 4, 501-535.
- Gabler, J. (1987). "School Buildings Need to Become More Inviting." The School Administrators, 44, 6, 6.
- Gasper, F. M. A. (1980). Teachers' Perceptions of Increased Professional Competence as an Outcome of the Stull Evaluation Process. Unpublished Doctoral Dissertation, The Fielding Institute.
- Gecas, V., & Schwalbe, M. L. (1986). "Beyond the Looking Glass Self: Social Structure and Efficacy-Based Self-Esteem." Social Psychology Quarterly, 46, 77-78.
- Geelan, D. (2002). "Living on the Edge: Falling Through the Cracks." Alberta Teachers' Association Magazine, Winter. Retrieved August 08, 2004 from http://gateway.proquest.com/openurl?url_ver=239.88-2004&res_dat=xri. As quoted in Younghusband, L. J. (2005).
- Ghaith, G., & Yaghi, H. (1997). "Relationships among Experience, Teacher Efficacy, and Attitudes toward the Implementation of Instructional Innovation." Teaching and Teacher Education, 13, 451-458.
- Gibson, S., & Dembo, M. (1984). "Teacher Efficacy: A Construct Validation". Journal of Educational Psychology, 76, 4, 569-582.

Ginsberg, R., Schwartz, H., Olson, G., & Bennet, A. (1987). "Working Conditions in Urban Schools." Urban Review, 19,3-21. As quoted in Velez-Arias, H. O. (1998).

Gist, M. E., & Mitchell, T. R. (1992). "Self-Efficacy: A Theoretical Analysis of its Determinants and Malleability". Academy of Management Review, 17, 2,183-211.

Glass, T. (1986). "Educational Specifications: a Blueprint for the Future Program." CEFP Journal, 24, 1, 4-13.

Glickman, C., & Tamashiro, R. (1982). "A Comparison of First-Year, Fifth-Year, and Former Teachers on Efficacy, Ego Development, and Problem Solving." Psychology in the Schools, 19, 4, 558-562. As quoted in Zhao, Y. (2007).

Goddard, R. D. (2001). "Collective Efficacy: A Neglected Construct in the Study of Schools and Student Achievement." Journal of Educational Psychology, 93, 3, 467, 476.

Goddard, R. D., Hoy, W. K., & Woolfolk-Hoy, A. (2004). "Collective Efficacy Beliefs: Theoretical Developments, Empirical Evidence, and Future Directions." Educational Researcher, 33, 3, 3-13.

Gorrell, J. (1990). "Some Contributions of Self-Efficacy Research to Self-Concept Theory." Journal of Research and Development in Education, 23, 2, 73-81.

Graham, J. (2003). "Up Close with Fred Douglas". The Worker's Voice, 1, 8, 29-33.

Greene, A. L., & Reed, E. (1992). "Social Context Differences in the Relation Between Self-Esteem and Self-Concept During Late Adolescence." Journal of Adolescent Research, 7, 266-282.

Greenglass, E. R., & Burke, R. J. (2001). "Work and Family Precursors of Burnout in Teachers: Sex Differences." Sex Roles, 18, pp.215-229. As quoted in Dollard, Winefield & Winefield. (2003).

Greenwood, G. E., Olejnik, S. F., & Parkay, F. W. (1990). "Relationship Between four Teacher Efficacy Belief Patterns and Selected Teacher Characteristics." Journal of Research and Development in Education, 23, 2, 102-106.

Griffith, J., Steptone, A., & Copley, M. (1999). "An Investigation of Coping Strategies Associated with Job Stress in Teachers." British Journal of Educational Psychology, 69, 517-531.

Guskey, T. R. (1987). "Context Variables that Affect Measures of Teacher Efficacy." Journal of Educational Research, 81, 1, 41-47.

Guskey, T. R., & Passaro, P. D. (1994). "Teacher Efficacy: A Study of Construct Dimensions." American Educational Research Journal, 31, 3, 627-643.

Guyton, E., Fox, M. C., & Sisk, K. A. (1991). "Comparison of Teaching Attitudes, Teacher Efficacy, and Teacher Performance of First-Year Teachers Prepared by Alternate and Traditional Teacher Education Programs." Action in Teacher Education, 13, 2, 1-9.

Haggqvist, S. (2004). Working Conditions and Development at School. Preconditions for Pupil and Personnel Collaboration. Unpublished Doctoral Dissertation, Royal Institute of Technology, Stockholm.

Harris, L. (2002). A Survey of the Status of the Quality of Public Education in California. CA: The Petter Harris Research Group, Inc.

Hartley, M. L. (1997). The Effect of Teachers' Self-Esteem on Student Achievement. Unpublished Doctoral Dissertation, University of North Texas.

Hartnett, M. J. (1995). The Relationship between Principal and Teacher Efficacy in Middle Level Schools in Missouri. Unpublished Doctoral Dissertation, University of Nebraska.

Hathaway, W. E. (1983). "Lights, Windows, Color: Elements of the School Environment." CEFP Journal, 21,3, 35-44.

Henjum, A. (1983). Let's Select "Self-Actualizing Teachers." Education, 104,1, 51-55.

Henson, R. K. (2001a). "The Effects of Participation in Teacher Research on Teacher Efficacy." Teaching and Teacher Education, 17, 819-836. As quoted in Egger, K. J. (2006).

Hill, C., Charles, D., & Reed, K. (1981). "A Longitudinal Analysis of Changes in Counseling Skills During Doctoral Training in Counseling Psychology." Journal of Counseling Psychology, 28, 428-436.

Hirsch, E. (2004). "Teacher Working Conditions are Student Learning Conditions." Retrieved October 8, 2007, from, <http://epsl.asu.edu/epru/articles/EPRU-0504-110-OWL.pdf>.

Hollenbeck, J. R., & Brief, A. P. (1987). "The Effects of Individual Differences and Goal Origin on Goal Setting and Performance." Organizational Behaviour and Human Decision Processess, 40, 392, 414.

Holloway, J. (2002). "Do Smaller Classes Change Instruction?" Educational Leadership, 59, 56, 91-92.

Hoover-Dempsey, K. V., Bassler, O.C., & Brissie, J. S. (1987). "Parent Involvement: Contributions of Teacher Efficacy: School Socioeconomic Status, and other School Characteristics." American Educational Research Journal, 24, 3, 417-435.

Horng, E. L. (2005). Teacher Tradeoffs: Retaining Teachers at Hard-to-Staff Schools by Examining Their Preferences for Workplace Characteristics. Unpublished Doctoral Dissertation, University of California.

Hoy, W. K. & Woolfolk, A. E. (1993). "Teachers' Sense of Efficacy and the Organizational Health of School." The Elementary School Journal, 93, 4, 355-372.

Howard, S. P. (1996). Teachers' Self-Efficacy Beliefs and Participation in Instructional Support Teams: An Exploratory Study. Unpublished Doctoral Dissertation, The Temple University.

Howey, K., Yarger, S., & Joyce, B. (1978). Improving Teacher Education. Washington, D. C: Association of Teacher Educators. As quoted in Szabo, M. A. (1990).

Hunter, M. (1977). "Counter Irritants to Teacher." Paper Presented at the American Association of School Administrators Annual Meeting, Las Vegas, NV, February. As quoted in Lee, C. O. (2001).

Imants, J., & Van Zoolen, A. (1995). "Teachers' Sickness Absence in Primary Schools, School Climate and Teachers' Sense of Efficacy." School Organization, 15,77-87.

Ingersoll, R. M. (2001). "Teacher Turnover and Teacher Shortages: an Organizational Analysis". American Educational Research Journal, 38, 3, 499-534.

Ingersoll, R. M. (2003). Who Controls Teachers' Work?: Power and Accountability in America's Schools. Cambridge, MA: Harward University Press. As quoted in Younghusband, L. J. (2005).

Işık, İ. (2002). Öz-Yeterlilik İnancı: Yönetici Rollerini Açısından Bir İnceleme, Unpublished Doctoral Dissertation, Marmara University.

Işık, E. N. (2006). Öğretmen Adaylarının Benlik Kavramları ile Mesleki Benlik Kavramları Arasındaki Bağdaşımın Bazı Değişkenlere Göre İncelenmesi: Selçuk Üniversitesi Örneği. Unpublished Master's Thesis, Selçuk University.

Jackson, C. (2001a). "Concern Raised Over Lack of Time for Teacher Development." The Telegram, pp. A1, A2. As quoted in Younghusband, L. J. (2005).

James, W. (1950). Principles of Psychology. New York. As quoted in Tinsley, R. (2002).

Jaquish, G. A., & Ripple, R. E. (1981). "Cognitive Creative Abilities and Self-Esteem Across the Adult Life-Span." Human Development, 24, 2, 110-119.

Johnson, J., & Ryan, K. (1983). "Research on the Beginning Teacher: Implications for Teacher Education." In K. R. Howey & W. E. Gardner (Eds). The Education of Teachers: A Look Ahead (136-162). New York: Longman. As quoted in Szabo, M. A. (1990).

Johnson, S. M. (1990). Teachers at Work: Achieving Success in Our Schools. New York: Basic Books.

Johnson, S. M., & Landman, J. (1997). "Sometimes Bureaucracy Has Its Charms: The Working Conditions of Teachers in Deregulated Schools." Teachers College Record, 102, 1, 85-124.

Jorde, P. (1984). "Teacher Job Satisfaction: A Framework for Analysis (ERIC ED 253-304)." Los Angeles, CA: Annual Meeting of the National Association for the Education of Young Children. As quoted in Bradley, D. W. (1998).

Kahyaoğlu, M., & Yangın, S. (2007). "İlköğretim Öğretmen Adaylarının Mesleki Öz-Yeterliliklerine İlişkin Görüşleri." Kastamonu Eğitim Dergisi, 15, 1, 73-84.

Kaslow, N., McCarthy, S. M., Rogers, J. H., & Summerville, M. B. (1992). "Psychology Postdoctoral Training: A Developmental Perspective Professional Psychology." Research and Practice, 23, 5, 369-375.

Knirk, F. G. (1979). Designing Productive Learning Environments. Englewood Cliffs, New Jersey: Educational Technology Publications. As quoted in Williams, C. (1995).

Ko, W. (2003). The Effects of Compensation Structure and Working Conditions on the Retention Tendency of English Subject Teachers in Hong Kong Secondary Schools. Unpublished Doctoral Dissertation, The Chinese University of Hong Kong.

Kruger, L. J. (1997). "Social Support and Self-Efficacy in Problem Solving among Teacher Assistance Teams and School Staff." The Journal of Educational Research, 90, 3, 164-168.

Kyriacou, C. (1997). Teaching and Stress. Philadelphia: Open University Press.

Kulaksızoğlu, A. (1995). "Öğretmenlik Mesleğinin Ahlak İlkeleri Konusunda Bir Deneme." Marmara Üniversitesi, Atatürk Eğitim Fakültesi Eğitim Bilimleri Dergisi, 7, 185-188. As quoted in Arıcak, O. T. (1999).

Kunes-Connell, M. V. (1991). Towards an Occupational Self-Esteem Model for Psychiatric Nurses. Unpublished Doctoral Dissertation, The University of Nebraska.

- Kurz, T. B. (2001). "An Exploration of the Relationship Among Teacher Efficacy, Collective Teacher Efficacy, and Goal Consensus." Dissertation Abstracts International: A. The Humanities and Social Sciences, 62,(07), (UMI No: 3020068). As quoted in Egger, K. J. (2006).
- Lee, V., Dedrick, R. F., & Smith, J. B. (1991). "The Effect of Social Organization of Schools on Teachers' Efficacy and Satisfaction." Sociology of Education, 64, 190-208.
- Lee, C. L. (1992). The Relationship between Oklahoma Home Economics Teachers' Self-Esteem and Their Classroom Interaction. Unpublished Doctoral Dissertation, Oklahoma State University.
- Lee, C. O. (2001). The Relationship between External Environments and Teacher Stress. Unpublished Doctoral Dissertation, The Chinese University of Hong Kong.
- Leithwood, K. A. (1992). "The Move Toward Transformational Leadership." Educational Leadership, 49, 5, 8-12. As quoted in Lewandowski, K. H. (2005).
- Lewandowski, K. H. (2005). A Study of the Relationship of Teachers' Self-Efficacy and the Impact of Leadership and Professional Development. Unpublished Doctoral Dissertation, Indiana University of Pennsylvania.
- Locke, E. A., Federick, E., Lee, C., & Bobko, P. (1984). "The Effect of Self-Efficacy, Goals, and Task-Strategies on Task Performance." Journal of Applied Psychology, 69, 241-251.
- Lortie, D. C. (1975). School Teacher. A Sociological Study. Chicago: University of Chiago Press.
- LoVette, O. K. (1997). "To Achieve School Reform Education Leaders Must Focus on Teacher Slef-Concept." Education, 118, 2, 303-306. As quoted in Arıcak, O. T. (1990).
- Lynch, C. S. (2007). Applying Linear Growth Models to Measure Novice Teachers' Self-Efficacy Beliefs. Unpublished Doctoral Dissertation, Arizona State University.
- Maniloff, A. H. (2004). High School Size and Teachers' Perceptions of Working Conditions. Unpublished Doctoral Dissertation, East Carolina University.
- Markus, H., & Wurf, E. (1987). "The Dynamic Self-Concept: A Social Psychological Perspective." In M. R. Rosenzeig & L. W. Porter (Eds). Annual Review of Psychology, 38, 299-337.
- McLaughlin, M., Pfeifer, R., Swanson, D., & Yee, S. (1986). "Why Teachers Won't Teach." Phi Delta Kappan, 15, 420-425.

Mejner, C., & Foster, S. (1988). "The Effect of Teacher Self-Efficacy on Referral Chance." Journal of Special Education, 22, 378-385.

Milbourne, S. A. (2006). The Effect of Ambient Working Conditions on Teacher-Child Interactions and Teacher Stress and Wellness. Unpublished Doctoral Dissertation, The University of Delaware.

Mohapatra, J. (2005). Selected School Characrestics and Their Relationship to High School Teacher Retention. Unpublished Doctoral Dissertation, The University of Central Florida.

Montalvo, A., Bair, J., & Boor, M. (1995). "Teachers' Perceptions of Occupational Stress Factors." Psychological Reports, 15, 846. As quoted in Younghusband, L. J. (1995).

Moore, W. P., & Esselman, M. E. (1994). "Exploring the Context of Teacher Efficacy: The Role of Achievement and Climate." Paper Presented at the annual Meeting of the American Educational Research Association, New Orleans. As quoted in Çapa, Y. (2005).

Municipality of Eyüp. "Strategic Plan, 2007-2011". Retrieved February 12, 2008, from www.sp.gov.tr/documents/planlar/Istanbul/EyupSP0711.pdf.

Naylor, C. (2001a). "Teacher Workload and Stress: An International Perspective on Human Costs and Systemic Failure." BCTF Research Report, BC Teachers' Federation, Section III. As quoted in Younghusband, L. J. (2005).

Newmann, F. M., Rutter, R. A., & Smith, M. S. (1989). "Organizational Factors that Affect School Sense of Efficacy, Community, and Expectations." Sociology of Education, 62, 4, 221-238.

Nichols, V. I. (2002). The Impact of Workplace Conditions on Teacher Commitment, Teaching and Learning. Unpublished Doctoral Dissertation, The Union Institute Graduate School.

Nieto, S. (2003). "What Keeps Teachers Going?" Educational Leadership, 60(8), 15-18.

Olson, J. M. (2003). "Special Education and General Education Teacher Attitudes Toward Inclusion." (Doctoral Dissertation, University of Wisconsin-Stout). As quoted in Velez-Arias, H. O. (1998).

Overbaugh, B. L. (1990). School Facilities: The Relationship of the Physical Environment to Teacher Professionalism. Unpublished Doctoral Dissertation, Graduate School of Texas A & M University.

Özdayı, N. (1991). "Resmi ve Özel Liselerde Çalışan Öğretmenlerin İş Streslerinin Karşılaştırılması." Marmara Üniversitesi, Atatürk Eğitim Fakültesi, Eğitim Bilimleri Dergisi, 5, 113-128.

Özdayı, N. (1996). "Liselerde Görev Yapan Öğretmenlerin Eğitim Ortamlarının İş Tatmini ve Verimlilik Açısından Değerlendirilmesi." Marmara Üniversitesi, Atatürk Eğitim Fakültesi, Eğitim Bilimleri Dergisi, 10, 237-251.

Özkan, Ö., Tekkaya, C., & Çakıroğlu, J. (2002). "Fen Bilgisi Aday Öğretmenlerinin Fen Kavramlarını Anlama Düzeyleri, Fen Öğretimine Yönelik Tutum ve Öz-Yeterlilik İnançları." V. Fen Bilimleri Eğitimi Kongresi, ODTÜ, Ankara. As quoted in Ay, B. (2007).

Pajares, F. (1992). "Teachers' Belief and Educational Research: Cleaning up a Messy Construct." Review of Educational Research, 62, 3, 307-332.

Pajares, F. (1996). "Self-Efficacy Beliefs in Academic Settings. Review of Educational Research, 66, 4, 543-578.

Pajares, F. (2002). "Gender and Perceived Self-Efficacy in Self-Regulated Learning." Theory into Practice, 41, 2, 116-125.

Palladino, C. D. (1989). Developing Self-Esteem: A Positive Guide for Personal Success. Los Altos, CA: Crisp Publications, Inc.

Parkay, F. W., Greenwood, G., Olejnik, S., & Proller, N. (1988). "A Study of the Relationship among Teacher Efficacy, Locus of Control, and Stress." Journal of Research and Development in Education, 21,4, 13-22.

Pierce, J. L., Gardner, D. G., Cummings, L. L., & Dunham, R. B. (1989). "Organization-Based Self-Esteem: Construct Definition, Measurement, and Validation." Academy of Management Journal, 32, 622-648. As quoted in Van Meter, K. J. (2000).

Pierce, M. B., & Molloy, G. N. (1990). "Psychological and Biographical Differences Between Secondary School Teachers Experiencing High and Low Levels of Burnout." British Journal of Educational Psychology, 60, 37-51. As quoted in Younghusband, L. J. (2005).

Purkey, W. W. (1970). Self-Concept and School Achievement. Englewood Cliffs, NJ: Prentice Hall. As quoted in Schumann, N. M. (1991).

Putnam, R. T., & Borko, H. (2000). "What do new Views of Knowledge and Thinking have to Say about Research on Teacher Learning?" Educational Researcher, 29, 1, 4-15.

- Ramey-Gassert, L., Shroyer, M., & Staver, J. (1996). "Qualitative Study of Factors Influencing Science Teaching Self-Efficacy of Elementary Level Teachers." Science Education, 80, 3, 283-315.
- Raudenbush, S. W., Rowan, B., & Cheong, Y. F. (1992). "Contextual Effects on the Self-Perceived Efficacy of High School Teachers." Sociology of Education, 65, 2, 150-167.
- Regeringskansliet. (2003). Attracting, Developing and Retaining Effective Teachers. Retrieved January 24, 2007, from <http://www.oecd.org/dataoecd/10/60/2962250.pdf>.
- Reyes, P. (1990). "Individual Work Orientation and Teacher Outcomes". Journal of Educational Research, 83, 6, 327-335.
- Rice, J. K. (1999). "The Impact of Class Size on the Instructional Strategies and the use of Time in High School Mathematics and Science Courses." Educational Evaluation and Policy, 21, 215-229.
- Robbins, A. (1986). Unlimited Power. New York: Fawcett Columbine. As quoted in Hartley, M. L. (1997).
- Rosenberg, M. (1979). Conceiving the Self. New York: Basic Books.
- Rosenberg, M. (1990). "The Self-Concept: Social Product and Social Force." Social Psychology. In Rosenberg, M., & Turner, R. H. (Eds.). New Brunswick: Transaction Publishers. As quoted in Arıcak, O. T. (1999).
- Rosenholtz, S. J. (1989). Teachers' Workplace: The Social Organization of Schools. New York: Longman.
- Rosenholtz, S. J., & Simpson, C. (1990). "Workplace Conditions and the Rise and Fall of Teachers' Commitment." Sociology of Education, 63, 4, 241-257.
- Ross, J. A. (1995). "Strategies for Enhancing Teachers' Beliefs in Their Effectiveness: Research on a School Improvement Hypothesis." Teachers College Record, 97,2, 227-251.
- Ross, J. A., Cousins, J. B., & Gadalla, T. (1996). "Within-Teacher Predictors of Teacher Efficacy." Teaching and Teacher Education, 12, 385-400. As quoted in Bryant, L. R. (2007).
- Rotter, J. B. (1966). "Generalized Expectations for Internal versus External Control of Reinforcement." Psychological Monographs, 80, 1-28.

Sandfeur, J. T. (1982). "What Happens to the Teacher During Induction?" In G.E. Hall (Ed.). Beginning Teacher Induction: Five Dilemmas, 41-46. Austin, TX: University of Texas at Austin, Research and Development Center for Teacher Education. As quoted in Szabo, M. A. (1990).

Say, M. (2005). Fen Bilgisi Öğretmenlerinin Öz-Yeterlilik İnanışları. Unpublished Master's Thesis, Marmara University.

Sayın, S. (2003). "Farklı Programlarda Okuyan Öğretmen Adayı Üniversite Öğrencilerinin Empatik Eğilimi, Öğretmenlik Mesleğine Karşı Tutum ve Mesleki Benlik Saygısı." Burdur Eğitim Fakültesi Dergisi, 36, 4, 74-84.

Schlechty, P. & Vance, V. (1981). "Do Academically Able Teachers Leave Education?: The North Carolina Case." Phi Delta Kappan, 63, 2, 106-112. As quoted in Szabo, M. A. (1990).

Schumann, N. M. (1991). Collegial Relationships and Self-Esteem of Beginning Teachers. Unpublished Doctoral Dissertation, The University of Nebraska.

Schunk, D. A. (1987). "Peer Models and Children's Behavioral Change." Review of Educational Research, 57, 149-174. As quoted in Varon, E. (2003).

Schunk, D. H. (1991). "Self-Efficacy and Academic Motivation." Educational Psychologist, 26, 3&4, 207-231. As quoted in Bryant, L. R. (2007).

Schunk, D. H., & Meece, J. L. (2006). "Self-Efficacy Development in Adolescence." In Pajares, F., & Urdan, T. (Eds). Self-Efficacy Beliefs of Adolescents (pp.71-96). Greenwich, CT: Information Age. As quoted in Skaalvik, E. M., & Skaalvik, S. (2007).

Shaimemanya, C.N.S. (2006). Teaching Desertification: An Investigation of Teacher and Classroom Attributes, Instructional Strategies, Locus of Control, Attitudes, and Self-Efficacy of Namibian Junior Secondary School Teachers. Unpublished Doctoral Dissertation, Howard University.

Shavelson, R. J., Hubner, J. J., & Stanton, G. C. (1976). "Self-Concept: Validation of Construct Interpretation." Review of Educational Research, 46, 407-441.

Shavelson, R. J., & Bolus, K. (1982). "Self-Concept: The Interplay of Theory and Methods." Journal of Educational Psychology, 74, 3-17. As quoted in Kunes-Connell, M. V. (1991).

Short, P. M. (1994). "Defining Teacher Empowerment." Education, 114, 488-492.

Silvernail, D. L. (1985). Developing Positive Student Self-Concept. Washington, D. C: National Education Association.

Simpson, C. K., & Boyle, D. (1975). "Esteem Construct Generality and Academic Personality." Educational and Psychological Measurement, 35, 897-904.

Skaalvik, E. M., & Skaalvik, S. (2007). "Dimensions of Teacher Self-Efficacy and Relations with Strain Factors, Perceived Collective Teacher, and Teacher Burnout." Journal of Educational Psychology, 99, 3,611-625.

Skolverket: The National Agency for Education. (2003). Competence and Opportunity: The Importance of Teachers, Their Working Situation and Conditions. Stockholm: Davidsons Tryck.

Slegers, P. (1999). "Professional Identity, School Reform and Burnout: Some Reflections on Teacher Burnout." In R. Vanderberghe & A. Huberman (Eds). Understanding and Preventing Teacher Burnout. Cambridge: Cambridge University Press.

Smylie, M. A. (1998). "The Enhancement Function of Staff Development: Organizational and Psychological Antecedents to Individual Teacher Change." American Educational Research Journal, 25, 1, 1-30.

Smyth, D. (1993). "First year Physical Education Teachers Perception of Their Work Place." Paper Presented at the Annual Meeting of AERA, Atlanta. As quoted in Velez-Arias, H. O. (1998).

Solmon, M. A., Worthy, T., & Carter, C. A. (1993). "The Interaction of School Context and Role Identity of First Year Teachers". Journal of Teaching Physical Education, 12, 313-328. As quoted in Velez-Arias, H. O. (1998).

Soodak, L. C., & Podell, D. M. (1996). "Teacher Efficacy: Toward the Understanding of a Multi-Faceted Construct." Teaching and Teacher Education, 12, 401-411.

Speilberger, C., Vagg, P., & Wasala, C. (2003). Occupational Stress: Job Pressures and Lack of Support. In Handbook of Occupational Psychology, J. Quick and R. Tetrick(Eds). Washington, D.C: American Psychology Association.

Stanwyck, D. (1983). "Self-Esteem Through the Life Span." Family and Community Health, 6, 11-28. As quoted in Kunes-Connell, M. V. (1991).

Sullivan, H. S. (1953). Interpersonal Theory of Psychiatry. New York: Norton. As quoted in Kunes-Connell, M. V. (1991).

Stroot, S. A., Faucette, N., & Schwager, S. (1993). "In the Beginning: The Induction of Physical Educators." In Stroot, S. (Ed). Socialization into Physical Education (Monograph). Journal of Teaching in Physical Education, 12, 375-385. As quoted in Velez-Arias, H. O. (1998).

- Super, D. E. (1963). Career Development: Self-Concept Theory. Teacher College. Colombia University.
- Szabo, M. A. (1990). Crucible or Cradle: Variations in Working Conditions and the Socialization of New Teachers. Unpublished Doctoral Dissertation, Stanford University.
- Şişman, M. (1996). Etkili Okul Yönetimi, İlkokullarda Bir Araştırma. Unpublished Research Report, Osmangazi Üniversitesi, Fen Edebiyat Fakültesi. As quoted in Yılmaz, V. (2006).
- Taris, T. W., Peeters, M. C. W., LeBlanc, P. M., Schreurs, P. J. G., & Schaufel, W. B. (2001). "From Inequity to Burnout: The Role of Job Stress." Journal of Occupational Health Psychology, 6, 4, 303-323. As quoted in Younghusband, L. J. (2005).
- Tarter, C. J., & Hoy, W. K. (1988). "The Context of Trust: Teachers and the Principal." High School Journal. 72, 17-24.
- Taylor, F. (1997). Careers in Teaching. London: Kogan.
- Taylor, A., & Grousie, G. (1988). "The Ecology of Learning Environments for Children." CEFP Journal, 26, 4, 23-28.
- Thomas, J. B. (1977). "Self-Concept Studies in a Historical Perspective." Durham Research Review, 8, 38. As quoted in Gasper, F. M. A. (1980).
- Tinsley, R. (2002). The Professional Self-Esteem of Teacher Educators in Texas. Unpublished Doctoral Dissertation, Graduate School of Texas A & M University.
- Toepfer, C. T., Becknell, A. T., Fox, L., Kirk, W. & Sayre, R. (Eds). (1972). Environmental Psychology: Selected Readings. New York: MSS Information Corporation. As quoted in Williams, C. (1995).
- Tonelson, S. W. (1981). "The Importance of Teacher Self-Concept to Create a Healthy Psychological Environment for Learning." Education, 102, 1, 96-100.
- Travers, C. J., & Cooper, C. L. (1996). "Teachers Under Pressure: Stress in the Teaching Profession." London: Routledge. As quoted in Dunham, J. & Varma, V. (1998).
- Troman, G., & Woods, P. (2001). Primary Teachers' Stress. New York: Routledge-Falmer.
- Tschannen-Moran, M., Hoy, A., & Hoy, W. K. (1998). "Teacher Efficacy: Its Meaning and Measure." Review of Educational Research, 68, 2, 202-248.

Tschannen-Moran, M., & Woolfolk-Hoy, A. (2001). "Teacher Efficacy: Capturing an Elusive Construct." Teaching and Teacher Education, 17, 783-785.

Tschannen-Moran, M., & Woolfolk-Hoy, A. (2002). The Influence of Resources and Support on Teachers' Efficacy Beliefs. Paper Presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.

Tye, B. B., & O'Brien, L. (2002). "Why are Experienced Teachers Leaving the Profession?". Phi Delta Kappan, 84,1.

Ünal, E., & Şimşek, S. (2008). "İlköğretim Bölümü Anabilim Dallarında Öğrenim Gören Öğretmen Adaylarının Mesleki Benlik Saygılarının Çeşitli Değişkenler Açısından İncelenmesi." İlköğretim Online, 7, 1, 41-52.

Üstün, E., Erkan, S., & Akman, B. (2004). "Türkiye'de Okul Öncesi Öğretmenliği Öğrencilerinin Öğretmenlik Mesleğine Yönelik Tutumlarının İncelenmesi." Manas Üniversitesi, Sosyal Bilimler Dergisi, 10.

Üstün, A. (2005). "Farklı Branşlardaki Öğretmen Adaylarının Öğretmenlik Mesleğine Yönelik Tutumlarının İncelenmesi." 14. Ulusal Eğitim Bilimleri Kongresi Bildiri Kitabı, 447-451.

Van Der Klink, J. J. L, Blonk, R. W. B., Schene, A. H., & Van Dijk, F. J. H. (2001). "The Benefits of Intervention for Work-Related Stress." American Journal of Public Health, 91, 2, 270-276. As quoted in Younghusband, L. J. (2005).

Van-Meter, K. J. (2000). Flow, Self-Efficacy, and Self-Esteem: Life Histories of Motivated Teachers in the Latter Portion of Their Careers. Unpublished Doctoral Dissertation, The University of Toledo.

Varon, E. (2003). Openness to Change in Relation with Personality Traits and Contextual Factors. Unpublished Master Thesis, Marmara University.

Velez- Arias, H. O. (1998). A Multi - Case Study of Physical Education Teachers and Working Conditions in Inner City Schools. Unpublished Doctoral Dissertation, Colombia University.

Vitali, G, J. (1994). "Factors Influencing Teachers' Practices in an Assessment Driven Reform". (Report No. SP 035 399). US Department of Education: Office of Educational Research and Development. (ERIC document Reproduction Service No. ED 373053). As quoted in Bryant, L. R. (2007).

Vogel, T. L. (2004). An Analysis of the Working Conditions Experienced by Beginning Teachers in an Urban School District. Unpublished Doctoral Dissertation, The University of Memphis.

Werner-Leonard, A. (2006). Self-Esteem and Mastery as Moderators of the Relationship Between Work and Non-Work Stressors and Depression. Unpublished Doctoral Dissertation, University of Alberta.

Wertheim, C., & Leyser, Y. (2002). "Efficacy Beliefs, Background Variables, and Differentiated Instruction of Israeli Prospective Teachers." The Journal of Educational Research, 96, 1, 54-63. As quoted in Bryant, L. R. (2007).

Williams, C. (1995). An Investigative Study of the Relationship of the Physical Environment to Teacher Professionalism in the State of Mississippi Public Schools. Unpublished Doctoral Dissertation, Jackson State University.

Williams, J. A., & Williamson, K. M. (1993). "Collaborative Conversations with Beginning Physical Education Teachers." Paper Presented at the Annual Meeting of the AERA, Atlanta. As quoted in Velez-Arias, H. O. (1998).

Wilson, V., & Hall, J. (2002). "Running Twice Fast? A Review of the Research Literature on Teachers' Stress." Scottish Educational Review, 34, 2, 175-187.

Wisniewski, L., & Gargiulo, E. (1997). "Occupational Stress and Burnout among Special Educators: A Review of the Literature." The Journal of Special Education, 31, 325-346.

Wolters, C. C., & Daugherty, S. G. (2007). "Goal Structures and Teachers' Sense of Efficacy: Their Relation and Association to Teaching Experience and Academic Level." Journal of Educational Psychology, 99, 1, 181-193.

Woolfolk, A. E., Rosoff, B., & Hoy, W. K. (1990). "Teachers' Sense of Efficacy and Their Beliefs About Managing Students." Teaching and Teacher Education, 6, 2, 137-148.

Woolfolk-Hoy, A., & Spero, R. B. (2005). "Changes in Teacher Efficacy During the Early Years of Teaching: A Comparison of Four Measures." Teaching and Teacher Education, 21, 343-356.

Wylie, R. (1961). The Self-Concept: A Critical Survey of Pertinent Research Literature. Lincoln, NE: University of Nebraska Press. As quoted in Kunes-Connell, M. V. (1991).

Wylie, R. C. (1974). The Self-Concept: A Review of Methodological Considerations and Measuring Instruments. Lincoln, NB: University of Nebraska Press. As quoted in Zieff, H. E. (1995).

Xin, M., & Macmillan, R. (1999). "Influences of Workplace Conditions on Teachers' Job Satisfaction". Journal of Educational Research, 93, 1, 39-46. As quoted in Maniloff, A. H. (2004).

Yeung, K., & Watkins, D. (1998a). The Impact of Teaching Practice on Professional Self-Esteem: A Covariance Analysis. The University of Hong Kong.

Yeung, K., & Watkins, D. (1998b). Assessing Student Teachers Professional Self-Esteem: A Hong Kong Construct Validation Study. The University of Hong Kong.

Yılmaz, V. (2006). İlköğretim Okullarının Etkili Okul Özelliklerine Sahip Olma Düzeyleri. Unpublished Master's Thesis, Abant İzzet Baysal University.

Younghusband, L. J. (2005). High School Teachers' Perceptions of Their Working Environment in Newfoundland: A Grounded Theory Study. Unpublished Doctoral Dissertation, Memorial University of Newfoundland.

Yost, R. (2002). "I think I can." Mentoring as a Means of Enhancing Teacher Efficacy. The Clearing House, 75, 4, 195-197. As quoted in Egger, K. J. (2006).

Zembat, R., & Bilgin, H. (1996). "Okul Öncesi Eğitim Kurumlarında Çalışan Öğretmenlerin Öğretmenlik Tutumlarının İncelenmesi." II. Ulusal Eğitim Sempozyumu Bildirileri. Marmara Üniversitesi, Atatürk Eğitim Fakültesi, 18-20.

Zhao, Y. (2007). A Case Study of the Impact of Urban Immersion Teacher Preparation and Urban School Workplace on the Perceived Self-Efficacy, Persistence and Institutional Commitment of Urban School Teachers. Unpublished Doctoral Dissertation, University of Massachusetts.

Zieff, H. E. (1995). The Effect of Experiences in Clinical Training on the Professional Self-Esteem of Clinical Psychology Students. Unpublished Doctoral Dissertation, University of Massachusetts.

Zimmerman, B. J., & Cleary, T. J. (2006). Adolescents' Development of Personal Agency. The Role of Self-Efficacy Beliefs and Self-Regulatory Skills. In F. Pajares & Urdan (Ed). Self-Efficacy Beliefs of Adolescents (pp.45-69). Greenwich, CT: Information Age.

APPENDICES

Appendix 1: Research Scale

Sayın Meslektaşım,

Bu anket, Marmara Üniversitesi'nde yapmakta olduğum yüksek lisans tezimin konusu olan **ilköğretim okullarında görevli öğretmenlerin çalışma koşulları, öğrenci tanıma, sınıf yönetimi, öğretme stratejileri ve mesleklerine yönelik tutumları arasındaki ilişkiyi** belirlemek üzere hazırlanmıştır.

Anket ile elde edilecek bilgiler, toplu olarak değerlendirilecek ve sadece araştırma amacı için kullanılacaktır. Bireysel bir değerlendirme yapılmayacağı için anket formuna **adınızı yazmanız gerekmemektedir.**

Araştırmanın geçerli olabilmesi için **tüm maddeleri sizce en doğru olan şekilde ve boş bırakmadan** cevaplandırınız. Tüm cümleler için size uygun olan seçeneği çarpı işareti (X) ile belirtiniz. İfadelerin doğru ya da yanlış cevabı yoktur, önemli olan sizin düşüncelerinizdir.

İlginiz ve yardımınız için çok teşekkür ederim.

Saygılarımla;

Gülay ÖZTÜRK

Marmara Üniversitesi
Sosyal Bilimler Enstitüsü
Örgütsel Davranış Bölümü

İletişim: gulay_ozturk@yahoo.com

1. BÖLÜM:

Aşağıdaki seçeneklerden sizin için uygun olanı çarpı işareti (X) ile belirtiniz.

1. Cinsiyetiniz: Erkek () Kadın ()

2. Yaşınız:

21-30 ()

31-40 ()

41-50 ()

51 ve üzeri ()

3. Medeni durumunuz:

Evli ()

Bekar ()

4. Çocuğunuz var mı? Evet () Hayır ()

5. Toplam kaç yıldır öğretmen olarak çalışıyorsunuz?

1- 5 yıl ()

6-10 yıl ()

11-15 yıl ()

16 yıl ve üzeri ()

6. Bu okulda kaç yıldır öğretmen olarak çalışıyorsunuz?

1- 5 yıl ()

6-10 yıl ()

11-15 yıl ()

16 yıl ve üzeri ()

7. Sınıfınızdaki öğrenci sayısı:

20-30 ()

31-40 ()

41-50 ()

51-60 ()

61 ve üzeri

8. Okuldaki çalışma alanınız:

Sınıf öğretmeni ()

Branş öğretmeni () Lütfen branşınızı yazınız:.....

9. Mezuniyet Durumunuz:

Lisans ()

Yüksek Lisans ()

Doktora ()

Diğer ()

2. BÖLÜM:

Bu anket şu anda görevli olduğunuz okuldaki çalışma koşullarınızla ilgili düşüncelerinizi öğrenmek amacıyla hazırlanmıştır. Aşağıda verilen ifadelere ne derece katıldığınızı “**Hiç Katılmıyorum**” ile “**Tamamen Katılıyorum**” arasında değişen seçeneklerden sizin için uygun olanı çarpı işareti (X) ile seçerek belirtiniz.

Araştırmanın geçerli olabilmesi için hiçbir ifadenin yanıtsız bırakılmaması çok önemlidir.

		Hiç Katılmıyorum (1)	Çok az Katılıyorum (2)	Biraz Katılıyorum (3)	Çoğunlukla Katılıyorum (4)	Tamamen Katılıyorum (5)
1	Çalışma ortamı fiziksel açıdan (ısı, ışık, havalandırma, temizlik vb.) yeterlidir.					
2	Çalışma ortamı gürültülüdür					
3	Sınıflarda fazla sayıda öğrenci vardır					
4	Okuldaki derslik sayısı yeterlidir.					
5	Okulun tüm bölümlerinde (öğretmenler odası, sınıflar vb.) rahat bir ortam vardır					
6	Eğitim-öğretim için gerekli araç-gereçler (bilgisayar-fotokopi vb.) nitelik ve nicelik açısından yeterlidir.					
7	Okul, müfredatı uygulamayı sağlayacak olanaklara (tiyatro salonu, laboratuvar, atölyeler vb.) sahiptir.					
8	Sınıflardaki fiziksel ortam (sıra düzeni, pano yerleri vb.) etkili eğitim-öğretim için yeterlidir.					
9	Zaman zaman iş yükü artar.					
10	Mesleki gelişmeleri izlemek için yeterli zaman yoktur.					
11	İş yükünden dolayı aile hayatına/kişisel hayata zaman ayırmak mümkün değildir					
12	Eğitim sisteminde yapılan değişikliklerde öğretmenlerin görüşleri, istek ve ihtiyaçları göz önüne alınır.					
13	Eğitim sisteminde yapılan değişiklikler (yeni müfredat vb.) öğretmenlere hizmet-içi eğitim ve seminerlerle zamanında ve doğru şekilde duyurulur.					
14	Öğretmenlerin, eğitim sistemindeki değişikliklerin gerektirdiği bilgi ve becerileri kazanmaları, hizmet-içi eğitim, seminer vb. yöntemlerle sağlanır.					
15	Değişiklikler ile ilgili bilgi vermek için düzenlenen hizmet-içi eğitim ve seminerler yeterli ve etkili şekilde yapılmaktadır.					
16	Eğitim sistemindeki değişiklikleri (yeni müfredat vb.) uygulamaya geçirmek zordur.					
17	Yeni müfredatın içeriği (konular, etkinlikler vb.) öğrenci seviyesine uygundur					
18	Öğrenciler derslere karşı istekli ve ilgilidirler.					
19	Davranış sorunu olan öğrenciler nedeniyle sınıfta ders yapmak zordur.					
20	Sınıfta disiplini sağlamak güçtür.					
21	Öğrencilere yönelik uygun ödül ve ceza sistemi yoktur.					
22	Genel olarak öğrenci kapasitesi olması gerektiği seviyededir.					
23	Toplumsal yapıdaki değişiklikler öğrencilerin sınıftaki davranışlarını olumsuz etkilemektedir.					

		Hiç Katılmıyorum (1)	Çok az Katılıyorum (2)	Biraz Katılıyorum (3)	Çoğunlukla Katılıyorum (4)	Tamamen Katılıyorum (5)
24	Veliler çocuklarının eğitimiyle yeterince ilgilenmektedirler.					
25	Veli-öğretmen-okul işbirliği yeterli şekilde sağlanmaktadır.					
26	Velilerin öğretmenlerden beklentileri aşırıdır.					
27	Veliler okuldaki çalışmalara (veli toplantısı vb.) düzenli şekilde katılmaktadırlar.					
28	Velilerin öğretmenlere yönelik tutum ve davranışları olumludur.					
29	Öğretmenler, davranış sorunu olan öğrencilere rehberlik etmekte zorlanmaktadırlar.					
30	Rehberlik derslerinin ders programındaki süresi yeterlidir.					
31	Öğretmenler rehberlik çalışmaları yapmak için gerekli olan eğitimi almışlardır.					
32	Rehberlik dersleri etkili ve verimli şekilde işlenmektedir.					
33	Öğretmenler arasında samimi bir iletişim vardır.					
34	Öğretmenler arasında çatışma ve uyumsuzluk bulunmaktadır.					
35	Öğretmenler arasında işbirliği ve dayanışma vardır.					
36	Öğretmenler birbirleriyle kişisel sorunlarını paylaşırlar.					
37	Okul yöneticileri ve öğretmenler rahat iletişim kurmaktadırlar.					
38	Okul yöneticileri ile öğretmenler arasında çatışma ve uyumsuzluk bulunmaktadır.					
39	Öğretmenler isteklerini ve ihtiyaçlarını kolaylıkla okul yöneticilerine ifade edebilirler.					
40	Okul yöneticileri yönetmeliklere ve uygulamalara yönelik değişiklikleri zamanında ve doğru şekilde duyururlar.					
41	Okul yöneticileri görevlere ilişkin konularda (ders programı, nöbet günleri vb.) öğretmenler arasındaki işbölümünü adil şekilde yaparlar.					
42	Okul yöneticileri tüm öğretmenlere eşit davranırlar.					
43	Okul yöneticileri öğretmenlere ihtiyaç duydukları konularda yardımcı olurlar.					
44	Okul yöneticileri öğretmenlerin işlerine ilişkin konularda (ders programı, nöbet günleri vb.) karar alırken onların gereksinimlerini, istek ve düşüncelerini dikkate alırlar.					
45	Okulda, yönetmeliklere ve kurallara bağlı kalınır.					
46	Öğretmenler işleriyle ilgili sorunlarda kendileri karar verebilirler.					
47	İkili öğretim eğitimin kalitesini olumsuz etkilemektedir.					
48	Çalışma saatlerinin başlangıç ve bitiş zamanları uygundur.					
49	Teneffüs süreleri dinlenmek için yeterlidir.					

3. BÖLÜM:

Bu anket öğretme stratejileri, sınıf yönetimi ve öğrenci tanımaya yönelik tutumlarınızı öğrenmek amacıyla hazırlanmıştır. Aşağıda verilen ifadelere ne derece katıldığınızı “**Hiç Katılmıyorum**” ile “**Tamamen Katılıyorum**” arasında değişen seçeneklerden sizin için uygun olanı çarpı işareti (X) ile seçerek belirtiniz.

Araştırmanın geçerli olabilmesi için hiçbir ifadenin yanıtsız bırakılmaması çok önemlidir.

		Hiç Katılmıyorum (1)	Çok az Katılıyorum (2)	Biraz Katılıyorum (3)	Çoğunlukla Katılıyorum (4)	Tamamen Katılıyorum (5)
1	Çalışması zor öğrencilere ulaşmayı başarabilirim.					
2	Öğrencilerin eleştirel düşüncelerini sağlayabilirim.					
3	Sınıfta dersi olumsuz yönde etkileyen davranışları kontrol etmeyi başarabilirim.					
4	Derslere az ilgi gösteren öğrencileri motive etmeyi sağlayabilirim.					
5	Öğrenci davranışlarıyla ilgili beklentilerimi ortaya koyabilirim.					
6	Öğrencileri okulda başarılı olabileceklerine inandırabilirim.					
7	Öğrencilerin zor sorularına cevap verebilirim.					
8	Sınıfta yapılan etkinliklerin düzenli yürümesini sağlayabilirim.					
9	Öğrencilerin öğrenmeye değer vermelerini sağlayabilirim.					
10	Öğrettiklerimin öğrenciler tarafından kavranıp kavranmadığını değerlendirebilirim.					
11	Öğrencileri iyi bir şekilde değerlendirmeme olanak sağlayacak soruları hazırlayabilirim.					
12	Öğrencilerin yaratıcılıklarının gelişmesine yardımcı olabilirim.					
13	Öğrencilerin sınıf kurallarına uymalarını sağlayabilirim.					
14	Başarısız bir öğrencinin dersi daha iyi anlamasını sağlayabilirim.					
15	Dersi olumsuz yönde etkileyen ya da derste gürültü yapan öğrencileri yatıştırabilirim.					
16	Farklı öğrenci gruplarına uygun sınıf yönetim sistemini oluşturabilirim.					
17	Derslerin her öğrencinin seviyesine uygun olmasını sağlayabilirim.					
18	Farklı değerlendirme yöntemlerini kullanabilirim.					
19	Birkaç problemlili öğrencinin derse zarar vermesini engelleyebilirim.					
20	Öğrenciler konuyu anlama gücü çektiklerinde alternatif açıklama ya da örnek sunabilirim.					
21	Bana karşı saygısız davranışlarda bulunan öğrencilerle baş edebilirim.					
22	Çocuklarının okulda başarılı olmalarına yardımcı olmaları için ailelere destek olabilirim.					
23	Farklı öğretim yöntemlerini sınıfta iyi uygulayabilirim.					
24	Çok yetenekli öğrencilere uygun öğrenme ortamını oluşturabilirim.					

4. BÖLÜM:

Şu anda yaptığınız mesleğinizle ilgili olarak aşağıda verilen ifadelere ne derece katıldığınızı, “Hiç Katılmıyorum” ile “Tamamen Katılıyorum” arasında değişen seçeneklerden sizin için uygun olanı çarpı işareti (X) ile seçerek belirtiniz. Bir ifadeyi okuduktan sonra aklınıza ilk gelen seçeneği işaretleyiniz. Olmak istediğiniz durumu değil, gerçekte var olan tutumunuzu belirtiniz. İfadelerin doğru ya yanlış cevabı yoktur. Önemli olan sizin nasıl hissettiğinizdir.

“Mesleğim” ile belirtilen bölüme şu anda yaptığınız mesleğinizi yazınız ve tüm cevaplarınızı bu mesleğe göre veriniz. Araştırmanın geçerli olabilmesi için hiçbir ifadenin yanıtı bırakılmaması çok önemlidir.

	MESLEĞİM:	Hiç Katılmıyorum (1)	Çok az Katılıyorum (2)	Biraz Katılıyorum (3)	Çoğunlukla Katılıyorum (4)	Tamamen Katılıyorum (5)
1	Kendimi sahip olduğum mesleğimden daha iyi mesleklere layık görüyorum.					
2	Mesleğim benim için önemlidir.					
3	Mesleğimi kişiliğime uygun bulmuyorum.					
4	Mesleğim sorulduğunda gurur duyarak bir cevap veremiyorum.					
5	Mesleğimde üretken ve verimli olabileceğimi düşünüyorum.					
6	Mesleğimi istemeyerek seçtim.					
7	Mesleğim benim benliğimin bir parçasıdır.					
8	Mesleğimin gerektirdiği zihinsel etkinliklere kendimi veremiyorum.					
9	Mesleğime çok saygı duyuyorum.					
10	Tercih hatası yüzünden şu anda istemediğim bir meslek alanındayım.					
11	Mesleğimin aranan ve istenilen bir meslek olduğunu düşünüyorum.					
12	Mesleğimin değerlerini hala benimseyebilmiş değilim.					
13	Mesleğimden memnunum					
14	Mesleğim insanlar üzerinde etki bırakabilecek niteliklere sahiptir.					
15	Mesleğimi küçümsüyorum.					
16	Mesleğime duygusal olarak kendimi verebiliyorum.					
17	Bu mesleği seçtiğim için kendi içimde çatışma yaşadığım olur.					
18	Mesleğim vasıtasıyla insanlık için önemli ve faydalı işler başarabilirim.					
19	Yeteneklerimin mesleğime uygun olmadığını düşünüyorum.					
20	Mesleğimin parlak bir geleceği olduğunu düşünüyorum.					
21	Mesleğimi değiştirmeyi düşünüyorum.					
22	Mesleğimin benim ihtiyaçlarımı karşılayamadığını düşünüyorum.					
23	Onur duyarak söyleyebileceğim bir mesleğim olmasını isterdim.					
24	Mesleğimi kendim istediğim için yapıyorum					
25	Mesleğime ilişkin olumsuz bir eleştiri aldığımda mesleğimi değersiz görme eğilimine giriyorum.					
26	Yeri geldiğinde mesleğimi rahatlıkla savunabilirim.					
27	İlgilerimin mesleğime uygun olmadığını düşünüyorum.					
28	Mesleğimin itibarlı olduğunu düşünüyorum.					
29	Gerçekte zevk almadığım halde, mesleğimden zevk alıyormuş gibi görünürüm.					
30	Mesleğim, bir meslekte bulunmasını istediğim özelliklere sahip.					

T.C.
İSTANBUL VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : B.08.4.MEM.4.34.00.18.580/ **3087**
Konu: Anket (**Gülay ÖZTÜRK**)

10 Aralık 2007

MARMARA ÜNİVERSİTESİ
İktisadi ve İdari Bilimler Fakültesi Dekanlığı'na

İlgi : a) Valilik Makamının 10/12/2007 tarih 3066 sayılı oluru.
b) Millî Eğitim Bakanlığına Bağlı Okul ve Kurumlarda Yapılacak Araştırma ve Araştırma Desteğine Yönelik İzin ve Uygulama Yönergesi
c) 20/11/2007 tarihli yazınız.

Üniversiteniz İktisadi ve İdari Bilimler Fakültesi İngilizce İşletme Bölümü Örgütsel Davranış Bilim Dalı Yüksek Lisans öğrencisi **Gülay ÖZTÜRK**'ün İlimiz Eyüp İlçesi İlköğretim okullarında uygulanmak üzere "**İlköğretim Okulu Öğretmenlerinin Çalışma Koşulları, Öz-yeterlilikleri ve Mesleki Benlik Saygıları Arısındaki İlişki**" konulu anket çalışmasını yapma isteği İlgi (a) Valilik Oluru ile uygun görülmüştür.

Bilgilerinizi, gereğinin İlgi(a) Valilik Oluru doğrultusunda, gerekli duyurunun anketçi tarafından yapılmasını, işlem bittikten sonra 2 (iki) hafta içinde sonuçtan Müdürlüğümüz Kültür Bölümüne rapor halinde bilgi verilmesini arz ederim.



Erdem DEMİRCİ
Müdür a.
Müdür Yardımcısı

EKLER :

- Ek-1. İlgi(a) Valilik Oluru
2. Ek: Anket Soruları.

NOT : Verilecek cevapta tarih, kayıt numarası, dosya numarası yazılması rica olunur.
Adres : İstanbul Millî Eğitim Müdürlüğü A.Blok Ankara cad. No:2 Cağaloğlu
Tel. ve Fax : 212 526 13 82 İnternet : www.istanbul-meb.gov.tr E-mail : apk@istanbul-meb.gov.tr

T.C.
İSTANBUL VALİLİĞİ
İl Milli Eğitim Müdürlüğü

Sayı : B.08.4.MEM.4.34.00.18.580/ 3066
Konu : Anket (Gülay ÖZTÜRK)

10/12/2007

VALİLİK MAKAMINA

- İlgi: a)Marmara Üniversitesi'nin 20/11/2007 tarihli yazısı.
b)Milli Eğitim Bakanlığına Bağlı Okul ve Kurumlarda Yapılacak Araştırma ve Araştırma Desteğine Yönelik İzin ve Uygulama Yönergesi.
c)Milli Eğitim Bakanlığı Eğitimi Araştırma Geliştirme Dairesi Başkanlığı'nın 11/04/2007 tarih ve 1950 sayılı emri.
d)Milli Eğitim Müdürlüğü Anket Komisyonu'nun 06/12/2007 tarihli tutanağı.

Marmara Üniversitesi İktisadi ve İdari Bilimler Fakültesi İngilizce İşletme Bölümü Örgütsel Davranış Bilim Dalı Yüksek Lisans öğrencisi **Gülay ÖZTÜRK**'ün İlimiz Eyüp İlçesi İlköğretim okullarında uygulanmak üzere "**İlköğretim Okulu Öğretmenlerinin Çalışma Koşulları, Öz-yeterlilikleri ve Mesleki Benlik Saygıları Arındaki İlişki**" konulu anket çalışmalarını yapma hakkındaki İlgi (a) yazı ve ekleri Müdürlüğümüzce incelenmiştir.

Marmara Üniversitesi İktisadi ve İdari Bilimler Fakültesi İngilizce İşletme Bölümü Örgütsel Davranış Bilim Dalı Yüksek Lisans öğrencisi **Gülay ÖZTÜRK**'ün İlimiz Eyüp İlçesi İlköğretim okullarında uygulanmak üzere "**İlköğretim Okulu Öğretmenlerinin Çalışma Koşulları, Öz-yeterlilikleri ve Mesleki Benlik Saygıları Arındaki İlişki**" konulu anket çalışmalarını, bilimsel amaç dışında kullanılmaması koşuluyla, okul idarelerinin denetim, gözetim ve sorumluluğunda, İlgi (c) Bakanlık Emri esasları dahilinde uygulanması, sonuçtan Müdürlüğümüze rapor halinde (CD formatında) bilgi verilmesi kaydıyla Müdürlüğümüzce uygun görülmektedir.

Makamınızca da uygun görüldüğü takdirde olurlarınıza arz ederim.

EKLER :

Ek-1. İlgi (a) yazı ve ekleri

M.ATA ÖZLER
Milli Eğitim Müdürü

OLUR
10/12/2007
Hikmet DİNÇ
Vali a.
Vali Yardımcısı



4440632

NOT : Verilecek cevapta tarih, kayıt numarası, dosya numarası yazılması rica olunur.
Adres : İstanbul Milli Eğitim Müdürlüğü A.Blok Ankara cad. No:2 Cağaloğlu 526 13 82
E-Mail : kultur34@meb.gov.tr Web: <http://istanbul.meb.gov.tr/bolumler/kultur>